

Module 1 Part 3- Collection Management Plan

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LIBS 658: Knowledge Resources: Planning, Selecting, & Managing Collections

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November 2, 2021

I. Introduction

Holland Elementary School is located in Southeast Virginia in the city of Virginia Beach, the most populous city in Virginia. Virginia Beach City Public Schools serves approximately 66,000 students ranging from pre-kindergarten to 12th grade. Holland Elementary School is one of 55 elementary schools in the Virginia Beach City Public School system. When comparing Virginia Beach's data with Holland's, there are vast differences across the board. The demographics are nearly reversed, with about three-quarters of Virginia Beach's population identified as white, and about three-quarters of Holland's population identified as black, Hispanic, or Asian. Holland's poverty level is about ten times that of Virginia Beach's average poverty level, and Holland's free and reduced lunch eligibility percentage is over double the district's.

In light of the school's demographics, Holland's library has an obligation to put books and resources in the hands of its underserved population. The resources of the library must be accessible to its students, both in print and digital formats. One might surmise that lower-income families do not have the means to build a rich, in-home library collection. A diverse collection of books should be available for the readers to ensure that all readers are represented. The majority of Holland's students are people of color and this should in turn be represented in the book collection. The library should continue to grow in terms of resources and diversity of its collection to make certain that students of the community have access to resources equal to that of their peers in the district.

Holland's collection is amply developed with a large number of books, e-books, audiobooks, MakerSpace materials, and database resources, and provides opportunities for its community to access resources both during the school year and, with its connection to the Joint Use Library, throughout the summer. Considering Holland's population, specifically the high number of low-income students, it's vital that the patrons of Holland Elementary are given access to resources year-round to supplement their reading collection. As new resources and technologies become available, Holland should expand their collection and utilize these resources to equitably equip the students for success.

I have identified three areas for improvement as part of my three-year collection management plan: expanding its collection of books with cultural and ethnic diversity, broadening its eBook and audiobook collection, and widening its outreach and community partners.

While Holland's library doesn't have a stated "mission", my proposed changes will meet the needs of the community by correlating with the school's data. By expanding its collection of books with cultural and ethnic diversity, the students of Holland will be reflected in their books. Broadening its eBook and audiobook collection will cater to the school's struggling reader population, and widening its outreach and community partners will provide the students of Holland with opportunities equal to those of their peers in the district.

II. Literature Review

A. Cultural and Ethnic Diversity

When considering Holland's diverse population, where the majority of the

students are black or hispanic, it's especially important that the students are represented in their literature. Alexander and Morton (2007) note a list of reasons that multicultural literature is vital for children, one being that "children of varied cultures who see positively represented characters in multicultural literature derive self-esteem and pride in their heritage" (p. 32). In a world of literature that so overwhelmingly depicts white characters, books and resources that include cultural and ethnic diversity should be prioritized in the selection process. Further, librarians should be intentional about their conversations about diversity. In a study by Burrows and Morrissey (2015) that explored offering books written by minorities to a majority population, they found that sharing information about the books' authors "prompted many great discussions about diversity and led to many connections between groups" (p. 37).

Rudine Sims Bishop (2012) states, "...historically, children from parallel cultures had been offered mainly books as windows into lives that were different from their own, and children from the dominant culture had been offered mainly fiction that mirrored their own lives. All children need both" (p. 9). This goes for not only seeing their culture mirrored, but their languages as well. As a school with a high percentage of English Language Learners, Holland's library should include books with diverse languages. Books that include diverse languages "can reflect cultural history and memory, contribute to identity construction, support language learning, and affirm cultural experiences" (Botelho & Marion, 2020).

B. eBook and Audiobook Collection

When a student struggles in reading, it affects not only their reading comprehension skills, but also their comprehension in math, science, and social studies. Listening to audiobooks has many advantages and can benefit multiple groups of students, including struggling readers, English Language Learners, and students reluctant or uninterested in reading. eBooks, with built in supports such as read alouds, definition scaffolds, and images show very similar benefits to audiobooks, “[helping] children move towards mastery of phonics, comprehension, and reading fluency” (Hill, 2012).

