



2018 DIVERSE BOOK COLLECTIONS SURVEY



The complete data behind SLJ's
November 2018 cover story

2018 Diverse Book Collections Survey

Table of Contents

| | Page |
|---|-------|
| Methodology | 2 |
| Summary of results | 2-4 |
| Sample demographics | 5-8 |
| Importance of having a book collection with diverse points of view | 9 |
| In-demand inclusive character descriptions | 10-11 |
| Difficulty in finding diverse books/Character portrayals that are difficult to find | 12-16 |
| Buying more, less, or same amount of books with diverse characters | 17 |
| Involvement in purchasing children's and YA books | 18 |
| Diversifying collection as part of collection development goals | 19 |
| Percentage of book budget spent on diverse books | 20-21 |
| Diverse book discovery sources/Additional resources needed | 22-23 |
| Impact of book challenges on buying behavior | 24 |
| Promotion of diverse book collection | 25 |
| Shelving diverse books separately | 26 |
| Readers' advisory of diverse titles | 27 |
| "Own Voices" awareness and purchase behavior | 28-29 |
| Book collection as a reflection of community demographic | 30 |
| Community audits/collection diversity audits | 31-32 |
| Diverse books integrated into curriculum/summer reading lists | 33-34 |
| Survey Questions | 35-39 |

METHODOLOGY: An email invitation to take the Diverse Book Collections Survey was sent to 22,000 randomly selected school and public librarians (from *SLJ* newsletter lists) on April 27, 2018. In addition, the survey was promoted in *SLJ*'s Extra Helping newsletter and via social media. The survey closed on May 15, 2018, with 1,156 responses from the U.S. and Canada.

SUMMARY:

Out of 1,156 respondents, 72% work in schools and 28% work in public libraries. About 22% of respondents say the area they serve is “very diverse” and another 24% describe it simply as “diverse.” The largest cohort of respondents (29%) describes the community where they work as “somewhat diverse.” “Not too diverse” or “not at all diverse” was selected by nearly a quarter of respondents—particularly by small town and rural respondents. Public libraries were only slightly more likely than schools to describe their community as very diverse.

The starkest contrast in community diversity appears in the public versus private school comparisons. Twenty-two percent of public schools describe their community as very diverse compared to only 9% of private schools.

Nine-in-ten respondents identified their own race/ethnicity as exclusively as white. Hispanic/Latino and Black librarians account for about 4% each of the sample. (This question accepted multiple answers.) Public and private school librarians are about equally diverse—which is to say, not very diverse.

The majority of librarians (81%) feel it is “very important” to have a book collection representing different points of view. Public librarians are more likely than school librarians to feel this is very important (90% of public librarians versus 78% of school librarians). There is relatively no difference between the answers from librarians of color and white librarians. Librarians from the Northeast are most likely to say diversity in their collection is “very important,” which is interesting, because their communities are described as the least diverse. Urban and suburban librarians are more likely to see the importance of diversity than small town or rural librarians. High school librarians are most likely to answer, “very important.”

Out of a long list of diverse character descriptions, the three that librarians selected as most in demand by young readers are “Black/African American,” “Biracial/Multiracial,” and characters with disabilities. Fifteen percent of all libraries find it “very difficult” or “difficult” to find suitable titles to round out an inclusive collection. Libraries in urban areas, private schools and elementary schools report having the hardest time finding suitable titles.

Portrayals that are most difficult for librarians to find include characters with disabilities, Native or Indigenous characters, and English Language Learners. The least difficult to find are Black/African American, Latinx, and LGBTQIA+ characterizations.

Two-thirds of the sample (68%) report purchasing an increased number of children's/YA books with diverse characters in the last year. Segments that are above this percentage include public libraries, private schools, libraries in urban & suburban communities, and libraries located in the Northeast.

About half of all respondents (54% of public libraries and 50% of school libraries) have inclusive collection development goals stemming from their administration or district. This rises to 68% in urban communities and 65% in private schools. An even larger percentage of librarians (72%—the

question accepted multiple answers) consider it a personal goal to create a diverse collection. Places where you are less likely to encounter an intentional push toward diversity are in rural areas and small towns. It should be noted that 72% of rural and 80% of small town librarians set a personal goal of diversity—it is their administrators/districts/systems that lag behind.

Most libraries do not formally set aside a certain percentage of their book budgets to purchase books with diverse characters. A third of respondents do report that more of their materials budget is now devoted to representing diversity. They estimate that 39% of their annual book budget (34% in public libraries and 39% in school libraries) is spent on books with diverse characters.

One-third of the sample feels the need for additional resources to help them select diverse books. Currently, the top sources they rely on are review journals such as *SLJ* and *Booklist*, word of mouth, blogs, and We Need Diverse Books. Elementary school librarians are most likely to desire additional sources, and middle school librarians are least likely.

Displays are the most common method of promoting books representing diverse characters. Word of mouth with faculty and with students/youth is also popular. Readers' advisory is a close second with public librarians. Elementary school libraries' second most popular method is through instruction.

When recommending books to children, over half of respondents say they "often" recommend books with characters of different backgrounds from the reader. Almost no public librarians responded with "rarely" or "never." Librarians in the Western region are most likely to respond that they "often" recommend books with characters having different backgrounds (61%). Rural libraries and libraries in the South have the highest percentages of "rarely" or "never."

About 8% of libraries shelve some books with diverse content separately from other collections. This is slightly more common in public libraries than in schools (11% of public libraries and 7% of schools). Libraries in urban areas (13%) are the most likely to shelve books separately. Looking at the comments from this question, most shelve separately to make the titles easier to locate.

The potential for a book challenge has kept 13% of respondents from buying a book with a diverse characterization. School librarians are more likely than public librarians to decline a book because of the potential for a challenge. Private schools are more likely than public schools. Elementary schools are more likely than schools serving older children. Rural schools are more likely than urban schools.

Public librarians are significantly more aware of the meaning of "Own Voices" than school librarians are (72% vs. 52%). Public librarians, private school librarians, and urban libraries are most likely to seek out "Own Voices" titles. Even if they are aware of "Own Voices," librarians in the South and in rural areas are less likely to intentionally look for such titles.

About 34% of both public and schools librarians feel their collection reflects their community demographic "very closely" or "closely." About 16% admit that their collection is "not too" or "not at all close" to their community demographic. Forty-three percent of both public and school libraries have conducted a community audit at some point to determine the demographic makeup of their community. A larger portion of public libraries (22%) say they have never conducted a community audit, compared to 14% of schools.

Only 12% of libraries (9% of public libraries and 13% of school libraries) have conducted a diversity audit to evaluate the diversity present in their collections. Another 24% of schools and 13% of public

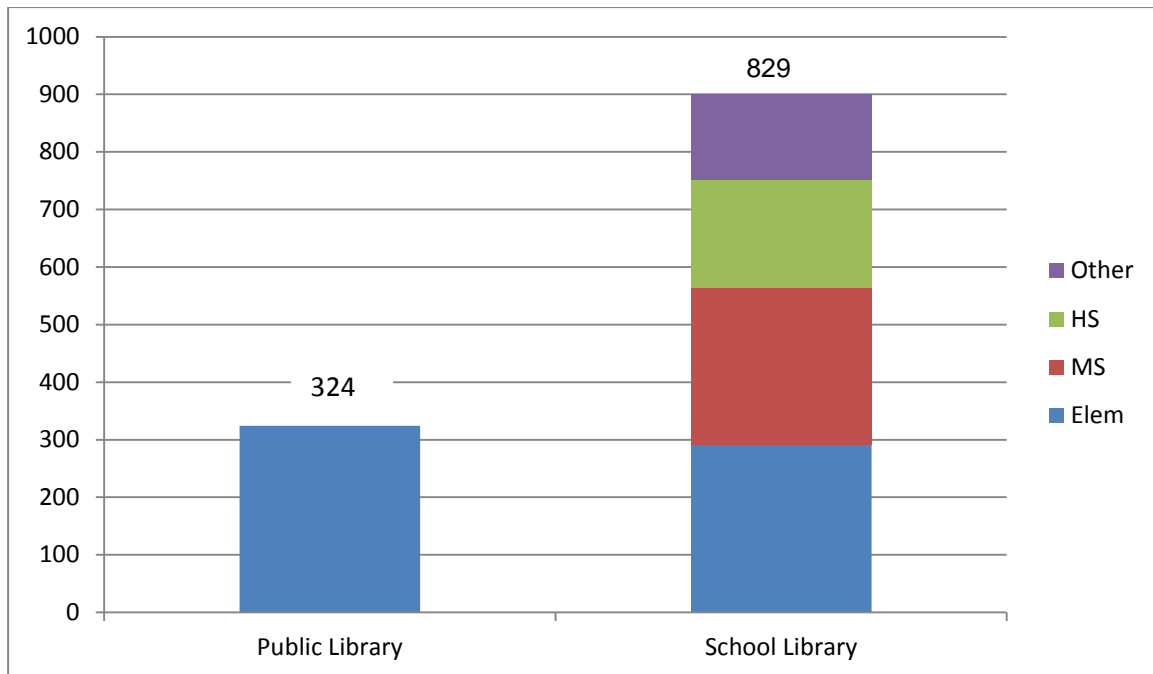
libraries are planning to conduct one. Private school libraries are most likely to have already evaluated their current diversity situation (20%).

Respondents report that teachers/administrators in just over half of schools attempt to integrate books with inclusive characters into the curriculum. This rises to 75% in private schools and 63% in urban schools. Rural schools are the least likely to bring diversity into the curriculum.

When schools were asked about diversity represented in their summer reading lists, “somewhat” diverse was the most popular descriptive chosen. Twenty percent rated the characters on their summer reading lists as “very diverse” or “diverse.” Private schools have done a better job at bringing diversity into their summer reading lists (39% “very diverse” or “diverse”).

Q1. What type of library do you work in? Check all that apply.

- The total sample consists of respondents representing 28% public libraries and 72% school libraries.
- One quarter of the sample works in an elementary school library, 24% in a middle school/junior high library, 16% in a high school, and 12% in another type of school such as K-12 or K-8.



| Value | Percent | Count |
|--|--------------|------------|
| NET School | 71.8% | 829 |
| School - Elementary | 25.3% | 292 |
| School - Middle/Junior high | 23.6% | 272 |
| School - High school | 16.3% | 188 |
| School - Other (e.g., K-8, K-12, etc.) | 12.3% | 142 |
| School district (write-in) | 0.5% | 6 |
| Public library | 28.1% | 324 |
| Other, please specify: | 0.7% | 8 |

Q2. [If school] Is your school public or private?

- 85% of school respondents work in a public school.

| | Total | Elem | Middle/ Jr high | High school | Other school |
|---------|-------|-------|-----------------|-------------|--------------|
| Total | 818 | 290 | 268 | 185 | 143 |
| Public | 84.8% | 89.7% | 90.3% | 86.5% | 57.3% |
| Private | 13.0% | 9.3% | 8.2% | 12.4% | 37.1% |
| Charter | 1.3% | 0.7% | 0.4% | 1.1% | 3.5% |
| Other | 0.9% | 0.3% | 1.1% | | 2.1% |

Q3. What is your library's zip code? (coded into regions)

- Public libraries have a high concentration of responses from libraries in New England.
- School libraries have a high concentration of responses from the West coast.
- Four percent of responses came from libraries in Canada.

