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### NATIONAL RESEARCH AGENDA FOR LIBRARY SERVICE TO CHILDREN (AGES 0-14)

Approved by the ALSC Board of Directors on



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hildren should be supported and encouraged to learn about themselves and their world, to build a healthy sense of their own identity and agency. However, research demonstrates that children of color younger than 5 are encountering and suffering the effects of bias and racism (University of Pittsburgh, 2016; National Black Child Development Institute, 2013; Derman-Sparks, 2012). Studies show that children as

This priority area focuses on encouraging and empha - sizing research that explores diversity, equity, and inclu - sion in all aspects of public library service for children and their families, including library staff, literature and other resources, and services. This section both sits next to, and within, all the other areas in this research agenda, as diversity, equity, and inclusion should be a part of all conversations regarding potential inquiry that seeks to move the field forward.

#### Researc Q es 🗸 s

How, if at all, do library staff's backgrounds and intersectional identities impact children's and families' per ception of libraries as welcoming spaces?

- How, if at all, do library staff's backgrounds and in tersectional identities impact their development, de livery, and assessment of library programming, collection management, and services?
- 2. What, if any, effect does exposure to stories that reflect the identity of the children engaging with the story have on the children exposed to them? How, if at all, do these stories impact children's feelings of self-worth and confidence?
- 3. What, if any, effect does exposure to stories that reflect a different identity than that of the child engaging with the story have on the children exposed to them? How, if at all, do these stories impact children's empathy for, and understanding of, others' diverse identities?

- 4. How, if at all, do library staff develop, deliver, and assess inclusive library programs, collections, and services?
- 5. How, if at all, do they incorporate community knowl edge and traditions into these programs, collec tions, and services?
- 6. What are the barriers to library patronage and par ticipation for underrepresented children and fami lies? How, if at all, are libraries bridging these barriers?
- 7. How, if at all, do libraries support children and/or families experiencing trauma, crisis, or discrimina tion? What do care-based practices for children look like in the public library?
- 8. How do children with disabilities and their families perceive the services, programs, materials, person nel, and equipment provided by the public library?
- 9. 11 வைதிர்.at(dlī, விக்கு (that) பிர்க்கு (toa) மே6t(h) இ. ac(h) it less (yeET-53 (r)-.5 (i) atted to Día¹ in their communities? How, if at all, do these activities support cognitive and literacy de

<sup>1. &</sup>quot;El día de los niños/El día de los libros (Children's Day/Book Day), commonly known as Día, is a celebration every day of children, families, and reading that culminates yearly on April 30. The celebration emphasizes the importance of literacy for children of all linguistic and cultural backgrounds." (Dia website, n.d.).

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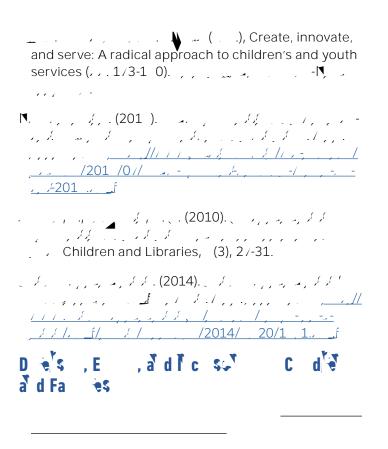
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N (2014). The importance of diversity in library programs and material collections for children. / , , , , , , , , , , , , , , , , , ,	
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The Association for Library Servi members dedicated to the supp Our members include youth librar	ort and enrichment of I	ibrary service