

ALSC Environmental Scan

The Current and Future State of Youth Librarianship

2016 ALSC Emerging Leader Team, June 10, 2016

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Commissioned by the Association of Library Services to Children (ALSC),
a division of the American Library Association (ALA)

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EXECUTIVE SUMMARY

The Association for Library Service to Children (ALSC) Executive Board is beginning the important task of reviewing and updating the division's strategic plan for the future. To aid with this task, the Executive Board commissioned a group of 2016 American Library Association (ALA) Emerging Leaders (EL) to conduct an Environmental Scan to determine trends and needs that will impact the future of youth services. This document presents the results of the group's research. This research includes qualitative data gathered from a specialized survey created by the EL group, quantitative data from the survey, case studies gathered in literature reviews, and interviews with ALSC members and other stakeholders from around the country. Based on this research, the group identified four major areas affecting the field today and in the future. These are community engagement, diversity, early literacy, and technology.

The following are key ideas from each area:

Community Engagement

Community engagement is described as "sitting at the table, not behind the table." This new model of library engagement continues to support the library as a community center that offers a physical space to groups, reference services to individuals, and early literacy and other programs to families while also embracing the changing ideas around 21st century libraries and librarians. This new model recognizes the professional expertise of librarians; embeds them in local organizations, boards, and committees; and supports the development of joint programs between the library and other community groups.

Diversity

Diversity considerations impact a multitude of library actions and thoughts including increasing the diversity of the youth librarianship profession, increasing the cultural awareness and competence of library professionals who work with children, and increasing the diversity of library collections and programming for children. The overall goal is to create an environment in libraries where all children will feel welcome, celebrated, and eager to participate in the library offerings.

Early Literacy

Libraries now seek to become partners with parents and early childhood educators in supporting the healthy development of the whole child by increasingly creating programs and services that focus on early learning (with early literacy as a significant subcomponent). Such activities promote the foundational library mission of encouragement of "lifelong learning."

Technology

The role of the children's librarian has changed over the last thirty years; most significantly the inclusion of technology has become an integral part of the librarian's professional practice. New professional practices have emerged, including software application advisory, model media consumption, digital storytelling, and video production. Librarians who offer services to children, whether in a public library or school context, function as media mentors, digital curators of electronic and online materials, guides to the mindful inclusion of technology into everyday life, and experts in software and technology use.

Based on this group's research and experiences, this document defines and describes community engagement, diversity, early literacy, and technology issues; identifies their values in strategic planning; and provides recommendations to further support growth and enhancement in these areas.

INTRODUCTION

ALSC (Association for Library Service to Children) commissioned a group of 2016 American Library Association (ALA) Emerging Leaders (EL) as follows:

What lies in store for the future of children's librarianship? The 2016 ALSC Emerging Leader team will study the potential landscape of youth services. Using examples such as the Center for the Future of Libraries, the team will connect trends, make predictions and recognize opportunities for growth. As part of the preparation for its next strategic plan (2017-2020), ALSC is looking for the next Emerging Leaders team to prepare an environmental scan. This scan will include trends, ideas, and influences to help ALSC prepare for the future needs of members and the direction of the profession. The team should incorporate examples from outside industries (i.e. business, education, politics) to demonstrate the conditions in which the association operates. The team will also conduct an internal investigation of the association including resources and services that may advance the reputation of the division.

The EL team addressing this charge consists of:

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Our approach was to identify key areas of significance in future youth services and to focus on four areas of particular importance in strategic planning: Community Engagement, Diversity, Early Literacy, and Technology. While the findings presented in this document are research-based and well-documented, it is a scan and therefore not an exhaustive analysis. Each of these target areas is multi-faceted and complex. Our intention is to provide a broad overview that would allow librarians to view each topic through their own lenses. Because our committee is comprised of both public and school librarians, and we had survey results from close to 800 respondents, we feel these four areas represent potential trends for all librarians who serve children. It is also important to note our definition of the word “trend.” For the purposes of this report, we chose to view trends as opportunities for future growth. We were intentional about choosing areas that would continue to grow and develop for years to come. Similarly, we avoided areas we felt were “trendy” and could potentially fizzle out over the next few years.

Because the charge is from ALSC, we first examined the membership of ALSC in order to specifically assess the four areas while considering the make up of the organization. Each trend section includes a discussion of our research, the resources ALSC currently has in place to support the topic, and a summary of recommendations that have followed our research. We are hopeful that these findings can help guide ALSC in the development of the next strategic plan.

MEMBERSHIP

In order to clearly predict the future trends of ALSC, it is important to have an understanding of its current membership demographics. According to the 2015 Membership Needs Assessment Survey Report, ALSC is comprised primarily of females (95%). Members range in age from 25-85 with an average age of 42.5. 82% of ALSC members work for public libraries, 10% work in school libraries and the remaining members work in academic libraries, for-profit libraries, nonprofit libraries, and other settings.

ALSC membership has held steady for the past five years and had 4,171 members as of March 31, 2016. This is up slightly from an average of 4,088 members between 2006-2010. Compared to other divisions of ALA, these membership numbers are encouraging. Other divisions have experienced notable declines in membership over the past five years, decreasing as much as 18%. It is also worth mentioning that membership in professional organizations in general has declined steadily since their peak in 1970 (Putnam 85).

TRENDS IN ORGANIZATION PERCEPTION

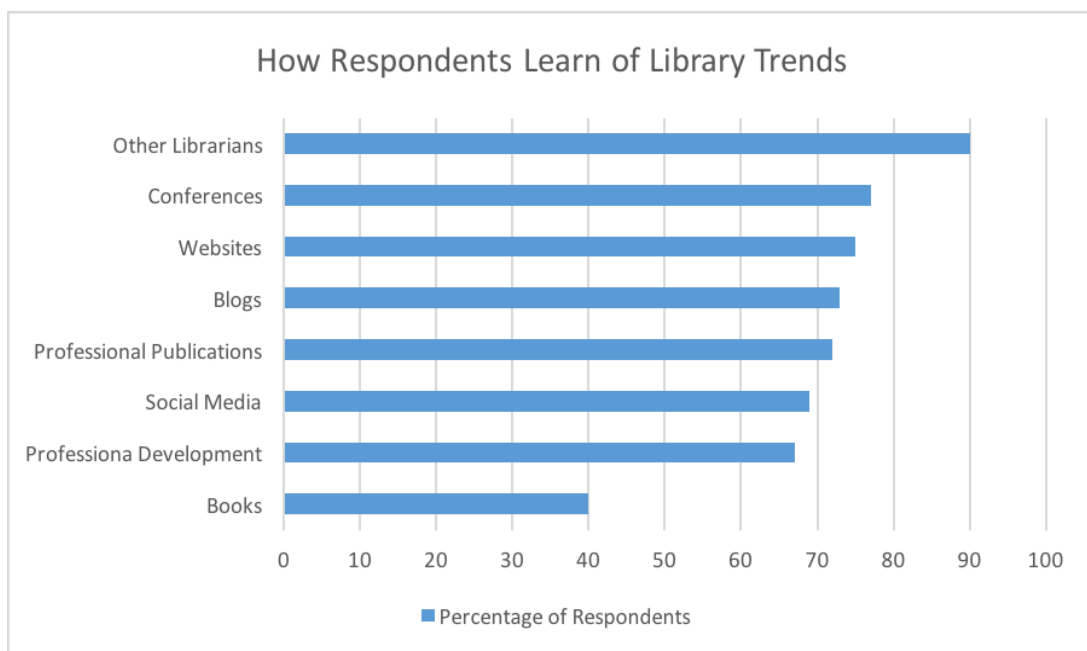
While our team worked to pinpoint four areas we assessed were likely to experience substantial growth and innovation within the next five years, we also sought to recognize ongoing shifts in professional organizations of all kinds that might impact future projections. Many professional

organizations are beginning to recognize the members' role in determining the direction of the organization. According to Joe Rominecki for *Associations Now*:

Engagement ... is fundamentally internal to the individual member. It's their engagement, not yours. The benefits of engagement accrue to the association, certainly, but in order to build engagement—to increase that stickiness—you must be focused on the members and their experience, their needs, their motivations, and their lives. This will require some customization. ... It will sometimes involve intangibles. ... And certainly the engagement has to overlap with the association business model ... otherwise there's not much point (think revenue-free web hits back in the dot-com bubble). But the more you can craft your engagement strategy around a clear picture of what matters—internally—to the members, the more successful you'll be.

The issue of engagement is one that can be felt across many different professional organizations. When an individual decides to become a member of ALSC, it results in a two-way relationship between the organization and the member.

The decision to join is more accurately a decision to affiliate [...] When people affiliate, they let the world around them know that they share an important quality with this group. It is not so much a purchase as it is an exchange, the content of which starts with an identity but involves a shared commitment to some common purpose, an end game that warrants collaboration. (Dalton & Dignam 19).



This collaborative relationship is central to ALSC members and the library profession. Among our survey respondents, 90% indicated they learn about new trends from other librarians. The graph

above shows the many ways that respondents learn about new trends in librarianship. Ironically, the method with the smallest response was books. In part, this may reflect the faster dissemination of ideas via these alternative methods.

One common issue indicated by respondents is the cost of professional development. As information becomes increasingly accessible on the internet via webinars and other types of online trainings, the role of professional organizations shifts. When professionals have the ability to draw information from so many informal yet expert resources (websites, blogs, social media), the struggle for professional associations to provide unique and valuable professional development is more critical, and more challenging. According to one member, “I wish professional development through ALA (conferences, webinars, etc) were more cost friendly. As a public librarian, my library can't afford to pay for me to attend anything over \$100 which is pretty much everything ALA and ALSC offer.” Another member offered a similar opinion, “ALSC can best support my professional development needs by not charging for them. I appreciated a recent series of webinars that was free. I wish they all were.” Fortunately, ALSC has recently begun the process of making all webinars free for members. This will help ensure children’s librarians from across the country have access to quality information and professional development opportunities.

SURVEY

METHODOLOGY

As one means of determining the most important trends in children’s librarianship, the team created a survey seeking feedback from librarians serving children in public, school, and private libraries. The survey questions are found in Appendix A. In order to collect data quickly and efficiently, the decision was made to use an online platform to host the survey. Using social media and distribution lists, the survey was distributed to ALSC members and nonmembers beginning on February 10, 2016. The survey was officially closed on April 28, 2016. In that time period, 790 librarians responded to the survey.

The survey was designed to be brief in order to provide for the greatest likelihood of respondents.

It began with a question about respondent’s profession, asking if the respondent worked as a public librarian, school librarian, a retired librarian, a student, or in another role.

Next, the survey provided seven different trends and asked respondents to indicate the significance of the trend using a sliding scale. The trends included were: Early Literacy, Diversity, Technology (including media mentorship), Community Engagement, Makerspace/STEAM, Play, and Transforming the Library’s Physical Space. These seven areas were decided upon by the group after extensive research.

After indicating the trends' significance, respondents were asked to indicate their familiarity with each trend using a sliding scale.

In order to learn about how to best share new information, we asked respondents how they learn about new trends in librarianship. The options provided were: Other Librarians, Conferences, Websites, Blogs, Professional Publications, Social Media, Professional Development, and Books.

The final question of the survey allowed respondents the opportunity to respond to the question "Is there any other information about library trends that you would like us to know?"

