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"This Intense Desire to Know the World": Factors Influencing the Selection of Multicultural Children's Literature

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"THIS INTENSE DESIRE TO KNOW THE WORLD:"

FACTORS INFLUENCING THE SELECTION OF

MULTICULTURAL CHILDREN'S LITERATURE

by

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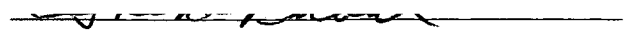
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ABSTRACT

"THIS INTENSE DESIRE TO KNOW THE WORLD:"

FACTORS INFLUENCING THE SELECTION OF

MULTICULTURAL CHILDREN'S LITERATURE

Kasey L. Garrison
Old Dominion University, 2012
Chair: Carol A. Doll

Multicultural children's literature offers readers the opportunity to experience new perspectives and cultures or reaffirm and develop their socio-cultural identity (Boston & Baxley, 2007; Yokota, 2009). The availability of diverse titles for youth is critical in enhancing 21st Century literacy and social skills (AASL, 2007; *Common Core*, 2010; Krashen, 2004). The purpose of this study was to identify factors influencing collection development and the selection of multicultural children's literature in public library collections in geographically and demographically diverse communities across one southeastern state.

Employing a mixed methods design, the researcher first surveyed ten library system collections totaling 70 libraries and library branches for three ethnic specific and two non-ethnic specific children's literature awards: Asian/Pacific American Award for Literature (APAAL), Coretta Scott King Award, Pura Belpré Award, John Newbery Award, and Randolph Caldecott Award. The non-ethnic specific awards, the Caldecott and Newbery, were present most in the library collections with the King, Belpré, and

APAAL following, respectively. The researcher used the surrounding demographics of each library to investigate the relationship between the diversity of the community and the collection (U.S. Census, 2011). The researcher also identified and surveyed librarians from each system who make selection decisions for the children's section.

Findings indicate a wide variety of factors influencing the selection of multicultural children's literature. Using hierarchical regression analyses, the presence of the King and Belpré Award winners were found to be statistically significant predictors of the APAAL, suggesting that librarians use these lists for selecting multicultural children's literature for their collections. The community demographics for each ethnic group were also found to be statistically significant predictors for each corresponding ethnic specific award. The interviewed librarians indicated formal and informal factors on selection including award lists; community needs assessment; and anticipated circulation. They highlighted challenges influencing the selection process with issues like the availability of quality multicultural literature, what is reviewed in selection aids they use, and their ability to select titles about cultures outside of their own experiences. Their responses support the importance of preservice and continuing education to provide opportunities for promoting library services to a globally diverse community.

This is dedicated to my best friend, my partner,

my rock, Jared.

You made this possible in so many ways.

Thank you for everything you do every day.

I love you.

ACKNOWLEDGEMENTS

NOMENCLATURE

AASL- American Association of School Librarians

ALA- American Library Association

ALCTS-Association for Library Collections and Technical Services

ALSC- Association for Library Services to Children

APAAL- Asian/Pacific American Award for Literature

APALA- Asian/Pacific American Library Association

AR- Accelerated Reader

BWI- Book Wholesalers, Inc.

CCBC- Cooperative Children's Book Council

CSK- Coretta Scott King Award

ELL- English Language Learners

EMIERT- Ethnic and Multicultural Information Exchange Round Table

IFLA- International Federation of Library Associations

ILL- Interlibrary Loan

IMLS- Institute of Museum and Library Services

LLAMA- Library Leadership and Management Association

OPAC- Online Public Access Catalog

PL- Public Libraries

PLA- Public Library Association

REFORMA- National Association to Promote Library and Information Services to
Latinos and the Spanish Speaking

SL- School Libraries

SPSS- Statistical Package for the Social Sciences

YALSA- Young Adult Library Services Association

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CHAPTER 1

Introduction

The 2010 United States Census revealed that the U.S. population is growing racially and ethnically diverse (U.S. Census, 2011). The figures in Table 1 show the breakdown by race and Hispanic/Latino origin from the 2010 Census as well as the increases since 2000. Whites had the smallest increase at 5.7 percent while Asians measured the highest increase at 43.3 percent. The Census recognizes Hispanic/Latino origin as a non-racial question. This group rose 43 percent since the 2000 Census, surpassing African Americans as the largest minority group in the U.S. (U.S. Census, 2011). Over half of the increase in the total U.S. population resulted from the growth of the Hispanic/Latino population (Ennis, Ríos-Vargas, & Albert, 2011).

Table 1.

2010 U.S. Census Data by Race and Hispanic/Latino Origin [a]

Race/ Origin	Percent of U.S. Population in 2010	Percent Increase since 2000
White	72.4%	5.7%
Black or African American	12.6%	12.3%
American Indian and Alaskan Native	0.9%	18.4%
Asian	4.8%	43.3%
Native Hawaiian and Other Pacific Islander	.02%	35.4%
Some Other Race	6.2%	24.4%
Two or More Races	2.9%	32.0%
Hispanic or Latino	16.3%	43%
Not Hispanic or Latino	83.7%	4.9%

[a] This data is from U.S. Census Bureau Website (2011).

States in the southeastern part of the U.S. saw dramatic increases in ethnic populations from the 2000 to 2010 Census, specifically with Hispanic/Latinos. Figures in Table 2 show the total state populations and increases for four major ethnic groups in southeastern states since the 2000 Census (U.S. Census, 2011). The growth in the number of Latino residents is notable with many of these increases exceeding 100 percent.

Table 2.

Percent Increases of Ethnic Populations in Southeastern U.S. states from 2000 to 2010 Census [a]

States	2000 Total Population	2010 Total Population	White, non-Hispanics	Hispanic/Latinos	Asians	African Americans
Delaware	783,600	897,934	5.8%	96.4%	27.3%	75.6%
Mississippi	2,844,658	2,967,297	0.5%	105.9%	38.2%	6.2%
South Carolina	4,012,012	4,625,364	13.5%	147.9%	64.0%	8.9%
Kentucky	4,041,769	4,339,367	4.6%	121.6%	64.5%	14.0%
Alabama	4,447,100	4,779,736	3.6%	144.8%	71.0%	8.3%
Maryland	5,296,486	5,773,552	-0.9%	106.5%	51.2%	15.1%
Tennessee	5,689,283	6,346,105	7.9%	134.2%	61.0%	13.3%
Virginia	7,078,515	8,001,024	7.2%	91.7%	68.5%	11.6%
North Carolina	8,049,313	9,535,483	12.5%	111.1%	17.9%	83.8%
Georgia	8,186,453	9,687,653	8.6%	96.1%	81.6%	25.6%

[a] This data is from U.S. Census Bureau Website (2011).

Deeper looks into these numbers reveal the youthfulness of these increases. Fry and Passel (2009) of the Pew Hispanic Center report that 22 percent of U.S. youth are of Hispanic/Latino origin. Similar trends were shown in a 2009 survey from the American Association of School Librarians (AASL) focused in part on the populations of and services to English Language Learners (ELLs) through U.S. school libraries. Of the responding schools, the elementary level had the highest populations of ELLs compared to middle and secondary schools (AASL, 2009b). This growth in the ethnic diversity of young students holds strong implications for libraries and the schools striving to serve them.

Effect on Education

The professional literature on multiculturalism in education calls for cultural differentiation in classroom instructional planning much the way educators would differentiate instruction by students' ability (Davis, 2007; Gay, 2002). This approach necessitates a need for diverse classroom materials and library collections to use with students (AASL, 2009b). Proponents of multicultural education encourage educators to use the cultures represented within their classrooms as a frame for selecting materials and planning lessons (Davis, 2007; Gay, 2007). Gay (2002) termed this technique "cultural scaffolding" (p. 109). This approach reflects good teaching practice because it incorporates students' prior knowledge base and background as a consideration when planning and implementing instructional activities. Assessing students' needs based on learner characteristics is comparable to needs assessment activities librarians engage in when developing appropriate library collections. High quality multicultural literature is a

practical tool to use with cultural scaffolding in the classroom and school library to show students that their cultures are valued (Al-Hazza & Bucher, 2008).

At the same time, multicultural literature representing other cultures not physically present by students is also important. The *Common Core Standards*, adopted as the primary curriculum by 45 states in the U.S., asserts that students who have mastered the Standards for English Language Arts and Literacy "come to understand other perspectives and cultures" (2010, p.7). This description emphasizes that students must be given the opportunity to explore cultures and perspectives different than their own through literature. The inclusion of such titles holds broad implications for library collections.

Effect on Libraries

Professional library organizations have recognized the increasing importance for cultures to be represented in library collections in order to support literacy and promote cultural understandings. In response to growing diversity, the American Library Association (ALA, 2008) updated their position, "Diversity in Collection Development: An Interpretation on the *Library Bill of Rights*" to encourage librarians to include materials in library collections that reflect the wide variety of diverse perspectives mirrored in our global community. Further statements from the two main divisions of ALA serving young library users, the Association for Library Service to Children (ALSC) and AASL, echo this importance. In ALSC's *Strategic Plan 2012-2017*, the authors affirm: "Through free, public, and equal access to library services, children develop a love of reading, and become responsible citizens contributing to a global society" (2011b, p. 3). AASL (2007) also supports the global value of reading within the

opening to *Standards for the 21-st Century Learner* with their simple assertion that, "Reading is a window to the world" (p. 2). These positions relate intimately to the *Common Core*'s (2010) focus on using culturally diverse perspectives in literature to promote global understandings and experiences for K-12 students.

Further, building a high-quality, relevant library collection is integral to developing a love of reading in young library patrons (Krashen, 2004). In a meta-analysis of research on reading and libraries, Krashen (2004) found that the more access students had to books and libraries (both school and public), the more they read and the more they enjoyed reading. His analysis of these studies also supports how increases in the diversity of literature provided in library collections and available to your readers can result in increases in reading and reading enjoyment (Krashen, 2004).

A common metaphor used in the professional literature is for library collections to provide young readers with windows and mirrors (Mendoza & Reese, 2001; Yokota, 2009). When compared to a window, multicultural literature offers the reader a view into a group or culture that is different than the reader's own cultural background or experiences. When compared to a mirror, multicultural literature reflects and affirms the reader's personal self, his or her family, ethnicity, language, and/or culture. Librarians can determine what mirrors and windows are important to their communities through observations and interactions with patrons, both formal and informal, and deliberate community analysis based on demographics, geography, and other socio-economic factors (AASL, 2009a). Bearing in mind this wide range of considerations, the match between collection development and community demographics can be a challenging balancing act for librarians striving to create diverse yet relevant collections.

Some challenges involved in creating a diverse collection are beyond librarians' control. They can include issues in the children's book publishing industry and extend into book reviews. Research shows one issue is the lack of diverse literature being published. According to a study of children's books reviewed in popular selection journals (*School Library Journal* and *Voice of Youth Advocates*) from 1992-2001, only 661 of 4,255 titles featured a "protagonist of color," defined by Agosto, Hughes-Hassell, & Gilmore-Clough (2003) as ethnicity and/or race (p.257). With about one third of the population being represented by people who are not White, these low numbers were disconcerting then, but are more worrisome now as the United States grows more ethnically diverse (Agosto et al., 2003; U.S. Census, 2011).

The Cooperative Children's Book Center (CCBC) at the University of Wisconsin-Madison reports the numbers of multicultural titles by and about different ethnic groups including Africans, African Americans, Asian/Pacific peoples, Asian/Pacific Americans, Native Americans, and Latinos. These numbers vary widely from year to year. For example, in 2010, there were 102 books noted as being written *by* African American. This was the highest number since this data started being collected in 1985. However, there were only 156 books written *about* African Americans in 2010 (CCBC, 2011). That is 60 fewer books written *about* African Americans than 1997's total of 216 books. So progress in the numbers of books by or about a certain ethnic or cultural group one year does not mean that progress will stay consistent the following year. Throughout the research literature, scholars call for the continued rise of these numbers progressing towards more of a balance with the population of peoples represented in the U.S. (Agosto et al., 2003; Bishop, 1997; Horning, 2009).

In addition to issues about the diversity of published multicultural children's books available, the professional literature reveals that challenges persist through the editing and reviewing processes. Mendoza and Reese (2001) report some of these issues stem from the lack of cultural diversity among people in the editing and reviewing businesses. The results are "mistaken assumptions about what the 'others' are like" (Mendoza & Reese, 2001, p.17). Native American children's author Cynthia Leitich Smith (2002) expressed frustration with being evaluated in comparison to mainstream, often forcing her to modify her own writing and style to conform to that of the dominant culture. Using the standards of the dominant culture to evaluate literature from another culture in this way is an inappropriate assessment tool (Smith, 2002). Renowned African American author and storyteller Julius Lester (1988) described a similar experience with his editor who tried to alter pieces of Lester's writing because she feared certain plotlines and language would not "communicate to white readers" (p. 146). Such inauthentic representations create further challenges in the selection process for librarians striving to develop quality, diverse collections.

Awards specifically honoring multicultural literature, authors, and illustrators are an option for librarians selecting culturally diverse children's literature for their library collections. These awards were developed in part as a result of the cultural homogeneity among some of the most popular awards for children's literature including the John Newbery Award (Gillespie, Powell, Clements, & Swearingen, 1994). These lists began with the Coretta Scott King Award for African Americans in 1970 and have since expanded to include other groups. The Coretta Scott King Award started with a conversation between two school librarians about the lack of recognition for talented

African American authors and illustrators (Ethnic and Multicultural Information Exchange Round Table, 2011). The Pura Belpré Award began amongst similar discussions, and in 1996, started honoring Latino/a authors and illustrators (Balderrama, 2006). It was awarded biennially until 2009 when it became an annual award like many other children's book awards, including the Newbery Award. It is administered by ALSC and REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (ALSC, 2011a). The Asian/Pacific American Library Association (APALA) began honoring works about the Asian/Pacific American heritage with the Asian/Pacific American Award for Literature in 2005 (APALA, 2010).

These multicultural award lists are a potential selection source for librarians unfamiliar with the represented culture. However, awards, like the Belpré and King Awards, have also sparked controversy because of their dependency on the author and/or illustrator's "ethnic credentials" (Aronson, 2001, p. 271). While some research exists regarding the value and authenticity of these award titles (Brooks, 2009; Naidoo, 2006), research gaps persist as to the availability of these books in libraries.

Background

A recent study by Garrison, Hoff, and Doll (2011), the impetus for this dissertation study, sought to address this research gap through a collection analysis of ten public library systems in one southeastern state, and further, to analyze the relationship between the collection holdings and the cultural demographics of the surrounding communities. This study revealed that while many of the Belpré and King Awards were included in library collections among the systems, they were not available nearly as often as the Caldecott and Newbery titles. In addition, the researchers did not find a predictive

relationship between the Belpré holdings and the Latino populations within each community. However, there was a statistically significant and positive relationship between the King and Belpré Award holdings. When libraries had the King Awards, they were more likely to have the Belpré Awards. This was true for both the award winner and honor titles. These findings indicate that librarians may be using both award lists for collection development.

The current study compared library systems and individual branches with their surrounding community's demographics to determine if this micro analysis of the individual libraries revealed a relationship undetectable in the macro analysis of library systems studied by Garrison, Hoff, and Doll (2011). Also, the Asian and Native Hawaiian/Pacific Islander populations, by way of the Asian/Pacific American Award for Literature (APAAL), were added to this study to see how they compared to the findings of the other two ethnic specific awards.

Purpose and Research Questions

The purpose of this dissertation study was to identify factors influencing collection development and the selection of multicultural children's literature titles in public library collections in geographically and demographically diverse communities across one southeastern state. Specific research questions included:

1. How well can each of the ethnic specific awards (King and Belpré) predict the presence of the Asian/Pacific American Award for Literature, controlling for collection size and the presence of both the Caldecott and Newbery Awards?

2. How well can each ethnic group's community demographics predict the presence of their corresponding ethnic specific award, controlling for total population?

3. What factors influence the selection of multicultural children's literature?

These questions were addressed using a mixed methods design. For the quantities piece of the study, the researcher collected data from the public library, U.S. Census, and Institute of Museum and Library Services websites to address the first and second research questions. The first question looked at the presence of the APAAL in library collections compared to the presence of the other two ethnic specific awards to see if the connection between the King and Belpre Awards found in the preliminary study by Garrison, Hoff, and Doll (2011) continued with the APAAL. For the second question, each system or branch's collection and its immediate ethnic demographics were analyzed to determine if the presence of the ethnic specific awards could be predicted by the presence of the ethnic group within the community. Garrison, Hoff, and Doll (2011) analyzed this relationship at the system level; the present study looked at these ethnic factors at a more micro level, studying each individual library and library branch. It also added the APAAL and Asian/Pacific American ethnic group. For the qualitative piece of the study, qualitative data collected from interviews with the librarians responsible for selection decisions, addressed by the third research question. The researcher used both quantitative and qualitative means to explore how librarians develop culturally diverse collections for their youngest patrons and their families in an effort to further support literary diversity in libraries.

Conceptual Framework

This study employed a conceptual framework based in part on Edgar's (2003) analysis model of the collection development process as shown in Figure 1. The researcher investigated the factors in the dashed exterior circles influence those in the dashed interior circles of the figure. Specifically, this study sought to analyze how "User Value" affected collection development and selection decisions of award-winning multicultural children's literature. Edgar (2003) defines "User Value" as the benefits that library users receive from using the library's services. This researcher used cultural demographics of each library branch's surrounding community, determined by zip code, in addition to interview data from the librarians responsible for selecting children's books to examine this part of the process. The "User Value" of the Belpré, APAAL, and King Awards is based in part on the assumption that multicultural children's literature is of value to all children and even more so for those children from Latino, Asian/Pacific American, and African American backgrounds, potentially reflected in these award-winning titles. Further, interview data focused on what "Tools" the librarians used to build their collections and how (or if) "Professional and User Activities" and the "Results of Professional Activities" influence collection development and the selection process.
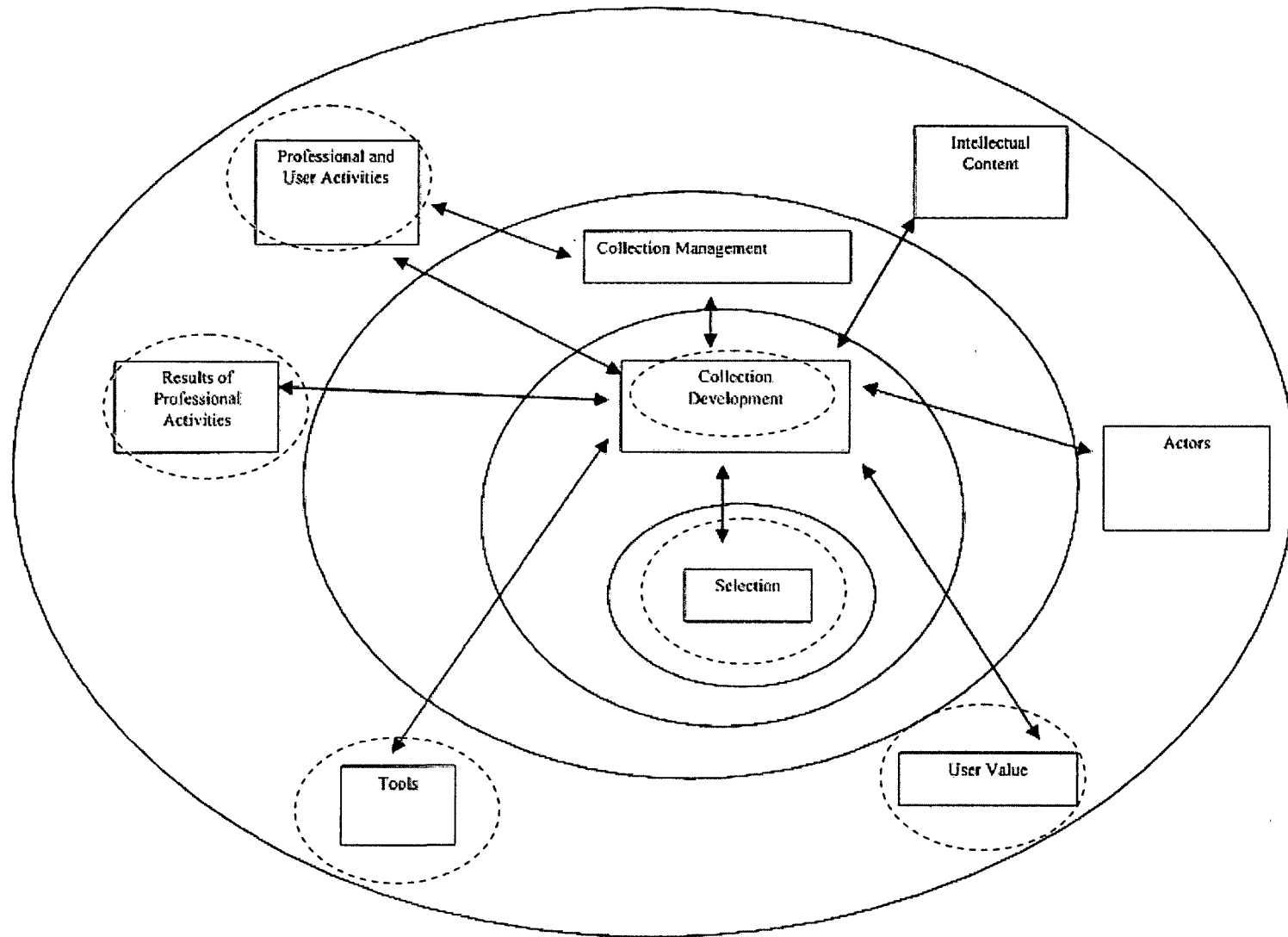
Figure 1. Theory of collection development from Edgar (2003)

Edgar's figure aids in framing the study with a focus on the collection development process and the varying factors that impact it. An extension of this study's conceptual framework was a focus on multicultural education, and in particular, tenets of Geneva Gay's (2002) definition of culturally responsive teaching. Gay (2002) defines culturally responsive teaching "as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). This concept is driven by the idea that when teaching is presented in a culturally relevant way to students, learning is more meaningful and significant especially for students from cultures outside of the mainstream. According to Gay (2002), one of the essential elements of culturally responsive teaching is ensuring that culturally diverse and representative content is integrated throughout curriculum and instruction in our schools. An extension of Gay's theory became a main assumption in this study in that cultural relevancy to patrons as reflected in the library collection is imperative to building a collection meaningful to them. This idea goes back to Edgar's (2003) emphasis on "User Value" as a broad component influencing librarians' collection development decisions. In developing library collections that reflect the surrounding patron community and intended users, librarians are engaging in culturally responsive collection development practices. The basic principles of the theories presented by Edgar (2003) and Gay (2002) helped organize this research and provide support for the value of studying multicultural children's literature in libraries.

