

Kathryn E. Champion. Latino Children's Book Awards and Their Presence in Public School Media Centers across the Research Triangle Area of North Carolina. A Master's Paper for the M.S. in L.S degree. April, 2007. 62 pages. Advisor: Evelyn Daniel

North Carolina is a leading state in the changing demographic of the public school student population. In particular, Latino students are increasing in number and schools across the state must address the special needs of this portion of the school population. The school media specialist can serve as a catalyst for acknowledgement of the Latino culture through a strong collection of books. Three children's book awards were developed in the late 1990s to encourage publication of good Latino materials for library collections: the Pura Belpré, Americas, and Tomás Rivera awards.

This study examines the library collections of twelve elementary schools from four counties in the Research Triangle area of North Carolina with the largest numbers of Hispanic students to determine if and how many of the award-winning Latino books were included. Data collected was based on a list of book titles that have received one of these awards. All twelve elementary schools had fewer than fifty percent of award titles in their collection. Of those titles that were present the majority were in excellent to fair condition.

Headings:

Children's Literature – Awards

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Pura Belpré Award

Americas Award

Tomás Rivera Award

LATINO CHILDREN'S BOOK AWARDS AND THEIR PRESENCE IN PUBLIC
SCHOOL MEDIA CENTERS ACROSS THE RESEARCH TRIANGLE AREA OF
NORTH CAROLINA

by
Kathryn E. Champion

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Evelyn Daniel

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INTRODUCTION

The school media center is in a unique position to provide a place for all children to feel comfortable and content in their learning environment. While students may struggle in particular areas in the classroom setting, the school media center provides a space for open inquiry. It provides all students the possibility to learn and feel valued. In a growing and changing nation wherein the minorities are quickly becoming the majority, the importance of celebrating different cultures and providing access to materials that do the same, is of utmost importance. North Carolina is a leading state in the changing demographic of the public school student population. In particular, Latino students are increasing in number and schools across the state are having to address various needs of this sector of the school population. School libraries in particular have a unique opportunity to affect change and lead the school in a multicultural approach to school wide learning while allowing students of diverse cultures to feel valued and appreciated. The increasing number of children's books published each year that recognize the Latino cultural experience provide an opportunity for the school media specialist to serve as a catalyst for cultural acknowledgement through the use of collection development and programming.

North Carolina has witnessed an increase in its Latino population in recent years. According to the 2004 Census data, the Latino population represented 6.1% of the total population for North Carolina, an increase from 4.7% in the year 2000. It is projected that Latinos will be the largest minority group in the country by 2010, and by the year

2050, one in every four Americans will be Latino (Mansen 1). One of the areas this growth impacts the most is in the state's public school system. With an increasing number of Latino, Spanish speaking students attending North Carolina public schools, teachers and administrators have had to meet and address specific issues related to educating a substantial population of students in which English is the second language. School systems across the state have had to develop resources, revise curriculum content, and establish programs that address the needs of the growing Latino population, particularly with the No Child Left Behind program initiated in 2002. No Child Left Behind has specific targets that a school has to reach each year demonstrating growth of all students. The demographics of the student body determine what categories and targets must be reached through End of Grade testing showing "AYP" (adequate yearly progress.) Schools that contain increased numbers of Latino students may be subject to reach targets for students testing under the label of "Hispanic," "L.E.P." (limited English proficiency), and/or Migrant student status (No Child Left Behind, 2007) While schools are continuing to address the bilingual issues and curriculum standards to help educate this population of school children, it is important to also have a strong representation of materials both in classrooms and the school media center that are representative of Latino culture. Having a school media collection that provides quality literature including titles honored with the Pura Belpré, Americas, and Tomás Rivera Children's Book Awards, should be an integral part of any school media center's collection development policy. Each of these awards was designed to celebrate books with elements of Latino culture (Dresang, 2000). Referring to these awards Dresang (2000) states, "librarians who select and use books with youth from Hispanic backgrounds will be among those who

especially value these distinguished books – first and foremost because Latino and Latina children will find their own cultures and traditions reflected authentically in them” (p.69). It will later be shown how multicultural literature also has a positive impact on minority student achievement, specifically related to reading skills. If school library media centers are to truly create a space wherein all children feel accepted and encouraged to achieve, it must have a collection in which minority students can see themselves reflected.

Specifically looking at elementary schools in the triangle area of North Carolina (Orange, Durham, Wake, and Chatham counties), to what extent do the media center collections address the literary and cultural needs of their Hispanic/Latino population? Do these libraries have every Pura Belpré, Americas, and Tomás Rivera award-winning book title in their collection that is age appropriate for an elementary school? And of these titles, what is the condition of each? Alongside analyzing school media center collections, what are the demographics of each of these schools? The following study takes a closer look at the role of the school media center and its collection in relation to the demographic characteristics of the school itself, with a focus on schools with the largest percentages of Latino students. This study aims to determine if elementary school media center book collections in the Triangle contain award-winning literature that accurately reflects and acknowledges the Latino cultural experience.

LITERATURE REVIEW

Public schools in the United States have witnessed an increase in students with various ethnic backgrounds and cultures as school enrollments have steadily become more diverse. Among this increase in diversity, the Hispanic/Latino population has experienced overwhelming growth and made an impact on schools across the nation. According to a study conducted by the National Center for Education Statistics, minority enrollment in public elementary and secondary schools between 1976 and 1996 increased by almost 12 percent, with an increase in Hispanic American students by almost 15 percent. Caucasian enrollment witnessed a decrease during this time period from 76 to 64 percent of total public school enrollment with statistics suggesting that that number will continue to decline. Currently, Hispanic Americans are the fastest growing of any ethnic group (Haynes, 2000). With this population influx, teachers, librarians, and administrators alike have had to address specific needs and issues specific to this population of the school community. And with this rise in diversity, there has been an added focus on the need for the addition of multicultural teaching and learning. Research has been conducted to demonstrate the importance of multicultural education on both majority and minority students and the benefits that ensue for both communities of learners. The focus on multicultural education for the school media specialist means evaluating the library collection for books that accurately affirm and represent various cultures, including bilingual materials and multicultural books into library instruction, and creating a physical library space that acknowledges the cultures of the student body.

Hispanic Enrollment in Schools

A study conducted by Richard Fry in conjunction with the Pew Hispanic Center in Washington D.C. analyzed the changing population of the U.S. educational environment. His study entitled, "*The Changing Landscape of American Public Education: New Students, New Schools*" referred to the Common Core Data (CCD) compiled each year by the U.S. Department of Education from state and local education agencies across the country. Fry compared data over the course of ten years looking specifically at the 1993-1994 and the 2002-2003 school years. Using this ten year span he analyzed change in both student and school population for 48 states and Washington D.C. (Tennessee and Idaho were excluded due to incomplete data) (Fry, 2006). What the study found was how the nation's schools were changing and the impact the growing Hispanic population has been having on schools. During the time period studied, the total number of school children enrolled in U.S. public schools increased by 4.7 million, with Hispanics accounting for three million of those additional students. Sixty-four percent of the increase (or two out of every three students) added to the public schools came from the Hispanic community (Fry, 2006).

Fry's study also examined how many new schools were being built during this time period, and what proportion of the school population was enrolled at the new schools. He found that about two-thirds of the total Hispanic population enrollment increase between the years studied flowed into already existing schools and about one-third went to new schools. The changes were most evident in the nation's elementary schools where Hispanic enrollment increased by 1.6 million and white enrollment declined by 1.2 million. This was a 53% growth in Hispanic enrollment in the

elementary schools, with a 9% decrease for white enrollment. And while the growth in primary school enrollment was driven entirely by Hispanic students, they only constituted 24 percent of the increased enrollment at the new schools, with nearly 70 percent being educated in existing schools (Fry 2006).

The concern with existing schools specific to the library collection is that of age and diversity. New schools will develop a new collection for the library media center with accurate information and a diverse selection of materials, while many existing schools may have books in their collection that should have been weeded out years prior. Newer schools also tend to attract some of the best teachers, as the allure of a new building and technology becomes an attractive selling point for hires. Across all grades new schools differ from existing schools. Typically they all have lower student enrollment, better teacher per student ratio, and the student body is more affluent. This affluence also benefits the library, particularly relating to the size of the collection that can be purchased. Essentially what has happened is that the Hispanic community, along with poor whites and African-Americans are predominantly being educated in older schools with older library collections that may not have the resources to benefit a true multicultural educational environment.

North Carolina has witnessed an increase in Hispanic student enrollment during this time of study. The number of Hispanics in North Carolina during this ten year period increased by 300,000 – a growth of 392%, earning it the title “new settlement state” (Fry, 2006). In terms of school enrollment, North Carolina leads the nation in Hispanic school enrollment with regard to percent of growth. North Carolina public schools witnessed an increase of 64,719 students; that is a 447.8% increase (Fry 2006). Other “new settlement

states” that have seen drastic increases include Georgia, Nevada, Virginia, Utah, Maryland, Oregon, Oklahoma, Indiana, and Kansas. Other states (considered “traditional Hispanic states”) that have high Hispanic populations, but have not witnessed as drastic an increase include Florida, Arizona, Illinois, California, Texas, and New York (Fry 2006).