When children can connect the written word to the word said aloud, it helps them “increase their decoding and comprehension abilities” (p. 33). Beers (1998) surveyed a classroom of students using audiobooks and was given a profound explanation of the benefits from an 11-year-old: “Lots of times when I’m reading I don’t know what the word is but then if someone will say the word I’m like, ‘so that is what the word looks like’ and then I know the word. Like, we were reading “buffet” and I kept thinking it was, “buff-et”... but then I joined a group that was listening to the book and next time I heard the person... say it and it wasn’t “buff-et” it was “buff-ay” and I was like, so that is what the word is!” (p.33)

In Beers’ (1998) study, she explained that one 5th grade ELL teacher noted that when she used audiobooks in her class, “it honed her students’ ability to ask questions... and increased their comprehension” (p. 34). Similarly, in a study by Whittingham, et al. (2013), struggling readers self-identified as poor readers, saying they “can’t understand the words” and “didn’t like what I had to read” (p. 12). After the

study, which was an audiobook club, 93% of the participants self-identified as good readers, making comments such as, “I can read big books like my classmates” and “...I like reading more now, talking about books, and getting new books” (p. 13). Their attitude change was mirrored by the assessment data, showing an improvement in reading scores.

C. Outreach and Community Partners

As noted by Gross, et. al. (2015), “School–community partnerships play an essential role in successful schools, often providing supports and resources to meet staff, family, and student needs that go beyond what is typically available through school” (p.9). Community partners can range anywhere from local universities and big-box businesses, to small family owned business and nonprofit organizations. When schools and communities partner, all parties involved benefit. One benefit identified in the study by Gross, et. al. found that “community partners learned about supporting successful inclusion of students with disabilities through their partnerships with the schools” (p. 27) and, conversely, “schools benefited from the increased resources, supports, and relationships” (p. 18).

Partnerships between the school library and the public library are an established norm, specifically speaking in Virginia Beach City Public Schools, however the connection and the use of the partnership varies by site. In a study conducted by Roman & Fiore (2010), students who participated in a summer reading program in conjunction with their local public library did not experience summer learning loss, and were found to have better attitudes toward learning at the beginning of the school year

(p. 103).

III. Resource Selection

A. Cultural and Ethnic Diversity

1. Nyong'O, Lupita. (2019). *Sulwe*. Illus. by Vashti Harrison. Simon & Schuster Books for Young Readers. 48 p.
 - a) *Sulwe*. (2019, August 15). [Review of the book *Sulwe* by Lupita Nyong'O]. *Kirkus Reviews*. Retrieved from <https://www.kirkusreviews.com/book-reviews/lupita-nyongo/sulwe/>
 - b) This picture book tackles the sensitive topic of colorism, tying in the legend of Day and Night through a small child and her struggles with her complexion. The story is accurate and current, presented in a time of racial uprisings, when the black community is fighting for justice because of the color of their skin. The author, Lupita Nyong'O, is an authoritative voice- as stated in the author's note, she has had her own past struggles with her complexion. *Sulwe* won the NAACP Image Award for Outstanding Literary Work, which speaks to its authority. It is a relevant addition to Holland's library as it reflects the majority population of students- people of color- and will resonate with children of color who may relate to the main character's conflict of struggling with their identity. It is appropriate for lower to mid elementary readers, and will add value as a culturally diverse book in the school's library.
2. LeZotte, Ann C. (2020). *Show me a sign*. Scholastic, Inc. 288 p.

- a) *Show Me a Sign*. (2020, November 15). [Review of the book *Show Me a Sign* by Ann Clare LeZotte]. *Kirkus Reviews*. Retrieved from <https://www.kirkusreviews.com/book-reviews/ann-clare-lezotte/show-me-a-sign/>
- b) Set in the early 1800's, 11-year-old Mary Lambert narrates the story of her life on Martha's Vineyard in her largely deaf diverse community of Wampanoag people, English settlers, and freed black slave families. The historical fiction novel is accurate, as it presents factual information, as it is based on the true deaf community on Martha's Vineyard. LeZotte conducted extensive research on the deaf community and the Indigenous Wampanoag people of Martha's Vineyard, but moreover is an authoritative voice on the deaf community because she herself is a deaf librarian, being able to speak to the experiences as she herself has lived it. Her book is relevant to upper level elementary and middle school readers because it addresses differences in abilities, race, and families- topics that are prevalent in the pre-teen and teen years. The reading level is appropriate for middle school students, who will relate to the content portrayed in the book. The novel, which won the 2021 Schneider Family Book Award and was on multiple Best Book lists, is a worthy addition to any middle school library, adding cultural diversity and representation of the deaf community.