Overview of Study

This dissertation study employed mixed methods to expand the collection analysis study by Garrison, Hoff, and Doll (2011) which examined the presence of the Belpré

Award compared to the King, Caldecott, and Newbery Awards. For the present study, the researcher collected holding data for the APAAL, King, Newbery, and Belpré awards at the system and branch level. Then, surrounding demographics for the neighborhoods served by these branches was used in hierarchical regression analyses to determine if there was a predictive relationship between the holdings and ethnic diversity around the library or branch. The analysis performed by Garrison, Hoff, and Doll (2011) looked at this relationship system-wide and found no statistical significance between the holdings and demographics. For the current study, the researcher also surveyed librarians from the ten systems in order to identify factors influencing their selection decisions, and specifically the collection of multicultural award-winning titles like the Pura Belpré Award, Coretta Scott King Award, and Asian/Pacific American Award for Literature.

Chapter Summary

This introductory chapter focused on the background for the study including its rationale and significance, conceptual framework, purpose and research questions, and methodological overview. Using a mixed methods approach, this study analyzed the factors influencing collection development and the selection of multicultural children's literature in public library collections. The conceptual framework for this study employed the foundational activities and considerations surrounding collection development identified by Edgar (2003) as well as the underpinnings of culturally responsive education defined by Gay (2002). The next chapter serves to further solidify the value and need for culturally diverse collections as shown in the professional literature in addition to gaps previous research have left in studying collection development of multicultural children's literature in libraries.

CHAPTER 2

Review of the Literature

The increase in the ethnic diversity of the U.S. holds strong implications for the way we educate children and youth and the materials used in instruction, including books. Proponents of multicultural education support the need for culturally responsive and relevant teaching which considers the backgrounds represented by students in the classroom (Gay, 2002; 2007). At the same time, students also need to experience perspectives different from their own to become globally literate citizens and 21st Century learners (AASL, 2007; *Common Core*, 2010). Multicultural children's literature has the potential for providing these meaningful learning opportunities for students within and outside of the U.S. mainstream culture. The main purpose of this study was to identify factors influencing collection development and the selection of multicultural children's literature in public libraries in geographically and demographically diverse communities across one southeastern state. This literature review investigated the literary value of multicultural children's literature and factors already identified by research as impacting collection development and the selection process in different communities.

The Value of Multicultural Children's Literature

Bishop (1997) defines multicultural literature as "books that reflect the racial, ethnic, and social diversity that is characteristic of our pluralistic society and the world" (p. 3). Multicultural children's literature is a valuable tool for librarians and educators to use with children and youth. Quality titles offer opportunities for promoting diversity and cultural understandings across differing cultures (Begler, 1998). At the same time, young

readers who themselves represent the growing cultural diversity of the U.S. need examples of literature that is representative and respectful of their individual experiences (Rice, 2005). Research suggests that this is an integral piece of promoting literacy with young readers and helping them to construct a positive social and cultural identity (Al-Hazza & Bucher, 2008; Champion, 1993). In addition, research identifies exposure and experience to global diversity as critical to 21st Century learning (Asselin, & Doiron, 2008; *Common Core*, 2010). The first part of this literature review further delves into these identified values of multicultural children's literature in order to solidify its importance in library collections.

Promoting Diversity and Cultural Understandings

A diverse and culturally balanced library collection promotes diversity by giving young readers experience with cultures apart from their own direct experiences. Tjoumas (1993) notes that such a collection can foster communication links between cultures and teach students about the contributions others have made to the diverse cultural tapestry that defines the United States. Bishop (1997) advocates for an integrated approach to using multicultural literature in the classroom and defines the promotion of diversity as one of five main functions of the library collection. By including diverse books, authors, and illustrators in collection development, marketing, and programming, librarians "implicitly make a statement about the normality of diversity" to their young patrons (Bishop, 1997, p. 6). This is important because students could take inventory of what is and what is not included in the library collection and curriculum (Gay, 2002). Multicultural education proponent Geneva Gay (2002) notes that, "Over time, [the students] come to expect certain images, value what is present, and devalue that which is

absent" (p. 108). When cultural gaps exist within a library collection, the readers not only miss out on those important topics, but could potentially view the absence in a more symbolic light (i.e., "There are no books about Arabs in the library because that cultural group is not important."). This idea supports the value of helping young students create an inherently diverse image of their world so they can navigate and thrive as global citizens (*Common Core*, 2010).

Moreover, Davis (2007) suggests that stereotypes will persist through students' inexperience with other cultures. Lee (2006) supports this idea with the results of an ethnography study in a White, rural middle school. The students lived in an ethnically homogenous community, and brought that frame of reference to the new international curriculum implemented in their school. They showed stereotypical views and responses to new and unfamiliar customs and traditions introduced through the curriculum. A literature circle study of White sixth graders by Rice (2005) displayed similar findings. Although the Hispanic-American books used in the literature circles included universal plots and themes with which most students could relate, the eight study participants pulled out cultural references that were minor details within the stories. Perhaps due to their inability to relate to or understand these references and some of the characters' traits, the students criticized the book characters for using Spanish, being overweight, having certain food customs, and possessing a low socioeconomic status (Rice, 2005). The students brought their personal socio-cultural frame of reference to the literature circle discussion that was indicative of the students' class, race, and gender. This is the lens through which they read and experienced the stories, in much the same way that Lee's (2006) study participants interacted with the new international curriculum. These

studies reinforce the importance for students to be exposed to other cultures in order to confront stereotypes and consider differing perspectives (Mendoza & Reese, 2001). Al-Hazza and Bucher (2008) note that this is especially critical for cultures often depicted negatively in the media, such as the Arab and Muslim cultures of the Middle East.

Further, research with preservice teachers supports the need for interaction with other cultures to promote understandings of diversity (Escamilla & Nathenson-Mejía, 2003). Escamilla and Nathenson-Mejía (2003) exposed their preservice teachers to Latino children's literature and then used focused discussions with these students to examine their cultural responsiveness. They found students were reluctant to address topics like death, immigration, and religion because they did not fully understand or could not relate to the way these topics were portrayed within the Latino culture. For example, the emphasis on death with the Latino holiday El Día de los Muertos, in which deceased family members are remembered, seemed too "'scary'" to non-Latino students to use in elementary curricula (Escamilla & Nathenson-Mejía, 2003, p. 244). The non-Latino preservice teachers could not relate to this cultural celebration, and did not believe it belonged in the classroom. However, El Día de los Muertos is an important holiday to many Latin Americans, and the overall concept of death is less taboo to Latinos than many White Anglo-Saxons in the United States. Researchers from this study concluded that exposure to the literature should be accompanied by group discussions where readers can confront biases and negative reactions to dispel stereotypes and correct cultural misinformation (Escamilla & Nathenson-Mejía, 2003).

At the same time, research from Holmes, Powell, Holmes, and Witt (2007) suggests that some young students may actually prefer diverse characters in the books

they read. In this study of student book choice, researchers hypothesized that students would choose books with covers featuring characters with the same racial background as the students. However, this prediction was incorrect as students more often chose books with covers featuring characters racially different than themselves. This finding reinforces the call already echoed throughout the field for libraries to have books with diverse characters and themes in order to reach students' interests and promote literacy (Krashen, 2004; Yokota, 2009).

Research suggests this promotion of culturally diverse perspectives may be especially useful in helping immigrant students become accustomed to new cultures (Akrofi, Swafford, Janisch, Liu, & Durrington, 2008; Champion, 1993). Akrofi et al. (2008) recommend using authentic literature as a way to bridge cultural gaps with immigrant students and promote acculturation with U.S. culture. Such literature can aid in reading instruction and encourage academic success for immigrant youth often struggling to succeed in their new schools and culture (*Closing the gap*, 2010). At the same time, multicultural literature focused on the immigrating students' cultures can help support understandings for their new classmates and the surrounding community. As our country grows increasingly diverse, young learners as well as their adult counterparts will require more cultural knowledge, awareness, and responsiveness for the future (*Common Core*, 2010).

With respect to promoting diversity, research focused on today's youth from Asselin & Doiron (2008) found these "21st Century Learners" to be "passionately tolerant" of cultural and social differences (p. 6). This generation, identified by many names including the Net Generation, Digital Natives, and Millennials, represents some of

the first groups in our population who are inherently familiar with diversity through advances in technology, transportation, social policies, and other evolving factors. Further, Asselin and Doiron (2008) report that 21st Century learners originate from more diverse families, structurally and culturally. They *are* the diverse characters represented in and by multicultural literature and the authors and illustrators who create it. Today's learners are surrounded by diversity in many ways other than books, including their own classrooms, the Internet, and the media in general. They are starting to emulate "the normality of diversity" described by Bishop (1997, p. 6).

Constructing Identity

In addition to the promotion of cultural understandings among differing groups, scholars support another role of multicultural children's literature in reflecting positive and affirming images for young readers in order to support the development of their socio-cultural identities (Mendoza & Reese, 2001; Yokota, 2009). Tjoumas (1993) advocates for the role of positive representations to help educate students about their own heritage and the contributions that their cultural group has made to U.S. society at large. Students seek these images out in books, and are better able to make meaning from a text when they can build such empathy with it (Castañeda, 1995; Champion, 1993; Leung, 2002; Lohfink, 2009). In a reader response study of the Newbery Award honor book *Homesick* by Jean Fritz (1982), Leung (2002) found that the four culturally diverse reader participants sought out characters and experiences culturally and/or universally relevant to themselves in the book. These young readers showed disappointment when they could not find pieces of themselves included or if those pieces were not a prominent portion of the text. In addition, one of the students, who was Chinese American, was able to pick

out stereotypes within the illustrations of the book's setting in China, instances that were inaccessible to the other readers who had not traveled to China. This finding reinforces the importance of authenticity in both text and illustrations in a book and how the presence of inaccurate and unrepresentative themes and images of a culture or group can affect young readers.

At the same time, research reports diverse findings on cultural authenticity in multicultural children's literature. Chappel and Faltis (2007) analyzed the portrayals of culture and language in Latino children's literature and found a linear relationship between success and assimilation in books about the immigrant experience. The more the immigrant characters assimilated into U.S. culture and abandoned their Latino roots, the more successful they were socially and economically in the books. Sano (2009) supports these findings with her research of books identified for a school's literacy curriculum for ELLs. The ELL books included culturally diverse characters who were often immigrants, as are many ELL students. However, the books presented the immigrants in a stereotypical light that perpetuates traditional roles and societal expectations. They encouraged assimilation and discouraged creativity and autonomy. Sano (2009) compared the ELL books to Caldecott Award winning titles and found the characterization, plots, and themes within both sets of books conflicting. Immigrant students seeing literary images of themselves as only "Farmhands and Factory Workers" in their new country may limit their professional pursuits (Sano, 2009, p. 2560).

On the other hand, Boston and Baxley (2007) report positive results from an analysis of race and gender in novels for African American females. The books' themes included an emphasis on academic achievement and a love of reading, two ideas in direct

contradiction of society's expectations for this traditionally marginalized group. These books, written by African American women, present young African American women with an opportunity to see themselves reflected in a positive and reaffirming way while encouraging them to pursue opportunities in life that may otherwise be psychologically inaccessible to them (Boston & Baxley, 2007).

Positive cultural images within children's books are especially important for children from cultures outside of the mainstream who may see negative images of themselves in the media or other areas (Al-Hazza & Bucher, 2008). In their interviews of immigrant Arab American teenagers, Al-Hazza and Bucher (2008) found that the aftermath of the 9/11 attacks left the classmates of the Arab students thinking all Arabs were terrorists. Furthermore, the interviewed youth were not exposed to stories of Arabs or Arab Americans during their elementary school years. Quality and authentic multicultural literature gives students the opportunity to appreciate their own culture as well as others represented within their classrooms and communities.

Champion (1993) describes the power of such illustrative images in a case study of a school-wide literature program at a culturally diverse high school in Florida. Approximately 85 percent of the school's student population was immigrants, with over half migrating from Cuba during the politically tumultuous 1980s. Using multicultural literature in the program gave the students an opportunity to see journey stories similar to their own. This empowered the students and gave them a voice to describe their own experiences in moving to the United States. The immigrant experience was something that much of the student body could relate, but not the school's culturally homogenous White teaching staff and faculty (Champion, 1993).

Cultural mismatches like the one at Champion's (1993) school can be the result of families emigrating from other countries to the United States. Communities across the nation, both rural and urban, are experiencing this influx of diversity (AASL, 2009b; Humes, Jones, & Ramirez, 2011). Multicultural literature can help these students maintain a closeness to their native home and familiarity in a new place (Lohfink, 2009). Also, students of immigrant families born in the United States benefit from reaffirming images of their home culture in books. Children from multicultural families and origins need positive representations of themselves to help them realize the beauty and potential of their dual heritage (Italiano, 1993). For example, being multilingual is a professionally marketable skill.

This section of the literature review established the value of multicultural children's literature, which is a good reason for such titles to be included in library collections in homogenous and diverse communities. However, despite its value, previous research indicates that such titles are not always included in libraries (Garrison, Hoff, & Doll, 2011). The next section analyzes the research literature for patterns in factors identified as influencing collection development, selection tools librarians use to support this process, and challenges librarians face in creating diverse collections representative of the cultures within their communities.

Factors Impacting Selection

Emerging themes in the research literature suggest multiple factors influence collection development and selection decisions. This review sought out collection analysis studies documenting how librarians use the needs and demographics of their

patrons to guide their selection decisions and collection development practices. Different selection sources surfaced as being important tools librarians use when selecting titles for their libraries. These tools included award lists (Allen, 1993; Barry, 1998; Dilevko & Dali, 2002), review journals (Barreau, 2001; Tjoumas, 1993), and new trends in vendor services involving outsourcing (Dilevko & Hayman, 2000; Hoffert, 2007). Budget and funding issues were also prevalent in the literature as factors influencing collection development (Rodrigues, 2006; Tjoumas, 1993). In addition, librarians' own level of cultural knowledge and awareness emerged as a critical factor in selection as well as in evaluating images and portrayals of culture within published children's books (Allen, 1993; Rodrigues, 2006; Tjoumas, 1993). The professional literature noted that these factors shaped the way librarians build their multicultural collections.

Professional Policies

In order to understand the various factors influencing selection and collection development, it is important to recognize policies outlined by professional library organizations intended to drive and guide the process. Policies for some professional organizations influencing collection development for multicultural populations as well as children and youth are included in Table 3. Of particular interest for this study's focus on diversity is ALA's "Diversity in Collection Development: An Interpretation of the *Library Bill of Rights*" (2008). This understanding of the *Library Bill of Rights* (ALA, 1996) supports the need for librarians to ensure their collections reflect differences. The document notes that this inclusion of cultural pluralism does not mean "an equality of numbers," but a "balanced collection" reflecting diverse perspectives.

Table 3.

Collection Development Policies of Professional Library Organizations

Organization	Target Populations	Policies
American Association of School Librarians (AASL)	School librarians in the U.S.	*Empowering Learners: Guidelines for School Library Media Programs* (2009a) "The school library media specialist: collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs." (p.38)
American Library Association (ALA)	All types of librarians in the U.S.	*Library Bill of Rights* (1996) "I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves." "Diversity in Collection Development: An Interpretation of the *Library Bill of Rights*" (2008) "Library collections must represent the diversity of people and ideas in our society… Librarians have an obligation to select and support access to materials and resources on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community…This includes materials and resources that reflect a diversity of political, economic, religious, social, minority, and sexual issues. A balanced collection reflects a diversity of materials and resources, not an equality of numbers."
International Federation of Library Associations (IFLA)	All types of librarians in the world	*The IFLA Multicultural Library Manifesto* (2008) "Core Actions… The multicultural library should: Develop culturally diverse and multilingual collections and services" (p. 2)

Further review of the policies listed in Table 3 identifies assessing the needs of the community as an essential task guiding collection development. The AASL includes such considerations in *Empowering Learners: Guidelines for School Library Media Programs* (2009a), relating it to the appeal of a collection to its patrons. This position suggests the recognition of patron characteristics including cultural demographics and developmental needs as being integral considerations in developing a quality, relevant collection.

Patron Needs and Demographics

Considering user needs has been a fundamental component of collection development since the early 1900s (Schmidt, 2004). As shown in Figure 1 (Chapter 1, p. 12) as a piece of this study's conceptual framework, Edgar (2003) includes "User Value" as one of the main activities guiding the collection development process. Others further support the value of community needs assessment for collection development.(Barreau, 2001; Mestre, 2010; Van Orden & Bishop, 2001). Boulé (2005) suggests using community focus groups to better define user needs for collection development, specifically for multilingual materials. Despite identifying the significance of assessing user needs for library services and collection development, the collection development studies reviewed in this literature search did not give evidence of librarians engaged in formal needs assessment (Allen, 1993; Dilevko & Dali, 2002; Rodrigues, 2006; Tjoumas, 1993). No librarians in a study of South African public libraries had ever done a needs assessment of their user community (Rodrigues, 2006).

While this data is not available for the other collection development studies analyzed in this literature review, there was generally an imbalance between certain

multicultural populations and their literary representation in the library collections. For example, findings from an examination of a Spanish nonfiction collection in a public library revealed that only 2.8 percent of the collection was in Spanish, compared to 31.2 percent of the user community being Spanish-speaking (Boulé, 2005). Similar results were echoed throughout this literature review across public and school libraries as well as the international library community (Allen, 1993; Dilevko & Dali, 2002; Rodrigues, 2006; Tjoumas, 1993). While researchers did not give figures for the expected proportion of multicultural literature and patron populations, they did call for a closer balance between the two. In addition to community analysis, studies in this literature review identified other specific sources informing collection development and selection decisions.

Selection Sources

Librarians use various selection aids when choosing materials for their collections. They cannot put their hands on every book before making the choice to purchase it, so resources like award lists and review journals are essential in saving time and making informed assessments of book titles (Van Orden & Bishop, 2001). This literature review also revealed that certain services offered by vendors, including outsourcing selection needs, is becoming a more popular resource for libraries (Hoffert, 2007). The professional research identified these three selection sources as main tools librarians are using in order to create their library collections.

Award lists. For most libraries, the prestigious children's awards like the Caldecott and Newbery Award winners are must-haves for the collection (Barreau, 2001; Kiefer & Tyson, 2010). Books that receive these awards are painstakingly analyzed by

committee members for quality and perfection in both text and illustrations (S.C. Kimmel, personal communication, July 12, 2012). To some librarians, they may represent a form of quality assurance in selection. Although titles are selected by a panel of experts in children's literature and libraries, some award-winning books have been criticized for inaccurate or inauthentic representations of culture (Smolkin & Suina, 1997; Willett, 2001). Nonetheless, librarians use these lists to inform their selection decisions as well as reviews written by people who have interacted with the titles in question.

Review journals. Reviews in selection journals are written by journal employees or journal readers, who in some instances, are screened by the journal. Like the award lists, they give the selecting librarians a peek into what someone from the field thinks about the books, offering a unique, evaluative perspective. In Barreau's (2001) collection development study, public librarians identified reviews in journals as the most important selection source they use. However, Tjoumas (1993) found this extensive use of review journals inhibited the collection development of Native American children's literature in the surveyed public libraries because the journals the librarians were using were not likely to feature reviews of Native American titles. Allen (1993) found similar results with Hispanic children's literature in school libraries. With such an emphasis on selection journals that may not feature reviews of diverse literature, it is not surprising that these same libraries had small multicultural collections that did not mirror their community's demographics (Allen, 1993; Barreau, 2001; Tjoumas, 1993).