Bilingual Education and Materials

With the growth in Hispanic students in the nation’s public schools, one of the issues that is a continuing focus is that of bilingual education and bilingual materials. According to the American Library Association’s 2006 Policy Manual one of the objectives in library service to minority patrons is “promoting equity in funding adequate library services for minority populations, in terms of professional and nonprofessional personnel, materials, resources, facilities, and equipment.” (ALA Policy Manual, 2006, 60.1.6). But how often is this policy initiated in public school libraries, specifically schools with high numbers of Latino students? If equity and access are to be truly available to the Latino population, are the bilingual and cultural materials in school libraries sufficient?

A study conducted in 1993 reports the findings of a survey of school library media centers with large enrollments of Hispanic children in eight large urban centers. The goal was to evaluate the availability of Spanish language literature in schools with large Spanish-dominant enrollment (Allen, 1993). Three hundred and five survey questions were sent to K-8 schools in select cities with large Hispanic populations. The study looked at the media center’s holdings and activities in comparison to the

demographic and linguistic profile of the students and school community. Out of the 62 schools that responded to the study, thirty-eight (more than half) of the schools with high percentages of Hispanic students reported less than 10 percent of their book holdings in Spanish (Allen, 1993). It was also found that the budget for Spanish language books and materials was substantially below the amount appropriate to the size of the Spanish-dominant population. And when asked about needs assessment for the collection, only nineteen of the 62 schools responded that they had conducted one to determine the primary language and reading interests of their users (Allen, 1993). In regard to library programming, the majority of programs were completed in English only. While there was some programming reported that combined Spanish and English, such as storytelling or read-a-louds, there were few to none completed exclusively in Spanish.

This study has shown that in many schools where the dominant population is Latino, the library media centers holdings and programming are insufficient to user needs and are not in compliance with the ALA's objective.

A similar study conducted in seven large public schools throughout Phoenix, Arizona evaluated school media centers for heritage language materials for bilingual students, specifically that of Hispanic Americans. Librarians and media specialist at the various schools were contacted to determine the extent of the library collection's holdings for books in Spanish. None of the seven schools had collections with more than ten percent of their holdings in Spanish, and some collections were as low as .2% (Lambson, 2002). Considering that a few of these schools had as high as 76% of their total enrollment comprised of native Spanish-speakers, the Spanish book collection numbers were inadequate to meet the student need.

In 2002 Susan K. Mikkelsen, a graduate student at the University of North Carolina at Chapel Hill conducted a study that evaluated materials availability and programming activities for Hispanic students throughout the state of North Carolina. Schools across the state were chosen based on having the highest percentage of Hispanic enrollment according to data collected from the North Carolina Department of Public Instruction (Mikkelsen 2002). Thirty-five out of 86 schools responded to the survey that focused specifically on the areas of material acquisitions and access along with Spanish Language programming. The area of materials acquisition and access included questions referring to the percent of Spanish titles in the collection, cultural representation of titles in collection, access to Spanish titles, staff development, Spanish fluency among library staff members, and special funding for Spanish materials (Mikkelsen 2002). The results showed that more [19] school libraries performed in the fair to moderate ranges than at all other levels combined. Eight libraries demonstrated poor activity to no activity; eight libraries indicated good to very good practices and activities, and no survey respondents indicated outstanding performance (Mikkelsen 2002).

The other area of the study looked at Spanish language programming and this area of the questionnaire included questions regarding cooperative programs with other libraries or information agencies, library signage in Spanish, reading encouragement activities in Spanish, staff development, and Spanish fluency among staff members. These responses were generally even lower. Twenty-two libraries were performing poorly or not performing at all relative to their efforts in this area, thirteen libraries indicated activities in two or three areas, and no libraries were performing at the very good or outstanding level (Mikkelsen 2002). Out of all the schools surveyed only one

respondent school's collection of Spanish language materials matched that of the Hispanic population of that school. The next two highest included a school with a Hispanic population of 45% and a Spanish language collection of 20%, and a school with a Hispanic population of 37% and a Spanish language collection of 10%. Most schools reported not providing reading encouragement activities in Spanish and 11 responded "yes" to providing staff development for teachers on how to better serve Hispanic students. The biggest reason for low Spanish language collection numbers was given as lack of funding. However, six of the 35 schools received additional funding specifically for Spanish language materials (Mikkelsen 2002).

With the Hispanic student enrollment increasing throughout the state of North Carolina, school libraries must make Latino literature acquisition a top priority. Mikkelsen conducted this study in 2002, across the state of North Carolina. It would be of interest to see how schools specific to the Triangle area of North Carolina, an area rich in academic institutions of higher education, and a leading Latino settlement area, respond to this growing need.

Multicultural Literature

As stated in *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1998), one of the missions and challenges of today's school library media programs is to: "Provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy" (p.7)

With the growth in our public school diversity it is only natural that the school media center should work with other school staff to create an environment where each student feels comfortable and empowered in the school library. In order to create an environment in which students can feel empowered, multicultural education must be taking place. Multicultural education goes beyond the three F's of folklore, food, and festivals, but instead teaches about various cultures and uses themes to make students more aware, accepting, and appreciative of all cultures (Haynes, 2000). Susan M. Landt (2006) writes in her article, *Multicultural Literature and Young Adolescents: A Kaleidoscope of Opportunity*, "Teachers who incorporate multicultural literature into their curriculum expose students to viewpoints and experiences that can broaden young adolescents' visions of self and the world." (p.690).

Benefits of Multicultural Literature on Students

As the diverse population of students continues to increase, it is important that all students are able to see themselves in the literature they read, while also exploring and learning about various cultures around them. According to Denise Agosto (2001) in *The Cultured World: Cultural Background, Bilingualism, and the School Library*, "The use of multicultural materials serves to affirm the validity of students' native cultures. As children mature, they collect and combine clues from their surroundings to form self-images...if children do not see children similar to themselves in school texts, they are likely to feel as if they themselves do not merit textual inclusion...literary inclusion in library collection, in words, pictures, and sound is crucial in helping all children to form healthy self-images and strong estimations of self-worth, and it sends a message of

approval from the librarian to the minority student population”(p.52-53). Not seeing one’s self, or representation of one’s culture in literature can make students feel marginalized and question their place within society (Landt, 2006). Students need to feel as though their culture and heritage are valued and have the opportunity to read about other children like themselves in books and see them in pictures.

Minority students also benefit from multicultural materials academically. Research indicates that cultural background is a significant factor in determining the ability to which one learns to read, write and comprehend and is easiest when texts mirror the student’s cultural heritage (Agosto, 2001). Cultural and linguistic background creates a framework through which individuals view, interpret, and assign meaning to text. Readers understand and comprehend more fully texts that depict their own native culture and according to Agosto (2001), “Whenever the cultural framework through which a reader views texts, and for that matter, the world, contrasts with an author’s cultural framework, that reader is likely to have more difficulty in comprehending that author’s work than in comprehending the work of an author with whom she or he shares a cultural framework” (p. 53). For bilingual students seeing familiar cultural images and concepts within texts provide a sense of security, familiarity, and confidence that encourages a desire to learn to read and write (Agosto, 2001). By helping students feel secure and valued, minority students not only want to learn, but will learn better because of a stronger cultural understanding.

While there are numerous benefits of including multicultural literature and education as part of the curriculum for minority students, there are also many benefits for the majority. Young people can experience cultures different from their own through the

use of multicultural literature, which result in deeper understanding and acceptance of people different from themselves (Agosto, 2001). Susan Landt (2006) writes “The opportunity and ability to see how others experience life is especially important for young adults who are in the process of becoming independent participants in a world much larger than their own school and community(p.691). As our society becomes more diverse and representative of other cultures, particularly that of the Latino community, it is equally important for the white majority to understand such a prevalent culture of those students they are educated among. Being able to celebrate and acknowledge the importance of another’s culture sends a strong message of acceptance and appreciation.

Beyond the cultural education aspects, is the recognition of exposing children to quality literature that incorporates mosaics of another world culture. The importance of exposing children to quality award-winning literature cannot be forgotten. Several awards are presented in addition to the more well-known Newberry and Caldecott awards. Introducing children to multicultural book award titles serves a double purpose of recognizing the importance of culture, while also introducing students to the beauty of literature that stretches them as a reader and thinker. The benefits of multicultural education and literature benefit all students and serve as a cultural bridge to understanding, appreciation, and awareness of others.

How Librarians Can Use Multicultural Literature

There are several ways in which the school media specialist can practice multicultural education and provide services to all students to create an environment of self-worth and appreciation of cultures. One of the first things that can be done is to

diversify the library collection to include works of fiction and nonfiction that celebrate other cultures. It is important to consider particular criteria when choosing books that represent various cultures; these include cultural accuracy, rich cultural details, authentic dialogue and relationships, in-depth treatment of cultural issues, and inclusion of members of minority groups for a purpose (Agosto, 2001). One way to do this is by ensuring the school library collection contain every Pura Belpré, Americas, and Tomás Rivera Mexican-American book award winning title that is age appropriate for an elementary collection. Each of these awards was established in the mid 1990's to address a void in the publishing field for books reflecting the Latino experience. The awards celebrate books with elements of Latino culture that positively reflect the Latino experience. These award titles are excellent choices to have as part of a school media collection, specifically when trying to meet the needs of the growing Latino population. One of the most effective ways a school librarian can create an environment of cultural tolerance and acceptance is through the integration of multicultural literature into the collection and curriculum (Agosto, 2001).