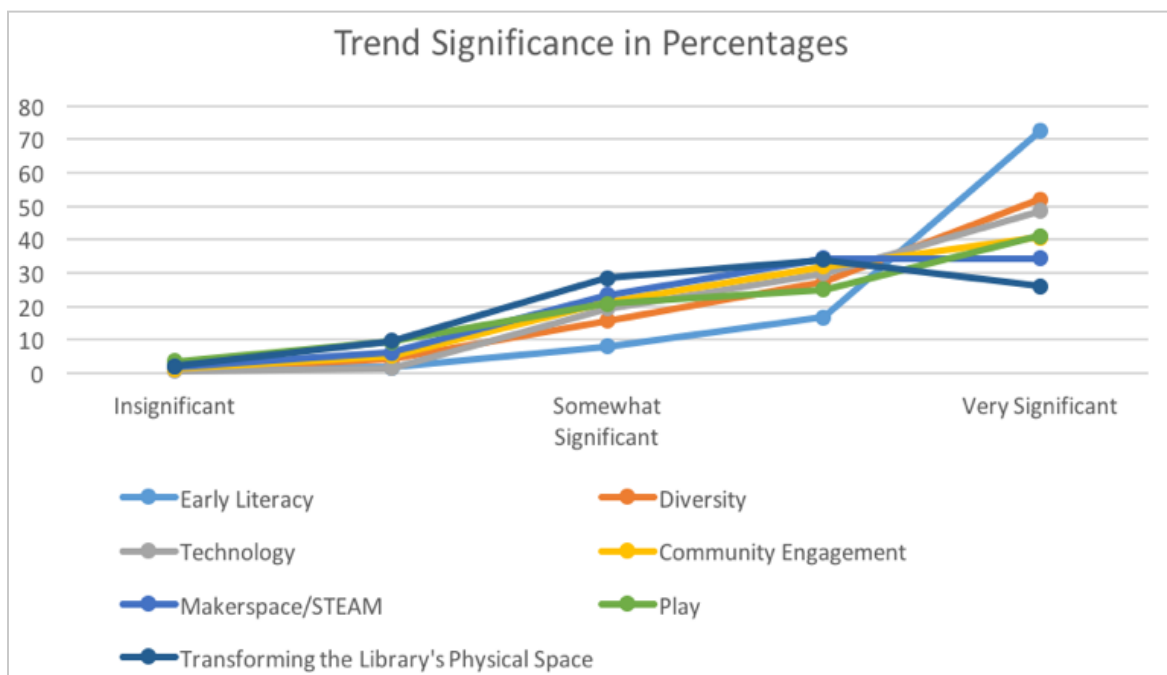
HIGHLIGHTS OF SURVEY FINDINGS

Demographics

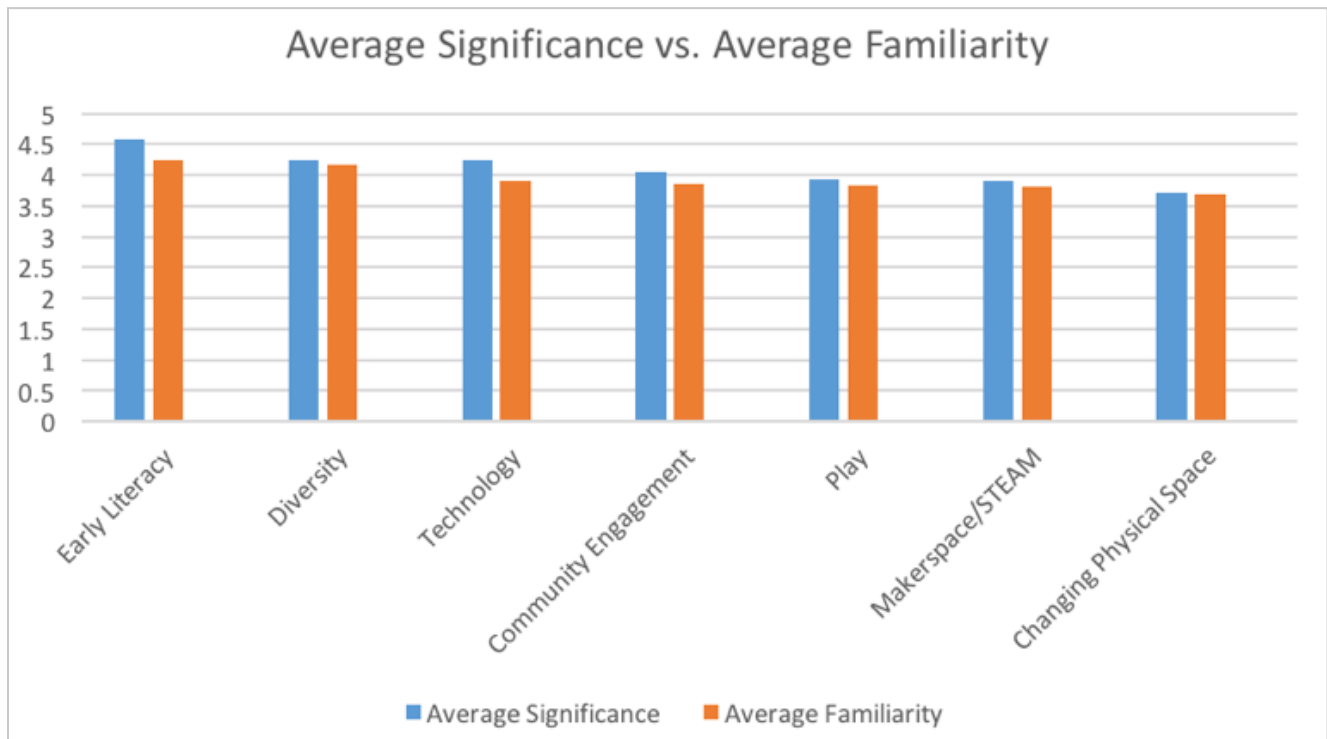
790 people responded to our survey. Of those, 379 (48%) indicated they were a public librarian, 352 (45%) work as school librarians, 14 (2%) of respondents were retired librarians, 9 (1%) of respondents were students and 36 people (5%) indicated they work in another role.

Significance of Trends

Respondents were asked to use a scale to indicate how significant each of the seven initially-selected trends were. The data collected shows that as the responses for each trend are averaged, all seven trends were significant to respondents. Respondents ranked each trend on a scale from 1 (Least Significant) to 5 (Very Significant). The top four trends, based on weighted averages were Early Literacy (4.75), Diversity (4.25), Technology (4.24), and Community Engagement (4.05).



In addition to asking respondents about the significance of each trend, we also asked about their familiarity with each topic. The graph below shows the comparison of respondents' significance to respondents' familiarity. It is likely that the concordance between significance and familiarity reflects an increased interest in those areas that each individual deemed important. Our final major collection point asked respondents to mark all of the ways they learn about new trends. The number one way that librarians are learning about new library trends is through their colleagues (90%). Librarians are also learning of trends through conferences (77%), websites (75%), blogs (73%), and professional publications (72%). Respondents indicated that only 40% learn of library trends through books.



COMMUNITY ENGAGEMENT

Libraries need to be more deeply embedded in addressing the critical challenges facing the community. ... How should libraries go about this work of aligning with community needs? First, by developing relationships with local government and community leaders.

— *Rising to the Challenge: Re-Envisioning Public Libraries, Aspen Institute Dialogue on Public Libraries*

Youth services librarians have a long history of serving children outside of the physical library: summer camps, school visits, and daycares. Outreach services have been a core practice in youth services since the late nineteenth century when Melvil Dewey collected boxes of books to be distributed at local schools (Bashaw 10). Since then, outreach services have flourished to include

table sits at community events, storytimes at local hospitals, and a variety of other activities geared towards providing traditional early literacy programs to children and families. While this core practice is important and necessary in the success of a youth librarian's mission, a new layer of services is evolving which require more, and different, skills from youth services librarians, namely community engagement.

Barbara White, Neighborhood Services Director for the Akron-Summit County Public Library (Ohio) describes community engagement as "sitting at the table, not behind the table." This new model of library engagement allows the library to evolve as a 21st century community center that not only offers a physical space to groups, reference services to individuals, and early literacy and other programs to families but also recognizes the professional expertise of librarians and embeds them in local organizations, boards, and committees.

In his platform speech at the ALA Midwinter Conference in 2016, Jim Neal, university librarian emeritus at Columbia University and President-Elect of ALA, devoted significant time to the idea of community engagement across library types. He passionately described a desire to be so involved in working with community groups that when leaders met to discuss important issues of the times, they immediately thought of the benefits of having a librarian involved. He believes that organizations whose missions are to solve "the priority social and economic issues of our time" such as "climate change, economic inequality, health care, immigration, and gun control" will understand the value of a professional librarian's expertise in these discussions if librarians continue to advocate at both a local and national level. By "sitting at the table" as an equal partner, librarians can offer reference services, community expertise, and opportunities for libraries to continue their long tradition of being a community staple.

COMMUNITY ENGAGEMENT AND COLLABORATION IN PUBLIC LIBRARIES

Libraries, and hence librarians, are often noted for their willingness to engage in various forms of collaboration (Breeding 14). This collaboration can take many forms ranging from formal committee appointments in the community to more informal skill sharing between librarian and community member. Each of these collaborations requires relationship-building and an intentional effort to demonstrate the benefit of the library's involvement in projects.

Informal and Formal Engagement

As noted in an ALSC blog post by Stephanie Prato, libraries are recognizing that their communities contain individuals who are "generous, talented, and have many varied and unique skill sets" and are developing new ways to embrace these skills. At the Fayetteville Free Library in New York, patrons were invited to share their expertise with the community by completing an open-ended "about me" type volunteer form. This allowed for patrons to open up more with library staff about their particular skill sets which then led to co-programming and co-designing. Upon learning that one of her patrons was an elementary music teacher, Stephanie seized the opportunity to collaborate with the patron to

improve the design of an existing Music and Movement program combining Stephanie's knowledge as a librarian and the patron's expertise as a music teacher. Together, they now co-facilitate sessions of Music and Movement programming to the community.

Another trend that has brought about numerous opportunities for both informal and formal engagement is the maker movement. Collaborations between artists, builders, librarians, and other community members have created thriving programs and spaces throughout the country. Whether it is working together to teach children basic welding or offering suggestions on equipment purchases, the maker movement created the opportunity for libraries to build relationships with patrons who may not have otherwise thought of the library as a place for them. One formal program ALSC has involving the Maker Movement is the Junior Maker Space Initiative. The Junior Maker Librarian toolkit, developed by LEGO with input from members of ALSC's Early Childhood Programs and Services committee, represents formal community engagement at a national level.

Collaboration between teacher librarians and public librarians is common throughout the country but there is still considerable room for growth and relationship-building between the two. As one Environmental Scan 2016 Survey respondent commented "we need to do a better job focusing on how to build collaborative relationships with teachers and parents in the education of children." Another respondent added "creating a bridge with public and school libraries" should be an important and necessary area of focus for youth librarians. Whether it is technology, collection, resource, or personnel sharing, these collaborations help a tightening budget stretch further (Breeding 15-16), which is vital in today's economic climate. ALSC currently supports the collaboration of teacher librarians and public librarians on all of their award and administrative committees. ALSC is also offering a six week Moodle course titled "It's Mutual: School and Public Library Collaboration." Members can also locate an [extensive resource list on the topic](#).

Recommendations

- While we recognize the importance of partnerships, more training and idea-sharing is needed to support the introduction, building, and sustaining phases of relationship building.
- Advocacy support from ALSC leadership and members is necessary to educate communities on the value of professional librarians and the benefits of collaborating with public and school librarians on both traditional and innovative projects.
- Additional opportunities are needed to supply library workers with opportunities for virtual collaboration at a regional and national level to increase member investment in the field.