Vendor services. In addition to the reviews featured in review journals, vendors selling the books often include the same reviews in their purchasing databases. This allows librarians to see multiple reviews in one place and make comparisons among

them. A growing and controversial trend in services offered by vendors Baker and Taylor and Follett's Book Wholesalers, Inc. (BWI) is outsourcing selection needs. As part of outsourcing, librarians initially work with vendors to create a user profile of their library community and then the vendor selects books based on that, theoretically saving the librarians time and energy (Hoffert, 2007). The danger of outsourcing is that it holds the potential of creating a "de facto literary canon," based on basic vendor choices and not the deliberate decisions of the librarian (Dilevko & Hayman, 2000, p. 53). Hoffert (2007) suggests that the success of outsourcing is greatly dependent on the library system's size and number of branches, both being directly related to the system's budget and surrounding community. Wicks, Bartolo, and Swords (2001) present a case study of a successful example of outsourcing in an academic library setting, involving a collaborative effort with the vendor, librarians, university faculty, and library science students at the school. However, this collaboration took two years to plan and implement, significantly longer than this vendor's usual standard of two months. The financial and human resources needed to make this outsourcing model a success may make it less accessible to other libraries, especially in the public sector, who are experiencing limited budgets.

Budget Issues

Decreased funding and low budgets are nothing new to libraries, especially in times of economic distress such as the present (Schmidt, 2004). Research of a South African library system in Johannesburg revealed budget issues as one of the main reasons the library collection did not include materials in surrounding indigenous languages, even though these population numbers greatly outnumbered English-speaking residents

(Rodrigues, 2006). While part of this issue is due to a shortage of books published in these diverse languages, this finding is similar to research of other collection studies. Allen (1993) identified funding as one of the four main barriers to the collection of Hispanic children's literature in a school library study of eight urban areas across the U.S. with high populations of Latinos. Tjoumas (1993) found similar results in a study of Native American children's literature in public library collections in Alaska and Oklahoma. These two states were chosen for that study because they had the highest population of Native Americans and the highest percentage of Native Americans per total state population. The cultural homogeneity of the selecting librarians was another common thread woven throughout these collection studies (Allen, 1993; Rodrigues, 2006; Tjoumas, 1993).

Library Staff

Escamilla and Nathenson-Mejía (2003) noted a "cultural, linguistic, and ethnic mismatch" between K-12 teachers and students echoed in the traditional cultural make-up of librarians (p. 238). The 2007 Diversity Counts report completed by ALA found that approximately 90 percent of public and school librarians were White and 82 percent were females. In a recent survey of academic librarians, Mestre (2010) reported that over half of respondents were White and three-fourths were female. These figures show a lack of personal cultural diversity within certain segments of the library profession also shown in K-12 education. Although Allen (1993) surveyed urban areas identified as having large populations of Latino residents, most of the surveyed librarians, in addition to their assistants, clerks, and volunteers, identified themselves as White Anglos with little or no Spanish-speaking skills. Champion (1993) showed similar numbers in a case study of a

Florida high school where almost 90 percent of students were Hispanic, but less than 20 percent of the instructional staff was Hispanic.

In addition to a shortage of culturally diverse librarians, research on collection development indicates that librarians blame their own personal lack of cultural knowledge and awareness for low percentages of multicultural literature in collections (Tjoumas, 1993). School librarians who worked in urban areas with large numbers of Latino students were surveyed by Allen (1993). Results indicated that they had little knowledge of Latino subgroups and that their overall lack of knowledge and awareness of the Latino culture hindered their selection of related literature. Research at the Johannesburg public library in South Africa showed similar findings with the librarians identifying their lack of cultural knowledge and inability to communicate in indigenous languages as obstacles to building collections and stronger cultural understandings with their indigenous patrons (Rodrigues, 2006).

Language barriers are especially problematic in developing multilingual collections for libraries (Dilevko & Dali, 2002). Italiano (1993) encourages non-Latinos to seek quality adult Latino and Chicano literature to become more fluent and knowledgeable with these cultures, and thus, make better selection decisions for Latino children. This issue goes back to the discussion of the importance in knowing the community when making selection decisions (Van Orden & Bishop, 2001).

Research from Quinn (2007) connecting psychological market research to collection development decisions suggests that feelings and affect surface when librarians are evaluating materials outside of their own experiences or familiarity. Thus, if a

librarian does not have knowledge about a culture featured in a book, he or she may be less apt to select the book for their collection simply because of their inexperience and unfamiliarity with the book's contents. When librarians do have such cultural knowledge and awareness, they are better prepared to select quality multicultural children's literature and advocate for such titles. Willet (2001) details a situation where an African American librarian wrote the publisher of the Newbery Award-winning book, *Rifles for Watie* (Keith, 1957), calling for changes to some racial references within the story. This occurrence offers support for librarians' role as "cultural gatekeepers for young people" (Willet, 2001, p. 487).

An interesting finding in the professional literature on collection development was that some surveyed librarians indicated a lack of demand for multicultural materials as driving their decision to not acquire such titles even though demographic statistics indicate a diverse patron community (Dilevko & Dali, 2002; Rodrigues, 2006). Survey research regarding multilingual collections in Canadian public libraries by Dilevko and Dali (2002) suggested this as one of the impeding factors to developing the collection. Rodrigues (2006) found similar results in a South African public library system in addition to more disturbing attitudes about who traditionally uses the library (i.e., Whites, English-speaking citizens, and the economically privileged). While the issue of demand affecting purchase decisions is certainly understandable, and specifically during times of budget shortfalls, if an assessment of the community reveals a need, it is the librarian's professional obligation to make the necessary collection decisions (ALA, 2008). These decisions should be followed by campaigns advocating for usage by the intended patrons in an effort to support the new collections (Dilevko & Dali, 2002). Using a traditional

lack of demand as reasoning for continuing to underserve a specific group perpetuates a

cycle of library apathy and could be seen as a social injustice.

Challenges in Selecting Multicultural Children's Literature

A challenge in developing a culturally balanced library collection is finding truly

authentic and representative multicultural literature appropriate for children. Poor

examples supporting stereotypes or inaccurate cultural representations persist. Kohl

(1995) expresses his concerns with the overriding themes of racism, sexism, capitalism,

and colonialism in Jean de Brunhoff's classic children's book *Story of Babar* published in

1931. These elements went unnoticed by Kohl during his childhood readings, but were

quite apparent when he returned to read the book to his own children years later. Dorris

(1993) relates a similar story describing the undertones of racism and sexism within

Laura Ingalls Wilder's *Little House* series (1932) that he overlooked as a young reader,

but are much more obvious to him now as an adult.

Other criticisms of multicultural literature simply address what Begler (1998)

calls the "'Five Fs': food, fashion, fiestas, folklore, and famous people" (p. 272). While

these five elements are an important part of any ethnic group, they alone do not

authentically relate the common core values and ideals of a culture to a young reader

existing outside or within that group. Quality books about cultures outside the

mainstream must go to a deeper level. Kelley (2008) discusses Japanese children's

literature using a lens that analyzes culture with a little "c," described as the "heart and

spirit that contribute to and shape" Begler's Five Fs (p. 62). For the Japanese, these

cultural elements, including harmony, empathy, loyalty, and patience, derive from social,

political, and religious foundations and truly serve as underpinnings of this culture's "food, fashion, fiestas, folklore, and famous people" (Begler, 1998, p. 272). They go much deeper into what defines this culture, beyond what they eat, wear, and celebrate.

Despite the issues involved in identifying quality, authentic multicultural literature, it is possible to locate such materials. Research from Lohfink (2009) reveals quality examples of culturally-relevant picture books for Mexican American children. Lohfink evaluated how Mexican cultural values and ideals were portrayed through the text and illustrations of these picture books. A positive finding was the diversity of genres represented by this sample. Also, the analyzed books were all written and/or illustrated by Mexicans or Mexican Americans, and many were bilingual. While poor examples of multicultural literature persist, scholars have identified more authentic titles as exemplified by Lohfink's (2009) bibliography and award committees like the Asian Pacific American Award for Literature, the Coretta Scott King Award and the Pura Belpré Award.

Diversity in Children's Book Awards

Children's book awards based on cultural diversity like the Pura Belpré and Coretta Scott King Awards were created because of a lack of diversity within the ranks of awards such as the Caldecott and Newbery Awards (Aronson, 2001; Balderrama, 2006; Pinkney, 2001). Gillespie, Powell, Clements, and Swearingen (1994) analyzed the ethnicity of characters within Newbery Award-winning books from the award's inception in 1922 through 1994. The results from their study are included in Table 4. As is evident

from examining these findings, the Newbery Award-winning books overwhelmingly feature White Anglo characters.

Table 4.

Ethnicities of Characters Appearing in Newbery Titles from 1922-1994 (N=73 books)[a]

Ethnicity	Percent of Total Newbery Titles featuring Characters from Each Ethnicity
White Anglo	90%
White non-Anglo	18%
Black	26%
Native American	19%
Asian/Pacific	10%
Hispanic	10%

[a] This data is from Gillespie et al. (1994).

Research by Rawson (2011) of young adult awards like the Michael L. Printz Award suggests a similar lack of diversity. This study analyzed the books' protagonists for cultural diversity in gender, race, nationality, religion, family status, socioeconomic status, sexuality, and disability. The findings indicated underrepresentation of minority demographic groups including Hispanics. In a sample of 297 books, only 11 books (3.8 percent) included Hispanic characters whereas 241 books (81.1 percent) included White characters (Rawson, 2011).

Rawson (2011) and Gillespie et al. (1994) document the cultural homogeneity of the major awards, supporting a need for multicultural awards inherently diverse like the

Coretta Scott King Award, the Pura Belpré Award, and the Asian/Pacific American Award for Literature (Gillespie et al., 1994; Rawson, 2011). In addition, examination of the professional literature reveals calls from the field for such awards. In Allen's study (1993) of school librarians in urban areas with large Latino populations, respondents identified issues with Latino children's literature including lack of Latino authors and illustrators to serve as role models for students, a shortage of diversity in reading level of available Latino children's literature, and lack of bilingual materials in Spanish and English. One survey respondent from this study suggested an award specifically for Latino children's literature and authors to help address some of these shortages and gaps.

Some of the issues identified by the research concerning a lack of Latino representation are addressed by the emergence of the Pura Belpré Award (Allen, 1993; Gillespie et al., 1994; Rawson, 2011). For example, the award is given to authors and illustrators who themselves are Latino/as. Also, the illustrator's award is generally given to a picture book while the author award is often more focused on text. This partly addresses the need for diverse reading levels in Latino literature identified by school librarians (Allen, 1993). Further, nominated experts in the field evaluate the quality and authenticity of the Belpré Award books. The Belpré Award committee is comprised of members of the Association of Library Services to Children (ALSC) and REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking. The inherent expertise and knowledge of the committee can also help bridge cultural differences for librarians who may feel uncomfortable personally selecting books outside of their own cultural knowledge and experiences. This literature review revealed that lack as a barrier to the collection development of multicultural literature for

some librarians (Allen, 1993; Dilevko & Dali, 2002; Rodrigues, 2006; Tjoumas, 1993). In addition, scholars throughout this literature review encouraged preservice teachers and librarians to use award-winning books like the Belpré and Coretta Scott King in instruction (Barry, 1998; Brooks, 2009; Kiefer & Tyson, 2010). Other researchers presented practical and meaningful analyses of these award-winning books which could lead to meaningful discussions with young students (Boston & Baxley, 2007; Brooks, 2009; Naidoo, 2006).

Chapter Summary

Despite the identified importance of the public library collection in servicing the surrounding community (Barreau, 2001; Edgar, 2003; Rodrigues, 2006; Schmidt, 2004), a comprehensive search of the professional literature revealed few collection development and analysis studies focusing on multicultural literature. Rodrigues (2006) and Dilevko and Dali (2002) researched multilingual collections in South African and Canadian public libraries, respectively. Both studies found that these collections did not match the linguistic diversity of their user communities. Boulé (2001) analyzed the Spanish nonfiction collection in a public library system with a fast growing Latino population. Allen (1993) implemented a similar research agenda in eight urban areas of the U.S. with large populations of Latinos. Both researchers found an imbalance between the Latino community and their representation culturally and linguistically within the library collections. Tjoumas (1993) reported similar findings with Native American children's literature in public libraries. These researchers used the population figures from their studies' publication years or prior (up to 2006). Considering the rapidly growing population diversity in the U.S. and the release of demographic data from the

2010 U.S. Census, new research should be done to determine if these findings have changed. New research on the balance between community demographics and collections could reveal more positive findings. Moreover, this literature review revealed a gap in studies researching the role in collection development of multicultural children's book awards including the Coretta Scott King Award, the Pura Belpré Award, and the Asian/Pacific American Award for Literature.

This dissertation study addressed that gap and analyzed factors influencing the selection of diverse award-winning titles by interviewing the librarians who are making selection decisions and surveying their library collections for the books. This approach was similar to questionnaire and interview surveys implemented by Allen (1993), Dilevko and Dali (2002), Rodrigues (2006), and Tjoumas (1993). In considering some of their main findings and the focus of this study, this researcher posited:

- The presence of the multicultural award-winning books will be significantly related to the community's specific ethnic demographics.

The next chapter provides a detailed description of the methodology and procedures used for this study. The researcher employed a mixed methods design to analyze the factors influencing the presence of multicultural literature for children in public library collections. Quantitative techniques included regression analyses using data from the library collections and surrounding community demographics. Qualitative methods included interviews with librarians representing the ten library systems used for the study.

CHAPTER 3

Research Methodology and Procedures

Scholars and researchers identify the value of multicultural children's literature to young readers (Al-Hazza & Bucher, 2008; *Common Core*, 2010; Gay, 2007). This is important for readers who personally represent the growing ethnic diversity of the U.S as well as those who represent the dominant, White Anglo-Saxon culture (Yokota, 2009). The ability to "understand other perspective and cultures" is an integral skill for a 21st Century learner that is supported by the availability of diverse literature in library collections (*Common Core*, 2010, p.7). The main purpose of this study was to determine what factors influence the collection development and selection of multicultural children's literature in geographically and demographically diverse communities across one southeastern state. This chapter outlines the methodology proposed to identify these factors.

Methods and Design

Using a mixed methods design, this dissertation study expanded previous research of the presence of award-winning multicultural children's literature done by Garrison, Hoff, and Doll (2011). Patton (2002) describes the quantitative role of a mixed methods design as revealing empirical patterns with the subsequent qualitative role acting as a deeper analytical lens into these emergent patterns. The quantitative portion of this study employed a descriptive, correlational design with analysis techniques including regression analyses between the collection of each public library or public library branch and the demographics of the surrounding community, determined by the building zip

codes. The total collection size was also factored into the analysis. The qualitative portion of the study used a naturalistic inquiry approach as the researcher did not manipulate or control any variables under study.

Using phenomenology as the study's theoretical orientation, the researcher interviewed the librarians who make selection decisions for the system or branches using a guide and probed for potential factors influencing their decisions. Within this research design, the selection process was viewed as a social phenomenon, influenced from within a person as well as through outside sources. Using a phenomenological lens to design this study served to capture the essence of the librarians' experience selecting books (Patton, 2002). More specifically, this approach enlisted the participants to "make sense of experience and transform experience into consciousness" during the interview process (Patton, 2002, p. 104). The librarian participants reflected on the selection process, what factors they take into account, and what tools they use as resources.

The variables under study for this dissertation are shown in Table 5 with their corresponding research questions. The first two questions deal with statistical relationships among the award-winning titles, the library systems' total collection size, and population and ethnic demographic figures for the surrounding communities. The third question shows the qualitative portion of this study using interviews as the testing instrument.

Table 5.

Research Questions with Corresponding Variables and Instruments of Analysis

Research Questions	Independent Variables	Dependent Variables	Instruments/ Analyses
1. How well can each of the ethnic specific awards (King and Belpré) predict the presence of the Asian/Pacific American Award for Literature, controlling for collection size and the presence of both the Caldecott and Newbery Awards?	• Collection Size • Awards (Caldecott, Newbery, King, and Belpré)	• APAAL Winners • APAAL Honors • APAAL Totals	• Hierarchical Regression Analyses
2. How well can each ethnic group's community demographics predict the presence of their corresponding ethnic specific award, controlling for total population?	• Overall population figures for community • Population figures for each ethnic group	• Ethnic Award Winners • Ethnic Award Honors • Ethnic Award Totals (APAAL, King, Belpré)	• Hierarchical Regression Analyses
3. What factors influence the selection of multicultural children's literature?	• N/A	• N/A	• Interviews

Library System Sample

Since this study further investigated preliminary findings from Garrison, Hoff, and Doll (2011), the researcher employed a purposeful sampling technique and analyzed the ten library systems from that study. In that study, these ten systems were selected to

be geographically and culturally diverse and representative of this entire southeastern

state. Demographic information for these communities is included in Table 6 using

language and designations from the U.S. Census Bureau (2011). The three ethnic groups

featured in the table were selected based on the ethnicities represented by the three

multicultural children's book awards used in this study. They are also the largest ethnic

minority groups in the U.S. Although the U.S. Census Bureau includes two separate

categories for Asians and Native Hawaiian/Pacific Islanders, figures for these groups

were combined in Table 6 and throughout this study in order to mirror the representation

of the Asian/Pacific American Award for Literature (APAAL).

Table 6.

Community Demographics Information for Various Groups per Total Population [a]

Communities	Total Population	White, Non-Hispanic	African American	Hispanic/ Latino	Asian & Native Hawaiian/Pacific Islander
Riverburg	2,321	98.6%	0.3%	0.8%	0.2%
Brookfield	72,711	95.5%	2.3%	1.3%	0.5%
Grasston	35,604	38.5%	59.0%	2.1%	0.4%
Treetown	97,032	64.2%	28.5%	5.5%	1.8%
Creekton	118,542	86.2%	5.7%	8.2%	1.5%
Lakeland	149,270	88.8%	3.2%	8.1%	1.6%
Streamland	204,214	40.8%	50.6%	6.3%	2.4%
Forest City	209,021	78.7%	12.9%	4.6%	3.8%
Watervale	437,994	67.7%	19.6%	6.6%	6.3%
Hillville	1,104,291	62.8%	9.1%	15.6%	17.6%
State Totals	8,001,024	68.6%	19.4%	7.9%	5.6%

Note. These are pseudonyms; the names of the communities have been changed to protect their confidentiality.

[a] This data is from U.S. Census Bureau (2011).

As shown in Table 6, the ten communities vary in size and ethnic demographics, but most are White, non-Hispanic. This study further analyzed the diversity within these communities by identifying the public library and library branches, when present, within each library system and the ethnic demographics of the immediate community surrounding that library or branch, as determined by the building's zip codes. In essence, this is a micro, library or library branch level analysis of the ten communities previously studied at the macro, system-wide level by Garrison, Hoff, and Doll (2011). Riverburg

was the only one of the ten public library systems that did not have any branches so all of the data included for that community is based on one standalone library. Information on the library systems, including collection size and number of branches, is shown in Table 7. The bigger communities tend to have the bigger collections and most branches. Also in this table is the number of municipalities included within the library system. Some counties and cities work together to offer citizens library services. For example, the Forest City library system comprises one city and four nearby counties. Some of these communities are small in population so combining the municipalities enhances their service to patrons and expands their collections.

Table 7.

Library System Information

Library System	Collection Size in Volumes [a]	Number of Libraries and Branches in System	Number of Municipalities Served by Library System
Riverburg	16,469	1	1
Brookfield	149,818	2	2
Grasston	93,990	2	3
Treetown	265,639	6	1
Creekton	246,770	3	3
Lakeland	274,946	7	3
Forest City	467,627	8	5
Streamland	691,807	9	1
Watervale	754,796	10	1
Hillville	2,302,357	22	2

[a] This data is from Institute of Museum and Library Services (IMLS) website (2009).

Materials

This study analyzed the relationship between the presence of books that have won one of five children's book awards and the library's surrounding community. Award-winning books were used for this study for a few reasons. First, award committees comprised of experts in the field of children's literature, and usually fluent in the culture represented by the ethnic awards, have chosen these books as the most outstanding examples of literature published in a specific year (or two). Also, the professional literature reveals that librarians are encouraged to use award lists for selection and some

research shows that they do just that (Garrison, Hoff, & Doll, 2011). Lastly, using award lists for this study helped to better define and streamline the characteristics of the book sample.