Other ways in which the school librarian can create a multicultural climate for all students is by modeling bilingualism. When conducting a read-aloud or telling a story to students try incorporating another language or using a semi-bilingual book. Many of the Latino children's book award titles come in bilingual formats, which would help easily facilitate this activity. This can help make the bilingual patrons feel valued and honored and sends the message that other languages are valuable and important (Agosto, 2001). Evaluating the physical space and environment of the library can also create a multicultural appreciation. A multicultural environment will make minority patrons feel

honored when they see items of their culture displayed while simultaneously helping the majority students learn more about various cultures through common symbols and images (Agosto, 2001). In order to make all students feel welcomed and appreciated in the school media center, the value of incorporating literature, programming, and physical space that speaks of multiculturalism is of utmost importance.

In order to actively practice multicultural education, one of the key components is the library collection. Without resources, to which teachers can turn to for support, it is harder to establish a multicultural educational policy throughout a school. Providing a wide array of multicultural literature, allows students to see themselves in what they read and teachers to have resources to use that acknowledge and value their minority students' experiences. Developing a school media collection rich in Latino children's book award titles within schools that have large numbers of Latino students sends a strong, positive message regarding the acknowledgement of the culture.

LATINO BOOK AWARDS

As the Latino population began to grow and change across the United States and the Latino community began to increase, the world of children's book publishing was seen as lacking material for this group. There were very few books published each year that accurately and engagingly reflected the Latino culture. It was the dearth of materials available that served as a catalyst for the three major awards that were to emerge in the mid 1990's. The Pura Belpré, the Americas, and the Tomás Rivera children's book awards were established in 1995-1996 to help combat this apparent problem and lack of resources in the publishing industry. It was thought that the creation of a book award, or more than one, would change the book publishing world and serve as an impetus to the strong developments of Latino children's books.

The Pura Belpré Award

The Pura Belpré Award, named after the first Latina children's librarian in New York City, was born out of a strong need to fulfill library accountability to Latino patrons by providing books with diverse imagery and portrayals of the Latino child's experience (Trevino, 2006). Two Latina children's librarians of Mexican heritage, Oralia Garza de Cortes and Sandra Rios Balderrama, helped lead the crusade in establishing the American Library Association (ALA) affiliated award for Latino children's literature. Having worked for years to create their own collection of stories and songs with a Latino focus in their respective states of Texas and California, they decided it was time for the book publishing world to get on board (Trevino, 2006). Working with key leaders in both The

National Association of Librarians Serving the Spanish Speaking (REFORMA) and the Association of Library Services for Children (ALSC), the creation of a Latino book award was soon underway. Working together the two organizations created an award that focused on the Latino cultural experience that was recognized by both the library and book publishing world (Trevino, 2006). In 1996 the first Pura Belpré Award ceremony was held in Austin, Texas and served to honor children's books that celebrated the Latino culture. (Trevino, 2006.)

Since 1996, the Pura Belpré Award has been presented biannually to a Latino or Latina writer and illustrator whose work best portrays affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth (Dresang, 2000). The term Latino as defined by this award is "people whose heritage emanates from any of the Spanish-speaking cultures of the Western Hemisphere." (Cortes, 1999) To be qualified, the book must be published in the United States or Puerto Rico two years prior to the presentation of the award and while citizenship is not a requirement for the award, the author and/or illustrator must reside in the United States (Cortes, 1999). The book itself may be written in Spanish, English, or a bilingual format and is judged by a panel chosen by the ALSC, and typically consists of jurors that share the heritage of the authors and illustrators (Cortes, 1999). In addition to the major winners in the author and illustrator categories, there are also several honor books recognized for their efforts. There have been a total of 38 awards given since its inception in 1996 (See Appendix A for a complete list of award winning titles and authors.)

The Americas Award

The Americas Award was established after a series of literature conferences entitled, “Reading Latin America,” sponsored by Columbia Teacher’s College in the early 1990’s. It was at this conference that a bilingual educational consultant, Graciela De Italiano, began to consider what could make an impact not only on quantity of Latino children’s literature, but also quality. After learning of the Coretta Scott King Award and what it did for African American children’s literature, she began to think that awards were the way to make an impact (Cortes, 1999).

Sponsored and administered by the National Consortium of Latin American Studies Program (CLASP), the Americas award is given in recognition of a U.S. picture book and a work of fiction published in either Spanish or English that authentically and engagingly presents the experience of individuals from Latin America or the Caribbean, or of Latinos in the United States. For this award, the term *Latin America* is closely aligned with that of Latin American studies programs, and therefore can include books from and about French and Portuguese-speaking countries such as Haiti and Brazil. (Cortes, 1999). Criteria for selection are based on the following: 1) distinctive literary quality; 2) cultural contextualization; 3) exceptional integration of text, illustration and design; and 4) potential for classroom use (Center for Latin American and Caribbean Studies – CLACS, 2007). Unlike the Pura Belpré award, the author of these award books does not have to have share the Latino culture, as long as the book itself is written about the Latin American experience (Cortes, 1999). Each year the Americas Awards are presented in Washington D.C. at the Library of Congress and are supported by the Hispanic Division, the Center for the Book, and CLASP. Just like the Pura Belpré

awards, the Americas Awards provide a list of honor book titles. There have been a total of 33 awards given since its inception in 1995. (See Appendix B for a complete list of award winning titles and authors.)

The Tomás Rivera Award

The Tomás Rivera Mexican-American Children's Book Award was established in 1995 to celebrate authors, illustrators, and publishers of books that authentically reflect the lives of Mexican-American children and young adults in the United States.

Administered by the College of Education at the Texas State University at San Marcos (TSUSM), the award was named after an alumnus who served as a teacher and writer before moving on to become the Chancellor of the University of California at Riverside.

The award itself was born out of the concern two teachers had for the lack of literature available to their Mexican-American Students that accurately portrayed their lives and experiences. There was also concern on the teachers' behalf regarding the lack of awareness among students, teachers, and librarians, of the literature that did exist (Cortes, 1999). These two educators, Velma Menchaca and Judy Lovett, visited the Dean of the College of Education at TSUSM to discuss their concerns. From this point a steering committee was created to develop an award that would recognize books with a Mexican-American focus.

For the Tomás Rivera Award, the selection process has two rounds. The first round is comprised of a regional committee made up of classroom teachers, education majors, college professors, librarians, and community members who work to develop a recommended list based on the selection criteria. That list is then submitted to a national

committee, comprised of Mexican-American Authors, university professors, and librarians who vote for the winning book (Cortes, 1999). The first award was given in 1996, and has been issued every year since. Several of the titles that win this award have also won either the Americas or Pura Belpré awards. There have been a total of 12 awards given since its inception in 1996. (See Appendix C for a complete list of award winning titles and authors.)

METHODOLOGY

For the purpose of this study, school media centers and their collections were the main focus of evaluation. Using a content analysis tool, twelve separate elementary school media center collections were evaluated in the Research Triangle area of North Carolina (Raleigh-Durham-Chapel Hill) for sixty-five separate Latino children's book award titles. Background research was also completed on each school through the North Carolina Department of Public Instruction. Information regarding school improvement, library statistics, and school wide achievement were gathered through public information based on the 2005-2006 North Carolina School Report Cards issued statewide based on the End of Grade tests. While population statistics were gathered for the 2006-2007 school year in order to choose the particular schools for this study, all other information was gathered from the year prior (2005-2006) due to public availability.

Sample Frame

This study specifically looks at the top three elementary schools in each of the four counties of the Triangle area of North Carolina (Chatham, Durham, Orange, and Wake) that have the largest Hispanic student populations. For the purpose of this study, Orange County and Chapel Hill-Carrboro public school systems were combined to view the county as a whole. Schools were chosen based on statistical student data compiled by the North Carolina Department of Public Instruction for each school district across the state for the 2006-2007 academic year. This data provided information regarding student population statistics for every public school in each county of North Carolina broken down by ethnic group and gender. The data was listed in student totals alongside

percentage amounts. Only the four counties that comprise the Triangle area were included. Middle schools and high schools were also omitted. A total of 156 elementary schools were listed for the four counties. The three schools within each county that had the largest number of Hispanic students were selected for this study. Schools were chosen based on number number of Hispanic students enrolled rather than percentage, because it was felt that the actual numbers of students would more importantly affect the collection policies for school media specialists. Hispanic student totals ranged from the highest at 534 (71%) to a low of 56 (11%).

Content Analysis

A content analysis of the collection examined how many Latino children's book award titles existed in each collection and then examined to determine if each title was in excellent, fair, or poor condition. The expectation was that most books would fall between the excellent to fair categories, as most children prefer to read books that are attractive in appearance.

Excellent	Little to no damage; "like-new" condition <ul style="list-style-type: none"> - Binding is in excellent shape with no damage - Pages demonstrate no signs of reader damage. - Cover has no apparent damage.
Fair	Moderate wear and tear, but still in good shape <ul style="list-style-type: none"> - Pages show evidence of damage by being folded down. - Some pages may have stray pencil marks. - Binding is beginning to see signs of wear and tear. - Pages have begun to dirty. - Cover shows moderate usage.
Poor	Apparent damage has been done to the book. <ul style="list-style-type: none"> - Binding is falling apart - Words or scribble have been written in book - Torn pages within the book. - Pages have dirtied over time or use. - Cover is torn or ripped.

