"I feel like an outsider in the library."

Creating an Inclusive and Welcoming Library Program for All Students

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Agenda for Today

❖ Why Does it Matter?
❖ What Makes a Library Inclusive?
  ➢ Culturally Competent Practice
  ➢ Creating & Using Diverse Collections
  ➢ Identifying and Removing Barriers
  ➢ The Library as Safe Space...for Who?
Because our nation is diverse

- In the 2014-2015 school year, youth of color were projected to make up the majority of students attending American public schools.
- Almost one of every four children in the US under age 18 is foreign-born or resides with at least one foreign-born parent.
- Approximately 9.1% of students attending America’s schools are English Language Learners.
- Approximately 10% of the general youth population in the United States identifies as LGBTQ+.
- One in 45 youth experience homelessness in America each year.
Because Wake County Schools are diverse

Percentage of Students Receiving School Lunch Free or at a Reduced Price

<table>
<thead>
<tr>
<th></th>
<th>Wake</th>
<th>North Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–2012</td>
<td>38.6%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

Youth Thrive: We All Succeed When Youth Succeed
Wake County
Because inequities exist that must be addressed
About 1 in 3 Black and Native students and about 1 in 4 Hispanic students don’t graduate high school on time, compared with about 1 in 7 White students.

Disparities in School Discipline

Black students are 3-4 times more likely than their White peers to be expelled or face multiple suspensions from school.

Risk of Being Expelled

Black

White

Risk of Facing Multiple Suspensions

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2009-10
### Figure 7: Pre-School Attendance and Kindergarten Initial Assessment Skills

<table>
<thead>
<tr>
<th></th>
<th>Attended Pre-School</th>
<th>Did Not Attend Pre-School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of kindergarten students</td>
<td>8528 (76%)</td>
<td>2856 (24%)</td>
</tr>
<tr>
<td>% who were read to daily or several times/week</td>
<td>87%</td>
<td>52%</td>
</tr>
<tr>
<td>% who recognized more than half of print concepts</td>
<td>68%</td>
<td>30%</td>
</tr>
<tr>
<td>% who identified more than 10 letters</td>
<td>92%</td>
<td>57%</td>
</tr>
<tr>
<td>% who could not identify letter sounds</td>
<td>17%</td>
<td>54%</td>
</tr>
<tr>
<td>% who could not identify any words</td>
<td>42%</td>
<td>73%</td>
</tr>
</tbody>
</table>

*Source: Wake County Public School System*
Asian and White students are significantly above their peers who identify as Black/African-American or Hispanic/Latino. These gaps persist across grades.

Similar to reading proficiency, there are disparities in third grade math proficiency. White and Asian students perform better than all other groups, with significant gaps with Black/African-American and Hispanic/Latino students.

**Figure 8: Grade 3 Reading and Math Proficiency by Gender, Race/Ethnicity, 2013-2014**

Source: [http://www.ncpublicschools.org/accountability/reporting/](http://www.ncpublicschools.org/accountability/reporting/)
Middle School Reading and Math Proficiency. Middle school students in WCPSS perform better than the state average in reading and math proficiency, but their rates are lower than those for 3rd graders and the racial/ethnic gaps are larger. Overall, only 62 percent of middle school students are proficient in reading and only 50 percent in math. In reading, females perform better than their male peers.

**Figure 9: 8th Grade Reading and Math Proficiency by Gender, Race/Ethnicity, 2013-2014**

Source: [http://www.ncpublicschools.org/accountability/reporting/](http://www.ncpublicschools.org/accountability/reporting/)
### Figure 12: AP Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>Total AP Enrollment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Enrollment / %</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>195</td>
<td>0%</td>
<td>54</td>
</tr>
<tr>
<td>Asian</td>
<td>2,508</td>
<td>6%</td>
<td>3,796</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>11,313</td>
<td>26%</td>
<td>1,684</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5,530</td>
<td>13%</td>
<td>1,397</td>
</tr>
<tr>
<td>Hawaiian/Pacific Is.</td>
<td>55</td>
<td>0%</td>
<td>17</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1,890</td>
<td>4%</td>
<td>859</td>
</tr>
<tr>
<td>White</td>
<td>21,852</td>
<td>50%</td>
<td>14,080</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43,343</strong></td>
<td></td>
<td><strong>21,887</strong></td>
</tr>
</tbody>
</table>