The five awards included in the study were the Asian/Pacific American Award for Literature (APAAL), Coretta Scott King Award, John Newbery Award, Pura Belpré Award, and Randolph Caldecott Award. The APAAL began in 2006, and is awarded annually to books "related to Asian/Pacific Heritage, not necessarily written by or illustrated by an Asian/Pacific American" (APALA, 2010, para. 1). The Coretta Scott King Award began in 1970, and is given annually to one African American author and one African American illustrator who have created books celebrating the African American experience (EMIERT, 2011). Started in 1922, the oldest award, the John Newbery Award annually honors the author of "the most distinguished contribution to American literature for children" (ALSC, 2011d, para. 1). The Pura Belpré Award was started in 1996 and honors one a Latino/a author and one Latino/a illustrator who have written or illustrated a children's book celebrating the Latino cultural experience (ALSC, 2011a). It was given biennially until 2008 and was awarded annually after that. Until then, books published in the two years since the last award was given were eligible to win. Since 1938, the Randolph Caldecott Award has annually honored the illustrator of "the most distinguished American picture book for children" (ALSC, 2011c, para. 1).

The Caldecott and Newbery Awards are the two most notable children's book awards in the U.S., and are not ethnic specific (Kiefer & Tyson, 2009). Other researchers have studied the Newbery Award-winning titles because they are likely to be included in most library collections (Gillespie et al., 1994). However, research has shown that the

Newbery and Caldecott Awards hold limited ethnic diversity (Garrison & Doll, 2012;

Gillespie et al., 1994). This trend led in part to the creation of more ethnic specific

awards like the Belpré and King (Balderrama, 2006; Pinkney, 2001). Analyzing the

presence of the Caldecott and Newbery Awards compared to the other three ethnic

specific awards added depth to the findings of this study.

The total numbers for each award under study are featured in Table 8. Since the

Pura Belpré Award began in 1996 and was given biennially until 2008, titles for the other

four awards were only noted for the years the Belpré was awarded. Further, the three

ethnic specific awards are given to one author and one illustrator each year whereas there

is only one Caldecott-winning illustrator and one Newbery-winning author each year. So

for each of the nine years under study, there are 18 winners for the Belpré and King

Awards, twice as many as the Caldecott and Newbery. The APAAL is a newer award; it

began in 2006. The APAAL has only been awarded eight times in the four years under

study here so the totals for that award are smaller than the others. Totals for winners and

honors were noted for each of the five awards in addition to the combined overall totals.

Table 8.

Possible Award Totals for 1996-2010

Awards	Total Winners	Total Honors	Award Totals
Asian/Pacific American Award for Literature- Picture Book & Youth Literature [a]	8	11	19
Pura Belpré Award- Author & Illustrator [b]	18	47	65
Coretta Scott King Award- Author & Illustrator [c]	18	42	60
John Newbery Award- Author [d]	9	29	38
Randolph Caldecott Award- Illustrator [e]	9	30	39
Totals for all five Awards	62 Winners	159 Honors	221 Totals

[a] This data is from the Asian/Pacific American Library Association website (2010). [b] This data is from the website of the Association of Library Services for Children division of the American Library Association (2011a). [c] This data is from the website for the Ethnic Multicultural Information Exchange Round Table in the American Library Association (2011). [d] This data is from the website of the Association of Library Services for Children division of the American Library Association (2011d). [e] This data is from the website of the Association of Library Services for Children division of the American Library Association (2011c).

Interview Participants

This study used a purposeful sampling technique using the ten public library systems surveyed in the initial study by Garrison, Hoff, and Doll (2011). These ten systems were chosen to be in geographically and demographically diverse communities representative of the entire state. For the qualitative portion of the study, the researcher sought to conduct interviews with librarians responsible for selection decisions and collection development in each of the ten library systems and communities. The researcher first contacted each system's library director asking for the names of the

librarians who make the selection decisions within each system as well as permission to contact them (See Appendix A for the email to the directors.) Nine library directors returned the email and passed along with names. The main criterion used to identify interviewees for this study was that the participants had some responsibility in selecting materials for the children's collection in their library system. After identifying potential participants in each library system, the researcher contacted the librarians via email with a recruitment letter and informed consent form describing the expectations for participation and steps taken to protect the participants' identities. These steps included not naming the state where the research took place and assigning pseudonyms to the librarians and the communities and using the pseudonyms in all written references in the research.

A contact preference and demographic form were also included in the initial email with the description and consent letter in order to gather information from the librarians and provide instructions on how to proceed with participation (See Appendices B and C for the letter and forms). The demographic form asked participants for their job title, highest degree attained, and cultural background. Of the ten library systems, eight selecting librarians agreed to be interviewed for the study. Librarians from the other two systems declined formal interviews, instead participating by including typed answers to the interview guide questions (See Appendix D for the Interview Guide). The demographic information provided by the ten participating librarians is included in Table 9 along with a description of their participation. All of the librarians were women, but had different cultural and educational backgrounds as well as various job titles.

Table 9.

Characteristics of Interview Participants

Library System	Pseudonym	Job Title	Highest Degree Attained	Cultural Background	Study Participation
Riverburg	Renee	Library Director	Bachelor of Arts	Not given	Questions only
Brookfield	Dixie	Children's Librarian	Bachelor of Arts in K-6 Education	Caucasian	Interviewed by phone
Grasston	Virginia	Library Director	Masters & 36 post graduate credits in non-profit leadership	Not given	Interviewed by phone
Treetown	Dana	Youth Services Librarian	Masters of Library and Information Science	Caucasian	Interviewed by phone
Creekton	Carolina	Youth Services Librarian	Not given	Not given	Interviewed by phone
Lakeland	Kari	Coordinator of Youth Services	Double Bachelors	Irish	Questions only
Forest City	Frog	Children's Services Manager	Masters	Caucasian	Interviewed by phone
Streamland	Leann	Collection Development Manager	Masters	White/ European descent	Interviewed by Skype
Watervale	Mary	Youth Librarian	Masters in English, Masters in Library Science	Not given	Interviewed in person
Hillville	Libby	Children's and Young Adult Selector	Masters of Library and Information Science	German, English, Irish	Interviewed by phone

Instrument

The phenomenological approach of this study gave a framework for the interview questions. The blueprint used to develop these questions is included in Table 10 (See Appendix D for the actual interview guide with questions and potential probes). The blueprint reflects the phenomenological perspective of this study, that the process of selecting books is driven by forces within and outside of a person, described in the blueprint as personal beliefs and professional practice, respectively. The literature review also helped to create the foundation for this blueprint. Connecting the participants' responses to previous research findings adds support to factors identified in the research as impacting collection development and selection decisions.

The first row of the blueprint focused on the librarian participants' professional practice and how that related to the column topics including policies from professional organizations and the library system itself, the impact that perceived user value and needs have on selection decisions, and what specific sources they used to select multicultural literature for their libraries, including award lists, review journals, and vendor services. The second row related to the librarian participants' personal beliefs about the value of multicultural literature and its inclusion in their collection. These questions also asked the participant to consider the challenges involved in evaluating and selecting multicultural literature. The last question on the instrument, not included in the blueprint, enlisted participants to reflect on the impact their own cultural background and experiences may have on their selection choices.

Table 10.

Blueprint for Interview Questions

	Value of Multicultural Literature	Professional Policies	User Value	Selection Sources	Challenges in Selection	Total Questions
Professional Practice	–	1, 2, 3a	4ai	5-10	4aii	10
Personal Beliefs	13, 14	–	4aii	11	12	5
Total Questions	2	3	2	6	2	15

Validity and reliability. The researcher supported the validity and reliability of these interview questions in three ways. First, university faculty on the researcher's dissertation committee reviewed the interview questions prior to a small pilot to support content validity. These faculty members are experts in the library science and educational research fields. After modifying the interview questions according to this expert review, the researcher piloted the interview questions with an experienced librarian in the same field as the participants. This librarian provided insight into the interview process and questions that helped the researcher predict potential problems or related issues for the formal interviews. After the pilot, the researcher made changes to some of the wording and order of the preliminary interview guide questions.

Further, a doctoral student trained in qualitative research served as a second coder for 25 percent of the interview data. This process included four phrases. First, the coder

and the researcher read through the same two transcripts, noting emergent themes. Then, they met to discuss and determine codes. After that, they coded two more interviews and came back together to determine agreement. They measured 81 and 82 percent agreement for these two interviews. Although that was above the targeted agreement level of 80 percent, the researcher and second coder met again to more clearly define the original codes and sub-codes for further clarification. For example, the "Circulation" code was renamed to "Community Demand" and "Circulation" was added as a sub-code underneath "Community Demand." Further, the second coder was coding any mention of award lists under the "Circulation" code, even when the interview participant was talking about using the lists as selection sources. Thus, the sub-code "Award Lists" was added to the "Selection Sources" code. Another sub-coded entitled "Other" was also added under the "Selection Sources" code to catch some of the other random sources the interview participants named like author blogs and media sources including National Public Radio and the Oprah Book Club. After these codes were more clearly defined, the researcher and second coder coded two more interviews that had not yet been analyzed. They measured slightly higher agreement levels at 82 and 83 percent so these final codes were used by the researcher to analyze the remaining two interview transcripts and the answers provided by the two librarian participants who were not formally interviewed. The codes are more formally presented in the data analysis section and Table 11.

Procedures

Due to the nature of this research design, qualitative and quantitative data collection occurred simultaneously followed by analysis. Quantitative data was collected primarily through online resources and analyzed using statistical software. The

qualitative data was collected via interviews with the participating librarians. After

collecting and analyzing each type of data individually, the researcher compared the

results to further inform the study.

Quantitative data collection. Since the quantitative data was available online

through the library system and U.S. Census websites, the researcher collected that first

while waiting for approval from the college's human subjects review board and responses

from the library system directors' and potential participants. First, the researcher

identified the titles of the 221 award-winning books from the American Library

Association and Asian Pacific American Library Association websites. Then, the

researcher accessed each library system's online public access catalog (OPAC) to

determine which of the 221 award-winning titles were available in each public library

system and which library and library branches had the books according to the OPAC.

After collecting this data, proportions were created for the library and library branch

based on the total number of possible winner, honor, and total titles for each award. For

example, there were nine possible Caldecott Award winners that a collection could have

so if a collection had eight of those, the proportion was recorded as 0.888. The researcher

first recorded this information into Microsoft Excel spreadsheets, and then uploaded it

into Statistical Package for the Social Sciences (SPSS).

The demographic data for the ten library systems and the municipalities served by

those systems is shown in Tables 6 and 7 (IMLS, 2009; U.S. Census, 2011). In addition

to U.S. Census demographic data on the municipalities within the ten library systems, the

researcher also collected demographic data for the surrounding communities for each of

the 70 libraries and branches by searching for their building zip codes in the American

Fact Finder database (U.S. Census, 2011). Population and demographic figures were also recorded as percentages, according to the figures listed by the U.S. Census.

Quantitative data analysis procedures. After all of the quantitative data was collected, analysis procedures were completed using SPSS software to address the first two research questions. The researcher first noted descriptive statistics including the mean, median, mode, and range of each of the five award winners, honors, and totals. Then, the researcher completed hierarchical regression analyses to address the first two research questions. In the preliminary study, Garrison, Hoff, and Doll (2011) found a statistically significant relationship between the King and Belpré Award winners and honors in the ten library systems' collections. The first research question for this dissertation study sought to investigate if this was the same for the Asian//Pacific American Award for Literature (APAAL). To address this question, the researcher performed six separate hierarchical regression analyses with the APAAL winners, honors, and totals (both winners and honors) and the other two ethnic specific awards, the King and Belpré Award winners, honors, and totals. Since data on the collection size for individual library branches was not available, these analyses controlled for the collection size of the entire library system, in addition to the presence of the Newbery and Caldecott Award winners, honors, and totals. These two awards were controlled for in the regression analyses because during data collection, it became clear that most libraries have most of the Newbery and Caldecott Award winner and honor books. Further, Garrison, Hoff, and Doll (2011) also controlled for the Newbery and Caldecott books so replication procedures needed to be used.

The second research question addressed the relationship between the three ethnic awards and the community demographics surrounding each library and library branch. This entailed a micro analysis of the community served by each library system. Using SPSS, the researcher calculated nine separate hierarchical regression analyses with the APAAL, King, and Belpré Award winners, honors, and totals and the corresponding racial/ethnic populations as noted by zip code according to data collected from the American Community Fact Finder database (U.S. Census, 2011). The researcher also controlled for the total population of these zip codes within the analyses.

Qualitative data collection. Qualitative data collection progressed according to the availability of the participating librarians being interviewed. After securing approval from the college's human subjects review board, the researcher contacted the library system directors to request their support in identifying potential interview participants (See Appendix A for Email Message to the Library Directors). After receiving responses from nine directors identifying selectors for their children's collection as potential participants, the researcher invited the librarians identified to participate via an email with a letter detailing the study and informed consent forms (See Appendices B and C for letter and informed consent forms). The director of the tenth library system did not return the initial or a follow-up email so the researcher called that director on the telephone to inquire about potential participation. At that time, the director indicated that she could not be formally interviewed but would answer the interview guide questions via email. After receiving emails back from the other nine librarian participants, the forms were sent in the postal mail along with copies for the participants and preaddressed stamped envelopes for them to return the forms to the researcher. The participants were given the option of

choosing from three interview methods: in person, Skype, or on the telephone. They also had the option of choosing their pseudonym which four participants did. The other six names were chosen using the *Random Name Generator* (n.d.) website that uses names based on the U.S. Census.

After securing participation from eight librarians working in the ten library systems, the researcher contacted them and set up the interviews via their preferred method. In Riverburg, the smallest municipality in the community, Renee declined to be interviewed, but offered her participation by answering the interview guide questions the researcher emailed to her. Also, Kari from Lakeland originally agreed to be interviewed, but later changed her mind and decided not to be due to professional responsibilities. So Kari also sent in her answers to the interview questions via email.

The interview instrument combined standardized open-ended interview and interview guide techniques. The interviews began with a fixed structure using the standardized open-ended method of previously developed questions asked word for word included on the interview guide. Then it evolved into a less structured format exploring the participants' answers. Patton (2002) reports that combining these approaches is commonly used in qualitative research because it gives the interviewee and interviewer time to develop rapport and become more comfortable with the interview setting and topics. Each interview was audio recorded.

The interview guide, including opening script and questions with potential probes, is included in Appendix D. The probes were included to help the researcher and librarian participants search deeper for information when needed and get the interview back on

track when discussions became stagnant or off topic. That being said, the researcher was cognizant of not leading the participant with the probes and only used them to clarify questions for the participants. During the interviews, the researcher remained empathetically neutral, acknowledging potential personal and professional biases as a librarian educator (Patton, 2002). In order to maintain objectivity and empathetic neutrality, the researcher established rapport and trust with the librarian participants during the contact process before the interviews and maintained that same level of rapport and trust during the interviews as well. At the same time, the researcher stayed objective to the participants' discussion, letting them speak without interruption and passing no judgment on their responses, only requesting clarification on answers as needed. As mentioned in the literature review, discussions dealing with sensitive topics of difference like race and religion can become convoluted (Escamilla & Nathenson-Mejía, 2003), and reveal more troublesome issues like cultural marginalization and discrimination (Rodrigues, 2006). A tone combining empathy, but also objectivity was important for the researcher to maintain during the interviews. After the interviews were conducted, the researcher transcribed them and began analysis.

Qualitative data analysis procedures. Analysis began with the researcher listening to the recordings and transcribing the interviews into a word processing document. While formal data analysis did not occur until after all of the interviews were completed, the researcher took extra notes and bolded meaningful quotes and important themes while transcribing. After each interview was transcribed, the file was sent to each librarian participant so they had the opportunity to check their responses and offer any clarifications or extra information. Only one librarian participant, Libby, made an effort

to clarify responses. The researcher noted Libby's clarifications, but they did not give any extra insight into the data or this study's focus.

In order to analyze the interview data, the researcher took two approaches. First, the researcher used a deductive lens to examine the data explicitly and note common themes among the librarian participants. The answers to questions eliciting specific answers like "What vendors does your library use?" and "What review journals do you use?" were noted and descriptive statistics were used to record frequencies. The questions analyzed deductively mostly pertained to inquiries into the librarians' professional practice, shown on the top row of the interview blueprint in Table 10. These frequencies fit into the "Selection Sources" and "Collaboration" main codes described in more detail in Table 11.

The second approach was a content analysis employing an inductive method to investigate the data for emerging themes and patterns not previously determined. This approach focused on interview questions that allowed for more flexible answers, primarily those questions addressing the librarians' personal beliefs in the second row of the interview blueprint in Table 10. This analysis approach demanded the researcher read and reread through the data multiple times in order to get a true picture of the surfacing themes and patterns (Patton, 2002). During these readings, the researcher noted recurring concepts emerging throughout the different interview transcripts. The researcher also discussed these emerging themes and ideas with the second coder who had read 25 percent of the interviews at this point. Through these discussions and more rereading, the themes became formal codes and sub-codes within those. After establishing these, the researcher and second coder coded two more interviews and measured agreement levels.

Coding was done by highlighting passages in the transcriptions and noting the codes in the margins. Often, the researcher and second coder would clarify why this code was chosen by including extra margin notes with the code.

At this time, it became apparent that the codes needed to be refined and more clearly defined because agreement levels between the researcher and second coder were 81 and 82 percent for the first two interviews. After more discussion, the final codes were created and two more interviews were coded by both the researcher and second coder, measuring slightly higher agreement levels at 82 and 83 percent. The researcher then used these final codes to code the remaining interviews as well as the answers provided by the two librarian participants not formally interviewed. Six main codes were created based on the emergent themes in the eight interviews. Four of these codes also include sub-codes for further clarification. The final codes and sub-codes with definitions are included in Table 11.

Table 11.

Final Interview Codes and Definitions

Codes and Sub-codes	Definitions
Selection Sources 1. Review Journals 2. Vendors 3. Award Lists 4. Community Requests 5. Other	Resources used in the selection of materials for the library, including: 1. Periodicals specifically focused on reviewing books and other materials; 2. Book sellers and vendors with selection aids (often reviews from periodicals); 3. Lists of book awards given by professional organizations or other groups; 4. People within the patron community making specific requests for materials; 5. Other random sources like media outlets
Demand 1. Circulation 2. Needs Assessment	The want, need, or desire to have certain materials in the library collection as determined by: 1. Past and present circulation of materials, driving the selection of similar materials to be circulated; 2. A needs assessment (both formal and informal) completed by the librarians' anticipation of demand based on what they believe their patron community needs and wants
Collaboration 1. Librarians 2. Libraries 3. Schools	Partnerships or cooperative activities influencing selection decisions and collection development with groups including: 1. Other librarians in the system or around the country; 2. Other libraries in the system or around the country; 3. Local schools in the community
Budget Issues	Financial considerations influencing selection decisions and collection development
Challenges 1. Publishing 2. Selection	Difficulties involved in collection development, driven by: 1. The publishing industry and lack of desired materials existing 2. The librarian's ability and knowledge to find the desired materials
Librarians' Personal Beliefs and Experiences	The influence and impact of the librarians' personal interests and beliefs, background and experiences, subjective in nature

Chapter Summary

This chapter gave a detailed description of the methodology and procedures used in this dissertation study. This study employed a mixed methods design using both quantitative and qualitative procedures to analyze factors influencing the selection of multicultural children's literature. Quantitative procedures included hierarchical regression analyses within the award holdings, each library and library branch's collection, and their surrounding community demographics. This data was collected from online resources via the U.S. Census (2011), the library OPACs, and the IMLS website (2009). Qualitative techniques enlisted a naturalistic inquiry approach using phenomenology as the study's theoretical orientation. The researcher interviewed librarians and probed for potential factors influencing their collection development and selection decisions. The researcher organized qualitative data analysis in two ways: 1) deductively by interview questions based on professional practice; and 2) inductively using a content analysis approach for interview questions based on personal beliefs. Themes emerged and codes developed based on the interview data. The next chapter will delve into the results of the data analysis and reveal the study's major findings.

CHAPTER 4

Findings

This study sought to identify and analyze potential factors influencing the selection of multicultural children's literature. The researcher employed a mixed methods design, using both quantitative and qualitative procedures to analyze the data. Quantitative methods included statistical analyses like descriptive statistics and hierarchical regression analyses with the awards and community demographics. Qualitative methods included inductive and deductive content analyses of the interview transcriptions with librarian participants tasked with making selection decisions in the ten library systems studied. This chapter will reveal the major findings from both analysis methods.

As shown in Table 5 at the beginning of Chapter 3, research questions one and two used statistics for analysis. The researcher first used descriptive statistics of the five awards including mean, median, mode, and range to compare the overall prevalence of these awards in the library collections as shown in Table 12 in order of lowest to highest total mean. This total frequency breakdown by library system and each branch is included in Appendix E. The full range of the APAAL and the Belpré Award were present in the library collections less than the King, Newbery, and Caldecott Awards. None of the libraries had all of the APAAL and Belpré award titles, but some of the libraries did have all of the King, Newbery, and Caldecott Awards based on these figures. The APAAL and Belpré also had the lowest means for their winners and honors.