Each school was assigned a separate content analysis sheet in which to record the data (Appendix D). Titles that were awarded multiple Latino children's book awards were only listed once, with a footnote listing other awards received. The purpose of using this tool was to be able to evaluate the number of titles each of these schools had within its collection in comparison to the number of students of Hispanic ethnic origin. Multiple copies of titles were included when evaluating total book numbers, but excluded when evaluating individual award titles per collection.

FINDINGS

Using the population statistics provided by the North Carolina Department of Public Instruction, it was determined which schools to visit to gather information about the library collections. Table 1 shows the results of each school separated by county. There is listed an entire student body population, a total Hispanic student population, and the percentage of Hispanic students to the overall student population. This data was later compared to the collection findings to determine if there was an appropriate match between the collection and the number of Hispanic students per school.

Table 1 - Student Population Data

	Total Student Population	# of Hispanic Students	% Hispanic students
<u>CHATHAM</u>			
School #1	512	56	11%
School #2	745	136	18%
School #3	752	534	71%
<u>DURHAM</u>			
School #1	749	209	28%
School #2	635	211	33%
School #3	739	283	38%
<u>ORANGE</u>			
School #1	534	97	18%
School #2	518	90	17%
School #3	708	108	15%
<u>WAKE</u>			
School #1	526	198	38%
School #2	663	233	35%
School #3	974	217	22%

After determining which schools would be part of the study, school and library statistics were collected on each by using information provided by the North Carolina Department of Public Instruction. The first set of data evaluated school wide

performance on the North Carolina End of Grade Test. Table 2 shows testing performance for the entire student body compared to Hispanic students within each school. Test scores are shown for the majority white students in comparison to the minority Hispanic students. Test data is separated by the number of tests taken and the percentage of white and Hispanic students who passed both reading and math EOG tests. State averages are also provided for comparison at the bottom of the table.

Table 2 - School Testing Data

	# of tests taken by White students	% of White students passing both reading and math	# of tests taken by Hispanic Students	% of Hispanic students passing both reading and math
<u>CHATHAM</u>				
School #1	281	80.8%	38	65.8%
School #2	287	87.8%	70	57.1%
School #3	27	44.4%	176	46%
<u>DURHAM</u>				
School #1	114	85.1%	81	39.5%
School #2	111	87.4%	87	44.8%
School #3	16	50.0%	97	48.5%
<u>ORANGE</u>				
School #1	160	90.6%	49	36.7%
School #2	175	69.7%	30	36.7%
School #3	217	91.2%	38	63.2%
<u>WAKE</u>				
School #1	23	69.6%	81	39.5%
School #2	112	78.6%	62	43.5%
School #3	71	87.3%	80	61.3%
<u>STATE</u>	N/A	73.5%	N/A	49.3%

The percentage of Hispanics who passed both reading and math on the North Carolina EOG test ranges from a low of 36.7% in Orange County and a high of 65.8% in

Chatham County. When looking at test numbers, it is also important to keep in mind the number of tests taken. A higher number of tests taken can lower the percentage.

Appendix E provides a more detailed table that includes data for Limited English Proficient (LEP) students and Migrant students. Both of these categories also display the number of tests taken alongside the percentage of students passing both tests. LEP students are not necessarily only Hispanics, although its group often accounts for a substantial portion of it, therefore it was included with the testing data.

Library statistics were also gathered using information compiled from the North Carolina Department of Public Instruction. Data was collected detailing the number of books in each school library collection, the number of books per student, and the average age of the library collection. These collection numbers exclude software, videotapes, periodicals, and electronic books. They also do not include more than five copies of any one title and count encyclopedia volumes as one title (North Carolina School Report Cards, 2006).

Table 3 shows the statistics for each school library in the study with a state average for comparison. Library collection totals were based on the 2005-2006 school year holdings. The total collections range from a low of 11,010 holdings to a high of 16,469. The average age of the collection ranges from a low of 11 years to a high of 25 years with the state average is 17 years. The age of a collection is determined by the copyright date of a book, not when the book was added to the collection. The number of books per student ranges from a low of 12.16 to a high of 31.33 with a state average of 16.71 books per student.

Table 3 - School Collection Data

	Total Books in Library Collection	# of Books per student	Average Age of Library Collection (in years)
<u>CHATHAM</u>			
School #1	11,673	21.86	15
School #2	14,366	21.19	15
School #3	14,322	20.06	14
<u>DURHAM</u>			
School #1	11,694	15.09	13
School #2	16,469	26.1	15
School #3	11,335	15.7	18
<u>ORANGE</u>			
School #1	13,867	23.95	15
School #2	14,599	31.33	16
School #3	14,738	21.77	11
<u>WAKE</u>			
School #1	12,122	22.04	25
School #2	12,026	12.16	13
School #3	11,010	18.26	15
<u>STATE</u>	N/A	16.71	17

Content Analysis Results

After background research was complete for each school within the study and data had been collected, the content analysis began. Out of the twelve schools evaluated for Latino children's books awards, none housed a collection of 50% or more of the titles that had received awards. Two schools of the twelve had between forty and fifty percent of the award titles housed in their library collection. Five schools had between thirty to forty percent of the award titles. Three schools had a total between twenty and thirty percent and two schools had a total between ten and twenty percent. None of the twelve

schools had less than ten percent of the total award winning titles in their collection. One school each from Orange and Durham counties accounted for the highest totals, while one school each from Wake and Chatham counties accounted for the lowest percentages. At least one school from each county had totals between the thirty to forty percent range.

Table 4 shows how schools fared when the awards themselves were divided into separate categories. When conducting the content analysis, titles that won multiple awards were only counted once, so as not to skew results. If a particular title was located in the collection and had won multiple awards, this was accounted for in the percentage of individual awards.

Table 4 - Latino Children's Book Awards: Percent Represented in School Media Centers

	All Awards % 65 total (with no repeated titles)	Pura Belpré % 38 total (with award overlap)	Americas % 33 total (with award overlap)	Tomás Rivera % 12 total (with award overlap)
<u>CHATHAM</u>				
School #1	16.9% (11)	23% (10)	12% (4)	41% (5)
School #2	30.7% (20)	42% (16)	33% (11)	25% (3)
School #3	29.2% (19)	31% (12)	15% (5)	50% (6)
<u>DURHAM</u>				
School #1	35.3% (23)	44% (17)	33% (11)	41% (5)
School #2	49.2% (32)	65% (25)	36% (12)	58% (7)
School #3	26.1% (17)	36% (14)	15% (5)	25% (3)
<u>ORANGE</u>				
School #1	46.1% (30)	55% (21)	42% (14)	75% (9)
School #2	20% (13)	23% (10)	18% (6)	41% (5)
School #3	33.8% (22)	42% (16)	21% (7)	41% (5)
<u>WAKE</u>				
School #1	12.3% (8)	13% (5)	12% (4)	16% (2)
School #2	36.9% (24)	42% (16)	39% (13)	25% (3)
School #3	30.7% (20)	34% (13)	27% (9)	41% (5)

The other component to this study was evaluating the condition of the award titles that were located within the collection. The condition that was prevalent for almost every school was between excellent and fair condition. Very few books in any school were considered to be in poor condition. One school in the study had lower percentages in the “excellent,” “fair,” or “poor” categories, due to the number of books that were checked out. This study evaluated the condition of the books based on the total in the collection. Therefore, books that were checked out or unable to be located on the shelves or check-in carts were recorded as such regarding the overall condition.

Table 5 shows each school and the conditions of the award titles found in their library collection. The results are shown in both percentage and number amounts in relation to the total of award titles held. If a category resulted in a zero book total, it was noted with an “n/a” symbol. Books that were considered “unable to locate” were the result of an exhaustive search, wherein the book was not found. Check-in carts, librarian usage, “checked out” status, and book displays were all reviewed before recording a book in this category.

Table 5 - Physical Condition of Award Title Copies within Each School Collection

	# of Award Titles in Collection	Excellent	Fair	Poor	Checked Out	Unable to Locate
<u>CHATHAM</u>						
School #1	17	52.9% (9)	35.3% (6)	N/A	11.7% (2)	N/A
School #2	39	15.4% (6)	20.5% (8)	2.5% (1)	43.6% (17)	17.9% (7)
School #3	27	33.3% (9)	37% (10)	3.7% (1)	26% (7)	N/A
<u>DURHAM</u>						
School #1	24	41.7% (10)	20.8% (5)	4.2% (1)	12.5% (3)	20.8% (5)
School #2	43	44.2% (19)	37.2% (16)	4.6% (2)	11.6% (5)	2.3% (1)
School #3	20	45% (9)	20% (4)	N/A	10% (2)	25% (5)
<u>ORANGE</u>						
School #1	46	39.1% (18)	43.5% (20)	N/A	17.4% (8)	N/A
School #2	15	73.3% (11)	20% (3)	N/A	6.7% (1)	N/A
School #3	25	64% (16)	16% (4)	N/A	12% (3)	8% (2)
<u>WAKE</u>						
School #1	10	40% (4)	30% (3)	N/A	10% (1)	20% (2)
School #2	24	41.6% (10)	16.6% (4)	4.1% (1)	25% (6)	12.5% (3)
School #3	23	34.8% (8)	26.1% (6)	4.3% (1)	21.7% (5)	8.7% (2)

Combined Results

After all necessary data had been collected, each county was evaluated separately. Across all counties there were similarities among the schools and collections. All schools demonstrated a low representation overall of Latino children's book award titles. Every collection evaluated had fewer than fifty percent of the recommended book titles from the combined book awards, with the highest percentage at 49.2% and the lowest having only 12.3%. Of these three separate book awards, the majority of schools (10 out of 12) had a lower percentage of Americas book award titles than either the Pura Belpré or Tomás Rivera award titles. When looking at percent collected for each book award, the Pura Belpré and Tomás Rivera award titles were evenly distributed across the four counties, with six schools carrying a higher percentage of Pura Belpré titles, and the other six schools carrying a higher percentage of Tomás Rivera titles over all others. When evaluating actual numbers, the Pura Belpré Award had more representation than any other award at all twelve schools. However, this book award also has more awarded and honorary titles, with a total of 38. The Americas Award has a total of 33, and Tomás Rivera a total of 12 since its inception. The Tomás Rivera award is given to only one book a year with no honorary titles awarded.