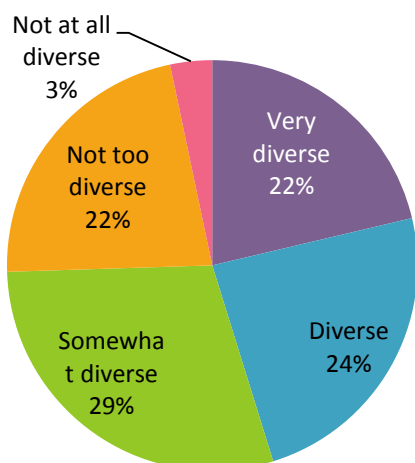
| | Total | Public Library | School Library |
|----------------------|--------------|----------------|----------------|
| Total | 1155 | 324 | 828 |
| Pacific | 18.1% | 11.4% | 20.4% |
| East No. Central | 14.4% | 18.5% | 12.9% |
| Mid Atlantic | 13.9% | 18.8% | 12.1% |
| South Atlantic | 13.9% | 10.2% | 15.3% |
| New England | 12.9% | 21.9% | 9.5% |
| West No. Central | 8.1% | 5.9% | 8.9% |
| West So. Central | 8.0% | 3.4% | 9.8% |
| Mountain | 4.2% | 4.9% | 3.9% |
| Canada | 3.6% | 2.5% | 4.1% |
| East So. Central | 2.9% | 2.5% | 3.0% |
| NET SOUTH | 24.8% | 16.0% | 28.1% |
| NET MIDWEST | 22.5% | 24.4% | 21.9% |
| NET NORTHEAST | 26.8% | 40.7% | 21.6% |
| NET WEST | 22.3% | 16.4% | 24.3% |

Q4. Please select the type of community your library is located in.

- Most respondents (45%) work in suburban schools or libraries. Another 27% work in urban communities, and 28% work in either small town or rural communities.

| | Total | Public Library | School Library |
|------------|-------|----------------|----------------|
| Total | 1151 | 322 | 826 |
| Suburban | 44.5% | 41.6% | 45.6% |
| Urban | 27.1% | 26.1% | 27.6% |
| Small town | 19.6% | 26.4% | 16.9% |
| Rural | 8.8% | 5.9% | 9.8% |

Q5. How diverse would you describe the community your library is located in?



- The largest cohort of respondents (29%) describes the community where they work as “somewhat diverse.” About 22% say their area is “very diverse” and another 24% as simply “diverse” (‘very diverse’ is predominantly located in urban areas). “Not too diverse” or “not at all diverse” was selected by nearly a quarter of respondents—particularly by small town and rural respondents.
- The starkest contrast in community diversity appears in the public versus private school comparisons. Twenty-two percent of public schools describe their community as very diverse compared to only 9% of private schools.
- Libraries in our sample from the Northeast describe their communities as the least diverse.

| | Type of Library | | | | | Type of School | | | |
|--------------------|-----------------|----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1146 | 322 | 821 | 290 | 268 | 186 | 148 | 687 | 106 |
| Very diverse | 21.5% | 24.2% | 20.6% | 17.6% | 20.1% | 28.0% | 14.2% | 22.3% | 9.4% |
| Diverse | 23.6% | 20.8% | 24.7% | 24.1% | 23.9% | 23.1% | 23.0% | 24.7% | 20.8% |
| Somewhat diverse | 29.4% | 28.6% | 29.4% | 32.8% | 33.2% | 24.7% | 28.4% | 27.5% | 40.6% |
| Not too diverse | 22.3% | 22.7% | 22.3% | 23.4% | 20.1% | 19.9% | 29.7% | 22.3% | 26.4% |
| Not at all diverse | 3.2% | 3.7% | 3.0% | 2.1% | 2.6% | 4.3% | 4.7% | 3.2% | 2.8% |

| | Location | | | | | Region | | | |
|--------------------|----------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1146 | 507 | 309 | 225 | 100 | 285 | 257 | 307 | 255 |
| Very diverse | 21.5% | 18.1% | 46.0% | 4.4% | 2.0% | 24.6% | 22.6% | 17.6% | 22.0% |
| Diverse | 23.6% | 28.0% | 25.9% | 13.3% | 18.0% | 28.1% | 21.4% | 21.2% | 24.7% |
| Somewhat diverse | 29.4% | 32.9% | 20.4% | 34.2% | 27.0% | 29.8% | 26.5% | 27.7% | 34.1% |
| Not too diverse | 22.3% | 18.1% | 7.4% | 43.1% | 42.0% | 16.1% | 25.3% | 28.3% | 17.3% |
| Not at all diverse | 3.2% | 2.8% | 0.3% | 4.9% | 11.0% | 1.4% | 4.3% | 5.2% | 2.0% |

Q6. How would you describe yourself? Check all that apply.

- The librarian profession is overwhelmingly white. Nine-in-ten respondents identified themselves exclusively as white. Hispanic/Latino and Black librarians account for about 4% each of the sample. (This question accepted multiple answers.)
- Public and private school librarians are about equally diverse-which is to say, not very diverse.
- Librarians in our sample who in urban areas or in South or West regions are less likely to be white.

| | Type of Library | | | | Type of School | | | | |
|--|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1141 | 322 | 816 | 285 | 269 | 186 | 147 | 682 | 105 |
| White only | 86.2% | 87.0% | 85.9% | 85.3% | 86.6% | 83.9% | 87.8% | 86.4% | 83.8% |
| Hispanic, Latinx, or Spanish origin | 3.7% | 4.3% | 3.4% | 2.8% | 3.7% | 5.4% | 2.7% | 3.4% | 2.9% |
| Black or African American | 3.5% | 2.8% | 3.7% | 3.5% | 2.6% | 4.8% | 4.8% | 3.8% | 2.9% |
| Asian, East Asian, or Southeast Asian origin | 1.8% | 0.6% | 2.3% | 2.8% | 0.7% | 2.7% | 2.7% | 2.1% | 3.8% |
| Native American or First Nation | 1.1% | 0.9% | 1.2% | 1.1% | 1.9% | 0.5% | 1.4% | 1.2% | 1.9% |
| Native Hawaiian or Other Pacific Islander | 0.3% | | 0.4% | | 0.7% | | 0.7% | 0.4% | |
| Other | 0.6% | 0.6% | 0.6% | 0.4% | 0.7% | 0.5% | 0.7% | 0.6% | 1.0% |
| Prefer not to answer | 3.9% | 4.7% | 3.7% | 4.9% | 3.0% | 3.2% | 3.4% | 3.4% | 5.7% |

| | Location | | | | | Region | | | |
|--|----------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1141 | 506 | 309 | 224 | 98 | 281 | 257 | 307 | 253 |
| White | 86.2% | 86.4% | 83.2% | 88.8% | 87.8% | 81.9% | 90.7% | 89.6% | 81.8% |
| Hispanic, Latinx, or Spanish origin | 3.7% | 4.2% | 3.9% | 2.2% | 4.1% | 5.3% | 1.9% | 2.9% | 4.7% |
| Black or African American | 3.5% | 3.2% | 5.5% | 3.1% | | 8.2% | 1.2% | 2.6% | 2.4% |
| Asian, East Asian, or Southeast Asian origin | 1.8% | 2.0% | 2.6% | 0.9% | 1.0% | 0.7% | 1.6% | 1.3% | 4.0% |
| Native American or First Nation | 1.1% | 1.2% | 1.0% | 1.8% | | 1.4% | 0.4% | | 2.8% |

| | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|
| Native Hawaiian or Other Pacific Islander | 0.3% | 0.4% | | 0.4% | | | 0.8% | | 0.4% |
| Other | 0.6% | 1.0% | 0.3% | | 1.0% | 0.4% | 0.8% | 0.3% | 1.2% |
| Prefer not to answer | 3.9% | 3.2% | 3.9% | 4.9% | 6.1% | 2.8% | 3.5% | 3.9% | 5.5% |

Q8. How important is it for your library to have a book collection with diverse points of view available for children and/or teens?

- The majority of librarians (81%) feel it is “very important” to have a book collection representing different points of view.
- 90% of public librarians versus 78% of school librarians feel diversity of characters is “very important” in books for children and/or teens.
- High school librarians are most likely to answer “very important.”
- Urban and suburban librarians are more likely to see the importance of diversity than small town or rural libraries.
- Librarians in the Northeast are most likely to say diversity in their collection is “very important,” which is interesting, because their communities were described as the least diverse.
- Not in table below: Librarians of color are only slightly more likely to feel that a diverse book collection is very important (83% of librarians of color vs. 82% of white librarians).

| | Type of Library | | | | | Type of School | | | |
|----------------------|-----------------|----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1154 | 324 | 827 | 290 | 272 | 188 | 148 | 692 | 106 |
| Very important | 81.0% | 89.5% | 78.1% | 75.5% | 76.1% | 84.0% | 71.6% | 78.6% | 77.4% |
| Important | 13.8% | 8.0% | 15.6% | 14.5% | 21.0% | 13.3% | 17.6% | 15.5% | 14.2% |
| Somewhat important | 4.2% | 1.9% | 5.1% | 7.9% | 2.6% | 1.6% | 8.8% | 4.6% | 7.5% |
| Not too important | 1.0% | 0.6% | 1.1% | 1.7% | 0.4% | 1.1% | 2.0% | 1.2% | 0.9% |
| Not at all important | 0.1% | | 0.1% | 0.3% | | | | 0.1% | |

| | Location | | | | | Region | | | |
|----------------------|----------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1154 | 511 | 312 | 226 | 100 | 286 | 260 | 310 | 255 |
| Very important | 81.0% | 82.8% | 91.3% | 73.9% | 58.0% | 76.2% | 83.5% | 88.4% | 76.1% |
| Important | 13.8% | 14.1% | 7.1% | 17.3% | 24.0% | 17.8% | 11.5% | 9.0% | 16.1% |
| Somewhat important | 4.2% | 2.7% | 1.3% | 6.6% | 14.0% | 5.2% | 3.8% | 2.3% | 5.5% |
| Not too important | 1.0% | 0.4% | 0.3% | 2.2% | 3.0% | 0.7% | 1.2% | 0.3% | 2.0% |
| Not at all important | 0.1% | | | | 1.0% | | | | 0.4% |
| Very important | 81.0% | 82.8% | 91.3% | 73.9% | 58.0% | 76.2% | 83.5% | 88.4% | 76.1% |

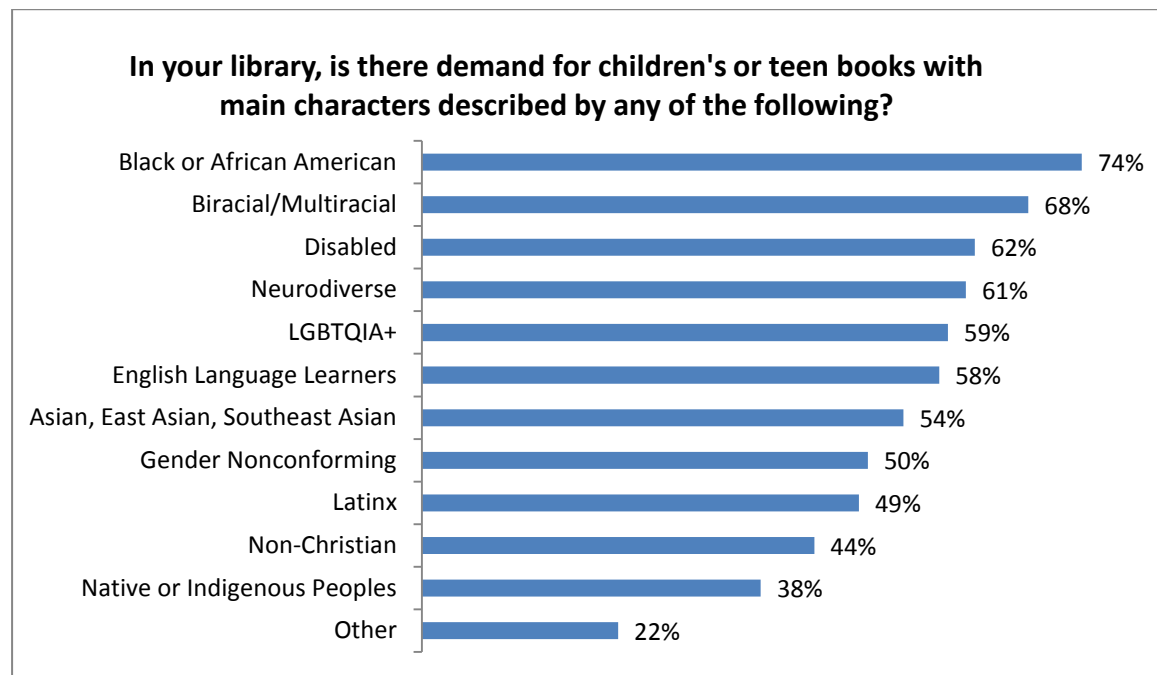
Q9. In your library, is there demand for children's or teen books with main characters described by any of the following? Please check all that apply.