Table 12

Descriptive Statistics for the Awards across Library Sample

Award (N)	Mean of Titles (percent of N)	Median of Titles (percent of N)	Mode of Titles (percent of N)	Range of Titles (percent of N)
Asian/Pacific American Award for Literature (APAAL)				
Winners (8)	2.89 Titles (36%)	3 Titles (38%)	3 Titles (38%)	0-6 Titles (0-75%)
Honors (11)	2.97 Titles (27%)	2 Titles (18%)	1 Title (9%)	0-9 Titles (0-82%)
Totals (19)	5.81 Titles (31%)	5 Titles (26%)	3 Titles (16%)	0-14 Titles (0-74%)
Pura Belpré Award				
Winners (18)	7.24 Titles (40%)	7 Titles (39%)	8 Titles (44%)	0-17 Titles (0-94%)
Honors (47)	12.32 Titles (26%)	11 Titles (23%)	8 Titles (17%)	0-40 Titles (0-85%)
Totals (65)	19.56 Titles (30%)	17 Titles (26%)	17 Titles (26%)	0-56 Titles (0-86%)
Coretta Scott King Award				
Winners (18)	12.37 Titles (69%)	14 Titles (78%)	16 Titles (89%)	0-18 Titles (0-100%)
Honors (42)	20.39 Titles (49%)	22 Titles (52%)	22 Titles (52%)	1-42 Titles (2-100%)
Totals (60)	32.76 Titles (55%)	36 Titles (60%)	36 Titles (60%)	1-60 Titles (2-100%)
Randolph Caldecott Award				
Winners (9)	8.20 Titles (91%)	9 Titles (100%)	9 Titles (100%)	2-9 Titles (22-100%)
Honors (30)	22.75 Titles (76%)	25 Titles (83%)	25 Titles (83%)	8-30 Titles (27-100%)

Totals (39)	30.95 Titles (79%)	34 Titles (87%)	37 Titles (95%)	10-39 Titles (26-100%)

John Newbery Award

Winners (9)	8.22 Titles (91%)	9 Titles (100%)	9 Titles (100%)	2-9 Titles (22-100%)
Honors (29)	22.71 Titles (78%)	25 Titles (86%)	27 Titles (93%)	8-29 Titles (28-100%)
Totals (38)	30.92 Titles (81%)	34 Titles (89%)	37 Titles (97%)	10-38 Titles (26-100%)

Comparing King and Belpré to APAAL

In the preliminary study, Garrison, Hoff, and Doll (2011) found a statistically significant relationship between the King and Belpré Awards. This dissertation study investigated the relationship between the APAAL and the other two ethnic awards to see if it measured similar figures. This question was addressed using six hierarchical regression analyses with the APAAL winners, honors, and totals (combining both winners and honors) and each of two other ethnic awards winners, honors, and totals (combining both winners and honors). The results from the APAAL and King analyses are included in Table 13. As indicated by the figure in the Sig. F Change column, the bolded result in the top row lend support to the unique predictive utility of the presence of the King Award winner titles to the presence of the APAAL winner titles, at the 0.05 alpha level and controlling for total collection size and the presence of both the Caldecott and Newbery Award winners. The f test results were: $F_{(1, 5)}= 6.665$, with an observed p level of 0.049 and ΔR^2 equal to 0.204. However, the results do not lend support to the unique predictive utility of the presence of the King Award honor titles to the presence of

the APAAL honor titles. The f test results for this analysis were: $F_{(1, 5)}$= 0.621, with an observed p level of 0.466 and ΔR^2 equal to 0.036. This is the same for the bottom row showing the figures for the totals, combining both the winners and honors of both awards. The f test results for that analysis were: $F_{(1, 5)}$= 0.0001, with an observed p level of 0.993 and ΔR^2 equal to 0.000004.

Table 13

Analyses for First Research Question comparing APAAL with Coretta Scott King Award

Awards	R Square Change	F Change	df1	df2	Sig. F Change
Winners	0.204	6.665	1	5	**0.049**
Honors	0.036	0.621	1	5	0.466
Totals	0.000004	0.0001	1	5	0.993

The results from the APAAL and Belpré analyses are include in Table 14. As indicated by the bolded figure in the Sig. F Change column, the results in the top row lend support to the unique predictive utility of the presence of the Belpré Award winning titles to the presence of the APAAL winning titles, at the 0.05 alpha level and controlling for total collection size and the presence of both the Caldecott and Newbery Award winners. The f test results were: $F_{(1, 5)}$= 14.292, with an observed p level of 0.013 and ΔR^2 equal to 0.265. However, the results do not lend support to the unique predictive utility of the presence of the Belpré Award honor titles to the presence of the APAAL honor titles. The f test results for that analysis were: $F_{(1, 5)}$= 3.921, with an observed p level of 0.105 and ΔR^2 equal to 0.145. This is the same for the bottom row showing the

figures for the totals, combining both the winners and honors of both awards. Those f test results were: $F_{(1, 5)} = 4.829$, with an observed p level of 0.079 and ΔR^2 equal to 0.123.

Table 14

Analyses for First Research Question comparing APAAL with Pura Belpré Award

Awards	R Square Change	F Change	df1	df2	Sig. F Change
Winners	0.265	14.292	1	5	**0.013**
Honors	0.145	3.921	1	5	0.105
Totals	0.123	4.829	1	5	0.079

Comparing Demographics to Awards

In the preliminary study, Garrison, Hoff, and Doll (2011) did not find a statistically significant relationship between the presence of the Belpré Award and the Latino community within each library system. This dissertation study sought to investigate this relationship with the library or library branch and the ethnic demographics of the immediate surrounding community, determined by building zip code. In addition to this micro analysis by community involving the Belpré Award and demographic figures for Latinos, the researcher also included the King Award and African American demographics as well as the APAAL and combined Asian and Native Hawaiian/Pacific Islander demographic figures based on the library and library branch building zip code. Again, these analyses were done for the winners, honors, and both combined and labeled as totals. For each of these nine hierarchical regression analyses,

the researcher used total population for that zip code as a control variable in the regression equation.

The results of the APAAL and Asian/Pacific American community demographics are listed in Table 15. As indicated by the bolded figures in the Sig. F Change column, the results lend support to the unique predictive utility of the combined Asian and Native Hawaiian/Pacific Islander community demographics to the presence of the APAAL titles, at the 0.05 alpha level and controlling for total population. This was true for all three regression analyses looking at the APAAL winners, honors, and totals. The f test results for the Asian/Pacific American demographics and the APAAL winners were: $F_{(1, 76)}=$ 13.609, with an observed p level of 0.0004 and ΔR^2 equal to 0.125. The f test results for the Asian/Pacific American demographics and the APAAL honors were: $F_{(1, 76)}=$ 5.095, with an observed p level of 0.027 and ΔR^2 equal to 0.053. Finally, the f test results for the Asian/Pacific American demographics and the APAAL totals combining winners and honors were: $F_{(1, 76)}=$ 10.116, with an observed p level of 0.002 and ΔR^2 equal to 0.094.

Table 15.

Analyses for Second Research Question comparing APAAL with combined Asian and Native Hawaiian/Pacific Islander Community Demographics

Awards	R Square Change	F Change	df1	df2	Sig. F Change
Winners	0.125	13.609	1	76	**0.0004**
Honors	0.053	5.095	1	76	**0.027**
Totals	0.094	10.116	1	76	**0.002**

The results of the Coretta Scott King Award and African American community demographics are listed in Table 16. As indicated by the bolded figures in the Sig. F Change column, the results lend support to the unique predictive utility of the African American community demographics to the presence of the King Award titles, at the 0.05 alpha level and controlling for total population. This was true for all three regression analyses looking at the King Award winners, honors, and totals. The f test results for the African American demographics and the King winners were: $F_{(1, 76)}= 7.098$, with an observed p level of 0.009 and ΔR^2 equal to 0.079. The f test results for the African American demographics and the King honors were: $F_{(1, 76)}= 8.939$, with an observed p level of 0.004 and ΔR^2 equal to 0.089. The f test results for the African American demographics and the King totals combining winners and honors were: $F_{(1, 76)}= 8.776$, with an observed p level of 0.004 and ΔR^2 equal to 0.090.

Table 16.

Analyses for Second Research Question comparing Coretta Scott King Award with

African American Community Demographics

Awards	R Square Change	F Change	df1	df2	Sig. F Change
Winners	0.079	7.098	1	76	**0.009**
Honors	0.089	8.939	1	76	**0.004**
Totals	0.090	8.776	1	76	**0.004**

The results of the Pura Belpré Award and Hispanic/Latino community demographics are listed in Table 17. As indicated by the bolded figures in the Sig. F Change column, the results lend support to the unique predictive utility of the Hispanic/Latino community demographics to the presence of the Belpré Award titles, at the 0.05 alpha level and controlling for total population. Again, this was true for all three regression analyses looking at the Belpré Award winners, honors, and totals combining both. The f test results for the Hispanic/Latino demographics and the Belpré winners were: $F_{(1, 76)}= 4.840$, with an observed p level of 0.031 and ΔR^2 equal to 0.047. The f test results for the Hispanic/Latino demographics and the Belpré honors were: $F_{(1, 76)}= 4.314$, with an observed p level of 0.041 and ΔR^2 equal to 0.048. The f test results for the Hispanic/Latino demographics and the Belpré totals combining winners and honors were: $F_{(1, 76)}= 4.924$, with an observed p level of 0.029 and ΔR^2 equal to 0.052.

Table 17.

Analyses for Second Research Question comparing Pura Belpré Award with

Hispanic/Latino Community Demographics

Awards	R Square Change	F Change	df1	df2	Sig. F Change
Winners	0.047	4.840	1	76	**0.031**
Honors	0.048	4.314	1	76	**0.041**
Totals	0.052	4.924	1	76	**0.029**

The first and second research questions were addressed using hierarchical regression analyses. The analyses for the first research question revealed a statistically significant predictive relationship for both the King and Belpré Award winning titles with the APAAL winning titles, controlling for total collection size and the presence of both the Caldecott and Newbery Awards. However, there was not a statistically significant predictive relationship with the awards for the honor titles or the combination of winner and honor titles, labeled as totals. The second research question showed a statistically significant predictive relationship between each ethnic award and their corresponding ethnic demographics for the award winners, honors, and combined totals, controlling for each community's total population. In order to further understand and explore these quantitative findings, the researcher employed qualitative procedures, surveying the librarians responsible for selection in the ten library systems.

Factors Influencing Selection

Qualitative interview data was collected and analyzed as part of the third research question. Deductive and inductive analyses, based on the two rows in the interview blueprint in Table 10, were used to investigate the interview data. Questions pertaining to professional practice were analyzed deductively using descriptive statistics. These interview questions were specific and therefore elicited specific responses like membership in professional organizations and review journals used for selection. The researcher used an inductive analytic approach to questions relating to personal beliefs. The interview data revealed six main codes and twelve sub codes connecting to the third research question. These findings are organized further by code and sub code.

Selection Sources

Selection sources were defined as resources used in the selection of materials for the library. The librarian participants identified multiple selection sources guiding their selection decisions and collection development activities. Four of these sources became sub codes; these included: "Review Journals," "Vendors," "Award Lists," and "Community Requests." Librarian participants also named diverse selection sources not falling into the four identified sub codes so the researcher created an extra sub code entitled "Other" to catch those. The following discussion explores the sub codes under the main code "Selection Sources."

Review journals. Review journals were defined as periodicals specifically focused on reviewing books and other materials for librarians and educators. The librarian participants identified review journals as a major resource used to guide their selection decisions. The specific journals they identified are shown in Table 18. *Booklist*

and *School Library Journal* were the most widely used review journals by these

librarians. Many of these journals are offered in print and non-print formats, and the

librarians indicated they use both. Also, the individual reviews from these journals are

often included on vendor websites and databases, discussed in more detail under the sub

code "Vendors."

Table 18.

Review Journals used by Librarian Participants for Selection

Community-Librarian	*Booklist*	*School Library Journal*	*Publisher's Weekly*	*Library Journal*	*Horn Book*	*Kirkus Reviews*
Riverburg-Renee	-	-	-	X	-	-
Brookfield-Dixie	X	X	X	X	X	X
Grasston-Virginia	X	-	X	X	-	-
Treetown-Dana	-	-	-	-	-	-
Creekton-Carolina	X	X	X	X	X	-
Lakeland-Kari	X	X	-	-	-	-
Forest City-Frog	X	X	X	-	-	X
Streamland-Leann	X	X	X	X	X	X
Watervale -Mary	X	X	X	X	-	-
Hillville-Libby	X	X	-	-	X	X
Totals	8	7	6	6	4	4

While many of the librarian participants use the same journals, they had specific differences in preference for others. For example, Frog from Forest City noted her preference for *Kirkus Reviews* with her two statements: "the one I like the best is *Kirkus*

Reviews," and "I like *Kirkus Reviews* a lot." At the same time, in discussing review journals with Carolina from Creekton, she explicitly stated, "the one we do not have is *Kirkus,* we used to get *Kirkus,* but because *Kirkus* does all positive reviews for the most part, we would look in other places so we have opted not to subscribe to *Kirkus*." Also, over half of the librarians indicated *Publisher's Weekly* as a review journal they use for selection. Mary from Watervale was one of those librarians, but she put a disclaimer on her use of *Publisher's Weekly* in saying, "you know it's a different, its goal was not the same as *Booklist* and *School Library Journal.*" At the same time, Dana from Treetown purposefully uses a wide variety of non-print media to guide her selection decisions because sources like print magazines are "just not fast enough" for her selection style.

Vendors. The "Vendor" sub code was defined as book sellers where the librarian participants will buy or browse for their library books or other materials. The vendors identified by the librarians are included in Table 19. Baker and Taylor and Ingram were the most widely used vendors and represent some of the biggest vendors in the library business. Smaller vendors were also noted by the librarians. These vendors will often include reviews from journals like those mentioned in the previous sub code "Review Journals." The librarians indicated that they will use the vendor websites as selection aids in browsing the reviews in this way.

Table 19.

Vendors used by Ten Library Systems

Community-Librarian	Baker & Taylor	Ingram	Amazon	BWI	Scholastic	Penworthy	Other
Riverburg-Renee	-	X	X	-	-	X	Windfall, Costco
Brookfield-Dixie	X	X	X	-	-	X	Wal-mart, Barnes & Noble
Grasston-Virginia	X	X	-	-	X	-	-
Treetown-Dana	-	X	-	-	-	-	X
Creekton-Carolina	-	-	-	X	-	-	X
Lakeland-Kari	X	-	X	X	-	-	-
Forest City-Frog	X	-	-	-	-	-	-
Streamland-Leann	X	X	X	-	-	-	-
Watervale - Mary	X	-	-	-	X	-	-
Hillville-Libby	-	X	-	X	-	-	-
Totals	6	6	4	3	2	2	-

The librarians varied in the ways they used their vendors and the services offered by their vendors. Such services were specifically noted by librarians from the largest library systems. Leann from Streamland does *all* of the selection for her nine branch library system from children to adults, both print and non-print materials. Libby from Hillville is in charge of the children and young adult materials for her 22 branch library system. Both of these librarians indicated that they rely heavily on some of the vendor services. Leann explained:

> I have some selection plans set up with Baker and Taylor, that does help, but you have to give them certain parameters, but I set up those plans so that they basically send me those that have gotten a good review in one of our review sources, so that is something that I am seeing from the get-go, which kind of goes back to what I was saying, I only see things that have been reviewed positively somewhere.

Carolina also noted her vendor, Book Wholesalers, Inc., as having "advanced searching strategies that appeal to" her when looking for materials. Conversely, Dana, from the smaller Treetown library system, indicated that she specifically does not use her vendor as a guide for selection, just for purchasing. She stated, "If we are buying a book, we are buying it through Ingram. That is not what I use for my collection development, I would never go to Ingram to browse what's hot because they are just not that good."

The literature review in Chapter 2 revealed outsourcing as a vendor trend in libraries, but none of the librarians in this study indicated they outsource selection needs to vendors. Instead, they use the services and features their vendors offer to guide their selection decisions, one way or the other. Dixie from Brookfield was the only librarian to mention outsourcing at all, and it was a negative reference. Dixie remarked:

> I don't think my director knows how much I really get into
> book collection, he was suggesting last year that we go
> through a service that picks books for us and I just think it
> is awful! I mean maybe for your base collection, but I was
> like "What?! You don't realize, I mean I know you are
> trying to save us time and stuff, but I think there is more
> into it than that."

The librarian participants used their vendors in diverse ways. Some mentioned using the reviews (from review journals described in the previous sub code) posted on the vendors website while others noted more specific search techniques as helping to guide their selection. At the opposite extreme, others noted only using their vendor to purchase books, not for selection purposes. Award lists were another selection source identified by the librarian participants.

Award lists. Since the quantitative portion of this study focused on five children's book awards, the researcher asked the librarians questions about their knowledge of the award lists and how or if they use them for selection. "Award lists" became a sub code under the main code, "Selection sources," guiding the librarian participants' selection of materials. Award lists include specific book awards given by professional organizations or other groups. The librarians' awareness of the five book awards used in this study is included in Table 20. All of the librarians were familiar with the Newbery, Caldecott, and King Awards and used those award lists for selection. Eight of the librarians were familiar with the Belpré Award; however, only three had heard of the APAAL. These results mirror the quantitative findings discussed earlier with the Belpré Award and APAAL being present in library collections less often than the other three awards. In fact, the Newbery and Caldecott Awards were often mentioned in the interviews as important pieces of the collection before the award question was asked.

Mary reflected that "…those [Caldecott and Newbery] are the books people are going to

possible hear about, read about, so I think it's a real disservice to the public if you don't

have those."

Table 20.

Librarian Participants' Knowledge of Awards used in this Study

Community-Librarian	Newbery	Caldecott	King	Belpré	APAAL
Riverburg- Renee	X	X	X	-	-
Brookfield- Dixie	X	X	X	X	-
Grasston- Virginia	X	X	X	-	X
Treetown- Dana	X	X	X	X	-
Creekton- Carolina	X	X	X	X	X
Lakeland- Kari	X	X	X	X	-
Forest City- Frog	X	X	X	X	-
Streamland- Leann	X	X	X	X	-
Watervale - Mary	X	X	X	X	X
Hillville- Libby	X	X	X	X	-
Totals	10	10	10	8	3

Many of the librarians talked about waiting to hear the titles on the award lists

when they come out in January and then matching up what they already had in their

collection to the winning titles. Dana and Dixie talked about how good it felt when they

had already selected the books because they knew the books were good the preceding

year when they were first published. Others were purchased right after the award

announcement. Frog said, "I am most aware of them [the awards] when, you know the Newbery and the others come out, and at that time, I usually order most of them." Further discussion of the awards and their role in the collection is included under the main code, "Demand."

Community requests. All of the librarians indicated that they take requests from their patron community into account when making selection decisions so that also become a sub code under "Selection sources." Some include specific areas for requests on their website or solicit input from the community when they come into the library. Groups within the community were also noted. Virginia from Grasston remarked, "we have a very active DAR [Daughters of the American Revolution], SOC [Sons of the Confederacy], garden club, farm bureau, I mean all of these agencies bring adult level recommendations that are taken into consideration, but children's too." In Brookfield's library system, Dixie said, "…if we get three requests for a book, we automatically get it." Community requests are reviewed by the selecting staff before purchasing just like other materials. Mary asserted, "We consider everything that is requested and if we don't purchase it, we have a valid reason, and if we do purchase it, we have a valid reason." At the same time, Mary also brought up the point of access and knowledge of community requests by the patrons. She said:

> Libraries are funny. Sometimes you will have two sets of
> the public, and there is one set that thinks "you are my
> library you will get me anything and everything that I
> want," and then there is this other set that does not stop to
> think for a minute that, "oh, I could ask you to buy that?"

Her comment here was also echoed by Dana, who made the point that usually it is "a certain level of patron," savvy enough to know he/she can make the requests and does it.

So while community requests are encouraged and honored by the librarians, they indicate a level of access and knowledge not expressed by all patrons.

Other. In addition to the selection sources described in the previous sub codes, the librarian participants also noted more random sources influencing their selection decisions. These included both print and non-print resources like the local newspaper, the *New York Times*, parenting magazines, and National Public Radio. Mary mentioned Oprah's Book Club as being an important source because she knew her patrons would be seeking out those books when they were announced. Mary and Dana also mentioned blogs and websites as useful sources. Mary cited the blogs "Early Word" and "Reading Rockets" as sources she checks out for suggested books. Dana commented:

> because I haven't been in librarianship for my whole
> career, I tend to approach things more from a consumer
> side...I've got my iGoogle page and all of my feeds, and
> it's everything from author blogs who recommend friends
> of theirs, books that they have just written to they go to
> conferences and they learn new things that are going on, a
> lot of it is Internet...I want to know what's new, I also do
> "Good Reads," all of my story time resources and all of the
> books I have read in the past 5 years is on that, so when
> there are I call it a suggested sell where they say if you like
> this, you will like that, I go "oh yea, that book checked out
> a ton in our library, what other things are like it?"

