Association for Library Service to Children

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

Introduction

I n its 2017-2020 strategic plan, the Association for Library Service to Children (ALSC) called for the creation of a prioritized research agenda to highlight the need for research in the field and to assist with advocacy for

Learning and Development for Young Children and Families

Public libraries have a long and recognized history of promoting early childhood learning and providing caregiver support and modeling through initiatives like Every Child Ready to Read @ your library, 1st and 2nd editions (ECRR), a joint initiative between ALSC and the Public Library Association (PLA) (Neuman et al., 2017). Library storytime programs, in particular, have been found to provide rich environments for the development of early literacy and other early learning skills (Campana et al., 2016; Campana, 2018). Furthermore, research demonstrates that an intentional and interactive approach for storytime plan3.5 (0)24.1 (1)56.6 (7)15.4 ())30.4 (.c -2())30.4 (.c -2())30.4 (.c -2(--8ti)16r t)-4.7 (a)0.6 (l a)05 (

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Research Questions

1. What do school-age children and parents/caregiv-
   ers want from the library? Why do school-age chil-
   dren and their parents/caregivers choose the library
   versus other informal learning environments?
2. How, if at all, are libraries engaging families with
   school-age children? What, if any, impact does this
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Diversity, Equity, and Inclusion with Children and Families

Children 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

profession's efforts to serve diverse groups, there is little emphasis on discovering and being aware of one's personal cultural attitudes and understanding. This represents an important area of future research to understand current practices and perceptions when designing tools, programs, and services that ultimately benefit all of the community.

This priority area focuses on encouraging and emphasizing research that explores diversity, equity, and inclusion 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.

Research Questions

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

1. How, if at all, do library staff's backgrounds and intersectional identities impact their development, delivery, 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 knowledge and traditions into these programs, collections, and services?
6. What are the barriers to library patronage and participation for underrepresented children and families? 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 discrimination? 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, personnel, and equipment provided by the public library?
9. How, if at all, are libraries conducting activities related to Día[1] in their communities? How, if at all, do these activities support cognitive and literacy de

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1. "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.).

Impact and Exploration of Literature and Resources for Children

Literature has always served as the foundation for library services to children. Even as libraries are placing a growing emphasis on programming, literature still remains central to these programs and to the library's purpose of providing access to literature and

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ALSC

Professional Development of Library Staff to Serve Children and Families

Library services for children are changing dramati-

In K. Campana and J. E. Mills (Eds.), Create, innovate, and serve: A radical approach to children's and youth services (pp. 173-180). Chicago: ALA Editions-Neal Schuman.

NPC Research. (2015). CSLP summer reading white pa-per. Collab1 413.1801 (o.1800.1 (v)3F)-4.5 (d)-6.4 (r5 (l)2.3 (l)0.7 b7 (a)5 (s a2 (e)2.3 a3)20 (r r)6.7 (e)2.3 (a)-3.7 (Rc)-5.5i)1 seProrpC1ReNr51.8 (u-12(l)-436.2 J7383 (a)37.1 (G(a1 (P s (v)-l)2.21 (1)6.8 (5)3456 ())30.3 (6383 5(34168)-14.31.1. .9 (e)-