- Out of a long list of diverse character descriptions, the three librarians say are most in demand by young readers are Black/African American, Biracial/Multiracial, and Disabled.
- The top three vary depending on whom or the location the library provides service to. Some examples:
 - Public libraries put LGBTQIA+ books in their top position and high schools put them in their #2. What I wouldn't expect is that rural libraries put LGBTQIA+ books in their top three.
 - Public schools and urban libraries are most likely to ELL characters in their #3 position.

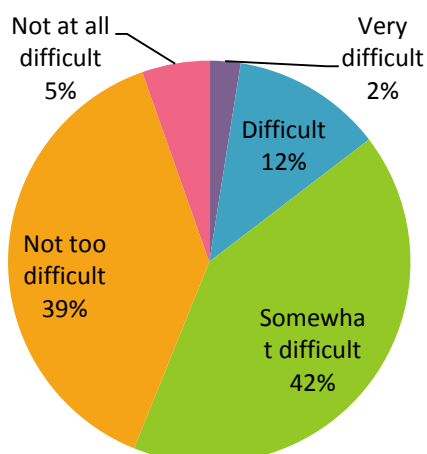
| DEMAND RANKINGS | | Type of Library | | Type of School | | | | | |
|------------------------------------|-------|-----------------|----------------|----------------|----------------|-------------|--------------|--------|---------|
| | | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| | Total | | | | | | | | |
| Black or African American | #1 | #2 | #1 | #1 | #1 | #1 | #1 | #1 | #1 |
| Biracial/Multiracial | #2 | | #2 | #2 | #2 | #3 | #2 | #2 | #2 |
| Disabled | #3 | | #3 | #3 | #3 | | #3 | | |
| Neurodiverse | | #3 | | | | | #3 | | |
| LGBTQIA+ | | #1 | | | | #2 | | | |
| English Language Learners | | | | #3 | | | | #3 | |
| Asian, East Asian, Southeast Asian | | | | | | | | | #3 |

| DEMAND RANKINGS | | Location | | | | Region | | | |
|---------------------------|-------|----------|-------|------------|-------|--------|---------|------------|------|
| | | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| | Total | | | | | | | | |
| Black or African American | #1 | #1 | #1 | #1 | #2 | #1 | #1 | #1 | #2 |
| Biracial/Multiracial | #2 | #2 | #2 | #3 | | #2 | #2 | #3 | #1 |
| Disabled | #3 | #3 | | #2 | #1 | | #3 | | |
| Neurodiverse | | #3 | | | #2 | #3 | | | |
| LGBTQIA+ | | | | | #3 | | | #2 | |
| English Language Learners | | | #3 | | | | | | #3 |

This is the entire list of diverse character descriptions we put forth and how they ranked among all respondents:



Q15. How difficult is it for you to find suitable titles to round out a diverse collection?



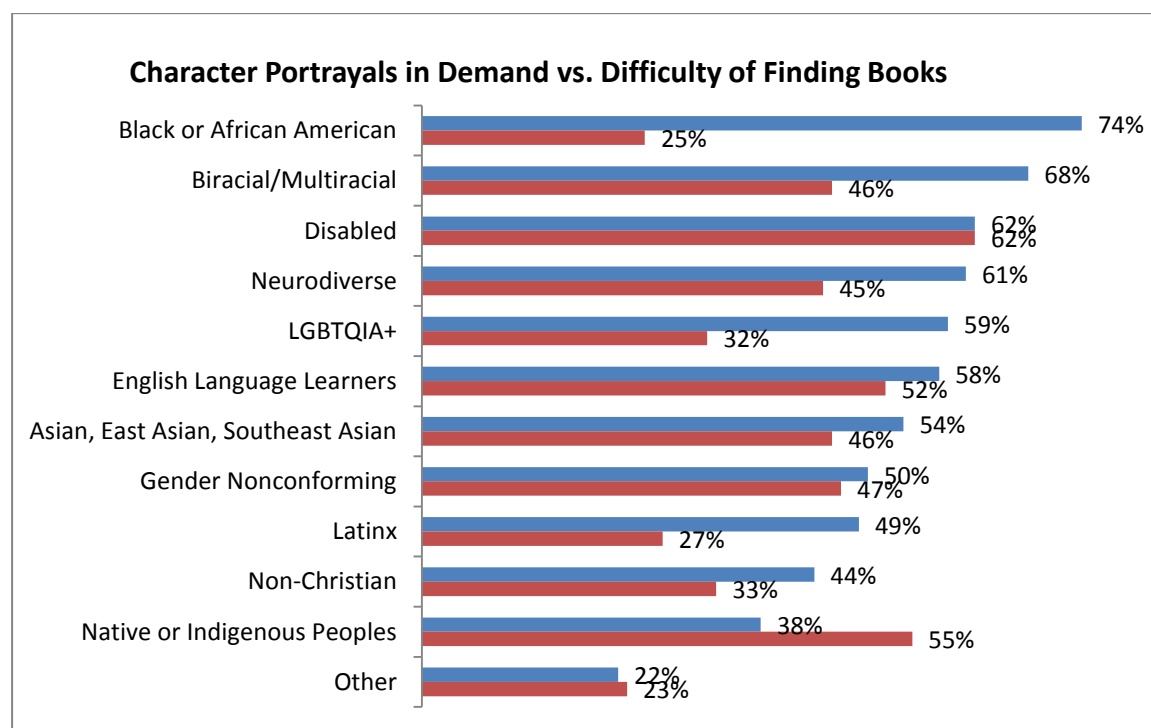
- Overall, 44% of libraries say it is “not too difficult” or “not at all difficult” to find suitable diverse titles. On the other hand, 15% of all libraries find it “very difficult” or “difficult.”
- Libraries in urban areas, private schools and elementary schools have the hardest time finding suitable titles.

| | Type of Library | | | | Type of School | | | | |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1008 | 257 | 746 | 259 | 245 | 166 | 136 | 624 | 95 |
| <u>NET Very difficult/Difficult</u> | <u>14.6%</u> | <u>12.8%</u> | <u>15.3%</u> | <u>17.4%</u> | <u>15.5%</u> | <u>11.4%</u> | <u>16.9%</u> | <u>15.2%</u> | <u>17.9%</u> |
| Very difficult | 2.5% | 3.1% | 2.1% | 2.3% | 2.4% | 1.2% | 2.2% | 2.4% | 1.1% |
| Difficult | 12.1% | 9.7% | 13.1% | 15.1% | 13.1% | 10.2% | 14.7% | 12.8% | 16.8% |
| Somewhat difficult | 41.7% | 42.4% | 41.3% | 45.9% | 37.1% | 41.0% | 42.6% | 40.7% | 38.9% |
| Not too difficult | 38.5% | 40.9% | 37.7% | 33.2% | 42.9% | 38.0% | 35.3% | 37.7% | 40.0% |
| Not at all difficult | 5.3% | 3.9% | 5.8% | 3.5% | 4.5% | 9.6% | 5.1% | 6.4% | 3.2% |

| | Location | | | | | Region | | | |
|-------------------------------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1008 | 436 | 277 | 203 | 87 | 247 | 223 | 267 | 231 |
| NET Very difficult/Difficult | 14.6% | 12.2% | 23.5% | 9.4% | 11.5% | 17.0% | 16.6% | 9.4% | 16.9% |
| Very difficult | 2.5% | 1.8% | 4.7% | 0.5% | 3.4% | 2.8% | 1.8% | 1.9% | 3.5% |
| Difficult | 12.1% | 10.3% | 18.8% | 8.9% | 8.0% | 14.2% | 14.8% | 7.5% | 13.4% |
| Somewhat difficult | 41.7% | 45.2% | 42.6% | 40.4% | 24.1% | 39.3% | 42.2% | 42.3% | 40.3% |
| Not too difficult | 38.5% | 37.2% | 29.6% | 44.3% | 58.6% | 39.7% | 33.2% | 44.6% | 37.2% |
| Not at all difficult | 5.3% | 5.5% | 4.3% | 5.9% | 5.7% | 4.0% | 8.1% | 3.7% | 5.6% |

Q16. When selecting books for your library, which of the following types of authentic character portrayals are difficult to find?

- The character portrayals that are most difficult for librarians to find are:
 - Disabled characters (The only portrayal that the same % of respondents say is in demand and difficult to find--62%.)
 - Native or Indigenous people
 - English Language Learners
- The least difficult to find are black/African American characters, Latinx, and LGBTQIA+.



- A disproportionate number of librarians responsible for purchasing **board books** say they have difficulty finding appropriate titles portraying disabled and native/indigenous people. (Data not represented in tables below.)

| DIFFICULT TO FIND RANKINGS | | Type of Library | | Type of School | | | | | |
|------------------------------------|----|-----------------|----------------|----------------|----------------|-------------|--------------|--------|---------|
| | | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Disabled | #1 | #1 | #1 | #1 | #3 | #1 | #1 | #1 | #3 |
| Native or Indigenous people | #2 | #2 | #3 | | #3 | #3 | #2 | | #1 |
| English Language Learners | #3 | #3 | #2 | #2 | #1 | #2 | | #2 | |
| Biracial/Multiracial | | | | | #2 | | #3 | #3 | |
| Neurodiverse | | | | #3 | | | | | |
| Asian, East Asian, Southeast Asian | | | | | #2 | | | | |
| Gender nonconforming | | | | | #3 | | | | #2 |

- Nearly three-quarters of public librarians and librarians located in the west say that books with disabled characters are difficult to find.

| DIFFICULT TO FIND RANKINGS | Location | | | | | Region | | | |
|------------------------------------|----------|----------|-------|------------|-------|--------|---------|------------|------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Disabled | #1 | #1 | #1 | #1 | #1 | #1 | #1 | #1 | #1 |
| Native or Indigenous | #2 | #2 | #3 | #2 | #2 | #3 | #2 | #2 | #2 |
| English Language Learners | #3 | #3 | #2 | | #1 | #2 | #3 | | #3 |
| Biracial/Multiracial | | | | | | | #2 | | |
| Neurodiverse | | | | | #3 | | | | |
| Asian, East Asian, Southeast Asian | | | | | | | | | |
| Gender Nonconforming | | | | #3 | | | | #3 | |

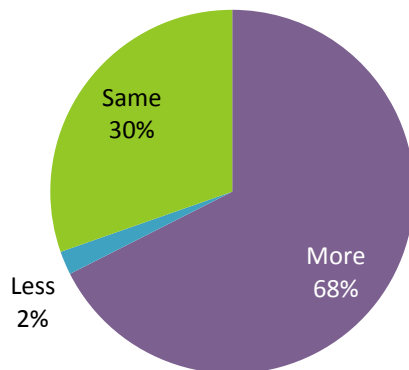
Comments: Other Character Portrayals that are difficult to find:

- Middle Eastern
- Spanish language
- Age-appropriate materials on controversial issues like sex and sexuality.
- All of the above, but it's getting easier. More publishers are focusing on diversity, including Marvel. "Asian" selection above does not include manga.
- Any of the above are extremely difficult to find in non-fiction illustrations!
- Arab American
- Arabic, Hindi, Vietnamese, Laotian, Chinese
- Armenian genocide
- Atheism
- Black BOYS
- Black characters with the same everyday problems as white characters
- Black, but NOT AMERICAN: ie Haitian, Jamaican, South African, etc.
- Books appropriate for elementary students that are not with a middle school setting or issues
- Books in French with diverse characters
- Can usually find books on most topics, but not all are quality
- Cannot select any LGBTQIA+ or gender nonconforming, too many books include these with other characters
- Caribbean
- Caribbean or South American
- Chin/Burmese
- Christian
- First Nations for Canada

| |
|---|
| <ul style="list-style-type: none"> • Haitian Creole |
| <ul style="list-style-type: none"> • High interest low level |
| <ul style="list-style-type: none"> • Hmong |
| <ul style="list-style-type: none"> • I don't specifically seek out books portraying a type of character. I look for quality books and try to get a balance of cultures represented. |
| <ul style="list-style-type: none"> • I find it particularly difficult to find LGBTQIA books that are either early readers or short chapter books. I am able to find picture books and middle grade but little in between. |
| <ul style="list-style-type: none"> • In particular female to make gender nonconforming is difficult to find because characters are often portrayed as Tom boys rather than gender nonconforming |
| <ul style="list-style-type: none"> • In some areas I may have only one, but that is not the end of the search. |
| <ul style="list-style-type: none"> • Islamic characters, MODERN Native Americans, African and Middle Eastern children who are NOT victims of extreme poverty and war |
| <ul style="list-style-type: none"> • It is more difficult to find QUALITY literature in QUANTITY that meets many of these criteria. We are only recently seeing a rise in authors tackling some of these areas and in other areas there just aren't any authors representing that culture. Some parents want African American books written by African Americans, but there are so many out there. I can't produce authors to write authentic accounts. I can only purchase what is available. |
| <ul style="list-style-type: none"> • It is becoming much easier to find most of the points of view |
| <ul style="list-style-type: none"> • It's hard to find good nonfiction books at a beginning level |
| <ul style="list-style-type: none"> • LGBTQIA+ for middle grade readers |
| <ul style="list-style-type: none"> • LGBTQIA+ that are middle school "appropriate" |
| <ul style="list-style-type: none"> • Mental health diagnoses |
| <ul style="list-style-type: none"> • Middle Eastern voices, Muslim authors |
| <ul style="list-style-type: none"> • Middle Eastern, Arab, Muslim |
| <ul style="list-style-type: none"> • Muslim |
| <ul style="list-style-type: none"> • Non-historical fiction about all non-white racial groups |
| <ul style="list-style-type: none"> • None of these character portrayals are particularly difficult to find, but the proportion of their appearance in books does not reflect reality |
| <ul style="list-style-type: none"> • Nonfiction books with non-white individuals featured in the photographs. For example, books about volleyball or computer science and all of the individuals are white. |
| <ul style="list-style-type: none"> • Pacific Islander |
| <ul style="list-style-type: none"> • Pacific Islander characters are difficult to find in books. I asked Mackin to compile a bibliography for me but they also acknowledged that there aren't a ton of titles out there. |
| <ul style="list-style-type: none"> • Pacific Islander, South and Central American |
| <ul style="list-style-type: none"> • Pacific Islander/Pacific Islander Americans are the least represented ethnic group I have come across |
| <ul style="list-style-type: none"> • Pacific Islanders |
| <ul style="list-style-type: none"> • Samoan / Hawaiian |
| <ul style="list-style-type: none"> • Socioeconomic |

- Some representation is definitely harder to find than others but sometimes even for representation I can find I only find it in one type of story.
- Specifically Christian YA are harder to find than Non-Christian maybe because reviews don't focus on it.
- Stories that are interesting to students and not just checking the box of being "diverse." Students have to enjoy the story first and foremost.
- The difficulty in finding most books is that the voice has to be authentic and they have to be well written.
- The selection of books on diverse topics seems to be easier with every passing year. When I see them, if the reviews sound good, I buy them.
- There seems to be a boom in diversity for YA, though I find less available for younger readers (that may be marketing and my perception versus reality), though I am also wary of publishers promoting books based on positive social stances while lacking in story quality, which has resulted in books that do not connect with students.
- This looks very different depending on what level of book you're looking for. It's much easier, for example, to find LGBT books for teens than it is for middle grade readers. It also depends on what you're looking for in terms of representation of time period. For example, if I wanted lots of books about being Jewish during the Holocaust or a Native American in the 1800's I'm all set, not so much with contemporary characters.
- Transgender male protagonists (they all seem to be transgender female)
- Truly, there aren't enough.
- We need more books with these characters. It's the number of titles, not the realization of voices.
- When I think of my needs K-8, I can't find everything I need. For example, yesterday I had a third grader who wanted a fantasy book with a Black boy as the main character. So even if we see Black teens in popular YA, it doesn't mean that across the board this group is easy to find.
- any of the above subjects at an elementary level that is not didactic or patronizing
- appropriate for grade level is the harder problem
- authentic character portrayals that are NOT all about facing adversity (i.e. funny romance with biracial/person of color LGBTQ+ characters)
- beginning chapter books that represent black and biracial boys.
- books for YA that are conservative yet have a black/Hispanic/biracial character
- books using sign language to tell a story, not a sign language dictionary
- diverse perspectives within a Canadian context
- gender non-conforming in the middle grade section is tough.
- non-white authors are sometimes hard to find
- physical is hard to find, mental is not.
- reading levels to support classroom instruction

Q10a. Compared to last year, would you say your library has purchased more, less, or about the same number of books with diverse characters for children and/or teens this year?



- 68% of the total sample reports that they have purchased more children's/YA books with diverse characters in the last year.
- Segments that are above the average when it comes to purchasing more diverse books:
 - Public libraries
 - Private schools
 - Urban & Suburban communities
 - Libraries in the Northeast
- In Canada (not represented in table), 83% of respondents have purchased more.

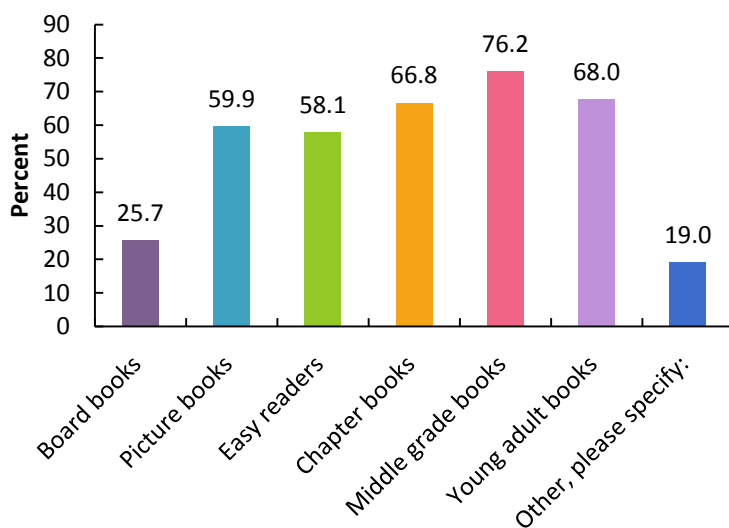
| | Type of Library | | | | | Type of School | | | |
|-------|-----------------|----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1110 | 304 | 802 | 281 | 263 | 182 | 145 | 674 | 100 |
| More | 67.7% | 73.4% | 65.6% | 62.3% | 69.2% | 61.0% | 66.9% | 64.1% | 74.0% |
| Less | 2.1% | 0.7% | 2.6% | 5.3% | 2.7% | 1.6% | 0.7% | 3.0% | 1.0% |
| Same | 30.3% | 26.0% | 31.8% | 32.4% | 28.1% | 37.4% | 32.4% | 32.9% | 25.0% |

| | Location | | | | | Region | | | |
|-------|----------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1110 | 490 | 298 | 219 | 98 | 277 | 249 | 293 | 249 |
| More | 67.7% | 70.4% | 71.8% | 61.6% | 55.1% | 69.0% | 63.9% | 73.0% | 61.0% |
| Less | 2.1% | 1.6% | 3.0% | 1.4% | 3.1% | 2.9% | 1.2% | 1.4% | 3.2% |
| Same | 30.3% | 28.0% | 25.2% | 37.0% | 41.8% | 28.2% | 34.9% | 25.6% | 35.7% |

Q12. Are you involved in the recommendation or selection of children's/young adult books for your library?

- 98% of respondents are involved in the recommendation or purchasing process of children's/young adult books for their library. 84% are the final decision makers.
- The only segment in our sample where respondents are less likely to be final decision makers is public libraries—where 96% are involved in the process, but only 71% are final decision makers.

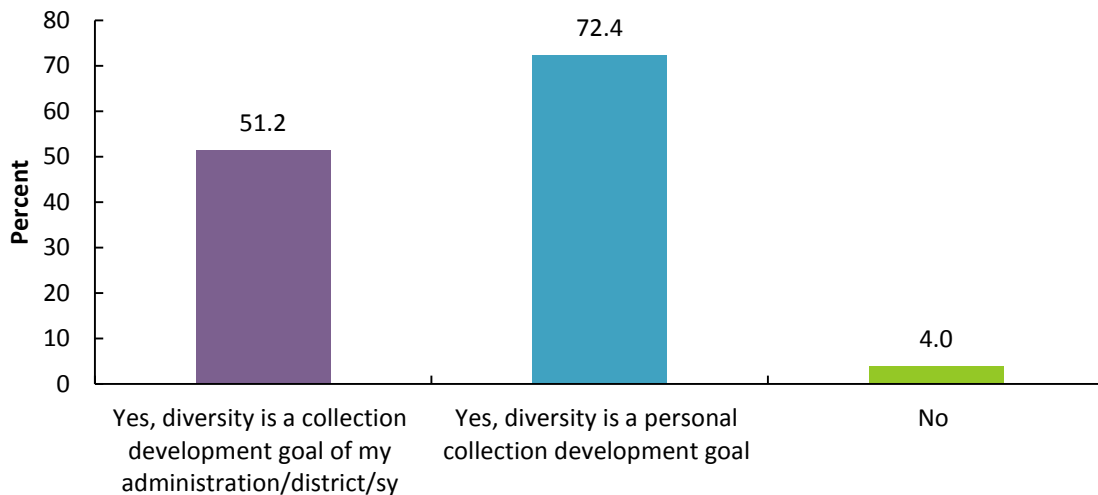
Q13. What types of books are you involved in recommending or purchasing for your library? Please check all that apply.



- Middle grade books are most commonly purchased by all library types.
- Board books are mostly purchased by public libraries and 'other' schools, which often includes PreK-12.

| | Type of Library | | | | Type of School | | | | |
|---|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1027 | 262 | 760 | 263 | 247 | 172 | 138 | 637 | 96 |
| Middle grade books | 76.2% | 75.2% | 76.6% | 77.2% | 100.0% | 36.6% | 93.5% | 75.7% | 80.2% |
| Young adult books | 68.0% | 69.5% | 67.5% | 17.5% | 94.7% | 98.8% | 85.5% | 65.6% | 75.0% |
| Chapter books | 66.8% | 69.5% | 65.7% | 99.6% | 54.3% | 20.3% | 84.1% | 65.0% | 66.7% |
| Picture books | 59.9% | 66.4% | 57.5% | 97.7% | 30.0% | 22.1% | 78.3% | 56.2% | 60.4% |
| Easy readers | 58.1% | 64.5% | 55.5% | 98.9% | 27.5% | 14.0% | 79.7% | 54.2% | 60.4% |
| Board books | 25.7% | 59.9% | 13.8% | 24.0% | 2.8% | 4.7% | 26.1% | 12.7% | 17.7% |
| Other (includes NF, graphic novels, etc.) | 19.0% | 19.1% | 18.8% | 12.2% | 13.8% | 32.6% | 21.0% | 17.4% | 27.1% |

Q14a. Is diversifying your collection an intentional part of your collection development/selection goals? Please check all that apply.