The librarian participants identified an array of selection source guiding their collection development decisions. These ranged from specific review journals like *Booklist* and *School Library Journal* to award lists including those studied in this dissertation like the Caldecott and Newbery Award. All of the librarian participants indicated that their patron community is often involved in this process as well. "Demand"

emerged as a common theme woven throughout the interview data and become another main code influencing the librarians' selection practices.

Demand

This code was defined as the want, need, or desire of the librarian participants to have certain materials in the library collection. For the librarian participants, they gauged demand for their materials by noting circulation of materials and assessing the evolving needs of their patron community. Thus, "Circulation" and "Needs assessment" became the sub codes under "Demand" based on the interview data.

Circulation. Circulation included the past and present circulation of materials. The librarian participants used formal statistics and more informal observations of circulation to drive their selection activities and decisions. Mary called circulation "a major driving force" in her selection decisions. Dana supported this with her statement, "We prove our importance to the community by, we support that with our circulation numbers."

Circulation was one of the main reasons identified by the librarian participants for purchasing books, whether or not the books were recognized by the field as high quality like the Caldecott and Newbery Award titles or acknowledged by the librarian participants as lower quality like Dora the Explorer and Transformers. Leann talked about this with her statement, "the reality is, it's not always high quality stuff that is really moving out the doors the fastest." Librarian participants further revealed circulation as an important influence on what they do *not* buy, particularly with regards to multicultural children's literature. Dana discussed this conflict:

> ...a significant percentage of the children and families who
> come into our main branch, which is where I work, are
> ones who, there is no college education there, these are kids
> who are on free lunch programs, these are mothers who are
> living at the mission, the rescue mission which is in
> walking distance to our branch, they are looking for very
> basic things on topics that interest them, so I could have
> fabulous books about Asia, and they will not check out to a
> patron who is physically at this branch...

Circulation was consistently a factor influencing the librarians' selection practices, specifically with regards to award titles and multicultural children's literature. However, another important piece of this process was the prediction of which titles would circulate best, determined by community needs assessments.

Needs assessment. Needs assessments (both formal and informal) were completed by the librarians' anticipation of demand based on what they believed the patron community needs and wants. Virginia from Grasston mentioned specific factors involved with such assessments, "we look at all things including teen pregnancy rate...we look at unemployment, we look at income per household, the school lunch program, we are two of the poorest regions in the state..." For larger systems like Hillville and Watervale, needs assessment was a formal survey of the community served by the entire library system or branch. Conversely, librarian participants in smaller communities consistently expressed that formal surveys did not work for their systems. Carolina discussed this with a particular example and gave potential reasoning why it may not work for her system:

> You know we had a library director that wanted to have,
> this is when focus groups were all the rage and they were
> doing those kinds of activities in surrounding counties, and
> we never were able to get enough energy and interest to
> start that. It seemed that we needed to go where meetings
> were already being held or things were happening, because

> you see for people to put into their very busy lives, another
> directed activity, it has to have some very strong intrinsic
> value to them, and most of the folks that we run into would
> not spend a lot of time with that and so, anyway that is why
> we have had to go with this other informal, trying to
> formalize it and say we have this study and this is what we
> found has not worked for us at any level of our library.

So the needs assessment often becomes more of an informal process for these librarian participants where they make judgments about what their community may be interested in reading and learning about. At times, such needs are related to culture and ensuring that there is a balance between the materials available reflecting the immediate community as well as those reflecting cultures outside of the community. Dixie stated, "I am always trying to look and keeping an eye out for things that may fill some spots that we may have a need but don't have a need as far as localized within the community." She is looking for windows into other cultures her patrons *do not* represent. Conversely, Mary from Watervale, the second largest system in this study, discussed her goal of finding materials with cultures that *do* represent her patrons:

> I try to be conscious of especially purchasing for this
> community, you know looking at this community, this
> community is not, I mean it is a huge group of diverse
> people and all different religions and ethnic groups and
> cultures and so it's important to make sure that they can see
> themselves and that others can…

At the same time, the librarian participants identified this needs assessment as a conflicting balance between what culturally diverse materials will and what will not get checked out. Dana explains:

> I am on these list servs where they talk about fantastic
> books about Native Americans, but here in [state] there is
> no Native American community that is coming forward or
> coming into the library or putting on programs or is on an

> educational rampage to talk about culture, so I can't get
> those books, they are not serving my community.

While Dana wants to have the books for her patrons, she does not feel she can justify

buying them because that particular ethnic demographic is not visiting her library.

Virginia echoes this with regards to the APAAL used in this study:

> I have seen that [Asian/Pacific American Award for
> Literature] but I have not really ordered that because we
> don't have a lot of Asians in our community. I have seen it
> in some readings I have done, but I have never had to use
> it, it would not have been desired here.

Again, she does not believe purchasing the APAAL will serve her community because

they are not represented by the Asian/Pacific American demographic. According to

Virginia, the demand is not there because the demographic is not there.

Collaboration

In addition to the selection sources and demand, the librarian participants

identified collaborative relationships among other groups as guiding their selection

practice. These groups included other librarians, often through the librarian participants'

involvement in professional organizations; other libraries outside of their immediate

library system; and local schools. These partnerships were noted as significant influences

to collection development and selection activities.

Collaboration among librarians. As shown in Table 21, all but one of the

librarian participants is a part of a local, state, or national library organization. Most of

the librarian participants noted their membership and participation in these professional

organizations as an important influence in their collection development activities and

selection decisions. The American Library Association (ALA) had the most participants

with the Public Library Association (PLA) division of ALA and the state public library

association next. The librarian participants also noted local groups in their areas that got together to discuss collection development and selection issues.

Table 21.

Professional Memberships of Librarian Participants

Community-Librarian	ALA	PLA	State PL	Local Group	ALSC	AASL	State SL	Other
Riverburg-Renee	-	-	X	-	-	-	-	-
Brookfield-Dixie	X	-	X	X	-	-	X	-
Grasston-Virginia	X	X	X	X	-	-	-	LLAMA
Treetown-Dana	X	X	-	X	X	-	-	-
Creekton-Carolina	X	X	-	-	X	X	-	YALSA
Lakeland-Kari	-	-	-	-	-	-	-	-
Forest City-Frog	X	X	-	-	-	-	-	-
Streamland-Leann	X	-	-	-	X	-	-	ALCTS
Watervale - Mary	-	-	X	-	-	-	-	-
Hillville-Libby	-	-	-	X	-	-	-	-
Totals	6	4	4	4	3	1	1	-

The librarian participants identified a variety of ways that their participation or membership in professional library organizations helps to inform their selection practice. Many noted their subscription to list servs as being particularly helpful. Dixie remarked:

> On list servs, a lot of people share or ask questions and get input from other people about problems or sometimes people write and say, "Oh, I am looking for a book about this, does anyone have a suggestion?" So you get to see the response also, and so even though you didn't ask the question, you get to see the conversation and ideas and learn from that too.

The librarian participants also included conference attendance as a way that they collaborate and exchange ideas with other librarians regarding selection and collection development. Carolina stated that her participation "enriches [selection practice] because each time I meet with somebody from another part of the state or if I attend the conferences, I bring something back from it."

A few librarians noted the importance of the professional policies and statements of organizations like ALA in guiding selection and collection development. Some mentioned using the ALA *Reconsideration of Materials Policy* as a part of their weeding policy. Carolina specifically discussed the role of such policies in regards to cultural considerations. She said:

> The policies of the organization and their written materials certainly do impact and guide my collection development activities because they are providing me information of what would be important in another part of the state or another part of the country and therefore are reflecting the culture of those folks that range across our country.

It is also important to note that many of the librarians stated that budget issues in their system have limited their membership and participation in professional organizations. Kari from Lakeland, the only librarian participant not currently a member

of any organizations, stated that this is "due to budget constraints." Other librarians talked about how they were unable to travel to professional conferences because their system travel budgets were eliminated. Budget issues related more to selection and the purchase of materials are discussed in further detail under the main code, "Budget issues." Nonetheless, list servs and virtual conferences via the web give these librarian participants an economical alternative to collaborating with other librarians in regards to selection practice and collection development activities. Based on the participants, this collaboration and cooperation is a valuable way to gain knowledge. As Dixie put it, "…the best way to learn is to learn from others."

Collaboration among libraries. In addition to collaborating with other librarians, the librarian participants interviewed also revealed collaboration among libraries as an important influence on their selection practice and collection development activities. Some of the library systems are part of regional consortiums with other public and academic libraries in their area. As part of these consortiums, they share collections, broadening their reach and options. The library systems, Treetown and Brookfield, share OPACs with the other libraries in their consortium so patrons can see the collections of the others within their home system.

In addition to the regional consortiums, many of the libraries also participate in interlibrary loan (ILL) across the state, country, and world. According to the librarian participants, patrons' use of ILL varies across the board. Libby's library system Hillville, the largest in this study, fulfilled 4,661 ILL requests in Fiscal Year 2011. Renee from Riverburg, the smallest library system and municipality in this study and the state, said that her patrons use ILL "not a lot, and even less over recent years as more people are

substituting Google for actual books." Some of the library systems charge their patrons postal fees for this service, which may also discourage its use.

Collaboration among schools. Collaborative relationships with the local schools were further noted by the librarian participants in this study as influences on their selection. Many of them specifically mentioned the school curriculum as dictated by state standards and summer reading lists. Virginia revealed a strong partnership with the schools, "We go to the schools a great deal doing programming, reading initiatives, we look at what they are doing and what they need, we also look at the AR [Accelerated Reader] lists, and the backup materials for the [state standards], and the content." Dana echoed this collaboration with the schools as influencing selection:

> ...we know what the big school projects are, it's going to
> be a biography one and they all have to be a certain length,
> so many pages, there is always going got be Native
> American tribe research, things like that, we take special
> care with those collections.

Collaboration emerged as an important theme guiding the librarian participants in selection. These collaborations were with other librarians through participation in professional organizations as well as other libraries from regional to international levels. The librarian participants also noted cooperative partnerships with schools in developing meaningful collections that will be used by students. In addition to supportive influences on the selection process like collaboration with others, the librarian participants also identified things limiting and challenging the process like budget issues.

Budget Issues

Almost every librarian participant mentioned financial concerns one or more times as a significant influence on their selection practice. As previously stated under the

"Collaboration" main code, some of the librarians discussed budget cuts as affecting their

membership and/or participation in professional organizations and travel to professional

development activities like conferences. Budget was also discussed in terms of

purchasing materials. Some of the librarians recognized their role as stewards of the

public's money and therefore felt a strong responsibility to spend it wisely. Renee

remarked, "My annual children's book budget is $1,750 or less. Given that, my primary

interest in spending the community's money is buying books that will get checked out."

Further, librarians noted budgetary limits as holding them back in their pursuit of

building a strong collection of multicultural literature. Kari explicitly stated, "I do not use

the Asian/Pacific Award due to budget constraints." Dana echoed a similar issue:

> I wish we had more time and money for it, but that is
> something I focus on so maybe it is the reality versus my
> idealism that I struggle with probably and budget, if budget
> weren't an object I would have the most fantastic Asian
> American experience collection.

Budget was noted as a challenge for these librarians in making their selection

decisions. They expressed a strong sense of responsibility and commitment to spend

public funds on materials targeted for their user community (i.e., who is physically using

the library, not necessarily who is actually living in the community). In addition to

financial concerns, the librarian participants discussed other challenges with the selection

process.

Challenges

These challenges stemmed from the publishing industry and the librarians

themselves. The librarian participants identified difficulties involved in the selection and

collection development of multicultural children's literature as driven by: 1) the lack of

materials, specifically quality materials, being published and, 2) the librarian's ability and knowledge of how to find and evaluate multicultural materials.

Challenges in publishing. The librarian participants voiced concerns over the lack of multicultural children's literature being published and that what is published may not be of high quality. Some of them discussed a need for more diverse books to be published and to be written by authors from those cultural groups. Frog asserted that "the ones that I like the best are, of course, ones written from an author who is within the culture they are writing about." In addition to this need, other librarians stressed the need for quality. In discussing literature with African American characters, Dana said, "I feel like there are not enough of those sometimes that are good." Leann echoed this concern:

> I think also there is just not as much of it as I wish there
> were. I still feel like most of the covers of juvenile fiction
> and picture books tend to portray for the most part White
> children. So I guess I just wish there were more of it
> because I think the more there is, the more likely it is to
> have a good number that are good quality.

Both Leann and Dana voice the same challenge in finding quality multicultural literature that accurately depicts the groups represented. This focus on quality is a challenge in evaluating what is being published. Mary noted that ethnic specific awards like the Pura Belpré Award, the Coretta Scott King Award, and the Asian/Pacific American Award for Literature can hold strong implications for collection development as selection sources because the books have "that stamp of endorsement on it." Nonetheless, challenges in selecting persist for these librarians.

Challenges in selection. In addition to the librarian participants' perceptions about the lack of quality multicultural literature being published, they expressed concerns in their ability and knowledge in finding such materials. Dixie admitted ,"my biggest

problem would be the fear of not knowing of things, even though I feel like I pretty much, I try really hard." Frog echoed this sentiment stating that, "I feel like there must be good things out there that I am missing, I mean, you know, that sort of haunts you." Leann thinks maybe "they are just not crossing my radar screen, for whatever reason I can't find them." Carolina related this issue to the cultural groups missing in this literature. She commented that "Most of them are invisible to us. Some of the language groups are not so vocal so we are not going to see it." These librarians worry about not being able to find the books through their selection sources, like review journals, their vendors, or the award lists. Mary discussed the importance of pursuing this information:

> You research. You go online and find out. You do the
> research and find out if there are awards that exist. Then
> you start paying attention if you are on a list serv, you send
> out questions…And you have to, you really have to,
> because it is not mainstream material, I think it is your
> responsibility to become educated and find out what is out
> there.

As with the challenge in publishing, another challenge identified by the librarians was evaluating the multicultural children's literature for authenticity, especially when the cultures are outside of their own experiences.

Personal Beliefs and Experiences

This was one of the last areas discussed in the interview. This code was defined as the influence and impact of the librarians' personal beliefs, background and experiences on their selection practice. Those who specifically identified their cultural background on the demographic form, most often were of the dominant, mainstream culture in their corresponding communities and in the U.S. in general. Many of these librarians talked about growing up in small, ethnically homogenous communities without a lot of experiences with ethnic or cultural differences until they got to college. For some of

them, this limited experience adds to the challenge of selecting multicultural children's

literature when it represents cultures outside of their own experiences. Dixie reflected on

this issue:

> I am Caucasian, I think my biggest challenge is wanting to
> have great things, but making sure that I don't, I am not
> offensive and don't mean to, I wouldn't want to pick
> something that I thought was nice but has something that
> maybe you know I wouldn't recognize as offensive, but
> another culture or race would say, "Oh, well that is not that
> great."

Leann, who is from one of the larger library systems in this study, brought up this issue

with regards to the ethnically diverse patrons she is selecting for in her system. Leann is

the only selector for her nine branch library system. She said:

> Because of the background that I have, sometimes I feel
> like I am not, that I am making assumptions about what
> people of a different culture are going to want, that may not
> be true. You know, so I think that is an issue again of
> having one person doing the selection, you have one
> cultural background, one brain, one psychological
> background, doing the selection. But I am sure it is a part of
> because of the characters or types of situations that I
> identify with, but I try to be as objective as I can.

The librarian participants shared concerns about the challenges involved in

selecting quality multicultural children's literature different from their own personal

cultural background and experiences. At the same time, they also emphasized that these

limited experiences during their youth and their cultural background makes them more

aware for the need to diversify their collections and offer their young patrons more

diverse reading choices. Frog stated:

> Frog: You know, I am a WASP [White Anglo-Saxon
> Protestant], I sort of reflect the dominant culture.
> Interviewer: So do you think that makes you more aware or
> cognizant of your decisions?

> Frog: Yea, I think knowing that I am of the dominant
> culture and most of our books are, it makes me want to
> hopefully find other things.

Mary confirmed this as well with her statement, "this might seem insignificant to me as a

Caucasian White lady, but for a Philippine grandmother, this is crucial." This was also

echoed by Libby, who does all of the children's and young adult selection for her urban

community of Hillville, a 22 branch library system. Libby said:

> It's an awareness thing for me, becoming aware of other
> cultures, becoming aware of sensitivity, whether that's
> religious sensitivity, or you know other cultural things, so
> it's sort of an awareness process and I have to be constantly
> aware of that.

In addition to these references to the mainstream, dominant culture, some of the

librarian participants identified more diverse cultural experiences that help guide their

selection. Dixie shared her background growing up in a rural, working class area, and

how that affects her selection practice and keeping an open mind. She shared:

> I try to make sure I am not one of those people that, you
> know, has the ears closed, eyes closed, you know I think it
> is a responsibility especially in the children's section. I
> don't want to have collection that is just all White
> characters, you know living, well I grew up in a poor
> background so I don't want everyone living in middle class,
> mom and dad going to work and everything like that.

Dana also revealed a background more representative of cultural diversity. She grew up

in Hawaii and was the only White child in many of her classes. In the interview, she

recognized how being a minority made her more aware of cultural differences and how

fantastic those differences and learning about them can be. She related that back to her

collection development goals:

> I want more of that in my collection because they [young
> patrons] can get just an awareness and yea it is different

and it may look weird, but it's not bad, you know I think so many kids, oh that's different that's bad, I don't want that, that's not what I know so that's not good, but of course that's not the case, it's like educating the public on the Hanukkah tradition, it's like come on, we are not celebrating Hanukkah the way a devout Jew would, but we can appreciate it, right? So growing up the way I did has a very strong impact on it [selection of multicultural children's literature], and I get a little offended when it's a bunch of you know everything's beautiful with beautiful looking children, because that's not the world.

In addition to the librarian participants' backgrounds from their youth, they also discussed more recent experiences as adults and how those have emphasized the importance of the public library's role in serving the diverse needs for their community. Part of this role is providing them with materials that reflect their culture. Carolina, in particular, shared an intimate example after returning from traveling in Panama:

And I came back that first trip to the U.S. and walked into a convenience store and saw the clerk helping everybody else, but ignoring the two Hispanic men that were in front of her and I said I can't let this happen, I have to be an advocate in my own city. So those kind of things happen, you know we go through our lives, we see that things that are not always there and we need to be part of that, and that will help us be better global citizens. And my few little travels have taught me that people are kind and they care, and a smile goes a long way to making people feel welcome and having materials and understanding their culture really is helping our library.

The librarian participants revealed a diverse cadre of cultural experiences that have evolved from their youth to the present. These backgrounds have helped to inform their selection practice and how they choose materials for their patrons. They recognized the challenge of this process, but also the value it holds for their community.

The qualitative findings from the interview transcripts revealed a wide variety of factors influencing the librarian participants' selection practices in regards to multicultural children's literature. They shared specific selection sources like review journals and award lists, in addition to important influences like budget issues and demand of materials. Collaboration with other librarians, libraries, and schools was mentioned as an influence as well. The librarian participants also identified challenges in the process stemming from the publishing industry as well as their own personal ability and knowledge in selection. Further, the librarian participants shared their own cultural backgrounds and experiences and how those experiences guide their overall selection process.

Chapter Summary

This chapter detailed the quantitative and qualitative findings from the study. For the first research question, hierarchical regression analyses revealed that the presence of both the King and Belpré Award winners were statistically significant predictors of the presence of the APAAL winners, but not the honors or totals combining both winners and honors. Hierarchical regression analyses for the second research question showed that the demographics of all three ethnic groups were statistically significant predictors for the presence of the corresponding ethnic award within each library or library branch community. Statistical significance was shown for the award winners, honors, and totals combining both. The librarian participants interviewed identified a variety of factors influencing their selection decisions involving multicultural children's literature including budget issues, demand, and personal beliefs. The next chapter will further discuss these analyses, delving into the implications of the study's findings and relating it

to themes uncovered in the literature review. Limitations of this study and directions for future research will also be discussed.

CHAPTER 5

Discussion

In this final chapter, the researcher summarizes the dissertation study and makes interpretations and conclusions based on the major findings presented in Chapter 4. This presentation first integrates the findings from each of the three research questions and then relates those findings to major themes emerging from the literature review in Chapter 2. Further, the researcher identifies implications of this study for the field and recommendations for future research based on the major findings. The end of this chapter notes the study's limitations and finishes with concluding remarks.

Summary of the Study

As the U.S. becomes more ethnically diverse, it is increasingly important that this diversity is mirrored in library collections. The purpose of this dissertation study was to identify factors influencing selection decisions and the inclusion of multicultural children's literature titles in public library collections in geographically and demographically diverse communities across one southeastern state. Garrison, Hoff, and Doll (2011) first studied the ten public library systems included in this study on a macro level looking at the collections system wide and targeting the Belpré, King, Newbery, and Caldecott Awards. That study found no statistically significant relationship between the system's ethnic demographics and the presence of the two ethnic awards, but did find a statistically significant relationship between the presence of the Belpré and King Award winners, honors, and totals combining both winners and honors. This dissertation study took that research forward by including the Asian/Pacific American Award for Literature

(APAAL) in the collection analysis, and further, by examining the ethnic demographics of all the libraries and library branches' using their building zip codes. The three research questions included:

1. How well can each of the ethnic specific awards (King and Belpré) predict the presence of the Asian/Pacific American Award for Literature, controlling for collection size and the presence of both the Caldecott and Newbery Awards?

