
REFORMA
National Conference VIII
Moving Forward Together:
Empowering the Latino Community
September 18-21, 2025 | Long Beach, CA

REFORMA, the National Association to Promote Library and

Information Services to Latinos and the Spanish-Speaking

National REFORMA Conference VIII

Proceedings: Moving Forward Together:

Empowering the Latino Community

Long Beach, California, USA

September 18-21, 2025

Edited by Alicia K. Long and Silvia Cisneros

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Preface

"And so, we need you. We need you to power through the invisibility that you feel, own your power, own your voice." Maria Hinojosa[1]

These *Proceedings of the National REFORMA Conference VIII*, with the theme of "Moving Forward Together: Empowering the Latino Community," are intended to document the eighth iteration of this important gathering of librarians and library workers, information science professionals, authors, publishers, and other partners that took place in California, in September 2025. This national event (with international participation) presents an opportunity to exchange information, best practices, research, and resources for those who strive to better support the library and information needs of Latino communities.

This volume includes introductory remarks from the organizers and leaders, an overview of the conference's schedule, and two sections with content from the presentations. Part 1 includes the abstracts of all concurrent sessions and presentations, documenting the topics covered and the presenters' names and affiliations. The second part is a compilation of additional files submitted by the authors and presenters. These might consist of the slides used during the presentation, papers, summaries, or any materials that the presenters chose to include. Those who attended will be able to revisit the content, while others will be able to get an overview of the program through the abstract, additional information, and links or citations to resources. An authors' index is also provided at the end for easier retrieval.

The Programming Chairs and Proceedings Sub Committee members thank all of the wonderful researchers, librarians, library workers, publishing/book professionals, authors, and performers who shared their talent and knowledge throughout this impactful and informative Conference.

Alicia K. Long and Silvia Cisneros, editors.

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[1] Garcia-Navarro, L. (2020, Sep.13). Journalist Maria Hinojosa tells Latinos, silenced voices: 'We need you'. *NPR Weekend Edition Sunday*. https://www.npr.org/2020/09/13/912335900/journalist-maria-hinojosa-tells-latinos-silenced-voices-we-need-you

REFORMA President's Message

Ady Huertas, REFORMA President 2025-2026

I have the pleasure of being the President of REFORMA during the 2025-2026 term, which is a time of challenges but also of opportunities. Our association was born of the necessity to advocate for services for Latine communities in times when members of our Hispanic/Latine cultures were severely underserved in the nation's libraries. Throughout our history, there were many times when the organization's leaders and members faced opposition or lack of support, but they persisted. In these times, we ask again, how do we "move forward" in the face of efforts to silence and exclude our voices? And the answer is still the same, by "empowering the Latino community" represented by library workers, librarians, partners and patrons.

For this reason, it is my honor to be the President in a year when REFORMA organized a National Conference. A national event like this provides Reformistas and library colleagues with an opportunity to come together to share knowledge and resources, to support one another, and to network. Sharing research, best practices, and experiences allows us to expand the impact of our individual work, and anyone who is interested in better serving the Latine community can benefit from this encounter.

It is our hope that these proceedings serve as a testimony of the work being done in libraries in the United States and other parts of the World. And it is our goal to share these resources with scholars and the public. Empowering our communities has been our mission for 54 years, and we welcome anyone interested in contributing to it. If you are reading these proceedings but did not attend the Conference, we hope that you will join us at the National REFORMA Conference IX in 2027!

Thank you, REFORMA familia, for the privilege of being your President at this inspiring National Conference VIII!



Dear REFORMA Colleagues,

It was a pleasure to welcome REFORMA members and the library community to Long Beach, California, to the Eighth National REFORMA Conference (NRC VIII), the premier training and networking event for those dedicated to library services for Latinos and the Spanish-speaking. From September 18-21, 2025, more than 500 attendees gathered to learn, share, make connections, and recharge their spirits as they embraced the conference theme, Moving Forward Together: Empowering the Latino Community.

This conference holds a special meaning for us since it was the first time REFORMA hosted an in-person conference in ten years; it came at the right moment, after rising book challenges, ongoing attacks on immigrant and diverse communities, and recent social unrest. Our opening speaker, María Hinojosa, a nationally recognized journalist whose work has shaped conversations on immigration, identity, and social justice, set the tone for the days that followed and reminded us why coming together matters and why our work is so important.

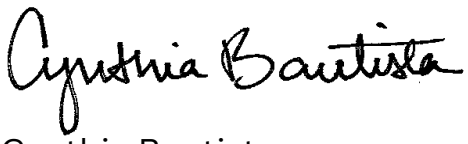
The conference offered a rich and diverse program and meaningful experiences to attendees who joined us from across the country and abroad. These proceedings reflect the quality and depth of the topics, the variety of sessions, and the careful attention to every detail. Highlights included the first Noche de Cuentos with Lotería and dancing, thoughtful tours showcasing the best of Los Angeles, relevant pre-conference sessions, presentations by award-winning authors, and a memorable awards celebration recognizing the Arnulfo D. Trejo Librarian of the Year (LOTY), and the Elizabeth Martinez Lifetime Achievement Award recipients, as well as the inaugural REFORMA Book Award.

We want to thank the NRC VIII Steering Committee, whose hard work, dedication, and collaboration over the past two years made the conference a success. We also extend a heartfelt thank you to the Executive Committee for their guidance and support, especially those who served as presidents during the conference planning process, David Lopez, Alexandra Rivera, and Ady Huertas.

Attendees left the conference inspired, energized, and reminded of the impact of their work in serving Latino and Spanish-speaking communities. Together, we move forward with renewed purpose and commitment.

¡Adelante REFORMA!

Conference Chairs



Cynthia Bautista
Long Beach Public Library
Branch Library Services Manager



Madeline Peña Feliz
Los Angeles Public Library
Associate Director for Community Engagement and Outreach

NRC VIII Steering Committee

Conference Chairs

Cynthia Bautista
Long Beach Public Library
Branch Library Services Manager

Madeline Peña Feliz
Los Angeles Public Library
Associate Director for Community Engagement and Outreach

Finance Chairs

Beatriz Sarmiento
Consultant
Former Public Library Director

Mario Ascencio
Art Center College of Design
College Librarian & Managing Director

Logistics Chairs

Sheridan Jay Cazarez
Los Angeles Public Library
Exploration & Creativity Librarian

Edwin Rodarte
Los Angeles Public Library
Emerging Technologies Manager

Programming Chairs

Silvia Cisneros
City of Commerce Public Library
Senior Librarian

Mónica López
Cerritos College Library
Associate Professor/Librarian

Public Information Chairs

Celia Avila de Santiago
Los Angeles Public Library
Senior Librarian

Erin Castillo-Swaika
Long Beach Public Library
General Librarian

Special Events Chairs

Sonia Bautista
City of Commerce Public Library
Director of Library Services

Patricia Valdovinos
Los Angeles Public Library
Adult Librarian III

REFORMA Conferences Timeline[1]

1996, REFORMA National Conference I:
Cultural Partnerships: Linking Missions and Visions. August 22-25, Austin TX. REFORMA's 25th Anniversary and Presentation of the first Pura Belpré Award.

2000, REFORMA National Conference II:
El Poder de la Palabra /The Power of Language. August 4-7, 2000. Tucson, AZ.

2008, REFORMA National Conference III:
Bridging the Gaps: Juntos @ the Border. September 19-21, 2008. El Paso, TX.

2011, REFORMA National Conference IV:
Elevating Latino Services to a Higher Level: Juntos in the Mile High City!
September 15-18, 2011. Denver, CO. REFORMA's 40th Anniversary.

2015, REFORMA National Conference V:
Bibliotecas sin Fronteras: Creando Nuestro Futuro / Libraries without Borders: Creating Our Future. April 1-4, 2015. San Diego, CA.

2017, REFORMA National Conference VI:
Scheduled for September 7-9, 2017. San Juan, Puerto Rico. Cancelled due to Hurricane Maria.

2021, REFORMA National Conference VII:
Somos el Cambio / We Are the Change. November 4-7, 2021. Virtual.
REFORMA's 50th Anniversary.

2025, National REFORMA Conference VIII:
Moving Forward Together: Empowering the Latino Community. September 18-21, 2025. Long Beach, CA.

Upcoming: Sep. 2027, National REFORMA Conference IX, Denver, CO.

[1] Formerly called REFORMA National Conferences (RNC), renamed National REFORMA Conferences (NRC).

Conference Schedule

Thursday, September 18, 2025

- Tours:
  - **Chicano History & REFORMA Archives**: Tour of REFORMA archives at California State University, Los Angeles, and the Chicano Resource Center at the East Los Angeles Library.
  - **Historic Los Angeles:** Landmarks and Literary Treasures: Tour of the City of Angels with iconic sites, including Los Angeles Central Library and its Rare Books Room, Grand Central Market, The Last Bookstore, and El Pueblo de Los Angeles Historical Monument.
- Pre-Conference Sessions, 9:00am – 12:00 & 1:30pm – 4:30pm
  - *Developing Your Inclusive Awareness*
  - *Bilingual Storytime Academy*
  - *Hispanic Genealogy 101 & 102*
  - *The Pura Belpré Book Evaluation Training Seminar*
- Welcome Reception, 6:30pm – 8:30pm

Friday, September 19, 2025

- Wellness Session, 6:30am-7:30am
- Opening Session & Keynote with Maria Hinojosa, 8:00am – 9:30am
- Exhibit Hall Opening, 9:30am
- Concurrent Sessions #1 and #2, 10:30am – 12:15pm
- Author Luncheon (Isabel Quintero, Mirelle Ortega, Marcelo Verdad, Karla Arenas)
- Concurrent Sessions #3 and #4, 2:00pm – 3:45pm
- Poster Session, 3:30pm – 4:30pm
- Lotería Night & Noche de Cuentos (Antonio Sacre, Irania Macias, Yosimar Reyes), 7:00pm – 10:30pm

Saturday, September 20, 2025

- Wellness Session, 6:30am-7:30am
- Concurrent Sessions #5, #6, and #7, 9:30am – 12:15pm
- Author Luncheon (Luis Rodriguez & William Archila)
- Concurrent Sessions #8 and #9, 2:00pm – 3:45pm
- Poster Session, 3:30pm – 4:30pm
- Fiesta & Awards Celebration, 7:00pm – 12:00am
    - 2025 Dr. Arnulfo D. Trejo Librarian of the Year Award
    - 2025 Dr. Elizabeth Martinez Lifetime Achievement Award
    - 2025 REFORMA Scholarships
    - Inaugural REFORMA National Book Award

Sunday, September 21, 2025

- Networking & Breakfast at the Exhibits, 8:30am – 9:15am
- Concurrent Sessions #10 and #11, 9:30am – 11:15am
- Closing Session & Keynote with Dr. Gina Ann Garcia, 11:30am – 12:45pm

Keynote & Special Programs

Opening Session & Keynote with Maria Hinojosa



Maria Hinojosa is a Pulitzer Prize-winning journalist, author, professor, and the founder of Futuro Media Group. A trailblazer in journalism, she has spent nearly 40 years carving out space in traditionally exclusive newsrooms, amplifying marginalized voices, and shedding light on overlooked stories to offer a more complex and accurate portrait of American society.

Welcome Message from Guest Speakers:

- Cathy De Leon, Long Beach Public Library Director
- John F. Szabo, Los Angeles Public Library, City Librarian
- Dr. Maria McCauley, American Library Association President-Elect
- Ady Huertas, 2025-2026 REFORMA President

Author Programs

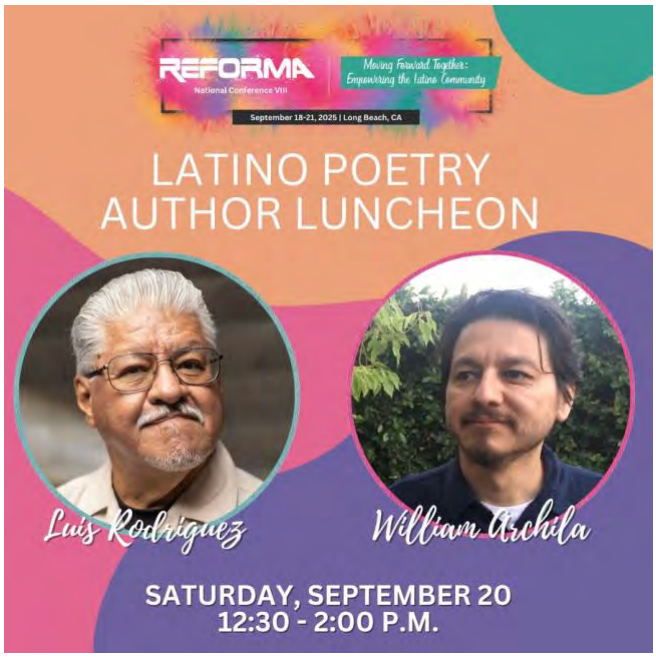
Children's Authors Luncheon:

Mirelle Ortega, Isabel Quintero, Marcelo Verdad, & Karla Arenas Valenti

Latino Poetry Author Luncheon:

Luis Rodriguez & William Archila





Films Screenings & Q&A

Jodón, A Short Film, with Marilyn Jimenez Mark & Erin Ramirez

Backstreet to the American Dream, with Patricia Nazario







Noche de Cuentos & Lotería Night

Storytellers Irania Macias, Yosimar Reyes, and Antonio Sacre

“Noche de Cuentos” showcases national and local storytellers in an enchanting evening of performances celebrating the richness of Latino heritage and culture. This event was followed by a game of lotería hosted by Mike Alfaro from Millennial Loteria.



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Abstracts

Developing Your Inclusive Awareness

Thursday, 18th September - 09:00: (Beacon A) - Preconference Session (180-240 minutes)

Dr. Michele Villagran (San Jose State University)

This workshop is to equip library personnel to develop their inclusive awareness around workplace behaviors in order to work more effectively across cultures. The workshop titled 'Developing Your Inclusive Awareness' has the following overall learning outcome:

- Increased self-awareness (EI) of the impact of culture upon one's roles
- Understanding of how implicit bias is a part of our everyday life
- Examine the relationship between bias and microaggressions and the damage it may cause when it comes to workplace behaviors
- Explore effective inclusive interactions and practices for demonstrating positive responses within the workplace

Bilingual Storytime Academy

Thursday, 18th September - 09:00: (Beacon B) - Preconference Session (180-240 minutes)

Sheridan Cazarez (Los Angeles Public Library)

This interactive pre-conference workshop is designed to provide library workers who deliver bilingual storytime with a theoretical foundation and an easy-to-follow framework for their programs, as well as teach participants original translations of songs and rhymes.

The Pura Belpré Book Evaluation Training Seminar

Thursday, 18th September - 13:00: (Beacon B) - Preconference Session (180-240 minutes)

Dr. Alicia Long (University of South Florida), Lucia Gonzalez (In Other Words Library Consulting), Jenny Lizarraga (Cinco Books), Dr. Claudette McLinn (Association for Library Service to Children (ALSC)), Alma Ramos-McDermott (–), Ana-Elba Pavon (–)

The Pura Belpré Book Evaluation Seminar is an essential three-hour training session tailored for REFORMA members committed to serving on the Pura Belpré Award Selection Committee. This seminar specifically targets individuals who are new to award selection committees or have limited evaluation experience. It effectively connects these members with seasoned chairs and past members of Belpré selection committees. The purpose is clear: to create an impactful environment for training and mentorship in group processes and evaluation techniques vital to the Pura Belpré Award criteria.

Throughout the seminar, attendees will delve into the crucial elements of cultural authenticity, first-person narratives, and literary excellence in the context of the Belpré selection process. It includes a panel with experienced presenters and speakers who have served on past committees. The seminar will conclude with participants engaging in dynamic, seminar-style evaluative book discussions, guided by knowledgeable members. By the end, participants will acquire invaluable skills in book evaluation and the critical experience necessary to serve on the Pura Award Selection Committee.

Peer Mentorship/Femtorship en las Bibliotecas

Friday, 19th September - 10:30: (Pacific) - Workshop Presentation / Panel Presentation (45 minutes)

Essy Barroso-Ramirez (San Jose State University), Abigail Morales (Long Beach City College), Brittani Sterling (University of Nevada, Las Vegas)

Librarians from minoritized backgrounds are often navigating their librarianship within organizations not built with the success of BIPOC librarians in mind. More often than not, librarians from minoritized backgrounds learn on the job in 'trial by fire' types of circumstances. However, peer mentorship/femtorship exists and can be a form of support that can help strengthen a sense of belonging in the profession. This session will explore peer mentoring/femtoring and will include lived experiences shared by librarians within different disciplines.

Empowering Teens Through Peer-Led Language Learning: The Teen English Conversation Club

Friday, 19th September - 10:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Sydney Adam (Santa Clarita Public Library), Katherine Orellana (Hart High School), Cristina Murillo (Hart High School)

The Teen English Conversation Club provides a welcoming, teen-led space where non-native English-speaking high school students practice English in a conversational setting. Participants gain confidence in language skills while student leaders develop leadership experience. This session will explore the program's structure, successes, and challenges, offering insights into how libraries or other institutions can create similar initiatives that empower Latino/x/é and Spanish-speaking teens.

Early History of REFORMA

Friday, 19th September - 10:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

John Ayala (REFORMA)

An early history of REFORMA from the perspective of a founding member and from one of its founding Presidents.

Tending to the Garden: A Workshop on Creating a Wellness Course and Support Network for Marginalized Staff

Friday, 19th September - 10:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Daylily Alvarez (Chicago Public Library)

This interactive workshop will equip participants with practical strategies for creating a wellness course for B.I.P.O.C. staff. From research to working with staff development resources, we will discuss best practices for creating and facilitating a B.I.P.O.C. success and wellness course. Attendees will also learn about following up and following through to create safe spaces and a staff support network, creating a rough outline for creating their own course.

Bibliopolítica: Documenting the History of the Chicano Studies Library

Friday, 19th September - 10:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Lillian Castillo-Speed (Ethnic Studies Library, UC Berkeley), Amanda Belantara (New York University Libraries)

The Chicano Studies Library at UC Berkeley was home to one of the first Chicana/o/x collections. Founded in 1969, the Chicano Studies Library's history is rooted in the Third World Liberation Front Strike at the UC Berkeley campus. The library staff not only created and curated the collections, but also developed a custom classification system and thesaurus to better describe materials for Chicana/o/x communities.

Conozca su Biblioteca

Friday, 19th September - 10:30: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Nadia Rendon (Denver Public Library), Nicanor Diaz (REFORMA)

As we know, many folks whose primary language is not English are unfamiliar with all the services offered by public libraries in the US, and we, public servants, want to change that. In the fall of 2024, I recreated (with modifications for the Spanish speaking community) a series of sessions in which different departments of the library system where I work, presented the services their departments offer, in Spanish. The attendees were folks that I recruited in different ways, including talking to people outside of the local Mexican store. The feedback was very positive and this summer (2025) I will recreate the program inviting not only members of the community but also members of the different organizations that operate in the city's boundaries. I would like to present my findings.

Empowering Spanish-Speaking Communities: Effective Library Outreach Solutions

Friday, 19th September - 10:30: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Tatiana Ortiz Cordonero (Los Angeles Public Library), Irma Sanchez (REFORMA), Katherine Martinez-Santos (Los Angeles Public Library)

Empowering Spanish-Speaking Communities: Effective Library Outreach Solutions explores how the Los Angeles Public Library (LAPL) Outreach department has empowered immigrant and Spanish-speaking communities through innovative outreach initiatives and strategic partnerships. By extending services beyond the physical library, prioritizing language accessibility, and collaborating with local organizations, government agencies, and cultural centers, libraries can foster inclusion, enhance access to resources, and support social integration. This approach redefines library outreach as a transformative practice that nurtures both individual and collective growth within underserved communities.

OrgDev to the Rescue! Starting a new REFORMA Chapter? Bringing an existing chapter back to life?

Friday, 19th September - 11:30: (Pacific) - Workshop Presentation / Panel Presentation (45 minutes)

Sara Martinez (REFORMA), Gloria Grover (REFORMA), Tess Tobin (Library Advocate), Manuel Figueroa (Queens Public Library)

One of the fundamental committees supporting REFORMA, the Organizational Development and New Chapters Committee (OrgDev) is vital to our organization's ability to function effectively. Join us for a discussion about the committee and its mission to: aid in the creation and support of new chapters; enhance communication; streamline information between leadership, committees, chapters and members. Attendees will learn how OrgDev supports REFORMA, and how members can actively participate in REFORMA National and/or create a new chapter.

Becoming the Next Academic Library Leader: Insights from Latine Administrators

Friday, 19th September - 11:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Romelia Salinas (Mt. San Antonio College), Carlos Rodriguez (California State University, Los Angeles), Mario Ascencio (ArtCenter College of Design), Abigail Morales (Long Beach City College)

Latine representation in academic library administration remains disproportionately low, yet Latine leaders play a crucial role in shaping the future of libraries, advocating for inclusive policies, and ensuring equitable access to information. This panel will feature experienced Latine academic library administrators from diverse institutional backgrounds - public universities, community colleges, and private non-profit institutions - who will share their journeys, challenges, and successes in leadership.

Panelist will discuss navigating institutional structures, championing diversity, and fostering an inclusive environment for Latine and underrepresented students. They will also explore strategies for career growth, mentorship, professional development - essential tools for thriving in library leadership. Attendees will gain insights into pathways to leadership in academic libraries and actionable strategies for advancing their careers while staying true to their cultural identity and values.

Shelf-Care: Wellness Strategies for Busy Librarians

Friday, 19th September - 11:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Jenny Lizarraga (Director)

Librarians dedicate themselves to serving their communities, but how often do you prioritize your own well-being? This presentation explores practical wellness strategies to help librarians reduce stress, increase focus, and improve overall health in times of crisis. From simple mindfulness exercises and meditation techniques to yoga stretches that can be done at a desk, attendees will learn accessible ways to incorporate wellness into their daily routines. We'll also discuss the role of proper nutrition and movement in sustaining energy and preventing burnout. Join me for a refreshing session that will provide tools to create a healthier, more balanced work-life experience.

Together for Change: Fostering Health, Wellness and Sustainability in the Latino Community Through Library Programs

Friday, 19th September - 11:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Dana Lopez (City of Commerce Public Library), Concepcion Flores (City of Commerce Public Library), Vanessa Manzanarez (City of Commerce Public Library), Victoria Perez (City of Commerce Public Library)

At Commerce Public Library, we actively promote health and wellness across all ages by offering a variety of engaging programs. You will hear about children enjoying refreshing green smoothies alongside STEM activities funded by our annual Launch at the Library Summer Grant. You will also hear about how our teens engage in sustainability efforts, such as clothing swaps; while adults with disabilities participate in monthly craft sessions that foster skill development and creativity. Finally, you will hear about how adults benefit from the Calm Oasis program, while senior adult participants explore wellness initiatives. Additionally, our community-wide programs, including resource sharing, ensure inclusivity and lifelong learning for all residents.

Engaging Undergraduate Statistics Students for Real-World Project Experience: Bringing Sound Statistical Theory to a Library Diversity Audit

Friday, 19th September - 11:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Kelsey Nordstrom-Sanchez (cal state monterey bay), Jeff Corrigan (cal state monterey bay)

This presentation explores an innovative collaboration between academic libraries and statistics students to conduct a diversity audit of a physical monograph collection. Diversity audits are increasingly recognized as essential tools for assessing the inclusivity and equity of library collections. By partnering with a semester-long statistics course, this project provided students with real-world client experience, bridging the gap between academic theory and practical application.

Más Allá de la Hora del Cuento: Música, Movimiento, Arte y Juego para Empoderar a la Comunidad Latina

Friday, 19th September - 11:30: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Socorro Pacheco (Downey City Library)

This interactive session explores how bilingual Spanish-English storytimes and dynamic programming—incorporating music, movement, process art, and play—enhance engagement and literacy among Latino families. Attendees will experience hands-on techniques and leave with actionable strategies to implement in their own communities, empowering families through culturally relevant, interactive library services.

¡Ponte Las Pilas! Beyond Spanish Programming Basics.

Friday, 19th September - 11:30: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Leslie Ann Masland (San Diego County Library)

ESL and citizenship are the basic needs of many of our Spanish speaking community members. What if basic needs was not the goal? Let's move the goal post beyond basic needs and survival to expand our approach as librarians to Spanish programming.

De la invisibilidad a la acción: tejiendo puentes para transformar la experiencia latina, reforzar identidades y conectar diversidades

Friday, 19th September - 14:00: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Elizabeth Borges-Ocasio (N/A), Florentina Gutierrez (Newburyport Public Library)

Dos profesionales de bibliotecas públicas en Massachusetts comparten cómo han implementado servicios culturalmente relevantes para adultos latinos. Desde sus roles de liderazgo, han adoptado un enfoque activo que reconoce a la comunidad latina como capital social y cultural. Gracias a estas estrategias, la participación de la comunidad ha pasado de ser casi invisible a una más significativa e interactiva, contribuyendo también a la transformación de sus bibliotecas en instituciones culturalmente competentes.

Expanding Access and Impact: Developing a REFORMA Education Committee Webinar Series for Library Professionals

Friday, 19th September - 14:00: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Essy Barroso-Ramirez (San Jose State University), Kelsey Nordstrom-Sanchez (cal state monterey bay), Katherine Chiriboga (Arlington Public Library)

As the professional development needs of librarians, recent library school graduates and staff continue to evolve, virtual learning opportunities have become essential for expanding knowledge, fostering collaboration, and increasing accessibility for library professionals serving Latina/e/o/x and Spanish-speaking communities. This session will provide an inside look at the REFORMA Education Committee's initiative to develop a new webinar series that addresses key topics for librarians in academia and public bilingual programming for all ages. This webinar series allows for an opportunity to volunteer and make an impact via REFORMA committees and continuing the legacy of REFORMA advancing library services for Latina/e/o/x and Spanish-Speaking communities. The session will also explore opportunities for collaboration and invite input from attendees on future webinar topics to best meet the needs of the REFORMA community.

Protecting Our Energy, Preventing Burnout, and Building a Culture of Collective Care

Friday, 19th September - 14:00: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Laura Tadena (Austin Public Library), Lynda Infante Huerta (Austin Community College)

Many Latiné library professionals experience burnout due to workplace inequities, vocational awe, and emotional labor. This session will explore how Latiné cultural values and systemic expectations contribute to burnout while also providing strategies for shifting from self-care to collective care. Participants will learn how to recognize vocational awe, set boundaries, build peer networks, and advocate for structural change in libraries. Through reflection, discussion, and real-world strategies, attendees will leave with concrete tools to sustain themselves while serving their communities.

Small Steps, Lasting Impact: Advocating for Spanish-Speaking Patrons

Friday, 19th September - 14:00: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Daisy Flores (Ontario City Library), Sofia Araya (Ontario City Library)

Small, intentional changes can transform how libraries serve Spanish-speaking communities. This panel explores practical strategies for language accessibility, bilingual programming, and staff advocacy. Learn how one library took meaningful steps—like forming a Spanish Translation Committee and expanding Spanish-language collections—to better engage Latino patrons. Walk away with actionable ideas to create real change in your library.ge Latino patrons. Walk away with actionable ideas to create real change in your library.

NEEDED: More Latinx Academic Librarians! … More than ever

Friday, 19th September - 14:00: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Raymundo Andrade (Loyola Marymount University)

The world of public libraries has seen a steady rise in the number of Latinx public librarians in recent decades. However, the same cannot be said about Latinx folks pursuing a career in academic librarianship. Why? Is the thought of being a librarian at a university intimidating? What's going on?
More than ever, the world needs more Latinx academic librarians! This panel of Latinx librarians representing a wide variety of roles at private and public institutions will discuss their positions and help demystify any mental barriers preventing folks from considering a career in academic librarianship. The panel will include:

1. Darlene Aguilar, Instructional Design Librarian, Loyola Marymount University
2. Ray Andrade, Student Engagement Librarian, Loyola Marymount University
3. Nataly Blas, Collection Development Librarian, Loyola Marymount University
4. Jennifer Masunaga, Humanities Librarian, Cal-State University, Los Angeles
5. Nicole Murph, Reference & Instruction Librarian, Loyola Marymount University
6. Marisa Ramírez, Manuscripts Archivist, Loyola Marymount University
7. José Rincón, Business Librarian, Loyola Marymount University
8. Lizeth Zepeda, University Archivist, Loyola Marymount University

In addition to the audience learning from a broad panel of experienced academic librarians, this session also provides an opportunity for the panel to learn from the audience: the audience will be asked to share any questions, hesitations, fears, or any other barriers they have that prevents them from considering academic librarianship.
Intended audience:
MLIS graduate students; anyone who wants to learn about academic librarianship from the perspective of Latinx librarians in a wide variety of roles at different types of academic institutions.

Interlibrary collaborating to create culturally relevant programs – connecting with colleagues outside of your library system for more robust and diverse programming

Friday, 19th September - 15:00: (Pacific) - Workshop Presentation / Panel Presentation (45 minutes)

Alicia Perez Ververa (Happy Valley Library), Bobbye Hernandez (Newberg Public Library)

Discover how sharing ideas with peers outside of your organization can enhance your creativity and help you move forward together as you create culturally relevant programs for your Latino/x/é and Spanish-speaking communities. Join librarians from two different library systems in Oregon to learn how sharing resources and ideas has helped them and their communities. Come ready to network and share your own ideas and past or current programs/events!

Reformando Jail Education One Library Program at a Time

Friday, 19th September - 15:00: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Myra Delgado (Santa Ana Public Library), Claudia Andrade-Villa (City of Santa Ana Jail), Jezebel Ramirez-Robles (Santa Ana Public Library), Ken Willard (City of Santa Ana Jail), Olga Morphew (Santa Ana Public Library)

This bilingual lecture-workshop explores the role of libraries in supporting incarcerated Spanish-speaking individuals through literacy programs. Using data from The Marshall Project, City of Santa Ana Jail (SAJ) statistics, and patron surveys, the session highlights how writing clubs and literacy initiatives provide individuals with opportunities for self-expression, personal growth, and skill development. Discussions with jail administration and staff, along with firsthand testimonials, will illustrate the transformative power of culturally relevant education. Participants will gain insights into navigating jail programming, creating inclusive, impactful literacy initiatives, and its limitations for Spanish-speaking communities inside the jail.

Noche de Cuentos: A Celebration of Culture, Language, and Tradition

Friday, 19th September - 15:00: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Lucia Gonzalez (In Other Words Library Consulting), Dr. Alicia Long (University of South Florida, School of Information)

Join us for a retrospective of Noche de Cuentos, where we will explore its evolution from the inaugural event held at RNC III in El Paso. This panel presentation will celebrate REFORMA's beloved Noche and honor Camila Alire's legacy during her ALA presidency, which was essential for nurturing the event's growth.
Panelists will focus on the role of stories and oral traditions in transmitting cultural values and community building. Participants will learn about organizing Noche events, gain tips on identifying resources within their communities, and have access to national and international storytelling resources.

Engaging Community Cultural Wealth: A Phenomenological Inquiry of Latina/o/e Students and Academic Libraries

Friday, 19th September - 15:00: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Marjorie Acevedo (Mount Saint Mary's University)

This study explored the lived experiences of Latina/o/e students with academic libraries. Using a phenomenological approach to understand Latina/o/e students' assets and abilities they bring to college libraries. This study used the theoretical and conceptual frameworks of critical race theory (CRT), Latina/o critical race theory (LatCrit), and Yosso's (2005) community cultural wealth (CCW) model to center the narratives of Latina/o/e students and hear their counterstories. Fifteen individual interviews were conducted at a medium sized liberal arts university to understand the experiences of Latina/o/e students with academic libraries. The results showed the majority of the participants viewed academic libraries in a positive, helpful manner and used the library frequently, but did not feel that academic libraries increased their sense of belonging or community. The interviews revealed that most of the participants used the academic library in a practical, functional manner rather than as a space to connect with or go to for cultural engagement, community and enrichment. The implications of this study indicate that academic libraries must prioritize increasing library staff diversity, foster multicultural engagement, provide some sort of personalized services, and create civic minded spaces for neighboring community engagement to improve the Latina/o/e student experiences with academic libraries.

Keywords: Latina/o/e students, LatCrit, sense of belonging, community cultural wealth, academic libraries, community

Wordless Wonders: Unlocking the Power of Wordless Books in Public Libraries

Friday, 19th September - 15:00: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Amy Olson (Kentucky Department for Libraries and Archives)

Discover the unique power of wordless books to engage readers of all ages, languages, and abilities. This session explores how public librarians can use these visually captivating books to promote literacy, creativity, and multilingual inclusivity in their communities. Learn practical programming ideas, collection development tips, and strategies to showcase wordless books as dynamic tools for storytelling and learning. Perfect for librarians seeking innovative ways to connect with diverse audiences.

Best practices for serving immigrants in Public Libraries

Friday, 19th September - 15:00: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Nicanor Diaz (REFORMA), Nadia Rendon (Denver Public Library)

Best practices for serving immigrants in Public Libraries

We will explore some of the best practices for serving immigrants and refugees in public libraries. We will cover the Plaza Program at the Denver Public Library as well as a brief overview of other programs happening across the country. We will also explore best practices for navigating the challenges of today's political climate and offer resources that can help you provide positive experiences at your libraries.

Bibliotecas Interconectadas para el Desarrollo Sostenible: Estrategias de Participación y Alcance Comunitario

Friday, 19th September - 15:00: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Tess Tobin (New York City College of Technology (CUNY) Jubilada), Haydee C. Hodis (Brightwood del Sistema Bibliotecario de la Ciudad de Springfield), Roxana Benavides (Biblioteca de Sunset Park del Sistema Bibliotecario de Brooklyn), Danitza Coronel (Biblioteca de la Sociedad Dante Alighieri), Elizabeth Garcia (USA), Roly Lázaro Cari (Universidad Privada de Franz Tamayo, UNIFRANZ)

Las bibliotecas son catalizadoras del desarrollo sostenible y la equidad. Esta ponencia presenta un modelo innovador de participación comunitaria y cooperación interbibliotecaria en la Red Interamericana de Bibliotecarios y Bibliotecas. Se explorarán estrategias efectivas para fortalecer el acceso a la información, fomentar la inclusión y conectar bibliotecas con diversas comunidades. A través de casos de éxito, se destacará cómo las bibliotecas pueden consolidarse como nodos activos en la transformación social y el acceso equitativo al conocimiento.

Día y Noche: Culturally Relevant Programs for our gente

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Madeline Pena Feliz (REFORMA)

A showcase of REFORMA Día and Noche de Cuentos mini-grants winners, highlighting creative and culturally relevant Día-Children's Day/Book Day and Noche de Cuentos programs celebrating Latino culture and oral history at the library.

Chicano Heritage Educational Celebration

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Tania Negrete (Santa Ana Public Library), Patty Lopez (Santa Ana Public Library)

The featured poster was created to promote the Santa Ana Public Library's Chicano Heritage Educational Celebration of Culture, an event recognizing the City of Santa Ana's historical designation of August as Chicano Heritage Month in 2024. The event highlighted key aspects of Chicano history and identity through performances, discussions, and artistic engagement, reinforcing the library's role as a center for cultural preservation and education.

The poster highlights the famous Zoot suit, an important symbol of cultural pride and defiance of oppression in the Chicano Movement. It also features other elements of Chicano artistic traditions such as roses, palm trees, and Aztec imagery. Old-school lettering is integral to Chicano art as well. These bold, intricate fonts are commonly seen in murals, tattoos, and lowrider designs, serving as a form of artistic expression and cultural identity. These visual motifs connect the past with the present, reflecting the deep historical and cultural roots of the Chicano community in Southern California.

By hosting and promoting this event, the Santa Ana Public Library exemplifies how public libraries serve as inclusive spaces that recognize and celebrate the diverse histories of the communities they serve. This poster underscores the importance of intersectionality in librarianship, demonstrating how cultural programming can foster representation, civic engagement, and equitable access to information for Latinx and Spanish-speaking populations.

Exploring Platica Methodology

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Daisy Muralles (California State University - East Bay)

A Latine Librarian and the Latinx Student Success Coordinator engage in reflection to understand their experiences in developing co-curricular, culturally sustaining programs in a higher education institution. The reflective process has ultimately given us the confidence to continue the process of engaging in plática methodology building on the work of others to identify how we create these spaces to confirm and affirm, validate our experiences not just for ourselves but with other Latina/x/e scholars and students.

Innocence Weaponized: Embryos, Migrant Children, and the Contradictions of U.S Political Discourse

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Sharlyen Lopez (Gender, Sexuality, and Women's Studies Department University of Florida)

Public discourse surrounding legal personhood in the U.S. has focused on embryos, especially with the overturning of Roe. V Wade, while the treatment of Latin American migrant children at the border has been dehumanizing. However, the contrast between the moral and legal treatment of these groups remains underexplored. This study compares the rhetoric and frameworks of embryonic personhood and the dehumanization of migrant children, to reveal moral inconsistencies, and emphasizing the need for a more equitable approach to human rights and legal protections of marginalized groups.

Exploring Dual Degree Partnerships Between Ethnic Studies and Information Studies Programs

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Sarah Corona (California State University, Long Beach)

This poster proposes a potential avenue for increasing diversity in LIS education and the field through of an increase in dual degree programs between Ethnic Studies departments and Information Studies departments. It provides background on existing dual degree programs, elaborates on the value of Ethnic Studies scholarship to LIS education, and discusses future considerations of the proposed dual degree program.

Protect Your Peace: The Role of Self-Care to Avoid Burnout in Public Libraries

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Guadalupe Castillo (Commerce Public Library)

Our profession has a high rate of burnout, especially among public library staff. Learn more about the importance of self-care and work-life balance in order to avoid workplace burnout as public library staff. The presentation will share the leading causes of workplace burnout, explore self-care strategies that can be implemented in your library in order to support staff wellness, and provide resources to empower public library staff to prioritize wellness. Let's redefine what balance looks like in our everyday lives!

Latinos in Queens: Responding to Changing Community Needs, 2022-2025

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

Fred Gitner (Queens Public Library)

Queens Public Library's New Americans Program has been on the front lines of providing programs and services to immigrants for over 45 years. Although Queens is the most ethnically diverse county in the country, with about half of our newcomers from almost every Spanish speaking country, there has always been a special emphasis on programs and services for the Hispanic/Latino community.

Beginning in 2022 with the arrival of increased numbers of migrants and asylum seekers, we intensified our efforts to welcome our newest neighbors and offer assistance and guidance in acclimating to a new city and country. Computer classes in Spanish, new ESOL workshops featuring scenarios from daily life, increased collections in Spanish for children, a new bilingual outreach assistant, after-school craft programs for families in shelters, were all added to meet new needs . And now this year, with a new administration, we have had to pivot to counter fear in the community with Know Your Rights workshops, immigration law clinics, tenants rights presentations and more. We will present examples of illustrated program flyers and resources for staff and customers that demonstrate our commitment to meet community needs as they arise.

“It Was Like He Was Writing My Life”: Using Family Research to Understand Reader Responses to Afro-Latinx Representation in “Down These Mean Streets”

Friday, 19th September - 15:30: (Regency Foyer) - Poster Presentation

LaTesha Velez (University of North Carolina Greensboro)

This poster presents an Afro-Latine family’s responses to Piri Thomas’s *Down These Mean Streets*, showing how reading about a dark-skinned Puerto Rican protagonist in childhood can influence identity development and build familial bonds. Using counter-storytelling and autoethnography, the study extends reader response theory by centering Afro-Latine perspectives. The poster highlights how culturally relevant literature supports representation, validation, and identity exploration, while offering insights into family-based literacy practices and their implications for readers’ advisory services.

La conservación de la comunidad del Chocó a través de su Archivo Fotográfico y Fílmico (AFFC).