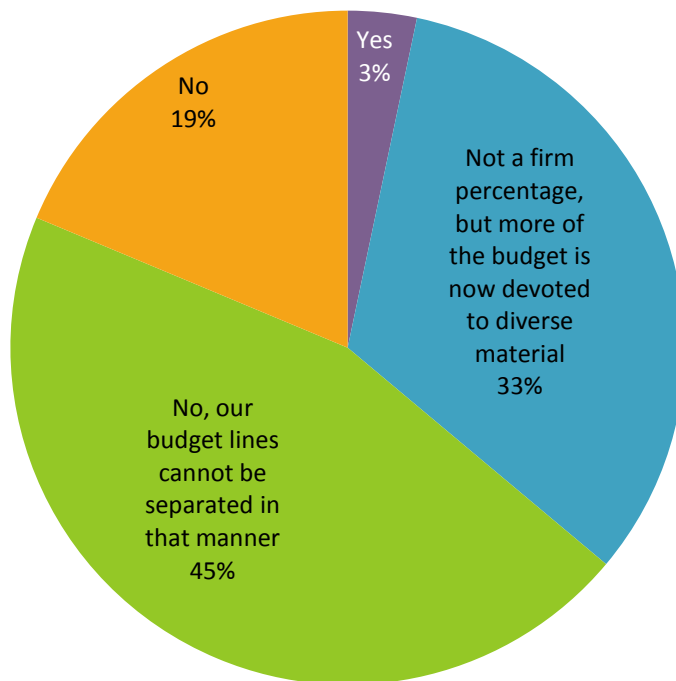
- Just over half of libraries (51%) have intentional, admin-sanctioned diversity collection development goals. (This rises to 68% in urban communities and 65% in private schools.)
- A larger percentage of librarians (72%--the question accepted multiple answers) take it upon themselves to provide a diverse collection. The net diversity goal percentage is a healthy 96%.
- Places where you are less likely to encounter intentional a push toward diversity are in rural areas and small towns. It should be noted that 72% of rural and 80% of small town librarians set a personal goal of diversity; it is their administrations/districts/systems that lag behind.

| | | Type of Library | | | | Type of School | | | |
|------------------------------------|-------|-----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1011 | 259 | 747 | 259 | 245 | 167 | 136 | 625 | 95 |
| NET YES | 96.0% | 97.7% | 95.4% | 93.8% | 97.1% | 95.8% | 94.9% | 95.5% | 95.8% |
| Yes, as per admin/district /system | 51.2% | 54.4% | 49.9% | 52.9% | 46.5% | 50.3% | 49.3% | 47.7% | 65.3% |
| Yes, personal goal | 72.4% | 75.7% | 71.4% | 69.9% | 74.3% | 70.7% | 69.1% | 72.8% | 64.2% |
| No | 4.0% | 2.3% | 4.6% | 6.2% | 2.9% | 4.2% | 5.1% | 4.5% | 4.2% |

| | | Location | | | | Region | | | |
|------------------------------------|-------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1011 | 439 | 276 | 204 | 87 | 248 | 224 | 268 | 231 |
| NET YES | 96.0% | 97.0% | 98.9% | 94.6% | 86.2% | 96.0% | 94.2% | 98.1% | 95.2% |
| Yes, as per admin/district /system | 51.2% | 54.7% | 68.1% | 32.8% | 24.1% | 51.6% | 50.4% | 48.9% | 52.8% |
| Yes, personal goal | 72.4% | 72.2% | 67.8% | 79.9% | 72.4% | 73.4% | 70.1% | 76.9% | 70.6% |
| No | 4.0% | 3.0% | 1.1% | 5.4% | 13.8% | 4.0% | 5.8% | 1.9% | 4.8% |

Q14b. Do you set aside a certain percentage of your budget to purchase books with diverse characters?

- 64% of libraries do not set aside a certain percentage. (However, most of these admitted that their budget lines cannot be separated in this manner.)
- Only 3% of respondents set a firm percentage to devote to books with diverse characters.
- A third of respondents do not devote a set percentage, but report that more of their materials budget is now devoted to representing diversity.



- School libraries are much more likely than public libraries to devote a set percentage of their funding toward diverse books.
- Not surprisingly, libraries in urban communities are more committed to setting aside funds to represent diversity.

| | Type of Library | | | | Location | | | School Type | |
|----------------------------------|-----------------|----------------|----------------|----------|----------|------------|-------|-------------|---------|
| | Total | Public Library | School Library | Suburban | Urban | Small Town | Rural | Public | Private |
| Total | 964 | 248 | 711 | 423 | 270 | 192 | 75 | 595 | 91 |
| Yes | 3.3% | 1.6% | 4.1% | 2.4% | 6.7% | 1.6% | 1.3% | 3.9% | 5.5% |
| Not a firm %, but more of budget | 32.6% | 19.8% | 37.0% | 34.0% | 40.0% | 22.9% | 24.0% | 37.5% | 37.4% |
| No, cannot separate out | 45.3% | 61.7% | 39.8% | 44.4% | 37.8% | 52.1% | 57.3% | 39.2% | 39.6% |
| No | 18.8% | 16.9% | 19.1% | 19.1% | 15.6% | 23.4% | 17.3% | 19.5% | 17.6% |

Q14c. Approximately what percentage of your annual book budget is devoted to diverse books?

- An estimated average of 39% of their annual book budget (34% in public libraries and 39% in school libraries) is spent on diverse books.
- Rural areas had the lowest percentage (28%) and libraries in the West had the highest (44%).

| | Type of Library | | | | Type of School | | | | |
|------------------|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 289 | 30 | 258 | 103 | 68 | 56 | 47 | 218 | 35 |
| < 20% | 12.1% | 10.0% | 12.0% | 10.7% | 8.8% | 14.3% | 12.8% | 11.9% | 14.3% |
| 20%-29% | 24.6% | 30.0% | 24.0% | 23.3% | 25.0% | 28.6% | 25.5% | 24.8% | 22.9% |
| 30%-39% | 18.0% | 26.7% | 17.1% | 19.4% | 19.1% | 14.3% | 12.8% | 17.4% | 14.3% |
| 40%-59% | 27.3% | 23.3% | 27.9% | 29.1% | 32.4% | 21.4% | 27.7% | 25.7% | 34.3% |
| 60%-79% | 12.5% | 10.0% | 12.8% | 10.7% | 11.8% | 12.5% | 17.0% | 13.8% | 8.6% |
| 80%+ | 5.5% | | 6.2% | 6.8% | 2.9% | 8.9% | 4.3% | 6.4% | 5.7% |
| Average % | 38.7 | 34.2 | 39.3 | 39.4 | 38.6 | 39.4 | 38.7 | 39.3 | 38.3 |

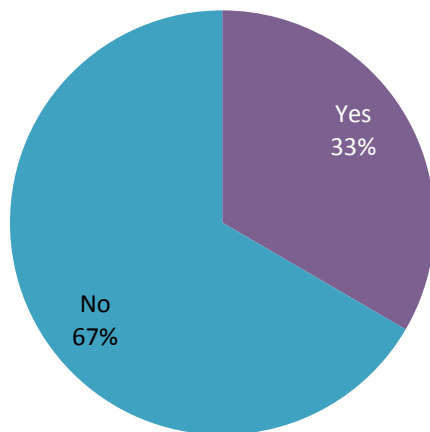
| | Location | | | | Region | | | | |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 289 | 125 | 107 | 40 | 17 | 93 | 59 | 51 | 73 |
| < 20% | 12.1% | 13.6% | 9.3% | 12.5% | 17.6% | 12.9% | 11.9% | 15.7% | 8.2% |
| 20%-29% | 24.6% | 23.2% | 21.5% | 30.0% | 41.2% | 25.8% | 27.1% | 23.5% | 21.9% |
| 30%-39% | 18.0% | 21.6% | 10.3% | 27.5% | 17.6% | 23.7% | 16.9% | 11.8% | 11.0% |
| 40%-59% | 27.3% | 31.2% | 26.2% | 20.0% | 23.5% | 22.6% | 22.0% | 31.4% | 37.0% |
| 60%-79% | 12.5% | 5.6% | 24.3% | 7.5% | | 10.8% | 13.6% | 15.7% | 13.7% |
| 80%+ | 5.5% | 4.8% | 8.4% | 2.5% | | 4.3% | 8.5% | 2.0% | 8.2% |
| Average % | 38.7 | 35.3 | 45.9 | 34.6 | 27.9 | 36.8 | 39.2 | 37.6 | 43.5 |

Q17. What sources do you use to discover diverse books for children and teens?
Please check all that apply.

- *School Library Journal* is the #1 source for information about diverse books. (Keep in mind the survey was advertised to *SLJ* newsletter subscribers and social media followers.)
- Word of mouth, *Booklist*, and various blogs (not identified by name) are the next most common methods to discover diverse books.
- We Need Diverse Books is more commonly used by public librarians than by school librarians.

| | | Type of Library | | | | Type of School | | | |
|--------------------------|-------|-----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1002 | 257 | 740 | 258 | 244 | 165 | 133 | 619 | 94 |
| <i>SLJ</i> | 91.4% | 91.4% | 91.5% | 89.1% | 94.7% | 91.5% | 91.7% | 91.0% | 96.8% |
| Word of mouth | 67.4% | 69.6% | 67.0% | 69.0% | 64.8% | 63.0% | 64.7% | 66.7% | 72.3% |
| <i>Booklist</i> | 63.3% | 73.2% | 59.9% | 55.4% | 60.2% | 63.6% | 60.9% | 58.0% | 75.5% |
| Blogs | 63.2% | 71.2% | 60.5% | 62.4% | 56.6% | 58.8% | 64.7% | 57.5% | 78.7% |
| We Need Diverse Books | 59.4% | 68.5% | 56.6% | 53.5% | 56.6% | 57.6% | 60.2% | 53.6% | 76.6% |
| Goodreads | 55.6% | 56.4% | 55.5% | 46.9% | 57.0% | 63.6% | 57.1% | 55.6% | 55.3% |
| Social media | 52.8% | 58.4% | 51.2% | 50.4% | 52.5% | 46.7% | 52.6% | 51.4% | 50.0% |
| Amazon | 48.8% | 49.8% | 48.2% | 46.9% | 47.1% | 48.5% | 48.9% | 47.3% | 53.2% |
| Junior Library Guild | 45.0% | 21.0% | 53.6% | 51.2% | 55.3% | 57.0% | 46.6% | 56.9% | 34.0% |
| <i>Horn Book</i> | 43.4% | 52.5% | 40.0% | 49.6% | 35.7% | 26.1% | 50.4% | 36.8% | 57.4% |
| <i>Kirkus</i> | 41.4% | 66.1% | 32.7% | 31.4% | 32.8% | 33.9% | 36.1% | 31.2% | 40.4% |
| Wholesalers/Distributors | 40.3% | 35.4% | 42.2% | 41.9% | 36.5% | 43.0% | 49.6% | 44.3% | 26.6% |
| Publishers | 39.9% | 47.1% | 37.6% | 42.2% | 33.2% | 32.7% | 40.6% | 36.8% | 38.3% |
| Local bookstores | 38.2% | 25.3% | 42.8% | 49.6% | 38.1% | 40.0% | 42.1% | 41.0% | 54.3% |
| Prof Orgs | 30.3% | 36.2% | 28.6% | 27.1% | 25.8% | 24.8% | 37.6% | 26.5% | 43.6% |
| Other | 14.7% | 12.8% | 15.3% | 15.5% | 15.6% | 16.4% | 15.8% | 15.0% | 18.1% |

Q18. Do you need additional resources or information to help you select diverse books?