2. How well can each ethnic group's community demographics predict the presence of their corresponding ethnic specific award, controlling for total population?

3. What factors influence the selection of multicultural children's literature?

A mixed methods design was used to address the research purpose and three research questions. Using data collected from the U.S. Census websites via the American Community FactFinder database and the library systems' online public access catalogs, hierarchical regression analyses addressed the first two research questions. The results for the first research question found that the presence of both the King and Belpré Award winners were statistically significant predictors for the presence of the APAAL winners, but not the honors or totals combining both winners and honors. Hierarchical regression analyses for the second research question showed that the demographics of all three ethnic groups were statistically significant predictors for the presence of the corresponding ethnic specific award within each library and library branch community. This statistical significance was shown for all nine regression analyses for each award, including the winners, honors, and totals combining both winners and honors.

The third research question was addressed qualitatively by interviewing the librarians making the selection decisions for the ten library systems. Eight librarian participants were interviewed via telephone, in person, or on Skype, and two librarian participants answered the interview questions through email. The ten librarian participants identified a variety of factors influencing their selection decisions involving multicultural children's literature including budget issues and both direct and indirect demand issues based on circulation statistics and needs assessments of their patron communities. They also identified selection sources and aids used as guides for selection including specific review journals, vendor services, community requests, award lists, and other forms of media. Further, the librarians discussed challenges in the selection process stemming from issues with the publication (or lack of publication) of multicultural children's literature and evaluating quality titles portraying cultural groups outside of their own experiences. This last finding also related back to the librarian participants' personal beliefs and experiences with different cultures and the effects that has had on their professional practice as a selector for the children's collection in their library system. The following section delves into interpretations derived from the findings for each research question, guided by the study's main purpose.

Interpretations of the Findings

Again, the main purpose of this study was to identify and analyze factors influencing collection development and the selection of multicultural children's literature. The following discussion first connects the findings for each research question and possible interpretations of those results. Then, these findings are related to major themes emerging from the literature review.

The APAAL, Belpré Award, and King Awards

As described in the summary above, the first research question analyzed the predictive utility of the King and Belpré Awards to predict the presence of the APAAL. In these analyses, the presence of the King and Belpré Award winners were found to be statistically significant predictors for the presence of the APAAL winners in the library systems' collections. This is a similar relationship to what Garrison, Hoff, and Doll (2011) found between the King and Belpré Award winners. However, Garrison, Hoff, and Doll (2011) found the same statistically significant relationship with the King and Belpré Award honors and totals combining both winners and honors that was not mirrored in the findings with the APAAL analyzed in this study. There are a few potential explanations for this discrepancy.

First, only three of the librarian participants indicated any familiarity with the APAAL whereas ten and eight of the librarians knew the King and Belpré Awards, respectively. Virginia, one of the three librarians who knew the APAAL, but not the Belpré, specifically noted that she does not purchase the APAAL books because of the small number of Asian patrons in her community. While this point gives some support to the absence of the honor books, it does not explain the presence of the APAAL winners. However, overlap with the other awards may support this finding. For example, some of the APAAL winning books, like *Kira-Kira* (2004) by Cynthia Kadohata, and authors, like Linda Sue Park, have also earned Newbery and Caldecott Award honors. The Newbery and Caldecott Award books were identified by the librarian participants as must-haves for their collections. The library and children's literature fields mirror this feeling for these two awards, recognized as "the most coveted awards in children's

literature in the United States" (Kiefer & Tyson, 2009, p.13). Therefore, since all of the

librarian participants indicated in the interviews that they always purchase all of the

Caldecott and Newbery titles, and often purchase whatever these award-winning authors

subsequently publish, then they will inherently have some of the APAAL books that

overlap those lists. In addition to the overlap with the APAAL, the Caldecott and

Newbery lists overlap with the King Award lists as well, which may explain why the

King Award titles were present more often than the other two ethnic awards. There is no

overlap with the Belpré Award list and Caldecott or Newbery lists.

In the interviews with the librarian participants, the issue of honors versus

winners emerged as well. Mary described it in terms of a hierarchy of awards:

> if it was on the list, if there were honors for, like I know I
> would buy books and honors for the Coretta Scott King and
> should have for the Belpré, but maybe ones that were
> lesser, I would at least make sure there were copies
> somewhere in the system, but if it was the winner,
> especially the top four or five award winners, every library
> would have one.

This hierarchy of purchasing also mirrors what the librarians said about circulation of

each award with many of them noting the Caldecott and Newbery titles as being the most

sought after awards with the King titles following next.

Ethnic demographics of each community. The second research question found

a relationship between the ethnic demographics of each surrounding community and the

presence of each ethnic specific award in each library or library branch's collection. For

example, when there were more Latinos in the community, there were more Pura Belpré

Award winners and honors in the library or library branch serving that community.

Likewise, when there were fewer Latinos in the community, there were fewer Pura

Belpré Award winners and honors in the library or library branch collection within that community. These findings were the same for the King Award and African American populations as well as the APAAL and Asian and Native Hawaiian/Pacific Islander populations. This finding indicates that the selecting librarians for these systems are taking the ethnic demographics of their communities into account when making selection decisions. The interviews revealed that this is true, but that it differs depending on the size of the library system. It is a more deliberate and formal process for the larger communities than the smaller ones. The librarian participants from the two largest systems in this study, Hillville and Watervale, talked about doing formal needs assessment surveys of their community, analyzing their community's needs by noting characteristics like ethnicity, languages spoken, age, and socioeconomic status. Libby described a grid system used by Hillville. She said:

> We also have special grids, like, for instance, if a library
> has a large Spanish population, they may be on the Spanish
> grid. If they have a large military population, they might be
> on the military grid and what we would try to do is we
> would try to target the items that you would select to those
> branches.

Mary described the process the Watervale system went through in creating a multilingual collection for the growing population of multilingual residents in the community. Through this formal study, they used U.S. Census data and reached out to the different ethnic communities to determine these groups' needs.

At the same time, the lack of certain ethnic groups within the smaller communities is also noted in the linear relationship found between the ethnic demographics and the presence of the three ethnic specific awards. For example, in

talking about purchasing the APAAL, Virginia from Grasston stated that "we don't have a lot of Asians in our community," so she chooses not to buy that award. Although she did not specifically identify ethnic demographics as a factor she takes into account when selecting books for her community, her statement shows that this lack of ethnic diversity does in fact influence her selection decisions.

Further, it is also noteworthy that the larger communities in this study often used a centralized selection system. Within such systems, the selectors, like Libby from Hillville and Leann from Streamland, only select books; they do not work within the libraries doing programming and interacting with the patrons. This blind selection forces selectors like Libby to make data driven decisions. Whereas librarian participants interviewed in the smaller systems like Dixie from Brookfield and Dana from Treetown are involved in selection as well as programming and outreach. This access gives them added insight into who is using the library and circulating the materials, which also emerged as a large influence on the librarians' purchasing decisions.

Circulation

Every librarian participant in this study identified circulation as a major factor influencing their selection decisions. Circulation included items that have circulated well in the past and those the librarians anticipate will circulate well in the future. The librarians noted formal circulation statistics in their OPAC system and more informal analyses as Dana described, "we look to see when our shelves are empty and when they are too full." This focus supports the collection analysis data on the awards collected from the library systems' OPACs. As previously noted, many of the librarian participants

cited the same circulation order for the book awards used in this study. The order they

gave (Caldecott, Newbery, King, Belpré) mirrored the mean order featured in Table 12.

Carolina explained:

> so Newbery and Caldecott are asked for right away. Coretta
> Scott King Awards, they always circulate, I find that within
> that same day they are checked out. I don't hear the running
> footsteps on them as I do for Newbery and Caldecott, but
> Coretta Scott King Awards, they are. The Pura Belpré
> Awards will be checked out, but as soon as we focus on that,
> put up a display. We do still give some explanation of that.
> And then the Asian/Pacific always seem to be very vibrant
> books that have great covers and so whether it is an award
> winner or not, people are going to pick them up.

Carolina's quote also indicates that the way the books are marketed to patrons

encourages circulation, which then encourages the selectors to purchase the books. Some

of the librarians mentioned that in order to facilitate access to the Caldecott and Newbery

awards, they are separated out from the general children's collection and put on their own

shelves. While this may assist patrons in finding these books, it could also prevent them

from checking out other shelves, including those where the King, Belpré, and APAAL

titles reside.

Further, this order of circulation may be due to how long each award has been in

existence. The Caldecott began in 1938 and the Newbery in 1922 whereas the King

started in 1970, the Belpré in 1996, and the APAAL in 2006. The older awards may have

had more time to gain recognition which could explain their popularity in circulation.

Role of ALA. Another potential explanation for the low mean and familiarity of

the APAAL, could be its lack of affiliation with ALA. The APAAL was the only award

in this study that is not awarded by divisions or groups within ALA. Some of the librarian

participants pointed at this lack of affiliation with ALA as a reason it is not as popular. Dana was explicit about this in saying, "because [the APAAL] is not on the ALA list, I don't think it gets as much push as it should." The Newbery, Caldecott, King, and Belpré Awards hold authority for these selecting librarians partly due to the awards' relation to ALA. Further, the librarian participants identified the ALA awards, specifically the Newbery and Caldecott, as getting more media attention than other award lists. Renee said that "those are the ones that get recognition in the news so they're the ones people will be asking for." This perpetuates the cycle of circulation and drives selection decisions as librarians know award titles like the Newbery and Caldecott will circulate, but are less convinced about the three ethnic awards.

Who uses the library. By focusing on circulation, the librarians are supporting the demand of the patrons who already use their library, but could potentially be missing other groups. Dana stated this explicitly:

> In my mind, I am trying to address the needs of the people who use our library. I would love to have an award winning collection of beautiful gorgeous books that won every illustration award possible, but you know, those are not books that consistently check out for our patrons.

Some of the librarians noted the challenge in encouraging diverse groups in their community to use the library and check out books, which would in turn, justify more diverse book purchases. Dana reinforced that with her statement, "I wish I could expand into more Asian cultures because we do have, the Hmong community is important but they are not coming into this library." Although Dana knows that this certain ethnic group is represented in the Treetown community, she does not feel she can purchase books for them because they are not using her library. The needs assessment of her

community is not extending past the library doors. This finding is reflected in other collection analysis studies of public libraries (Dilevko & Dali, 2002). In a study of South African public libraries, Rodrigues (2006) found that librarians were not purchasing multilingual resources for indigenous patrons because they were not coming into the library. This could potentially create a cycle of not using the library for this group, who may not find relevant resources in the collection.

Carolina reflected on the challenge of outreach in acknowledging that "these groups are determined to remain invisible, it is hard to find them." She went into detail about her experiences in reaching out to the local Latino community by attending their coalition meetings and gaining their trust. She shared:

> So we had the programs for the children and it was written
> up in the local Hispanic newspapers and people were
> coming and, feeling very good about it. So much so that we
> had the Mexican and El Salvadoran consulates say that they
> would like to come and talk with people so that they could
> become legalized. And of course, that kind of activity is
> exciting for people that have come from other countries and
> may need to update their visa or they may not be here
> legally. And we have accepted them in the library, we have
> provided services for them and are not asking those
> questions. Although everyone around, they are still
> squirreling about illegals in our country. So they trusted the
> library, they trust churches, and as a group, they trust the
> public library, and it took awhile to gain that trust. Well, we
> had folks that were lining up inside the library to meet with
> their consulates…So we were trusted, a trusted source. It
> took one police car driving through the parking lot and
> everybody disappeared… We have not been able to get the
> consulates back. They did their work. The people who
> stayed in because they probably didn't need to update their
> visa. I wanted to not be the one asking questions, therefore,
> I am seen as someone who is on their side and just kept
> smiling and loving them. You know and showing them that
> they were a person. But we were determined by the
> coalition, I was sitting in on this meeting and we decided as

> a group that it was not a good idea to come back to the
> library. There was too much fear there.

Carolina also gave an example of another group, the LGBTQ community. She said:

> Let's talk about Gays and Lesbians, they don't often come
> into the library, demanding resources. However, I know
> that we have a community and they, for whatever reason,
> for the most part have stayed invisible to us as a public
> library. We are just working with a couple that has some
> beautiful children and they have brought them to the
> library. I've been working with this couple bringing their
> children to the library for about ten years. And they are just
> now saying, "We would like to recommend some books."

Carolina's personal experiences indicate that the issue of who uses the library is much

more than simply who is walking in the door and checking out books. It is about gaining

the trust of diverse groups potentially by giving them reason to come to the library in the

first place. Creating library collections that represent their cultures could be a way of

showing them that they are welcome and valued in that public space.

Challenges to Selection

In selecting multicultural children's literature, the librarian participants identified

challenges to selection echoed throughout the professional literature presented in Chapter

2. These range from issues with the publishing industry and how much quality

multicultural children's literature is available to what is being reviewed in selection

journals. Some of the librarians also shared concerns about their ability to select and

evaluate literature representing cultures outside of the librarians own experiences.

All of the librarians identified reviews from review journals as important selection

aids, mirroring findings in the professional literature (Allen, 1993; Barreau, 2001;

Tjoumas, 1993). These reviews were in print and non-print format from journals

including *Booklist, School Library Journal, Publisher's Weekly, Horn Book,* and *Kirkus Reviews.* The librarians held differing views of these journals. For example, Frog noted that *Kirkus Reviews* was "the one [she likes] best." Whereas Carolina said that "we used to get *Kirkus,* but because *Kirkus* does all positive reviews for the most part, we would look in…*Booklist.*"

Some of the more isolated selectors in the bigger systems may only see positive reviews. Leann talked about how the selection plan she has set up with her vendor only shows her positive reviews. So if a book is not reviewed positively by a particular reviewer, she does not see it at all. While one review should not negate the value of the book, Leann recognized that a book could go "under [her] radar" if it is not reviewed positively. Dixie was especially cognizant of the negative reviews in stating "one of my favorite books I remember didn't get a good review." Wilson and Bishop (1999) studied the content and quality of reviews in four major journals (*Bulletin of the Center for Children's Book, Booklist, Horn Book,* and *School Library Journal*) using ten criteria including description of content, judgment of literary quality, and uses of the work. They found that on average, reviews from these journals contain only four to six of these ten factors. Their conclusions called for more quality in book reviews within these journals, three of which were identified by the librarian participants in this study (Wilson & Bishop, 1999).

Another consideration with reviews is what is being reviewed and who is doing the reviewing. Tjoumas (1993) blamed selection sources like review journals in part for a lack of Native American children's literature in the public librarians' collections she surveyed. Allen (1993) found similar results in a study targeting the inclusion of Latino

literature in school libraries. Four of the six most widely-used review journals identified by librarians in the Native American literature study by Tjoumas (1993), including *Horn Book, School Library Journal, Library Journal,* and *Booklist,* were also identified as important selection aids by librarian participants in this study. Tjoumas (1993) called for a critical analysis of these review journals to see what they review and the frequency with which multicultural literature is included in these reviews. Bishop and Van Orden (1998) made similar appeals for research concerning the cultural breadth and quality of book reviews. However, a broad search of the research literature reveals that few studies have been published. (See Wilson & Bishop, 1999 for study on quality of book reviews.)

Further, Mendoza and Reese (2001) suggest that reviewers themselves are often a culturally homogenous group. While this homogeneity does not necessarily inhibit the content or lessen the quality of the reviews, it is notable considering the authority the librarian participants in this study put on reviews. Also, the librarian participants in this study recognized their personal background and relation to the mainstream culture as challenging their selection practices in regards to materials about cultures unlike their own experiences.

Cultural Background & Experiences

Previous research has identified the challenges librarians and educators have in selecting and evaluating materials representing cultures different from their own backgrounds or experiences (Allen, 1993; Dilevko & Dali, 2002; Rodrigues, 2006; Tjoumas, 1993). Tjoumas (1993) found that public librarians felt they did not "possess a general consciousness of the standards associated with Native American literature," and

therefore, were not confident making selection decisions regarding this literature (p. 515).

Allen (1993) found similar results in a study of school librarians and Latino children's

literature. This unfamiliarity was echoed by many of the librarian participants in the

present study. They voiced concerns when choosing books about other cultures that they

were not knowledgeable about or did not personally represent. Quinn (2007) discusses

the effect of affect on selection decisions such as these, stating that "feelings become

increasingly important in decisions to the extent that the product is unfamiliar or that

information is unavailable or ambiguous" (p. 11). According to his theory based in part

on marketing research, if a librarian is inexperienced or unfamiliar with a particular

culture or related topic, they may be less likely to select materials about that culture due

to their lack of knowledge and thus, insecurity about the quality of the materials.

Implications of the Findings

The findings from this study hold varying implications for collection development

and the selection of multicultural children's literature in public libraries across ethnically

diverse and homogenous communities. An interesting implication that derived from the

interviews is the role of pre-service library education and how that affected the librarian

participants' selection practices. Willet (2001) talked about "the ways in which youth

librarians attempt to be cultural gatekeepers for young people" (p. 487). This idea is

reflected in the librarian participants' discussions of their personal beliefs and views from

the interviews. Some of the librarian participants remarked that the importance of

multicultural considerations in collection development were a part of their LIS education.

Mary, Libby, and Leann specifically noted that their educators taught them to be

cognizant of the perspective they bring to selection and to maintain objectivity. Mary

discussed the idea of mirrors and windows presented by one of her instructors in LIS

school. She recalled:

> one of the things she said that I really liked and really took
> to heart was a book is either a window or it's a mirror and it
> either shows you yourself and ... They have to be able to
> see themselves. It has to be a mirror so they can see
> themselves and build their self-esteem ...and at the same
> time, it has to be a window so that I may not have a clue
> about life in a certain place, but yet I am able through this
> book, whether it is a picture book, a novel, whatever it is, I
> am able to look into another world and see what it was like.
> And I think I probably always try to be conscious you
> know after she said that...

Findings from collection analysis studies in the professional literature also support

the role of LIS education in including multicultural issues in the curriculum and creating

a foundation for the open perspective echoed by Mary (Dilevko & Dali, 2002; Rodrigues,

2006). Rodrigues (2006) specifically calls for cultural responsiveness training in LIS

programs so librarians will be better prepared to work with the diverse populations they

will undoubtedly encounter in their libraries. Further, this training should carry on

through continuing education programs focusing on multicultural themes and issues as

communities and patrons evolve and become more diverse.

In AASL's *Standards for the 21st-Century Learner* (2007), each of the four

standards includes a strand describing dispositions in action, defined as "the learning

behaviors, attitudes, and habits of mind that transform a learner from one who is able to

learn to one who actually does learn" (AASL, 2009a, p. 15). Research from Arnone and

Reynolds (2009) suggests that such dispositions, as related to reading and technology,

can be taught and encouraged in students. While the AASL *Standards* (2007) are

targeting K-12 students, they hold implications for the way librarians are trained and

educated at the university level. Focusing on the multicultural aspects of the user community and their resulting needs helps cultivate the development of professional dispositions directed towards serving diverse populations. The findings from this study support the role that LIS education holds in promoting such dispositions in future and practicing librarians through their initial programs to continuing education opportunities.

Recommendations for Future Research

While the findings from this study revealed factors influencing the selection practices of public librarians, questions also surfaced which need to be addressed in future research. Such studies should analyze the cultural breadth and content in reviews used in popular selection journals like the ones mentioned by the librarian participants in this study. The selection and collection development of diverse formats of the children's literature studied here is another ripe area. Also, future research should examine how the LIS curriculum can promote professional dispositions towards diversity and cultural responsiveness in order to support pre-service and practicing librarians in reaching their diverse communities.

Reviews

The findings presented from this study support findings from Barreau (2001) regarding the importance of reviews in librarians' selection practices. For some of the librarian participants working solely as selectors, reviews were often the only information they had about a book and they used those reviews to make their selection decisions. They pulled the books they selected from this pool. So if a book was not reviewed in one of the review journals they or their vendors used, they did not see the books. Future

research on what is being reviewed is needed to determine how diverse this pool of books is. Past studies on reviews and collection development have also called for such research (Bishop & Van Orden, 1998; Doll, 1990; Tjoumas, 1993).

Other Formats

Further, this dissertation study only examined print books in English and did not consider other formats including electronic books, audio books, and multilingual titles. It is possible that the libraries studied could have copies of the 221 award-winning titles in these other formats. Research is needed to determine if this is so and if the presence of these other formats affects the statistical analyses completed for the first two research questions in this study.

Professional Dispositions

Again, the role of LIS education in promoting professional dispositions related to multiculturalism and diversity surfaced as an interesting theme in this study influencing the librarian participants' selection practices. These findings revealed that LIS education holds powerful potential in creating a foundation in our future librarians to be advocates and support the diverse needs of their multicultural communities. Future research directions should target LIS preservice and continuing education programs to help future and practicing librarians develop and maintain such dispositions.