Saturday, 20th September - 09:30: (Pacific) - Workshop Presentation / Panel Presentation (45 minutes)

Estiben Mosquera Palacios (Universidad Nacional Autonoma de Mexico)

Este trabajo analiza la conservación de la memoria de la comunidad del Chocó mediante su Archivo Fotográfico y Fílmico (AFFC). Se destaca la importancia de la preservación digital para garantizar la protección y accesibilidad continua de estos registros. La investigación incluye un enfoque cualitativo e identifica estrategias para la preservación del patrimonio documental digital, especialmente tras un ciberataque en 2021. Además, se exploran las prácticas y la gestión del AFFC y se propone un marco teórico basado en la teoría de varios autores renombrandos en la disciplina.

Helping Latinx Students to Desahogar (Undrown): Collaborations between the CSUF Chicana & Chicano Department Latinx Lab and the Pollak Library Zuniga Research Collection to Support Transformative Social Justice and Collective Healing

Saturday, 20th September - 09:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Barbara Miller (CSUF Pollak Library), Dr. Alexandro Gradilla (CSUF Chicana & Chicano Studies Department), Colleen Robeldo Greene (CSUF Pollak Library), Ashley Yniguez (SJSU Ischool), Carlos Escobedo (Coastline College)

Panelists will discuss a collaboration between the CSUF Chicana & Chicano Studies Department and the **Latinx Lab**, a Mellon Foundation grant supporting storytelling for social justice and the Pollak Library's **Zúñiga Research Collection** (ZRC) to engage students so that they can heal from past detrimental academic encounters including those within the library. Storytelling within academia is important because it gives students agency to construct their own historical narratives in their own voices. Students critically examine how their own experiences to fit into larger historical narratives.

Latinx Lab Co-PI Dr. Alexandro Gradilla created the **Escritores Promotores** (EP) program to provide support for faculty and students in CHIC courses fulfilling the General Education Area F Ethnic Studies requirement mandated by California State Law. Five CHIC graduate students created digital storytelling assignments for instructors to use in their classes. They provided office hours in the Pollak Library to build community and provide a safe place for students to work on critical problem solving. EP members taught library instruction, arranged for research consultations and provided student mentoring. Four of the five original EP graduate students also worked for the ZRC, transcribing Chicanx audiovisual recordings dating from the 1970s. ZRC Librarian, Barbara Miller, trained them in information literacy instruction and library research. Dr. Gradilla also established the **Social Justice and Storytelling Institute** in June 2023 to introduce new Chicanx student scholars to foundational humanities skills and practices that shaped Chicanx Studies/Ethnic Studies. They learned ways to do research facilitated by the ZRC Librarian. The 2024 institute introduced Colleen Robledo Greene, Digital Scholarship Librarian, to provide expertise for the digital humanities and genealogy research. By the end of the two-week institute, they completed a storytelling project, formed a research community, and learned the agency needed to be successful academically.

Raising Latino Voices: Empowering Philadelphia Communities Through Poetry

Saturday, 20th September - 09:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Mary Marques (REFORMA)

Philadelphia is home to a vibrant Latino community, comprising 15.7% of its population. This workshop explores how the Free Library of Philadelphia, nonprofits, cultural organizations, and universities partner with Latino writers to create safe, multigenerational spaces for multicultural storytelling and cultural expression through poetry. Attendees will learn strategies for building trust, fostering collaboration, and promoting self-expression to address generational challenges and honor traditions.

Content analysis of urban public libraries codes of conduct

Saturday, 20th September - 09:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Florencia Diaz (Baruch College)

Public libraries have codes of conducts (CCs) for patrons that prescribe acceptable behavior and interactions and rules of use. An exploratory survey addressing frequency and instances of knowledge and enforcement of libraries' CCs by library workers (both front line and managerial) signaled the importance of these documents in the day to day operations. They also illuminate how libraries reflect and define themselves (e.g. statement of purposes included in CCs). Yet, the scholarly literature on these documents is scarce.

To address this gap in knowledge, a content analysis of codes of conduct of United States public libraries with urbanity categories of 11, 12 and 13 according to the Institute of Museum and Public Library Services was performed. Noting and analyzing common features of these CCs can contribute to an understanding of the complexities and challenges of urban public libraries. CCs can be conceptualized as documents that solidify, not just the ideal of public libraries, but the realities faced as functioning spaces transversed by incompatible, and at times contradictory discourses, oscillating between inclusion and exclusion.

An examination of the CCs would aid in describing the challenges that urban public libraries must deal with that are outside of what is considered traditional public libraries remit. The guiding questions in this research are: What are the common features in urban public libraries CCs across the mainland United States? What do the codes express as documents that define what constitute urban public libraries as public institutions? What type of user behavior do codes seek to shape? Are certain library user groups more heavily penalized by the codes? How is the enforcement of the CCs prescribed and what does that express about the responsibilities placed on library workers called to enforce the code?

Affinity around Afrocentricity: Celebrating 3 years of the REFORMA AfroLatine Affinity Group

Saturday, 20th September - 09:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Ana Ndumu (University of Maryland), Manuel Duran Mendez (University of Maryland)

In 2022, a group of REFORMA members began discussing the possibility of a coalition for library workers who identify as AfroLatine. These discussions culminated in REFORMA's first-ever affinity group: RALAG. This panel discussion will reflect on the group's past events and highlight future plans. Panelists will also draw from the legacies of Pura Belpre and Arturo Schomburg to celebrate Afro-Latine contributions within and beyond LIS.

Prioritizing Self-Care and Wellness Throughout Your Library Career

Saturday, 20th September - 09:30: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Margarita Shawcross (University of Northern Colorado), Brooky Parks (University of Denver), Teresa Neely (University of New Mexico)

This panel presentation will focus on self-care and wellness from library school throughout your library career. The panelists will provide strategies and techniques to stay positive, minimize stress and anxiety, and find sources of support and networking. In these challenging times we will provide empowering coping strategies and resources designed specifically to help us all get through the next four years.

The Pura Belpré Award Turns 30: A Milestone in Latinx Representation

Saturday, 20th September - 09:30: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Jenny Lizarraga (Cinco Books), Georgina Rivas-Martinez (CAYASC)

For almost three decades, the Pura Belpré Award has celebrated and amplified Latinx voices in children's literature, recognizing outstanding authors and illustrators whose works honor the Latinx cultural experience. This presentation will explore the award's impact on library collections, its role in shaping diverse narratives, and its significance in fostering cultural pride and representation for young and adult readers. Join us as we reflect on the award's history, and discuss the future of Latinx storytelling in children's and young adult literature.

ALA DEI Scorecard Adaptation in an Academic Library System

Saturday, 20th September - 10:30: (Pacific) - Workshop Presentation / Panel Presentation (45 minutes)

Kenny Garcia (California State University - Monterey Bay)

In this presentation, I will share the processes and procedures for rolling out an adapted survey based on the ALA DEI Scorecard for Library and Information Organizations to a 23 campus library system. The goal of this project was to use the survey results to set a baseline for each individual campus library and allow for comparisons to be made between libraries. The ALA DEI Scorecard for Library and Information Organizations is an evaluative tool that centers accountability and transparency in determining organizational effectiveness in diversity, equity, and inclusion in the recruitment, hiring, retention, and promotion of people of color. Additionally, the Scorecard includes areas that impact these factors such as training, budgeting, and data practices. The Scorecard is designed to help administrators of information organizations assess their current practices in five core areas to produce actionable data for decision making and enacting a robust and sustainable commitment to equity, diversity, inclusion, and justice. The presentation will highlight what worked and what could have been managed differently.

Los Angeles Libros Festival: Read, Dream, and Celebrate... en dos idiomas!

Saturday, 20th September - 10:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Guadalupe Leyva (Los Angeles Public Library), Madeline Pena Feliz (Los Angeles Public Library), Anna Avalos (Los Angeles Public Library), Celene Navarrete (LA Libreria), Diane Olivo-Posner (Los Angeles Public Library (LAPL))

The Los Angeles Libros Festival is a free bilingual book festival for the whole family held primarily at the Los Angeles Public Library's Central Library. This panel will present the history of the festival in its in-person, online and hybrid iterations as well as provide recommendations for other libraries and library systems who may be interested in organizing a successful bilingual book festival to engage and inspire their own communities.

Sentido de Pertenencia: How Sense of Belonging Empowers Latine Librarians and Students

Saturday, 20th September - 10:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Denice Adkins (University of Missouri), Dr. Alicia Long (University of South Florida), Dr. Michele Villagran (San Jose State University)

Having a sense of belonging empowers students to become professional librarians and empowers professional librarians to be active contributors to associations and the profession. In this breakout session, you'll learn how Latine students were empowered in their LIS programs and what LIS educators can or should do to increase their sense of belonging. You'll also learn about how REFORMA members develop sense of belonging and share that with others.

Cafecito and Conversation: Creating Community One Cup at a Time

Saturday, 20th September - 10:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Abigail Calderon (City of Commerce Public Library), Evelyn Diaz (City of Commerce Public Library)

Libraries are more than just books; they're places where people connect! **Cafecito and Conversation** is a program for intermediate and low-level English learners. The goal is to gather the Spanish-speaking community for casual conversations, resource sharing, and cultural exchange over a warm cup of coffee.

A key part of the program is using the **News for You** resource to discuss current events in an accessible way, helping attendees build confidence in their English skills while staying informed. In this session, we'll share how the program started, the impact it's had, and how you can create a similar space in your own library. You'll walk away with practical tips on outreach, partnerships, and ways to better support bilingual and English-learning patrons.

Join us for a fun and inspiring talk about how a simple conversation and a good cup of coffee or tea can build stronger communities!

Catching the Light of Our Past and Finding Strength in Family Stories

Saturday, 20th September - 10:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Alda Dobbs (Sourcebooks and Penguin Random House)

Family cuentos ignite our imaginations, allowing us to create characters who carry the light of our ancestors. Unearthing our own family histories helps us analyze their social, historical, and geographical origins, understand their impact, and draw connections to current events.

Through my journey of researching my own family story, I will equip educators with strategies to encourage young readers to explore, preserve, and share their own histories—before they are lost forever.

REFORMA ALAS: Taking Flight and Building the Future of Latinx Academic Librarianship

Saturday, 20th September - 10:30: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Mario Ascencio (ArtCenter College of Design), Dr. Romelia Salinas (Mt. San Antonio College), Carlos Rodriguez (California State University, Los Angeles), M. Delores Carlito (The University of Alabama at Birmingham)

The REFORMA Academic Librarians Advancing Services (ALAS) committee was created to support and advocate for Latino/x/e students, faculty, and library professionals in higher education. This interactive workshop will introduce ALAS's mission and initiatives while bringing together academic librarians from diverse institutions to brainstorm, strategize, and shape the future of the committee.

Participants will engage in collaborative discussions to identify the most pressing needs and challenges facing Latinx academic librarians and students, while also developing actionable next steps to strengthen ALAS's advocacy efforts. Topics will include mentorship, leadership pathways, institutional support, and professional development opportunities.

This is more than a presentation—it's a call to action. Whether you're from an HSI, a private institution, or a research university, your voice is needed. Join us in building a stronger network, defining priorities, and charting the future of ALAS and Latinx representation in academic librarianship.

How to Start a Circulating Bilingual Zine Collection at Your Library and Why

Saturday, 20th September - 10:30: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Ziba Perez (Van Nuys Library), Arthur Kolat (SJSU Ischool), Cristina Banuelos (Los Angeles Public Library)

Bilingual zines are a powerful tool for community engagement, representation, and literacy. This session will provide a step-by-step guide on how to start a circulating bilingual zine collection at your library, from acquisition and cataloging to promotion and programming. We'll discuss why zines—DIY, self-published works—are valuable for amplifying underrepresented voices and fostering multilingual literacy. Participants will learn practical strategies for sourcing bilingual zines, collaborating with local creators, and making these materials accessible to diverse communities. Whether you're new to zines or looking to expand your collection, this session will equip you with the knowledge and inspiration to bring bilingual zines into your library.

Somewhere Over the Arcoiris: Conversations on Queer Latinidad in Libraries

Saturday, 20th September - 11:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

David Lopez (OC Public Libraries), Lizeth Zepeda (Loyola Marymount University), Dr. Mario Ramirez (The City College of New York, CUNY), Francesca de Vera (San Diego Public Library)

Somewhere Over the Arcoiris: Conversations on Queer Latinidad in Libraries will be a panel discussion with Latino/x/é library professionals of varying identities and intersections. It will dive into questions surrounding challenges professionals have faced in entering the field, navigating the workplace, promoting into positions of leadership, defeating imposter syndrome, inherent and internalized homophobia, eliminating hate, challenges being faced in the current administration, and finding balance with their cultural lived experiences and professional settings. Conversations will also include community response to programming and services created by/for/in celebration of queer Latino/x/é and how these instances can play a role into the continued efforts of libraries everywhere. The panel will include library professionals from public, academic, and special libraries/archives.

Breaking Barriers: AustinPL's Enhanced Library Card & Spanish-Language Services

Saturday, 20th September - 11:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Laura Tadena (REFORMA)

Libraries play an important role in promoting equitable access to information and resources for our diverse communities. Austin Public Library (APL) has taken a significant step in supporting its community by launching a Enhanced Library Card (ELC), designed to serve as an alternative form of identification for individuals facing barriers to traditional government-issued IDs. This session will explore how the library's ELC and other library services empower Spanish-speaking community members by providing access to essential physical and digital resources, literacy programs, and city services. Additionally, attendees will gain insights into APL's multilingual services, community partnerships, and strategies for breaking down barriers to library access.

Beyond 'Hispanic-Serving': Building Inclusive College Library Spaces for Latiné and Spanish-Speaking Communities

Saturday, 20th September - 11:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Lynda Infante Huerta (Austin Community College), Maria Ruelas (Austin Community College)

This session will explore how academic libraries can move beyond the traditional label of "Hispanic-Serving Institution" to create truly inclusive, culturally responsive environments for Latiné and Spanish-speaking students. Attendees will learn strategies to implement services that reflect the identities and academic needs of these students, ensuring they feel welcomed and supported. Key discussions will include how to enhance collection development with culturally relevant materials, collaborate with faculty to support Latiné students' academic success, and design library environments that celebrate Latiné heritage. By integrating cultural awareness into library programming, and faculty partnerships, libraries can better serve the Latiné community and foster academic engagement and success.

Panel Discussion: From Magical Realism to Science Fiction the Evolution of the Latino/x/é Experience in Fiction in REFORMA National Book Nominees

Saturday, 20th September - 11:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Laura Negrete (University of Chicago), Elissa Miller (REFORMA)

A conversation with the inaugural winner of REFORMA's National Book Award, Marcela Fuentes (Malas) exploring the evolution of Latino/x/é fiction in addressing identity, history, loss, sexuality, and assimilation in the current political climate of the 2024 National Book Award Long List candidates.

Creando comunidad a través de cuentos

Saturday, 20th September - 11:30: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Nadia Rendon (Denver Public Library), Mary Trujillo (Denver Public Library)

Comencé un club de lectura semanal de cuentos cortos en español a principios de 2022.
La falta de participación de hablantes de español como primer idioma ha llevado este programa a evolucionar de una manera que los niveles de español de los participantes es mixto: inmigrantes que hablan español como primer idioma, hijos de inmigrantes y nativos hispanohablantes que crecieron en los Estados Unidos y anglosajones que han estudiado español y quieren mejorarlo. Curiosamente, la mayoría de los participantes son adultos mayores (60). Por la consistencia de las reuniones en estos más de dos años, el grupo se ha convertido en un espacio en el que los participantes asisten no nada más a leer un cuento, discutirlo, o mejorar su español, sino a socializar y convivir para combatir la soledad y el aislamiento social.

Cuentitos: Serving Dual Language Learners Through Spanish Bilingual Storytime

Saturday, 20th September - 11:30: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Essy Barroso-Ramirez (San Jose State University), Lorena Lopez Rivera (Santa Cruz Public Libraries)

In response to the learning disruptions caused by the COVID-19 pandemic, Cuentitos was developed to meet Dual Language Learners (DLLs) in their spaces, emphasizing inclusion, play, and social-emotional learning in a safe, welcoming environment. The presentation will feature an interactive storytime activity, showcasing how bilingual storytimes can engage young children and celebrate their biligualism and culture. Attendees will learn about the program's community partnership approach, while highlighting the importance of diversity, equity, and community collaboration in early literacy initiatives.

Bienvenidos a la Biblioteca: Engaging Spanish-Speaking Communities Through Collections and Translations

Saturday, 20th September - 14:00: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Anna Avalos (LAPL), Guadalupe Leyva (LAPL)

This presentation will explore how libraries can become more inclusive for Spanish-speaking communities through curated collections and Spanish translations. We will discuss how librarians at the Los Angeles Public Library select and acquire materials for their 72 branches, ensuring greater access to Spanish-language resources. By providing information in patrons' native or heritage language, libraries can create welcoming spaces that reflect diverse communities. Attendees will learn best practices for collection development and Spanish language material promotion, as well as how to establish a translations team using in-house staff.

Latinxs, Labor, and Libraries

Saturday, 20th September - 14:00: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Leslie Ann Masland (San Diego County Library), Sheridan Cazarez (Los Angeles Public Library)

The focus on diversity, equity, and inclusion in libraries means that Latinx library workers find themselves increasingly tapped to utilize their linguistic and cultural heritages to evaluate and enrich the collections, programs, and services that libraries provide their communities.

Adult Enrichment Storytime: Empowering Adults with Special Needs through Music & Movement

Saturday, 20th September - 14:00: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Carl Phillips (Orange County Public Library), Stephanie Anson (Orange County Public Library)

Adult Enrichment Storytime is a modified version of traditional music and movement storytime, specifically designed for adults with physical, mental, and social needs. It draws inspiration from the successful children's music and movement programs but reimagines them for a more diverse and often underserved population. By incorporating movement and music that is adaptable to participants' abilities, we encourage creative expression, social interaction, and cognitive stimulation in an inclusive, supportive environment.

Beyond Fronteras: Hope through Chicanx-Latinx Futurism for (Young) Adults

Saturday, 20th September - 14:00: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Kelly Flores (REFORMA), Dr. Guadalupe Cardona (California State University Northridge)

How can speculative storytelling empower Chicanx and Latinx communities to imagine hopeful futures beyond systemic oppression? This workshop explores Chicanx-Latinx futurism as a transformative lens in library programming and collection development for young adults and beyond. Drawing from literature, graphic novels, and digital media, we will discuss how speculative fiction intersects with social justice, migration, and cultural resilience. Participants will engage in ways to integrate futurism into library services, fostering critical literacy and community engagement. Join us in envisioning a world beyond borders—where stories create new possibilities *to flip the script*.

Make Some Noise: Remixing the Scholarly Narrative

Saturday, 20th September - 14:00: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Esther Medina De Leon (Texas Tech University), Federico Martinez-Garcia (Portland Community College), Dr. Michele Villagran (San Jose State University), Ruby L. Nugent (National Jewish Health), Yanira Cruz (Consortium of Academic and Research Libraries in Illinois), Priscilla Paulino (New York Public Library)

The REFORMA Research Committee invites attendees who are interested in learning about scholarship as it applies to their current workplace. Committee members will share how and why the committee was created, provide examples of what both traditional and unique types of scholarship might look like, feature and discuss scholarship that is already happening, and share ideas on how to produce, publish, and present the work that they may already be doing to get their voices heard.

Bilingual Family programs

Saturday, 20th September - 14:00: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Ana Ruiz Morillo (REFORMA)

This proposal outlines a dynamic and engaging REFORMA program designed to share with participants ways to foster literacy and environmental awareness among young learners with the goal to empower children to become environmentally conscious and responsible individuals, while fostering a lifelong love for reading and learning about the world around them. Drawing inspiration from children's literature, including La Oruga Aventurera (The Adventurous Caterpillar) and Frida the Caterpillar,among others, the program will share about how to combine storytelling, interactive activities, and nature exploration to promote a love for reading while emphasizing the importance of environmental stewardship.

By combining cultural literacy, imaginative play, and environmental education, this REFORMA program provides a holistic approach to learning that aligns with both educational and social responsibility goals.

Framing Empowering Conversations About Latine Patrons: Grant-Funded Tools and Preliminary Findings

Saturday, 20th September - 15:00: (Pacific) - Workshop Presentation / Panel Presentation (45 minutes)

LaTesha Velez (University of North Carolina Greensboro), Michelle Rosquillo (North Carolina Central University), Melissa VillaNicholas (Univesity of California, LA)

This session presents ongoing research initially funded by an Institute of Museum and Library Services (IMLS) grant, focusing on Latine representation in Library and Information Science (LIS) scholarship. Attendees will learn about preliminary bibliometric findings, a developing ontology framework, and curated resources to promote culturally responsive practices. The session emphasizes shifting narratives about Latine patrons from deficit-based to asset-based perspectives. Participants will gain actionable strategies, early-stage insights, and practical tools to advance asset-based teaching and programming related Latine populations.

My Public Library Was My Sanctuary City with Journalist & Author Adolfo Guzman Lopez

Saturday, 20th September - 15:00: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Adolfo Guzman-Lopez (Journalist & Author)

https://laist.com/people/adolfo-guzman-lopez

Adolfo Guzman-Lopez had been a reporter for LAist, the NPR affiliate in Los Angeles, for nearly 25 years. He's also been a spoken word poet since the mid 1990s.
His first collection of writing is titled, California Southern: writing from the road, 1992-2025, published by Hinchas de Poesia Press.
The book includes some of the reporting he's done on immigrant detentions, the San Diego-Tijuana border, and socially engaged arts projects told through a poet's sensibility, and through his identities as native Spanish speaker and a formerly undocumented youth. The book's backdrops are the international border crossing, his hometown of National City, California as well as San Diego and various neighborhoods of Los Angeles and California's Central Valley.
Adolfo will talk about his three-decade journey as a poet and journalist and how it began at his hometown library as a teen.

Informacion y Comunidad: Library Services for Hispanic-Serving Institutions, The San Diego State Model

Saturday, 20th September - 15:00: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Maria Amor (San Diego State University), Dr. Emilio Ulloa (San Diego State University), Dr. Scott Walter (San Diego State University)

San Diego State University is one of more than 20 campuses of the California State University certified as Hispanic-Serving Institutions. In this panel, librarians and student affairs professionals will describe the range, scope, and impact of library collections, services, and spaces designed to meet the distinctive character of HSIs, and to present an argument for the distinctive contribution that libraries make to their institutional commitments to learning, scholarship, and community engagement.

Beyond the Award: Preserving DEI in Academic Libraries Amid Growing Challenges

Saturday, 20th September - 15:00: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Adriana Poo (San Jose State University), Estella Inda (San Jose State University), Kathryn Blackmer Reyes (San Jose State University)

The panel explores the Dr. Martin Luther King Jr. Library's journey in advancing diversity, equity, and inclusion (DEI), culminating in the 2025 LEAD award, emphasizing the critical need to preserve DEI efforts amid growing challenges. The panel will discuss the Anti-Racism Assessment Working Group, which led efforts to create an accountability dashboard and foster inclusivity, the DEI programming and collections development at the SJSU Library, and the forthcoming DEI policy changes and their uneven impact on our libraries and institutions.

Read, Walk & Learn: A Fun Way to Build Early Literacy

Saturday, 20th September - 15:00: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Erika Valencia (City of Commerce Public Library), Evelyn Diaz (City of Commerce Public Library)

Learning starts early, and reading can be fun! **Read, Walk & Learn** is a program at the City of Commerce Library Literacy Center that helps children ages 0-5 and their caregivers build early literacy skills through stories, movement, and music.

In this session, we'll share how reading, walking, and learning together can help young children develop language skills, bond with caregivers, and get excited about books. You'll learn how to create simple, engaging activities that bring stories to life and make learning fun for little ones and their families.

Join us to discover how a book, a bond, and nature can make a big impact on early literacy!

Calaveras y Cempasúchil : A Día de Los Muertos Celebration at the City of Glendale

Saturday, 20th September - 15:00: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Guillermo Garcia (Glendale Library Arts and Culture), Aurora Arevalo (Glendale Library Arts and Culture), Julie Roman Romo (Los Angeles Public Library), Isis Santos (Glendale Library Arts and Culture)

Día de los Muertos, or Day of the Dead, is a vibrant Mexican fiesta celebrated worldwide on November 1st and 2nd. Dia de Los Muertos is a colorful celebration of life that reunites the living and the dead. Families create ofrendas—beautiful altars adorned with photos, candles, and offerings—to honor and welcome their departed loved ones. Since 2017, The City of Glendale has celebrated Dia de Los Muertos, organized by the Glendale Library, Arts & Culture Department. The popularity of this event has grown dramatically, and today, Glendale Dia De Los Muertos is the largest Latino celebration in the City of Glendale welcoming over 1,000 individuals each year. This session will share insights and advice into planning your own Día de los Muertos event, from building your ofrenda to performers to community engagement and will include the opportunity to create a hands on craft you can share in your library's event.

Welcoming Immigrant Neighbors (WIN) Forum: Co-Designing a Standard for Library Service to Immigrants

Saturday, 20th September - 15:00: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Ana Ndumu (University of Maryland), Hayley Park (University of Maryland)

The WIN Forum welcomes REFORMA participants to help co-design a national standard for serving immigrant and newcomer communities. The 2025 RNC convening would be the first of four national workshops. In this 45-minute session comprised of three high-impact, guided activities, participants will ideate benchmarks for immigrant outreach. Immigrants turn to libraries of all kinds—school, public, academic, law, and more—for reliable and trustworthy information as they adjust to life in the U.S. Data gathered by IMLS and the Pew Research Center demonstrate the value of libraries in supporting immigrants' integration. However, there is no universal standard codifying effective library service for immigrants. Given its focus on the U.S. Latine community which comprises 45% of the immigrant population, REFORMA is well-suited to support this work. A WIN Forum session at RNC would strengthen immigration service in this crucial time of heightened anti-immigrant sentiment.

My Library Story- The power of story in library advocacy / Mi historia de la biblioteca- El poder de la historia en la defensa de las bibliotecas

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Lilia Wright (SJSU Ischool)

I participated in a library advocacy internship with EveryLibrary. This poster will go over methods of participation in library advocacy, lessons learned from the internship, and the power of story to communicate the importance of libraries in underrepresented communities.

Moving from Words to Actions: Anti-Racist Description Projects of Archival Materials Pertaining to Oregon's Latinx Community History

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Natalia Fernández (Oregon State University)

Archivists are actively engaging in anti-racist work, especially regarding how we describe the materials and collections we steward. This presentation will share the Oregon State University Special Collections and Archives Research Center's collaborative process for developing and completing anti-racist description projects. As examples, two projects pertaining to Oregon's Latinx community history will be featured: highlighting materials pertaining to Indigenous communities from Mexico present in the Erlinda Gonzales-Berry Papers and remediating the description for our online Braceros in Oregon Photographs collection.

"AfroLatines in Los Angeles": Curatorial Process and Personal Reflection

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Nicole Murph (Loyola Marymount University)

This presentation discusses the curatorial process behind the exhibition, *AfroLatines in Los Angeles: Unveiling Voices, Empowering Communities*, co-curated by myself, Jennifer Williams (Associate Professor, African American Studies), and Daphnie Sicre (Assistant Professor, Theatre Arts). The exhibition delved into AfroMexican history, from the transatlantic slave trade to AfroMexican and the broader AfroLatine presence in Los Angeles. It explores topics such as Los Pobladores, AfroLatine diversity, and the city's history with racial tensions. Accompanied by a library guide, panel discussions, and a virtual exhibition, this project reflects on research, curatorial strategies, and audience response.

Latine Students' Experiences in Academic Libraries at a PWI – Barriers and Opportunities for Inclusion

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Marina Corrales (San Jose State University)

This study examines the experiences of Latine undergraduate students beyond their first year at a predominantly white institution (PWI) and how their backgrounds influence their engagement with academic library resources. The findings highlight gaps in awareness of library services, the diverse ways cultural identity influences library use, and the challenges some students face in feeling a sense of belonging in these spaces. By amplifying student voices and focusing on their strengths, this research offers practical strategies for libraries to create more inclusive environments, supporting student success and advancing broader efforts toward equity and belonging in higher education.

The use of GenAI tools for Multilingual students: Media Information Literacy guidelines and best practices.

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Dr. Eugenia Ortega Martinez (Kathryn A. Martin Library)

GenAI tools and technologies are a disruptive and trending topic for Academic Libraries patrons. The use of Chatgpt, translators, dictionaries, and other GenAI tools requires policy reviews, LibGuides, and media information literacy practices that support the collaborative work between faculty, students, and library resources.

Avanzando Juntos: UX Strategies for Community Growth

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Shabrina McPherson (REFORMA)

As part of my commitment to moving forward together and fostering an inclusive academic environment, I conducted a comprehensive User Experience (UX) assessment at the Medical University of South Carolina (MUSC) Library to enhance engagement, usability, and accessibility. By bridging tradition with innovation, I employed a multi-method approach, including a listening tour with key stakeholders, an online usability study, student surveys, and website observations, to gain a well-rounded understanding of user needs.

To ensure broad participation, I promoted a targeted usability study through strategic outreach, attracting up to 20 participants, including library administrators, student workers, frequent library users, and randomly selected volunteers. Over two weeks, I gathered qualitative and quantitative insights through structured tasks, surveys, and observations. I then analyzed the findings using statistical charts and categorized user feedback to identify key areas for improvement.

This assessment underscores the power of user-centered design in shaping inclusive, accessible, and community-driven library services. By systematically transforming feedback into actionable solutions, I demonstrate how libraries can empower their users and create equitable, forward-thinking spaces that meet the evolving needs of diverse communities.

Uniting Latinx/Spanish Speaking Voices: Empowering Wikimedia Communities

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Dr. Adaora Obuezie (Nnamdi Azikiwe University, Awka), Dr. Ifeyinwa Okonkwo (Nnamdi Azikiwe University, Awka)

Uniting Latinx/Spanish Speaking Voices: Empowering Wikimedia Communities,highlights the relevance of Wikimedia in empowering communities and promoting diversity,equity and inclusion. A few studies showed that Latin Americans has been developing Wikiprojects for over decades, but several studies still pointed that Latinx individuals areunderrepresented in the space as both contributors and readers as seen in a study where only 22%of Latinx women feel represented on Wikipedia while only 31% in the US use Wikipedia.

The Meaning of Raza: Critical Examination of Latino/a Representation in Youth Graphic Novels

Saturday, 20th September - 15:30: (Regency Foyer) - Poster Presentation

Maribel Terrones (Ysleta Independent School District and Univeristy of Alabama), Dr. Jamie Naidoo (University of Alabama - SLIS)

Graphic novels have become a powerful tool that entices reluctant readers and visual learners to engage with critical literacy skills. While actions have been taken to establish diverse perspectives, the canon of Latino/a representation in youth graphic novels is still relatively small. This poster will critically examine a sampling of these graphic novels, using visual and textual content analysis, while exploring the diversity in Latino/a representation and the impact it has on young readers.

Live at the Library!

Sunday, 21st September - 09:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Tania Negrete (Santa Ana Public Library), Ziba Perez (Los Angeles Public Library), Abner Rios (Santa Ana Public Library)

A showcase of public library programming featuring live music, audio production, music making, and collaborations with public radio stations.

Muddied Mirrors: Examining Latiné Representation and Intersectionality in Pura Belpré Award-Winning Books, 2009-2023

Sunday, 21st September - 09:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Nicole Gillihan (Meridian Library District (Idaho)), Dr. Jamie Naidoo (University of Alabama - SLIS)

2026 will mark the 30-year anniversary of the Pura Belpré award for Latino children's literature. Since the creation of the awards, 100s of books have been honored that celebrate and affirm the Latiné cultural experience. But how diverse is this representation of the Latiné experience? Do these titles offer opportunities to empower all individuals in the Latino Community? This session shares results of a study that examined representation in Belpré award titles from 2009-2023 and offers suggestions for richer representation.

Centering the Voices of Latina Faculty Librarians at Public, Four-Year Hispanic Serving Institutions (HSIs) in California

Sunday, 21st September - 09:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Sally Najera Romero (California State Polytechnic University, Pomona)

This presentation will highlight the findings of a qualitative study conducted to understand the experiences of Latina faculty librarians at public, four-year, Hispanic Serving Institutions (HSIs) in California. The findings identify the challenges and barriers faced by these Latina librarians in faculty positions, but most importantly, value the lived experiences of these Latina faculty librarians. Additionally, the presentation will expand on how the findings can support Latina faculty librarians at an organizational level and within higher education, especially at HSIs in California.

Storytelling With Puppets

Sunday, 21st September - 09:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Maynard Martinez (Mountain View Public Library)

Did you know puppets have the ability to teach children several developmental skills in ways that books cannot? As more Spanish-speaking children become diagnosed as neurodiverse, storytelling with puppets is an amazing and engaging device for librarians or educators to employ. Yet puppets do so much more: They can help children learn a new language, act as a storytime partner, or teach children music appreciation.

Many children's librarians and educators unknowingly possess the tools necessary to add puppet storytelling to their repertoire. This program will unlock that toolbox and give educators the skills and confidence to implement puppet storytelling in their preschool programming.

Speaking the Language of Your Community: Bilingual Pay in Libraries across the United States

Sunday, 21st September - 10:30: (Shoreline A/B) - Workshop Presentation / Panel Presentation (45 minutes)

Joanna Arteaga La Spina (San Francisco Public Library)

This session will help attendees reflect on the current level of language access in the institutions they work in, learn ways libraries have secured bilingual pay for their employees, and receive a range of resources to engage in actionable practices that can help their institution move to a higher level of in-language access. The five most spoken languages in the United States besides English are Spanish or Spanish Creole (61.6% of the population), Chinese (5.2%), Filipino (2.6%), Vietnamese (2.3%), and Arabic (1.9%). Providing in-language services to the communities of people that libraries serve is a matter of Equity, Diversity, and Inclusion. No matter where we are, we can always work to provide better access.

Revitalizing and re-engaging support staff to enhance professional development

Sunday, 21st September - 10:30: (Seaview A) - Workshop Presentation / Panel Presentation (45 minutes)

Ruth Pozo (Brooklyn public library), LeAndre Peoples (Brooklyn public library), Sharon Palmer (Brooklyn public library)

In today's dynamic workplace, the landscape of technical services in libraries has undergone significant transformation, often leading to the outsourcing of critical functions. This workshop outlines the importance of employee engagement, emphasizing that support staff, often overlooked, play a crucial role in the success of libraries. It highlights the significance of harnessing their potential and increasing job satisfaction. This session explores the importance of motivating support staff to participate actively in programs, outreach, and community-based initiatives while fostering collaboration and enhancing team building among support staff and supervisors. By involving employees in these initiatives, support staff can work with colleagues to initiate and develop partnerships to build an active library presence in the community. This workshop advocates for the professional development of all support staff members, enabling them to better contribute to the library's goals. It also encourages identifying hidden talents within the support staff, underlining the potential benefits for employees and the library. In conclusion, this session is a comprehensive guide for individuals looking to rejuvenate their support staff, foster community engagement, and enhance team dynamics. It underscores the significance of teamwork among support staff, branch managers, and professional development, acknowledging the identification of emerging talents as crucial strides toward meeting these goals

Rebuilding the Academic Library Para Nosotrxs

Sunday, 21st September - 10:30: (Seaview B) - Workshop Presentation / Panel Presentation (45 minutes)

Dr. Isabel Espinal (University of Massachusetts Amherst), Yokaira López-Tifa (University of Massachusetts Amherst)

Two recent projects at the University of Massachusetts libraries are helping to bring our collections to our scholarly, student and local communities, at times pushing the boundaries of what academic engagement looks like.

1. Partnering with an Architecture professor who is also the director of our Civic Engagement & Service-Learning program, we engaged faculty, students and others to envision a Latinx and Iberian heritage community reading room that would be a focal point for our collections and more. The librarian for Latin American, Caribbean and Latinx Studies was motivated in part by the need to engage scholars and community with our Latin American collection, which is the third largest such collection in New England (after Harvard and Yale), and the largest in a public university library in the Northeast of the United States, but which is not well known to our campus. The responses from the participants also validated our vision that designing these spaces will help the library and university goals to be inclusive and provide equitable outcomes for Latinx and Indigenous individuals while also increasing the cultural competency of students and faculty from other backgrounds.

1. Working with an Afro Dominican-Puerto Rican doctoral student and undergraduate students in the registered student organization Latinos Unidos, the library hosted elementary school students from a dual language program, in an event that pushed many library boundaries. Inspired by the groundbreaking work of Pura Belpré, in particular how she pioneered bilingual storytimes using puppets and performance to resonate with her community, the doctoral candidate dressed up as Belpré. Through a dynamic reenactment and storytelling, she brought Belpré's legacy to life. She developed a framework for furthering bilingual learning and creativity with a range of animal puppets and a creative puppet-making workshop that deepened engagement.

Más Allá de las Traducciones: Acquiring and Curating Authentic Spanish-Language Books for Libraries

Sunday, 21st September - 10:30: (Seaview C) - Workshop Presentation / Panel Presentation (45 minutes)

Jenny Lizarraga (Cinco Books), Armando Montes de Santiago (FIL Guadalajara)

Authentic Spanish-language literature is essential for building a library collection that truly serves and reflects Spanish-speaking communities. However, sourcing high-quality, original works in Spanish rather than translations presents unique challenges. This presentation will examine obstacles such as limited publisher availability, distribution barriers, and best practices for planning purchases at book fairs.

Attendees will gain practical strategies for identifying and acquiring authentic Spanish-language books, including attending international book fairs, connecting with independent publishers, and working with specialized vendors. Join us to explore how to acquire and curate a collection that truly honors the linguistic and cultural richness of Spanish-speaking readers.

Libros y Acción: Bibliotecas Fomentando el Cuidado del Planeta

Sunday, 21st September - 10:30: (Beacon A) - Workshop Presentation / Panel Presentation (45 minutes)

Ana Ruiz Morillo (REFORMA)

Las bibliotecas desempeñan un papel fundamental en la concienciación y acción ambiental a través de programas innovadores y literatura inspiradora. Este taller presentará experiencias exitosas de programas bibliotecarios que integran libros sobre acción climática y el cuidado del medio ambiente, motivando a las comunidades a participar activamente en la sostenibilidad.

Los participantes explorarán estrategias creativas para utilizar la hora de cuentos como una herramienta para generar conversaciones sobre el cambio climático, la responsabilidad ecológica y soluciones comunitarias. A través de ejemplos reales, se compartirán actividades interactivas, colaboraciones y enfoques de divulgación que hacen que la educación ambiental sea accesible y significativa.

Únete a esta sesión para descubrir cómo las bibliotecas pueden ser agentes de cambio en el compromiso ambiental, empoderando a personas de todas las edades a tomar medidas concretas para proteger nuestro planeta.

Supporting Communities to Navigate a Changing Immigration Landscape

Sunday, 21st September - 10:30: (Beacon B) - Workshop Presentation / Panel Presentation (45 minutes)

Chief Daniel Sharp (LA County Office of Immigrant Affairs)

The session will provide updates on recent immigration policy developments, with a focus on how these changes impact public services. The presentation will offer strategies for library staff to support immigrant communities with meaningful programming and accurate information to understand their constitutional rights. It will address the issue of immigration fraud, including how to recognize common scams, direct patrons to trusted legal resources, and help prevent the spread of misinformation that puts community members at risk. By the end of the session, participants will have a clearer understanding of today's immigration policy landscape, best practices for serving immigrant patrons, and tools to confidently support diverse immigrant communities.