COMMUNITY BUILDING

The most valuable result of community engagement is the relationships formed. The newly published ALSC Core Competencies confirms the organization's and field's commitment to community building in section V statement 6: "Communicates and collaborates in partnership with other agencies, institutions, and organizations serving children to achieve common goals and overcome barriers

created by socioeconomic circumstances, culture, privilege, language, gender, ability, and other diversities.” The building, maintaining, and extending of community relationships is paramount both to the success of community engagement and the perceived value of the library. The central purpose of community engagement is to embed librarians in community groups to offer our skills, expertise, and resources so that we may build relationships, serve the community, and maintain and extend the critical role we play as a community place, community resource, and community center.

Intentional participation on a community board or project that aligns with a library’s goals and principles benefits all. Librarians have often been involved in social advocacy and change, and community engagement is one way we can continue being change agents in the community. An actionable example of this type of advocacy in Akron has been the after-school snacks program. Children do not perform well if their basic needs are not being met. In Summit County, one in four children face hunger. The library offers a safe environment that is filled with informational and recreational materials and can also offer free after-school snacks to Akron’s children through a partnership with the local food bank. This endeavor offers youth librarians the opportunities to further connect with the youth in their communities and to create deeper and more meaningful relationships with them. These types of partnerships also offer the library the opportunity to strengthen a relationship with a community organization, thus increasing the likelihood of collaborations in the future. Without the support of front-line librarians and the administration, this partnership would not have been possible or successful.

Teacher Librarians from across the country are also finding innovative ways to partner and collaborate with community groups. Described in the December 2015 *School Library Journal* article “Win-Win: When School Libraries Partner with Local Organizations Everyone Wins” school librarians, students, and the local community as a whole benefit from meaningful relationships. Mary Catherine Coleman, the information services specialist at Francis W. Parker School in Chicago, partnered with an animal therapy organization in the area to extend the concepts found in the books *Fred Stays with Me!* and *Norman, Speak!* By working with the Rainbow Animal Assisted Therapy organization, the students were able to develop tangible connections with what they were reading, ask questions to professionals, and develop a new and then deeper relationship with members of their community. Without this partnership, the concepts from the books would have remained on the page.

Teacher Librarian and Public Librarian collaborations are becoming increasingly valuable. For a variety of reasons, including decreasing the summer slip and sharing funds during a time of tighter budgets, school librarians and public children’s librarians are increasingly working together to serve their communities. In the Winter 2015 issue of *Children and Libraries*, a Young Engineers program developed by the Madison (Ohio) Local Schools and the Madison Public Library highlights the benefits of community engagement. The project began with a grant co-proposal to help students at risk for not passing the Third Grade Reading Guarantee (a third grade literacy requirement that can result in retention if students do not pass the retention score on Ohio’s Grade Three ELA Exam). The Madison Local Schools assistant superintendent reached out to librarians at the Madison Public Library for help in developing and implementing a Young Engineer program designed to improve

literacy skills through STEM and Lego Play. This two-year partnership included co-developing a curriculum and hosting programs twice a week (once at the school and once at the library) during the school year. This program deepened the relationship between public and school librarians, demonstrated to the students the solidarity of both groups as information and reading specialists, and allowed a sharing of resources which stretched budgets during difficult financial times. Because of these relationships, the school and public libraries were able to collaborate on other projects after the Young Engineers program ended and more deeply embedded both groups into the community.

To bring awareness of projects such as these, the ALSC Advocacy and Legislation Committee has been gathering stories for a database that provides examples and contacts for programs that address various social topics, such as homelessness and hunger. These resources exist to inspire other libraries around the country and provide ideas of creative collaborations. The ALSC Everyday Advocacy site also offers [advocacy stories](#) to inspire creative solutions to challenges communities all over the country face.

Recommendations

- Continue providing advocacy education efforts, like Everyday Advocacy, to aid librarians in initial community building interactions.
- Further resources and free of cost trainings are needed to support librarians with identifying possible partnerships and embedding the library authentically within the community.

DIVERSITY

When children's librarians introduce diversity in materials and programming and promote cultural competence, they create learning environments that help children develop a positive sense of self, explore the larger world around them, and celebrate the accomplishments of people from diverse cultural and linguistic backgrounds.

—Dr. Jamie Campbell Naidoo, 2015

Diversity in the field of library science is multi-pronged, multifaceted and covers a wide breadth of topics. The approach to addressing the many aspects of diversity in the field of children's librarianship, in best practice, should likewise be comprehensive. For purposes of this paper, "diversity" refers to cultural diversity utilizing Jaime Campbell Naidoo's definition of culture:

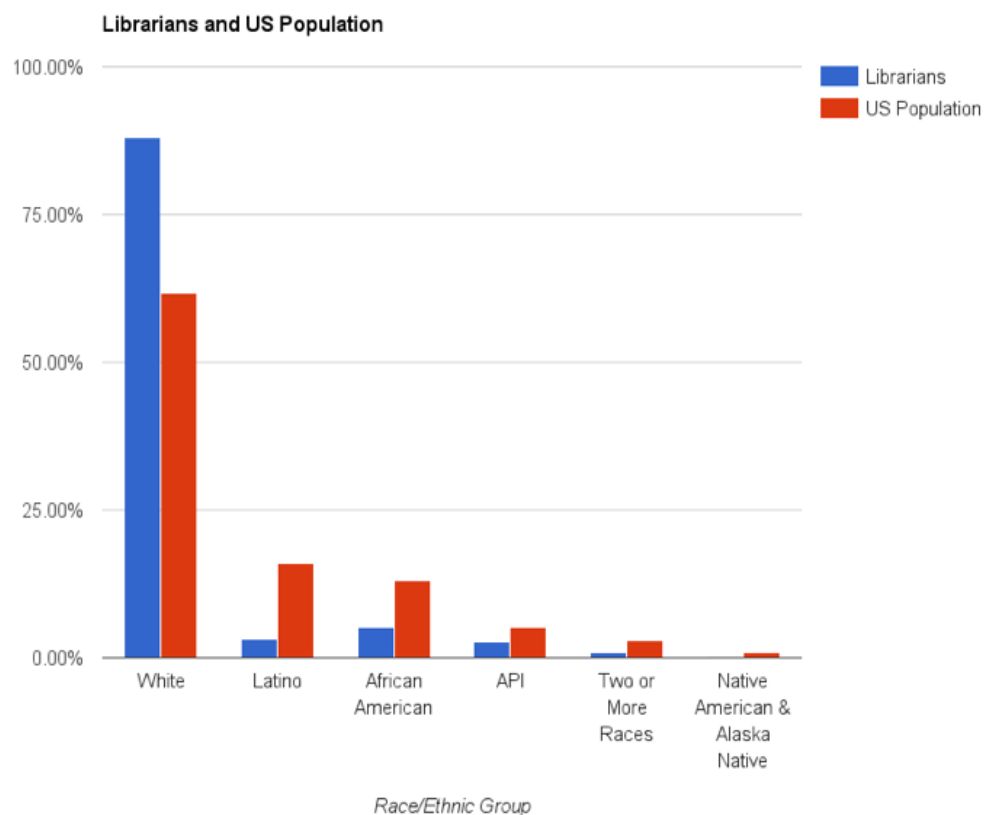
Culture includes shared characteristics that define how a person lives, thinks, and creates meaning. These characteristics include customs, traditions, rituals, food, dress, and language. Typically people from the same cultural group share similar characteristics. (Naidoo 2)

The aspects of cultural diversity addressed here include: race, ethnicity, language fluency, ability, ancestry, citizenship status, religion, sexual orientation, family structure, gender, gender identity and expression, socioeconomic status, education level, and domicile.

As this discussion of diversity unfolds, it becomes clear that all of the topics are interdependent. Increasing the diversity of library collections and programming for children and increasing the cultural awareness and competence of library professionals who work with children have the potential to come together to create library environments where all children will feel welcome, celebrated, and that the library is a place for them to explore, enjoy, and learn. If the library becomes a place where all children feel welcomed and that their culture is being honored and celebrated, then the likelihood that children from traditionally underserved groups will consider librarianship increases. Since the overwhelming majority of librarians are white, this diversity is essential. As the field of children's librarianship diversifies, it naturally follows that collections, programming, and library spaces themselves will become ever increasingly welcoming and supportive spaces for people who have been traditionally underrepresented by the library field and possibly underserved by libraries. Ultimately, in order to serve all young people, diversity must be considered in all aspects of children's librarianship. Diversity must be an integral part of the field, as opposed to a separate, "special" topic.

DIVERSITY IN THE PROFESSION

The overwhelming majority of librarians, including children's librarians, are white women. Librarians are disproportionately white compared to the population of the United States as a whole, as demonstrated by the "Librarians and US Population" graph that follows (Librarian data from Diversity Counts 2009-2010 Update; US population data from "Outreach Resources for Services to People of Color"). It is clear from this graph that people of color and Native/First Nations people are grossly underrepresented in the field of librarianship.



Several researchers in the area of minority recruitment feel that there should be the same proportion of librarians of color within the profession as is found in the general population, and this has been a concern within the profession for some time. (Stanley 83)

One Environmental Scan 2016 Survey respondent, a children's services manager at a public library, expressed, "we need MANY more librarians of color in our profession. It is disheartening to see the great need children of color have for representations in books, then also mirrored in the people that help them select books." One of the problems with the lack of racial diversity in the field is that it can perpetuate itself by limiting the librarian role models all children see. If children of all backgrounds only see the library profession as for white people, then the likelihood that children of color and Native/First Nations children will enter the profession is reduced. The lack of diversity in the field also presents itself when it comes to developing programs, building collections, and creating welcoming library environments. "When students or library users do not see themselves represented in library staff, they may find it difficult to approach librarians for assistance" (Stanley 83). Stanley was writing about academic libraries here, but the idea translates to all library environments. There are many things white librarians can, and should, do to support the diverse communities they serve, but the input and presence of a diverse group of librarians is essential to the profession and to serving all communities with the excellence they deserve.

So, how is it best to go about diversifying a profession that has a long history of being predominately white? Michael Kelley in his article, "The MLS And The Race Line" believes that one of the largest barriers to racial diversity stems from economic inequalities, that sometimes correlate to race, that make graduate school an impossibility for those who do not have the financial means. There is a lack of socio-economic diversity in a field that requires an, often expensive, graduate degree. Kelley has near-future suggestions for increasing diversity among librarians.

If the library world wants to create more quickly a persistently diverse workforce of librarians, it should devote more of such grant money to minorities who already are committed library workers but who remain at a lower level because they may lack the wherewithal to attend graduate school (Kelley 8).

Library schools, of course, have an essential role to play in recruitment and support of students from underrepresented communities. A discussion of some MLIS programs' diversity initiatives can be found in Appendix B.

Scholarship programs, like ALA's Spectrum Scholarships, can reduce or eliminate the economic barrier for students from underrepresented groups. Additionally, MLIS programs have a responsibility to address diversity and issues affecting underserved groups throughout their curricula. Addressing these issues in coursework means that MLIS programs are providing the training librarians from all backgrounds need to be able to serve all communities with competence and sensitivity.