When evaluating the condition of the collections of each school, it was found that the majority of all the books located were in excellent to fair condition across all counties. All the schools had less than five percent of the titles they carried in poor condition. This could be an indicator of low circulation rates or good collection maintenance. Without evaluating circulation statistics it's unknown.

The age of the overall collection was similar among the majority of the schools; less dated than the state average. Two schools out of the twelve had a collection older than the state average.

Finally, when evaluating test scores of Hispanic students at each school, it is apparent how when compared to white students, there is a major achievement gap. Of twelve schools, eleven had higher scores among their white students. Only one school had lower test scores among their white students where there existed a percent difference of only 1.6%. And of all twelve schools, only four of the schools had passing Hispanic scores higher than the state average.

Tables 6-9 display a breakdown by county of all data collected for each school.

Table 6 - Chatham County School Data

	SCHOOL #1	SCHOOL #2	SCHOOL #3
<u>STUDENTS</u>			
Total population	512	745	752
# Hispanic students	56	136	534
% Hispanic students	11%	18%	71%
<u>LIBRARY</u>			
Total books	11,673	14,366	14,322
Books per students	21.86	21.19	20.06
Age of collection (in years)	15	15	14
Percent of all Latino book award titles within collection (excludes multiple copies)	16.9%	30.7%	29.2%
Number of all Latino book award titles within collection (includes multiple copies)	17 1-7x copies	39 1 – 15x copies 1 – 3x copies 2 – 2x copies	27 6 – 2x copies 1 – 3x copies
Percent of each award housed in collection. Pura Belpré (38); Americas (33); T.R. (12)	P = 23% (10) A = 12% (4) T = 41% (5)	P = 42% (16) A = 33% (11) T = 25% (3)	P = 36% (14) A = 15% (5) T = 50% (6)
Condition of book copies within each collection	Exc. –52.9% Fair – 35.3% Poor – n/a *U.T.D – 11.7%	Exc. –15.4% Fair – 20.5% Poor – 2.5% U.T.D -61.5%	Exc. –33.3% Fair – 37% Poor – 3.7% U.T.D -26%
<u>TESTING</u>			
White % passing EOG	80.8%	87.8%	44.4%
Hispanic % passing EOG	65.8%	57.1%	46%
**LEP % passing EOG	47.8%	54%	39.9%
Migrant % passing EOG	N/A	N/A	36.8%

*U.T.D. = Unable to determine (based on books that were checked out and/or unable to locate)

** LEP = Students categorized as Limited English Proficiency

Table 7 - Durham County School Data

	SCHOOL #1	SCHOOL #2	SCHOOL #3
<u>STUDENTS</u>			
Total Population	749	635	739
# Hispanic Students	209	211	283
% Hispanic Students	28%	33%	38%
<u>LIBRARY</u>			
Total Books	11,694	16,469	11,335
Books per students	15.09	26.1	15.7
Age of Collection (in years)	13	15	18
Percent of all Latino book award titles within collection (excludes multiple copies)	35.3%	49.2%	26.1%
Number of all Latino book award titles within collection (includes multiple copies)	24 1 – 2x copies	43 9 – 2x copies 1 – 3x copies	20 3 – 2x copies
Percent of each award housed in collection. Pura Belpré (38); Americas (33); T.R. (12)	P = 44% (17) A = 33% (11) T = 41% (5)	P = 65% (25) A = 36% (12) T = 58% (7)	P = 36% (14) A = 15% (5) T = 25% (3)
Condition of book copies within each collection (Ext. = excellent)	Ext –41.7% Fair – 20.8% Poor – 4.2% U.T.D – 33.3%	Ext. –44.2% Fair – 37.2% Poor – 4.6% U.T.D -13.9%	Ext. – 45% Fair – 20% Poor – n/a U.T.D -35%
<u>TESTING</u>			
White % passing EOG	85.1%	87.4%	50.0%
Hispanic % passing EOG	39.5%	44.8%	48.5%
LEP % passing EOG	27.3%	43.6%	39.2%
Migrant % passing EOG	N/A	N/A	N/A

Table 8 - Orange County School Data

	SCHOOL #1	SCHOOL #2	SCHOOL #3
<u>STUDENTS</u>			
Total Population	534	518	708
# Hispanic Students	97	90	108
% Hispanic Students	18%	17%	15%
<u>LIBRARY</u>			
Total Books	13,867	14,599	14,738
Books per students	23.95	31.33	21.77
Age of Collection (in years)	15	16	11
Percent of all Latino book award titles within collection (excludes multiple copies)	46.1%	20%	33.8%
Number of all Latino book award titles within collection (includes multiple copies)	46 1-12x copies 1-3x copies 3-2x copies	15 2 – 2x copies	25 3-2x copies
Percent of each award housed in collection. Pura Belpré (38); Americas (33); T.R. (12)	P = 55% (21) A = 42% (14) T = 75% (9)	P = 23% (13) A = 18% (10) T = 41% (5)	P = 42% (16) A = 21% (7) T = 41% (5)
Condition of book copies within each collection	Exc. –39.1% Fair – 43.5% Poor – n/a U.T.D – 17.4%	Exc. –73.3% Fair –20% Poor n/a U.T.D -6.7%	Exc. – 64% Fair – 16% Poor – n/a U.T.D -20%
<u>TESTING</u>			
White % passing EOG	90.6%	69.7%	91.2%
Hispanic % passing EOG	36.7%	36.7%	63.2%
LEP % passing EOG	34.1%	35.5%	71.7%
Migrant % passing EOG	N/A	N/A	N/A

Table 9 - Wake County School Data

	SCHOOL #1	SCHOOL #2	SCHOOL #3
<u>STUDENTS</u>			
Total Population	526	974	633
# Hispanic Students	198	217	233
% Hispanic Students	38%	22%	35%
<u>LIBRARY</u>			
Total Books	12,122	12,026	11,010
Books per students	22.04	12.16	18.26
Age of Collection	25	13	15
Percent of all Latino book award titles within collection (excludes multiple copies)	12.3%	36.9%	30.7%
Number of all Latino book award titles within collection (includes multiple copies)	10 1-2x copies	24	23 3-2x copies
Percent of each award housed in collection. Pura Belpré (38); Americas (33); T.R. (12)	P = 13% (5) A = 12% (4) T = 16% (2)	P = 42% (16) A = 39% (13) T = 25% (3)	P = 34% (13) A = 27% (9) T = 41% (5)
Condition of book copies within each collection	Exc. –40% Fair – 30% Poor – n/a U.T.D – 30%	Exc. – 41.6% Fair – 16.6% Poor – 4.1% U.T.D -37.5%	Exc. – 34.8% Fair – 26.1% Poor – 4.3% U.T.D -30.4%
<u>TESTING</u>			
White % passing EOG	69.6%	78.6%	87.3%
Hispanic % passing EOG	39.5%	43.5%	61.3%
LEP % passing EOG	30%	26.5%	40.5%
Migrant % passing EOG	N/A	N/A	N/A

DISCUSSION

After evaluating all parts of the study it was insightful to see the results and how the schools compare to one another. This study is by no means exhaustive and there are several more elements that could be evaluated to gain even greater insight into how the schools are meeting the needs of the Latino community. By having a partnership with the American Library Association, the Pura Belpré Award gets exposure that all three awards need to have. One of the biggest reasons, schools may not have more of these awards is due to lack of exposure. Without deliberate promotion on behalf of publishers and the award organizations, there will continue to be an unawareness regarding how many awards exist that serve to acknowledge the Latino cultural experience. It must also be taken into consideration how quickly school demographics can change and collection development is a process that takes time. If a school population has changed dramatically within the last couple years, a school collection may not be completely developed to address the cultural constituency of the student body. And while schools may not have all the age appropriate Latino award titles, some have excellent Spanish language collections. It cannot be fully determined by one study, how the needs of the Latino student population are fully being addressed.