Participants

Daniel Sharp, Chief of the Los Angeles County Office of Immigrant Affairs

Daniel Sharp serves as Chief of the Los Angeles County Office of Immigrant Affairs. He is a graduate of the Program in Public Interest Law & Policy at the UCLA School of Law. After law school, he worked for the local implementing partner of the U.N. High Commissioner for Refugees in San José, Costa Rica. He served as legal director of the Central American Resource Center of California from 2005 – 2020, where he led a major expansion of direct service capacity and guided the organization's policy advocacy. Daniel taught immigration law at the Western State College of Law in Irvine from 2018 – 2020. In February 2020, he became the Chief of the County of Los Angeles Office of Immigrant Affairs, where he works to ensure that OIA protects the rights and advances the well-being of all immigrants who have made the County of Los Angeles their home.

Presentation Files



Developing Your Inclusive Awareness

Presented by Dr. Michele A. L. Villagran
Associate Professor, San State Jose University
CEO, CulturalCo

REFORMA National Conference
September 18, 2025

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Agenda

- **Emotional Intelligence**
  - What is it?
  - Identifying Challenges
  - How to apply EI in library workplace

- **Implicit Bias**
  - What is it?
  - Identifying Challenges
  - Applying positive responses in library workplace

- **Inclusive Interactions in Libraries**
  - Behaviors
  - Practicing messages
  - OTFD framework
  - Conflict mitigation strategies

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Why Does It Matter?



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Source: culturalq.com


Emotional Intelligence
EI
Emotional
Intelligence
ability
model
trait
definitions
models
emotions
construct
emotion
information
Various
Understanding
Perceiving
processing
researchers
harness
definition
identify
validity
regulate
person
facilitate
intelligent
emotionally
research
whether
Different
others
even
Five
main moods
problem
edit
terminology
example seen
strives understand development
integrate
assess
help
detect
continuing
real claims
solving
task order
constructs
pictures
relationships
comprehend
sources
three personality accepted
cognition
Currently
manifest
tap
self-perceived
complicated
proposed
revised
Substantial
negative
growth
oneself
describe
possible
relate
abilities criteria
best
achieve
meaning
confusion
respect
evolve
control
including
basic
rapidly
vary
hand
language
makes
Big
based
cultural
social
constantly
growing
useful
lacking
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Managing
exact
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field
thinking
operationalizations
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new
within
define
one's
sense
criticized
variations
recognize
measures
includes
decipher
Following
adaptive
overlap
case
promote
four
literature
confines
personal
assessment
disagreement
conception
changing
face
centered
navigate
capitalize
may
cognitive
subsumed
Therefore
behaviors
nature
Mixed
much
varied
sensitive
manage
make
ones
voices
individuals
certain
instruments
workplace
appreciate
re-evaluating
time
wider
groups
fit
standard
types
exists
aspect
Using
represents
perceive
widely
thought
activities
usually
intended
incremental
encompasses

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Your Challenge

What is one
challenge or conflict
you currently face in your library position?

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~~**Am I biased?**~~

What are my biases?



“If you have a brain, you have biases.”

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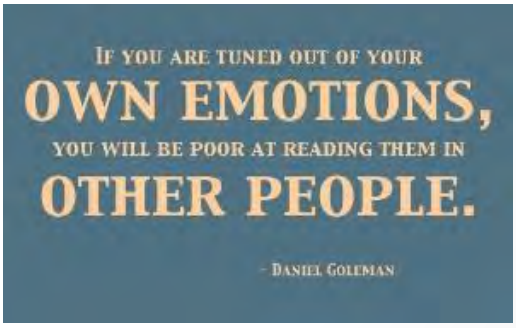
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Goleman's model

Ability to identify, and assess both your own emotions and other people's in order to understand differences, motivate ourselves, and for managing emotions.

Five emotional and social competencies:

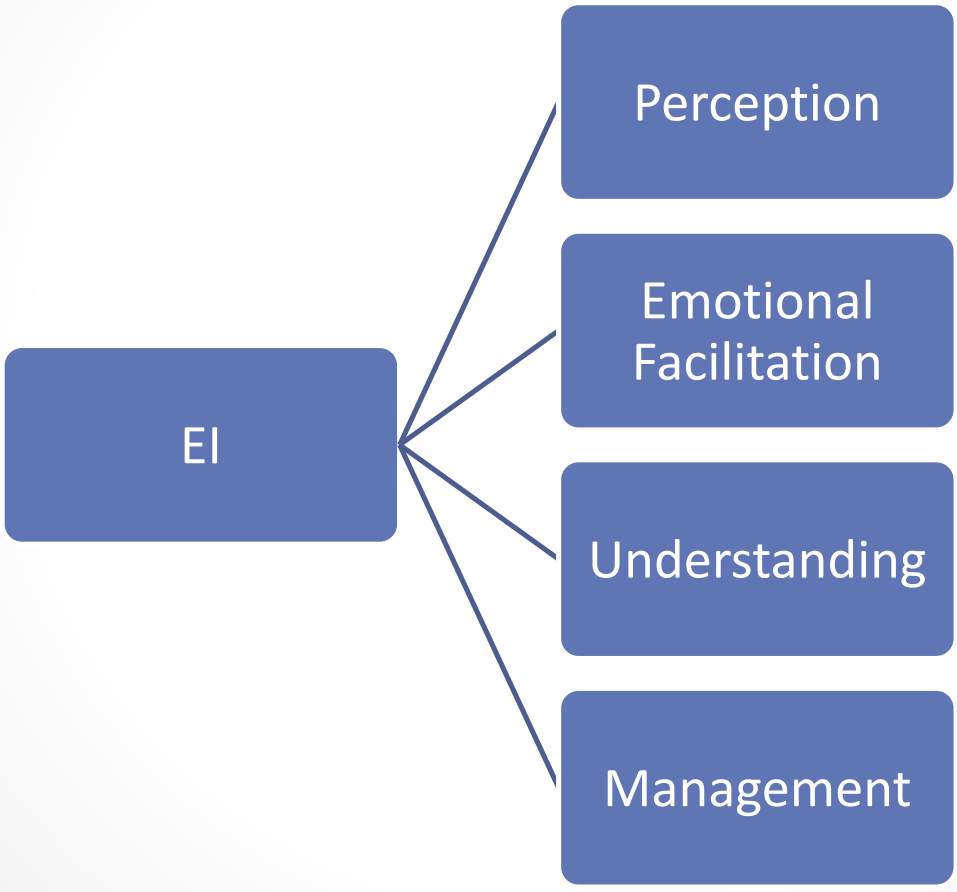
- Self awareness
- Self regulation
- Motivation
- Empathy
- Social skills



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Salovey & Mayer Model



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Self-awareness

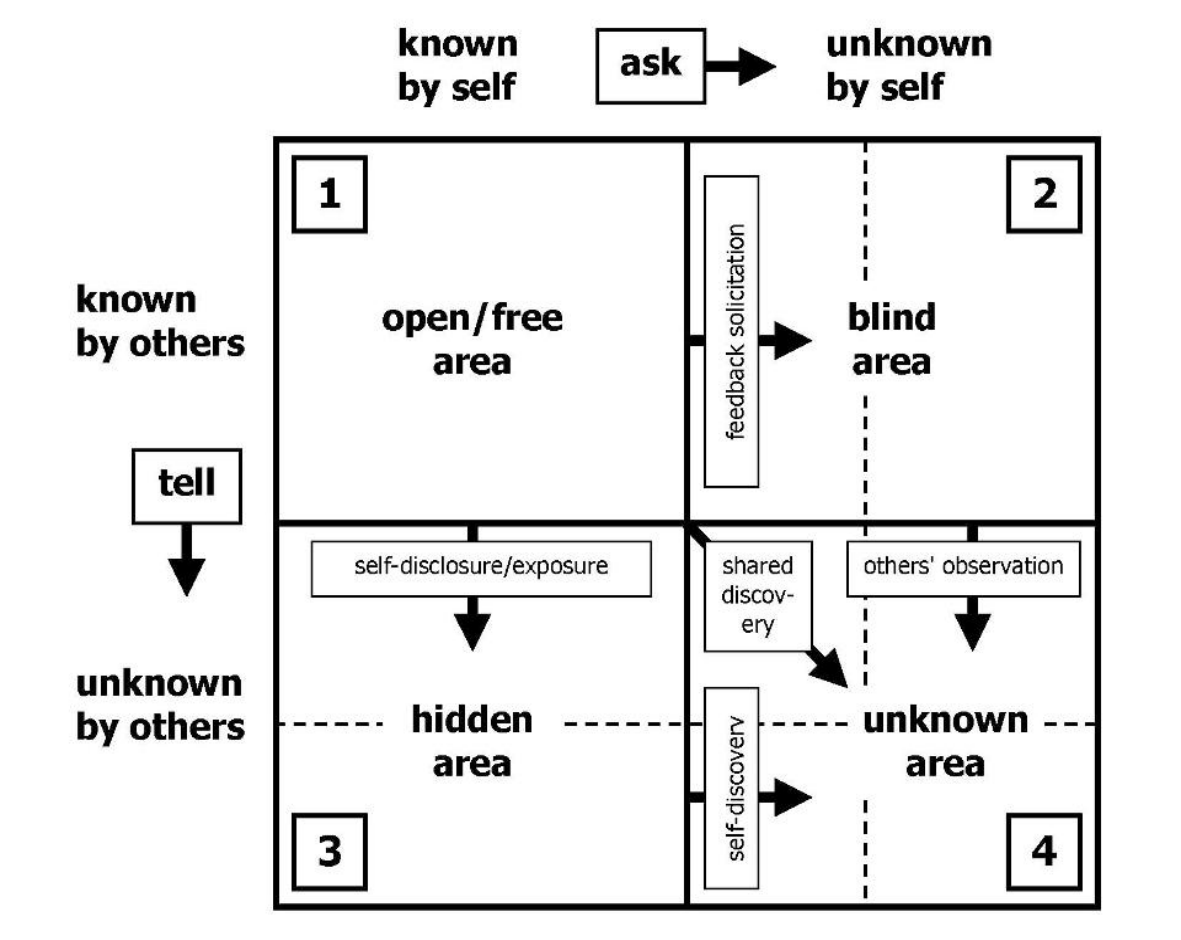
- Knowing what we are feeling in the moment, and using this to guide our decision making
- Having a realistic assessment of our own abilities and a well-grounded sense of self-confidence



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Johari Window



Source: https://web.archive.org/web/20211120094259/https://mysourcingleader.com/johari-window/

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Self-regulation

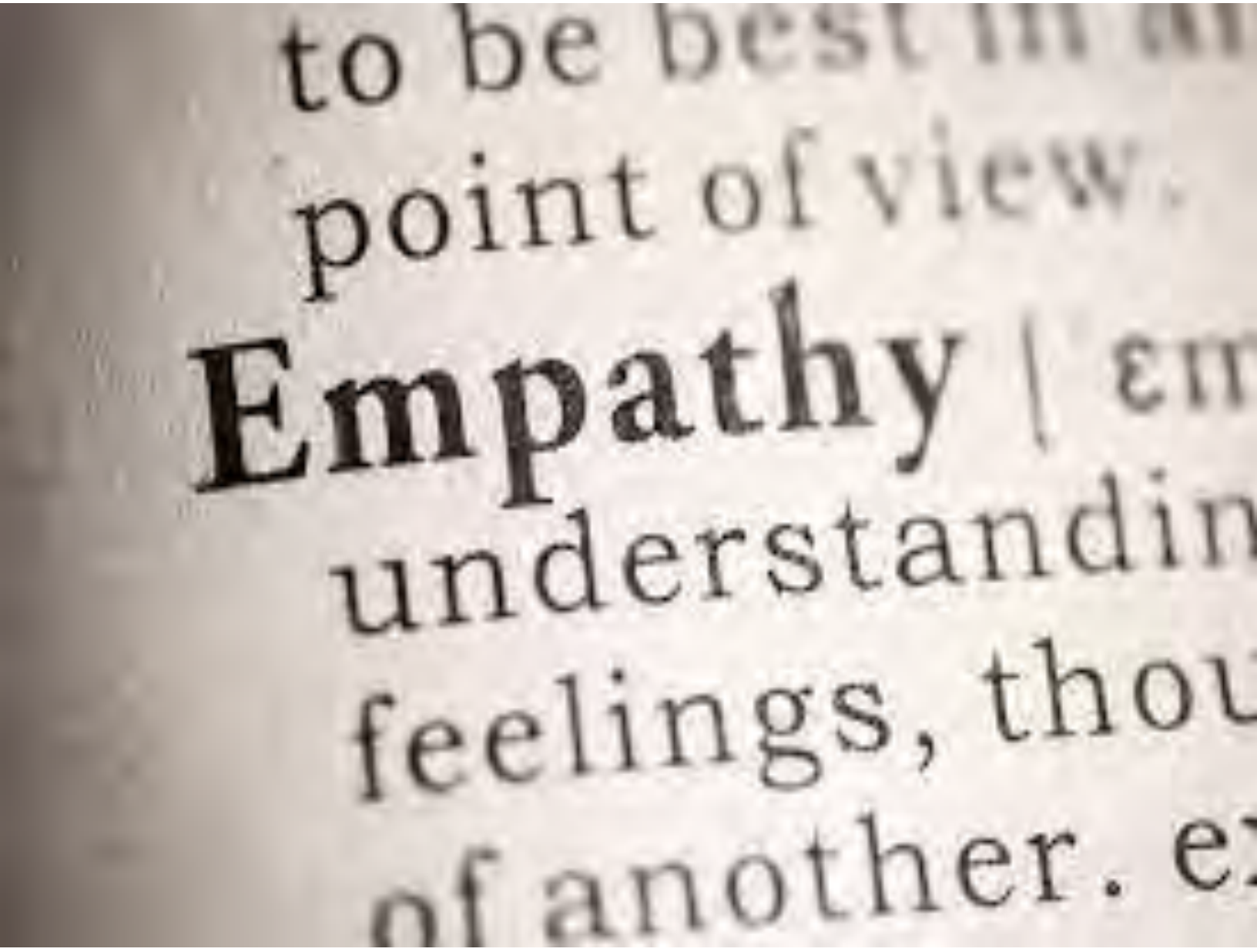
- Handling emotions so that they facilitate rather than interfere with the task at hand
- Being conscientious
- Delaying gratification
- Recovering well from emotional distress

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Motivation & Understanding

- Using our deepest preferences to move and guide us toward our goals
- Taking initiative and strive to improve
- To persevere in the face of setbacks and frustrations




to be best
point of view.
Empathy
understandin
feelings, thou
of another. e

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Your Challenge



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EI Assessment

Free assessment from MindTools:

https://www.mindtools.com/pages/article/ei-quiz.htm

- What do you believe are your EI strengths?
- How do you use your EI in your library?
- How do you want to make changes to address areas for improvement?

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Ways to Improve Your Own EI

- Know your stressors (and find healthy ways to release stress)
- Keep a reflective journal
- Examine how your actions affect others
- Ask colleagues who you trust for feedback
- Search for a buddy or look for a mentor (specific to EI)
- Ask your supervisor or another leader in the organization for feedback
- Request an EI 360 Review
- Keep up with current literature, particularly in business

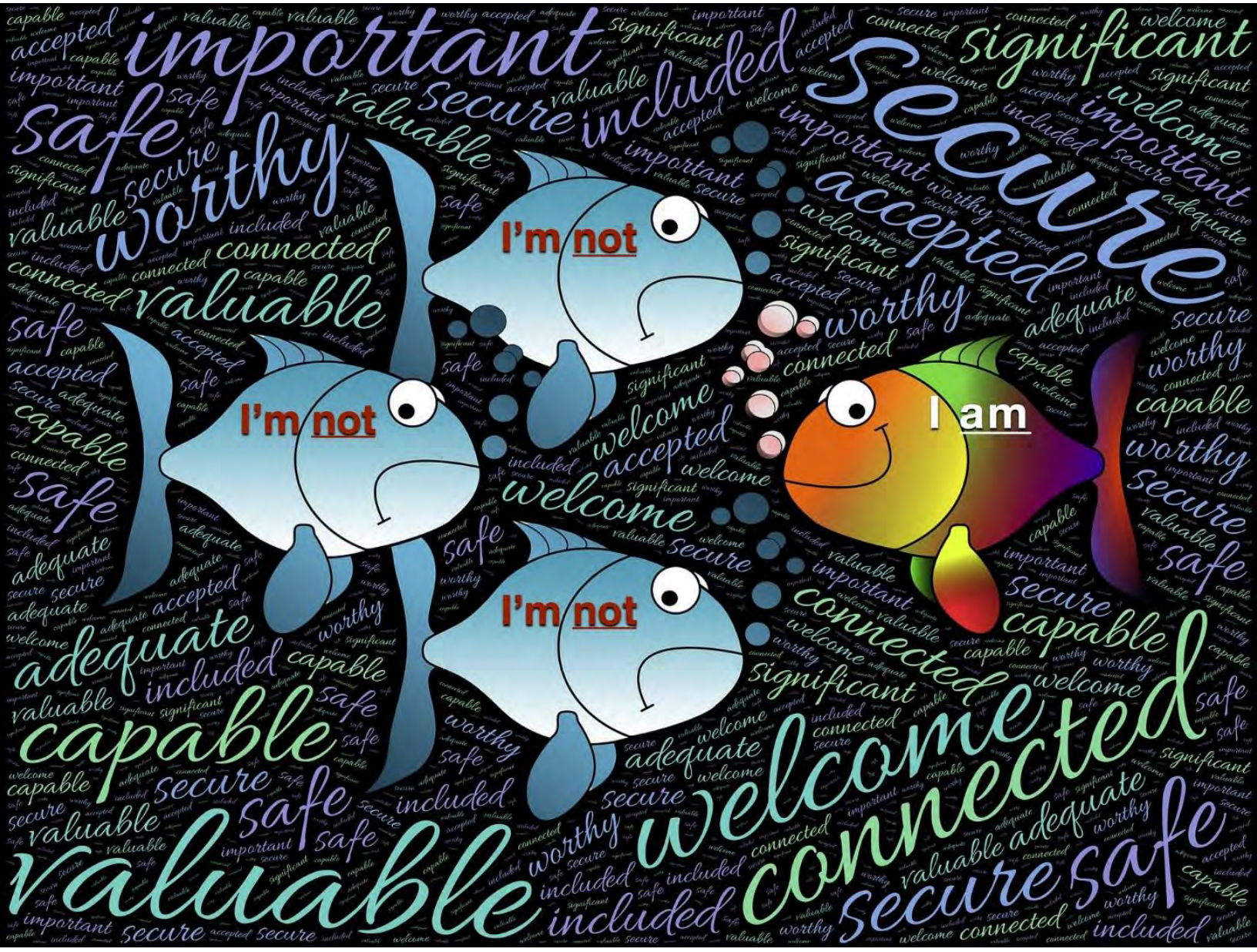
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Ways to Improve Your Workplace

- Hire for EI
- Change your work's culture by spreading EI concepts intentionally
- Encourage group learning on EI
- Include EI in strategic planning processes
- Make EI a priority at all levels within your organization

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I'm not
I'm not
I'm not
I am

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What would you do?



Source: https://www.youtube.com/watch?v=cLyU-V6BbRE

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Implicit Bias

Unintended, **subtle** and **unconscious** thought that happens to most people much of the time

Attitudes and **stereotypes** we develop based on characteristics such as race, age, ethnicity, religion or appearance that affect our understanding, actions, and decisions in an **unconscious** manner

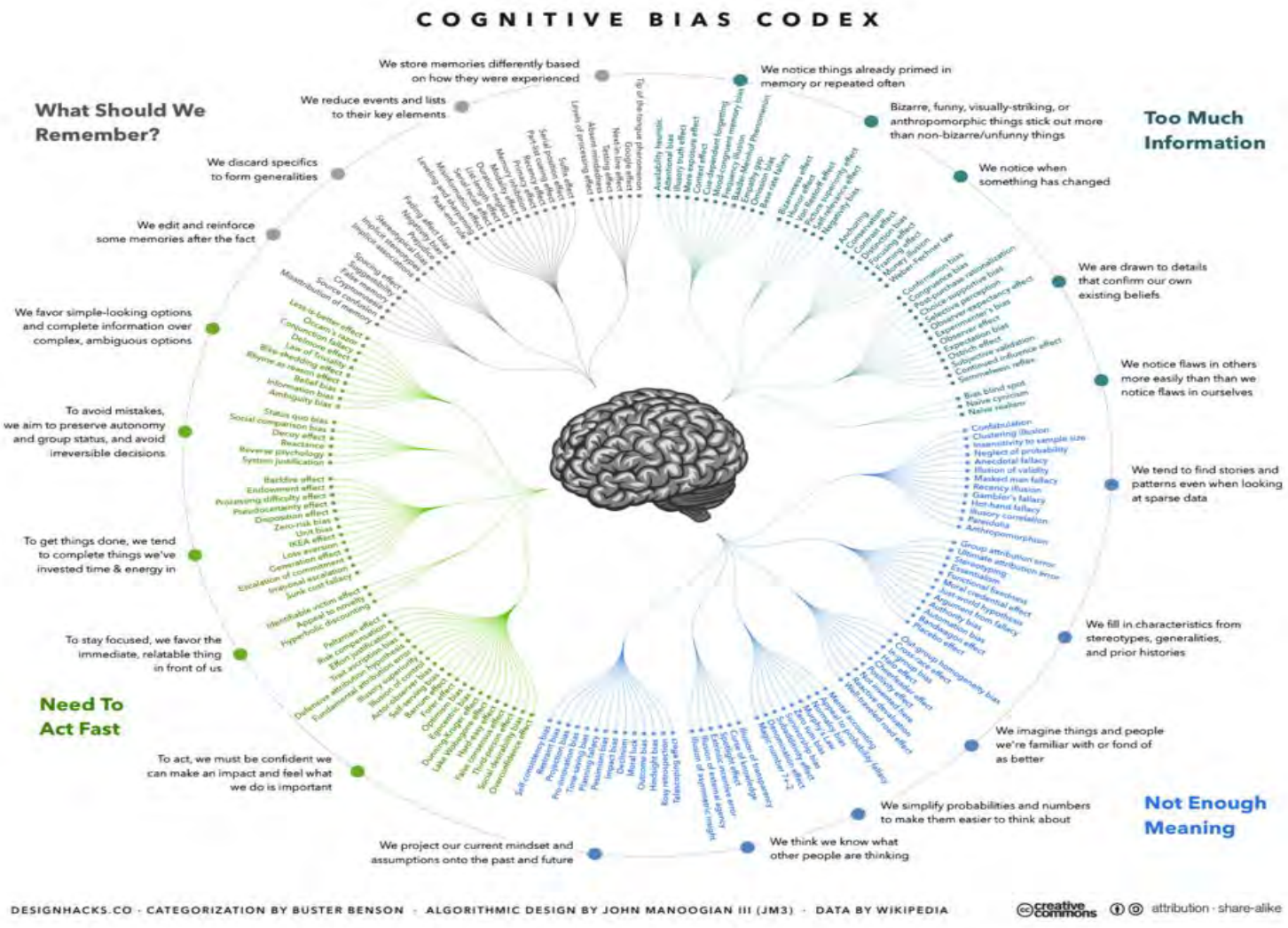
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Implicit Bias

- Are **pervasive and permeate** the workplace at all levels because we all have prejudices
- **Hinder diversity, recruiting and retention efforts, and unknowingly shape an organization's culture**
- **Do not necessarily align with our declared beliefs**
- Are **malleable**

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Wikipedia's complete (as of 2016) list of cognitive biases, arranged and designed by John Manoogian III (jm3). Categories and descriptions originally by Buster Benson.
Author: https://commons.wikimedia.org/wiki/User:Jm3. No changes made.
Retrieved from https://commons.wikimedia.org/wiki/File:The_Cognitive_Bias_Codex_-_180%2B_biases,_designed_by_John_Manoogian_III_(jm3).png

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Common Types of Bias

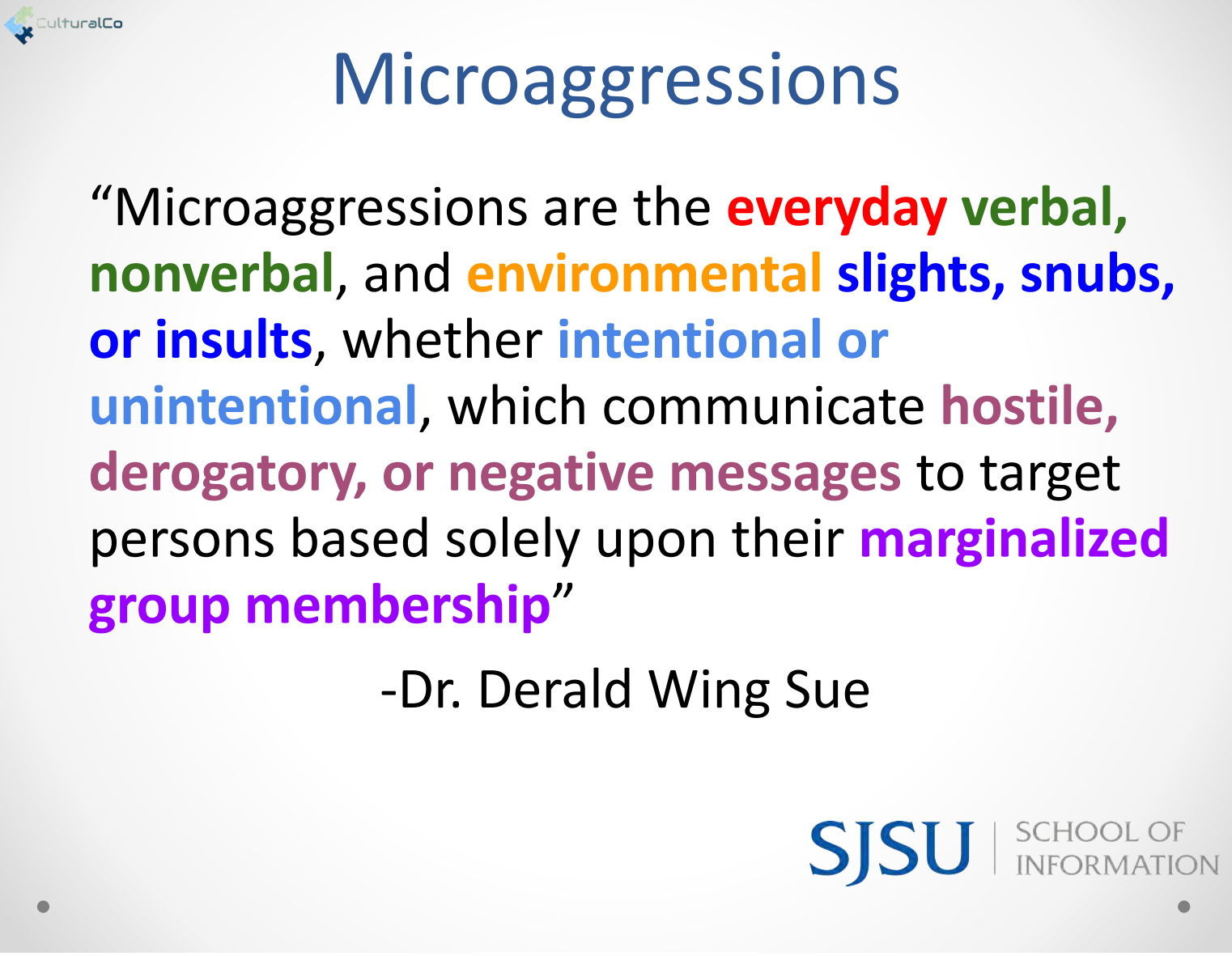
- Affinity bias
- Confirmation bias
- Halo effect
- Perception bias







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Microaggressions
"Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership"
-Dr. Derald Wing Sue
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Workplace Examples

- "Just so you know, you are very articulate."
- "I have a really tough research question, is there a man available who can help me?"
- "Your English is very good, you should fit in well here."
- "Aren't you a bit overqualified?"

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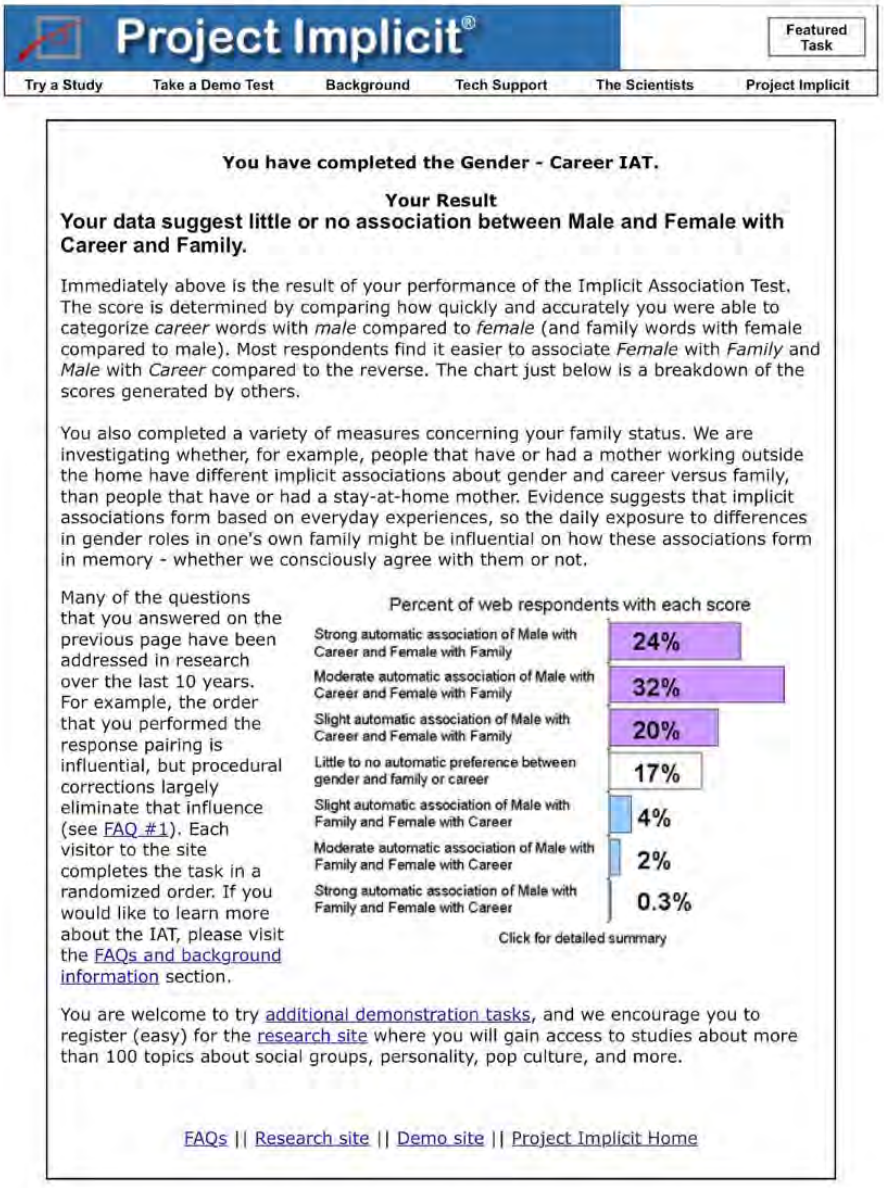
Hot Buttons



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IAT
https://implicit.harvard.edu/implicit/takeatest.html



Project Implicit®

Featured Task

Try a Study | Take a Demo Test | Background | Tech Support | The Scientists | Project Implicit

You have completed the Gender - Career IAT.

Your Result

Your data suggest little or no association between Male and Female with Career and Family.

Immediately above is the result of your performance of the Implicit Association Test. The score is determined by comparing how quickly and accurately you were able to categorize *career* words with *male* compared to *female* (and family words with female compared to male). Most respondents find it easier to associate *Female* with *Family* and *Male* with *Career* compared to the reverse. The chart just below is a breakdown of the scores generated by others.

You also completed a variety of measures concerning your family status. We are investigating whether, for example, people that have or had a mother working outside the home have different implicit associations about gender and career versus family, than people that have or had a stay-at-home mother. Evidence suggests that implicit associations form based on everyday experiences, so the daily exposure to differences in gender roles in one's own family might be influential on how these associations form in memory - whether we consciously agree with them or not.

Many of the questions that you answered on the previous page have been addressed in research over the last 10 years. For example, the order that you performed the response pairing is influential, but procedural corrections largely eliminate that influence (see FAQ #1). Each visitor to the site completes the task in a randomized order. If you would like to learn more about the IAT, please visit the FAQs and background information section.

Percent of web respondents with each score

Click for detailed summary

You are welcome to try additional demonstration tasks, and we encourage you to register (easy) for the research site where you will gain access to studies about more than 100 topics about social groups, personality, pop culture, and more.

FAQs || Research site || Demo site || Project Implicit Home

Ted Eytan Implicit Association Test Result - Gender and Career 52733
https://creativecommons.org/licenses/by-sa/2.0/ **No modifications made.**
Retrieved from
https://www.flickr.com/photos/taedc/16231886674/in/photostream

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Discussion

- Did taking the IAT trigger you to reflect on (or provoke, remind you of) any past experiences with bias?
- How are implicit biases helpful? Counter productive?
- How might your IAT results be related to challenges that you have faced or might face in librarianship?
- Do you have any thoughts about what you might do differently after completing the IATs?

Adapted from
https://web.archive.org/web/20190311011151/http://culturalmeded.stanford.edu/pdf%20docs/Baylor%20IAT%20Facilitator%20Training%20Guide.pdf

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Application

- Recruitment
  - Include a diversity statement
  - Vet your job postings
  - Widen your recruitment “net”
  - Add a personal touch
- Hiring
  - Strip certain identifiers from applications
  - Script your interviews
  - Diversify your search committee
  - Establish clear compensation policies
- Retention
  - Cultural awareness training
  - Create an inclusive work environment
  - Mentoring programs
  - Promotions
  - Constant assessment

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Self-reflection

- What biases have I witnessed or experienced within my library?
- When was the last time I welcomed a person different from myself into a meeting, event or space?

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Strategies to reduce impact of bias

- Encouraging self-awareness by recognizing one's bias
- Understanding that we all have biases
- Identify situations in which your implicit biases impact your behavior
- Ongoing supportive dialogue
- Ongoing training
- Create inclusive practices
- Read relevant resources
- Self care
- Practice

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Supportive Phrases

- **Acknowledge (feelings)**
- **Clarify (avoid assumptions)**
- **Explore (evidence)**
- **Solve (moving forward)**

Based on the above model and by consciously practicing the following exercises, you can take the first steps towards supporting others to question bias.