*Counts students enrolled in more than one AP course.*

Source: Wake County Public Schools Data and Accountability Report No. 13-17, March 2014

Note that 17 percent of the total AP student population were Asian, while this same population makes up only 6 percent of the total student population for WCPSS. **Black/African-American students, who make up 26 percent of the student population, were only 8 percent of the student population taking AP courses in the 2013-2014 school year.**
FIGURE 13: FOUR-YEAR COHORT GRADUATION RATES BY GENDER, RACE/ETHNICITY, 2013-2014

Wake County

FIGURE 20: SUSPENSIONS, BY RACE/ETHNICITY, 2013-2014
Total Suspensions = 11,205

- White: 62%
- Black/African-American: 18%
- American Indian/Alaskan: 14%
- Asian: 1%
- Hispanic/Latino: 1%
- Multiracial: 5%

Because the media sends and perpetuates stereotypes
Because youth face biases everyday

- Explicit bias
  - Expressed directly
  - Aware of bias
  - Operates consciously
  - Example -- “I like whites more than Latinos.”

- Implicit bias
  - Expressed indirectly
  - Unaware of bias
  - Operates sub-consciously
  - Example -- sitting further away from a Latino than a white individual.

Source: Unconscious (Implicit) Bias and Health Disparities: Where Do We Go from Here?
Because youth experience microaggressions
Because exposure to diverse cultures is important for all students....

- **Increased Academic Performance.** Being exposed to positive racial identities—in diverse books that counter stereotypes—increases achievement for ALL students.

- **Increased Engagement in Reading.** In studies, students have indicated that they want to read books where the characters do not all look the same. “I like reading about people that are different than me.” “Books about kids that are different than the kids in my class are interesting.”

- **Better Prosocial Development.** Research has shown that youth who read a book with intercultural topics showed “not only a reduction in stereotyping and more positive feelings about students representing identities other than their own, but also an increased desire to engage in future contact.”

- **College and Career Readiness.** All students need to be able to collaborate and communicate with different people. Students who are comfortable with people from many different identity groups will be better prepared for college and career success.

For links and citations, visit http://blog.leeandlow.com/2015/03/25/why-do-we-need-diverse-books-in-non-diverse-schools/
Because it is our professional responsibility

**NC School Media Professional Standards:**

Standard 2. School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.

- School Library Media Coordinators incorporate a global view and multiculturalism in library services, programming, and collection development to meet the personal interests and learning needs of a diverse student population. They develop and implement strategies to remove barriers to open, equitable access to the library media center and its resources.

- School Library Media Coordinators model and promote the seamless integration of content and information, pedagogy, and technology to meet diverse student needs.

**Wake County’s Cultural Proficiency Training** - “designed to help the school system’s predominantly white workforce to understand the experiences of an increasingly diverse student population”
“Diversity is not ‘praiseworthy’: it is reality.”

—Malinda Lo
What makes a library inclusive?

What word or phrase do you think of when you hear the word “inclusive?” https://www.surveymonkey.com/s/KR6DK5Q

Inclusivity: the fact or policy of not excluding members or participants on the grounds of gender, race, class, sexuality, disability, etc

Inclusive: including a great deal, or including everything concerned; comprehensive.

From: Bookriot (http://bookriot.com/2015/03/27/need-inclusive-lit-not-just-diverse-lit/)
What makes a library inclusive?
Cultural Competence & Culturally Relevant Pedagogy
What is cultural competency?

- “The ability to recognize the significance of culture in ones’ own life and in the lives of others...and to fully integrate the culture of diverse groups into services, work, and institutions.” (Overall, 2009)

- A process that “does not end with knowledge about diverse cultures”—it involves action by creating more equitable environments and establishing relationships with diverse communities. (Overall, 2009)
What does cultural competency mean?