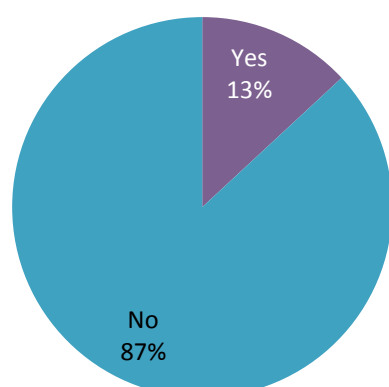


- One-third of the sample feels they need additional resources to help them select diverse books.
- Elementary school librarians are more likely to need additional sources, middle school librarians are less likely. Small town librarians are also less likely to require additional resources.

| | | Type of Library | | | | Type of School | | | |
|-------|-------|-----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 997 | 256 | 736 | 258 | 242 | 164 | 131 | 615 | 94 |
| Yes | 33.4% | 35.2% | 33.0% | 41.5% | 26.9% | 33.5% | 29.0% | 33.2% | 35.1% |
| No | 66.6% | 64.8% | 67.0% | 58.5% | 73.1% | 66.5% | 71.0% | 66.8% | 64.9% |

| | | Location | | | | Region | | | |
|-------|-------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 997 | 433 | 271 | 202 | 86 | 244 | 220 | 263 | 230 |
| Yes | 33.4% | 33.5% | 39.5% | 25.2% | 31.4% | 27.9% | 36.4% | 32.3% | 36.5% |
| No | 66.6% | 66.5% | 60.5% | 74.8% | 68.6% | 72.1% | 63.6% | 67.7% | 63.5% |

Q19. Have you ever declined to buy a book with diverse character(s) because of the potential for a book challenge?



- The potential for a book challenge has kept 13% of respondents from buying a book with a diverse character.
- School librarians are more likely than public librarians to decline a book because of the potential for a challenge. Private schools are more likely than public schools. Elementary schools are more likely than schools serving older children. Rural schools are more likely than urban schools.

| | Type of Library | | | | Type of School | | | | |
|-------|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 990 | 255 | 730 | 255 | 240 | 162 | 132 | 609 | 94 |
| Yes | 13.1% | 3.5% | 16.4% | 20.0% | 19.2% | 11.7% | 13.6% | 14.4% | 26.6% |
| No | 86.9% | 96.5% | 83.6% | 80.0% | 80.8% | 88.3% | 86.4% | 85.6% | 73.4% |

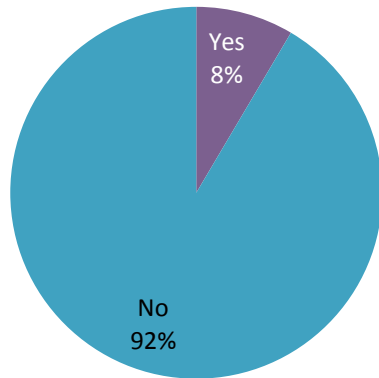
| | Location | | | | Region | | | | |
|-------|----------|----------|-------|------------|--------|-------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 990 | 429 | 270 | 201 | 85 | 241 | 219 | 261 | 229 |
| Yes | 13.1% | 13.1% | 9.3% | 15.4% | 20.0% | 17.8% | 11.9% | 6.9% | 16.2% |
| No | 86.9% | 86.9% | 90.7% | 84.6% | 80.0% | 82.2% | 88.1% | 93.1% | 83.8% |

Q20. How do you promote your library's diverse book collection? Please check all that apply.

- Displays are the #1 method of promoting books representing diverse characters. Word of mouth with faculty and with students/youth are also popular methods.
- Readers' advisory is a close second with public librarians.
- Elementary school libraries second most popular method is through instruction.

| | | Type of Library | | | | Type of School | | | |
|----------------------------------|-------|-----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1007 | 264 | 739 | 259 | 246 | 167 | 131 | 618 | 93 |
| Displays | 83.2% | 86.4% | 82.3% | 79.2% | 82.1% | 85.0% | 78.6% | 81.2% | 88.2% |
| Word of mouth with faculty/staff | 65.0% | 55.3% | 68.6% | 69.1% | 65.4% | 66.5% | 68.7% | 68.3% | 72.0% |
| Readers' advisory with youth | 54.1% | 75.4% | 47.2% | 42.1% | 48.8% | 53.9% | 47.3% | 44.0% | 68.8% |
| Library instruction | 46.4% | 14.8% | 57.6% | 70.7% | 49.6% | 42.5% | 55.7% | 56.1% | 66.7% |
| Social media | 24.5% | 36.7% | 20.3% | 15.4% | 21.1% | 34.1% | 13.7% | 20.4% | 19.4% |
| Curricular suggestions to admin | 15.0% | 12.9% | 16.0% | 17.4% | 11.8% | 11.4% | 26.0% | 12.9% | 36.6% |
| Emails | 13.9% | 8.7% | 15.8% | 14.7% | 8.5% | 22.8% | 20.6% | 13.4% | 34.4% |
| Workshop/PD with faculty/staff | 13.2% | 9.8% | 14.2% | 18.9% | 7.3% | 15.0% | 16.8% | 13.3% | 19.4% |
| Newsletters | 13.0% | 15.9% | 11.9% | 10.4% | 9.8% | 16.8% | 12.2% | 10.8% | 18.3% |
| Dedicated shelves | 10.5% | 8.3% | 11.5% | 10.8% | 10.2% | 13.8% | 11.5% | 11.3% | 10.8% |
| Booktalks (write-in answer) | 3.0% | 1.5% | 3.5% | 1.9% | 4.5% | 2.4% | 5.3% | 3.7% | 1.1% |
| Other | 13.9% | 18.9% | 12.0% | 9.3% | 11.4% | 12.6% | 15.3% | 11.7% | 14.0% |
| None of the above | 4.5% | 4.2% | 4.6% | 5.8% | 5.7% | 6.0% | 2.3% | 5.3% | 1.1% |

Q21a. Do you shelve any types of books with diverse content separately from your regular collections (e.g., LGBTQIA+ section, multicultural picture book section, urban/street lit section, etc.)?

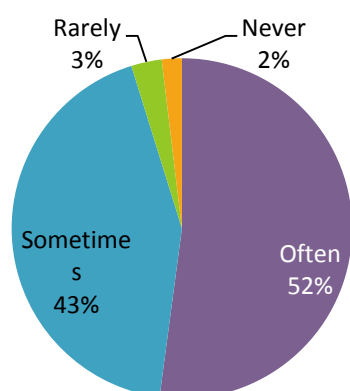


- About 8% of libraries shelve some books with diverse content separately from other collections. This is slightly more common in public libraries than in schools; 11% of public libraries and 7% of schools.
- Libraries in urban locations are the most likely to shelve books separately.

| | Type of Library | | | | Type of School | | | | |
|-------|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1009 | 264 | 741 | 258 | 247 | 168 | 132 | 619 | 94 |
| Yes | 8.5% | 11.4% | 7.4% | 8.9% | 8.1% | 8.3% | 2.3% | 7.8% | 3.2% |
| No | 91.5% | 88.6% | 92.6% | 91.1% | 91.9% | 91.7% | 97.7% | 92.2% | 96.8% |

| | Location | | | | Region | | | | |
|-------|----------|----------|-------|------------|--------|-------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1009 | 438 | 276 | 203 | 87 | 247 | 227 | 263 | 232 |
| Yes | 8.5% | 6.8% | 13.0% | 7.9% | 3.4% | 8.9% | 9.7% | 6.5% | 7.3% |
| No | 91.5% | 93.2% | 87.0% | 92.1% | 96.6% | 91.1% | 90.3% | 93.5% | 92.7% |

Q22. When conducting readers' advisory, how frequently do you recommend books with characters having different backgrounds than the reader (e.g., race, sexual identity, or disabilities)?

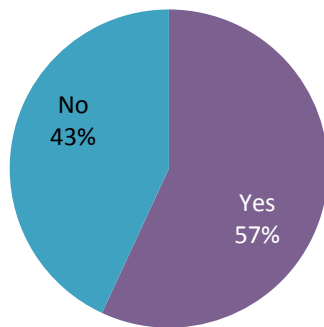


- Over half of respondents “often” recommend books with characters of different backgrounds.
- Almost no public librarians responded with “rarely” or “never.”
- Librarians in the Western region are most likely to respond that they “often” recommend books with characters having different backgrounds (61%).
- Rural libraries and libraries in the South had the highest percentages of “Rarely” or “Never.”

| | Type of Library | | | | Type of School | | | | |
|-----------|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 987 | 263 | 720 | 251 | 238 | 163 | 130 | 600 | 93 |
| Often | 51.9% | 49.4% | 52.9% | 53.0% | 52.9% | 55.2% | 49.2% | 52.8% | 53.8% |
| Sometimes | 43.3% | 49.0% | 41.0% | 39.4% | 41.2% | 40.5% | 43.8% | 41.2% | 43.0% |
| Rarely | 2.9% | 0.8% | 3.8% | 4.4% | 3.4% | 2.5% | 5.4% | 3.5% | 2.2% |
| Never | 1.9% | 0.8% | 2.4% | 3.2% | 2.5% | 1.8% | 1.5% | 2.5% | 1.1% |

| | Location | | | | Region | | | | |
|-----------|----------|----------|-------|------------|--------|-------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 987 | 428 | 271 | 199 | 84 | 242 | 227 | 258 | 221 |
| Often | 51.9% | 50.9% | 58.7% | 46.7% | 48.8% | 45.9% | 48.9% | 54.3% | 60.6% |
| Sometimes | 43.3% | 45.8% | 36.5% | 47.7% | 40.5% | 44.2% | 48.0% | 44.2% | 34.4% |
| Rarely | 2.9% | 1.6% | 3.3% | 3.5% | 7.1% | 6.2% | 1.8% | 0.8% | 2.7% |
| Never | 1.9% | 1.6% | 1.5% | 2.0% | 3.6% | 3.7% | 1.3% | 0.8% | 2.3% |

Q23a. Are you familiar with the term, “Own Voices”?

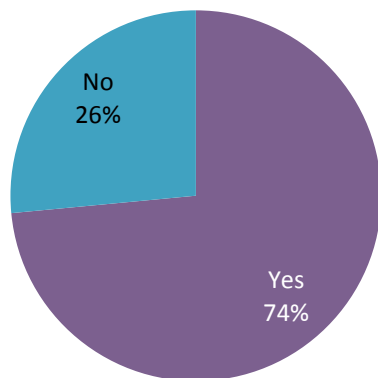


- Public librarians are significantly more aware of the meaning of ‘Own Voices’ than school librarians are (72% vs. 52%).

| | Type of Library | | | | Type of School | | | | |
|-------|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1006 | 265 | 737 | 255 | 247 | 167 | 132 | 615 | 94 |
| Yes | 56.9% | 71.7% | 51.8% | 47.1% | 55.1% | 50.3% | 53.8% | 50.6% | 56.4% |
| No | 43.1% | 28.3% | 48.2% | 52.9% | 44.9% | 49.7% | 46.2% | 49.4% | 43.6% |

| | Location | | | | Region | | | | |
|-------|----------|----------|-------|------------|--------|-------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1006 | 434 | 277 | 203 | 87 | 247 | 225 | 263 | 231 |
| Yes | 56.9% | 57.8% | 59.9% | 54.7% | 48.3% | 52.2% | 61.3% | 60.1% | 55.4% |
| No | 43.1% | 42.2% | 40.1% | 45.3% | 51.7% | 47.8% | 38.7% | 39.9% | 44.6% |

Q23b. [if yes] Do you intentionally look for “Own Voices” titles for your collection?