B. eBook and Audiobook Collection

1. Cisneros, Ernesto. (2020). *Efren divided*. Quiltree Books.

- a) *Efren Divided*. (2020, March 31). [Review of the book *Efren Divided* by Ernesto Cisneros]. *Publishers Weekly*. Retrieved from <https://www.publishersweekly.com/978-0-06-288168-7>
 - b) This novel chronicles the struggles a young boy and his family face after his mother is deported from the US to Mexico. The novel presents timely and factual information, dealing with the topic of immigration in the US. Cisneros is a Mexican-American author and teacher, which gives him an authoritative voice as someone who has firsthand knowledge of the topic of immigration. The book is relevant to the population of Holland Elementary, as 15% of the school population identifies as Hispanic, and it deals with topics of family, friendship and identity. The novel is appropriate for upper elementary aged readers because of its reading level and its addition of a glossary of Spanish words included at the back of the book. As a winner of the Pura Belpré Award, this novel in eBook form will add value to the library by adding diverse language features with the writing style, as well as cultural diversity.
2. MacLachlan, Patricia. (2016). *The poet's dog*. Illus. by Kenard Pak. Pushkin Press.
 - a) *The Poet's Dog*. (2016, July). [Review of the book *The Poet's Dog* by Patricia MacLachlan]. *Booklist*. Retrieved from <https://www.booklistonline.com/The-Poet-s-Dog-Patricia-MacLachlan/pid=8190351>
 - b) Told from the perspective of a dog, this story is about two children, a poet, and his dog, and how they overcome loss, deal with grief, and find love. This

story is current, published within the last 5 years. The author is an authoritative voice as a board member of the National Children's Book and Literacy Alliance, has over 20 previous publications, and is a Newbery Medal winner.. The book is relevant to elementary school students as it features two school aged children and a dog, which are characters relatable to many young children. *The Poet's Dog* is appropriate for middle to upper elementary school aged readers because of its reading level, and in audiobook format, it would reach even more readers, regardless of reading level. It will add value to Holland's Library by adding a relatable story that sparks emotion and empathy for the reader.

C. Outreach and Community Partners

1. Virginia Museum of Contemporary Art (MOCA)
 - a) [Museum Tours and Educational Programs](#)
 - b) Friedman, Samantha and Matisse, H. (2014). *Matisse's Garden*. Illus. by Christina Amodeo & Henri Matisse. Harry N. Abrams. 48 p.
 - (1) *Matisse's Garden*. (2014, August 1). [Review of the book *Matisse's Garden* by Samantha Friedman and Henri Matisse]. *Kirkus Reviews*. Retrieved from <https://www.kirkusreviews.com/book-reviews/samantha-friedman/matisse-garden/>
 - (2) This informational picture book narrates artist Henri Matisse's paper-cutout technique, used as he was bedridden at the end of his life. The book presents factual information about Henri Matisse's life, and

features Matisse's own artwork. The author is an authoritative voice as an author of many published works on modern art, and is an assistant curator at MOMA in New York, which gives the reader reason to believe that the content is accurate. The book is relevant to the art curriculum, giving information on one type of art medium- using just paper and scissors. This book is appropriate for elementary aged readers, as the reading level matches its audience. This book would add value to the library and would pair nicely with the community partner's outreach as a connection to the art museum MOCA.

2. Virginia Aquarium & Marine Science Center

a) [Virtual Learning](#) & [Outreach Programs](#)

b) Messner, Kate. (2018). *The brilliant deep: Rebuilding the world's coral reefs*.

Photographs by Matthew Forsythe. Chronicle Books LLC. 48 p.

(1) *The Brilliant Deep*. (2018, April 15). [Review of the book *The Brilliant Deep*

by Kate Messner]. *Kirkus Reviews*. Retrieved from

<https://www.kirkusreviews.com/book-reviews/kate-messner/the-brilliant-deep/>

(2) This informational picture book tells the story of Ken Neidemyer's journey

to restoring dying coral reefs. This book presents factual information

about coral reefs, and is a current book as the world is currently dealing

with dying reefs as a result of pollution and global warming. It also

presents factual information at the end of the book with sources for more

research and reading. The author has an authoritative voice, being a

previously published and award winning author. This book is relevant to elementary school readers as it would spark interest in those interested in science and the ocean. The colorful illustrations will hook any curious reader. It is appropriate to young readers, in terms of reading level, including a glossary at the end of the book. This ALA Notable Children's Books Award winner will be of value to elementary school libraries, and will pair nicely with the Virginia Aquarium outreach programs and partners.