At the **individual level**, it means examining one’s own attitude and values, and the acquisition of the values, knowledge, skills and attributes that will allow you to work appropriately in cross cultural situations.

At a **systems, organizational or program level**, it requires a comprehensive and coordinated plan that includes interventions on levels of:

- policy making;
- infra-structure building;
- program administration and evaluation;
- delivery of services and enabling supports; and
- the individual.

(Denboba, MCHB, 1993)
Becoming culturally competent involves....

- Developing greater awareness of our own culture, personal identity, strengths and limitations and how it affects our behaviors/attitudes about others.
- Developing greater awareness and appreciation of other cultures.
- Learning about & understanding the racial & ethnic identity development of youth of color.
- Recognizing our implicit biases & how they impact our attitudes & behaviors towards youth of color, LGBTQ youth, etc.
- Approaching youth & their families with an asset-driven perspective.
- Establishing relationships & building trust with members of diverse communities.
- Recognizing & combating the structural inequalities that exist across institutions in the US—including within our educational systems and libraries.
- Adopting an equity framework such as the Connected Learning Framework
- Using instructional strategies like those discussed in an Introduction to Culturally Responsive Pedagogy and Teaching in the Connected Learning Classroom.
An example of cultural knowledge: The Afro-Cultural Ethos

1. **Spirituality**: approaching life as essentially vitalistic and conducting one’s life as though supreme forces govern it

2. **Affect**: placing a premium on emotions/feelings

3. **Harmony**: viewing one’s fate as being interrelated with other elements of life

4. **Oral Tradition**: emphasizing oral and aural modes of communication and cultivating oral virtuosity

5. **Social perspective of time**: an orientation of time as passing through a social space; time is seen as recurring, personal, and phenomenological

A Wade Boykin
An example of cultural knowledge: The Afro-Cultural Ethos

6. **Expressive individualism**: the cultivation of a distinct personality and a proclivity for spontaneous, genuine personal expression

7. **Verve**: preferring intense stimulation, variability, and action that is energetic, alive, and colorful

8. **Communalism**: a commitment to social connectedness; being sensitive to the interdependence of people and committing to social connectedness over individual privileges

9. **Movement**: interweaving of the ideas of rhythm and percussiveness often associated with music and dance into daily life

A Wade Boykin
“African American children participate in a culture that is highly dynamic.

They thrive in settings that use multimedia and multimodal teaching strategies.

And they favor instruction that is variable, energetic, vigorous, and captivating” [Hale, 2001, 117].
What is culturally responsive pedagogy?

• “A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes…” [Gloria Ladson-Billings]

• Using familiar metaphors and experiences from the children's own world to connect what students already know to school-taught knowledge. [Lisa Delpit]

• Drawing on Funds of knowledge- “...historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being…” [Luis Moll, et al...]
What does culturally relevant pedagogy look like from students’ perspectives?

1. Visibility
2. Proximity
3. Connecting to students’ lives
4. Engaging students’ culture in the classroom
5. Addressing race
6. Connecting to students’ future selves
What does culturally relevant pedagogy look like in practice?

_Taking advantage of your students’ cultural backpacks._

**Oral Tradition.** Incorporate literature circles, readers’ theatre, audio journals, product choice that includes oral options

**Movement + Expression.** Build library programming around movement -- centers and stations in the library, but also different parts of the school or even outside. Write-arounds.

**Communalism + Cooperation.** Use small groups that are not competitive. Allow time for conversation--between students and also between students and YOU. [*Extended dialogue with you is highly beneficial!*] Peer mentors. Build personal relationships with your library users.