What ALSC is Doing Now

ALSC sponsors one or two Spectrum Scholars per year, which support diversity in the youth librarianship profession. ALA's Spectrum Scholarship Program "recruits and provides scholarships to American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino and Native Hawaiian/Other Pacific Islander students to assist individuals interested in obtaining a graduate degree and leadership positions within the profession and our organization." ("Spectrum Scholarship Program"). ALSC also benefits from the Discovering Librarianship Program, an initiative of ALA's Office for Diversity, Literacy, and Outreach Services.

Recommendations

- Increase number of Spectrum Scholars and/or work on a broader scholarship type program, possibly in conjunction with other organizations, to bring a larger number of scholarships to the field.
- Partner with library schools to support and help increase their work on recruitment of potential youth services librarians from underrepresented groups to go to graduate school and to support, possibly with a mentoring program, those students throughout their LIS programs.
- Professional development with practical information for managers of children's librarians to help them recruit a diverse workforce.
- Explore programs or initiatives that recruit teens from underrepresented groups to volunteer at the library or become youth workers with the idea of trying to share with young people the possibility of becoming librarians. Possibly partner with YALSA on this.
- Support knowledge of diverse collections and programs and cultural competency of ALSC members to create an environment where children from a diversity of backgrounds can see themselves as librarians, thus potentially contributing to diversity in the field ultimately (see below).

SERVING DIVERSE COMMUNITIES, CULTURAL COMPETENCE, AND CULTURAL SENSITIVITY AT THE LIBRARY

What exactly are cultural competence and cultural sensitivity? These terms center around a similar theme that emphasizes the importance of looking inwardly at one's own cultural beliefs and possible biases as well as outwardly at the diverse cultures of others and acknowledging, validating, and celebrating those differences with the goal of eliminating discrimination and inequality. Montiel-Overall (2009) defined cultural competence as:

the ability to recognize the significance of culture in one's own life and in the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both

those being served by the library profession and those engaged in service (189 – 190).

In order for librarians to serve their communities to the best of their abilities, their service must include cultural competence and cultural sensitivity. Particularly because the current cultural status of the librarian field is often significantly less racially diverse than the communities that they serve, cultural competence and sensitivity is essential. Being culturally competent is being culturally sensitive to differences and similarities among cultures, and being aware of one's own cultural beliefs and biases. Culturally competent library staff create culturally sensitive library environments, that are welcoming to all. This welcoming environment is essential to both serve all communities with the excellence that they deserve and build a future LIS field that is more diverse than the current field. Kafi Kumasi's research indicates that: "In terms of the atmosphere, school librarians should be sensitive to the fact that many youth of color feel like outsiders in library spaces and deem the school library as sole "property" of the librarian," (36).

Librarians often have to seek out information and training about cultural competence and serving diverse communities, as the vast majority of LIS programs do not offer robust diversity and cultural awareness instruction as part of their curricula, thus leaving librarians without exposure to important information and training. A recent study by Sandra Hughes-Hassell & Julie Stivers "designed to explore the extent to which youth services librarians, both public and school, prioritize the need for cultural knowledge and awareness in developing effective programs and services for today's youth," (122) found that the youth services librarians' responses were overwhelmingly lacking in cultural awareness and competence (129). The ALA's "Standards for Accreditation of Master's Programs in Library and Information Studies" includes requirements to include service to diverse and underserved communities in its curriculum section (Committee on Accreditation); however,

The vast majority of students graduating from LIS programs—nearly 80 percent—do not feel that they had the chance to take even one class related to diversity (Mestre 2010 as cited in Jaeger). Of the courses offered by LIS programs that are related to diversity, the vast majority are electives that may be offered infrequently, if at all. (Jaeger 244).

Jaeger advises that "The curriculum of LIS education has to adapt and evolve much faster than it has so far to ensure that our graduates are ready to serve every member of their communities," (244).

There are, of course, librarians working hard to serve their diverse communities and build their cultural awareness by attending conferences and institutes at the national and local level, reading relevant materials, and creating dialogues with colleagues. Librarians are also paying attention to diverse life circumstances that affect the children they serve, for example there are programs specifically designed for young people experiencing homelessness (Hill). There are also programs for the growing number of children who have incarcerated parents, "Children who wish to read books with their incarcerated parents through a live video feed can do so for free at the Brooklyn Public Library," (Jail and Prison Libraries). A culturally competent librarian also has the knowledge and skills

to provide culturally relevant materials and programs, which incorporate information about and are pertinent to people from a variety of cultural backgrounds.

What ALSC is Doing Now

ALSC has several initiatives that support diversity in multiples areas. DIA, Diversity in Action, is a large, nation-wide initiative that supports diversity in literature, early literacy, and programming by providing a myriad of resources and support to libraries. ALSC's Competencies for Librarians Serving Children in Public Libraries (ALSC Competencies), revised in 2015, is a detailed document that emphasizes the importance of diversity and cultural competence in all areas of youth services librarianship. In section I "Commitment to Client Group" items 1 and 2 specifically address cultural awareness and competence:

- 1. Demonstrates respect for diversity and inclusion of cultural values, and continually develops cultural awareness and understanding of self and others.**
- 2. Recognizes racism, ethnocentrism, classism, heterosexism, genderism, ableism, and other systems of discrimination and exclusion in the community and its institutions, including the library, and interrupts them by way of culturally competent services. (3)**

The goal of ALSC's January 2015, *Day of Diversity* and its subsequent *Next Steps* "was to bring together leaders in children's literature and literacy to discuss strategies for ensuring that all children have access to diverse literature and library programming." (Park Dahlen 23). ALSC sponsored a White Paper: "The Importance of Diversity in Library Programs and Material Collections for Children" by Dr. Jamie Campbell Naidoo. The fall 2015 issue of ALSC's Journal, *Children and Libraries*, was entitled "The Diversity Issue," and it covered programs, literature, and more. Additional ALSC efforts to support librarians serving diverse communities include the production of the *Babies Need Words Every Day* posters in both English and Spanish as well as the Light the Way: Library Outreach to the Underserved Grant. ALSC also recently demonstrated a great deal of sensitivity and attention to issues of diversity in the dialogue about and subsequent decision to cancel ALSC's 2016 Institute in Charlotte, North Carolina based on discriminatory state laws that were enacted prior to the event (ALSC Board Votes).

Recommendations

- Work with ALA Office for Accreditation to strengthen and specify curricular requirements, such that all students graduating from MLIS programs will have been exposed to and learned about cultural competence and serving diverse communities from multiples courses, with these issues infused throughout the curriculum, including in several required courses.
- Provide professional development on cultural competence and cultural sensitivity

- Provide professional development on cultural competence with emphasis on particular groups in librarians' communities, so librarians who serve people different from themselves can learn more in depth about those groups.
- Strongly support anti-discrimination and anti-bias efforts in all aspects of ALSC work

DIVERSITY IN COLLECTIONS AND PROGRAMS

Children's collections and programs in school and public libraries support the academic, social-emotional, and entertainment needs of young people; therefore, these collections and programs must reflect the diverse communities in which children live. The importance of multicultural literature and programs for children is, simply put, two-fold. First, it is important for children to see themselves, their families, and their cultures reflected accurately and authentically in programs and in the books they read; here books and programs serve as mirrors. Researchers Hansen-Krening and Jalongo found that, "Exposure to multicultural children's literature has been shown to bolster the self-esteem and cultural identity of children of color," (as cited in Hughes-Hassell and Cox 212). Tatum explained the ameliorative benefits of multicultural literature, "by providing children of color with positive cultural images and messages about their race, parents and caregivers not only encourage positive racial identity development but also mitigate the impact of stereotypes," (as cited in Hughes-Hassell and Cox 212). Secondly, individual communities may be more or less diverse, but nonetheless, children live in a diverse world, and it is important for them to learn about the people and cultures around them. Books can be windows, which can turn into sliding glass doors, allowing readers a view into or to "become part of whatever world has been created or recreated by the author," (Sims Bishop).

Morgan described some of the positive outcomes of providing a rich multicultural collection for students, which is also accurate for children in a public library setting,

Culturally authentic children's books have been documented to benefit students when used during the early years of schooling. These books are a valuable resource because they teach tolerance in a society that is steadily becoming more diverse. They are important not only for minority students but also for mainstream students. These books build self-esteem in minority students and aid mainstream students to develop tolerance towards students of color (7).

Diverse collections and programs help children build pride in their cultures and build knowledge and understanding of people from cultures different than theirs. "By including diversity in its programs and collections, the library has the potential for helping children make cross-cultural connections and develop the skills necessary to function in a culturally pluralistic society," (Naidoo 5). This pride and understanding has the potential to ultimately combat bias and grow community connections and goodwill.

Collections

Efforts to create a diverse collection include seeking out books about groups that have been traditionally underrepresented by the publishing industry. Though the publishing industry is also dominated by white women, as is evidenced by the Lee & Low Books' Diversity Baseline Survey (Low), there is a diverse selection of wonderful titles available to libraries. However, children's publishing still disproportionately represents white, Christian, cisgendered children in families with one mother and one father, so despite the increasing selection of diverse titles, there is still room for great improvement. The *We Need Diverse Books* Campaign is one example of the many ways in which this topic, essential to librarians, is getting attention and moving toward change. Additionally, some libraries have been looking at more non-traditional collection development sources, such as self-published books, as some authors who have been excluded from traditional publishing paths are creating high quality books with characters from groups underrepresented by the mainstream publishing industry. *School Library Journal* has a new column, "Indie Voices," by Oakland Public Library children's collection management librarian, Amy Martin. It is "a quarterly column dedicated to exploring and recommending self-published children's books that offer diverse and inclusive perspectives" (Martin). Author Zetta Elliott explains her experience with self-publishing, as well as the challenges that writers of color face in the current publishing and library acquisitions environment:

I am a Black feminist writer committed to social justice. I write stories about Black children and teens, but within the children's literature community I have struggled to find a home...The marginalization of writers of color is the result of very deliberate decisions made by gatekeepers within the children's literature community—editors, agents, librarians, and reviewers. These decisions place insurmountable barriers in the path of far too many talented writers of color...Since 2013 I have self-published 10 books for young readers. You likely won't have heard of any of them, since indie books are excluded from review by the major outlets—which leaves just a few open-minded bloggers, and without reviews, most public libraries won't add a book to their collection (many don't consider self-published books at all). (50)

Another important aspect to diversity in collections is cultural accuracy and authenticity in literature. Unfortunately, there are many examples of, often well-meaning, authors/illustrators/publishers who create books about traditionally underrepresented groups, only to misrepresent the culture or people in the book. Scholar Debbie Reese, creator of the blog *American Indians in Children's Literature* states,

I believe that these seemingly innocent books actually play a significant role in the lives of Native children. Dr. Stephanie Fryberg, a research psychologist, has conducted studies of the effects of stereotypical images on the self-esteem and self-efficacy of Native students. She's found that these images have a negative impact on Native students (American Indians)

Librarians, as gatekeepers of their collections, potentially have a significant amount of influence on what patrons read as well as what publishers provide them, this influence comes with the responsibility to perform due diligence to provide books representing a diversity of cultural backgrounds, free from stereotypes and bias. This is no easy task, and many, if not all, librarians, need support and information in order to do this well.

Programming

Librarians need the skills and knowledge to carry out multicultural programming with attention to cultural accuracy and authenticity, as well as an awareness of the difference between cultural exchange and cultural appropriation. Janine Mogannam, Children's Librarian at San Francisco Public Library, presents programs from a variety of cultures, including from cultural groups of which she is not a part. She discussed how she creates an atmosphere of sharing and cultural exchange as well as authenticity and respect. The programs she is discussing below are Mexican paper flowers crafts for her library system's month-long celebration of Latino-Hispanic Heritage and a yoga for kids program in celebration of Asian Pacific Islander Heritage.