IV. Three Year Collection Management Plan

	Cultural & Ethnic Diversity	eBook & Audiobook Collection	Outreach & Community Partners
Description	The goal for expanding Holland's collection of books with cultural and ethnic diversity is to more closely & accurately reflect the school's demographic data: 60% of its collection feature people of color.	The goal for broadening its eBook and audiobook collection is to have 30% of the library's collection in either eBook or audiobook format.	The goal for widening Holland's outreach and community partners is to partner and connect regularly with 3 outside organizations.
Year 1	By the end of year 1, 20% of its collection will feature people of color or of cultural and ethnic diversity. The library should use at least 50% of the purchasing budget to add books featuring people of color, diverse cultures, and differing languages. Books will be selected using ALA award lists and notables, divisions, affiliates, and round tables, including: Mildred L. Batchelder award, Pura Belpre award, & Coretta Scott King award.	By the end of year 1, 10% of the library's collection will be in audiobook or eBook format. The library should use 10% of its purchasing budget to add audiobooks and eBooks to its collection. Books will be selected by analyzing circulation data and trends over recent years. Popular and more frequently checked out books will be purchased in eBook or audiobook format.	By the end of year 1, one outside organization will become a regular partner with Holland Elementary.
Year 2	By the end of year 2, 40% of its collection will feature people of color or of cultural and ethnic diversity. The library should use at least 50% of the purchasing budget to add books featuring people of color, diverse cultures, and differing languages. Books will be selected using ALA award lists and notables, divisions, affiliates,	By the end of year 2, 20% of the library's collection will be in audiobook or eBook format. The library should use 20% of its purchasing budget to add audiobooks and eBooks to its collection. Books will be selected by analyzing circulation data and trends over recent years. Popular and more frequently	By the end of year 2, a total of 2 outside organizations will become regular partners with Holland Elementary.

	and round tables, including: Schneider Family Book Award, YALSA, EMIERT, & RAINBOW.	checked out books will be purchased in eBook or audiobook format.	
Year 3	By the end of year 3, 60% of its collection will feature people of color or of cultural and ethnic diversity. The library should use at least 50% of the purchasing budget to add books featuring people of color, diverse cultures, and differing languages. Books will be selected using ALA award lists and notables, divisions, affiliates, and round tables, including: SRRT, FTF, AILA, & APALA.	By the end of year 3, 30% of the library's collection will be in audiobook or eBook format. The library should use 30% of its purchasing budget to add audiobooks and eBooks to its collection. Books will be selected by analyzing circulation data and trends over recent years. Popular and more frequently checked out books will be purchased in eBook or audiobook format.	By the end of year 3, a total of 3 outside organizations will become regular partners with Holland Elementary.
Formative Assessment	Random sampling: "Do the fictional picture books feature main characters of color?" By the end of year 1, at least 20% of the sampling collection should answer "yes" to the question. By the end of year two, 40% of the sampling collection should answer "yes" to the question.	Random sampling: "Do the audiobooks and eBooks featuring women as the main character?" By the end of year 1, 10% of the sampling collection should answer "yes" to the question. By the end of year 2, 20% of the sampling collection should answer "yes" to the question.	Staff survey: A survey will be given to the staff members of the school, asking what outside organizations they have partnered with, along with a description of the partnership. By the end of year 1, at least 2 new partnerships should be established and made regular. By the end of year 2, at least 4 new partnerships should be established and made regular.
Summative Assessment	Collection Analysis: Resources that feature cultural and ethnic diversity	A count of the number of eBook and audiobook titles available.	Staff survey: "What outside organizations they have partnered with, along with a description of the partnership"

Encouraging Use

- Books and resources will be featured on a monthly book display with a synopsis to catch readers' attention, focusing on different cultures each month.
- QR codes are posted around the school with short previews and descriptions of the resources as a walkabout available to students.
- The LMS will be featured on the announcements to talk about new resources available in the library, including lessons promoting the use of eBooks and audiobooks.
- A newsletter for staff will be sent out, detailing the work done with community partners to encourage participation and collaboration.

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