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For Library Management

- Accept that microaggressions are happening in the workplace
- Foster an environment that encourages honest discussion
- Acknowledge the occurrence (whether you committed or witnessed)
- Call out inappropriate behavior

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Addressing Microaggressions

- Pause before proceeding
- Decide whether you want to engage
- Assume no malicious intent (until otherwise shown)
- Ask follow-up questions
- Explain your point of view
- Listen

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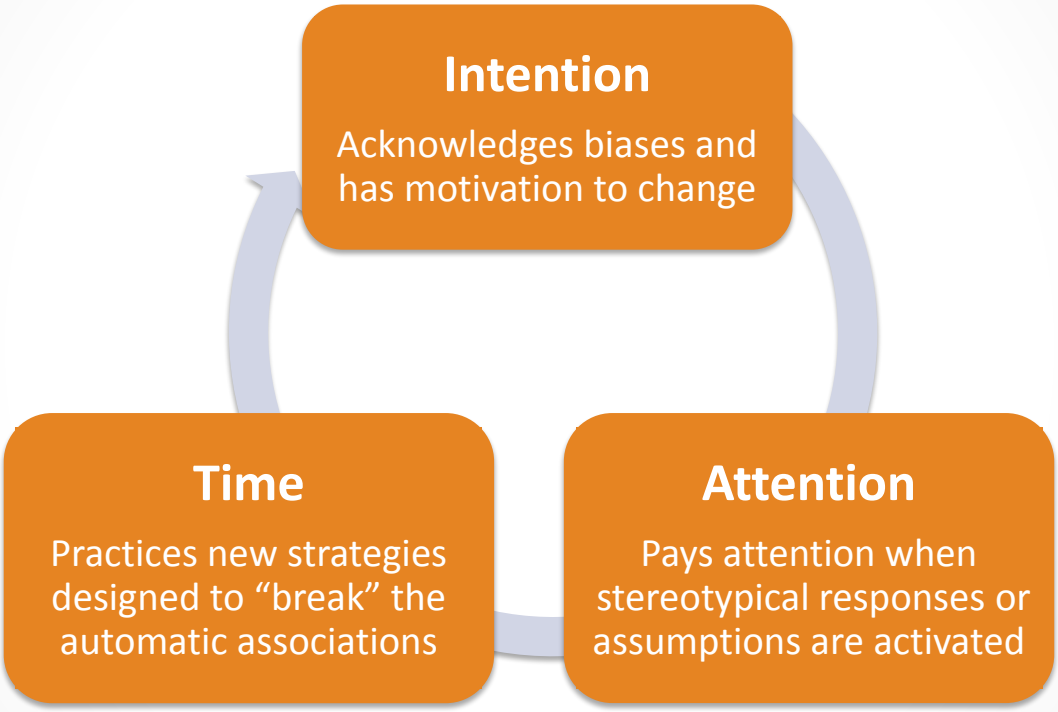
Overcoming

- Recipient
  - Self-protective coping strategies
  - Support networks
  - Self-care
  - Forgiveness
- Offender
  - Apologize
  - Forgive yourself
  - Seek education

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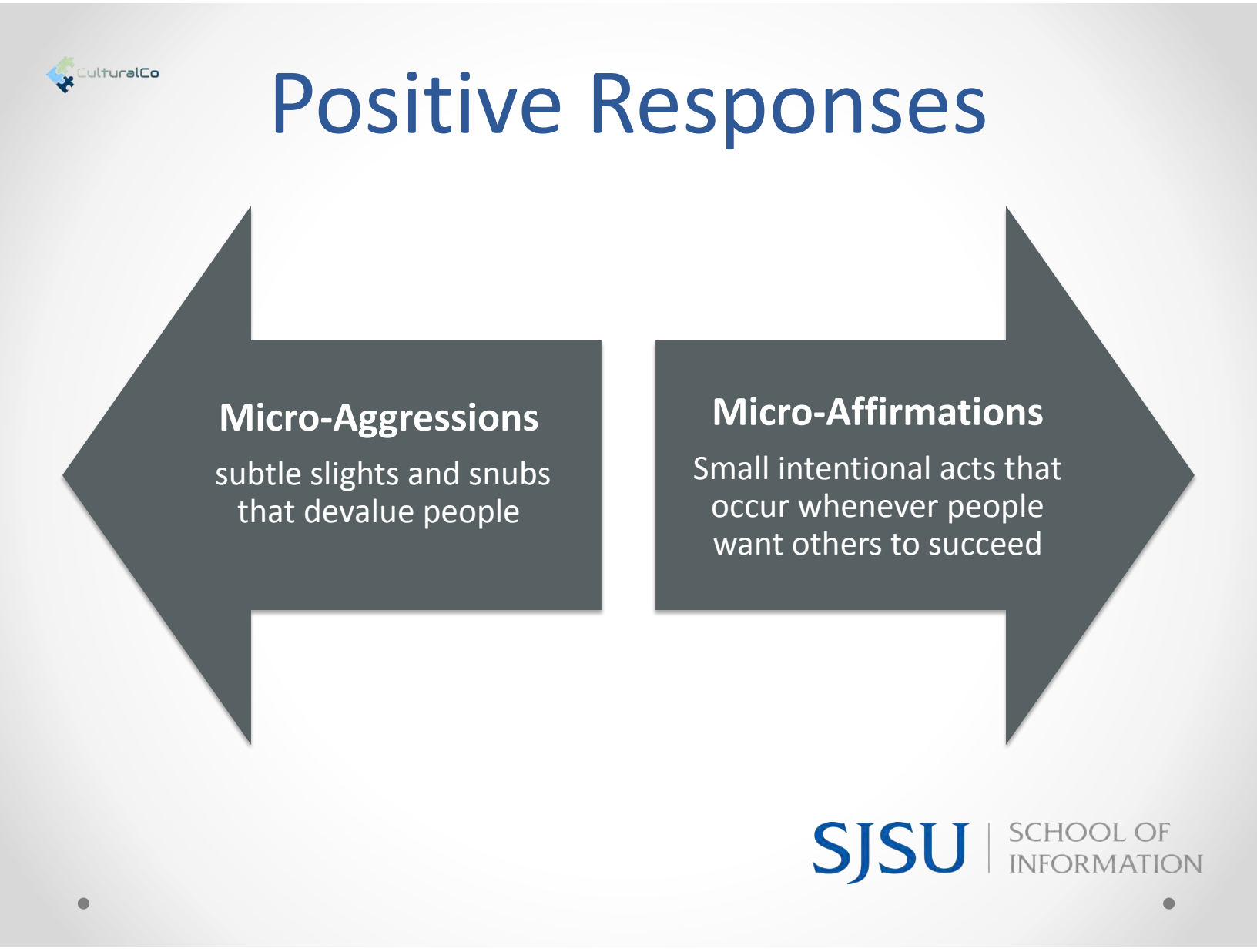
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Break the Bias



Source: https://pmc.ncbi.nlm.nih.gov/articles/PMC3603687/

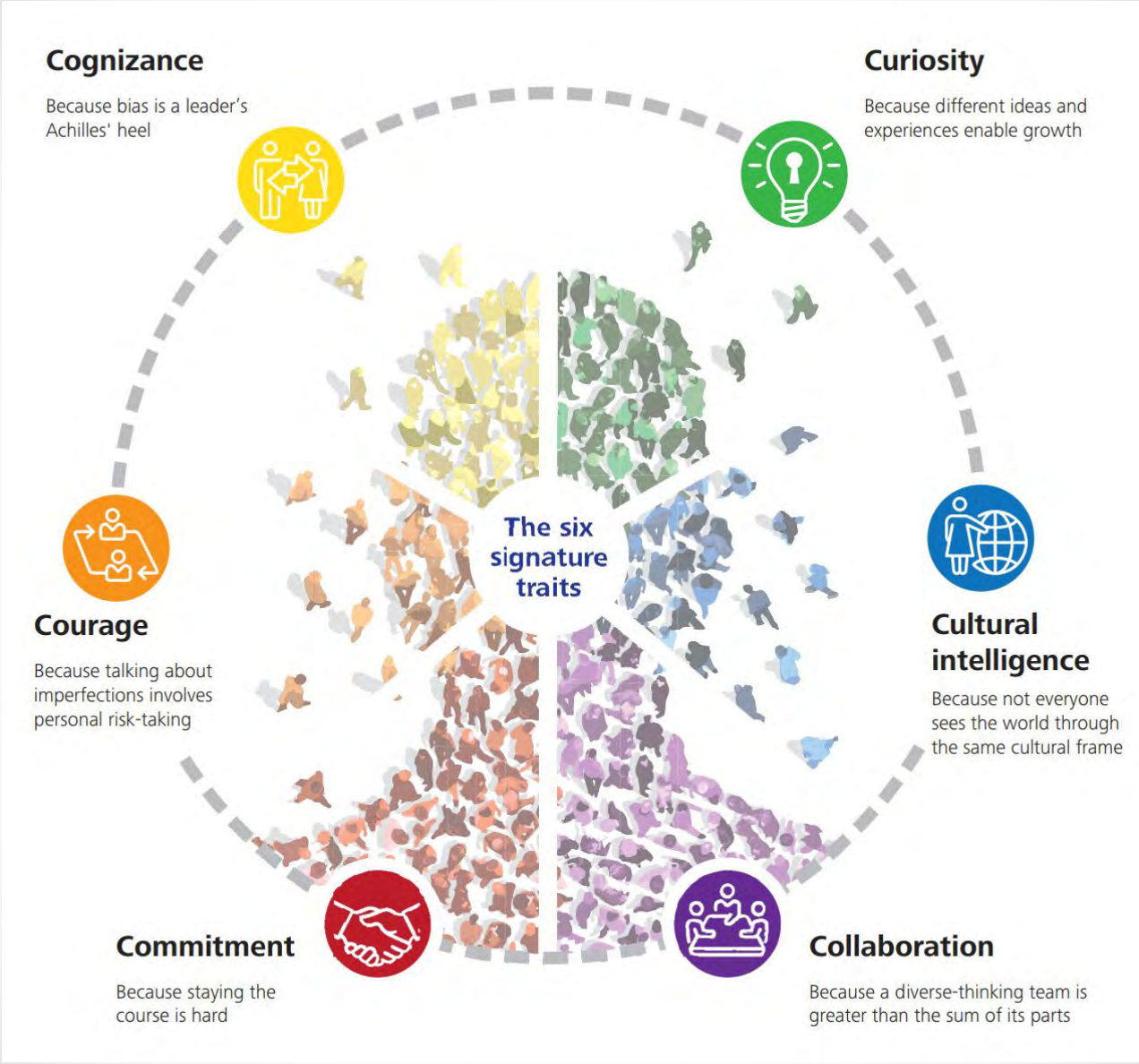
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Positive Responses
Micro-Aggressions
subtle slights and snubs that devalue people
Micro-Affirmations
Small intentional acts that occur whenever people want others to succeed
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Inclusive Interactions





Source: 'The six signature traits of inclusive leadership', dupress.deloitte.com

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Interventions – Let's Practice

- Stereotype Replacement
- Counter-stereotypic imaging
- Individuation
- Perspective taking
- Opportunities for contact

Source: (Devine et al, 2012)

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Open the Front Door to Communication

- **O**bserve:
  - objective, factual
- **T**hink:
  - thoughts based on O
- **F**eel:
  - emotions you have as result of O
- **D**esire:
  - your desired outcome

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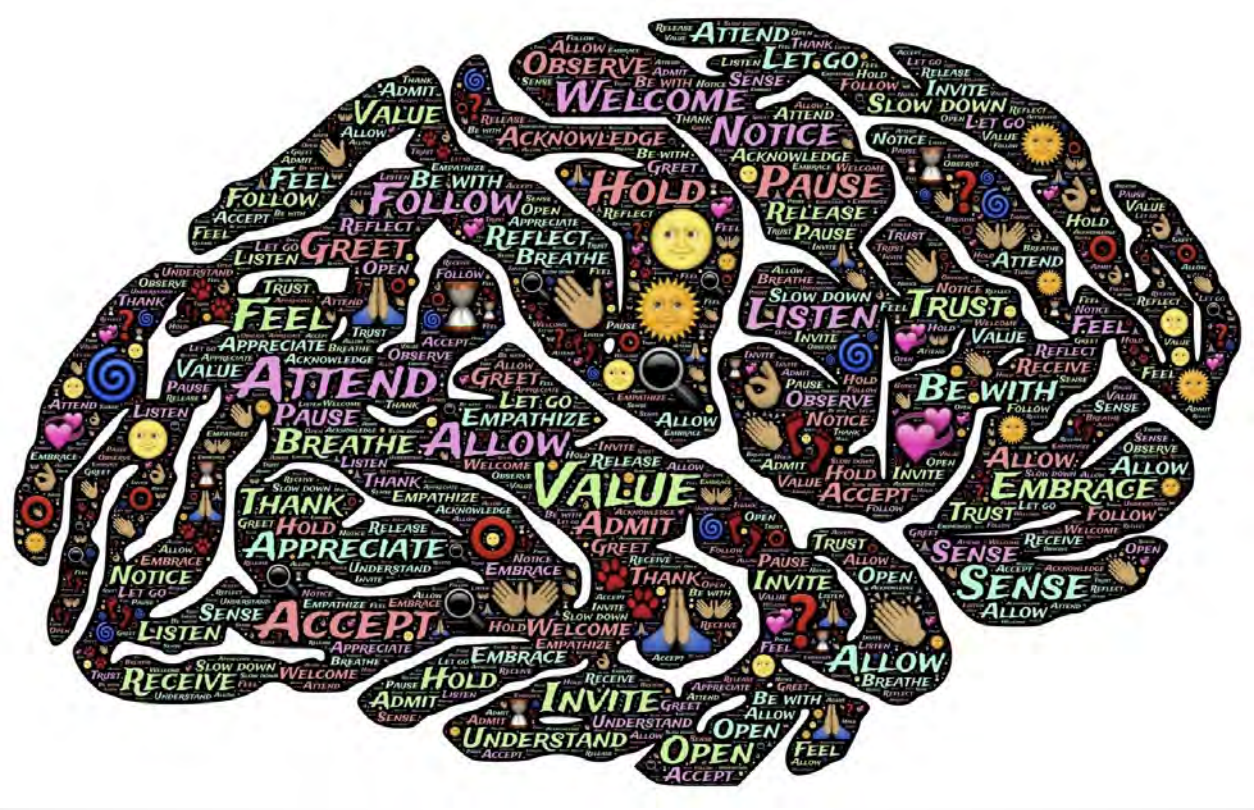
OTFD Example

"I noticed (Observe) some nonverbals that make me wonder if there is understanding of what I said. I think (Think) we need to explore this because I feel uncomfortable (Feel) moving forward with the discussion. I am hoping (Desire) we can discuss this further so that it doesn't impact our relationship working together."

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OTFD Practice



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Conflict Mitigation Strategies

- **We all think we are right!**
  - Overcome our own perceptions
  - Ally or another party to help
- **Avoid escalating tensions with threats and provocative moves**
  - Separate the impact from the intention: What are the intentions of other party?
  - Engage in active listening
  - Ask open ended questions
  - Acknowledge others concerns
  - How does this impact their and your identity?
- **Overcome "us vs them"**
  - What is the common goal?
- **Identify the deeper issue(s) – what is below the surface?**

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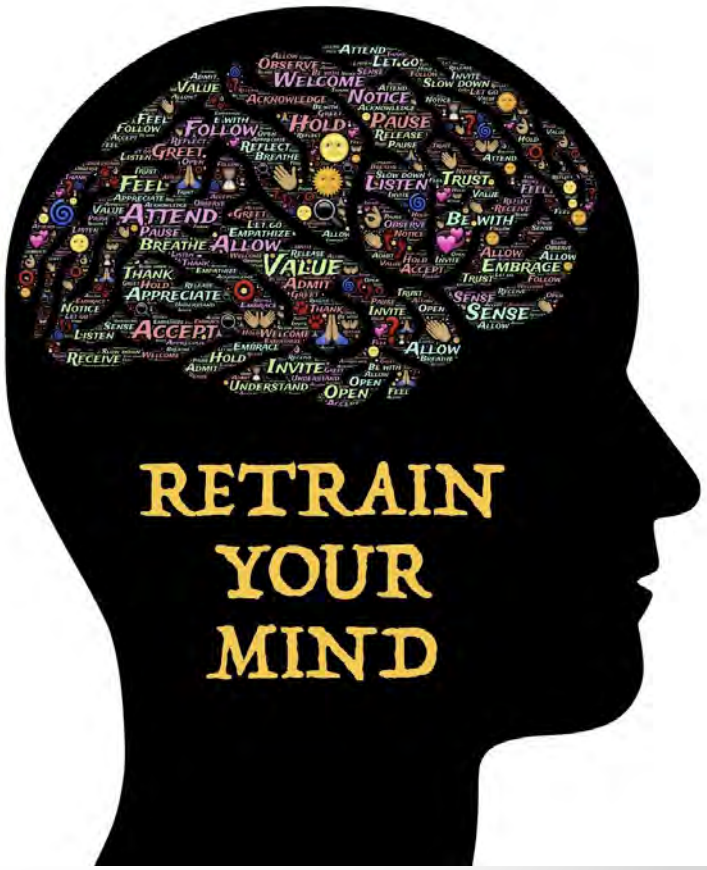


Source: https://www.washingtonpost.com/video/national/can-you-change-implicit-bias/2018/05/29/e1d28542-604d-11e8-b656-236c6214ef01_video.html

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What will you do now?

- Identify EI and bias issues that exist in your workplace
- Conduct an analysis of your organization to identify any blind spots or policies that could undermine your inclusive culture
- Educate employees on how to create a culture of respect and tolerance
- Encourage a colleague to become involved and be heard. Be a mentor.
- Review company policies – do they define the inclusive nature of your recruitment, compensation, benefits, professional development, etc?

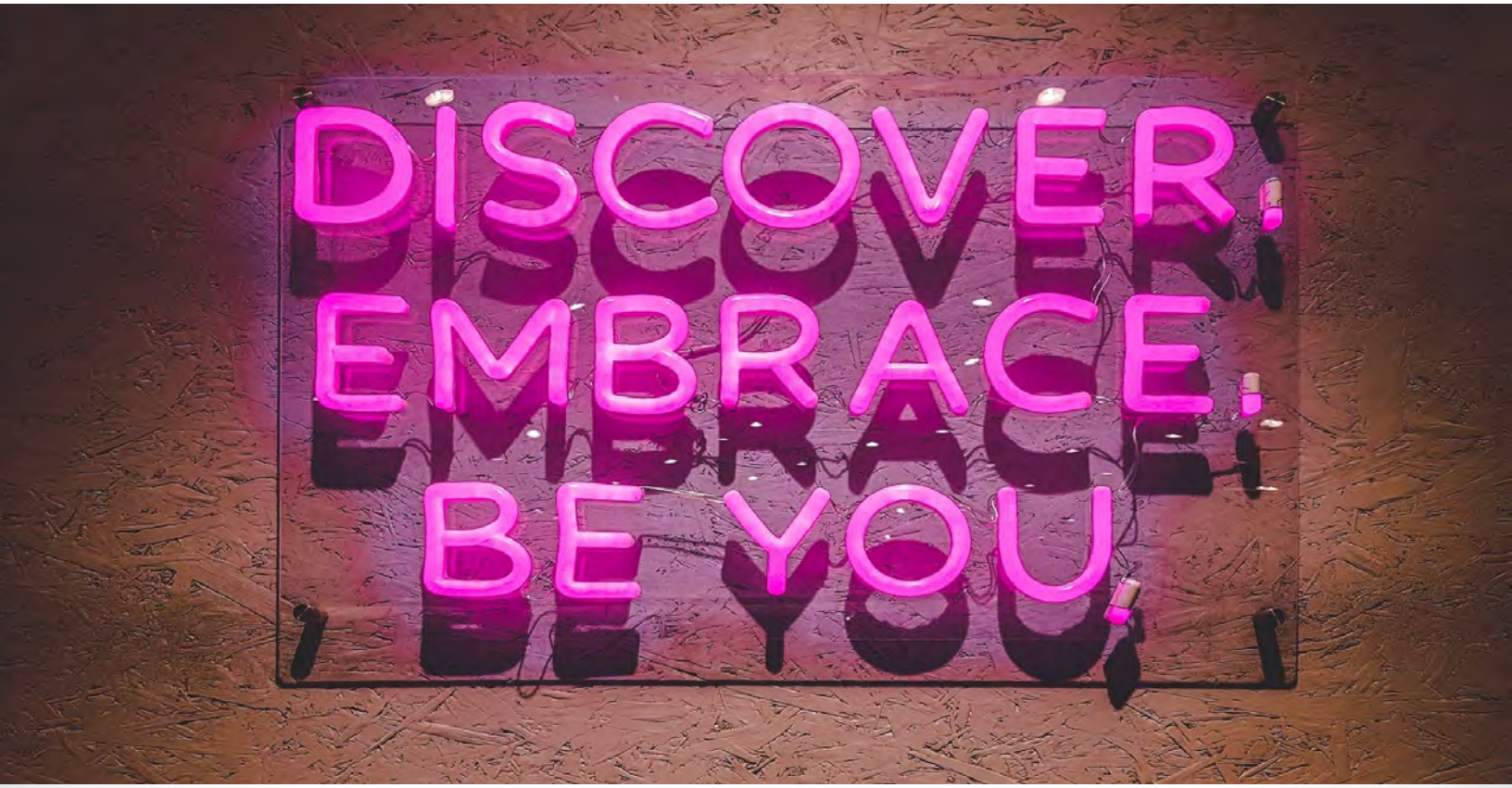


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Case Study

1. How did each of the players demonstrate good or poor EI?
2. What is/are the bias(es)? How is bias operating in the situation?
3. What actions do you suggest to address the bias(es)?
4. How could EI have been used to make the situation workable?

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Questions?

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CEO, CulturalCo


bilingual storytime academy
sheridan jay cazarez
REFORMA National Conference
REFORMA
Moving Forward Together: Empowering the Latino Community
September 18-21, 2025 | Long Beach, CA



A LITTLE ABOUT ME

I'm an adult librarian at the Los Angeles Public Library, before that I was in youth services at the Long Beach Public Library.

I earned my MSLIS from the University of Illinois at Urbana-Champaign, and am a 2021 ALA Spectrum Scholar. My studies examined bilingualism, early literacy, and culturally competent service to Latinxs. My BA is in Spanish, completed at California State University at Long Beach. I studied the histories, literatures, cultures, and politics of the Americas and the Iberian Peninsula, as well as basic translation and interpretation methodologies.

I have presented on bilingual storytime at the REFORMA, California Library Association, and Seguimos Creando Enlaces conferences and on CALL Academy. I also serve as a Logistics Co-Chair for the REFORMA National Conference VIII Committee.

For more bilingual storytime resources visit www.bibliocuentos.com.

AGENDA

1. Learning Objectives
2. Foundations
3. Selecting Texts
4. Preparing Texts
5. The Outline
6. Sing Along
7. Challenges & Opportunities
8. Discussion

LEARNING OBJECTIVES

Identify a variety of texts appropriate for Spanish bilingual storytime programming.

Learn how to prepare texts for Spanish bilingual storytime programming.

Incorporate new songs, rhymes, action, and manipulative songs into bilingual storytime programs.

Understand how to adapt newly learned songs for baby, toddler, or preschool audiences.

Discuss common challenges and opportunities of bilingual storytime programs.

LEARNING OBJECTIVES

PEDAGOGIES OF THE HOME

Pedagogies of the Home - Dolores Delgado Bernal

- **communication, practices, and learning from home and from students' home communities serve as cultural base that serve students as they navigate education**

In practice this brings elements from our cultures into the library. This creates safety and understanding by mirroring home and validating knowledge produced outside of traditional academic spaces.

Which elements?

TRANSLANGUAGING

Translanguaging

- **“Translanguaging is a bilingual theory for social justice that challenges monolingual assumptions permeating current language education policy and monolingual ideologies.” (Alvarez, 2016)**

In storytime this means that we equally honor communication, stories, knowledge and learning as read, talk, sing, and play in both languages.

- **Spanish is not a vehicle to learn in English or make English texts accessible, learning happens in every language.**

CARIÑO

Cariño as a fundamental concept for bilingual and bicultural service comes from critical pedagogy.

To produce programming that is attractive, culturally sound, and high quality it's absolutely necessary to take the time to imbue it with cariño.

Cariño may take advocacy, it may take more time than planning a regular storytime, it may require greater input, and it may mean that you extend yourself personally. Our community is worth it!

- **Lilia Bartolomé - practicing cariño means incorporating students' primary language and cultural values into the school culture and curriculum**
- **Angela Valenzuela - "authentic caring" nurtures and values relationships**
- **Tamara Beaubouef-Lafontant - "politicized mothering" means advocating for and struggling with students**
- **Paulo Freire - "armed love" educators advocate for their students, combat systemic inequities, and transcend grief or illness for the purposes of creating spaces of well-being in personal and professional spaces**


building the storytime

LINGUISTIC DIMENSIONS

Monolingual
- a text in only one language

Bilingual
- a text in two languages

"Inclusions"
- What can you do with a *paleta*?
- My papi has a motorcycle.

LEARNING OBJECTIVE #1

LEARNING OBJECTIVE #1

FUNCTIONAL DIMENSIONS

For optimum richness, select texts that fit into at least one of these dimensions, and ideally more than one.

Didactic
- basic concepts (colors, numbers, emotions)
- complex concepts (people, history, science)

Cultural
- acculturation (food, clothing, personalities)
- challenges ideology (empowered Latinxs)

Corporeal
- fine motor
- gross motor

LEARNING OBJECTIVE #2

PREPARING TEXTS

Pre-Translation

- entire texts
- key vocabulary
- songs and rhymes take special care

Sight Translation

- requires a massive lexicon
- tackle the verbs

Set Yourself Up

- create tools for yourself
- practice pronunciation

LEARNING OBJECTIVE #2

THE OUTLINE

1	opening	
2	fingerplay or action song	1 or 2
3	book	
4	cultural activity	mix & match
5	book	
6	manipulatives	2 or 3
7	action song	
8	closing	

It's important to present texts multiple times.
This makes space for people to learn the texts and it's developmentally appropriate.

Get comfortable with transitions and explanations!

PRACTITIONER NOTES

Themes
- **I've stopped sticking to themes and now do a more storytime flow type of model**

Repetition
- **repeat songs like you would in a monolingual storytime**

Rehearse
- **practice delivering the texts, rehears motions and actions**

Transitions
- **get really comfortable with explanation and exposition - this encourages participation**

Testing new material
- **don't be scared to try new things, and let participants know they can give you ideas!**


sample storytime


LONGBEACH
PUBLIC
LIBRARY
cuentos
y cantos
Saturday | sábado
11:00am
@lbcitylibrary

Did you park in the Civic Center Garage next to the library?
Get a validation sticker, you'll get 3 hours for $2.

¿Se estacionaron en el garaje del Centro Cívico en seguida de la biblioteca?
Obtengan un sello de validación, por $2 se pueden estacionar por 3 horas.




Summer Reading · Save the Date
ADVENTURE BEGINS
at your library!
Join us for our Kick Off Event!
June 8, 11 am - 1 pm @ BJK Main
ft. POWERHOUSE! Percussive Dance


Lectura de Verano
LA AVENTURA COMIENZA
en tu Biblioteca
¡Reserva la fecha para nuestro evento especial!
8 de junio, 11 am - 1 pm, Biblioteca Billie Jean King
ft. POWERHOUSE! Percussive Dance

DADS, DINOS & DONUTS

SATURDAY, JUNE 15 - 11:00 AM

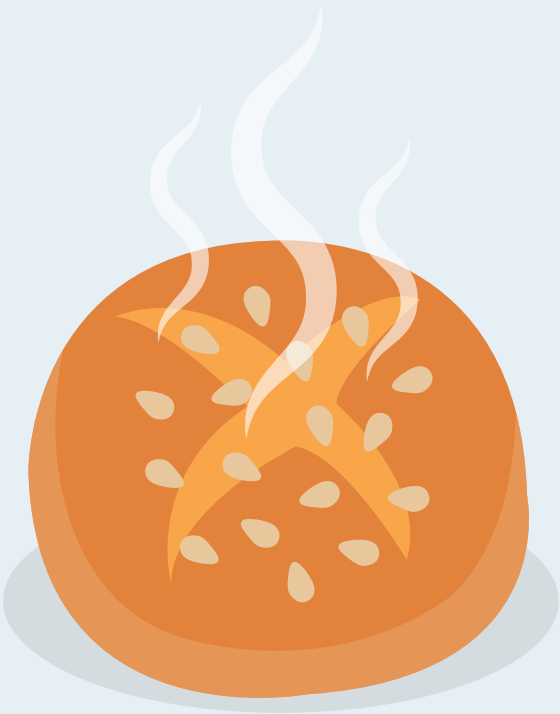


Hicklety Picklety Bumblebee

Hicklety picklety bumblebee,
will you say your name for me?
Say it! Whisper it! Sing it!
We're so glad you're here,
yeah we're so glad you're here!
by Stephanie Leavell, musicforkiddos.com

Pan de ajonjolí

Mantequilla con pan de ajonjolí,
¿Dirás tu nombre para mí?
Dílo. Susúrralo. Cántalo.
¡Feliz que estés aquí,
feliz que estés aquí!
translated by Sheridan Cazarez and Sobeira Velarde



Open, Shut Them

Open, shut them,
open, shut them,
give a little clap, clap, clap!
Open, shut them,
open, shut them,
put them in your lap, lap, lap!
Creep them, crawl them,
creep them, crawl them,
right up to your chin, chin, chin!
Open your little mouth,
but do not let them in, in, in!



Abro y cierro

Abro y cierro,
abro y cierro,
¡mis manos van a sonar!
Abro y cierro,
abro y cierro,
¡bajan para descansar!
Que se arrastren,
que se arrastren,
¡hasta el mentón, ton, ton!
Van entrando a tu boquita,
¡cierra el portón, ton, ton!



Tiempo de leer!



Time to read!

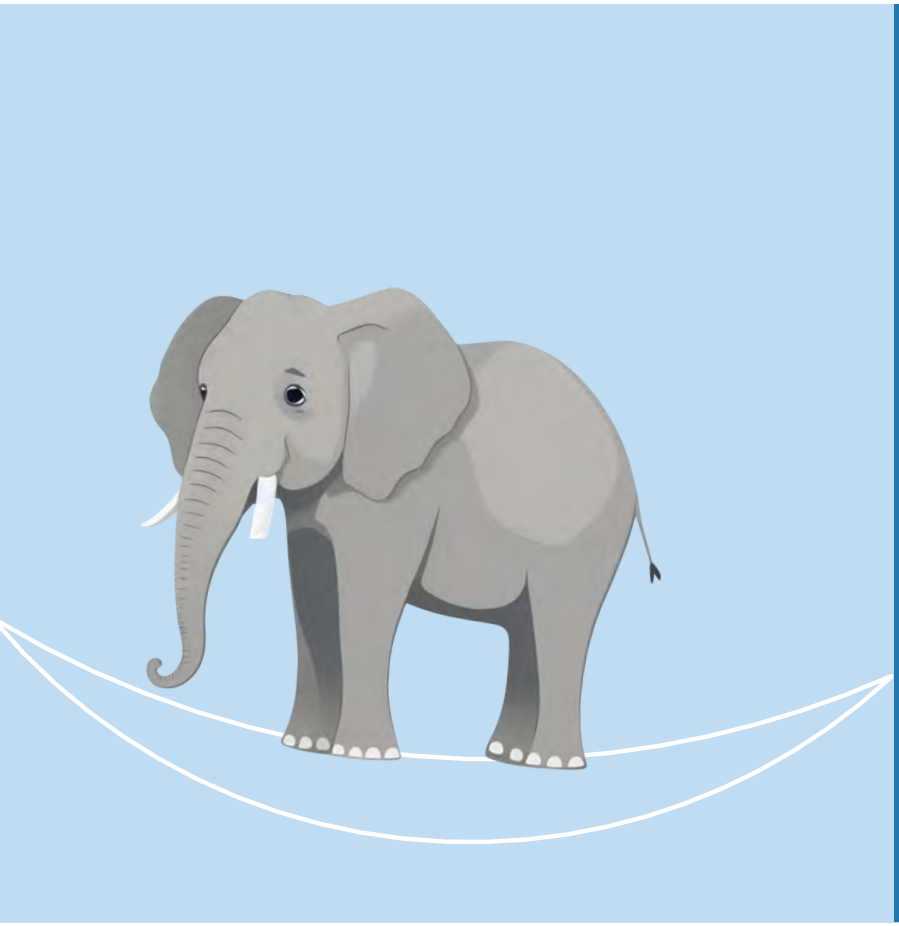
Mr. Sun

Oh Mr. Sun, Sun, Mr. Golden Sun,
please shine down on me!
Oh Mr. Sun, Sun, Mr. Golden Sun,
hiding behind a tree!
These little children are asking you,
to please come out so
we can play with you!
Oh Mr. Sun, Sun, Mr. Golden Sun,
please shine down on me!

Señor Sol

Señor Sol, sol, dame tu calor,
y brilla sobre mí.
Señor Sol, sol, detrás del árbol,
Escondido por ahí.
Estos pequeños quieren preguntar,
¿Si tu saldrás pronto para jugar?
Señor Sol, sol, dame tu calor,
y brilla sobre mí.





Un elefante se balanceaba

Un elefante se balanceaba,
sobre la tela de una araña.
Como veía que resistía,
fue a llamar a otro elefante.
Dos elefantes...
Tres elefantes...
Cuatro elefantes...
Cinco elefantes...

Tiempo de leer!



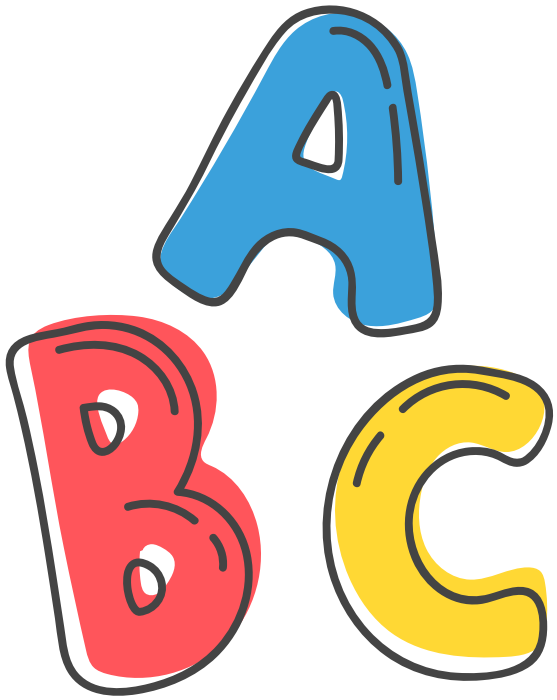
Time to read!

The Alphabet

A B C D E F G,
H I J K,
L M N O P,
Q R S,
T U V,
W X Y and Z!

El abecedario

A B C D,
E F G,
H I J K L M,
N Ñ O P Q,
R S T U V,
W X y luego Y,
y al final está la Z!



Vamos a Guadalajara

**Vamos a Guadalajara,
vamos a nuestro ranchito,
para ver los animales,
y echarnos un taquito.**

**Mueve ese huevito,
hacia abajo y para arriba,
mueve ese huevito,
como una culebra viva.**

**Muévelo lentamente,
muévelo al compás,
muévelo muy rápido,
hasta que ya no puedas más!**

Going to Kentucky

**We're going to Kentucky,
We're going to the zoo,
To see all of the animals,
and see what they can do!**

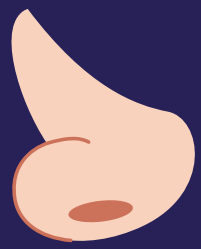
**So shake it shake it baby,
Shake it up and down,
Shake it like a milkshake,
And shake it like a clown!**

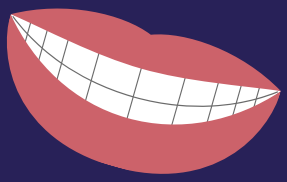
**Shake it to the bottom,
And shake it to the top,
Shake it, shake it, shake it,
until it's time to stop!**



Cabeza, hombros, rodillas y pies

Cabeza, hombros,
rodillas y pies.
¡Rodillas y pies!
Cabeza, hombros,
rodillas y pies.
¡Rodillas y pies!
Ojos, oídos, boca,
¡y nariz!
Cabeza, hombros,
rodillas, y pies.
¡Rodillas y pies!





Heads, Shoulders, Knees, and Toes

Heads, shoulders,
knees, and toes.
Knees and toes!
Heads, shoulders,
knees, and toes.
Knees and toes!
Eyes, and ears,
and mouth, and nose!
Heads, shoulders,
knees, and toes.
Knees and toes!



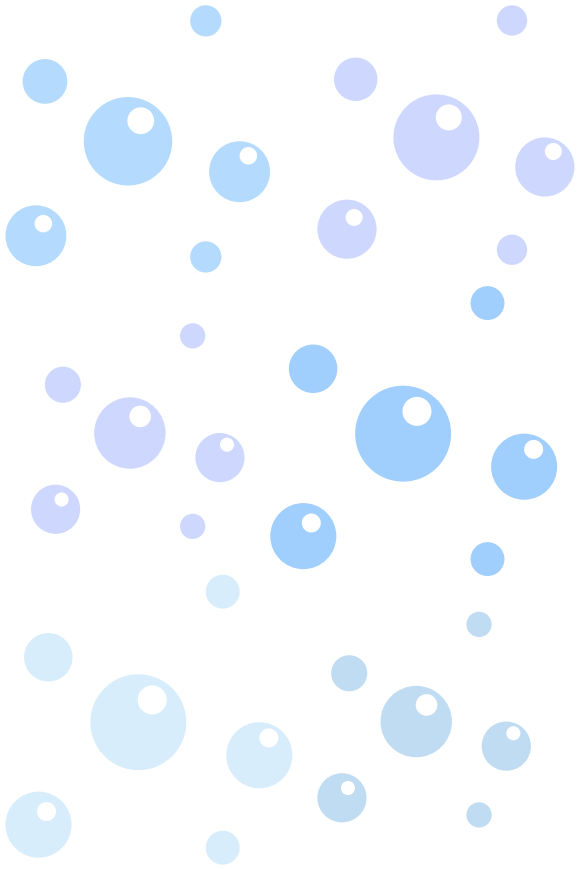




There Are Bubbles In The Air

There are bubbles in the air, en el aire
There are bubbles in the air, en el aire
There are bubbles in the air,
¡hay burbujas en el aire!
There are bubbles in the air, ¡en el aire!

There are bubbles in hair...
There are bubbles on my nose...



Es hora de decirnos adiós

Ya es hora de decirles adiós,
a mis amigos los bibliotecarios.
Saluda y guiña un ojo,
todos quítense un piojo.
¡Ya es hora de decirnos adiós!




Thanks for coming!
¡Gracias por acompañarnos!
LONGBEACH PUBLIC LIBRARY
www.lbpl.org
@lbcitylibrary


bilingual sing-along

HICKLETY-PICKLETY BUMBLEBEE

Hicklety-picklety bumblebee,
will you say your name for me?
What's your name?
Say it!
Whisper it!
Sing it!
We're so glad you're here,
we're so glad you're here!

MANTEQUILLA CON PAN DE AJONJOLÍ

Mantequilla con pan de ajonjolí,
¿dirás tu nombre para mí?
Cuéntame.
Dílo.
Susúrralo.
Cántalo.
¡Feliz que estés aquí,
feliz que estés aquí!

TRANSLATION NOTE
"Hicklety-picklety bumblebee" is impossible to translate. "Mantequilla con pan de ajonjolí" is culturally sound, and fits into the rhyme structure.

Original song by Stephanie Leavell from musicforkiddos.com, translation by Sheridan Jay Cazarez and Sobeira Velarde.

ADAPTATIONS

FOR BABIES

Make sure that babies are greeted in chorus during storytime.

It helps to build community and if you have a smaller group you can greet each baby to start your storytime on the right foot.

FOR TODDLERS & PRESCHOOLERS

Make name tags for storytime!

You get to know the kids' names and greet them individually, plus it makes singing the song easier.

TYPICALLY I SING TWO ROUNDS IN ENGLISH, TWO ROUNDS IN SPANISH.

FINGERPLAY

EL CARACOLITO

Llueve, llueve, llueve,
llueve sin parar.
Y el caracolito,
en su casa está.

Después de un ratote,
empieza a escampar,
y el caracolito,
sale a pasear.
*sale a saludar.

THE LITTLE SNAIL

It's raining, raining, raining,
and it doesn't stop.
And the little snail's dry,
with their house on top.

After a little while,
the world begins to dry,
and the little snail,
crawls out to say hi.

TRANSLATION NOTE
“Llueve” is translated to “raining.” The gerund is much more familiar to English speakers than Spanish speakers and is really difficult to use in Spanish translations because of helper verbs.

From "Caminando va" by Marta Gómez,
translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

Let caregivers know that they can use their hands to mime the snail on the baby's body, with a little tickle when the snail "sale a pasear" or "say hi."

FOR TODDLERS & PRESCHOOLERS

Toddlers and preschoolers can follow your lead, practicing gross motor skills with the bigger motions and fine motor skills while they mime the snail with their pointer and middle finger.

ACTION SONG

PUT YOUR HANDS UP HIGH

Put your hands up high,
put your hands down low,
Put your hands in the middle,
and wiggle just so!

Put your elbows in front,
put your elbows in back,
Put your elbows to the side,
and quack, quack, quack!

PON LAS MANOS PARA ARRIBA

Pon las manos para arriba,
y luego para abajo.
Pon las manos en el medio,
¡nada como renacuajo!

Pon los codos adelante,
pon los codos para atrás,
pon los codos a tus lado,
¡y cuá, cuá, cuá!

TRANSLATION NOTE
"Wiggle just so" became "nada como renacuajo"
This is an example of a free translation using reformulation.

From Jbrary, translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

Let caregivers know that they can move their baby's arms to the song if they'd like or turn their baby to face them and "perform" for them.

FOR TODDLERS & PRESCHOOLERS

Toddlers and preschoolers can follow your lead this is a great song to practice following along and gross motor skills.

Feel free to take this song on the road! Get up and walk around the room as you sing, encouraging caregivers and children to follow you around as you quack around the room.

ACTION SONG

THIS IS BIG

This is big, big, big,
this is small, small, small.
This is short, short, short,
this is tall, tall, tall.
This is fast, fast, fast,
this is slow, slow, slow.
This is yes, yes, yes,
this is no, no, no!

ESTO ES GRANDOTE

¡Esto es grandote, ote, ote,
pequeñito, ito, ito!
¡Esto es altote, ote, ote,
y bajito, ito, ito!
¡Esto es veloz, oz, oz,
despacito, ito, ito!
¡Esto es si, si, si,
y esto es no, no, no!

TRANSLATION NOTE

Adjectives in Spanish are too long to scan into the melody, so I broke them down and emphasized the suffixes we use in Spanish to form the diminutive and augmentative.
From Mel's Desk, translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

Let caregivers know that they can move their baby's arms to the song if they'd like or turn their baby to face them and "perform" for them.

FOR TODDLERS & PRESCHOOLERS

Toddlers and preschoolers can follow your lead this is a great song to practice following along and gross motor skills.

This song can also be adapted to only use arm movements in case you have patrons with mobility issues.

FINGERPLAY

HOMES

Oh, a nest is a home for a bird!
And a hive is a home for a bee.
A hole is a home for a mouse,
And a house is a home for me.

Oh, a pond is a home for a frog,
And a forest is a home for a tree.
A cave is a home for a bear,
And a house is a home for me!

HOGARES

La colmena es el hogar de la abeja,
Y el nido es el hogar del colibrí.
Un hoyo es un hogar para un ratón.
¡Y una casa es un hogar para mí!

Un estanque es el hogar de la rana,
El bosque es el hogar del jabalí,
Una cueva es el hogar de un oso.
¡Y una casa es un hogar para mí!

TRANSLATION NOTE

Because this song has hand motions, it's important to have identical concepts within the stanzas. You can see that I narrowed down "bird" and had to completely reformulate the forest line.

Original rhyme from Mel's Desk, translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

For this song, caregivers can move their baby's arms to match the motions of the song or they can use their hands or arms to build a hive, nest, hole, pond, forest, and house around their baby.

FOR TODDLERS & PRESCHOOLERS

Toddlers and preschoolers can follow along with the motions you make as you sing!

The song can always be slowed down to ask, "¿Qué sonido hacen las ranas?" if you want a little more interaction.

THE CLOCK SONG

My grandfather clock goes,
tick, tock, tick, tock.

My little kitchen clock goes,
tick-tock, tick-tock,
tick-tock, tick-tock.

My little wristwatch goes,
tick-tick-tick-tick-tick-tick,
tick-tick-tick-tick-tick-tick,
stop!

EL RELOJ

El reloj de pie suena,
tic, tac, tic, tac.

El reloj de la cocina suena,
tic-tac, tic-tac,
tic-tac, tic-tac.

El reloj de mi mano suena,
tic-tic-tic-tic-tic-tic,
tic-tic-tic-tic-tic-tic,
¡Ya!

TRANSLATION NOTE
This is a literal translation, the hardest part was deciding on the names of the clocks in Spanish since there are alternate equivalents. Feel free to find your own if you can't get them to scan.