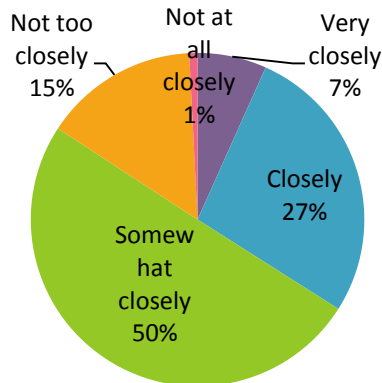


- Public librarians, private school librarians, and urban libraries are most likely to seek out “Own Voices” titles.
- Even if they are aware of “Own Voices,” librarians in the South and in rural areas are less likely to intentionally look for such titles.

| | | Type of Library | | | | Type of School | | | |
|-------|-------|-----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 560 | 180 | 379 | 119 | 135 | 83 | 70 | 309 | 52 |
| Yes | 73.6% | 78.9% | 71.0% | 69.7% | 66.7% | 72.3% | 77.1% | 69.3% | 78.8% |
| No | 26.4% | 21.1% | 29.0% | 30.3% | 33.3% | 27.7% | 22.9% | 30.7% | 21.2% |

| | | Location | | | | Region | | | |
|-------|-------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 560 | 246 | 162 | 109 | 41 | 125 | 133 | 157 | 126 |
| Yes | 73.6% | 74.4% | 77.8% | 71.6% | 61.0% | 66.4% | 75.9% | 75.8% | 73.8% |
| No | 26.4% | 25.6% | 22.2% | 28.4% | 39.0% | 33.6% | 24.1% | 24.2% | 26.2% |

Q24. How closely would you say your library's book collection reflects your community demographic?

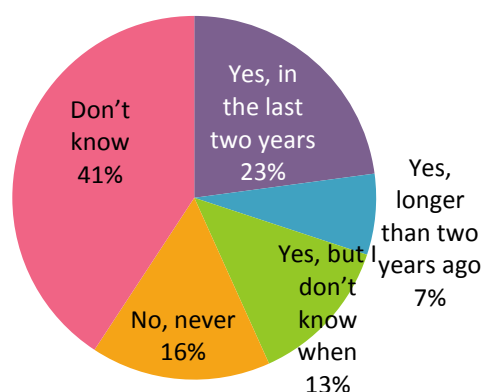


- About 34% of both public and schools librarians feel their collection reflects their community demographic “very closely” or “closely.” About 16% admit that their collection is “not too” or “not at all close” to the community demographic.
- Urban schools and “other” types of schools (usually K-8 or K-12) are less likely to reflect the community.
- Nearly half of rural schools (49%) say their collections reflect their communities.

| | Type of Library | | | | | Type of School | | | |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 997 | 262 | 731 | 255 | 245 | 165 | 130 | 611 | 92 |
| <u>NET Very Closely/Closely</u> | <u>34.0%</u> | <u>34.0%</u> | <u>34.1%</u> | <u>34.1%</u> | <u>29.4%</u> | <u>39.4%</u> | <u>33.1%</u> | <u>34.4%</u> | <u>33.7%</u> |
| Very closely | 6.6% | 5.7% | 7.0% | 8.6% | 4.9% | 8.5% | 4.6% | 7.4% | 4.3% |
| Closely | 27.4% | 28.2% | 27.1% | 25.5% | 24.5% | 30.9% | 28.5% | 27.0% | 29.3% |
| Somewhat closely | 50.4% | 51.9% | 49.9% | 51.0% | 54.7% | 50.3% | 46.2% | 49.8% | 47.8% |
| Not too closely | 14.8% | 13.4% | 15.2% | 14.1% | 14.7% | 10.3% | 20.0% | 15.1% | 17.4% |
| Not at all closely | 0.8% | 0.8% | 0.8% | 0.8% | 1.2% | | 0.8% | 0.8% | 1.1% |
| <u>NET Not too/Not at all</u> | <u>15.6%</u> | <u>14.1%</u> | <u>16.0%</u> | <u>14.9%</u> | <u>15.9%</u> | <u>10.3%</u> | <u>20.8%</u> | <u>15.9%</u> | <u>18.5%</u> |

| | Location | | | | | Region | | | |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 997 | 431 | 275 | 201 | 86 | 245 | 226 | 257 | 229 |
| <u>NET Very Closely/Closely</u> | <u>34.0%</u> | <u>31.1%</u> | <u>33.1%</u> | <u>34.8%</u> | <u>48.8%</u> | <u>33.5%</u> | <u>33.2%</u> | <u>33.9%</u> | <u>34.5%</u> |
| Very closely | 6.6% | 5.3% | 7.3% | 7.5% | 9.3% | 6.1% | 4.9% | 5.8% | 10.5% |
| Closely | 27.4% | 25.8% | 25.8% | 27.4% | 39.5% | 27.3% | 28.3% | 28.0% | 24.0% |
| Somewhat closely | 50.4% | 52.4% | 49.8% | 50.2% | 41.9% | 52.7% | 52.7% | 49.4% | 47.2% |
| Not too closely | 14.8% | 16.0% | 15.3% | 14.4% | 9.3% | 12.7% | 12.8% | 16.7% | 17.5% |
| Not at all closely | 0.8% | 0.5% | 1.8% | 0.5% | | 1.2% | 1.3% | | 0.9% |
| <u>NET Not too/Not at all</u> | <u>15.6%</u> | <u>16.5%</u> | <u>17.1%</u> | <u>14.9%</u> | <u>9.3%</u> | <u>13.9%</u> | <u>14.2%</u> | <u>16.7%</u> | <u>18.3%</u> |

Q25. Has your institution ever conducted a community audit to determine the demographic makeup of your community?

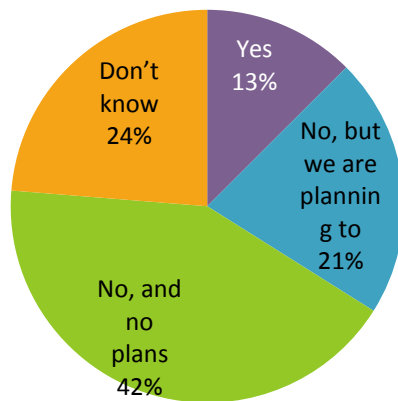


- 43% of both public and school libraries have conducted a community audit at some point. A larger portion of public libraries (22%) say they never have, compared to 14% of schools.
- 56% of private schools have conducted a community audit (two thirds have done so within the last 2 years).

| | Type of Library | | | | Type of School | | | | |
|----------------------------|-----------------|----------------|----------------|--------------|----------------|--------------|--------------|--------------|--------------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 998 | 262 | 732 | 253 | 246 | 166 | 131 | 611 | 93 |
| NET YES | 43.2% | 43.1% | 42.9% | 42.3% | 42.7% | 44.0% | 41.2% | 41.1% | 55.9% |
| Yes, in the last two years | 22.7% | 16.4% | 24.9% | 24.1% | 22.4% | 27.1% | 26.7% | 22.7% | 37.6% |
| Yes, > 2 years ago | 7.2% | 11.1% | 5.9% | 5.5% | 6.9% | 5.4% | 4.6% | 6.1% | 6.5% |
| Yes, but I don't know when | 13.2% | 15.6% | 12.2% | 12.6% | 13.4% | 11.4% | 9.9% | 12.3% | 11.8% |
| No, never | 15.9% | 21.8% | 13.8% | 15.4% | 13.8% | 15.7% | 16.0% | 13.6% | 12.9% |
| Don't know | 40.9% | 35.1% | 43.3% | 42.3% | 43.5% | 40.4% | 42.7% | 45.3% | 31.2% |

| | Location | | | | Region | | | | |
|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 998 | 432 | 275 | 201 | 86 | 245 | 226 | 258 | 229 |
| NET YES | 43.2% | 44.7% | 50.2% | 34.3% | 32.6% | 43.7% | 46.0% | 40.7% | 45.9% |
| Yes, in the last two years | 22.7% | 24.1% | 30.9% | 12.9% | 14.0% | 28.6% | 19.0% | 15.5% | 29.7% |
| Yes, > 2 years ago | 7.2% | 6.5% | 6.9% | 7.5% | 10.5% | 4.9% | 8.8% | 11.2% | 3.9% |
| Yes, but I don't know when | 13.2% | 14.1% | 12.4% | 13.9% | 8.1% | 10.2% | 18.1% | 14.0% | 12.2% |
| No, never | 15.9% | 14.4% | 13.1% | 22.4% | 18.6% | 13.9% | 11.9% | 19.0% | 16.6% |
| Don't know | 40.9% | 41.0% | 36.7% | 43.3% | 48.8% | 42.4% | 42.0% | 40.3% | 37.6% |

Q26. Has your library ever conducted a diversity audit of its children's/YA collection?

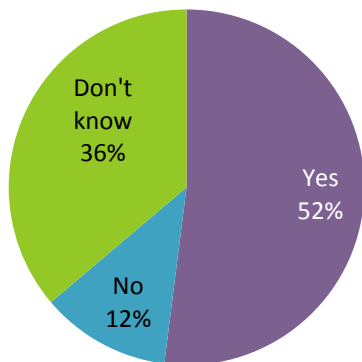


- Only 12% of libraries (9% of public libraries and 13% of school libraries) have conducted a diversity audit to evaluate the diversity present in their collections. Another 24% of schools and 13% of public libraries are planning to conduct one.
- Private school libraries are most likely to have evaluated their current diversity situation (20%).

| | | Type of Library | | | | Type of School | | | |
|----------------------------|-------|-----------------|----------------|-------|----------------|----------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 1000 | 262 | 734 | 255 | 246 | 166 | 131 | 613 | 93 |
| Yes | 12.4% | 8.8% | 13.2% | 15.7% | 12.2% | 9.0% | 13.0% | 12.2% | 20.4% |
| No, but we are planning to | 21.4% | 13.0% | 24.4% | 23.5% | 22.0% | 29.5% | 24.4% | 24.3% | 24.7% |
| No, and no plans | 42.5% | 45.8% | 41.6% | 40.8% | 41.1% | 43.4% | 42.7% | 41.4% | 38.7% |
| Don't know | 23.7% | 32.4% | 20.8% | 20.0% | 24.8% | 18.1% | 19.8% | 22.0% | 16.1% |

| | | Location | | | | Region | | | |
|----------------------------|-------|----------|-------|------------|-------|--------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 1000 | 433 | 275 | 201 | 87 | 245 | 226 | 259 | 230 |
| Yes | 12.4% | 12.5% | 14.2% | 10.4% | 10.3% | 10.6% | 11.9% | 13.1% | 15.2% |
| No, but we are planning to | 21.4% | 23.8% | 24.0% | 18.4% | 9.2% | 24.9% | 17.7% | 24.7% | 18.3% |
| No, and no plans | 42.5% | 42.3% | 38.2% | 45.8% | 50.6% | 40.8% | 45.1% | 39.4% | 45.2% |
| Don't know | 23.7% | 21.5% | 23.6% | 25.4% | 29.9% | 23.7% | 25.2% | 22.8% | 21.3% |

Q27. [If School] Do teachers and/or administrators in your school/district make an effort to integrate books representing diversity into the curriculum?