However, it became apparent after the data was reviewed, that our schools lack in the collection service to the Latino community and to the community as a whole when we fail to acknowledge award winning Latino literature by housing it in our public school library collections. We have much more work to do if we have schools with a Hispanic student percentage of seventy-one percent, and yet a total Latino children's book award collection of only twenty-nine percent. Why is it that each of these schools studied, that

have significant amounts of Hispanic students, don't have every book award listed that is grade level appropriate for the elementary school child? How can teachers begin to create a multicultural curriculum without quality resources to supplement their instruction? Hispanic students should be able to see themselves in quality, award-winning literature that celebrates the Latino culture when they visit their school library. Every school librarian should be given easy exposure to the various book awards for children so they can diversify their collections as much as possible, particularly in schools where there is a large minority student population.

Limitations

There were several limitations within this study, which could have bearing on the collection results for each school. This study specifically looked at elementary schools due to the age range of the majority of the awards. However, some of the books that received awards or honors are considered young adult novels and may not be appropriate for children in the elementary grades. Of all the books listed, fourteen of 65 are categorized as young adult literature. Librarian discretion is used when deciding whether to include a particular book in an elementary collection specifically for the older students. Depending on the nature and maturity of the book, it may or may not be included in an elementary collection. This could have been the case with a few of the books, particularly in regards to the Americas Award.

Another limitation that can affect the collection is a school library's budget. While each school library is supposed to be granted the state granted per pupil expenditure to use as their library budget, this money does not always get spent directly

on books. Because each school has discretionary funds administered at the site level by administration, this money does not have to be spent on books for the library, and can be used in other areas such as technology. Therefore, depending on how administration at each school decides to use the budgeted money can determine if a school library has extra funds to purchase new materials. Each school also differs on how they get extra funding through events such as book fairs. While some schools' PTA uses funds raised from a PTA run book fair to go back towards the media center and its collection, other schools' PTA may use that money in other areas of the school. Depending on what money is available often will determine if new books, "outside the norm" can be purchased.

This study did not focus on each school's Spanish book collection. In some cases, a school may not have many of the award titles in their collection, they may have an extensive Spanish language collection. This study is not meant to make the assumption that because a collection does not have each of these award titles, then they are not providing valuable materials to their Latino community. One school in particular in this study had a Spanish language collection of 750 books with another 750 ordered. However, from that total order there were only three books listed that were listed as award winners. Two of the schools also had dual language programs in place with active Latino community involvement within the school. Adding more of these award winning titles to the collection would only strengthen this feeling of community between the school and the Latino population.

Furthermore, when discussing Latino student populations, it would be remiss to not account for recent demographic change to a student body. A shift in school demographics can happen from one year to the next when redistricting occurs within a

school district. If a school recently experienced a demographic change that resulted in a higher Latino population, the collection may not yet be developed to meet the needs of the recent change.

Finally, this study did not interview the school media specialist at each school to get more specific information regarding each collection. Programming may be taking place that recognizes various aspects of the Latino community. An interview could provide more insight into aspects such as the yearly budget and how money is allocated to the media center. It could also provide insight into awareness of each award and how much information school librarians feel that have regarding each of these awards.

Questions For Further Study

There is much research to be done in the field of multicultural literature and how it can be used to provide library services to minority patrons in the arena of public schools. One possible avenue for future study is an in-depth analysis of how the use of multicultural literature in turn affects student achievement. How would achievement levels change among Latino students if a collection were filled with award winning literature with active library programming using this literature in collaboration with classroom teachers? Would reading levels increase? How would the North Carolina EOG scores translate?

Another avenue for further investigation is to evaluate circulation records after building a strong multicultural collection that is promoted and advertised by the school librarian. How often do Latino students check out books that mirror their own culture.

Would there be an overall change in library usage and circulation rates with the introduction of more multicultural Latino book titles?

A study could be broadened to look at multicultural literature, as a whole, by evaluating all book awards dedicated to minority cultures prevalent in this country. This study focused on Latino children's book awards due to the growing population of this minority group and the low levels of exposure to the selected book awards. How are we meeting all minority students' needs through library collections and programming?

Conclusions

Today's schools and communities are becoming more and more diverse as the nation continues to grow. The rise in Hispanic enrollment and the decline in the white majority in public schools is a reminder of the importance to constantly evaluate curriculum and teaching in order to meet the needs of all students. Proper evaluation of school demographics, curriculum content, library collections, and programming to meet the needs of diverse learners is a crucial step in assuring that students' learning needs throughout a given school are being addressed. All students should feel validated and secure in their learning environment, and be given equal educational opportunity.

This study demonstrated we still have work that needs to be done in an area of growing importance. Student achievement levels among Hispanics are not where they can and should be and repeated studies have shown that the use of multicultural literature can improve minority achievement levels. The media center can be a school's hub of multicultural activity by housing a collection of resources and providing programming that can be used school wide to validate all student cultures. As North Carolina continues to grow and change, and minority students with diverse cultures become more prevalent

throughout the state, the schools and their media programs must evaluate proper adjustments to their programs, collections, and library design. It allows for an insightful multicultural learning experience that can be instructed on all levels throughout the school. The school media specialist has the unique position to provide a cultural mirror or a door to the unknown all through the use of literature, the library collection, and the programming offered.

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Appendix A

THE PURA BELPRÉ AWARD

Title/Author	Grade Level Reading Level	Copyright	Award Year	Other Awards
<i>The Tequila Worm</i> By: Viola Canales	Gr. 5-8 Young Adult	Wendy Lamb Books, 2005	2006	Americas (2005)
<i>Dona Flor: A Tall Tale About a Giant Woman with a Great Big Heart</i> By: Pat Mora	Gr. PreK-2 Ages 4-8	Kopf Books for Young Readers, 2005	2006	
<i>Cesar: ¡Si, Se Puede! Yes, We Can!</i> By: Carmen T. Bernier-Grand	Gr. 2-6 Ages 4-8	Marshall Cavendish Children's Books, 2005	2006	
<i>Becoming Naomi Leon</i> By: Pam Munoz Ryan	Gr. 4-7 Ages 9-12	Scholastic, 2004	2006	T.R. (2004)
<i>Arorro, Mi Nino: Latino Lullabies and Gentle Games.</i> By: Lulu Delacre	PreK-2 Ages 4-8	Lee & Low Books, 2004	2006- ill.	
<i>My Name is Celia/Me Llamo Celia: The Life of Celia Cruz/La Vida de Celia Cruz</i> By: Monica Brown	Gr. 2-4 Ages 4-8	Rising Moon Books, 2004	2006- ill.	Americas (2004)
<i>Before We Were Free</i> By: Julia Alvarez	Young Adult Ages 12+	Knopf Books for Young Readers, 2002	2004	Americas (2002)
<i>Cuba 15</i> By: Nancy Osa	Young Adult Gr. 6-10	Delacorte Books for Young Readers, 2003	2004	Americas (2003)
<i>My Diary from Here to There/Mi Diario de Aqui Hasta Alla.</i> By: Amada Irma Perez	Gr. 2-5 Ages 4-8	Children's Book Press, 2002	2004	
<i>Just a Minute: A Trickster Tale and Counting Book.</i> By: Yuyi Morales	PreK-2 Ages 4-8	Chronicle Books, 2003	2004	Americas (2003) T.R. (2003)
<i>First Day in Grapes</i> By: L. King Perez.	Gr. 1-3 Ages 4-8	Lee & Low Books, 2002	2004- ill.	
<i>The Pot That Juan Built</i> By: Nancy Andrews-Goebel	Gr. K-5 Ages 4-8	Lee & Low Books, 2002	2004- ill.	
<i>Harvesting Hope: The Story of Cesar Chevez</i> By: Kathleen Krull	Gr. 3-6 Ages 4-8	Harcourt Children's Books, 2003	2004- ill.	Americas (2003)
<i>Esperanza Rising</i> By: Pam Munoz Ryan	Gr. 6-9 Ages 9-12	Scholastic Press, 2000	2002	Americas (2000)
<i>Breaking Through</i> By: Francisco Jimenez	Gr. 5-6 Young Adult	Houghton Mifflin, 2001	2002	Americas (2001) T.R.(2001)