**Harmony.** Place traditional literacy and information literacy instruction in context.
What are the benefits?

- Cultural competence leads to responsive practice, improved services, and an increase in library use. (Overall, 2009)

- *Cultural competence leads to* improved academic achievement, resiliency, expanded educational opportunities, *and* equitable life outcomes *for youth of color and youth who identify as LGBTQ+*. (Hanley & Noblit, 2009; GLSEN, 2014)
Selected Resources for Infusing Diversity Across the Curriculum

**Perspectives for a Diverse America, a K-12 literacy-based anti-bias curriculum**
Includes access to Teaching Tolerance’s Anti-bias Framework, nearly 300 texts and more than 100 literacy strategies

**Local History Through Primary Resources**
Developed by SILS student Emily Yates, this site provides a unit on the Civil Rights Movement in Durham, NC

**Where to Find Culturally Diverse Literature to Pair with Your Required Curriculum**
This blog post contains links to information about culturally relevant pedagogy, culturally relevant / responsive texts and lesson plans
Creating and Using Diverse Collections

We need DIVERSE BOOKS

BECAUSE

Our STORIES deserve to be told, too.

#weneeddiversebooks
Task: Use the post-it notes at your table to answer this query:

What are the benefits of diverse collections?

• Write one benefit per post-it
• Write big
• Place your post-it(s) on one of the large posters in the front of the room.
What are the benefits of diverse collections?

- Increase motivation to read and write
- Increase engagement in literacy activities
- Improve recall and comprehension
- Increase phonological awareness & fluency
- Support racial and ethnic identity development
- Support development of empathy and understanding
- Provide multiple perspectives on events, issues, etc.
- Provide opportunity for discussions about race, racism, power, privilege, implicit bias, stereotyping, equity, etc.
- Provide a road map for acting, thinking, doing, being
Because exposure to diverse cultures is important for all students….

- **Increased Academic Performance.** Being exposed to positive racial identities--in diverse books that counter stereotypes--increases achievement for ALL students.

- **Increased Engagement in Reading.** In studies, students have indicated that they want to read books where the characters do not all look the same. “I like reading about people that are different than me.” “Books about kids that are different than the kids in my class are interesting.”

- **Better Prosocial Development.** Research has shown that youth who read a book with intercultural topics showed “not only a reduction in stereotyping and more positive feelings about students representing identities other than their own, but also an increased desire to engage in future contact.”

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For links and citations, visit http://blog.leeandlow.com/2015/03/25/why-do-we-need-diverse-books-in-non-diverse-schools/
All diverse titles are not created equally….
...but great titles are there, if we know where to look!

Debbie Reese’s Best Books at American Indians in Children’s Literature
Resources for Creating Diverse Print Collections

- **We Need Diverse Books** and **Diversity in YA** which highlight newly-published titles—along with informational resources and reviews—across a broad definition of diversity,
- Blogs such as **Disability in KidLit**, **Latin@s in KidLit**, **American Indians in Childrens Literature**, **I'm Here, I'm Queer**, **What the Hell do I Read?**, and **Rich in Color**,
- Lists like the **African-American Reference Guide** that feature recent titles by and about African Americans,
- Cooperative Children’s Book Center (CCBC) **searchable database**
- Publishers focused on diversity such as **Lee and Low Books**,
- The We Need Diverse Book’s **Where to Find Diverse Books** page,
- The Selecting Diverse Books Page from **LibEquity**.
- Malindo Lo discusses the **Perceptions of Diversity in Book Reviews**.
- The Show Me Librarian’s **Selection is Privilege post**.
Enjoy author posts, reviews, cover screen-shots, and often, enlightenment.

Follow Diversity in YA on Twitter.

Click on link in your feed.
Resources for Creating Diverse Digital Collections

• New Media Resources: Multi-Cultural Apps & Digital Resources for Diversity
• International Children’s Digital Library
• Digital Storytime
• 12 Multicultural Kids’ Book Apps Every Parent Should Know

Diversity Programming for Digital Youth: Promoting Cultural Competence in the Children's Library (Jamie Naidoo, Libraries Unlimited, 2014)
Using Diverse Collections

• Picture your current displays. Are diverse titles present in each of them?