Original song from Little Ditties Music Academy, translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

Babies are just going to tap the sticks off rhythm, put them in their mouth, or throw them. That's okay.

You can always encourage caregivers to grip the sticks with their babies to stay on beat, or just accept storytime defeat.

FOR TODDLERS & PRESCHOOLERS

This song is tough for little ones to master, and that's great!

They're working gross motor skills and listening to move the sticks at the correct rhythm. That's a learned skill that takes practice and time. The point is to follow along and have fun.

EGG SHAKERS

GOING TO KENTUCKY

We're going to Kentucky,
We're going to the zoo,
To see all of the animals,
and see what they can do!

So shake it shake it baby,
Shake it up and down,
Shake it like a milkshake,
And shake it like a clown!

Shake it to the bottom,
And shake it to the top,
Shake it, shake it, shake it,
until it's time to stop!

VAMOS A GUADALAJARA

Vamos a Guadalajara,
vamos a nuestro ranchito,
para ver los animales,
y echarnos un taquito.

Mueve ese huevito,
hacia abajo y para arriba,
mueve ese huevito,
como una culebra viva.

Muévelo lentamente,
muévelo al compás,
muévelo muy rápido,
¡hasta que ya no puedas más!

TRANSLATION NOTE

"Guadalajara" was necessary to bring in cultural touchpoints that we as Latinxs can identify and recognize.

Adapted from Jbrary, translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

Babies love shakers. So they can shake along as best they can, or eat the shaker, that's okay!

Caregivers can model the motions of the song while facing their baby, rock their baby to the beat, or shake along with the group.

FOR TODDLERS & PRESCHOOLERS

This is a longer format song, and so I typically "prime" the kids with a description of the motions.

This song is great because it's got cultural elements that exist in the Mexican imaginary, clear-cut motions, and ends in a way that's exciting for the kids.

Me gusta echar ambiente, and this song is great for that!

THE WASHING MACHINE SONG

When our clothes get dirty,
we use a washing **machine**.
And we add a little soap,
to help them get **clean**.

The pants go up and down,
the shirts go side to **side**,
The socks go loop-de-loop,
like a rollercoaster **ride**!

Our clothes swish around,
and they wiggle just **so**,
then they spin, spin, spin,
like a soapy **rainbow**!

LA MÁQUINA DE LAVAR

Si la ropa está sucia,
usamos la máquina de **lavar**,
le agregamos jabón,
para ayudarla a **limpiar**.

El pantalón sube y baja,
y bailando va la **blusa**,
el calcetín da vuelta y vuelta,
como una montaña **rusa**.

Nuestra ropa menea,
y va de lado a **lado**,
luego gira, gira, gira,
un arcoíris **enjabonado**.

TRANSLATION NOTE

"Máquina de lavar" was necessary because of the rhyme structure.

Original song and translation by Sheridan Jay Cazarez.

ADAPTATIONS

FOR BABIES

This is a scarf song, but babies can become the "clothes" we're washing. Caregivers can move them up and down, side to side, loop-de-loop, wiggle and spin with them!

If seated, they can move the scarves around their baby to work tracking muscles in their baby's eyes.

FOR TODDLERS & PRESCHOOLERS

Toddlers and preschoolers can follow along with scarves. For younger children, be sure to pause before the next motion to get everyone (or mostly everyone) on the same page.

Typically before the spin I yell "HERE COMES THE SPIN CYCLE!" and the kids go a little nuts.

YA ES HORA DE DECIRNOS ADIOS

Now it's time to say goodbye
to all our friends,
ya es hora de decirnos adios.
Now it's time to say goodbye,
wave your hands, wink your eye!
¡Ya es hora de decirnos adios!

VERSIÓN DOS

Ya es hora de decirles adios,
a mis amigos los bibliotecarios.
Saluda y guiña un ojo,
¡todos quítense un piojo!
Ya es hora de decirnos adios.

TRANSLATION NOTE
For this song I translated the entire song from English and then blended the two versions because I didn't like the word for "wink" in Spanish. For version two, I added the "piojo" part to rhyme with "ojo," and for comedy.

Adapted from Dr. Jean's "Now It's Time To Say Goodbye," by Sheridan Jay Cazarez.


challenges, oportunities
& discussion

CHALLENGES

Language proficiency

- **attempting to design and facilitate bilingual programming essentially means you must improve your Spanish**

Lack of material

- **it's exceedingly difficult to find high quality material that is linguistically and culturally sound to present during storytime**

Advocacy

- **you may have to convince your superiors and colleagues that bilingual storytime is necessary or desirable**

Marketing & Outreach

- **unique and culturally sound promotional material must be developed to set this storytime aside from others**

LEARNING OBJECTIVE #4

LEARNING OBJECTIVE #4

OPPORTUNITIES

Translation & Interpretation

- **prose is easy, songs and rhymes are more challenging but start working those muscles**

Custom storytime props

- **don't be scared to create your own!**
- **this means that you can include never-before-seen cultural material**

The storytime ritual

- **create a routine to put people (and yourself) at ease and let them know what to expect**

Marketing & Outreach

- **a long lead-up marketing period to get the word out**
- **consistent presentation to encourage word-of-mouth**
- **collaborate with other agencies for mutual benefit**

LEARNING OBJECTIVE #4

FOR MORE STORYTIME RESOURCES

biblio cuentos
¡storytime en dos idiomas!

www.bibliocuentos.com
@biblio_cuentos


¡GRACIAS!
Sheridan Jay Cazarez
sheridan.cazarez@lapl.org

THE PURA BELPRÉ AWARD BOOK EVALUATION TRAINING SEMINAR

REFORMA National Conference VIII - Long Beach, CA
Sept. 18th, 2025 - 1:00-4:00pm - Beacon B

REFORMA Children and Young Adult Services Committee (CAYASC)
Lucía M. González & Alicia K. Long

The Pura Belpré Award Book Evaluation Training Seminar

Bienvenida / Welcome

Lucía M. González

REFORMA de Florida President 2024-2025

Pura Belpré Award, Cultural Competence Consultant

Library Consultant - Former Library Director

Past President ALSC and REFORMA National

CAYASC Chair and member/ Pura Belpré Award: Chair, Member, and Author Honoree.

Alicia K. Long

Assistant Professor of Instruction,
University of South Florida, School of Information

Former librarian and library supervisor

Past REFORMA de Florida President (2020-2021)

CAYASC Member / Pura Belpré Award: Chair, Member, and Cultural Competence Consultant (2022-2023)

Agenda

-Welcome & Introductions: The Pura Belpré Award / Background and Significance

-Remarks by Special Guest: ALSC President Dr. Claudette McLinn

- The Award: Terms, Categories, and Criteria
- Evaluating Latino Books: Literary Excellence & Cultural Authenticity

-Break

- Workshop: Books Evaluation in Groups
- Panel Moderated by CAYASC Co-Chair Jenny Lizarraga:

  "My Experience in Book Awards Selection Committees" with Ana-Elba Pavon, Alma Ramos McDermott, Lucía Gonzalez, Alicia K. Long.

-Q&A



10th Anniversary video https://youtu.be/RijGgp3bHyQ?si=QC8Otq07RS2l1a-2

Introductory Remarks

Dr. Claudette S. McLinn



- **ALSC President 2025-2026**
- Founder and Executive Director of the Center for the Study of Multicultural Children's Literature (CSMCL).
- Book Awards: Pura Belpré, Coretta Scott King, Newbery, Caldecott, National Book Award, Ezra Jack Keats, Bologna Ragazzi Awards Committees, among others.
- Recipient of numerous awards: CSK Virginia Hamilton Lifetime Achievement, ALSC Distinguished Service, among others.

The Pura Belpré Award

Pura Belpré Award: Terms

1. Three medals shall be awarded annually at the Annual Conference of the American Library Association: one to a Latino author of an outstanding book for youth ages 0 to 14, one for an outstanding book for young adults ages 12 to 18, and one to a Latino illustrator for creating an outstanding illustrated book for youth ages 0 to 18. **Each of these must be an original work that portrays, affirms and celebrates Latino* cultural experiences.**
2. The award-winning books must be published in the United States including Puerto Rico during the preceding year.
3. Recipients of the Pura Belpré medal must be residents or citizens of the United States including Puerto Rico.
4. The committee in its deliberations is to consider only books eligible for the award, as specified in the terms.
5. Fiction and nonfiction books for youth ages 0 to 18 published in Spanish, English, or bilingual formats are eligible.
6. Honor books may be named in each award category.
7. The Committee reserves the right not to present an award and/or honor if no books are deemed to meet award criteria.

For purposes of this award, “Latino” is defined as people whose heritage emanates from any of the Spanish-speaking countries of Latin America. "Latin America is generally understood to consist of the entire continent of South America in addition to Mexico, Central America, and the islands of the Caribbean whose inhabitants speak Spanish."

Pura Belpré Award: Categories

1. Children's Author: outstanding book for youth ages 0 to 14.
2. Young Adults' Author: outstanding book for young adults ages 12 to 18.
3. Illustrator: outstanding illustrated book for youth ages 0 to 18.

Pura Belpré Award: Selection Criteria

Evaluating Text

In addition to looking for an **accurate and positive portrayal of the Latino culture**, committee members need to consider the following:

- Interpretation of the theme or concept.
- Presentation of information including accuracy, clarity, and organization.
- Development of a plot.
- Delineation of characters.
- Delineation of setting.
- Appropriateness of style.
- Excellence of presentation for a youth audience.

Pura Belpré Award: Selection Criteria

Evaluating illustrations:

In identifying the illustrator of an outstanding illustrated book, including graphic novels, committee members need to consider the following:

- Excellence of execution in the artistic technique employed.
- Excellence of pictorial interpretation of story, theme, or concept.
- Appropriateness of style of illustration to the story, theme or concept.
- Delineation of plot, theme, characters, setting mood or information through the illustrations.
- Positive and authentic portrayal of Latino culture.
- Excellence of presentation for a youth audience.

Evaluating Latino Books

The Practice of Evaluating Latino *Books* for Youth

Evaluating literary **excellence**:

> "'Outstanding' is defined as
>
> a. marked by eminence and distinction; noted for significant achievement.
>
> b. marked by excellence in quality.
>
> c. marked by conspicuous excellence or eminence.
>
> d. individually distinct."

The Practice of Evaluating *Latino* Books for Youth

Evaluating cultural elements:

- "*Particular attention will be paid to how accurately the work represents Latino experiences.*"
- *"Affirm, portray, and celebrate"*

Language in Pura Belpré Award: A unique Award

> "Latino children deserve access to a flood of books that strengthen, affirm, and validate their identities. Like all children, Latino children need opportunities to find their heritage, experiences, and familiar language within the pages of the books they read."
>
> ~ Oralia Garza de Cortés

The Practice of Evaluating *Latino* Books for Youth

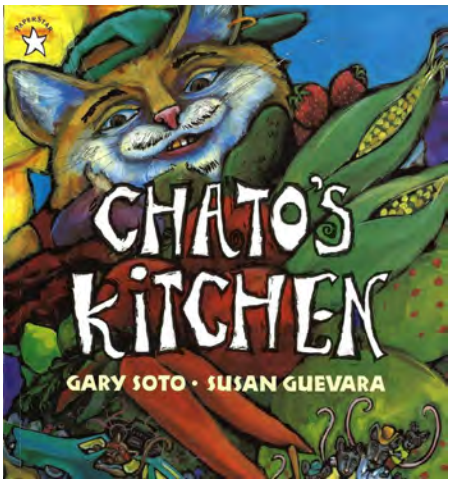
Cultural Competence:

- **Authenticity**
- **Avoiding stereotypes**
- **Diversity within Latin America**
- **Intersectionality**

Consult the Consultant!
(Cultural Competence Consultant - CCC)

Consult the Consultant!

Some examples: Language




Yes, it was a whole family of fat, juicy mice moving into the house next door. Chato raked his tongue over his lips and meowed a deep growling meow. The mice froze with their belongings on their backs. They began to shiver like leaves in the wind. Chato was the tallest cat they had ever seen!

"*Órale*, neighbors," Chato purred. "Don't be scared of me. I'm a cool, low-riding cat." The mice dropped their things and scattered.

"No, *de veras, hombres*. I'm ok," Chato reassured. But the yard was empty. Another meow rumbled in his stomach, just barely suppressed.

Chato's Kitchen (Gary Soto, ill. Susan Guevara)

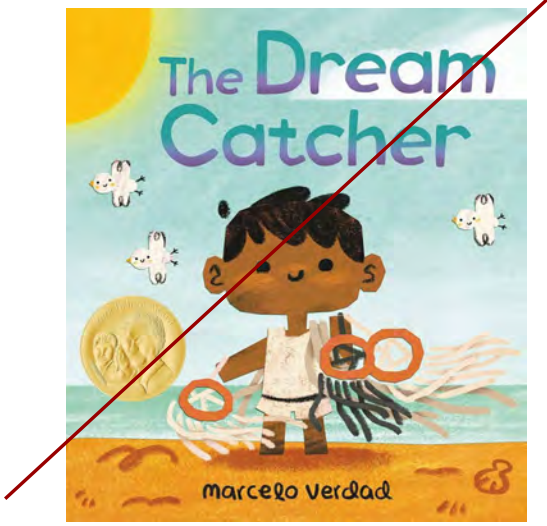

Back on land, Skippyjon Jones climbed into his toy box and rifled through some of his old junk.

After he put on his mask and sword and climbed onto his mouse, Skippyjon Jones began to sing in a *muy, muy* soft voice:

"My name is Skippito Friskito.
I fear not a single bandito.
My manners are mellow.
I'm sweet like the Jell-O.
I get the job done, yes indeed-o."

SkippyJon Jones (Judy Schachner)

Some examples: Cultural sensitivity



Dream catchers as cultural elements from Indigenous cultures.

Missed opportunity!

Consult the Consultant!

Break (15 minutes)

Workshop

The Work of the Committee

CCBC* Book Discussion Guidelines:

Look at each book for what it is, rather than what it is not.

1. Make positive comments first. Try to express what you liked about the book and why.
2. After everyone has had the opportunity to say what they appreciated about the book, you may talk about difficulties you had with a particular aspect of the book. Try to express difficulties as questions, rather than declarative judgments on the book as a whole.
3. Avoid recapping the story or booktalking the book. There is not time for a summary.
4. Refrain from relating personal anecdotes. The discussion must focus on the book at hand.
5. Try to compare the book with others on the discussion list, rather than other books by the same author or other books in your experience.

All perspectives and vocabularies are correct. There is no "right" answer or single correct response.

1. Listen openly to what is said, rather than who says it.
2. Respond to the comments of others, rather than merely waiting for an opportunity to share your comments.
3. Talk with each other, rather than to the discussion facilitator.
4. Comment to the group as a whole, rather than to someone seated near you.

*Ginny Moore Kruse and Kathleen T. Horning - © 1989 Cooperative Children's Book Center

Workshop

Group Practice:

- Your group is one member of the Committee.
- Apply the PBA Criteria to the book assigned to your group.
- Discuss (use CCBC guidelines) the merits or potential issues of the book.
- Determine (as a group) whether the title exemplifies the elements of the PBA criteria and for what categories.
- Prepare a “Nomination” and present it to the group at large, about what makes this book deserving of this Award.

Workshop

Group sharing and discussion:

- Present the group's "nomination" to the rest of the audience.
- Q&A about the selection "process." How did the process work in your group?

Panel

Moderated by Jenny Lizarraga
CAYASC Co-Chair

Panel

My experience in Book Award Committees (past members and chairs)

- Ana-Elba Pavón: PBA Chair 2016 - PBA Member 2004 - Newbery 2018
- Alma Ramos-McDermott: PBA Member 2011 - Newbery 2019
- Lucía M González: PBA Chair 2010 - PBA Member 2006
- Alicia K. Long: PBA Chair 2018 - PBA Member 2014 - Walter Award 2021/22

Q&A

¡Muchas gracias!

- Official PBA website: https://www.ala.org/alsc/awardsgrants/bookmedia/belpre
- Alphabetical list of authors and illustrators with their Awards.
- PBA Latino books winners for text (Children):
  a. Medal winners
  b. Honors
- PBA Latino book winners for Illustration
  a. Medal winners (illustration)
  b. Honors (illustration)
- PBA Latino books for Young Adults
  a. Medal winners (YA)
  b. Honors (YA)

Lucía: inotherwordsllc@gmail.com
Alicia: aliciaklong.com or alicia.k.long@gmail.com

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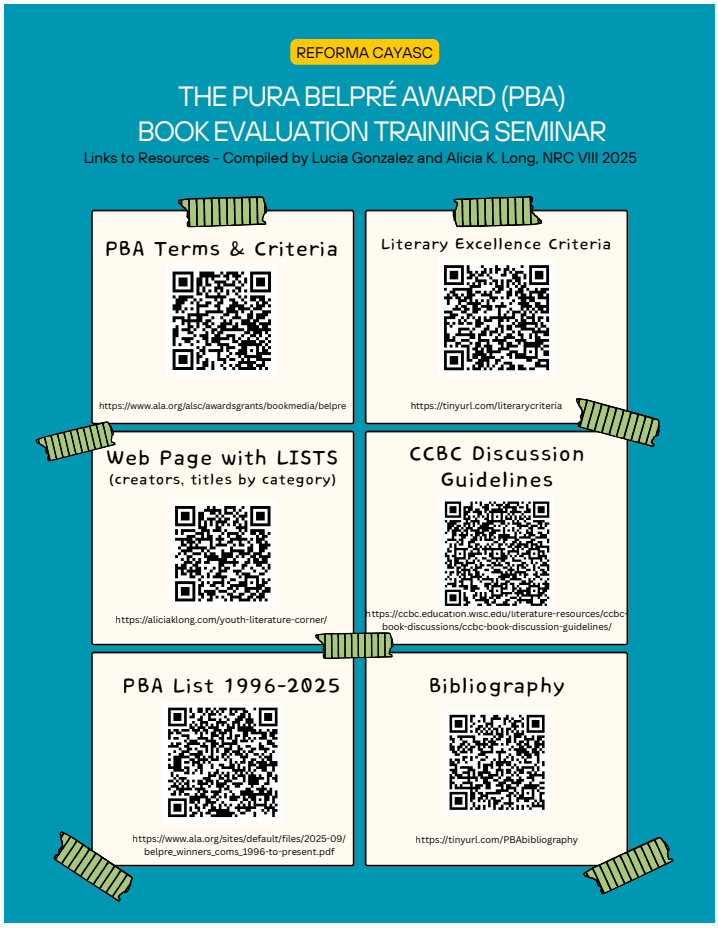
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REFORMA CAYASC
THE PURA BELPRÉ AWARD (PBA)
BOOK EVALUATION TRAINING SEMINAR
Links to Resources - Compiled by Lucia Gonzalez and Alicia K. Long, NRC VIII 2025
PBA Terms & Criteria
https://www.ala.org/alsc/awardsgrants/bookmedia/belpre
Literary Excellence Criteria
https://tinyurl.com/literarycriteria
Web Page with LISTS
(creators, titles by category)
https://aliciaklong.com/youth-literature-corner/
CCBC Discussion Guidelines
https://ccbc.education.wisc.edu/literature-resources/ccbc-book-discussions/ccbc-book-discussion-guidelines/
PBA List 1996-2025
https://www.ala.org/sites/default/files/2025-09/belpre_winners_coms_1996-to-present.pdf
Bibliography
https://tinyurl.com/PBAbibliography

THE PURA BELPRÉ AWARD
HISTORY

Two Latina Children's Librarians...



Sandra Ríos Balderrama

In the "Introduction" to the the book *The Pura Belpré Award: Celebrating Latino Authors and Illustrators*, published in 2006 for the 10th anniversary of the Award, Sandra Ríos Balderrama wrote,

"The Pura Belpré Award began with the simple introduction of two Latina children's librarians, both of Mexican heritage. Oralia Garza de Cortés and Sandra Ríos Balderrama met at the 1986 American Library Association (ALA) Annual Conference in San Francisco. The introduction led to honest conversations between the two about the delivery of -or lack of- quality library services to Latino children and families throughout the United States. Books with diverse imagery and portrayals of the Latino child's experience were desperately needed to fulfill the library's accountability to Latino patrons and to make the library accessible to a broader public. Soon Garza de Cortés and Ríos Balderrama began speaking seriously about the possibility of an award for Latino children's literature. (. . .) The African American community had claimed their own documentation, creation, and illustration with the Coretta Scott King Award, and this was a profound source of inspiration to Garza de Cortés and Ríos Balderrama.

(. . .) After deciding that the future of this particular award needed a shared home, Garza de Cortés and Ríos Balderrama began discussions with key leaders from REFORMA [the National Association to Promote Library and Information Services to Latinos and the Spanish-speaking] and ALSC [the Association for Library Service to Children]. Linda Perkins, former president of ALSC, was particularly instrumental in facilitating the idea among her ALSC colleagues. While the process of award establishment was under way, Toni Bissessar, a Latina librarian of Puerto Rican heritage and member of both associations, suggested that the award be named in honor of Pura Belpré, ... the first Latina librarian of the New York Public Library.



Oralia Garza de Cortés

Eleven years passed before the first award was given in 1996, but Garza de Cortés and Ríos Balderrama now celebrate the inclusion of the Latino experience in children's books." (Treviño, 2006, pp. xiii-xiv).

For the 20th anniversary of the Award in 2016, another commemorative book was published. In that volume, Oralia and Sandra wrote:

"Our vision was a bold yet long overdue idea, born of a sense of injustice of the countless stories left unpaged" (Garza de Cortes & Rios Balderrama as qtd in Beullens-Maoui & Mlawer, 2016, p. 4). And, after 20 years, they felt that, "the collective passion and the groundswell of support that grew within the profession and with each passing year contributed to the transformation of children's literature as we know it now" (p. 5).

More recently, Sandra Rios Balderrama reflected on the Award's current and future state, "The future is us: people who are passionate about books representing our world as it truly is. Books that are written and illustrated by people who are from the world as it truly is -Black, Brown, Indigenous,... full of culture and color.



Oralia and Sandra at an American Library Association (ALA) Conference, sometime in the late 1980s, planning the Award.

Will you picture Oralia and me in her hotel room in the late 1980s? We were typing a proposal on a little rugged laptop atop an ironing board. Her mobile printer cranked out the papers ever so slowly. I rushed out the door and ran to the ALSC meeting. Oralia ran to the REFORMA meeting. Resistance and fear met us. Yet at the end of the day, we'd remove our shoes laughing at our audacity, be angry for having to prove our existence, and then finally fall asleep to the vision of a future with Juana Medina, Eric Velazquez, Adriana M. Garcia, Carlos Aponte, Rudy Gutierrez, Margarita Engle, Yamile Saied Méndez, and so many, many more who have won the award and who have been honored by it" (Long, 2023).

The Pura Belpré Award will celebrate 30 years soon, and it now includes three categories, from children to young adults. It is co-sponsored by REFORMA, ALSC, and YALSA. Throughout the years, many leaders and members of the Children and Young Adults Services Committee (CAYASC) of REFORMA participated as members and chairs of the selection committee and helped plan the annual awards ceremony, affectionally known as the "Pura Belpré Award Celebración."

Talking about celebrations, plans for the 30th anniversary in 2026 are on the way. Would you join Oralia, Sandra, and the "Belpré Familia" in continuing this work of love for all our young people and their right to find themselves in books?

Alicia K. Long, 2025

References

Beullens-Maoui, N. & Mlawer, T. (Eds.)(2016). *The Pura Belpré Award 1996-2016: 20 years of outstanding Latino children's literature*. Rosen.

Long, A.K. (2023). Reflections on the Pura Belpré Award: An Interview with Sandra Rios Baldertama. *The Horn Book Magazine*, 99(3): 88-91.

Treviño, B. Z. (2006). *The Pura Belpré Awards: Celebrating Latino authors and illustrators*. American Library Association.

National
REFORMA
Conference

September 19, 2025
10:30 A.M.

Thriving Wellness
Virtual Room

PEER MENTORSHIP/FEMTORSHIP EN LAS BIBLIOTECAS

Essy Barroso-Ramirez

Research Services & Social Sciences Librarian, SJSU

Abigail Morales

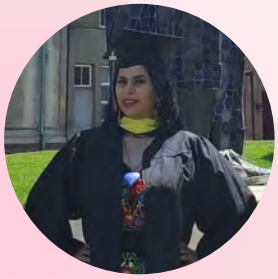
Adjunt Faculty, Long Beach City College
Implenetation Project Manager, Clarivate

Brittani Sterling

Social Sciences & Interdisciplinary Studies Librarian, UNLV







WELCOME / BIENVENIDOS!

Our positionalities shaped why we wanted to do this session, so let us share them with you!

Essy is a Research Services & Social Sciences Librarian at SJSU, is a proud first generation Xicana scholar, and is pursuing her doctorate in education.

Abigail is an Adjunct Instructional Faculty Librarian, an Implementation Project Manager, a CTA State Council Representative for Higher Ed, and an outdoorsy Latina building allies every where she goes.

Brittani is the Social Sciences & Interdisciplinary Studies Librarian at UNLV and is a Black American woman committed to liberation, justice, and joy that amplifies BIPOC communities, especially women of color in the academy.

THIS SESSION:

Is about mentorship/femtorship. We will build community through our platicas in this safe space while we explore the possibilities of support through fem/mentorship

- Learn
- Share
- Build Comunidad

AGENDA



- What is femtorship?
- Why does it matter?
- We'd like to offer you some time for platicas
- Summarize our collective takeaways

WHAT IS FEMTORSHIP?



TERMS

- Femtor / Femtee
- Intersectionality
- Spirit murder
- Racial battle fatigue
- Spirit protectors/restorers



INTERSECTIONALITY



As defined by Doctora Anita Tijerina Revilla Professor & Chair, CSULA Dept. of Chicana(o) & Latina(o) Studies

Concept that recognizes the ways that race, class, gender, sexuality, ability, nation, religion, etc. intersect/overlap to create socio-political-legal privilege in some instances and oppression in others.

SPIRIT MURDER

- In The Alchemy of Race and Rights, law professor and legal scholar Patricia Williams wrote that racism has a long-lasting damaging impact on the human spirit.

- Spirit murder takes place when racist, classist, sexist, homophobic, transphobic, anti-immigrant, ableist trauma is experienced

- Spirit murder also signifies that racism and other forms of discrimination have the power to spiritually and emotionally murder and destroy victims' dreams but also their very essence and desire to exist.

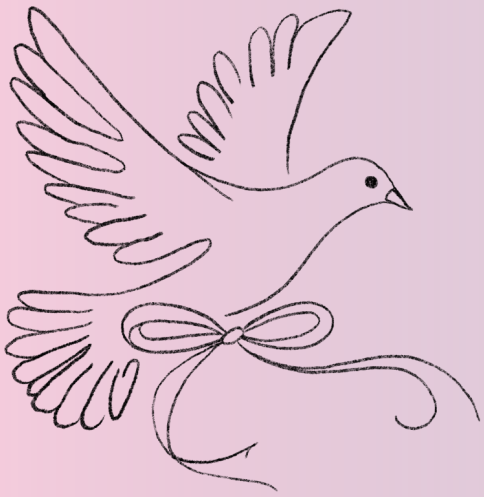


RACIAL BATTLE FATIGUE



CRT scholar, William Smith, (2004) coined racial battle fatigue, "...the stress of the constant and omni-present frontline racial battles that People of Color face in historically white spaces can become mentally, emotionally, and physically draining and/or lethal from the accumulation of physiological symptoms that often go untreated, unnoticed, and misdiagnosed."

SPIRIT PROTECTORS & RESTORERS



Spirit protectors are people, places, organizations, things, beliefs, and/or practices that give us the strength to reject and survive attempted spirit murder and/or restore our wounded spirits, especially in the face of repeated attacks and woundings both inside and outside of librarianship.

The Six Forms of Cultural Capital

Aspirational Capital

Navigational Capital

Social Capital

Linguistic Capital

Familial Capital

Resistance Capital

REFLECT: WHICH FORM(S) OF CULTURAL WEALTH (ASPIRATIONAL, LINGUISTIC, FAMILIAL, ETC.) HAVE YOU WITNESSED OR EXPERIENCED IN FEM/MENTORSHIP?

FORM A SMALL GROUP AND DISCUSS.

GRACIAS!!

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essy.barroso-ramirez@sjsu.edu

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Brittani Sterling
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Social Sciences & Interdisciplinary Studies Librarian, UNLV

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Adjunt Faculty, Long Beach City College
Implenetation Project Manager, Clarivate

References

Revilla, Anita Tijerina. “Academic Spirit Murder and Spirit Protection: Understanding Our Collective Responsibility to Create Safety for One Another” Presented at the National Association for Chicana and Chicano Studies Conference, San Francisco, California, April 26 2024.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race, Ethnicity and Education, 8(1), 69–91. https://doi.org/10.1080/1361332052000341006


Empowering Teens Through
Peer-Led Language Learning:
THE TEEN ENGLISH CONVERSATION CLUB

SPEAKERS



Viviana Ramos

Teen Leader of Teen English Conversation Club



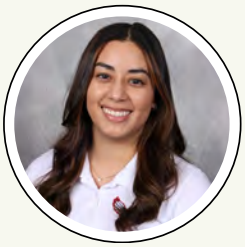
Cristina Murillo

Clinical School Social Worker
Hart High School
William S. Hart Union High School District



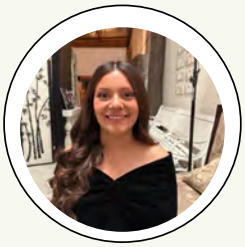
Sydney Adam

Teen Services Librarian
Old Town Newhall Branch
Santa Clarita Public Library



Kathy Orellana

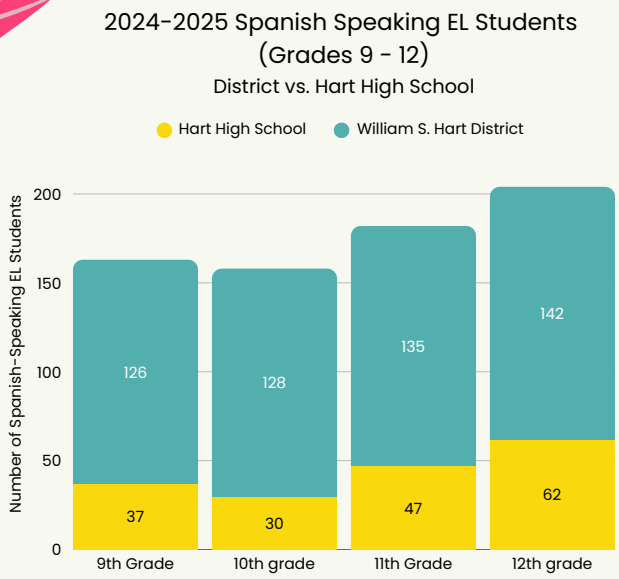
Clinical School Social Worker
Hart High School
William S. Hart Union High School District



Monica Rivera

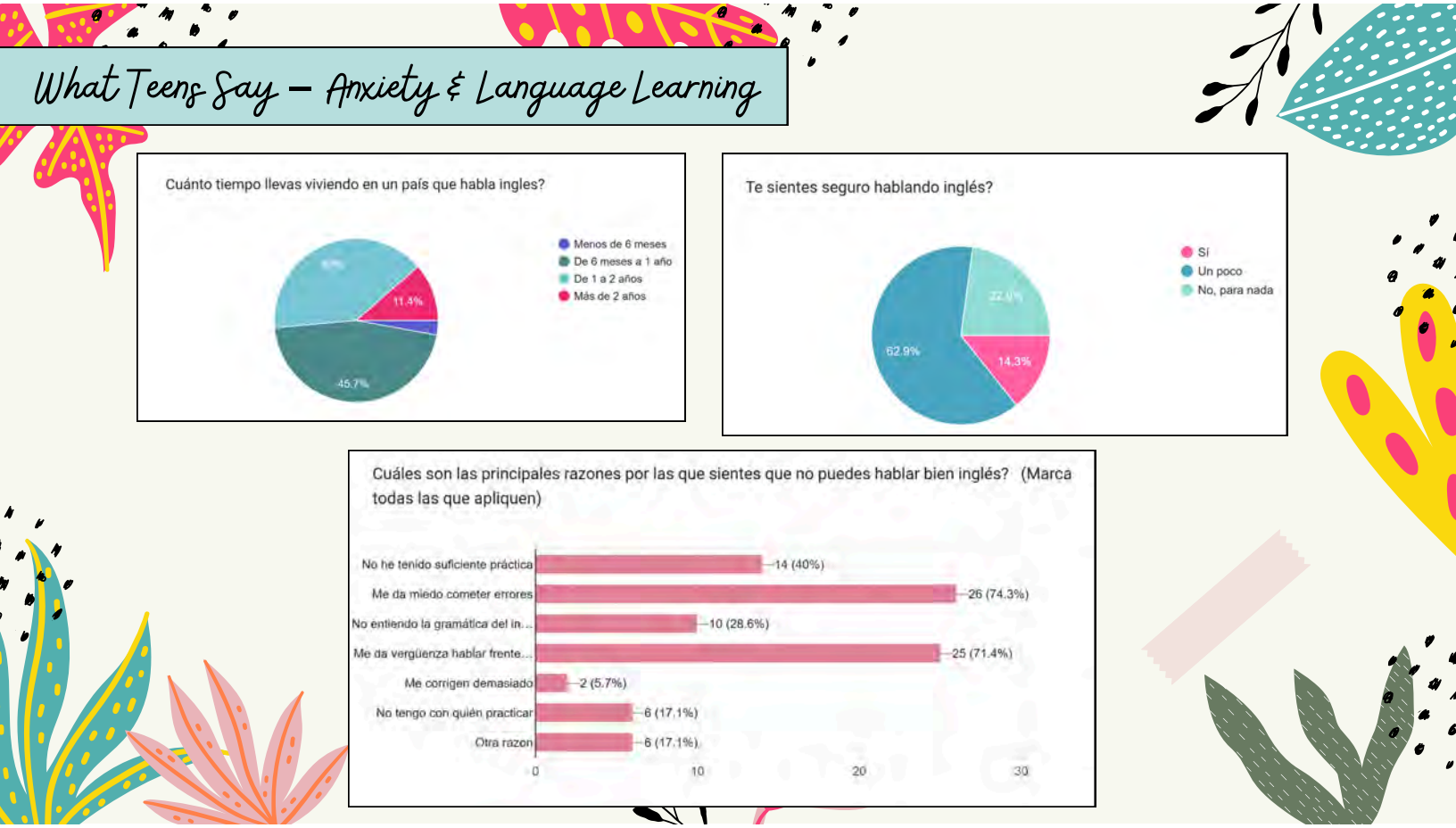
Teen Leader of Teen English Conversation Club

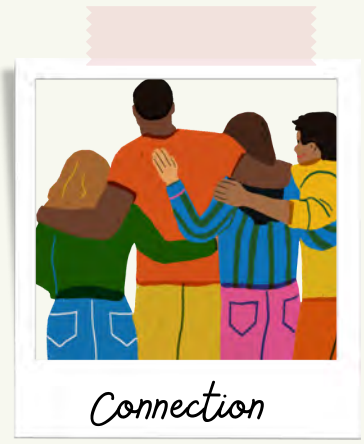

TODAY'S AGENDA
Understanding the Needs
Teen demographics, language barriers, and insights from student surveys
Creating the Program
Partnering to create the conversation club
How It Works: Peer-Led in Action
Session structure, teen-led facilitation, and general implementation
Empowering Teen Leaders
Recruitment, training, and leadership development opportunities
Outcomes & Insights
Feedback from teens, social workers, and educators, plus lessons learned
Adapting the Model for Your Community
Considerations, challenges, and tips for implementation



Who Are We Serving? Teen Demographics

- Over 500 Spanish-speaking English Learners in Hart District high schools (2024–25)
- *Hart High alone serves 176 Spanish EL students — about one-third of the district total*
- *Our program supports these teens in building confidence and practicing English beyond the classroom*


What Teens Say – Anxiety & Language Learning
Cuánto tiempo llevas viviendo en un país que habla ingles?
Menos de 6 meses
De 6 meses a 1 año
De 1 a 2 años
Más de 2 años
11.4%
45.7%
Te sientes seguro hablando inglés?
Sí
Un poco
No, para nada
62.9%
14.3%
Cuáles son las principales razones por las que sientes que no puedes hablar bien inglés? (Marca todas las que apliquen)
No he tenido suficiente práctica
14 (40%)
Me da miedo cometer errores
26 (74.3%)
No entiendo la gramática del in...
10 (28.6%)
Me da vergüenza hablar frente...
25 (71.4%)
Me corrigen demasiado
2 (5.7%)
No tengo con quién practicar
6 (17.1%)
Otra razon
6 (17.1%)
0
10
20
30



Connection



Shared Goals



Confidence

HOW IT STARTED


ENGLISH LEARNER PROGRESS
LEARN MORE
English Learner Progress
All Students
State
Green
48.2% making progress
Increased 14.1%
2023-2024
LEARN MORE
English Learner Progress
All Students
State
Orange
40.8% making progress
Declined 7.4%
LONG-TERM ENGLISH LEARNER PROGRESS
0 Red
1 Orange
0 Yellow
0 Green
0 Blue
2024-2025

Program Structure – Peer-Led Conversation Model

Session Format

- *Separation into Levels (Beginner, Intermediate, and Advanced)*
- *Weekly ice breakers, themes, and activities*

Teen Leaders

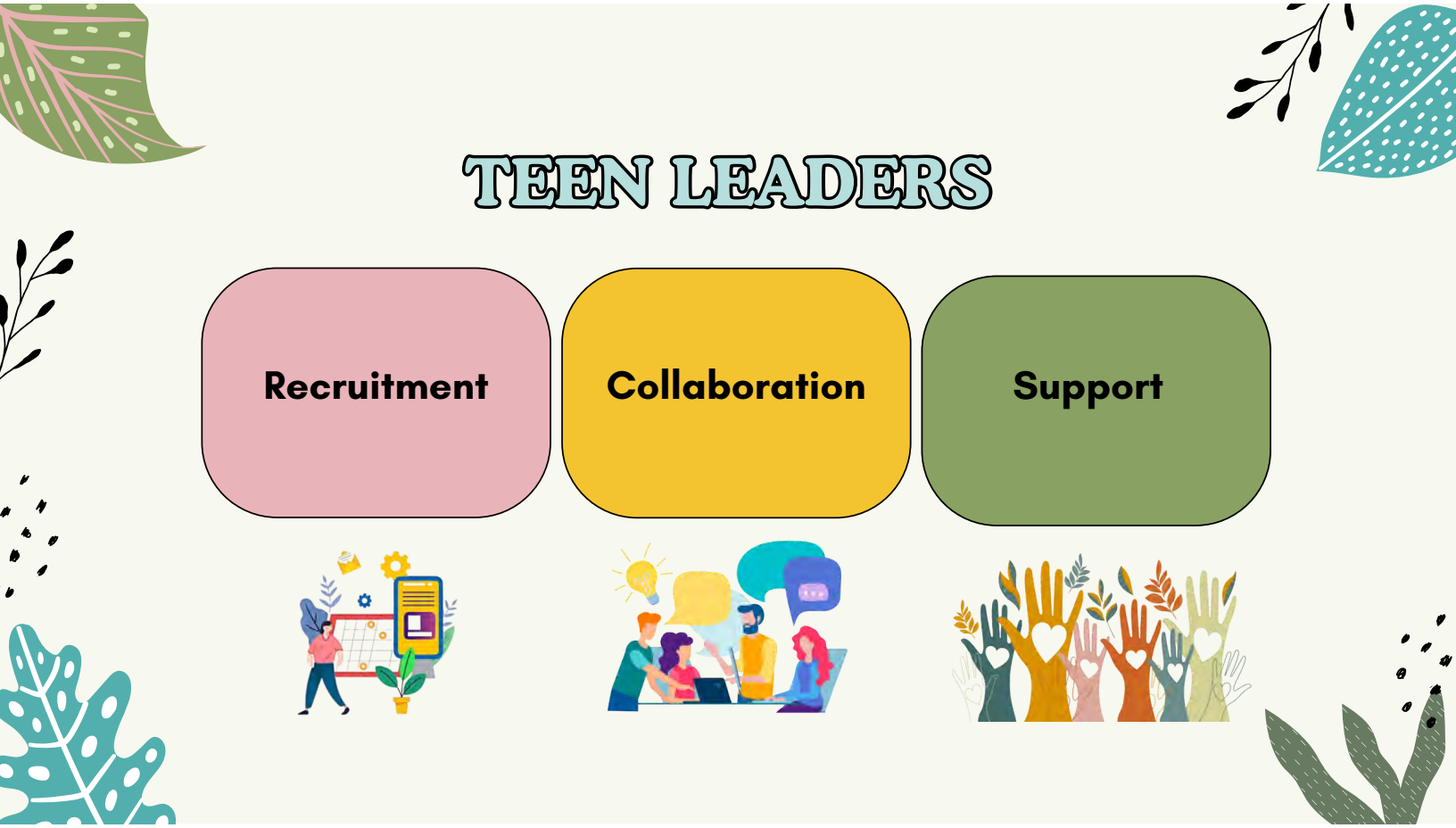
- *Strong Spanish and English*
- *Good pronunciation*
- *Culturally sensitive*
- *Compassionate, patient, & non-judgmental*
- *Reclassified students*

Librarian

- *Providing Space*
- *Support with finding content*
- *Advertising club through Library*

Social Worker

- *Recruiting students through collaborative efforts & advertising*
- *Ensuring students are on task*
- *Encouraging active participation*
- *Support with content*
- *Individual check ins*

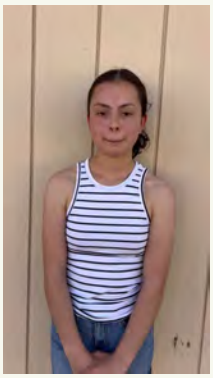

TEEN LEADERS
Recruitment
Collaboration
Support

Impact – Growth & Confidence

Teachers/Counselors

- Improvement in confidence
- Increase in class participation
- Students ask questions in English
- Students ask for items needed in English





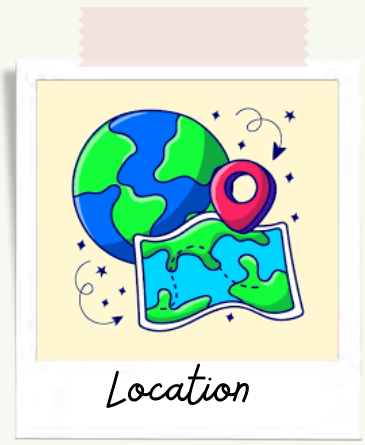
Students

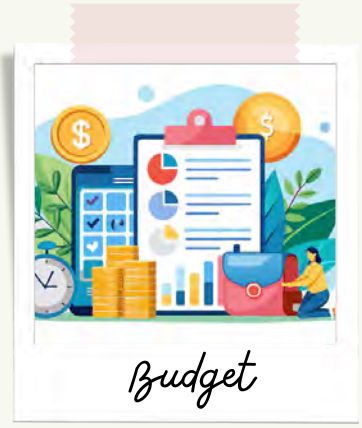
- Improved pronunciation
- Stopped feeling embarrassed
- Lost fear
- Loved the practicing aspect
- Enjoyed student dynamics

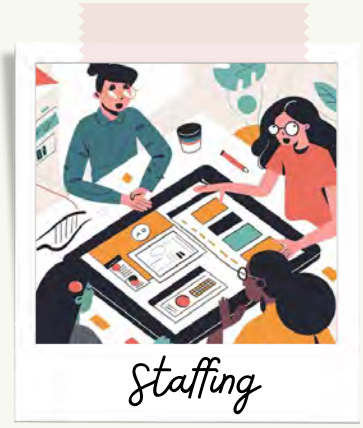
"This club has impacted my daily life by helping me understand more English and pronunciation" -Javier Lopez


CHALLENGES & LESSONS LEARNED
First Session
Session length of 1 hour
Create Content
Limited Funding
Limited Partcipation
Second Session
Extending Session length to 1.5 hours
Collaborating with teachers for ELPAC topics
Collaborating with the EL/Newcomer Counselor
Created more topic focused lesson plans
Funds through Library
Challenges
Navigating School/Library Scheduling
School Vacations
Competing with other afterschool activities/extra curriculars
Library Conflicts

FROM INSPIRATION TO IMPLEMENTATION: WHAT TO CONSIDER








THANK YOU FOR ATTENDING
Sydney Adam
Katherine Orellana
Cristina Murillo
Monica Rivera
Viviana Ramos





Plan of action:

Course Brainstorm

Research and Storytelling:

- Who needs this?
- Who can I count on?
- Who needs to hear more?
- Who comes to the focus group(s)?
- How can I *safely* collect data?
- What stories are repeating?
- Have affected staff tried to remedy issues on their own? What were the outcomes?
- How do I assure staff of my objective?