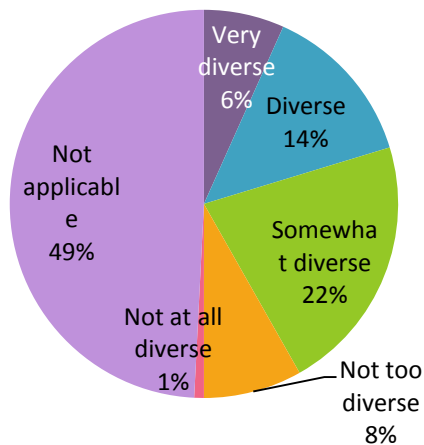


- Teachers/administrators in just over half of schools attempt to make the curriculum inclusive. This rises to 75% in private schools and 63% in urban schools.
- Rural schools are the least likely to bring diversity into the curriculum.

| | Type of Library | | | | Type of School | | | | |
|------------|-----------------|----------------|----------------|-------|----------------|-------------|--------------|--------|---------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 716 | | 716 | 249 | 241 | 164 | 125 | 606 | 93 |
| Yes | 52.1% | | 52.1% | 53.8% | 50.6% | 49.4% | 54.4% | 48.2% | 75.3% |
| No | 11.9% | | 11.9% | 10.0% | 14.9% | 15.2% | 8.8% | 12.7% | 8.6% |
| Don't know | 36.0% | | 36.0% | 36.1% | 34.4% | 35.4% | 36.8% | 39.1% | 16.1% |

| | Location | | | | Region | | | | |
|------------|----------|----------|-------|------------|--------|-------|---------|------------|-------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 716 | 330 | 198 | 120 | 67 | 198 | 154 | 152 | 180 |
| Yes | 52.1% | 54.8% | 62.6% | 36.7% | 34.3% | 49.0% | 45.5% | 54.6% | 56.7% |
| No | 11.9% | 12.7% | 6.6% | 15.0% | 17.9% | 12.1% | 11.7% | 12.5% | 12.2% |
| Don't know | 36.0% | 32.4% | 30.8% | 48.3% | 47.8% | 38.9% | 42.9% | 32.9% | 31.1% |

Q28. [If School] How diverse are the characters represented in selections on your school's summer reading lists?



- When schools were asked about their summer reading lists, “somewhat” diverse was the most popular descriptive chosen. Twenty percent rated the characters on their summer reading lists as “very diverse” or “diverse.”
- Interestingly, nearly half of schools answered “not applicable.”
- Private schools have done the best job at bringing diversity into their summer reading lists (39% “very diverse” or “diverse”).

| | Type of Library | | | | Type of School | | | | |
|---------------------------------|-----------------|----------------|----------------|--------------|----------------|--------------|--------------|--------------|--------------|
| | Total | Public Library | School Library | Elem | Middle/Jr high | High school | Other school | Public | Private |
| Total | 717 | | 717 | 253 | 240 | 163 | 124 | 607 | 93 |
| NET Very diverse/diverse | 20.1% | | 20.1% | 17.8% | 19.6% | 20.9% | 22.6% | 16.8% | 38.7% |
| Very diverse | 6.4% | | 6.4% | 4.7% | 5.4% | 7.4% | 9.7% | 4.6% | 18.3% |
| Diverse | 13.7% | | 13.7% | 13.0% | 14.2% | 13.5% | 12.9% | 12.2% | 20.4% |
| Somewhat diverse | 21.6% | | 21.6% | 19.8% | 22.9% | 22.7% | 22.6% | 20.3% | 32.3% |
| Not too diverse | 8.2% | | 8.2% | 7.5% | 8.3% | 13.5% | 6.5% | 7.7% | 10.8% |
| Not at all diverse | 0.8% | | 0.8% | 0.8% | 0.8% | 1.8% | 0.8% | 0.7% | 2.2% |
| N/A | 49.2% | 50.0% | 49.2% | 54.2% | 48.3% | 41.1% | 47.6% | 54.5% | 16.1% |

| | Location | | | | | Region | | | |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Total | Suburban | Urban | Small Town | Rural | South | Midwest | North east | West |
| Total | 717 | 331 | 198 | 121 | 66 | 199 | 156 | 152 | 178 |
| NET Very diverse/diverse | 20.1% | 19.9% | 27.3% | 14.0% | 10.6% | 20.1% | 14.7% | 30.3% | 17.4% |
| Very diverse | 6.4% | 6.3% | 8.1% | 5.0% | 4.5% | 9.0% | 4.5% | 9.9% | 3.4% |
| Diverse | 13.7% | 13.6% | 19.2% | 9.1% | 6.1% | 11.1% | 10.3% | 20.4% | 14.0% |
| Somewhat diverse | 21.6% | 26.3% | 17.2% | 19.8% | 13.6% | 26.1% | 18.6% | 25.0% | 18.0% |
| Not too diverse | 8.2% | 9.7% | 7.6% | 5.0% | 9.1% | 10.6% | 6.4% | 11.8% | 4.5% |
| Not at all diverse | 0.8% | 0.9% | 0.5% | 1.7% | | 2.0% | 0.6% | | 0.6% |
| N/A | 49.2% | 43.2% | 47.5% | 59.5% | 66.7% | 41.2% | 59.6% | 32.9% | 59.6% |

Diverse Book Collections Survey

1. What type of library do you work in? Check all that apply.

School - Elementary

School - Middle/Junior high

School - High school

School - Other (e.g., K-8, K-12, etc.)

Public library

Other, please specify: _____

2. [If school] Is your school...?

Public

Private

Charter

Other, please specify: _____

3. What is your library's zip code? _____

4. Please select the type of community your library is located in.

Urban

Suburban

Small town

Rural

5. How diverse* would you describe the community your library is located in?

* including (but not limited to) LGBTQIA+, people of color, people with disabilities, and ethnic, cultural, and religious minorities.

Very diverse

Diverse

Somewhat diverse

Not too diverse

Not at all diverse

6. How would you describe yourself? Check all that apply.

American Indian or First Nation

Asian, East Asian, or Southeast Asian origin

Black or African American

Hispanic, Latinx, or Spanish origin

Native Hawaiian or Other Pacific Islander

White

Other, please specify: _____

Prefer not to answer

7. Which of the following comes closest to your job title?

School library media specialist

Teacher librarian

School librarian

Curriculum coordinator

Library director/assistant director

Library manager/Branch manager

Public services librarian

Youth services librarian

Children's librarian

Teen/YA librarian

Materials Selector/Collection development librarian

Paralibrarian

Library aide

Other, please specify: _____

Please answer the questions in this survey with regard to books specifically for children and/or teens.

8. How important is it for your library to have a book collection with diverse* points of view available for children and/or teens?

* including (but not limited to) LGBTQIA+, people of color, people with disabilities, and ethnic, cultural, and religious minorities.

Very important
Important
Somewhat important
Not too important
Not at all important

9. In your library, is there demand for children's or teen books with main characters described by any of the following? Please check all that apply.

Asian, East Asian, Southeast Asian
Biracial/Multiracial
Black or African American
Disabled (including *physical, intellectual or developmental disabilities, or chronic conditions*)
English Language Learners (ELL)
Gender nonconforming
Latinx
LGBTQIA+
Native or Indigenous peoples, First Nations
Neurodiverse (including ADHD, autism, dyslexia, etc.)
Non-Christian
Other, please specify: _____
None of the above
All of the above

10a. Compared to last year, would you say your library has purchased more, less, or about the same number of books with diverse characters for children and/or teens this year?

More
Less
Same

10b. [If more] Please identify the types of diversity you have focused on adding more of to your children's or teen collections in the last year: _____

11. How popular with your users are the children's and YA books that represent diverse points of view? Please explain your answer.

12. Are you involved in the recommendation or selection of children's/young adult books for your library?

I make the final decisions about books to purchase
I make recommendations of books to purchase
I am not involved [SKIP to Question 20]

13. [If make decision or recommend above] Which of the following types of books are you involved in recommending or purchasing for your library? Please check all that apply.

Board books

Picture books

Easy readers

Chapter books

Middle grade books

Young adult books

Other, please specify: _____

14a. Is diversifying your collection an intentional part of your collection development/selection goals? Please check all that apply.

Yes, diversity is a collection development goal of my administration/district/system

Yes, diversity is a personal collection development goal

No

14b. [If yes in 14a] Do you set aside a certain percentage of your budget to purchase books with diverse characters?

Yes

Not a firm percentage, but more of the budget is now devoted to diverse materials

No, our budget lines cannot be separated in that manner

No

14c. [If Yes or Not a firm percentage in 14b] Approximately what percentage of your annual book budget do you devote to diverse books? _____%

14d. [If yes in 14a] What is your strategy for compiling a diverse collection?

15. How difficult is it for you to find suitable titles to round out a diverse collection?

Very difficult

Difficult

Somewhat difficult

Not too difficult

Not at all difficult

16. [If Very difficult, Difficult, or Somewhat difficult] When selecting books for your library, which of the following types of authentic character portrayals are difficult to find? Please check all that apply.

Asian, East Asian, Southeast Asian

Biracial/Multiracial

Black or African American

Disabled (including *physical, intellectual or developmental disabilities, or chronic conditions*)

English Language Learners (ELL)

Gender nonconforming

Latinx

LGBTQIA+

Native or Indigenous peoples, First Nations

Neurodiverse (including ADHD, autism, dyslexia, etc.)

Non-Christian

Other, please specify: _____

All of the above

17. What sources do you use to discover diverse books for children and teens? Please check all that apply.

Amazon
Blogs
Booklist
Goodreads
Horn Book
Junior Library Guild
Kirkus
Local bookstores
Professional organizations (e.g., REFORMA)
Publishers
School Library Journal
Social media
We Need Diverse Books
Wholesalers/Distributors (e.g., Follett, Baker & Taylor, etc.)
Word of mouth
Other, please specify: _____

18. Do you need additional resources or information to help you select diverse books?

Yes, please specify: _____
No

19. Have you ever declined to buy a book with diverse character(s) because of the potential for a book challenge?

Yes [Optional] If yes, please explain: _____
No

20. How do you promote your library's diverse book collection? Please check all that apply.

Displays
Dedicated shelves
Social media
Newsletters
Emails
Library instruction
Readers' advisory with youth
Word of mouth with faculty/staff
Workshop/PD with faculty/staff
Curricular suggestions to school administrators
Other, please specify: _____
None of the above

21a. Do you shelve any types of books with diverse content separately from your regular collections (e.g., LGBTQIA+ section, multicultural picture book section, urban/street lit section, etc.)?

Yes
No

21b. If yes, which books do you shelve separately, and why?

22. When conducting readers' advisory, how frequently do you recommend books with characters having different backgrounds than the reader (e.g., race, sexual identity, or disabilities)?

Often
Sometimes
Rarely
Never

Optional Comment: _____

23a. Are you familiar with the term, “Own Voices”?

Yes

No

[Pop up [Description](#)] “Own Voices” books are written by authors who share the identities of their characters.]

23b. [if yes and involved in purchasing/recommending books] Do you intentionally look for “Own Voices” titles for your collection?

Yes

No

24. How closely would you say your library’s book collection reflects your community demographic?

Very closely

Closely

Somewhat closely

Not too closely

Not at all closely

25. Has your institution ever conducted a community audit to determine the demographic makeup of your community?

Yes, in the last two years

Yes, longer than two years ago

Yes, but I don’t know when

No, never

Don’t know

26. Has your library ever conducted a diversity audit* of its children’s/YA collection?

*to identify the baseline or evaluate the current situation with respect to diversity present in your libraries’ collection.

Yes

No, but we are planning to

No, and no plans

Don’t know

27. [If school] Do teachers and/or administrators in your school/district make an effort to integrate books representing diversity into the curriculum?

Yes, please explain:_____

No

Don’t know

28. [If school] How diverse are the characters represented in selections on your school’s summer reading lists?

Very diverse

Diverse

Somewhat diverse

Not too diverse

Not at all diverse

Not applicable

29. [Optional] Please use the space below for any final comments you may have about diverse book collections or serving diverse populations.