<i>Iguanas in the Snow</i> By: Francisco X. Alarcon	Gr. K-5 N/A	Children's Book Press, 2001	2002	
<i>Chato and the Party Animals</i> By: Gary Soto	Gr. K-3 Ages 4-8	Putnam Juvenile, 2000	2002-ill.	
<i>Juan Bobo Goes to Work</i> By: Marisa Montes	Gr. K-3 Ages 3-8	Rayo, 2000	2002-ill.	
<i>Under the Royal Palms: A Childhood in Cuba</i> By: Alma Flor Ada	Gr. 4-7 Ages 9-12	Atheneum, 1998	2000	
<i>From the Bellybutton of the Moon and Other Summer Poems/Del Ombligo de la Luna y Otro Poemas de Verano.</i> By: Francisco X. Alarcon	Gr. K-4 Ages 4-8	Children's Book Press, 1998	2000	
<i>Laughing Out Loud, I Fly: Poems in English and Spanish</i> By: Juan Felipe Herrera	Gr. 6+ Young Adult	Joanna Cotler, 1996	2000	
<i>Magic Windows</i> By: Carmen Lomas Garza	Gr. 1-5 Ages 4-8	Children's Book Press, 1999	2000-ill.	Americas (1999)
<i>Barrio: Jose's Neighborhood</i> By: George Ancona	Gr. 1-4 Ages 9-12	Harcourt Paperbacks, 1998	2000-ill.	Americas (1998)
<i>The Secret Stars</i> By: Joseph Slate	Gr. 1-3 Ages 4-8	Cavendish Children's Books, 1998	2000-ill.	
<i>Mama and Papa Have a Store</i> By: Amelia Lau Carling	Gr. K-3 Ages 4-8	Dial, 1998	2000-ill.	Americas (1998)
<i>Parrot in the Oven: mi vida</i> By: Victor Martinez	Gr. N/A Ages 12+	Joanna Cotler, 1996	1998	Americas (1996)
<i>Laughing Tomatoes and Other Spring Poems/Jitomates Risuenos y otros peomas de primavera</i> By: Francisco Alarcon	Gr. K-5 Ages 4-8	Children's Book Press, 1997	1998	
<i>Spirits of the High Mesa</i> By: Floyd Martinez	N/A	Arte Publico Press, 1997	1998	
<i>In My Family / En mi Familia</i> By: Carmen Lomas Garza	Gr. N/A Ages 6-10	Children's Book Press, 1996	1998-ill.	Americas (1996) T.R.(1996)
<i>Snapshots from the Wedding</i> By: Gary Soto	Gr. 2-5 Ages 4-8	Putnam Juvenile, 1997	1998-ill.	
<i>The Golden Flower: a Taino Myth from Puerto Rico</i> By: Nina Jaffe	Gr. 2-5 Ages 4-8	Simon & Schuster, 1996	1998-ill.	
<i>Gathering the Sun: an Alphabet in Spanish and English.</i> By: Alma Flor Ada	PreK-5 Ages 5-8	Rayo, 1997	1998-ill.	
<i>An Island Like You: Stories from the Barrio</i> By: Judith Ortiz Cofer	Gr. 7-12 Ages 12+	Puffin, 1996	1996	

<i>The Bossy Galito/El Gallo de Bodas: A Traditional Cuban Folktale</i> By: Lucia Gonzalez	Gr. K-5 Ages 4-8	Scholastic, 1994	1996	
<i>Baseball in April, and Other Stories</i> By: Gary Soto	Gr. 4-7 Ages 9-12	Harcourt, 1990	1996	
<i>Chato's Kitchen</i> By: Susan Guevara	Gr. N/A Ages 4-8	Scholastic, 1995	1996-ill.	Americas (1995) T.R. (1995)
<i>Pablo Remembers: The Fiesta of the Day of the Dead.</i> By: George Ancona	Gr. 3-6 Ages 9-12	HarperCollins, 1993	1996-ill.	
<i>Family Pictures / Cuadros de Familia</i> By: Carmen Lomas Garza	Gr. 1-4 Ages 6-12	Children's Book Press, 1990	1996-ill.	

Appendix B

Américas Book Award for Children's and Young Adult Literature

Title/Author	Grade Level Reading Level	Copyright	Award Year	Other Latino Book Awards
<i>Cinnamon Girl: Letters Found Inside A Cereal Box.</i> By: Juan Felipe Herrera	Gr. 8-10 Ages 9-12	Rayo, 2005	2005	
<i>The Tequila Worm</i> By: Viola Canales	Gr. 5-8 Young Adult	Wendy Lamb Books, 2005	2005	Belpré (2006)
<i>Sammy & Juliana in Hollywood</i> By: Benjamin Alire Saenz	Gr. 9+ Young Adult	Cinco Puntos Press, 2004	2004	
<i>Call Me Maria</i> By: Judith Ortiz Cofer	Gr. 5-8	Orchard Books, 2004	2004	
<i>My Name is Celia / Me Llamo Celia: The Life of Celia Cruz/La Vida de Celia Cruz</i> By: Monica Brown	Gr. K-5 Ages 4-8	Rising Moon Books, 2004	2004	Belpré (2006-ill.)
<i>The Meaning of Consuelo</i> By: Judith Ortiz Cofer	N/A	Farrar, Straus, and Giroux, 2003	2003	
<i>Just a Minute: A Trickster Tale and Counting Book</i> By: Yuyi Morales	PreK-2 Ages 4-8	Chronicle Books, 2003	2003	Belpré (2004) T.R. (2003)
<i>Cuba 15</i> By: Nancy Osa	Young Adult Ages 12+	Delacorte Books for Young Readers, 2003	2003	Belpré (2004)
<i>Harvesting Hope: The Story of Cesar Chavez</i> By: Kathleen Krull	Gr. 3-6 Ages 4-8	Harcourt Children's Books, 2003	2003	Belpré (2004-ill.)
<i>Behind the Mountains</i> By: Edwidge Danticat	Gr. 5+ Young Adult	Orchard Books, 2002	2002	
<i>Frida</i> By: Jonah Winter	Gr. N/A Ages 4-8	Scholastic, 2002	2002	
<i>Before We Were Free</i> By: Julia Alvarez	Young Adult Ages 12+	Knopf Books for Young Readers, 2002	2002	Belpré (2004)
<i>A Movie in My Pillow/Una Pelicula en mi almohada.</i> By: Jorge Argueta	Gr. 3-6	Children's Book Press, 2001	2001	

<i>In the Days of the Vaqueros: America's First True Cowboys</i> By: Russell Freedman	Gr. 4-8 Ages 9-12	Clarion Books, 2001	2001	
<i>Breaking Through</i> By: Francisco Jimenez	Gr. 6-8 Young Adult	Houghton Mifflin, 2001	2001	Belpré (2002) TR (2001)
<i>Esperanza Rising</i> By: Pam Munoz Ryan	Gr. 6-9 Ages 9-12	Scholastic Press, 2000	2000	Belpré (2002)
<i>The Color of My Words</i> By: Lynn Joseph	Ages 9-12	Joanna Cotler, 2000	2000	
<i>The Composition</i> By: Antonio Skarmeta	Gr. 2-6 Ages 4-8	Groundwood Books, 2000	2000	
<i>My Very Own Room: Mi Propio Cuartito</i> By: Amanda Irma Perez	Gr. K-3 Ages 4-8	Children's Book Press, 2000	2000	TR (2000)
<i>Magic Windows</i> By: Carmen Lomas Garza	Gr. 1-5 Ages 4-8	Children's Book Press, 1999	1999	Belpré (2000-ill.)
<i>CrashBoom Love</i> By: Juan Felipe Herrera	Gr. 8+	University of New Mexico Press, 1999	1999	
<i>Cuba: After the Revolution</i> By: Bernard Wolf	Ages 9-12	Dutton Juvenile, 1999	1999	
<i>Cendrillon: A Caribbean Cinderella</i> By: Robert D. San Souci	Gr.K-3 Ages 9-12	Simon & Schuster, 1998	1998	
<i>Barrio: Jose's Neighborhood</i> By: George Ancona	Gr. 1-4 Ages 9-12	Harcourt Paperbacks, 1998	1998	Belpré (2000-ill.)
<i>Mama and Papa Have a Store</i> By: Amelia Lau Carling	Gr. K-3 Ages 4-8	Dial, 1998	1998	Belpré (2000-ill.)
<i>The Circuit</i> By: Francisco Jimenez	Gr. 6+ Young Adult	Houghton Mifflin, 1997	1997	
<i>The Face at the Window</i> By: Regina Hanson	Gr. 2-4 Ages 4-8	Clarion Books, 1997	1997	
<i>Fruits: A Caribbean Counting Poem</i> By: Valerie Bloom	PreK-2 Baby- PreK	Henry Holt and Company, 1997	1997	
<i>In My Family / En mi Familia</i> By: Carmen Lomas Garza	Ages 6-10	Children's Book Press, 1996	1996	Belpré (1998-ill.) T.R. (1996)
<i>Down By the River: Afro-Caribbean Rhymes, Games, and Songs for</i>	Gr.2-4 Ages 4-8	Scholastic, 1996	1996	

<i>Children</i> By: Grace Hallworth				
<i>Parrot in the Oven: mi vida</i> By: Victor Martinez	Gr. N/A Ages 12+	Joanna Cotler, 1996	1996	Belpré (1998)
<i>Tonight, by Sea</i> By: Frances Temple	Gr. 6-9 Ages 9-12	Harper Trophy, 1995	1995	
<i>An Island Like You: Stories from the Barrio</i> By: Judith Ortiz Cofer	Gr. 7-12 Ages 12+	Puffin, 1996	1996	Belpré (1996)
<i>Chato's Kitchen</i> By: Gary Soto	Gr. N/A Ages 4-8	Scholastic, 1995	1995	Belpré (1996-ill.) TR (1995)
<i>The Mermaid's Twin Sister: More Stories From Trinidad</i> By: Lynn Joseph	Gr. 4-7 Ages 9-12	Clarion Books, 1996 (reprint Ed.)	1994	
<i>Vejigante Masquerader</i> By: Lulu Delacre	Gr. 2-6 Ages 4-8	Scholastic, 1993	1993	