Working with Admin:

- Is there a history of personnel issues? Do you know if they remain unresolved?
- What does staff turnover look like? How is this affecting services and morale?
- Are policies being applied/enforced equally?
- Do you know if current practices are effective?
- Is the org./HR department meticulously adhering to federal, state, and municipal laws?

Setting Time and Place:

- Is this part of a dedicated day of professional development? Is it a series?
- Do you think this needs to be formal, or can it be informal?
- Is this an open or closed session?
- What do I need to prepare and present?
- What are the goals, objectives, and learning outcomes?
- How much time is needed for the session or per session?
- Who can I run a practice presentation by before presenting the final draft to the admin?

Follow-up:

- Should there be support systems in place? What does this look like?
- Are there willing seasoned staff to participate in mentorship and guidance?
- Can affinity/ally groups or committees be a safe space to continue the efforts of the course?
- Collect feedback and debrief with admin: How will they follow up/follow through?

Tools and Tips

- Breathing and mindfulness breaks are helpful.
- Ask HR to review the guidelines for attendees
- Be authentic. Be sincere.
- Could you make it interactive? Create scenarios and ask groups to present possible solutions.
- Reserve time at the end for questions and one-on-ones

Reminders

- Not everyone has to be excited.
- Everyone is at a different place on this journey.
- Many won´t speak up, but may feel empowered after the course.
- Take on only what you can carry.
- Create positive memories with your colleagues.
- Creating and staying in community is essential.

NRC VIII	Tending to the Garden: A Workshop on Creating a Wellness Course and Support Network for Marginalized Staff	Daylily Alvarez, MSLIS, MSNM Chicago Public Library

Research and Storytelling:	Working with Admin:

Setting Time and Place:	Follow-up:

Notes:

Course or Series?	Time and Setting

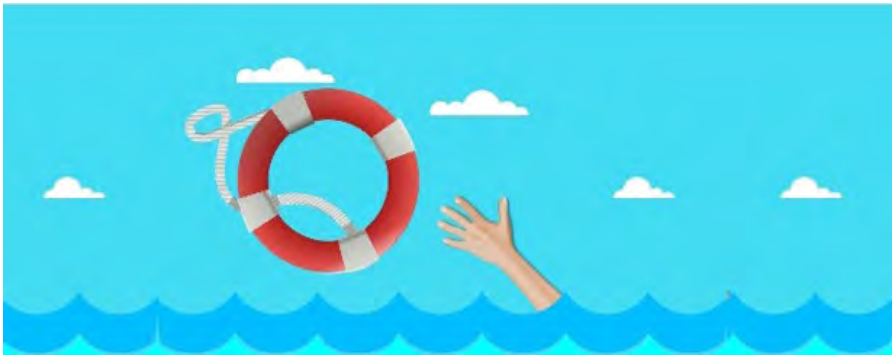
Outline	Outline(continued) and Follow-up

Notes:


REFORMA
National Conference VIII
Moving Forward Together:
Empowering the Latino Community
September 18-21, 2025 | Long Beach, CA

OrgDev to the Rescue:

Starting a New REFORMA Chapter? Bringing an Existing Chapter Back to Life?



Welcome/Bienvenidos









Overview

- Introductions
- What is the OrgDev Committee?
- Committee Responsibilities
- Creating a New Chapter
- Chapter Representatives
- Questions

Introductions

Organizational Development & New Chapters Committee/AKA OrgDev



Tess Tobin, MA, MLS **Current** OrgDev Chair 2025-26. REFORMA President 2017-2018



Sara Martinez. MLIS Past OrgDev Chair 2023-24 REFORMA National Book Award Chair 2024-present



Gloria Grover, MLIS, MBA past REFORMA Treasurer 2017-19, past OrgDev Comm Chair 2019-21



Manny Figueroa, MLS, Past OrgDev Committee Chair 2021-23. Northeast Chapter Treasurer

What is the OrgDev Committee

The REFORMA Organizational Development and New Chapters Committee is a standing committee that focuses on the overall organizational development of REFORMA, particularly in relation to chapter formation.

The committee assists in the establishment of new REFORMA chapters, providing resources and guidance to those interested in forming new groups. It also provides information and support to existing chapters to ensure that each chapter remains active and functions according to the organization's mission and guidelines.

Committee Responsibilities

- Backbone of the organization
- Memorialize rules & procedures through bylaws and manuals
- Make recommendations to improve REFORMA's impact and sustainability

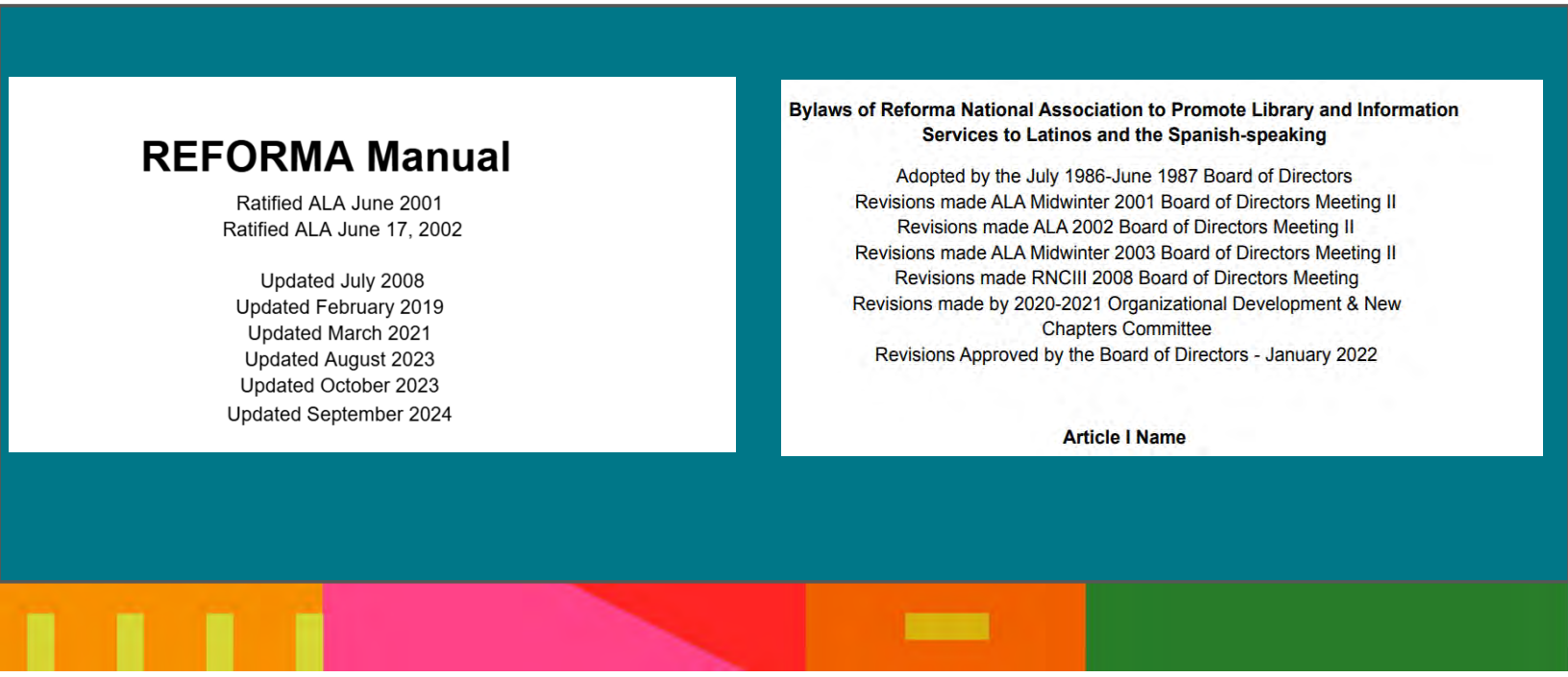
Committee Responsibilities

- Manage relationship between chapters, regions, committees, and the Executive Committee/Board of Directors
- Work with other committees

Committee Responsibilities

- Serve as a resource where members/committees can check with
- Strategic Plan (on REFORMA's web page under Resources and Publications)

REFORMA Manual & Bylaws



REFORMA Manual

Ratified ALA June 2001
Ratified ALA June 17, 2002

Updated July 2008
Updated February 2019
Updated March 2021
Updated August 2023
Updated October 2023
Updated September 2024

Bylaws of Reforma National Association to Promote Library and Information Services to Latinos and the Spanish-speaking

Adopted by the July 1986-June 1987 Board of Directors
Revisions made ALA Midwinter 2001 Board of Directors Meeting II
Revisions made ALA 2002 Board of Directors Meeting II
Revisions made ALA Midwinter 2003 Board of Directors Meeting II
Revisions made RNCIII 2008 Board of Directors Meeting
Revisions made by 2020-2021 Organizational Development & New Chapters Committee
Revisions Approved by the Board of Directors - January 2022

Article I Name

Creating a New Chapter

[The REFORMA Manual](#) has detailed information on chapter formation and dissolution.

Organizational Development and New Chapters Committee	**55**
A. Chapter Formation	55
B. Chapter Dissolution	56

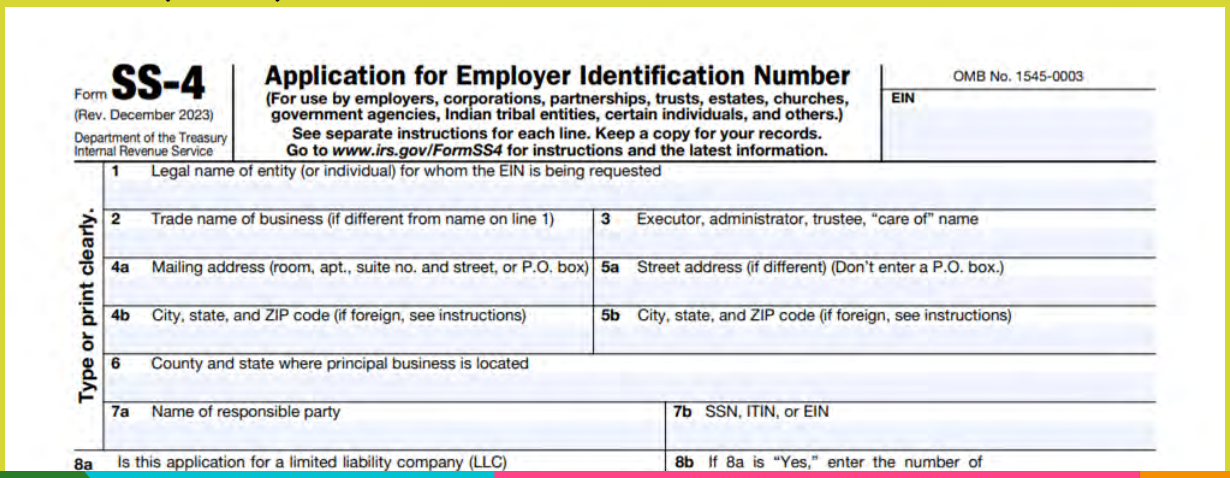
Creating a New Chapter

Creating a new chapter can take a couple of months to a year to form.

1st Step	2nd Step	3rd Step	4th Step	5th Step	6th Step
Inform OrgDev that you would like to create a chapter Send us an email at orgdev@reforma.org	Get the word out that a chapter is forming. Work with the Membership Committee to send email announcement on REFORMAnet	Create a Steering Committee once you have 5-8 members Write Letter of Intent & bylaws (OrgDev can send you samples) Hold elections	Submit Letter of Intent and bylaws to OrgDev for review Letter of Intent and bylaws are submitted to the EO for acceptance	With the guidance of OrgDev submit EIN to IRS Once EIN is received, submit 1023EZ (OrgDev needs to review) incorporation form to IRS (2025 fee $275) National will lend you the fee/chapter pays back 50%	Apply for state exemption Check with your State on how to form a nonprofit corporation OrgDev can guide chapters

Creating a New Chapter

IRS SS-4 Application for Employer Identification Number (EIN)



Form **SS-4**
(Rev. December 2023)
Department of the Treasury
Internal Revenue Service

Application for Employer Identification Number
(For use by employers, corporations, partnerships, trusts, estates, churches, government agencies, Indian tribal entities, certain individuals, and others.)
See separate instructions for each line. Keep a copy for your records.
Go to *www.irs.gov/FormSS4* for instructions and the latest information.

OMB No. 1545-0003
EIN

Type or print clearly.

1	Legal name of entity (or individual) for whom the EIN is being requested	
2	Trade name of business (if different from name on line 1)	3 Executor, administrator, trustee, "care of" name
4a	Mailing address (room, apt., suite no. and street, or P.O. box)	5a Street address (if different) (Don't enter a P.O. box.)
4b	City, state, and ZIP code (if foreign, see instructions)	5b City, state, and ZIP code (if foreign, see instructions)
6	County and state where principal business is located	
7a	Name of responsible party	7b SSN, ITIN, or EIN
8a	Is this application for a limited liability company (LLC)	8b If 8a is "Yes," enter the number of

Creating a New Chapter

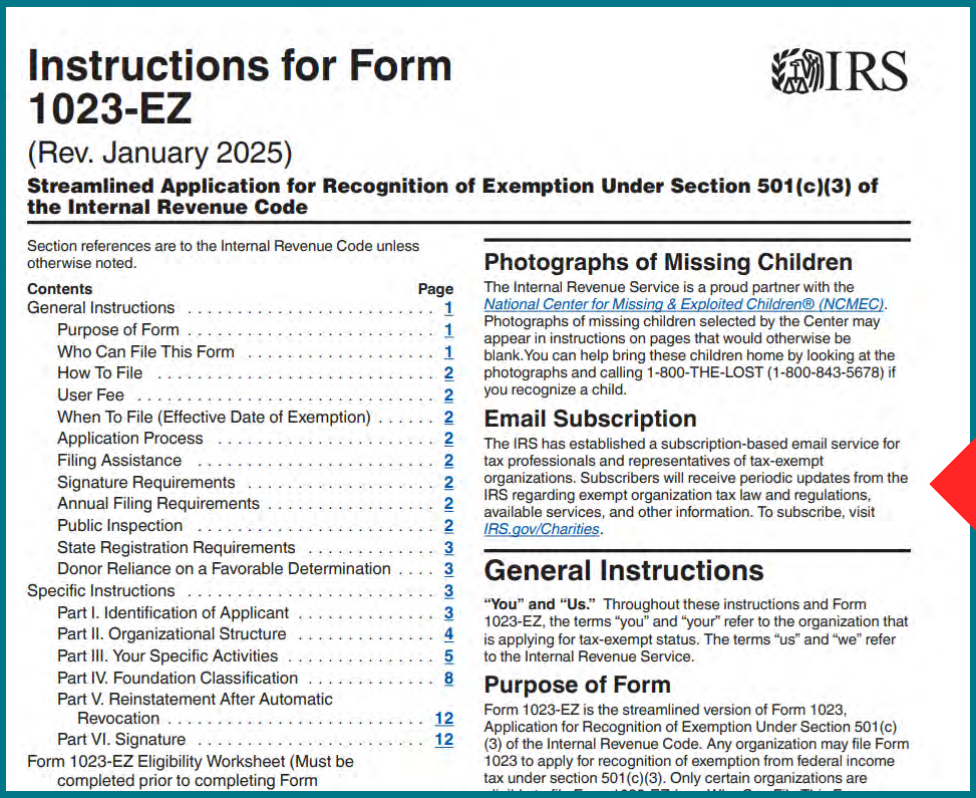
IRS Form 1023-EZ Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Fee $275 (2025)



Instructions for Form 1023-EZ





Instructions for Form 1023-EZ

IRS

(Rev. January 2025)

Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Section references are to the Internal Revenue Code unless otherwise noted.

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User Fee . . . 2
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Application Process . . . 2
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Annual Filing Requirements . . . 2
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Part II. Organizational Structure . . . 4
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Part IV. Foundation Classification . . . 8
Part V. Reinstatement After Automatic Revocation . . . 12
Part VI. Signature . . . 12
Form 1023-EZ Eligibility Worksheet (Must be completed prior to completing Form

Photographs of Missing Children

The Internal Revenue Service is a proud partner with the *National Center for Missing & Exploited Children® (NCMEC)*. Photographs of missing children selected by the Center may appear in instructions on pages that would otherwise be blank. You can help bring these children home by looking at the photographs and calling 1-800-THE-LOST (1-800-843-5678) if you recognize a child.

Email Subscription

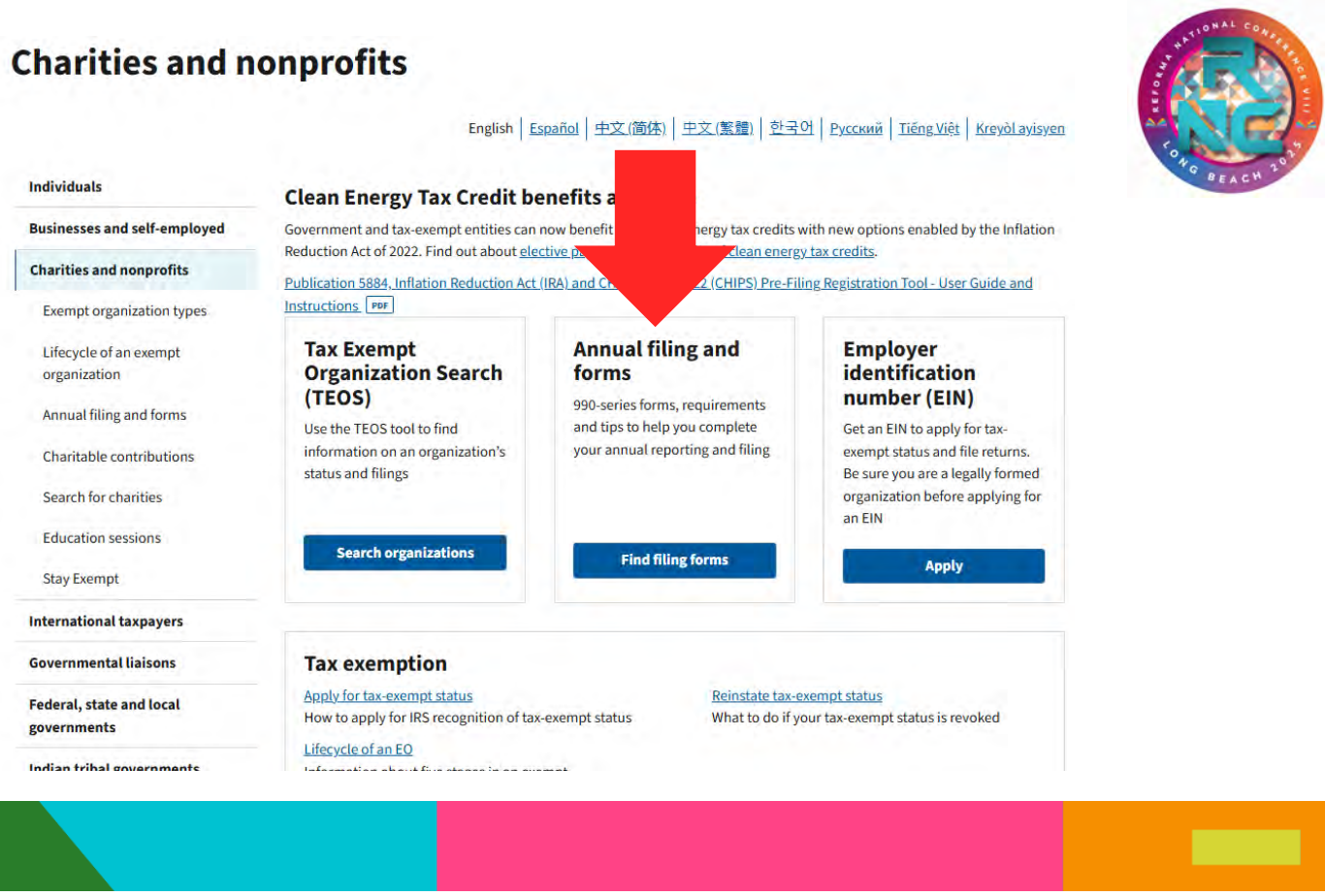
The IRS has established a subscription-based email service for tax professionals and representatives of tax-exempt organizations. Subscribers will receive periodic updates from the IRS regarding exempt organization tax law and regulations, available services, and other information. To subscribe, visit *IRS.gov/Charities*.

General Instructions

"You" and "Us." Throughout these instructions and Form 1023-EZ, the terms "you" and "your" refer to the organization that is applying for tax-exempt status. The terms "us" and "we" refer to the Internal Revenue Service.

Purpose of Form

Form 1023-EZ is the streamlined version of Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code. Any organization may file Form 1023 to apply for recognition of exemption from federal income tax under section 501(c)(3). Only certain organizations are


Charities and nonprofits
English | Español | 中文 (简体) | 中文 (繁體) | 한국어 | Русский | Tiếng Việt | Kreyòl ayisyen
Individuals
Businesses and self-employed
Charities and nonprofits
Exempt organization types
Lifecycle of an exempt organization
Annual filing and forms
Charitable contributions
Search for charities
Education sessions
Stay Exempt
International taxpayers
Governmental liaisons
Federal, state and local governments
Clean Energy Tax Credit benefits a
Government and tax-exempt entities can now benefit
ergy tax credits with new options enabled by the Inflation Reduction Act of 2022. Find out about elective p
clean energy tax credits.
Publication 5884, Inflation Reduction Act (IRA) and C
2 (CHIPS) Pre-Filing Registration Tool - User Guide and Instructions PDF
Tax Exempt Organization Search (TEOS)
Use the TEOS tool to find information on an organization's status and filings
Search organizations
Annual filing and forms
990-series forms, requirements and tips to help you complete your annual reporting and filing
Find filing forms
Employer identification number (EIN)
Get an EIN to apply for tax-exempt status and file returns. Be sure you are a legally formed organization before applying for an EIN
Apply
Tax exemption
Apply for tax-exempt status
How to apply for IRS recognition of tax-exempt status
Reinstate tax-exempt status
What to do if your tax-exempt status is revoked
Lifecycle of an EO

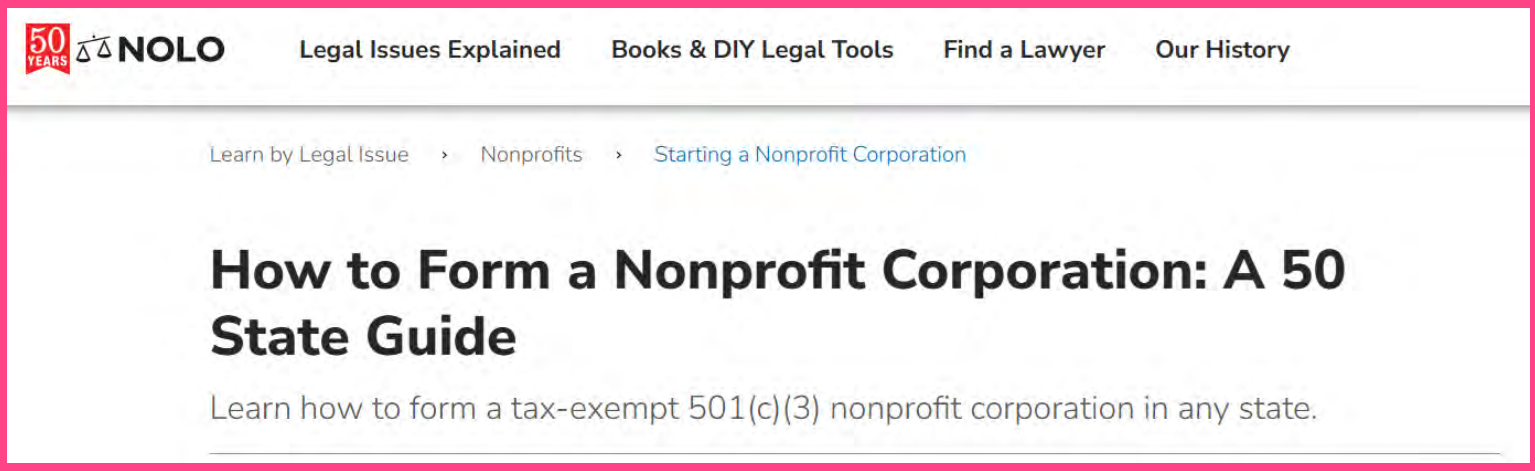
Maintaining Nonprofit Status

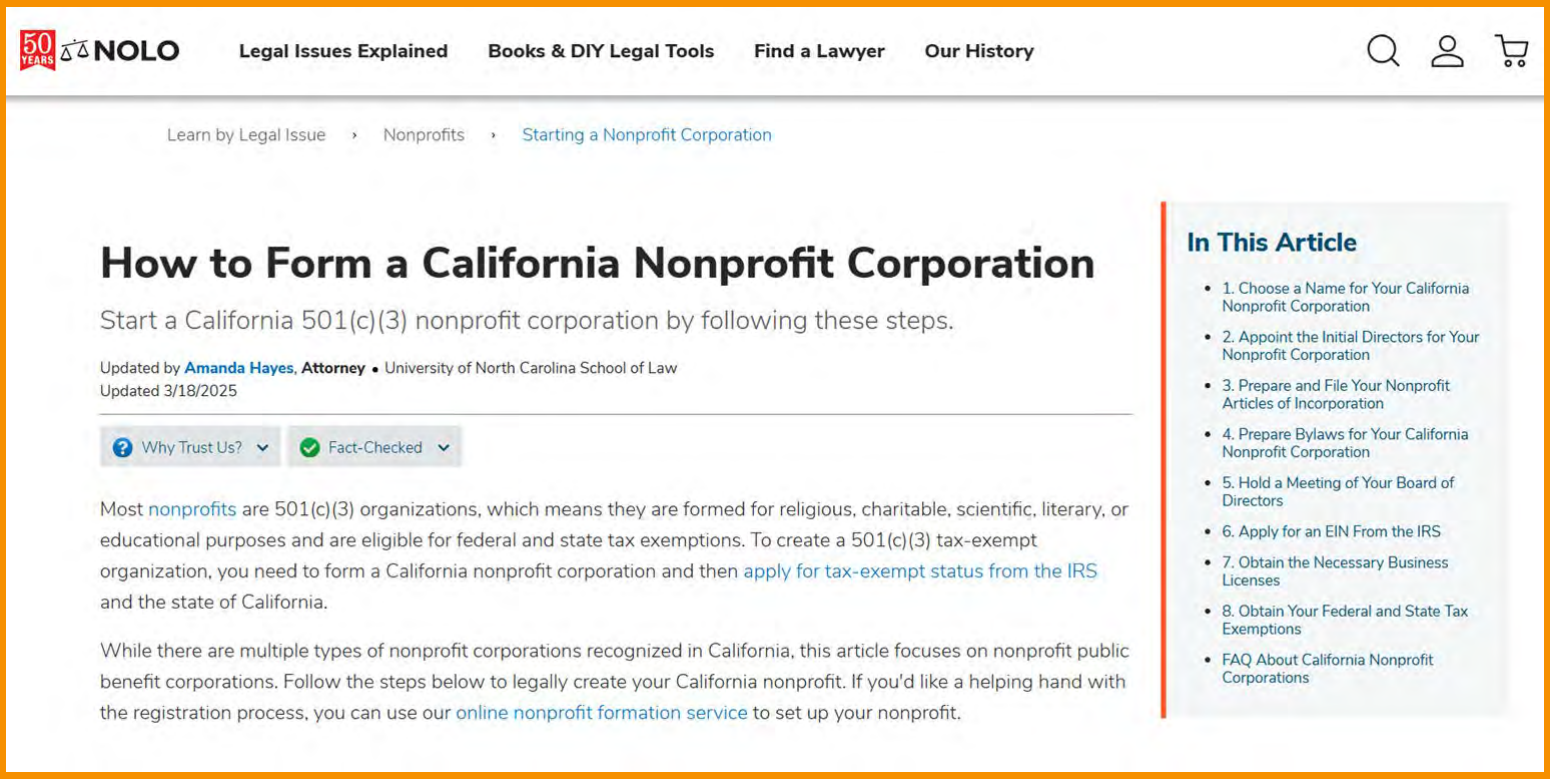
- File IRS 990-EZ every year
- Failure to file for 3 yrs- autorevocation
- File State charitable tax forms



Creating a New Chapter

Check State law on creating a nonprofit corporation. Nolo Press provides reliable information.




50 YEARS NOLO
Legal Issues Explained
Books & DIY Legal Tools
Find a Lawyer
Our History
Learn by Legal Issue › Nonprofits › Starting a Nonprofit Corporation
How to Form a California Nonprofit Corporation
Start a California 501(c)(3) nonprofit corporation by following these steps.
Updated by Amanda Hayes, Attorney • University of North Carolina School of Law
Updated 3/18/2025
Why Trust Us?
Fact-Checked
Most nonprofits are 501(c)(3) organizations, which means they are formed for religious, charitable, scientific, literary, or educational purposes and are eligible for federal and state tax exemptions. To create a 501(c)(3) tax-exempt organization, you need to form a California nonprofit corporation and then apply for tax-exempt status from the IRS and the state of California.
While there are multiple types of nonprofit corporations recognized in California, this article focuses on nonprofit public benefit corporations. Follow the steps below to legally create your California nonprofit. If you'd like a helping hand with the registration process, you can use our online nonprofit formation service to set up your nonprofit.
In This Article
1. Choose a Name for Your California Nonprofit Corporation
2. Appoint the Initial Directors for Your Nonprofit Corporation
3. Prepare and File Your Nonprofit Articles of Incorporation
4. Prepare Bylaws for Your California Nonprofit Corporation
5. Hold a Meeting of Your Board of Directors
6. Apply for an EIN From the IRS
7. Obtain the Necessary Business Licenses
8. Obtain Your Federal and State Tax Exemptions
FAQ About California Nonprofit Corporations

Chapter & Member-at-Large Representatives



REFORMA Chapters

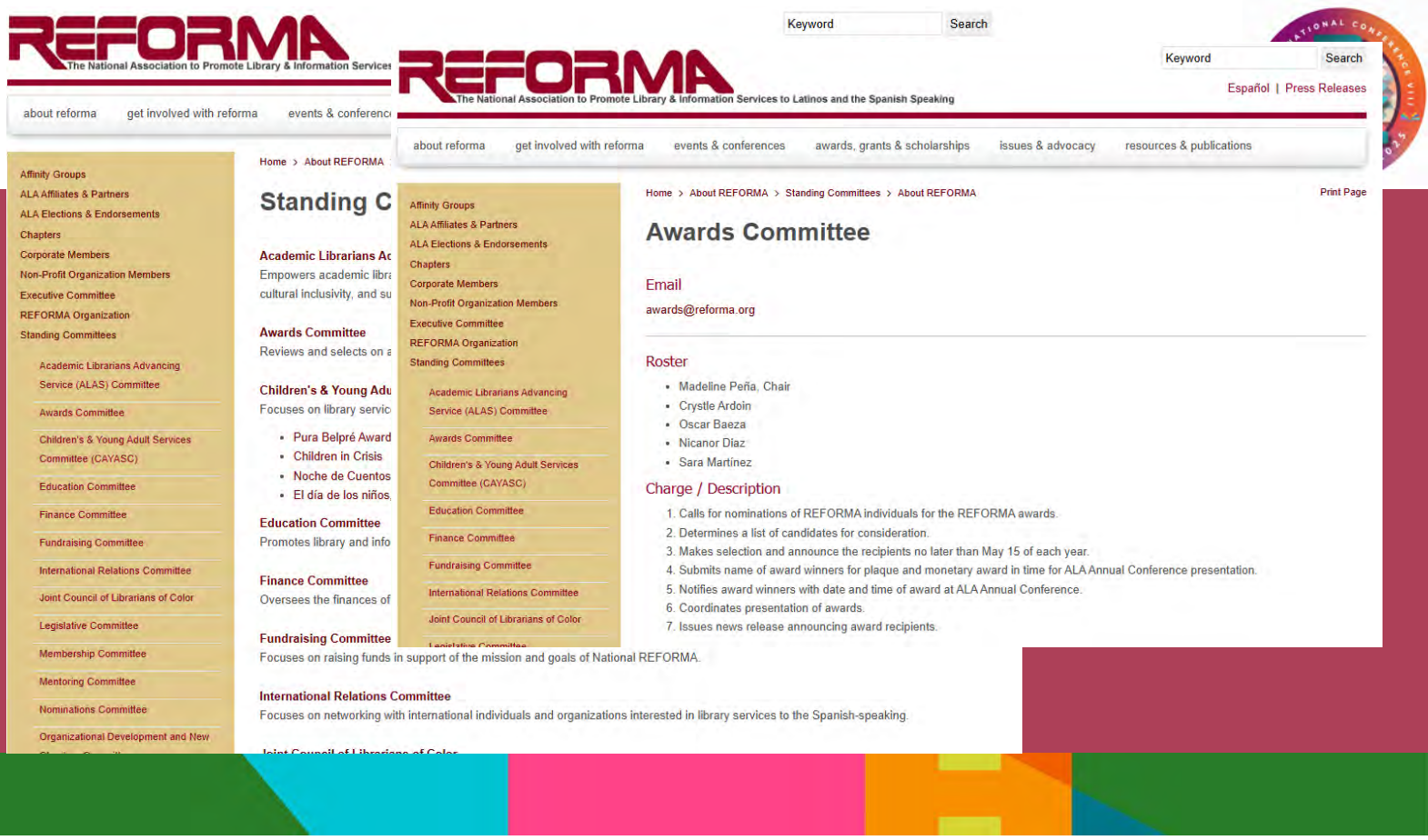
Bibliotecas Para La Gente
Central Coast
Colorado Chapter
Corazón de la Nación
Florida Chapter
Inland Empire Chapter
Los Angeles Chapter
Mid-Atlantic Chapter
Nevada Chapter
New Mexico Chapter
Northeast Chapter
Orange County Chapter
Puerto Rico Chapter
REFORMA de las Carolinas
REFORMA El Paso
REFORMA del Valle Central
REFORMA Phoenix Valle del Sol
San Diego Libros
Chapter
Tucson Chapter
Washington Chapter

Chapters In Formation: Northern Midwest Chapter, Utah Chapter

Getting Involved with REFORMA

- Join a Committee




REFORMA
The National Association to Promote Library & Information Services
Keyword
Search
about reforma
get involved with reforma
events & conferenc
REFORMA
The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking
Keyword
Search
Español | Press Releases
about reforma
get involved with reforma
events & conferences
awards, grants & scholarships
issues & advocacy
resources & publications
Affinity Groups
ALA Affiliates & Partners
ALA Elections & Endorsements
Chapters
Corporate Members
Non-Profit Organization Members
Executive Committee
REFORMA Organization
Standing Committees
Academic Librarians Advancing Service (ALAS) Committee
Awards Committee
Children's & Young Adult Services Committee (CAYASC)
Education Committee
Finance Committee
Fundraising Committee
International Relations Committee
Joint Council of Librarians of Color
Legislative Committee
Membership Committee
Mentoring Committee
Nominations Committee
Organizational Development and New
Home > About REFORMA
Standing C
Academic Librarians Ac
Empowers academic libra
cultural inclusivity, and su
Awards Committee
Reviews and selects on a
Children's & Young Adu
Focuses on library servic
Pura Belpré Award
Children in Crisis
Noche de Cuentos
El día de los niños,
Education Committee
Promotes library and info
Finance Committee
Oversees the finances of
Fundraising Committee
Focuses on raising funds in support of the mission and goals of National REFORMA.
International Relations Committee
Focuses on networking with international individuals and organizations interested in library services to the Spanish-speaking.
Joint Council of Librarians of Color
Affinity Groups
ALA Affiliates & Partners
ALA Elections & Endorsements
Chapters
Corporate Members
Non-Profit Organization Members
Executive Committee
REFORMA Organization
Standing Committees
Academic Librarians Advancing Service (ALAS) Committee
Awards Committee
Children's & Young Adult Services Committee (CAYASC)
Education Committee
Finance Committee
Fundraising Committee
International Relations Committee
Joint Council of Librarians of Color
Home > About REFORMA > Standing Committees > About REFORMA
Print Page
Awards Committee
Email
awards@reforma.org
Roster
Madeline Peña, Chair
Crystle Ardoin
Oscar Baeza
Nicanor Diaz
Sara Martínez
Charge / Description
1. Calls for nominations of REFORMA individuals for the REFORMA awards.
2. Determines a list of candidates for consideration.
3. Makes selection and announce the recipients no later than May 15 of each year.
4. Submits name of award winners for plaque and monetary award in time for ALA Annual Conference presentation.
5. Notifies award winners with date and time of award at ALA Annual Conference.
6. Coordinates presentation of awards.
7. Issues news release announcing award recipients.