When we do these cultural celebrations, I want to make sure we are being respectful in our presentation. I never want to seem like I am an authority on a subject or culture that I am not a part of. I also want to avoid stereotype or co-opting a culture's practices/ideas. What I do aim to do is share the knowledge that I have learned and researched.

In presenting the Mexican paper flowers program, I not only researched how to make the flowers, but a bit of their history and significance in Mexican culture, so that I could share the information with patrons as they enjoyed the craft program. Similarly, with the yoga programs, I would always give a little bit of background information on yoga, the meaning and origin of the word, and the intention behind the practice of yoga, to give it context and to respect the culture from which it comes. And in choosing the yoga sequences and poses, I fall upon my own experience in learning and practicing yoga, and try to give the Sanskrit names for the poses as well as the English terms for them.

**Basically I try to convey that I am not an expert, that we are sharing in the beautiful practices of a culture, but these practices do not belong to us and we should recognize and understand where they come from as much as possible.
(Mogannam)**

Diversity in programming means that programming covers a diverse range of topics and cultural practices, from hosting Japanese tea ceremonies and making Mexican papel picado to learning about indigenous people of a region and practicing Indian Kathak dance. It is important that diversity is considered in all programming ideas, not relegated to a "special" programming area. Likewise, it is important for the library community to remember that, though there may be particular months where a cultural group's heritage is celebrated, like Black History Month in February, celebrating or learning

about a diversity of cultures should happen all year long, and should not be relegated or limited to a particular month.

Amy Koester in her article, “Gaining STEAM: Diverse Scientists for the Win,” describes a program where children create their own decks of scientist cards, each card representing a different scientist, and then do a variety of fun activities with the cards. The program focuses on male and female scientists in a variety of fields from a variety of backgrounds, and, without a conscious effort, could be a program that focuses only on white men. But, Koester does make an effort, as she is aware of the importance of making sure diverse scientists are represented, “Only through seeing what these scientists have accomplished can all young children envision themselves in STEM fields” (Koester 20).

What ALSC is Doing Now

ALSC *Competencies* emphasize the importance of diversity and cultural competence in all areas of youth services librarianship, including in collection development and programming. In fact, ALSC *Competencies* contain substantial emphasis on creating diverse and culturally authentic collections, collections that serve traditionally underserved communities, and culturally competent programming. As mentioned above; DIA: Diversity in Action; ALSC’s January 2015 Day of Diversity; its White Paper: “The Importance of Diversity in Library Programs and Material Collections for Children” by Dr. Jamie Campbell Naidoo; and ALSC’s, *Children and Libraries*, “The Diversity Issue,” also strongly support and emphasize the importance of diversity in collections and programming. ALSC’s work with literature for youth also includes ALSC-member-created book lists, many of which contain books representing people from many different backgrounds. ALSC and REFORMA co-sponsor The Pura Belpré Award, which is “presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth” (Pura Belpré). In April 2016, ALSC held a twitter chat on “Maintaining Diverse Library Collections.” ALSC hosts webinars that cover issues around programming for diverse communities and including diversity in programming. The most recent two webinars to cover programming were: *What’s After Storytime: Programming for Children and Tweens with Autism and Sensory Storytime: Preschool Programming That Makes Sense for Kids with Autism*.

Instead of looking the other way while hatred takes root in young hearts and minds, why not try this: Plant the seeds of empathy. Teach the young to feel the heartbeats of races and cultures other than their own. Replace any possible fear of the unknown, with knowledge of the knowable. Teach them the ways in which we humans are more alike than we are different. Teach them that the most important common denominator is the human heart. Start with a book.

Give young readers books by and about peoples labeled “other.” I’m not talking about one or two books, here and there. I’m talking about spreading diverse books throughout the curriculum, beginning in elementary grades, and continuing through to high school. Why? Because racism is systemic and teaching empathy, teaching diversity, needs to be systemic, too.

—Nikki Grimes, *Lessons from Charleston*

Recommendations for Diversity in Collections

- Give detailed training on diversity, accuracy, and authenticity to all awards committees
- Include significant and meaningful emphasis on evaluating books for cultural accuracy and authenticity as well bias at the Bill Morris Seminar
- Provide resources and professional development to support youth services librarians' achievement of each aspect of Section IV of ALSC *Competencies*: KNOWLEDGE, CURATION, AND MANAGEMENT OF MATERIALS (several of which are detailed below).
- Provide professional Development and professional resources to help librarians find a diversity of books.
- Provide Professional Development and professional resources to help librarians analyze books for cultural accuracy and authenticity.
- Investigate ways to work with the publishing industry to get more of the diverse books librarians need for their communities.
- Consider non-traditional publishing sources, like self-publishing or smaller presses, for materials to promote in all areas, including on materials lists and in awards.

Recommendations for Diversity in Programming

- Provide professional development on how to consider diversity in all areas of programming and how to carry out culturally authentic and accurate programming.
- Integrate thinking about diverse communities and diversity when addressing all aspects of programming.
- Provide resources and professional development to support youth services librarians' achievement of each aspect of Section III of ALSC *Competencies*: PROGRAMMING SKILLS
- Follow DIA philosophy of celebrating diversity "every day," (About Día) not just during certain celebrations or thematic months, i.e., Black history is not just in February.
- Provide a forum for diverse programming resources, possibly a digital resource for librarians to share best practices and ideas for diverse programming.

EARLY LITERACY

ALSC is well-known for its involvement in bringing research-based early literacy practices to light, as is evident in the Every Child Ready to Read and *Babies Need Words Every Day* initiatives. Looking forward to the future of early literacy practice, however, the library's role in early literacy is expanding beyond the bounds of storytime and is reaching out into other content areas and disciplines. As noted by Donna Celano and Susan Neuman in Phi Delta Kappan, "the traditional image of story times with children sitting quietly in rows while parents go off on their own has been increasingly replaced by a variety of programs and activities, including music, exercise, and play programs that parents and

children attend together” (2015). Libraries now seek to become partners with parents and early childhood educators in supporting the healthy development of the whole child, increasingly creating programs and services that focus on early learning (with early literacy as a significant subcomponent) and in this way truly enveloping a foundational library mission to encourage “lifelong learning.”

THE EXPANSION OF THE ROLE OF LIBRARIES IN EARLY LEARNING

Many libraries are increasingly developing programs for young children that encourage early learning across subject areas and beyond the boundaries of a strict interpretation of literacy. As the STEM and maker movements have taken schools by storm, this has started to trickle down into services offered to preschool children. A *School Library Journal* article notes that libraries are utilizing research confirming “that the brain is particularly receptive to learning math and logic between the ages of one and four” by developing programs and activities based on STEM concepts for younger learners (Kropp). For example, the Harford County Public Library in Belcamp, Maryland offers Little Leaper kits that were “developed to excite children from birth to five years of age about science and math. Each kit includes pre- and early literacy skill building tools on themes including ‘I am an Entomologist,’ ‘I am a Mechanical Engineer,’ and ‘I am a Paleontologist.’ (Thompson). The Madison Public Library’s Wonderworks program, geared toward children between the ages of 3 and 4, also strives to offer children “an opportunity to play...with [STEM] skills in a no-pressure environment” and to give parents ideas for learning that they can replicate at home (Christner). Amy Koester, the Youth and Family Program Coordinator at the Skokie Public Library, has also worked to develop STEM programs for the youngest library patrons with her Preschool Science and Science Club, Jr. program series (Koester).

These examples highlight some of the ways in which libraries are taking early literacy practice and providing natural extensions into other topics. This can also be seen in the area of art. Crafts and art activities have often been offered alongside storytimes because of their great benefit to building fine-motor skills and creativity. Taking advantage of those benefits, libraries also have begun offering programs for young children that are completely art-focused. The Madison Public Library, alongside their Wonderworks program, offers Toddler Art classes which hope to “introduce toddlers...to a variety of art experiences in which the process is valued more highly than any finished product that might emerge” (Christner). The Monroe Public Library in Madison, WI has developed a Little Makers program that integrates both STEM and art activities in order to engage young learners in learning and developing skills that will help them become readers and learners as they grow.

Two of the five early literacy practices – singing and playing – have been used to expand library program offerings beyond storytimes. Libraries are beginning to offer music and movement storytimes and other programs that highlight music as a great early literacy skill builder. Examples include Shake, Shimmy, and Dance!, a music and movement storytime program geared toward young children at the Indian Prairie Public Library in Darien, IL and the Music and Movement program at the Fayetteville Free Library, both of which incorporate music, movement activities, and dancing into a fun and engaging experience for both children and their caregivers. Like singing, play is another

practice that has taken off outside of storytime. This includes the development of circulating toy collections, as highlighted in the *Children and Libraries* article “Getting Ready for Play!” by Carly Bastiansen and Jennifer Wharton (Bastiansen). Some public libraries have also developed early literacy centers that encourage dramatic play. These centers, which are open to children and their families during all library operating hours and not confined to a specific program time, include mini doctor’s offices, veterinary offices, and farmer’s market stands. Specific examples and details of the development of these centers can be found on Brooke Newbery’s blog *Reading with Red* and Katie Salo’s blog *Storytime Katie*. Another example of how libraries are expanding early literacy beyond storytime through play can be seen in *First Five Years* programs at the Brooklyn Public Library. Since 2009 they “have been creating an in-house curriculum of simple, easy-to-replicate play activities for babies and toddlers dubbed ‘Read, Play, Grow’” that can be incorporated within storytime but also used in passive programming and in play-specific programming (Payne).

A further, more focused, extension of libraries’ work with early learning has emerged in the evolving trend of providing resources and services surrounding “school readiness” or “kindergarten readiness.” According to a recent article from *School Library Journal*, “the recently enacted *Every Student Succeeds Act*...places emphasis upon the importance of students entering kindergarten with the requisite knowledge to be academically successful from cradle to career” as it also seeks “to create a culture of sustained teaching and learning that begins before the child enters formal education at kindergarten” (Newsom). Across the spectrum from public to school libraries, there has been an increase in focus upon kindergarten/school readiness in programming and resources that libraries are providing. As the *Every Student Succeeds Act* further places an emphasis on this area, it appears that the need and interest in this type of programming and service will continue to increase across both public and school libraries. An example of one service already implemented that focuses specifically on preparing children for school is the Columbus Metropolitan Library’s Kindergarten Readiness Zone, in which the library developed an area within the library specifically for children soon to enter kindergarten. The area includes a “yellow school bus...computers, educational games, and a light board,” all set up to create an authentic classroom feel (Narciso). The library also plans on offering additional programming geared toward children and parents preparing for school. Other libraries have become active participants in community-wide collaborations supporting families and young children preparing for school. The Seattle Public Library has also become a partner in a city-wide school readiness program alongside “community preschool centers, public schools...and a local community college.” The public library serves a key role in helping to get parents involved by planning literacy nights in which the library provides an “activity related to the night’s topic...tips on how best to read aloud, and calls attention to the ways families are already supporting child’s early literacy” (Seattle). Another example of a collaboration between community partners and libraries in regards to kindergarten readiness can be found at the Dayton Metro Library. The library has partnered with the Dayton Art Institute and The Boonshoft Museum of Discovery to assist with a local project called *Passport to Kindergarten*, created as part of an early learning initiative for the county. As part of this initiative, the early literacy specialist at the library provides “year long training and support to teachers and parents to change how they read aloud to children,” and emphasizes the importance of reading aloud at home and engaging in discussion around reading (Moore). These partnerships highlight the different ways in which libraries may be called to serve their communities in regards to school

readiness. As communities, schools, and local governments become increasingly involved in furthering early education and early learning, school and public librarians will continue to be active partners in this development.