Limitations of the Study

Distinct limitations relate to both the quantitative and qualitative components of the study. The qualitative portion of the study has inherent limitations. Researcher bias is

a large consideration for such designs. The researcher must acknowledge and confront biases prior to data collection in an effort to combat biases' effects. The researcher's personal and professional interests as a librarian educator are notable traits that could be seen as bias in the data collection and analysis. In order to address this and confirm the credibility of the findings, the researcher remained objective and cognizant of biases throughout the study by confronting and acknowledging them. Patton (2002) states that "(a)n empathetically neutral inquirer will be perceived as caring about and interested in the people being studied, but neutral about the content of what they reveal" (p. 569). In order to maintain that challenging stance, the researcher for this study showed genuine interest and openness in what the librarian participants said during the interviews by maintaining eye contact and confirming responses, but did not show emotion or make judgments on what the content of those responses. Further support for combating biases in the data analysis stage of the study included the establishment of firm coding procedures and using a second coder for 25 percent of the interviews.

A limitation related to the quantitative piece of the study is how the researcher collected the catalog information. The researcher searched the libraries' OPACs for the 221 award-winning titles. The information in these catalogs could be inaccurate or reflect special cataloging nuances for that specific community. Nonetheless, the researcher searched these catalogs as if a patron of that community. Also, this study only included print books in English; other formats and other languages were not considered. Electronic and multilingual formats are growing in popularity so it is possible that these libraries have the award winners and honors in other formats or languages. A mixed methods approach also helped combat the limitations discussed here.

Internal threats to validity. Internal threats to validity relate to the study's procedures and instrumentation. Reliability and validity issues exist with the researcher creating the interview instrument. In order to address these issues, the researcher used a blueprint to develop the interview guide and questions, enlisted an expert review of the instrument, and finally, piloted the interview questions and procedures with a practicing librarian. Bringing in another coder for the data analysis stage and measuring inter-rater reliability also combats validity threats. Nonetheless, validity issues persist with any form of self-report including interviews. Social desirability issues can also arise in qualitative research and affect the validity of interview data. The librarian participants who were interviewed may have felt defensive about their professional practice and decisions, answering the questions according to what they thought the researcher wanted to hear or what they thought was the "correct" answer. In order to address this issue, the researcher attempted to develop trust and rapport with the librarian participants during the contact process before and throughout the interviews. Also, the interview guide was designed so that questions dealing with personal beliefs were asked at the end of the interview to give this relationship more time to develop. This helped support the validity of the librarian participants' responses. The researcher also used member checking to support the interview data's validity by sending the transcripts to the librarian participants after the interviews to give them the opportunity to clarify or expand upon their answers.

External threats to validity. External threats to validity relate to the study's sample being representative of the population, thus, affecting the generalizability of findings to similar populations. First, the number of participants interviewed for this study (10) was small, which is customary for qualitative designs, but decreases

generalizability to the studied population with quantitative designs. In addition, ecological threats across contexts and settings exist within the interviews. It is difficult to generalize the interpretations from the data to similar populations of libraries and librarians because regardless of sampling technique and methodological considerations, each library and librarian is unique. That being said, the measures taken by the researcher to combat these limitations, including the mixed methods design and second coder for the interview data, helped support the validity of the data collected and the interpretations of the findings from this dissertation study.

Conclusion

With young library users in the U.S. become more ethnically diverse, it is important for them to see reflections of themselves in library collections. At the same time, this diversity of literature also helps students from more mainstream backgrounds experience different perspectives and cultures. This study found that this sample of public librarians use the ethnic demographics of their surrounding community to select award-winning multicultural children's literature for their collections. The librarians consider this factor in diverse ways through both formal, deliberate needs assessment activities as well as more informal, observations of the community and their existing collection. Further, these findings revealed that other factors influence the selection process like circulation statistics and demand, including the past, present, and future as anticipated by the selecting librarians. The children's book publishing industry is another influence because it dictates what is available and what gets reviewed depending on what is sent to review journals. Review journals were another important factor identified by the librarian participants in this study as well as the research literature (Allen, 1993; Tjoumas, 1993).

Moreover, the librarian participants revealed that their own personal experience and background with a particular culture is another influencing factor on how they choose (or do not choose) materials representing that culture. While the main purpose of this study was to identify factors influencing the collection development and selection process of multicultural literature, the next step is to analyze the quality of those identified factors in promoting multicultural children's literature in public libraries and supporting culturally diverse communities.

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Appendix A. Recruitment Email Message for Library Directors

Hello *Library Director's Name*,

My name is Kasey Garrison, and I am a Library Science doctoral student at Old Dominion University (ODU) working on my dissertation studying factors that impact the collection development of multicultural children's literature in geographically and demographically diverse communities across the state. It is my hope that the findings from this study will support collection development in libraries throughout Virginia and beyond.

I would like to do a 30-60 minute phone or Skype interview with one of the librarians responsible for collection development and selection decisions in the children's literature area of your library system. The interview questions focus on the factors that influence collection development decisions of multicultural children's literature such as the Pura Belpré and Coretta Scott King Award-winning books. The librarians' names will be anonymous, and I will not collect any identifying information from them.

I am working with Library Science faculty at ODU on this project, and it has been approved by ODU's Human Subjects Review Board. Please feel free to contact me at any time with any questions you have about the study. Thank you so much for your time; I look forward to hearing from you.

Sincerely,

Kasey Garrison, M.Ed.
Doctoral Student
Library Science Program
Department of Teaching & Learning
Darden College of Education
Old Dominion University
Norfolk, VA 23529
fax.(757)683-5862

Appendix B. Recruitment Letter for Participation

OLD
DOMINION
UNIVERSITY

Darden College of Education,
Teaching & Learning Department
Norfolk, Virginia 23529-0161
Phone: (757) 683-3284 FAX: (757) 683-5862

Month Day, 2012

Hello *Participant's Name*,

My name is Kasey Garrison, and I am a Library Science doctoral student at Old Dominion University working on my dissertation. This project is entitled, "Factors Impacting the Collection Development of Multicultural Children's Literature." I would like to invite you to participate in my study. It is my hope that the findings from this study will support multicultural collection development in libraries throughout Virginia.

Several studies have been conducted looking into the subject of multicultural children's literature and its value to students and library patrons. But very few of them have analyzed the factors influencing the selection and collection development of such titles. The purpose of this research is to see what factors may impact the collection development of multicultural children's literature in geographically and demographically diverse communities across the state.

If you decide to participate, then you will join a study involving research of your collection development activities and the tools you use to make collection development decisions. You will be interviewed in person or via Skype or telephone using a guide of about fifteen questions, lasting approximately 30-60 minutes. You will be able to choose the most convenient time and place for you to conduct the interviews. Approximately ten public librarians throughout VA will be participating in this study. The interview will focus on how you select books for your collection.

I will take steps to keep private information, such as the answers to your interview question, your name, and library system anonymous when I write my dissertation and any other publications that result from this research. Also, I am not identifying Virginia as the state under study, just calling it a southeastern state in the U.S. All data collected in the interviews will be kept secure electronically in a password protected file only I have access to, and will be destroyed five years after the project's completion. This study has been approved by the Darden College of Education's Human Subjects Review Board (Exemption #201101031). Participation in this study is completely voluntary. If you decide to participate now but change your mind later, you may withdraw from the study with no adverse personal or professional effects. If any new information is discovered during this study that could reasonably change your decision about participating, that information will be given to you.

While I cannot pay you for your time or participation in this study, everyone who is interviewed will receive a summary of my findings and a literary token of my appreciation. If you

decide to participate, please give your informed voluntary consent by signing the third page of this letter and complete the contact form on the fourth page with instructions on how to proceed. These forms and this letter were also emailed to you, in case you prefer that method of communication. Please feel free to contact me at any time with any questions you have about the study.

Also, for your information, my dissertation committee members include Old Dominion University faculty members Dr. Carol Doll (chair), Dr. Gail Dickinson, and Dr. Shana Pribesh.

Thank you so much for your time; I look forward to hearing from you.

Sincerely,

Kasey Garrison, M.Ed.
Doctoral Student
Library Science Program
Department of Teaching & Learning
Darden College of Education
Old Dominion University
Norfolk, VA 23529
fax.(757)683-5862

Appendix C. Consent and Contact Forms

VOLUNTARY CONSENT

By signing below, you are saying several things. You are saying that you have read this letter or have had it read to you, that you are satisfied that you understand this research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

Kasey Garrison   kgarriso@odu.edu

Dr. Carol A. Doll   cdoll@odu.edu

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Nina Brown, the current Darden Human Subjects Review Board chair, at 757-683-3245, or the Old Dominion University Office of Research, at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

_____ **Subject's Printed Name & Signature**	_____ **Date**

INVESTIGATOR'S STATEMENT

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study.

_____ **Investigator's Printed Name & Signature**	_____ **Date**

CONTACT INFORMATION FORM

Please complete the contact information below and indicate your preferred method of contact.

Mailing
Address:_____

_____

Email:_____

Work Phone:_____ Home Phone:_____

Cell Phone:_____

Preferred Contact Method:_____

Interview Format preference: Skype _____ Telephone_____

Demographic Information

This information will be used for classification purposes only.

Name:

_____

Library System: _____

Library Branch: _____

Job Title:

_____

Cultural Background: _____

_____

Highest Degree Attained: _____

After completing the contact information and informed consent forms, please send both documents to me via your preferred method (e.g. scanned and attached in an email, fax, or postal mail). I will be in contact with you shortly using your preferred contact method indicated above to set up our interview. Thank you for your participation; I am so grateful for your willingness to be interviewed for this research!

Appendix D. Interview Guide

Opening Script

- Thank you so much for doing this interview with me; I really appreciate your time! First, let me explain a little bit about this study. The main purpose is to analyze factors impact your collection development decisions of multicultural children's literature. You have read the study description and have forwarded me your signed informed consent forms. Do you have any questions about the study or your participation before we begin?
- I am going to be using pseudonyms for you and your library system in the transcripts and paper, I already have a pseudonym selected for your library and will replace that with any references you make throughout the interview, so feel free to use your system's real name.
  - o Have you chosen a pseudonym for yourself?

Library Pseudonym_____

Participant's Selected Pseudonym_____

- I am going to be a little repetitive here once I start the recording, but just to be sure, you agree to be audio recorded? **If yes, push record on recorder.**

Introductory Questions

- I am interviewing *Participant's Pseudonym*_____ on DATE_____, discussing my dissertation study on collection development. *Participant's Pseudonym*_____ has signed the informed consent forms, and again, do you agree to be recorded? **Have *Participant* say yes so it is recorded.**
- *Participant's Pseudonym*_____, before we begin, do you have any questions about the study or your participation?

Interview Questions

Professional Organizations

1. What professional library organizations do you belong to?
2. How would you describe your level of activity with these organization(s)? *Possible Probes: VLA, ALA, ALSC; Do you attend the national, state, or regional conferences? Do you read the organization's publications?*
3. How does your participation in these organizations influence or guide your collection development activities?

Possible Probes: Do you use them as a reference? Do you have a copy of the policies?

    a. Does your library have its own collection development policy?

User Value

4. What community factors do you take into account when selecting books for your children's collection?

    a. Do you perform needs assessment of your community? Formal or informal?

        i. If so, what factors do you analyze? How does this process work?

        ii. What is most challenging about this process?

Selection Sources

5. What vendors does your library use?
6. How does your library use your vendor for selection?

    a. Do they offer specific services?

    Possible Probes: Needs Assessment of community by vendor; Outsourcing

7. Besides your vendors, what other resources do you use when selecting books for your children's collection?

    Possible Probes: People including patrons, word of mouth

8. What selection journals do you use most frequently for your children's collection development?

Award Lists

9. I am going to name five children's book awards, you will be familiar with some of them. Please tell me which ones you are and are not familiar with.

Newbery Award Y or N   **Caldecott Award** Y or N   **Pura Belpré Award** Y or N
Coretta Scott King Award Y or N **Asian/Pacific American Award for Literature**
Y or N

10. Do you use any of these award lists when selecting books for your children's collection?

    a. Which ones?

    b. Why or why not?

    c. Do you see these awards being circulated frequently?

        i. How does this influencing your selection decisions?

11. How important do you believe award lists are for your collection development?

Challenges in Selection

12. What is most challenging about choosing multicultural literature for your children's collection?

Possible Probes: Lack of experience with representing cultures; Lack of quality titles being published or included in review sources like journals and award lists

13. To what degree do you believe your own cultural background affects your selection and collection development decisions?
14. How diverse do you think a children's collection should be?
Possible Probes: Reflective of immediate community; reflective of global community

Other Potential Questions

1. Does your library use the state's interlibrary loan system?
   a. If so, how much is this used by your patrons?

Closing Script

- Thank you so much for doing this interview with me; I really appreciate your time! Is there anything you would like to add to your responses or clarify? Do you have any other questions about the study?
- Is the address I sent your form packet to the address the best address to reach you via postal mail?
  - If not, please give me the best address:
- Thanks so much again!!

Appendix E. Breakdown of Collection Data by Library System and Library Branch

Library/ Library Branch	APAAL			Belpré			CSK			Caldecott			Newbery		
	W	H	T	W	H	T	W	H	T	W	H	T	W	H	T
Riverburg	1	0	1	2	1	3	6	5	11	9	18	27	9	18	27
Brookfield A	2	3	5	10	16	26	16	29	45	8	29	37	8	29	37
Brookfield B	2	0	2	4	4	8	8	9	17	8	25	33	8	25	33
Brookfield GT	3	3	6	12	16	28	16	36	52	8	30	38	9	27	36
Grasston A	4	1	3	4	10	14	14	22	36	8	23	31	8	23	31
Grasston B	4	1	3	4	11	15	14	22	36	8	22	30	8	22	30
Grasston GT	1	3	4	5	12	17	14	29	43	8	25	33	8	27	35
Treetown A	3	2	5	3	3	6	16	20	36	7	11	18	7	11	18
Treetown B	2	2	4	4	8	12	8	11	19	9	9	18	9	9	18
Treetown C	1	3	4	4	6	10	12	21	33	9	9	18	9	9	18
Treetown D	2	2	4	1	7	8	11	13	24	9	21	30	9	21	30
Treetown E	3	3	6	3	8	11	10	15	25	8	16	24	8	16	24
Treetown F	2	3	5	5	7	12	12	28	40	8	18	26	8	18	26
Treetown GT	3	6	9	11	32	43	16	41	57	9	25	34	9	27	36
Creekton A	3	4	7	9	10	19	15	22	37	9	23	32	9	23	32
Creekton B	3	5	8	12	18	30	15	26	41	9	26	35	9	26	35
Creekton C	1	0	1	3	3	6	5	13	18	8	19	27	8	19	27
Creekton GT	4	6	10	13	17	30	16	36	52	9	28	37	9	28	37
Lakeland A	0	0	0	0	0	0	1	1	2	3	7	10	3	7	10
Lakeland B	1	0	1	2	1	3	0	1	1	2	8	10	2	8	10
Lakeland C	2	3	5	7	12	19	18	29	47	9	27	36	9	27	36
Lakeland D	1	2	3	2	7	9	9	4	13	9	18	27	9	18	27

Lakeland E	1	0	1	5	6	11	3	8	11	6	9	15	6	9	15
Lakeland F	1	2	3	2	5	7	4	8	12	7	13	20	7	13	20
Lakeland G	1	1	2	2	3	5	2	2	4	7	12	19	7	12	19
Lakeland GT	3	4	7	11	20	31	18	37	55	9	30	39	9	29	38
Forest City A	4	7	11	10	15	25	15	24	39	9	27	36	9	27	36
Forest City B	4	9	13	13	24	37	16	29	45	9	29	38	9	29	38
Forest City C	2	2	4	6	9	15	12	12	24	9	27	36	9	27	36
Forest City D	2	1	3	5	8	13	10	11	21	9	24	33	9	24	33
Forest City E	2	1	3	6	6	12	9	16	25	7	27	34	7	27	34
Forest City F	2	1	3	4	5	9	7	6	13	8	22	30	8	22	30
Forest City G	5	9	14	10	20	30	14	25	39	8	27	35	8	27	35
Forest City H	2	1	3	2	5	7	3	3	6	5	12	17	5	12	17
Forest City GT	5	9	14	14	34	48	17	39	56	9	30	39	9	29	38
Streamland A	3	3	6	7	13	20	15	26	41	8	25	33	8	25	33
Streamland B	3	2	5	6	18	24	15	21	36	9	25	34	9	25	34
Streamland C	2	2	4	6	11	17	15	29	44	7	22	29	7	22	29
Streamland D	3	2	5	11	14	25	17	29	46	9	27	36	9	27	36
Streamland E	2	1	3	12	17	29	16	32	48	9	27	36	9	27	36
Streamland F	2	2	4	4	12	16	16	22	38	8	24	32	8	24	32
Streamland G	2	2	4	7	10	17	16	31	47	7	22	29	7	22	29
Streamland H	4	1	5	4	14	18	13	19	32	9	25	34	9	25	34
Streamland I	2	1	3	10	17	27	16	22	38	8	25	33	8	25	33
Streamland GT	5	6	11	16	40	56	18	42	60	9	30	39	9	29	38
Watervale A	6	8	14	13	17	30	15	26	41	8	25	33	8	25	33
Watervale B	3	2	5	7	10	17	11	9	20	8	14	22	8	14	22
Watervale C	4	2	6	6	4	10	8	7	15	8	16	24	8	16	24

Watervale D	5	3	8	8	16	24	9	16	25	9	24	33	9	24	33
Watervale E	3	1	4	5	4	9	9	7	16	8	22	30	8	22	30
Watervale F	3	2	5	10	19	29	11	15	26	9	20	29	9	20	29
Watervale G	3	0	3	2	4	6	6	7	13	8	15	23	8	15	23
Watervale H	3	0	3	4	3	7	10	12	22	8	19	27	8	19	27
Watervale I	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Watervale J	3	1	4	5	7	12	8	11	19	9	15	24	9	15	24
Watervale GT	6	8	14	14	35	49	18	37	55	9	29	38	9	29	38
Hillville A	3	3	6	7	8	15	14	20	34	9	26	35	9	26	35
Hillville B	3	6	9	10	24	34	17	26	43	9	28	37	9	28	37
Hillville C	6	6	12	14	24	38	17	30	47	9	29	38	9	29	38
Hillville D	4	8	12	11	11	22	15	25	40	9	28	37	9	28	37
Hillville E	1	3	4	7	5	12	11	19	30	9	28	37	9	28	37
Hillville F	6	5	11	13	26	39	16	27	43	9	28	37	9	28	37
Hillville G	3	1	4	8	9	17	10	14	24	8	25	33	8	25	33
Hillville H	2	1	3	8	13	21	13	20	33	9	25	34	9	25	34
Hillville I	3	1	4	5	12	17	15	27	42	9	28	37	9	28	37
Hillville J	3	3	6	8	12	20	16	24	40	9	27	36	9	27	36
Hillville K	3	2	5	5	10	15	16	24	40	9	28	37	9	28	37
Hillville L	3	2	5	8	6	14	16	23	39	9	26	35	9	26	35
Hillville M	2	1	3	8	8	16	14	22	36	8	26	34	8	26	34
Hillville N	3	4	7	8	13	21	14	25	39	9	26	35	9	26	35
Hillville O	3	3	6	8	11	19	14	26	40	9	27	36	9	27	36
Hillville P	6	5	11	14	20	34	16	26	42	9	28	37	9	28	37
Hillville Q	4	7	11	12	24	36	16	22	38	9	28	37	9	28	37
Hillville R	4	1	5	5	13	18	13	18	31	9	26	35	9	26	35

Hillville S	3	8	11	8	17	25	17	27	44	9	29	38	9	29	38
Hillville T	3	3	6	7	12	19	14	22	36	9	26	35	9	26	35
Hillville U	3	5	8	8	8	16	12	18	30	9	28	37	9	28	37
Hillville V	2	1	3	6	17	23	9	14	23	9	20	29	9	20	29
Hillville GT	6	8	14	17	16	33	18	39	57	9	30	39	9	29	38

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PRESENTATIONS & PUBLICATIONS

Doll, C.A., & Garrison, K.L. (2012). "Voices of Experience: Promoting Acceptance of Others," Lead chapter published in *Diversity in Youth Literature: Opening Doors Through Reading,* edited by Jamie Campbell Naidoo and Sarah Park, published by ALA Editions.

Spruce, R., & Garrison, K.L. (2012). "Stop and Think: Metacognition and the *Standards for the 21st-Century Learner,*" Paper presentation for the Research, Education, Information, and School Libraries Special Interest Group at the American Educational Research Association Annual Conference, Vancouver, BC.

Garrison, K.L., & Doll, C.A. (2010). "The Pura Belpré Books: ¿Dónde Están?," Presented at the National Latino Children's Literature Conference, University of Alabama, Tuscaloosa, AL.

The Word Processor for this dissertation was Kasey Garrison.