Getting Involved with REFORMA

- Join a Committee
- Run for office



REFORMA Executive Committee

- **The President** – serves for one year, then automatically serves as Immediate Past President for the following year.
- **Vice-President/President-Elect** – Serves for one year, then automatically serves as President for the following year
- **Immediate Past President** – Serves for one year.
- **Secretary** – Serves for two years.
- **Treasurer** - Serves for two years.
- **Member-At-Large Representative** - Serves for two years.
- **Chapter Representatives** – Serves for two years.

Getting Involved with REFORMA

- Join a Committee
- Run for office
- Create a new chapter or help revive a dormant chapter



Getting Involved with REFORMA

- Join a Committee
- Run for office
- Create a new chapter or help revive a dormant chapter
- Volunteer to work on the REFORMA newsletter



Home > eNewsletter

Print Page

Interview with Cookbook Author and Blogger Verónica Cervera

7/25/2021
Libbby Romero



Verónica Cervera has published recipes from around the world on her blog *La cocina de Vero* for almost ten years. She is the author of *Vero's Cuban Cuisine* (Oberon, 2015), *Vero's Everyday Kitchen* (Oberon, 2020), and co-author of *Yo cocino latino* (Grijalbo, 2021). Her dishes have also appeared on *BabyCenter en Español*, *El Nuevo Herald*, Telemundo 51, *People en Español*, and *Nuestra Voz*.

Spring/Summer 2021

President's Column
Carta del Presidente
Champions' Showcase: Ideas We Should Steal
Exhibición de campeones: Ideas que deberíamos robar
Celebrate Día Spotlight: Gail Borden Public Library
Celebrate Día Spotlight: REFORMA Washington
Interview with Cookbook Author and Blogger Verónica Cervera
We Urgently Need Children's Books About Undocumented Activists
Nos urgen libros para niños sobre los activistas indocumentados
Yakima Valley Libraries: Serving the Spanish-Speaking Community During the Pandemic
Bibliotecas de Yakima Valley: sirviendo a la comunidad hispanohablante durante la pandemia
A Year of Reflection: REFORMA San José State University Student and Alumni Group
Un año de reflexión: Grupo REFORMA de estudiantes y exalumnos de la Universidad Estatal de San José
REFORMA Recommends: Books for Children
REFORMA Recommends: Books for Teens & Adults
Meet Our Members: Sheridan Cazares
Meet Our Members: Adriana Lugo
REFORMA Scholarship Winners

REFORMA Newsletter

Editorial Team

Sections

Chapter News
Committee News
En español
Interviews
Member Profiles
News Articles
Página de poesía
President's Column
REFORMA Recommends

Getting Involved with REFORMA

- Join a Committee
- Run for office
- Create a new chapter or help revive a dormant chapter
- Volunteer to work on the REFORMA newsletter
- Join an affinity group (or create one)





¿Preguntas? Questions?

Contact

Organizational Development & New Chapters Committee

orgdev@reforma.org





Becoming the Next Academic Library Leader: Insights from Latine Administrators

September 19th, 2025 11:30 am12:15 pm

Facilitator
Abigail Morales

Mario A. Ascencio



Managing Director, Library
ArtCenter College of Design

Carlos Rodriguez



Dean, University Library
California State University, Los Angeles

Dr. Romelia Salinas



Dean of Library, Learning Resources, and Distance Learning
Mt. San Antonio College

Panel Questions

1. Personal Journeys
Main Question:
Can you share a bit about your leadership journey and how your personal background has shaped your role as an academic library administrator?
Follow-ups:

What early experiences influenced your career path?

Was there a turning point that pushed you toward leadership?

2. Mentorship & Support
Main Question:
What role has mentorship played in your career, and how can we strengthen mentoring networks for Latino librarians in academic spaces?
Follow-ups:

Did you have mentors who shaped your leadership style?

How do you pay that forward with the next generation?

3. Institutional Challenges
Main Question:
What are some of the biggest challenges you face in navigating institutional structures, particularly as Latinx leaders, and how do you address them?
Follow-ups:

How do you balance institutional expectations with community needs?

What advice would you give to others encountering similar barriers?

Articles:

https://crl.acrl.org/index.php/crl/article/view/26771/34693

https://journals.sagepub.com/doi/10.1177/23328584241242752


Together for Change: Fostering Health, Wellness and Sustainability in the Latino Community Through Library Programs
City of Commerce Public Library
Presented by:
Concepción Flores, Children's Librarian
Victoria Pérez, Teen Librarian
Dana López, Senior Library Assistant
Vanessa Manzanárez, Adult Services Librarian

Our Community at a Glance

- Population: 12,072 residents | 94% Latino | 72% Spanish-speaking homes
- Youth & Seniors: 25% under 18 | 17% seniors → multi-generational needs
- Income & Needs: Median $71k | 14% poverty → wellness & nutrition matter
- City & Libraries: 6.5 sq. miles | 1 main library + 3 branches
- Schools: 2 K–8 schools (1,781 students) | Outreach to 12 nearby schools
- Neighbors: East LA, Bell Gardens, Montebello
- Our Focus: Bilingual, family-centered, and wellness-based programs



World Population Review/Census/Data USA



Rosewood Library



Bandini Library





Bristow Library

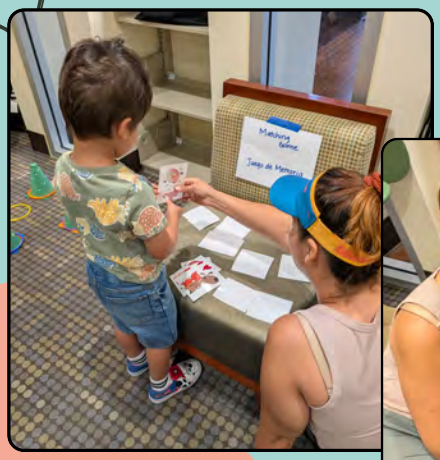


Veterans Library

Our Presentation

- To create wellness & sustainability programs
- Important to Community: built health, connection & cultural relevance
- Library = More than books → Partner in growth for all ages

Little Explorers





- Parents as Teachers
- Building healthy habits early
- Families learning together
- A foundation for lifelong growth


CITY OF COMMERCE PUBLIC LIBRARY
LITTLE EXPLORERS
HANDS-ON FUN AND EXPLORATION FOR TODDLERS/PRESCHOOLER AND THEIR PARENTS.
Thursday, August 14
10:45AM
Rosewood Library
5655 Jillson St.
FOR AGES 0-5 WITH PARENT/GUARDIAN
Play, explore, and learn through fun hands-on activities! This playful session helps little ones build kindness while enjoying creative time with their grown-up.
Parent/caregiver must participate with child.
CITY OF COMMERCE
COMMERCE LIBRARY
REGISTRATION STARTS JULY 31
SPACE IS LIMITED.
323-722-6660
SELECT OPTION 1 FROM THE MENU
BIBLIOTECA PÚBLICA DE LA CIUDAD DE COMMERCE
PEQUEÑOS EXPLORADORES
DIVERSIÓN Y PRÁCTICAS DE EXPLORACIÓN PARA NIÑOS PEQUEÑOS/PREESCOLARES Y SUS PADRES.
Jueves, 14 de Agosto
10:45AM
Biblioteca Rosewood
5655 Jillson St.
PARA EDADES DE 0 A 5 AÑOS
¡Juega, explora y aprende a través de divertidas actividades prácticas! Ésta sesión lúdica ayuda a los pequeños a desarrollar la bondad mientras disfrutan de un tiempo creativo con su adulto acompañante.
El padre/cuidador debe participar con su pequeño.
CITY OF COMMERCE
COMMERCE LIBRARY
LA INSCRIPCIÓN COMIENZA EL 31 DE JULIO. EL ESPACIO ES LIMITADO.
323-722-6660
ELIGE LA OPCIÓN #1 DEL MENÚ.

What Children Gain



- Learn colors, shapes, motor skills
- Practice sharing, taking turns, making friends
- Gain confidence & school readiness
- Social-economical growth starts early



What Parents Gain

- Connect with other parents
- Take activities home
- See library as a trusted partner
- Support bilingual families
- Sustainability note: Leftover crafts adults with disabilities





Takeway

- Adaptable, low-cost model
- Wellness = physical + emotional + social
- Works for all ages: kids, teens, adults, seniors
- Libraries = strong, healthier communinities



Summer Lunch Grant Programs

- Science, robotics and STEAM
- Smoothie program = biggest impact
- Healthy habits through hands-on fun




CITY OF COMMERCE PUBLIC LIBRARY
SUMMER LUNCH POP-UP LIBRARY ACTIVITIES
JOIN THE LIBRARY AT EACH OF THE SUMMER LUNCH SITES FOR FUN HANDS-ON ACTIVITIES!
WEATHER: JULY 1-3
It's all about weather! Engaging hands-on activities that help kids learn about weather conditions. Children will explore and understand weather in a fun and unforgettable way!
Tuesday, July 1: Bristow Park 11:00am - 12:00pm
Wednesday, July 2: Veterans Park 11:00am - 12:00pm
Thursday, July 3: Bandini Park 11:00am - 12:00pm
FOSSILS: JULY 8-10
A mini traveling fossil exhibit! Come see, touch and learn about fossils! Interactive activities that introduce kids to ancient animals preserved in rocks. Young explorers will be able to dig real fossils too!
Tuesday, July 8: Bristow Park 11:00am - 12:00pm
Wednesday, July 9: Veterans Park 11:00am - 12:00pm
Thursday, July 10: Bandini Park 11:00am - 12:00pm
NUTRITION: JULY 15-17
Learn all about healthy eating with fun activities and tips! Kids will discover the benefits of nutritious foods and enjoy tasting a delicious, healthy snack
Tuesday July 15: Bristow Park 11:00am - 12:00pm
Wednesday, July 16: Veterans Park 11:00am - 12:00pm
Thursday, July 17: Bandini Park 11:00am - 12:00pm
SPACE: JULY 22-24
Embark on a space adventure in our mini traveling planetarium! Kids will explore the wonders of the universe, then get hands-on by digging up their own sparkling gemstone. A fun and educational journey through space and Earth's treasures!
Tuesday July 22: Bristow Park 11:00am - 12:00pm
Wednesday, July 23: Veterans Park 11:00am - 12:00pm
Thursday, July 24: Bandini Park 11:00am - 12:00pm
For more information, call
(323) 722-6660
LUNCH LIBRARY
CALIFORNIA STATE LIBRARY
COMMERCE

Why It Matters





- Latino children: 27% obesity rate (vs. 16% White children)
- Fresh fruit & veggies often first-time experience
- Kids learn snacks don't need sugar to taste good

Impact on Families



- Kids ask for spinach, kale, pineapple at home
- Builds confidence, wellness knowledge, and family connection
- Other healthy choice programs
- Promotes sustainability: less processed food, more fresh choices



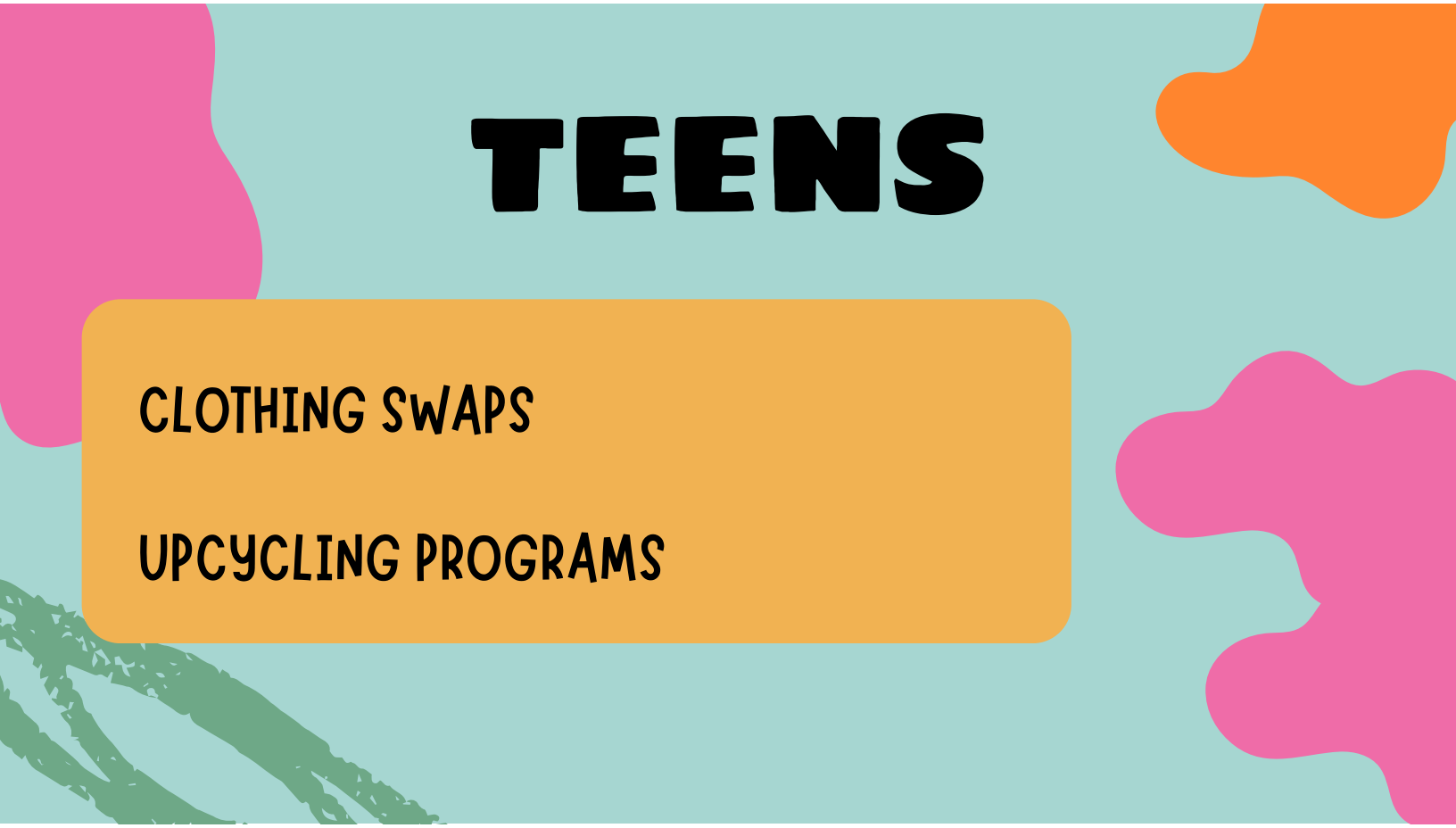
Takeaway

- Simple tools: Fruit, veggies, blender
- Same approach works with teens, adults & seniors
- Small moments = lasting community change
- Libraries=trusted spaces for health, confidence, & community strength



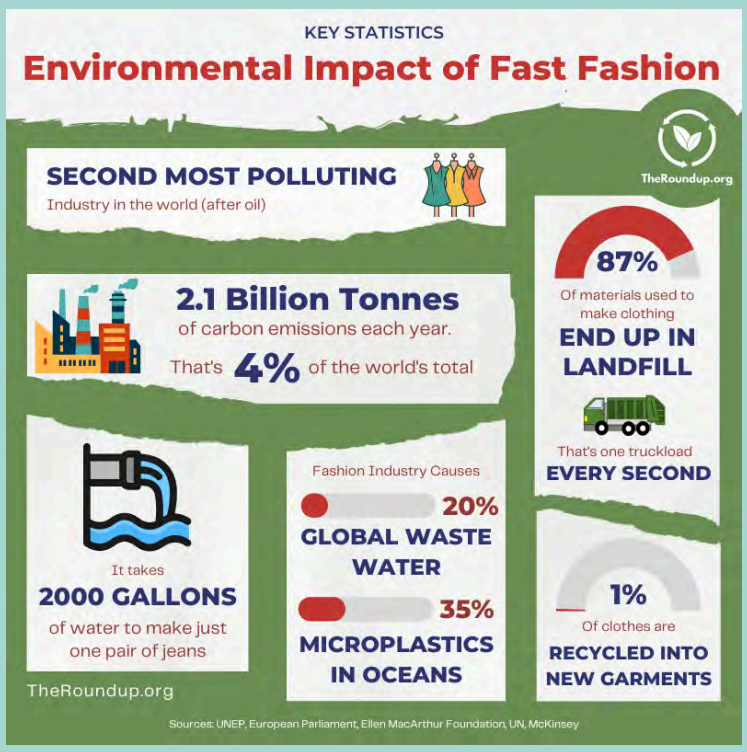

NUTRITION FOR KIDS
THE BASICS
FOOD GROUPS
MYPLATE
Food Group Coloring Page




TEENS
CLOTHING SWAPS
UPCYCLING PROGRAMS


COMMUNITY CLOTHING SWAP

ENVIRONMENTAL COST OF FAST FASHION



THE ROUNDUP. (2024, MARCH 18). OFFICIAL SUSTAINABLE FASHION STATISTICS 2025. RETRIEVED [INSERT ACCESS DATE], FROM HTTPS://THEROUNDUP.ORG/SUSTAINABLE-FASHION-STATISTICS/

- **WORKERS IN THE FAST FASHION INDUSTRY ARE PAID AS LITTLE AS $1.58 PER HOUR**



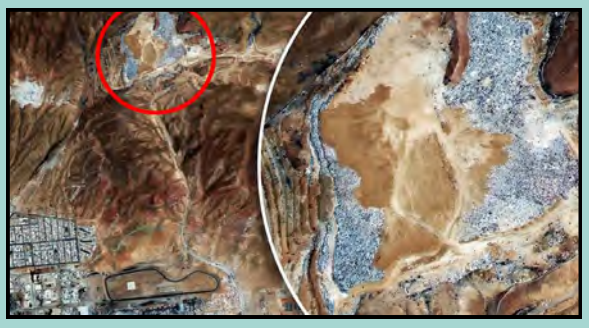
- **OVER 11.3 MEGATONS OF TEXTILE WASTE ENDS UP IN US LANDFILLS EVERY YEAR**



- **MOST LANDFILLS ARE LOCATED IN AREAS WHERE BIPOC RESIDENTS LIVE**



A PICTURE IS WORTH A THOUSAND WORDS



AERIAL VIEW OF USED CLOTHES DISCARDED IN THE ATACAMA DESERT, IN ALTO HOSPICIO, IQUIQUE, CHILE,





THIS AERIAL VIEW SHOWS A DUMP SITE WHERE SECONDHAND CLOTHES ARE DISCARDED AT OLD FADAMA IN ACCRA, GHANA,

ACCORDING TO EARTH.ORG

THE AVERAGE US CONSUMER THROWS AWAY 81.5LBS OF CLOTHES EVERY YEAR

IN AMERICA ALONE, AN ESTIMATED 11.3 MILLION TONS OF TEXTILE WASTE – EQUIVALENT TO 85% OF ALL TEXTILES – END UP IN LANDFILLS ON A YEARLY BASIS. THAT'S EQUIVALENT TO APPROXIMATELY 81.5 POUNDS (37 KILOGRAMS) PER PERSON PER YEAR AND AROUND 2,150 PIECES PER SECOND COUNTRYWIDE.

THE NUMBER OF TIMES A GARMENT IS WORN HAS DECLINED BY AROUND 36% IN 15 YEARS

THE THROWAWAY CULTURE HAS WORSEN PROGRESSIVELY OVER THE YEARS. AT PRESENT, MANY ITEMS ARE WORN ONLY SEVEN TO TEN TIMES BEFORE BEING TOSSED. THAT'S A DECLINE OF MORE THAN 35% IN JUST 15 YEARS

EARTH.ORG. (2023, AUGUST 21). 10 CONCERNING FAST FASHION WASTE STATISTICS. RETRIEVED [ACCESS DATE], FROM EARTH.ORG WEBSITE

PLUMMER, D. A. (2025, APRIL 18). THE SECRET WORLD OF FASHION WASTE, TRASH DUMPS, AND GLOBAL INEQUITY. FORBES.

BENEFITS OF A COMMUNITY CLOTHING SWAP







ENVIRONMENTAL BENEFITS

- REDUCES TEXTILE WASTE:
- DECREASES POLLUTION
- CONSERVES RESOURCES:

COMMUNITY BENEFITS

- BUILDS COMMUNITY BONDS:
- PROMOTES CONSCIOUS CONSUMPTION
- INCREASES AWARENESS

FINANCIAL BENEFITS

- SAVES MONEY
- FOSTERS A CIRCULAR ECONOMY





"BUY LESS, CHOOSE WELL, MAKE IT LAST." – VIVIENNE WESTWOOD.

KEY POINTS FOR HOSTING A CLOTHING SWAP

- DETERMINE WHICH DAY AND TIME WILL WORK BEST FOR YOUR LIBRARY THEN ADVERTISE AND PROMOTE USING ALL TOOLS AVAILABLE. START TAKING DONATIONS AT LEAST A MONTH IN ADVANCE.

- THE SPACE WHERE SWAP IS HELD IS IMPORTANT. IS IT EXCLUSIVE TO ONE GROUP OR OPEN TO EVERYONE.
  EXAMPLE: OUR TEEN CLOTHING SWAP WAS JUST FOR TEENS. EXCEPTIONS WERE MADE FOR PARENTS THAT CAME WITH THEIR TEENS. THIS SWAP WAS HELD IN TEEN AREA WHERE WE COULD CONTROL FOOT TRAFFIC. WHEN WE SWITCHED TO A COMMUNITY SWAP THIS AREA DID NOT WORK IT WAS TOO HIDDEN AND PATRONS HAD ALREADY ASSOCIATED IT WITH SOMETHING JUST FOR TEENS. FOR COMMUNITY SWAP VISIBILITY AND ACCESSIBILITY WERE KEY.

- DETERMINE WHERE DONATIONS WILL BE STORED AND WHAT YOU WILL DO WITH LEFTOVER ITEMS.
  THE SPACE CAN DETERMINE HOW MANY PIECES YOU WILL ALLOW PEOPLE TO DONATE
  IF YOU HAVE A BIG ENOUGH SPACE YOU CAN SORT, HANG AND FOLD ITEMS BEFOREHAND. THIS CAN SAVE TIME AND IS SOMETHING THAT STAFF CAN BE ASSIGNED TO DO PRE SWAP.
  IF YOU'RE NOT PLANNING TO HOST SWAPS ON A REGULAR BASIS. LOOK FOR ORGANIZATIONS THAT CAN USE ITEMS. THINK OUTSIDE OF THRIFT STORE CHAINS.

- IF YOU ARE PLANNING TO HOST SWAPS ON A REGULAR BASIS KEEP DAY CONSISTENT.

- DETERMINE WHAT ITEMS WILL AND WILL NOT BE ACCEPTED AND HOW MANY ITEMS CAN BE DONATED. MAKE THIS CLEAR ON PROMOTIONAL MATERIAL.

- THINK ABOUT SET UP. HANGING ITEMS MAKE IT EASIER FOR PATRONS AND MAKE FOR A NICER AESTHETIC. IF THIS WILL BE A REGULAR EVENT INVEST IN COLLAPSIBLE CLOTHING RACKS AND HANGERS. (THOUGH THESE ITEMS CAN ALSO BE DONATED). LEAVE ENOUGH TIME FOR SET UP AND CLEAN UP. FOR US IT TAKES ABOUT AN HOUR AND HALF TO SET UP AND 45 MINUTES TO BREAK DOWN BUT TIMES WILL VARY DEPENDING ON SIZE OF SWAP.

- MAKE IT FUN! PLAY SOME MUSIC AND IF BUDGET ALLOWS ADD THINGS LIKE SNACKS AND GIVEAWAYS LIKE REUSABLE SHOPPING BAGS WITH LIBRARY LOGO. IF THESE ARE NOT AVAILABLE COLLECT PLASTIC SHOPPING BAGS OR TOTES FOR PATRONS TO USE DURING SWAP. HAVING THESE AVAILABLE IS APPRECIATED

UPCYCLING AT THE LIBRARY



BLIND DATE WITH A BOOK

UPCYCLED ITEMS
WEEDED OR DONATED BOOKS
BUTCHER, SCRAPBOOKING,
WRAPPING PAPER, YARN, ANYTHING THAT
CAN BE USED FOR DECORATING COVERS

ITEMS PURCHASED
CANDY - USED FOR
VARIOUS PROGRAMS
SMALL INCENTIVES
ADDITIONAL STICKERS



UPCYCLED BOOK ART

UPCYCLED ITEMS
WEEDED OR DONATED BOOKS
POM POMS AND PIPE CLEANES

ITEMS PURCHASED
HOLIDAY STICKERS

THERE ARE A VARIETY OF
TUTORIALS ONLINE FOR DIFFERENT
BOOK CRAFT ART. PROGRAMS CAN
BE CREATED FOR MANY DIFFERENT
OCCASIONS



VISION BOARDS

UPCYCLED ITEMS
WEEDED MAGAZINES
CONSTUCTION, SCRAPBOOKING
AND POSTER PAPER

ITEMS PURCHASED
NO ITEMS WERE PURCHASED
SOME CUT OUTS WERE PRINTED FROM CANVA
AND THE INTERNET


DONATIONS. DOLLAR TREE FINDS AND RESCUED DISCARDS
CITY OF COMMERCE PUBLIC LIBRARY
TEEN SERVICES
Hey! C'mon
Zombie
Let's go party
Friday October 25th @ 4PM
BARBIE, KEN AND FRIENDS ARE READY FOR A ZOMBIE MAKEOVER! CREATE YOUR OWN ZOMBIE HALLOWEEN DECORATION WHILE WATCHING THE CLASSIC NIGHT OF THE LIVING DEAD. A LIGHT SNACK WILL BE PROVIDED.
RECOMMENDED AGES 13 - 18
CITY OF COMMERCE
REGISTRATION STARTS OCTOBER 11TH
ROSEWOOD LIBRARY
2555 JILLSON ST.
COMMERCE, CA 90040
FOR MORE INFORMATION CALL: (323) 722-6660
WWW.COCPL.ORG
NIGHT OF THE LIVING DEAD

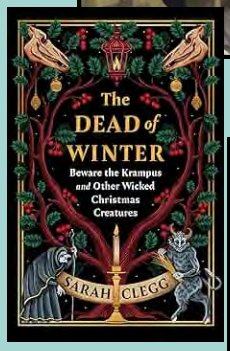
EVEN SMALL ACTS, LIKE REUSING SCRAPS OF MATERIAL, CAN SHOW TEENS THE VALUE OF REPURPOSING AND REMIND US THAT EVERY STEP TOWARD SUSTAINABILITY MATTERS.















TEEN MINDFULLNESS ROOM

JOURNALING



- MANAGE ANXIETY
- REDUCE STRESS
- COPE WITH DEPRESSION
- HELPS TO ORGANIZE THOUGHTS

ART



- PROMOTING MINDFULNESS
- RELIEVES STRESS
- EMBRACING THE IMPERFECT

MEDITATION



- STRESS REDUCTION
- GAIN SELF-CONTROL AND SELF-AWARENESS
- EMOTIONAL REGULATION
- TEACHES YOU PATIENCE
- HELPS INCREASE ATTENTION SPAN









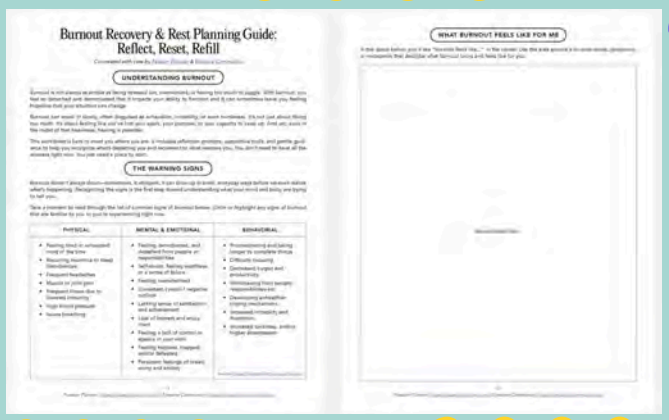

MINDFULLNESS THROUGH ART
LET'S GO TO THE Beach
PAINT YOUR OWN CANVAS
PAINT POURING PROGRAM

RESOURCES THAT ARE AVAILABLE FOR TEENS













BOOKS

- MINDFULNESS FOR TEEN ANXIETY : TOOLS AND TECHNIQUES TO EASE STRESS AND FIND CALM BY JAMIE D. ROBERTS
- BREATHE: A GUIDE TO MANAGING ANXIETY IN A TURBULENT WORLD BY BARBARA SHEEN
- THE ANXIETY CLUB : HOW TO SURVIVE MODERN LIFE BY FRÉDÉRIC FANGET
- THE ANXIETY WORKBOOK FOR TEENS : ACTIVITIES TO HELP YOU DEAL WITH ANXIETY & WORRY BY LISA M. SCHAB
- HERE I AM, I AM ME : AN ILLUSTRATED GUIDE TO MENTAL HEALTH BY
- CARA BEAN

PASSION PLANNER. (N.D.). PASSION PLANNER OFFICIAL WEBSITE. RETRIEVED AUGUST 27, 2025 FROM HTTPS://PASSIONPLANNER.COM

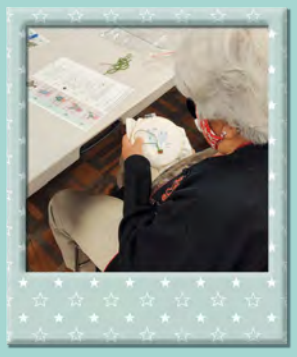

Good Morning!
LOGO for Hecho a Mano
Hecho a Mano
CITY OF COMMERCE
COMMERCE
LIBRARY
HECHO A MANO AT A GLANCE

Hecho a Mano



Creating Stained Glass

Embroidery





Flower Pounding

Wind Chime



Adults with Disabilities

1. **Training For Tomorrow**

   Empowers adults with developmental disabilities.

2. **Casa de los Sueños**

   Community-based program designed to empower and inspire individuals with special needs.



Addressing Health Needs





Fostering Wellness





Promoting Sustainability

YARN GHOST



Sharing

Recycle

Reduce Costs

Optimize Resources



ROCKING SNOWMAN

MOUSE IN MITTEN



Team Work



Carmen

- Importance of Cultural Competence

Dana



Fostering and Creating Positive Relationships



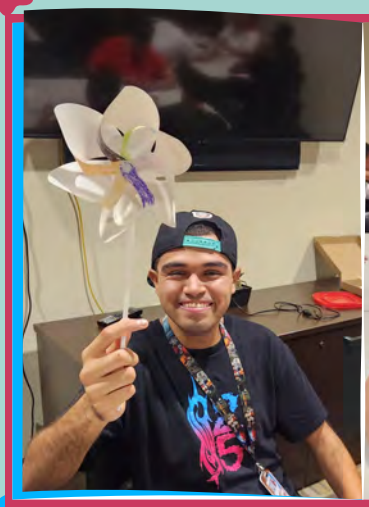
Me

Examples of Successful programs



CASA DE LOS SUEÑOS

PINWHEELS






Successful Programs
PAINT YOUR OWN PLANT KIT
FLOWER POUNDING
THANKSGIVING CANVAS

How "YOU" can apply this content to other context:

- **Understanding Disability and Individual Needs:**

Examples- Look beyond the label and use person-first language.

- **Inclusive Communication:**

Examples- Use clear and simple language and use visual aids and gestures to ensure understanding.

- **Contextual Adaptation:**

Examples- Advocate for accessible public spaces and foster a welcoming atmosphere.

- **Ongoing Learning and Reflection:**

Examples- Regularly solicit feedback from individuals with disabilities about their experiences and needs.

MENTAL, EMOTIONAL AND PHYSICAL WELLBEING OF ADULTS

- Calm Oasis
- Mindful Color Series
- Walking Series
- Chair Yoga

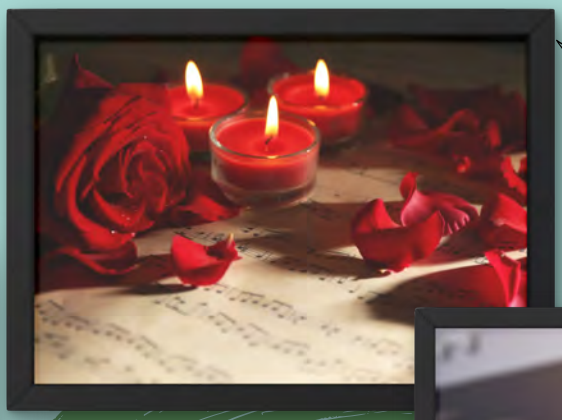


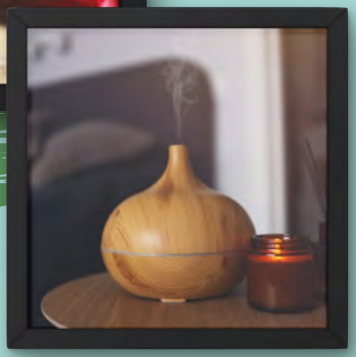

Calm Oasis
knees
hands
massage guns
back
shoulders


Benefits of music
• improve sleep quality, mood, mental alertness, & memory
• help reduce blood pressure
• manage pain
• helps with stress

Mindful Colors Series







Aromatherapy = "a holistic therapy, meaning it supports your whole self – mind, body and spirit."
Cleveland Clinic


Relaxing and creative space for socialization.
acrylic
color pencils
spray painting
watercolor
Similar ideas
• crossword puzzle
• jigsaw puzzles
• boardgames
• crafts : knitting, embroidery & crochet

Walking Series

"The closest thing we have to a wonder drug."

Thomas Frieden, former director of the CDC



Benefits

- maintain healthy weight
- prevent/manage: heart disease, stroke, high blood pressure, cancer and type 2 diabetes
- improve balance and coordination
- reduce stress and arthritis-related pain
- lower breast cancer risk


agua fresca
reflective armbands
ice cream
pedometers
Similar ideas
walking book club discussions
walking audio book club

Chair Yoga

"If exercise could be packaged in a pill, it would be the single most widely prescribed and beneficial medicine in the nation."

Robert Butler, founding director of the National Institute of Aging



Benefits

- improves flexibility, strength, balance & sleep
- reduces stress
- gentle & accessible
- alleviates pain and discomfort
- improves spinal alignment and posture


Happy Yoga
with Sarah Starr
hoopla
YOGA
You Tube
Similar ideas
other types of yoga
Tai Chi
Qi Gong
meditation
resistance bands
low impact HIIT
stretches



Moving Forward Together







Thank you

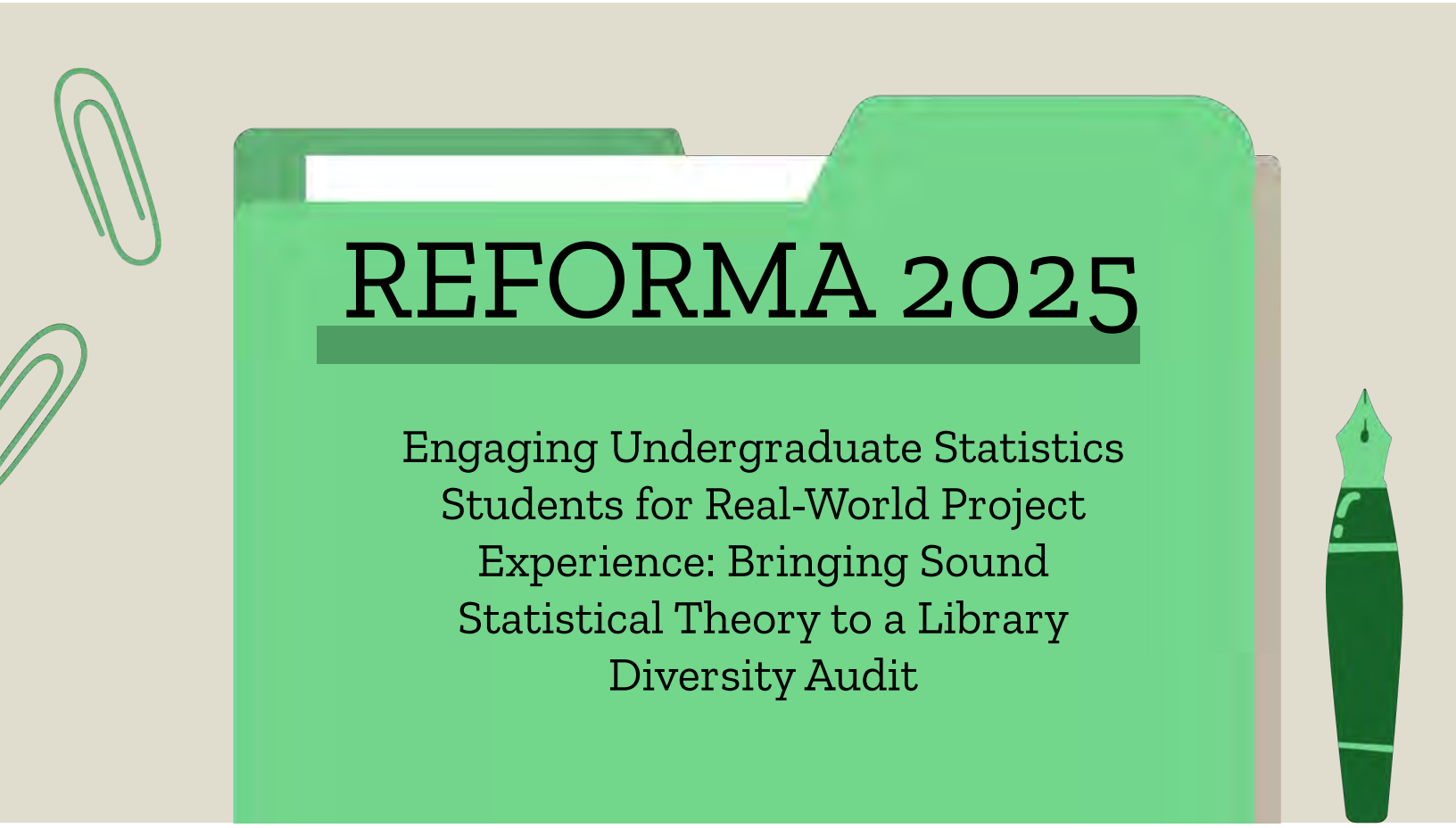
Concepción Flores, *Children's Librarian*
cflores@commerceca.gov

Victoria Pérez, *Teen Librarian*
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CREATE • DISCOVER • CONNECT
COMMERCE PUBLIC LIBRARY

Dana López, *Senior Library Assistant*
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Vanessa Manzanárez, *Adult Services Librarian*
vmanzanarez@commerceca.gov


REFORMA 2025
Engaging Undergraduate Statistics Students for Real-World Project Experience: Bringing Sound Statistical Theory to a Library Diversity Audit

Meet Your Librarians

Jeff Corrigan





Kelsey Nordstrom-Sanchez

Honoring Indigenous Peoples

California State University, Monterey Bay (CSUMB) resides on the indigenous homeland of the Esselen people (also known as Carmeleno, Monterey Band, and Rumsen).