The utilization of early literacy and child development research to expand libraries' involvement in early learning beyond storytime means that librarians who serve youth are increasingly called upon to develop programs and service offerings across content areas. This will increase the need for training and professional development on educational areas such as art and STEM. Moreover, training and resources are needed on how to integrate early literacy into other program areas and services, but also on how to take what we know about early literacy practices and extend it beyond storytime. As libraries become more involved in preschool education, there may be a need for further training and resources on early childhood education and on how to develop and maintain partnerships with schools and community organizations.. ALSC currently supports librarians and library staff in their work with early literacy through initiatives such as *Babies Need Words Every Day* and *Every Child Ready to Read*, and there are currently some helpful resources about incorporating play in library practice available to ALSC members such as the webinar *The Power of Play for Early Childhood Learning in Your Library* and the white paper *Read, Build, Play* which explores the role of play, particularly constructive play, in early literacy. ALA Publishing also offers the book *The Power of Play* by Dorothy Stoltz, Marisa Conner and James Bradberry about developing engaging play spaces for children and families. Resources for incorporating early literacy skills into STEM, art and music based programming however seem to be limited to grassroots efforts outside of ALSC, mainly through youth services librarians' blogs. There is an opportunity here to capitalize on current ALSC members' skills and developed programs in order to expand upon resources for all ALSC members on this subject.

Recommendations

- Provide more professional development opportunities on how to integrate educational areas such as art and STEM into library programming. One suggestion is to continue to highlight successful programs that integrate these topics through ALSC publications and online social media in order to provide a model and best practices for libraries who wish to replicate these programs.
- Provide professional development opportunities and resources on integrating early literacy practices into other program areas and services as well as on how to extend early literacy practices beyond storytime
- Provide more professional development opportunities and resources on early childhood education
- Develop a professional forum through which librarians can share their programming and library service ideas and experiences, bringing the information and ideas from across the web together in one centralized location

TECHNOLOGY

Another developing conversation currently surrounding early literacy practice and libraries' early childhood services involves expanding programming and resources to assist parents with young children in their decisions on using new media with their children. As noted by the American Academy of Pediatrics, "today's children are spending an average of seven hours a day on entertainment media, including televisions, computers, phones and other electronic environments." (Media). Technology is increasingly ubiquitous for children of all ages, including those under the age of five. This development has been addressed by ALSC in the white paper "Media Mentorship in Libraries Serving Youth," which suggests that "services and collections that support the development of digital literacy fits squarely within the purview of library services for children and their families," particularly when it comes to assisting parents in learning about how to utilize digital media with their young children effectively and in a developmentally appropriate way (Koester, et. al). More and more libraries, as a result, have responded with programs and services geared toward parents about digital media. For example, the Harford County library has developed a program entitled "Little Leapers 3.5 Digital Camp" in which librarians "provide instruction to parents and caregivers on digital literacy skills and how to help their children develop their abilities using click and swipe actions on laptop and tablet computers" (Thompson). This type of program could be adapted in a variety of ways in order to engage parents and caregivers in learning about different aspects of utilizing technology with their young children.

Another resource that has developed as a result of the changing technology landscape is *Little eLit*, a blog and website created by librarian Cen Campbell in 2011, which subsequently "morphed into a crowd-sourced grass-roots professional learning network to develop promising practices for the incorporation of new media into library collections, services and programs for families with young children" ("Little"). Their curation of information regarding new media and young children culminated in a book titled *Young Children, New Media, and Libraries*, which was published electronically from 2014-2015. Their findings highlight how librarians who serve youth are increasingly investigating ways in which to incorporate new media into everyday practices and services. The need for resources and training on this topic will continue to be in demand, particularly as technology continues to advance. ALSC is answering this request currently through resources available on their website such as the white paper *Media Mentorship in Libraries Serving Youth*, archived webinars, and a compiled list of example programs for libraries regarding technology to use as a model ("Media Mentorship"). These resources could be further supplemented to provide more information and professional development opportunities for youth librarians.

Recommendations

- Further supplement current resources
- Provide professional development opportunities on programming and services for young children and their parents on thoughtful technology use

HOW LIBRARIES ARE REACHING PATRONS

One aspect of early literacy practice that is also evolving is the way in which libraries are reaching out to families about early literacy. Using a combination of traditional outreach and community engagement, children's librarians are reaching more members of their communities than ever before, including more special populations that are often not reached with traditional services and means.

Sensory Story Times

Since 2009, children's librarians around the country have been discussing story times designed especially for children with special needs on the ALSC blog. Related articles have appeared in *American Libraries* magazine as recently as the March/April 2016 edition. By recognizing families within local communities that include children with special needs, librarians are finding new ways to share early literacy skills and library services to this special population. Collaboration between children's librarians and local Autism groups have created a rich relationship that is continuing to flourish. For example, the Center for Engaging Autism in Minnetonka, Minnesota has been partnering with local libraries to offer unique experiences for children on the Autism spectrum (Cottrell). By offering sensory-friendly story times, librarians are able to introduce children to the early literacy skills present in other story times while providing simple modifications to make the library a more welcoming space.

Programs for Parents

Some public libraries are increasing their efforts to reach parents of young children and educate them about their role in their child's early literacy through programs specifically geared toward parents. The North Liberty (IA) Community Library, for instance, has developed an initiative entitled Womb Literacy which is designed to "educate expecting parents about their role as their child's first teacher by learning about early literacy skills and how children learn those skills" (Larue, 12). This initiative seeks to reach parents and young children even before the child is born through programs and services that help introduce parents to their role in early literacy and foster a regular habit of library visits that will hopefully continue after the baby is born.

Current program offerings for parents of young children in public libraries also include one-time workshops on a particular topic, as seen in the Early Literacy Workshop presented to parents at the Booth and Dimock Memorial Library in Coventry, CT; and regular programs, such as The Supper Club program at the Madison Public Library which is a "monthly, evening app-based storytime where families can eat their dinner while learning about the best apps on the market for kids and best practices for incorporating apps into a healthy family lifestyle" ("FAQ: The Supper Club").

Reaching parents is a vital aspect of youth librarianship and as resources and service offerings geared directly toward parents continue to develop, children's librarians will continue to need training and resources on best practices for communicating and reaching out to parents.

Low-Income and Low-Literacy Families

Reaching low-income and low-literacy families is critical to the success of children later in school. For the first few years of a child's life, there is a 30 million vocabulary word difference in the total number of words addressed to the average child in a professional family versus a family on welfare (Hart). This study is an example of the many studies indicating the need for libraries to reach out to families with a lower socioeconomic status and assist them in their childrens' acquisition of early literacy skills. ALSC's *Babies Need Words Every Day: Talk, Read, Sing, and Play* initiative was created to help bridge the 30 million word gap by providing resources that can be shared with families. The ALSC Early Childhood Programs and Services Committee has created posters (in both English and Spanish), bookmarks, and a media kit to help librarians reach out to this special population ("Babies").

While this initiative provides a great starting point for librarians wishing to reach out to low-income and low-literacy families, many libraries have taken this one step further and have developed outreach programs and opportunities to help extend their reach to these populations. In order to help reach more remote areas in Nova Scotia, the Annapolis Valley regional library provides "mobile library services to schools and preschools" in their area. The Pierce County Library System in Tacoma, Washington, also offers Ready for Books, a program that delivers books and other materials to local preschools (Nemeth). According to the Urban Libraries Council, the Charlotte Mecklenburg County Library system has developed and put into practice several innovative programs designed to reach areas of critical need in their communities:

Read to Me Charlotte, which reaches families through multiple channels: hospitals, where parents of newborns receive a board book and information encouraging them to read to their babies; agencies such as the Department of Social Services and the C.W. Williams Health Center, where children can enjoy activities and books during their visit; and an online family reading calendar that suggests reading activities while reminding parents to read with their children. The IMLS Leadership Grant-funded Wee Read West initiative is a yearlong reading program in a high-need area of Charlotte where over 300 children and families in child-care centers and one school embrace reading activities while the area library establishes stronger relationships with participants. Jump Start Reading promotes and sustains early literacy experiences in high-need preschools and in-home daycares. Parents and teachers gain a better understanding of the importance of early literacy and children practice critical skills. The Montclair Elementary Pilot, a weekly parent education/early literacy program, invites largely Spanish-speaking families of pre-K children in a Title I school to participate in workshops and participate in early literacy activities. This combination helps the family replicate skills at home to get ready to learn for school success. Recently, "For Me, For You, For Later™" early financial literacy programs were added as part of the PNC Grow Up Great™ initiative ("Early Literacy").

Another example of a library providing innovative outreach to populations who may not be able to make it into the library is the Twinsburg (OH) Public Library, who in partnering with the Akron

Metropolitan Housing Authority was able to help provide needed resources such as health services and support for mothers and young children, healthy food, and exposure to early literacy concepts to the residents of a subsidized housing development where access to many of these vital resources was lacking (Johnson). These examples of ways in which libraries are expanding their reach beyond library walls highlights the need for more resources and training on how to go about starting these partnerships in order to better reach low-income populations.

Recommendations

Provide increased resources and professional development on best practices for:

- Reaching underserved populations such as children with disabilities
- How to reach out to parents of young children through specialized resources and programs

TECHNOLOGY

Technology is not the enemy. It is tempting to operate as if supporting literacy is a zero-sum game in which the players are technology versus books. But it is not a simple dichotomy.

—Kiera Parrott, Darien Library, 2011

Digital technologies are ubiquitous in North American children's lives (Anderson and Rainie). While some children do not have access to the internet at home, most children have use of a mobile device which enables the majority of school age children to engage with web-based tools related to education and entertainment more than five hours a day. In a recent report by Common Sense Media researchers, it was noted that seventy-eight percent of American children ages eight and under have daily access to digital devices. Children use digital devices, both desktop and mobile, to watch television programming, play video games, communicate with family members and peers as well as to complete school work. "Screen use" (now common parlance for electronic hardware use) happens in homes, cars, classrooms, medical environments, restaurants, as well as many other everyday locations including school and public libraries.

The drastic increase in screen time and the constantly evolving formats and modalities of new technology have fundamentally changed, and will continue to affect, public and school librarians who serve young people (ages 0 to 18). While in the past, children's librarians were expected to be experts on quality print materials primarily-- the twenty-first century children's librarians curate and recommend media in all formats: books, magazines, eBooks, audiobooks, film and television. They serve as media mentors to parents, family members, teachers, and other interested adults in terms of selecting quality materials in all formats as well as information experts in an ever-changing, digital technology-driven world. In addition to serving as an expert guide to physical and online collections, youth services librarians have refined their programming to include new technologies in numerous

authentic ways that support the entertainment interests and educational needs of today's young people.

TECHNOLOGY IN THE PROFESSION

In every community library there will be a media mentor who develops early childhood programming that models the intentional, appropriate and healthy use of mobile technology with young children and recommends high quality, age-appropriate digital media as a part of normal reference & reader's advisory services. (Campbell, 2013)

The Changing Role of Children's Librarians in Regards to Technology

As the role of the children's librarian has changed over the last thirty years and the inclusion of technology has become an integral part of the librarian's professional practice, new professional practices have emerged, including software application advisory, model media consumption, media mentorship, digital storytelling, and video production. Librarians who offer services to children, whether in a public library or school context, function as digital curator of electronic and online materials, a guide to the mindful inclusion of technology into everyday life, and an expert in software and technology use.