Appendix C

**TOMÁS RIVERA MEXICAN-AMERICAN
CHILDREN'S BOOK AWARD**

Title/Author	Grade Level Reading Level	Copyright	Award Year	Other Awards
<i>Jose! Born to Dance</i> By: Susanna Reich	Gr. 2-4 Ages 9-12	Simon & Schuster, 2005	2005	
<i>Becoming Naomi Leon</i> By: Pam Munoz Ryan	Gr. 4-7 Ages 9-12	Scholastic, 2004	2004	Belpré (2006)
<i>Just a Minute: A Trickster Tale and Counting Book.</i> By: Yuyi Morales	PreK-2 Ages 4-8	Chronicle Books, 2003	2003	Americas (2003) Belpré (2004)
<i>A Library for Juana</i> By: Pat Mora	Gr. 2-4 Ages 4-8	Knopf Books for Young Readers, 2002	2002	
<i>Breaking Through</i> By: Francisco Jimenez	Gr. 5-6 Young Adult	Houghton Mifflin, 2001	2001	Americas (2001) Belpré (2002)
<i>My Very Own Room: Mi Proprio Cuartito</i> By: Amanda Irma Perez	Gr. K-3 Ages 4-8	Children's Book Press, 2000	2000	Americas (2000)
<i>My Land Sings: Stories from the Rio Grande</i> By: Rudolfo Anaya	Gr. 5-9 Ages 9-12	Harper Trophy, 1999	1999	
<i>The Three Pigs</i> By: Bobbi Salinas	Gr. K-2 Ages 4-8	Pinata Books, 1998	1998	
<i>Tomás and the Library Lady</i> By: Pat Mora	Gr. 2-4 Ages 4-8	Knopf Books for Young Readers, 1997	1997	
<i>In My Family / En Mi Familia</i> By: Carmen Lomas Garza	Gr. N/A Ages 6-10	Children's Book Press, 1996	1996	Americas (1996) Belpré (1998-il.)
<i>Chato's Kitchen</i> By: Susan Guevara	Gr. N/A Ages 4-8	Scholastic, 1995	1995	Americas (1995) Belpré (1996-il.)
<i>The Farolitos of Christmas</i> By: Rudolfo Anaya	Gr. N/A Ages 5-9	Hyperion, 1995	1995	

Appendix D**Content Analysis Tool: Collections**

County:

School:

Book Title	In Collection (Yes/No)	# of Copies	Condition of Copy (Excellent/Fair/Poor)
Pura Belpré Award			
<i>The Tequila Worm</i> by: Viola Canales			
<i>Dona Flor: A Tall Tale About a Giant Woman with a Great Big Heart</i> by: Pat Mora			
<i>Cesar: ¡Si, Se Puede! Yes, We Can!</i> by: Carmen T. Bernier-Grand			
<i>Becoming Naomi Leon</i> by: Pam Munoz Ryan			
<i>Arorro, Mi Nino: Latino Lullabies and Gentle Games.</i> by: Lulu Delacre			
<i>My Name is Celia/Me Llamo Celia: The Life of Celia Cruz/La Vida de Celia Cruz</i> by: Monica Brown			
<i>Before We Were Free</i> by: Julia Alvarez			
<i>Cuba 15</i> by: Nancy Osa			
<i>My Diary from Here to There/Mi Diario de Aqui Hasta Alla.</i> by: Amada Irma Perez			
<i>Just a Minute: A Trickster Tale and Counting Book.</i> by: Yuyi Morales			
<i>First Day in Grapes</i> By: L. King Perez.			
<i>The Pot That Juan Built</i> By: Nancy Andrews-Goebel			
<i>Harvesting Hope: The Story of Cesar Chavez</i> by: Kathleen Krull			
<i>Esperanza Rising</i> By: Pam Munoz Ryan			

<i>Breaking Through</i> By: Francisco Jimenez			
<i>Iguanas in the Snow</i> By: Francisco X. Alarcon			
<i>Chato and the Party Animals</i> By: Gary Soto			
<i>Juan Bobo Goes to Work</i> By: Marisa Montes			
<i>Under the Royal Palms: A Childhood in Cuba</i> By: Alma Flor Ada			
<i>From the Bellybutton of the Moon and Other Summer Poems/Del Ombligo de la Luna y Otro Poemas de Verano.</i> By: Francisco X. Alarcon			
<i>Laughing Out Loud, I Fly: Poems in English and Spanish</i> By: Juan Felipe Herrera			
<i>Magic Windows</i> By: Carmen Lomas Garza			
<i>Barrio: Jose's Neighborhood</i> By: George Ancona			
<i>The Secret Stars</i> By: Joseph Slate			
<i>Mama and Papa Have a Store</i> By: Amelia Lau Carling			
<i>Parrot in the Oven: mi vida</i> By: Victor Martinez			
<i>Laughing Tomatoes and Other Spring Poems/Jitomates Risuenos y otros poemas de primavera</i> By: Francisco Alarcon			
<i>Spirits of the High Mesa</i> By: Floyd Martinez			
<i>Snapshots from the Wedding</i> By: Gary Soto			
<i>The Golden Flower: a Taino Myth from Puerto Rico</i> By: Nina Jaffe			
<i>Gathering the Sun: an Alphabet in Spanish and English.</i> By: Alma Flor Ada			
<i>An Island Like You: Stories from the Barrio</i> By: Judith Ortiz Cofer			

<i>The Bossy Gallito / El Gallo de Bodas: A Traditional Cuban Folktale</i> By: Lucia Gonzalez			
<i>Baseball in April, and Other Stories</i> By: Gary Soto			
<i>Chato's Kitchen</i> By: Susan Guevara			
<i>Pablo Remembers: The Fiesta of the Day of the Dead.</i> By: George Ancona			
<i>Family Pictures / Cuadros de Familia</i> By: Carmen Lomas Garza			
TOTAL			
Americas Book Award			
<i>Cinnamon Girl: Letters Found Inside A Cereal Box.</i> By: Juan Felipe Herrera			
<i>Sammy & Juliana in Hollywood</i> By: Benjamin Alire Saenz			
<i>Call Me Maria</i> By: Judith Ortiz Cofer			
<i>The Meaning of Consuelo</i> By: Judith Ortiz Cofer			
<i>Behind the Mountains</i> By: Edwidge Danticat			
<i>Frida</i> By: Jonah Winter			
<i>A Movie in My Pillow/Una Pelicula en mi almohada.</i> By: Jorge Argueta			
<i>In the Days of the Vaqueros: America's First True Cowboys</i> By: Russell Freedman			
<i>The Color of My Words</i> By: Lynn Joseph			
<i>The Composition</i> By: Antonio Skarmeta			
<i>CrashBoom Love</i> By: Juan Felipe Herrera			
<i>Cuba: After the Revolution</i> By: Bernard Wolf			

<i>Cendrillon: A Caribbean Cinderella</i> By: Robert D. San Souci			
<i>The Circuit</i> By: Francisco Jimenez			
<i>The Face at the Window</i> By: Regina Hanson			
<i>Fruits: A Caribbean Counting Poem</i> By: Valerie Bloom			
<i>In My Family / En mi Familia</i> By: Carmen Lomas Garza			
<i>Down By the River: Afro-Caribbean Rhymes, Games, and Songs for Children</i> By: Grace Hallworth			
<i>Tonight, by Sea</i> By: Frances Temple			
<i>The Mermaid's Twin Siste: More Stories From Trinidad</i> By: Lynn Joseph			
<i>Vejigante Masquerader</i> By: Lulu Delacre			
TOTAL			
Tomás Rivera Award			
<i>Jose! Born to Dance</i> By: Susanna Reich			
<i>A Library for Juana</i> By: Pat Mora			
<i>My Very Own Room: Mi Proprio Cuartito</i> By: Amanda Irma Perez			
<i>My Land Sings: Stories from the Rio Grande</i> By: Rudolfo Anaya			
<i>The Three Pigs</i> By: Bobbi Salinas			
<i>Tomás and the Library Lady</i> By: Pat Mora			
<i>The Farolitos of Christmas</i> By: Rudolfo Anaya			
TOTAL			

* Titles that were recognized for multiple awards were only listed once.

* Honorary titles were also listed for the purpose of this study.

Appendix E

SCHOOL PERORMANCE STATISTICS
(Based on 2005-2006 End of Grade Test Results)

	# of tests taken by White students	% of White students passing both reading and math	# of tests taken by Hispanic Students	% of Hispanic students passing both reading and math	# of tests taken by LEP students	% of LEP students passing both reading and math	# of tests taken by Migrant students	% of Migrant students passing both reading and math
<u>CHATHAM</u>								
School #1	281	80.8%	38	65.8%	23	47.8%	4	N/A
School #2	287	87.8%	70	57.1%	50	54.0%	N/A	N/A
School #3	27	44.4%	176	46%	148	39.9%	19	36.8%
<u>DURHAM</u>								
School #1	114	85.1%	81	39.5%	55	27.3%	N/A	N/A
School #2	111	87.4%	87	44.8%	78	43.6%	N/A	N/A
School #3	16	50.0%	97	48.5%	74	39.2%	N/A	N/A
<u>ORANGE</u>								
School #1	160	90.6%	49	36.7%	41	34.1%	N/A	N/A
School #2	175	69.7%	30	36.7%	18	16.7%	N/A	N/A
School #3	217	91.2%	38	63.2%	46	71.7%	N/A	N/A
<u>WAKE</u>								
School #1	23	69.6%	81	39.5%	50	30%	N/A	N/A
School #2	112	78.6%	62	43.5%	34	26.5%	N/A	N/A
School #3	71	87.3%	80	61.3%	37	40.5%	N/A	N/A
<u>STATE</u>	N/A	73.5%	N/A	49.3%	N/A	34.8%	N/A	37.7%

* Migrant student passing percentages are only available when 5 or more students have taken the test.