• Think about your diverse collection. Do they include titles other than:
  • Award-winners;
  • Historical Fiction;
  • Social Issue Books; or
  • Biographies?
Using Diverse Collections

Fantasy Lover? These are examples of the books we should reach for...
Using Diverse Collections

Maybe post-apocalyptia is more popular in your library. Do you recommend these?
Intentional RA

Have a *Hunger Games* fan in front of you? Instead of just *Divergent, Delirium, Matched*, etc. ---> booktalk *Killer of Enemies*.

Maybe your patron is graduating from the *Wimpy Kid* years? Hand him/her *The Great Greene Heist*. 
Book Clubs! Reading Lists! Across the Curriculum!

- Including diverse titles in book club choices, across the curriculum, read alouds, summer reading lists, book talks, parent workshops, etc.

**Tools to help.**

- Oakland Public Library’s #BlackLivesMatter Resource Series contains a host of ways we can use diverse books with teens, including using them to engage teens in discussions about issues related to equity.
- As librarians, we’re perfectly situated to engage in discussions about equity, race, or privilege as **YA literature offers a way to open up this dialogue with teens.**
Leaders: Diversity + Education

Librarians must also remember to provide tools to help staff understand diverse students’ culture and how to capitalize on it.

• Get these must-have resources:

• Add books by Alfred Tatum, Lisa Delpit, Pedro A. Noguera, Beverly Tatum, Louis Mull, and A. Wade Boykin to the professional collection

• Expand our PLN to include individuals like Jose Vilson, Rafranz Davis, and Meeno Rami and organizations like Anti-Defamation League, Teaching Tolerance and GLSEN.
Identifying and Removing Barriers
What do youth of color say?

“The librarian....she’s not opened- minded.” “It’s like the library is like her house.”

“I would say I’m not a library user...the library is dull to me. You know, white walls and red carpet. It makes you sleepy, so I won’t work there. I try to avoid places that make me sleepy.”

“I wasn’t a bad student, but I would always get disciplined in the library. The librarians...I guess they didn’t like me because I just talk too much.”

“I got disciplined for talking. Also, moving around a lot. I couldn’t sit still, always going somewhere and looking at something or touching something.”
What do youth who identify as LGBTQ+ say?

- **Less than half** (44.2%) of students in GLSEN’s most recent National School Climate Survey reported that they could find information about LGBT-related issues in their school library.

Why does this matter?

- LGBT students in schools with an LGBT- inclusive curriculum:
  - Were less likely to hear homophobic remarks
  - Were less likely to feel unsafe because of their sexual orientation
  - Were less likely to miss school
  - Were more likely to report that their classmates were accepting of LGBT people
  - Felt more connected to their school community

From [GLSEN’s 2013 National School Climate Survey](https://www.glsen.org/research/national-school-climate-survey).
Think/Pair/Share

What would youth of color say about your school library?

How about LGBTQ+ youth?

Or youth with disabilities?

Consider...

1. the design & layout of the library space - the furniture you choose, how it is arranged, etc.
2. displays, signage, & “decorations”
3. how the library sounds
4. what vibes the library sends
5. the “rules” - implicit and explicit
6. how library staff interact with these youth
Physical Barriers

- Detectors, particularly those with a ‘push gate’
- Late Fees
  - Read Down Your Fees
  - Source of Revenue or Deterrent to Readers?
  - Do Fines Lock Readers Out of Libraries?
- No self-checkout
- Accessibility

Chicago Public Library Offers “Blue Moon” Fine Amnesty Program
Students Can Start the School Year with a Clean Slate

Project Enable
Expanding Nondiscriminatory Access By Librarians Everywhere

READ DOWN YOUR FINES
Policy & Staff Barriers

- Address requirements? Other information requirements?
- Strict atmosphere of ‘shhh-ing’.
  - Research shows that African American youth “participate in a culture that is highly dynamic. They thrive in settings that use multimedia and multimodal teaching strategies. And they favor instruction that is variable, energetic, vigorous, and captivating.” Do our libraries support this? (Janice Hale, 2001)
- Signage only in English.
- Insufficient empathy training for library staff.
- Check-out policies that are too limiting.
Take a Walk...