Children's Librarians as Media Mentors Profession

Children's librarians are now "media mentors" as well as reader's advocates/advisors and information specialists. In a recent article in the *Journal of Children and Media* by Renee Hobbs and Joyce Valenza, the authors discuss the myriad of ways in which contemporary North American children interact with new media technologies through intermediaries. This intermediary can act as a guide and/or a gatekeeper. Children's librarians are one of these critical intermediaries. Valenza and Hobbs highlight the fact that children's librarians are often "the go-to people in [for] making decisions on how to select new content and tools and make them easily available. We maintain curated digital dashboards that offer children easy access to resources and facilitate and model workflow for new media landscapes" (2016). Along with the digital curation of resources, children's librarians provide face-to-face guidance regarding the use of a range of new media tools, often leaders in one-to-one laptop school initiatives and at the forefront of mindful technology use in and outside the classroom. Claudia Haines, a children's librarian at the Homer Public Library in Alaska describes how she integrates a mindful approaches to technology into her programming. Haines writes, "I call this intentional use of technology. [When] we use devices to work on projects or conduct programming, we (the librarians) don't randomly answer texts or [anything] that would distract us from the project at hand or people in the room. Modeling is huge in a world where many kids (of all ages) see adults glued to their phones and unresponsive." Across different programs and formats, children's librarians are beginning to model this type of mindful technology use in blended storytimes, workshops on information literacy skills, and makerspace initiatives.

As part of media mentorship, children's librarians also act as user experience experts. They educate young patrons on how to access and use digital books in a variety of formats. They show young patrons how to use the online library catalog and advisory databases like Novelist as well as guide children through the circulation process of checking out and downloading audio and electronic books. In addition to helping students access individual materials on their own devices, a number of school and public librarians have started electronic-reader (ereader) lending libraries. Travis Jonker, an elementary school librarian at the Wayland Union Public Schools in Michigan, says that his goals for the ereader lending program were "providing access, generating excitement, and offering a more customizable reading experience." He was able to accomplish these goals with five ereaders in one academic year. Most public library ereader lending initiatives are limited to patrons eighteen years of age and older, public school libraries do not have this kind of program, Jonker's initiative accentuates new opportunities for children's librarians to bridge the digital divide and provide new forms of access.

Recommendations

- Develop a nationwide certification in educational technology for librarians serving young people in school and public libraries
- Develop a formal partnership between ALA, AASL, and ALSC re: app and website curation for children and their caregivers
- Partner with Library/Information schools to work on the development of tech-related courses targeted towards librarians serving youth in school and public libraries
- Support expert knowledge of curated apps and websites across ALA divisions and via third party partnerships
- Continue to expand and refine professional development offerings on ways to use social media to communicate and connect with a range of constituencies
- Offer professional development and professional resources to help librarians stay informed about current apps, hardware, robotics, wearable tech, etc.

TECHNOLOGY IN COLLECTIONS

With devices in hand, students are increasingly likely to enter the library not through the door, but through an app or a website. (Ray)

Collections

Using library-specific software, like Overdrive and Axis 360, on desktops and mobile devices, many children and young people can now download audiobooks and e-books in a range of e-reader formats. They can also stream video and music, as well as flip through magazines on Hoopla and Follett via their public and school libraries. In addition to library-specific digital materials, children also have access to age-specific online educational resources. In the second decade of the twenty-first century, children's librarians' ability to curate and encourage the use of born-digital materials is paramount whether these materials are part of a formal library collection or not. Critical to this shift

toward the children's use of digital materials in public library and school environments is the nation-wide Open Educational Resources initiative.

Open Educational Resources (OER) are transforming the way that students and teachers consume and use information. These resources "are generally freely available and openly licensed educational resources which may be modified and redistributed with attribution, without permission, and which may in some cases be commercialized," (Walz 23). Because of the flexibility and freedom of OER, these resources can take many forms including online texts, streaming videos, online assessments, and even full course work. Public libraries and public schools are in a position to greatly benefit from OER as they "seem to be asked to do more with less" (Walz 26). In addition, the transition to OER helps teachers and students learn from the most current information instead of using a textbook that could be out of date as soon as it leaves the presses.

In the past, curriculum was driven by textbooks that were expensive and were expected to last for years at a time. Teachers learned what, when, and how to teach based on what the textbooks told them. One of the problems with this model is that the textbook creators based their books on the needs and wants of the largest markets. This allowed a few states and districts to drive the curriculum that was taught across the country. The Liberty Public School District in Liberty, Missouri is currently transitioning to OER resources. According to Dr. Jeanette Westfall, Director of Curriculum, "We now have the opportunity to make the best decision for our students. We have the chance to choose and pull resources that allow for authentic learning and real world problem solving. We can teach and engage students in a way that is personalized for every student - and it is an added benefit that these resources are financially responsible."

In addition to new forms of digital consumption, children's librarians are now increasingly expected to function as digital curators of web-based information. Joyce Valenza states, "Curation is the new search tool" (2013). Through online platforms such as LibGuides (SpringShare) as well as free enterprise systems, Scoop It, Storify, Pinterest, Pearltrees, LiveBinders and Listly, children's librarians can now collect, organize, and share carefully curated resources for children related to both education and entertainment. Along with the evolving nature of the professional role and the collection, library programming has integrated technology in ways that might have been unimaginable only a few decades ago.

Recommendations

- Partner with Open eBooks, Digital Public Library of America, International Children's Digital Library and other nation-wide initiatives
- Support and encourage school and public library collaborations regarding access and use of electronic materials
- Offer professional development and professional resources to help librarians fully utilize and encourage patron use of audio and e-book collections

TECHNOLOGY IN PROGRAMMING

We are living in a historical moment of transformation and realignment in the creation and sharing of knowledge, in social, political and economic life, and in global connectedness. There is wide agreement that we need new models of education suited to this historic moment, and not simply new models of schooling, but entirely new visions of learning better suited to the increasing complexity, connectivity, and velocity of our new knowledge society. (Jenkins)

Taking the lead in the North American Maker movement, children's librarians, including public and school innovators Gretchen Caserotti, Buffy Hamilton, Gwyneth Jones, Andy Plemmons, and Cen Campbell, have often been the first to champion non-traditional technology-infused programs in the public and school library context. Programs include flipped curriculum units using desktop and mobile devices, storytimes which include digital felt boards, and interactive electronic books. Many children's librarians use technology to energize young patrons' relationships with traditional programming. However, there are also children's librarians who are actively re-imagining the raison d'être of the library itself, viewing it as a salon or commons where new knowledge is generated rather than consumed.

Programming focused on new knowledge includes STEM-themed workshops ranging from Makey-Makey builds, Logo-programming, CityX innovation-enabled 3D printing and circuitry-infused artifacts. Janelle Hagen, the Director of Technology and Head of the Library at Lakeside Middle School in Greater Seattle, WA, emphasizes, "There is so much that people can learn when they are allowed the time and space to explore. This has traditionally been through books, but more and more technology is allowing people to research, design and create their own information and it just seems natural to have that happen in the library." When describing what Andy Plemmons has accomplished at Barrow Elementary School in Athens, Georgia, a parent notes, "He's turned the media center from a place where kids consume content into a place where they can create content." Technology is largely responsible for Plemmons' programming, from the use of Skype to dialogue with authors and classroom collaborators around the world to mapping and annotating local trails in Google Earth, digital software and hardware is an essential part of the library landscape. Twenty-first century technologies continue to accentuate the opportunities for children's librarians to develop new forms of connected learning and creativity. The model of the library as knowledge repository has been radically expanded to allow for new ways of thinking, feeling and knowing. In this new library, patrons teach as well as learn.

Recommendations

- Partner with technology companies and academic research labs including Microsoft, Apple, Google, Twitter, Facebook, as well as Carnegie Mellon's HCI lab, etc.
- Offer professional development on how to carry out technological programming which incorporates both hardware and software
- Create and share technological programming ideas

CONCLUSION

This is a time of great dynamism in the roles of libraries. Libraries are serving new and more diverse functions in the community and as a result, libraries are providing a broader range of services. Technology is also increasing the number and types of library offerings. While this document contains a discussion of four trends individually, in fact there are many interrelationships among these four trends, for the successful implementation of future library goals. Some examples of these interrelationships are included in the text, such as the value of providing technology access and instruction to all youth, the importance of appreciating and being sensitive to diversity in serving and partnering with communities and community organizations, and the particularly important role of libraries in providing educational experiences in order to aid the community in ensuring that all children have the requisite skills, prior to their start of kindergarten.

Likewise, there are some common themes in the suggested recommendations, including provision of resources and professional development by ALSC, and working with other groups and organizations to maximize the use of resources, develop new initiatives, and overall to become an even greater contributor to the well-being of the community. Many of these suggested recommendations call for professional development as a solution to support librarians' work in these communities. However, as noted in the introduction, the cost of professional development continues to prohibit access to those unable to pay, particularly those librarians and libraries in low-income service areas who may not have the resources to support costly professional development. We hope that the ALSC Board will take this juxtaposition into consideration when determining a plan of action for developing these resources.

Throughout this document, we have discussed how ALSC as a whole can take knowledge of these trends and plan for their implementation. But as an emerging leader team, we recognize that each librarian has the unique ability to contribute to these trends in a more immediate way. The power of this document lies not only in the changes that we can make on a large scale, but also in the ways that each of us can contribute to change in the future of children's librarianship.

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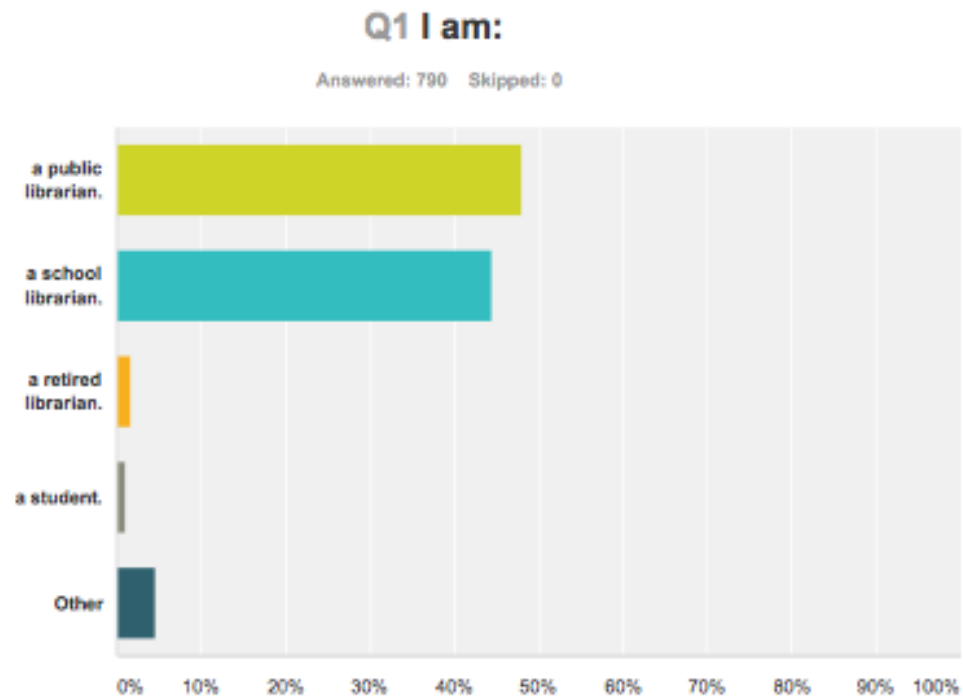
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APPENDIX A - SURVEY DATA



| Answer Choices | Responses |
|----------------------|------------|
| a public librarian. | 47.97% 379 |
| a school librarian. | 44.56% 352 |
| a retired librarian. | 1.77% 14 |
| a student. | 1.14% 9 |
| Other | 4.56% 36 |
| Total | 790 |

| | | |
|-----|--|--------------------|
| 114 | Coming from an early childhood background, I'm well versed in constructivist learning, of which Maker Space is a grandchild. I am worried that much of what I see happening with Maker Space is more free play implemented without a structured learning framework. And while free play is critical in early childhood, I think it can lose its effectiveness with older children without that structure. I also know there is quite a bit of research out there questioning the effectiveness of constructivist learning. Toward the end of my early childhood career, I had begun to conclude that constructivist learning had some serious drawbacks. So I am not jumping on the Makey Makey bandwagon as of yet. It is particularly worrying that we are injecting maker space activities without a lot of forethought and at the expense of other valuable learning (there's only so much time). It also seems as if librarians are grabbing onto maker space and other trends in an effort to stay relevant rather than because there is solid research showing these are methods that increase necessary knowledge. There ARE mounds of timeless research that proves free reading is still king when it comes to developing great readers, writers and thinkers. I hope free reading doesn't get relegated to the second tier in favor of the newest, "flashier" trends. | 2/18/2016 4:05 PM |
| 115 | Less and less time given to library instruction or even classroom visits to the library. Open library time was cut at the middle school and the para moved to cover a PE class. | 2/18/2016 3:59 PM |
| 116 | how can ALSC get a ginormous donation of kinetic sand to distribute to libraries across the county ? | 2/18/2016 3:42 PM |
| 117 | I feel like Early Literacy is an ongoing important issue, but that the ground has been set quite well already- it's not an issue that's confusing librarians and community members. I do feel that the ever changing standards around screen time for young people has librarians and community members confused. I think the issue of screen addiction is a real one we should be confronting proactively with play and literacy-building activities. I think "diversity" is a pretty nebulous way to describe a trend, and we should be more clear about what trends related to diversity the ALSC group is referring to. If what's meant is attention to the diversity of characters on book covers, this has been more prominent a trend in the last 3-5 years in my estimation. I think this is likely what you're referring to. I also think technology is fairly nebulous as a concept, but I think we're talking about literacy with computers and coding to an extent. I think familiarity with computers is of course necessary in today's world, though I think passive engagement with computers and the internet is a problem for young people that needs to be addressed- I guess I wrote something similar above. | 2/18/2016 3:37 PM |
| 118 | There is still misinformation about the "death of the library" as a place people want to go to, put forth by "journalists" (I use the term loosely.) So, the trend is, that even with libraries being busier than ever, somehow the perception is that you only need Google or Wikipedia to get your information needs met. How do we call people out for publishing categorically untrue statements, especially when those same people freely admit that they've not stepped foot in a library in years? | 2/18/2016 3:37 PM |
| 119 | I dislike how often we jump on trends, hoping they'll transform our practice. I would rather us take a strategic, measured approach that implements innovative activities/strategies while carefully assessing efficacy and fallout. We can't toss out the baby with the bathwater; we need balance in all things. Innovation is good, but many aspects of our traditional practice are too. | 2/18/2016 3:29 PM |
| 120 | It would be great if there were someplace librarians could go to see current trends in the profession tracked somehow. If there is one already I am not aware of it. | 2/18/2016 3:10 PM |
| 121 | We have surveyed kids and they are still wanting to read print books. | 2/18/2016 2:58 PM |
| 122 | I would like to see more resources on how to teach kids how to be safe on the internet. My concern is what they have access to and not enough education on things. I don't feel parents are educated enough either nor do they have the time to monitor everything as closely as it needs to be. | 2/18/2016 12:33 PM |
| 123 | The trend has been to change the definition of who a Library Media Specialist is and what they do. Now, in our district they are switching to changing our job title as well to reflect the change in our job description. In our district, they are changing it very quickly so that our jobs will soon no longer reflect that we have anything to do with libraries. In addition, our libraries are being turned into classrooms and there won't be any libraries. | 2/18/2016 12:33 PM |
| 124 | I think sometimes the push to get ahead sometimes leaves students behind. Many places strive to be cutting edge and get the newest and latest fads in education and sometimes forget the basic principle of getting books in kids hands and creating a lifelong love of reading. | 2/18/2016 12:31 PM |
| 125 | Librarians wear many hats today! I think trends are community driven. A trend that is popular in one place, may not be in another. | 2/18/2016 10:39 AM |
| 126 | No. | 2/18/2016 8:38 AM |
| 127 | There seems to be a bunch lately about how to stay relevant (and keep library jobs in schools). Not sure if it is a trend. | 2/18/2016 8:35 AM |
| 128 | I wouldn't consider diversity a "trend"--people have been advocating for more diversity in children's literature for nearly 100 years (https://docthub.com/readingwhilewhite/m7maR0/milestones-for-diversity-in-children-s-literature-and-library-services?pg=2) | 2/18/2016 7:44 AM |
| 129 | The trend to teach students how to use the library seems to be ignored by younger librarians. I find that to be distressing. | 2/18/2016 12:01 AM |

| | | | |
|-----|--|-------------------|------|
| 130 | Although changing, I do feel that as a profession, we are slow to pick up on trends happening in the education field that impact our work as literacy and information professionals with youth. I feel we need to do a better job focusing on how to build collaborative relationships with teachers and parents in the education of children. I also feel that the profession gets too bogged down on one hot trend to the detriment of other emerging trends and we lose out on being more diverse in our approaches in how we connect with our patrons (common core, teaching patrons to use apps, reading levels). And lastly, we need MANY more librarians of color in our profession. It is disheartening to see the great need children of color have for representations in books, then also mirrored in the people that help them select books. | 2/17/2016 7:58 PM | |
| 131 | no | 2/17/2016 5:47 PM | |
| 132 | no | 2/17/2016 5:07 PM | |
| 133 | is common core affecting browsing versus research for children?Also, are libraries focusing on interest driven learning for programming? | 2/17/2016 4:56 PM | |
| 134 | Staff needs to see us as an Expert and a resource to collaborate and a co-teaching partner, especially when research is an element within the assignment. | 2/17/2016 4:39 PM | |
| 135 | What are some innovative or transformative ideas that are currently happening in libraries? Is it possible to get the results of this survey? This would be great information to know especially since I'm in a librarian support role. | 2/17/2016 3:59 PM | |
| 136 | Outreach, homeschooling, off-site programming | 2/17/2016 3:58 PM | |
| 137 | Returning to our roots: the importance of helping our kids become life-long readers | 2/17/2016 3:49 PM | |
| 138 | n/a | 2/17/2016 3:46 PM | |
| 139 | Twitter is a game changer and the #1 place I go to give and receive information. | 2/17/2016 3:41 PM | |
| 140 | Process based art/craft projects. | 2/17/2016 3:02 PM | |
| 141 | No | 2/17/2016 3:00 PM | |
| 142 | Yes. The decline and removal of libraries from schools, inadequate collections and limited to no staffing, particularly low income schools and how that impact negatively affects students | 2/17/2016 2:50 PM | |
| 143 | ALSC can best support my professional development needs by not charging for them. I appreciated a recent series of webinars that was free. I wish they all were. | 2/17/2016 2:35 PM | |
| 144 | It is very important to include teens and tweens in any initiatives as they are a very marginalized group. | 2/17/2016 2:21 PM | ige |
| 145 | One aspect of service that gets ignored, left behind, overlooked because it is tough to solve, is equitable access to technology. We assume everyone has internet access--not true! How do we address this while dealing with everything else? | 2/17/2016 2:17 PM | 1.25 |
| 146 | Lack of funding for school libraries. | 2/17/2016 2:17 PM | 1.17 |
| 147 | n/a | 2/17/2016 2:10 PM | |
| 148 | I am noticing a drop in the focus on play as STEAM/technology partnerships rise, but I think that the two can coexist nicely, especially in a well-run makerspace. Also, I'm noticing a rise in the conversation about accessibility in conjunction with the aforementioned trends (particularly around tech and community members with disabilities). | 2/17/2016 2:03 PM | 1.91 |
| 149 | We are doing more online classes. How do we help the students with their courses? | 2/17/2016 1:55 PM | 1.86 |
| 150 | Connected Learning - Integrating education across schools and non-traditional learning platforms/institutions. This trend ties into the changing landscape of public and alternative education, the unschooling movement, and e-learning for younger and younger students. Also, the shift from professionals as "programming librarians" to facilitators and conveners of learning communities. Our role is increasingly a matter of providing the environment, resources, and neutral connectivity (partnering power) over designing and delivering "library" programs. In this newer model, the participants ARE the program. | 2/17/2016 1:51 PM | 1.84 |
| 151 | I worry about libraries that are getting rid of 50% of their collection to create room for makerspaces. No matter what trends come and go, literacy and enjoyment of literature will always be part of our mission. | 2/17/2016 1:50 PM | 1.68 |

APPENDIX B - MLIS DIVERSITY INITIATIVES AND DIVERSITY RESOURCES

MLIS Diversity Initiatives

The University of Washington iSchool (UW iSchool) has an extensive diversity program with multiple initiatives to recruit students from diverse backgrounds as well as support those students once they are on campus. Another idea is “that library schools target geographic areas with larger concentrations of minorities in order to increase the student pool” (Stanley 83). The Office for Diversity in Graduate Education at the University of Minnesota (U of M), has several initiatives to reach out to a diversity of students, including “Direct contact with Historically Black Colleges and Universities, tribal colleges, and institutions with a high percentage of students of color” (About Us). UW iSchool administers a cooperative program called GO-MAP, “For more than 45 years, GO-MAP has provided leadership to the University of Washington’s recruitment and retention of graduate students of color and those from other underrepresented groups” (UW Graduate School 1). “GO-MAP staff attend fairs, conferences and seminars across the nation every year to identify the most promising underrepresented graduate students and encourage them to consider the UW for their graduate study” (UW Graduate School 2). GO-MAP also has a Graduation School Ambassadors program as well as maintaining a “National Name Exchange, a web-based resource that helps identify qualified underrepresented undergraduates from more than 50 major U.S. universities [including U of M] for graduate recruitment,” (UW Graduate School 2). Additionally, UW iSchool considers the diversity that potential students can bring to the school throughout the application process, and it also “assists underrepresented minority (URM) applicants with applications to all programs,” (Student Recruitment). This level of support for diversity is not typical for library schools, though UW iSchool could serve as an example to others. Targeted recruitment and student support programs like The Knowledge River Initiative at the University of Arizona also contribute to diversifying the field.

Diversity Resources

Extensive diversity-related bibliographies created for librarians serving youth were curated by the Association of Children’s Librarians of Northern California in 2015 and 2016 for Institutes that they produced. Institute titles link to access to their associated bibliographies.

[ALL DUE RESPECT. A Dialogue about Diversity, Equity, and Creating Safe Spaces for All Youth](http://bayviews.org/acl-institute-2015/)
bayviews.org/acl-institute-2015/

[RACE MATTERS. Practical Ways Libraries Can Celebrate All Youth](http://bayviews.org/acl-institute-2016/)
bayviews.org/acl-institute-2016/