*It can be hard to self-identify barriers in our own libraries.*

- Utilize ideas in the **Culturally Responsive Library Walk**.
  - Ask teens and other stakeholders to provide their insight on barriers, and the explicit and implicit messages our libraries are sending.
Library = Safe Space
What about the student who is loud, funny and needs a place where he feels smart? Is the library a place where it is okay for him to joke with his friends while doing his homework?

What about students who are questioning their identity and crave being in a school space where there is no gender sorting? Are we still using phrases like “ladies and gentlemen”? Do we have separate male and female restroom passes?

Think of all the students in your school with special needs. Is the library accessible AND comfortable for these youth?
The Importance of Language

Language can be used to communicate inclusiveness, or to reinforce privilege and to make students feel like outsiders.

- **Person-first language** is a necessity.
  - We don’t have autistic students or patrons; we have students or patrons with autism.

- We also need to educate ourselves on examples of loaded words and coded meanings and recognize terms that should not be used to describe youth.
  - We should remove the term “at-risk teen” from our vocabulary.
  - Even subtle word changes can alter meaning. “Youth in poverty” implies a changeable condition; “youth of poverty” implies an immutable state of being.
The Importance of Language

- Implicit bias and microaggressions have no place in an inclusive library.

- Librarians must actively confront intolerant and stereotypical comments made by youth and library staff.

- View the Anti-Defamation League’s page on challenging biased language.

http://www.tolerance.org/publication/speak-school
Culturally Relevant Pedagogy

Creating + Using Diverse Collections

Identifying and Removing Barriers

An Expanded Definition of Library as Safe Space

Building an Inclusive Library
How are you making your libraries inclusive? Join the conversation by tweeting out your best practices using #libequity.

Sandra Hughes-Hassell  smhughes@email.unc.edu  @Bridge2Lit
Julie Stivers  julie@thestivers.org  @BespokeLib
Teresa Bunner  tbunner@wcpss.net  @RdngTeach
Selected Resources

Equity in the Library (http://libequity.web.unc.edu/)
A web resource for librarians that provides information on equitable access and services, culturally-relevant programming and pedagogy, and diverse collections for youth in both public and school libraries.

Building a Bridge to Literacy for African-American Male Youth: A Call to Action for the Library Community (bridgetolit.web.unc.edu)
In addition to providing free downloadable copies of our report and additional information about the summit, our website includes many other resources including a bibliography of related research and lists of outside resources such as websites, blogs, book lists, and selection tools to help you.

Libraries, Literacy, and African American Male Youth http://librariesliteracyandaamaleyouth.weebly.com/
This free professional development resource is for school and public librarians to help them develop programs and services that will best meet the needs of African American male youth. This resource, developed by Amanda Hitson, is divided into ten modules that focus on research-based strategies for working with African American male youth in school and public libraries.
Culturally Responsive Library Walk
http://bridgetolit.web.unc.edu/?page_id=842

The Culturally Responsive Library Walk is designed to be a collaborative tool for school administrators, librarians, and teachers to assess the library’s responsiveness to the needs of the culturally and linguistically diverse (CLD) students who attend the school. It is an observation and planning document that is informed by research on culturally responsive pedagogy and is based on the philosophy of creating a student-centered library program.


This list of 256 titles that feature black males was prepared by Jane M. Gangi, PhD (janegangi@snet.net) for the Summit.

Building a Bridge to Literacy for Adolescent African American Males https://sites.google.com/site/bridgetoliteracy/

This website provides background information about Dr. Alfred Tatum’s research, and details the work we have done to bring his research to the attention of the library community. Our aim is to encourage the library community to join the national efforts of organizations such as the Council on the Great City Schools to support the literacy needs of African-American male adolescents.
References


Boykin, A.W. & Noguera, P. (2011). Creating the opportunity to learn: Moving from research to practice to close the achievement gap. Alexandria, VA: ASCD.


References


References