To donate to the Esselen Tribe of Monterey County please visit https://www.esselentribe.org/

Agenda

- About CSUMB
- Library Diversity Committee
- Project Overview and Timelines
- Engaging Students
- Overcoming Challenges



About CSUMB

- Hispanic-Serving Institution (HSI) and a Minority-Serving Institution (MSI)
- 7,203 students enrolled
- 48% students identify as Latina/o/x/e
- 49% First Gen and 52% URM
- 9 librarians, 7 staff members



Diversity Committee

Family Friendly Study Room

Noche de Cuentos

Dia de los Niños

Book Displays



Lactation Room

DEI retreat and speaker


WELCOME TO REAL WORLD
STATS
410!

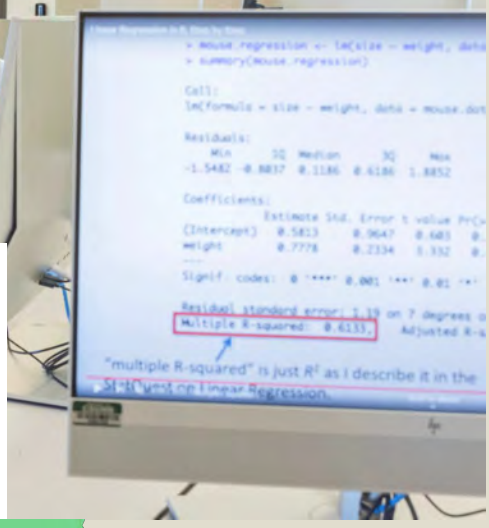


Project Overview

A fresh topic for this course

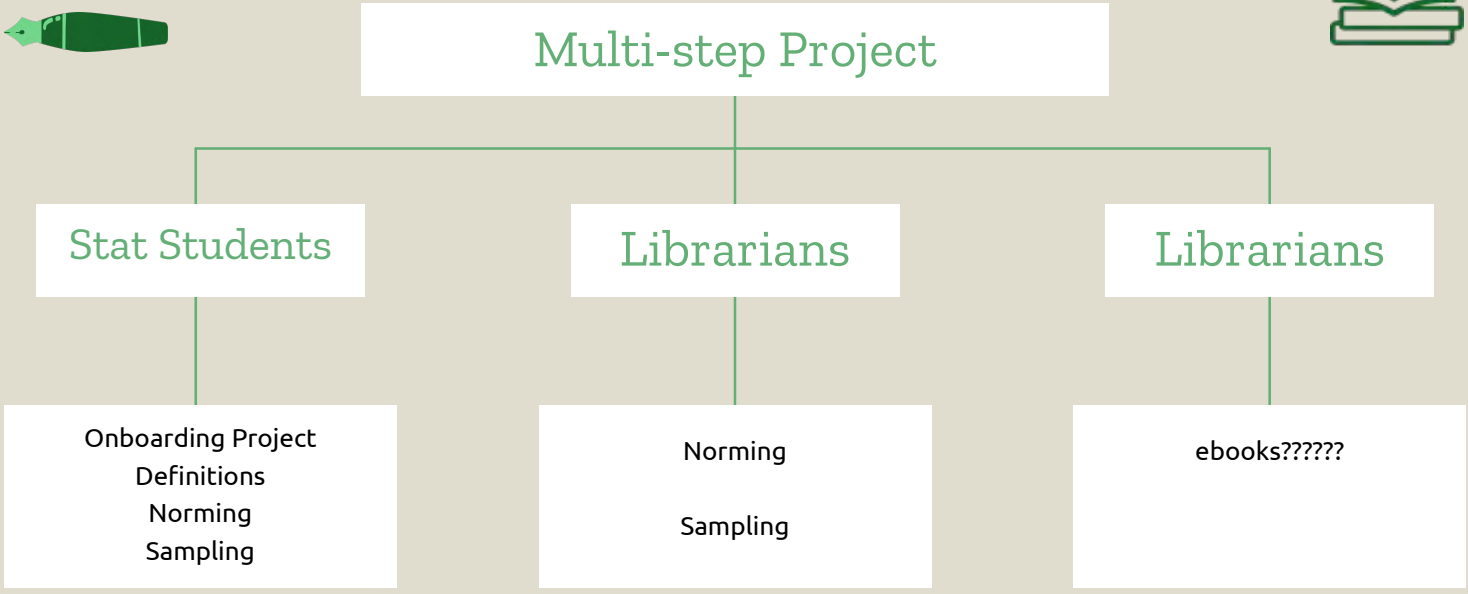
Stats 410	Stats 410	Stats 410
Every other year How many books are in the library?	Typically would do election sampling….. BUT	Real World Project Experience w/ Clients Diversity Audit

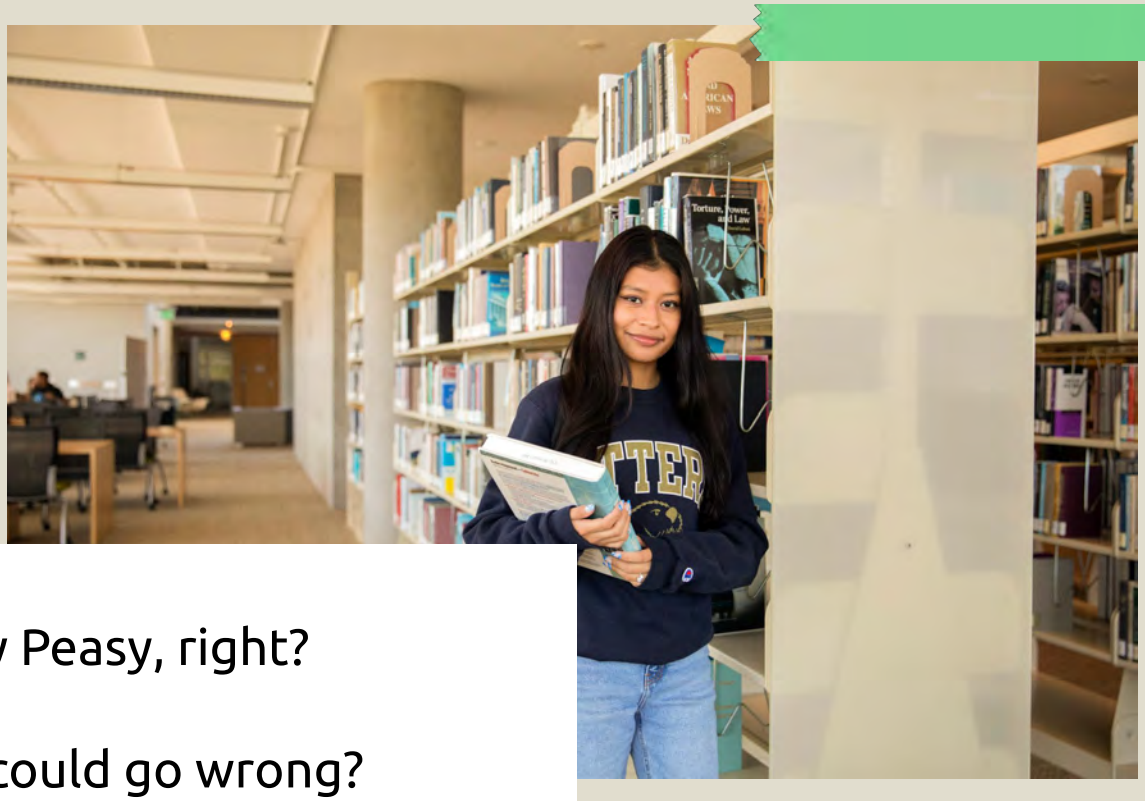




Goal: Work with Statistics students to see how the diversity of our collection aligns with our CSUMB student population

Evaluating Monograph Collection





Easy Peasy, right?

What could go wrong?

Some Challenges



Monograph

What's that?



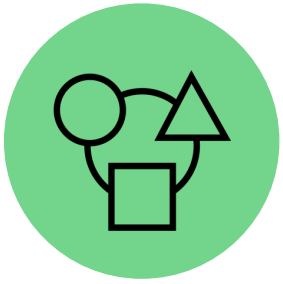


Race & Ethnicity

Definitions

Understandings

Problems/Challenges

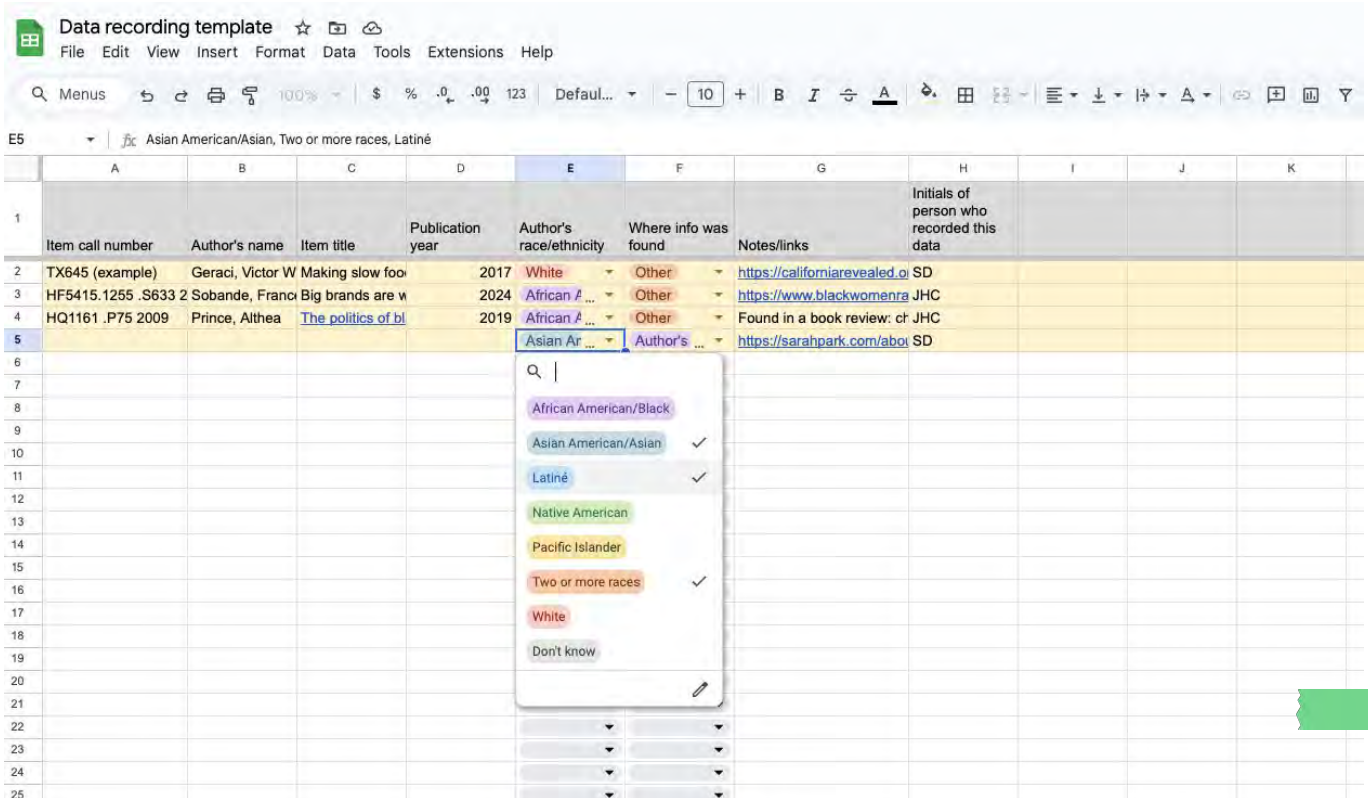


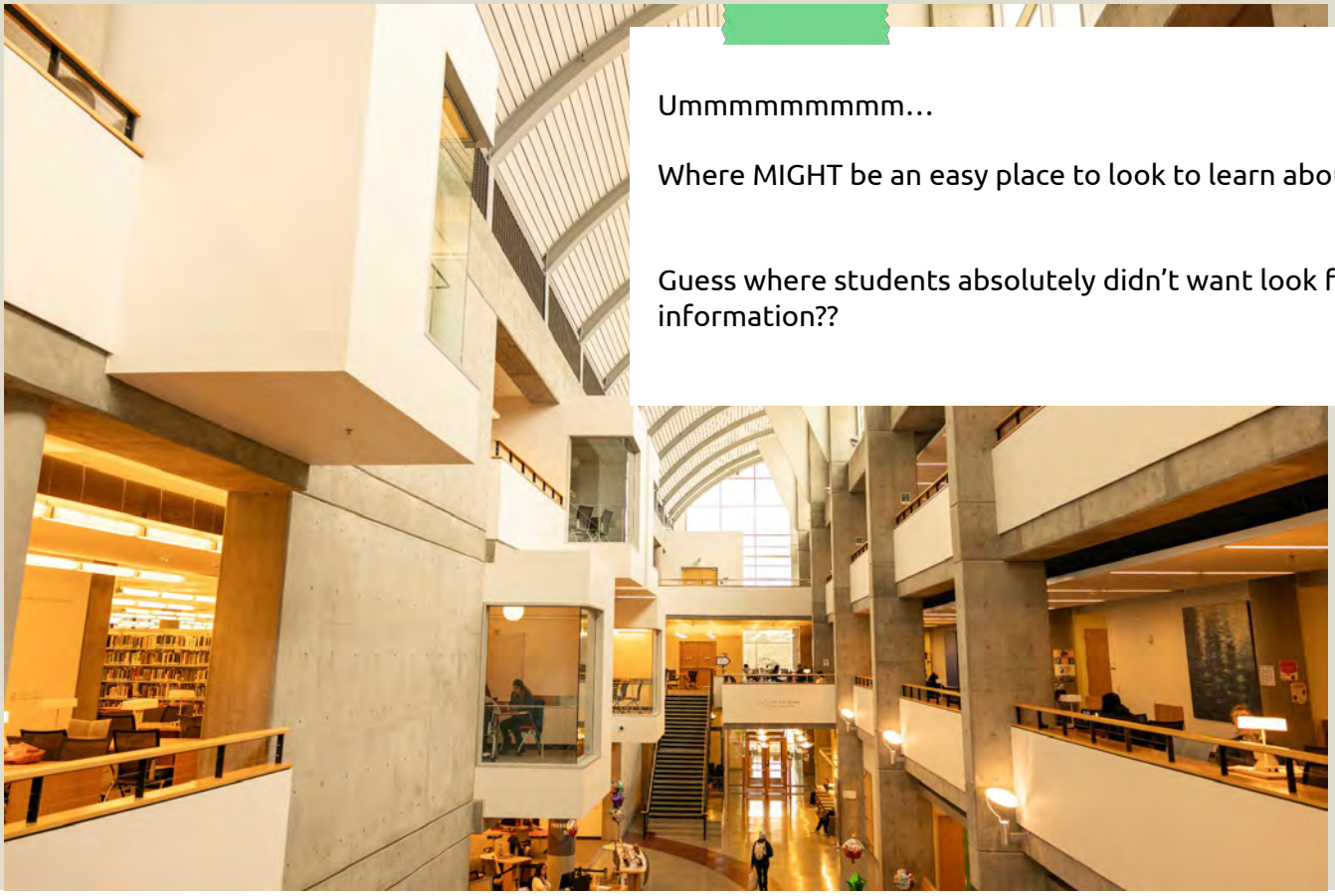
Resources

Where should we go to find this information??



How did we sample and report?





Ummmmmmmmm…

Where MIGHT be an easy place to look to learn about an author?

Guess where students absolutely didn't want look for this information??

Engaging Students

- Collaborative presentation with STATs professor introducing students to library basics, monographs, diversity
  - Student confusion on predominance of whiteness among authors; did not understand that White authors do not identify themselves
  - Refused to look at physical books or book jackets
- Librarians could not look at physical books to norm



"The Library Diversity project has been most helpful for me because it gave me real world experience with how data is collected. I got to see the challenges associated with data collection and just how many variables are involved when making decisions; for example, having to distinguish varying ethnicities from one another based on the criteria was challenging, especially when so many authors in the data were white passing with no obvious indication of ethnicity. I think these kinds of challenges are presented elsewhere, so it has been great experience for dealing with these types of issues that I may face in my post-grad life (assuming I am doing research)."

Student Quote


STAY ORGANIZED
BE VERY CLEAR
TIPS FOR SUCCESS
As you embark on your journey with students, here are some tips to help you succeed!
TIME: It will take longer than you think
Beware Of Library Jargon
Learn & Work Together

Next Steps...



Step 1
Discuss norming results from students and librarians.

Step 2
Librarians will sample some more in specific subject areas.

Step 3
Run data analysis and review results.

Step 4
Write up and present the results. Try to improve collection with this new data.


Q&A


Stay tuned for audit findings...
Jeff Corrigan
jcorrigan@csumb.edu
Kelsey Nordstrom-Sanchez
knordstrom@csumb.edu



Más Allá de la Hora del Cuento: Música, Movimiento, Arte y Juego para Empoderar a la Comunidad Latina

Socorro “Coco” Pacheco, MLIS, CEIM
Children’s Supervising Librarian
Downey City Library



Overview

- Enriching experiences immediately following storytime
- Community feedback methods to develop responsive programming
- Enhance engagement and literacy among Latino families
- Practice interactive techniques firsthand

Movemos los pañuelos

tune of The More We Get Together

Movemos los pañuelos, pañuelos, pañuelos
movemos los pañuelos porque es divertido
Para arriba, para abajo
para un lado, al otro lado
Movemos los pañuelos porque es divertido

Sacudimos ...
Tiremos ...
Nos ponemos ...

Si Quieres Oír Un Cuento

tune of If You're Happy & You Know It

Si quieres oír un cuento aplaude así
Si quieres oír un cuento aplaude así
Si quieres oír un cuento, Si quieres oír un cuento,
Si quieres oír un cuento aplaude así

(pisa, asiente, di "shhhh")



¿Les cuento un cuento?

- March 2019-May 2021 – Library closed for multi-million dollar renovation (15-month plan delayed due to the pandemic)
  - Community listening sessions
- agosto 2023 – 5 Años sin Bibliotecaria Infantil
- Storytimes (2) Adult Literacy Coordinator & (1) Part-time Assistant
  - Program evaluation & Feedback collection
  - Developmentally Appropriate Practices



01

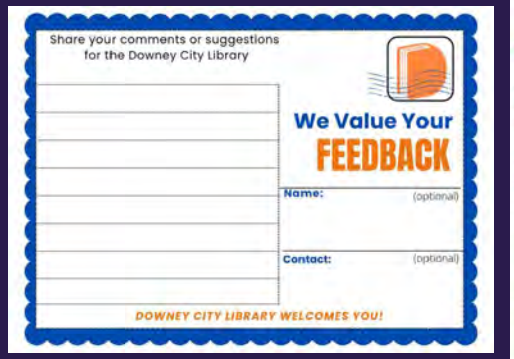
Por qué importa

- **Puntos de acceso vitales**
- **Lazos comunitarios más fuertes**
- **Increase participation and impact**

Lo Que Diga el Pueblo

- Patron surveys, class evaluations, direct inquiries, and staff observations guide program development.
- Data-driven approach ensures responsiveness to the needs and interests of Spanish-speaking families.
- Increased participation and community engagement as key outcomes.

Gathering and Utilizing Community Feedback


Share your comments or suggestions for the Downey City Library

We Value Your FEEDBACK

Name: (optional)

Contact: (optional)

DOWNEY CITY LIBRARY WELCOMES YOU!


Encuesta para la hora de cuentos bilingüe

Por favor responda a las siguientes preguntas para ayudarnos a evaluar la hora de cuentos que se ofrece los jueves.


On the Grow™ Play Class Evaluation

1. What was your favorite week or activity? Why?

2. What did you like about the class?

3. What would like to see improved about the class?

4. Would you refer a friend? What would you say to the friend you are referring to our programs?


Parent/Participant Feedback for Educators

Please take a few minutes to give your feedback about your Educator and the classes.

Educator's Name: _____

Class Dates: _____ to _____

Class Location: _____

Please circle your answer.

The Educator	Needs to Improve	Fair	Good	Very Good	Excellent
Made goals and objective clear at the beginning of the class	1	2	3	4	5
Was well prepared for each session	1	2	3	4	5
Understood the subject matter well	1	2	3	4	5
Was able to communicate information	1	2	3	4	5
Stimulated discussion and involvement within the group	1	2	3	4	5
Demonstrated techniques clearly	1	2	3	4	5
Discussed and/or answered questions clearly	1	2	3	4	5
Met the goals & objectives set for the class	1	2	3	4	5
Did the course meet your expectations?	1	2	3	4	5

Did you notice any difference in your baby as a result of information you learned in this class?

Have you felt a difference in your relationship with your baby as a result of this class?

Do you have any recommendations that would make this course better?

Other Comments:

May we share your input with others (anonymously)? Yes No


Share your
FEEDBACK
Drop it in the box
We Value Your
FEEDBACK
April
April

	FY 21/22	FY 22/23	FY 23/24	FY 24/25	Compare FY 24/25 to FY 21/22
Visitors	120,880	169,507	179,848	192,058	71,178
	-	40.23%	6.10%	6.79%	58.88%
E-Content	21,764	27,074	29,571	31,421	9,657
	-	24.40%	9.22%	6.26%	44.37%
Circulation	114,478	133,835	149,190	140,456	25,978
	-	16.91%	11.47%	-5.85%	22.69%
Programs	269	376	447	519	250
	-	39.78%	18.88%	16.11%	92.94%
Attendance	10,884	18,106	17,836	21,544	10,660
	-	66.35%	-1.49%	20.79%	97.94%
Library Cards	3,498	4,544	4,265	4,484	986
	-	29.90%	-6.14%	5.13%	28.19%

Bilingual Storytimes Attendance
FY 2023-2024: 3,867
FY 2024-2025: 4,139
FY 2025-2026: 1,189 a.o.9/4

Hay Un Papel

Hay un papel como un pajarito
Que en pelota se transformo
Si lo abro es un pececito,
Que nado, nado y nado.
Hay un papel como un sombrero,
Que en tambor se convirtió
Si lo doblo es un pañuelo
Que los mocos me saco. Achí.

Las ruedas del autobús

Las ruedas del autobús girando van, girando van, girando van
Las ruedas del autobús girando van,
Por toda la ciudad

Las puertas del autobús se abren y cierran
Los limpiaparabrisas hacen suish
La bocina del autobús hace pip
La gente en el autobús va arriba y abajo
Los bebés en el autobús hacen wah
Las mamis en el autobús hacen shh
Los papis en el autobús dicen yo te quiero
Las abuelas en el autobús dicen come otro tamal



La estructura del programa

- Tenemos un presupuesto de $500 mensuales
- Despues de la hora de cuento:
  - Music & Movement
  - Process Art
  - Age-Level Play
  - Craft
  - Sensory Activities
- Otros programas exitosos:
  - Sign Language Classes
  - Family Rhythms

Engaging Families through Creative Activities



Music and Movement







Music and Movement





Family Rhythms







Family Rhythms Rave







Petit Tones







Process-Based Art Engagement



Process-Based Art Engagement






EXIT



Age-level Play







Age-level Play







Age-level Play





























Sign, Say & Play











una visión del éxito





Sound & Motion Painting / Pintura de Sonido y Movimiento

Purpose
Explore how sound and movement inspire visual expression. Focus on process over product, building creativity, language, and family connection.

Materials
- Large sheets of paper (butcher paper/ poster board)
- Washable tempera paints/watercolors
- Wide brushes, sponges, or household materials (cotton balls, cardboard strips, feathers)
- Water cups & paper towels

Instructions
1. Invite participants to explore how sound and movement can inspire art.
2. Warm up: Lead a brief bilingual stretch with scarves or hand motions.
3. Paint with music: Play a song and encourage participants to "paint what they hear"
   - Fast beats = big strokes, splatters, zig-zags.
   - Slow rhythms = swirls, dots, flowing lines.
4. Switch songs (contrast genres) and invite participants to change their style.
5. Reflect & share as a group. Emphasize that process-based art fosters social-emotional expression, language, and caregiver-child connection.

Why It Works
- Encourages creativity & exploration
- Bilingual & multicultural
- Perfect for families in libraries
- Easy to replicate anywhere

Propósito
Explorar cómo el sonido y el movimiento inspiran la expresión visual. Enfocado en proceso sobre producto. Fomenta creatividad, lenguaje y conexión familiar.

Materiales
- Hojas grandes de papel (papel de carnicero o cartulina)
- Pinturas al temple lavables o acuarelas
- Pinceles anchos, esponjas o materiales caseros (bolas de algodón, tiras de cartón, plumas)
- Vasos con agua y toallas de papel

Instrucciones
1. Invite a los participantes a explorar cómo el sonido y el movimiento pueden inspirar el arte.
2. Calentamiento: Dirija un breve estiramiento bilingüe con pañuelos o movimientos de manos.
3. Pintar con música: Toque una canción e invite a los participantes a "pintar lo que escuchan".
   - Ritmos rápidos = grandes golpes, salpicaduras, líneas en zig-zag.
   - Ritmos lentos = espirales, puntos, líneas fluidas.
4. Cambiar canciones (géneros contrastantes) e invite a los participantes a cambiar su estilo.
5. Reflexionar y compartir como grupo. Enfatice que el arte basado en procesos fomenta la expresión socioemocional, el lenguaje y la conexión entre el cuidador y el niño.

Por qué Funciona
- Estimula creatividad y exploración
- Bilingüe y multicultural
- Ideal para familias en bibliotecas
- Fácil de replicar en cualquier lugar

Merengue Cumbia Bachata Tango Samba Salsa

Remember/*Recuerde*

Normalize mess and imperfection as part of the discovery process. *Normalice el desorden y la imperfección como parte del descubrimiento.*
Encourage exploration with different tools (brushes, paint sticks, markers, sponges, or household items). *Fomente la exploración con diferentes herramientas (pinceles, barras de pintura, marcadores, esponjas o artículos para el hogar).*
Place the paper in different orientations: flat on the table; vertically on a wall, easel, or folded table; on the ground. *Coloque el papel en diferentes orientaciones: plano sobre la mesa; verticalmente en una pared, caballete o mesa doblada; en el suelo.*
Consider adaptations such as taping paper to the tabletop, offering wedge supports for painting on the floor, etc. *Considere adaptaciones como pegar papel a la mesa, ofrecer soportes de cuña para pintar en el piso, etc.*

02

¡Déjate llevar por la música!

Platiquemos

En sus mesas, compartan brevemente sobre la hora de cuentos de su biblioteca. ¿Sienten que se necesita un cambio?

¿Se han creado otros programas como resultado de los intereses y necesidades de las familias de la hora de cuentos?

¿Creen que pueden volver a su biblioteca e implementar una o más de las ideas compartidas hoy?

¿Cuáles son las tres acciones que tomará para comenzar?



¡Muchísimas gracias!

¿Tienen alguna pregunta?

spacheco@downeyca.org
562.904.7361
www.downeylibrary.org


¡PONTE
LAS PILAS!
BEYOND SPANISH PROGRAMMING BASICS
LESLIE ANN MASLAND, LIBRARIAN II ADULT SERVICES
SAN DIEGO COUNTY LIBRARY: VISTA


DE QUE SE TRATE....
Quien: Leslie Ann Masland, Librarian II, Adult Services Manager @ San Diego County Library: Vista Library
Que: Challenges, Best Practices, Ideas, & Resources.
Como: Building Rapport--how it helps & what that is.
Por Que? Success Stories & Measurable Outcomes.
¡VAMOS, PUES! >>>



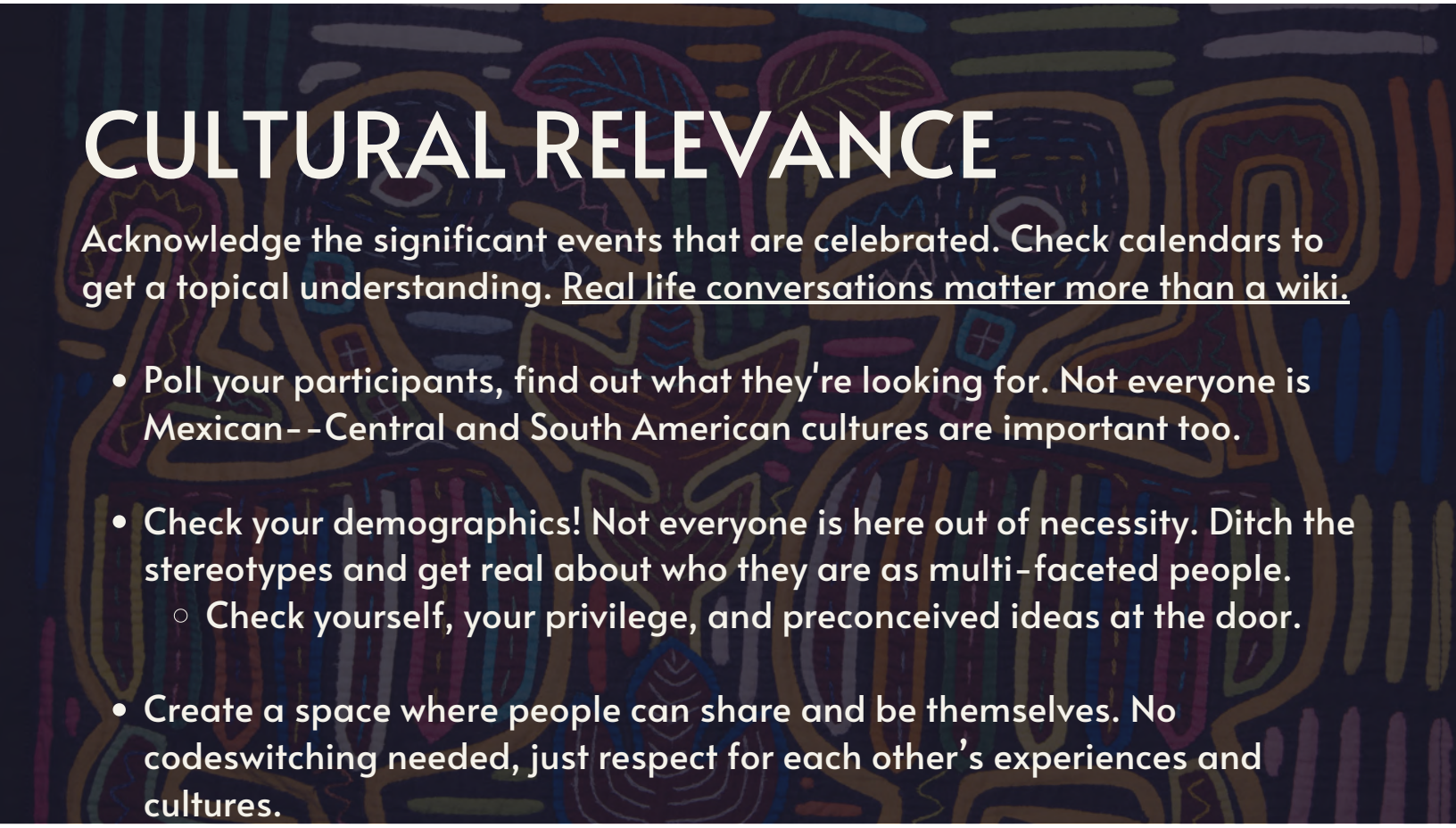
CHALLENGES

- Politics, fear. Government agencies can be seen with suspicion or distrust in a lot of Latin countries. Be aware of local political initiatives, they eventually trickle down to us.

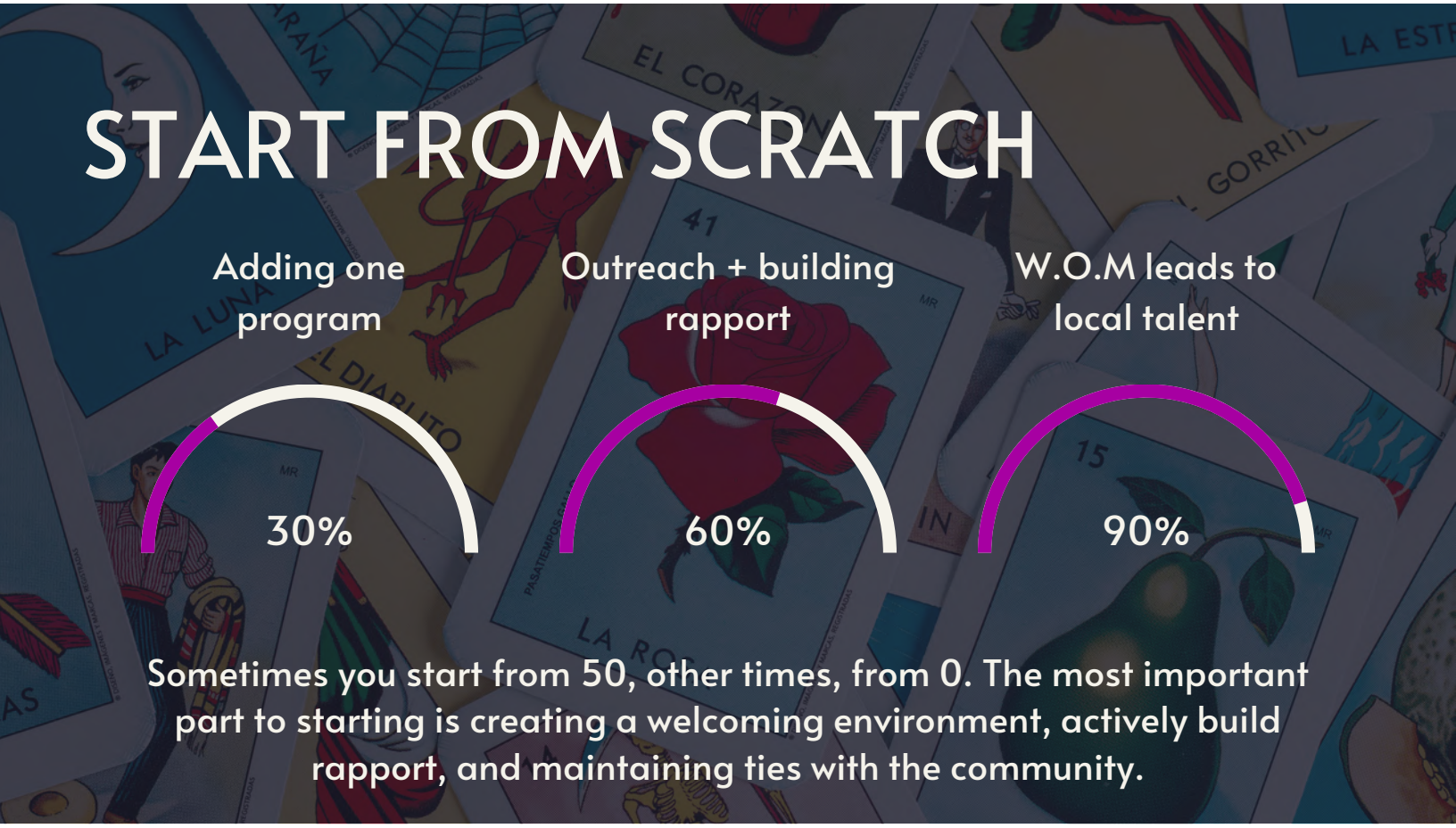
- Biblioteca vs Librería, what's the difference?
  - Also, who cares?

- Barriers: Language, transportation, time, valid ID, lack of paperwork.
  - Concept of a library can be new. Consider: Public Charge.

- Flyer removal, flipping, derisive comments from English speaking customers. How do you respond? How do you move on in the moment?


CULTURAL RELEVANCE
Acknowledge the significant events that are celebrated. Check calendars to get a topical understanding. Real life conversations matter more than a wiki.
Poll your participants, find out what they're looking for. Not everyone is Mexican--Central and South American cultures are important too.
Check your demographics! Not everyone is here out of necessity. Ditch the stereotypes and get real about who they are as multi-faceted people.
Check yourself, your privilege, and preconceived ideas at the door.
Create a space where people can share and be themselves. No codeswitching needed, just respect for each other's experiences and cultures.


MORE THAN ESL + CITIZENSHIP
Serving the Whole Person.
New Americans are more than citizenship or ESL students.
Build the skills needed to branch out and then fly with confidence.
Life-Long Learning: Functional Foundation.
Building Confidence: Branching out.
Flying Free: Engagement vs. Assimilation.
Citizenship
ESL
English Programs
LHS
HiSET and/or Literacy
Engagement
Confidence


START FROM SCRATCH
Adding one program
30%
Outreach + building rapport
60%
W.O.M leads to local talent
90%
Sometimes you start from 50, other times, from 0. The most important part to starting is creating a welcoming environment, actively build rapport, and maintaining ties with the community.



RAPPORT: COMO Y POR QUE

rapport: rap·port: ra-ˈpȯr (compenetración)
: a friendly, harmonious relationship
especially: a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.

During transactions w/ Spanish Speakers:
Take the time to orient them. Provide the calendar in Spanish,
and walk them over to world languages/information in Spanish.

- Go the extra step to connect them to the information they may want/need.
- This may take longer than a typical transaction.
- You know you've done it right when: ¡Muy amable, gracias¡

WHAT DOES THAT LOOK LIKE?

It looks like:

- Customers calling you maestra/o/x.
- Customers sharing their victories like gaining citizenship, completing Library High School, or addressing their government through townhalls, precinct walks, and civic engagement.
- Customers sharing the smaller victories like growing a plant or cooking something new for their family.
- Customers joining English programming and creating new bonds with new people through their new skills couched in new confidence.

Parece una comunidad vibrante y conectada. It looks like a vibrantly connected community.



PROGRAM EXAMPLES

¡Arte Es Vida!

Spanish Art Class: An informal setting that welcomes creativity and conversation. Started with MODS, word of mouth eventually brought local talent!

Circulo de Mujeres

Women's group lead by local clinic teaching self help, self soothing, mental health skills, and empowerment.

Sembrando Semillas

Seed Library and sustainability programs teaching self sufficiency, choosing healthy options, and easy recycling/composting choices.

Café y Libros

Books and Coffee:
Provides a space to talk about new book arrivals, topics of interest, and elibrary options. Follow your local health regulations!

Biblio-Teca

1:1 eLibrary help: Libby, Databases, eResources. All library related tech help.

Hay or No Hay?

Healthy cooking class with kitchen basics. Healthy Adventures (vendor).

Club de Lectura

Bookclub! Sometimes it was just What have you last read, tell us about it.


RESOURCES/PARTNERSHIPS
FarmWorker CARE Coaltion
Email list with local organizations that work directly with migrant farm workers in North County San Diego.
National Latino Research Center
Social science research center based at Cal State San Marcos. Check local universities for something similar in your area.
Conferences
Reforma
CLA/ALA
L.I.B.R.O.S
Creando Enlaces
Network!
Catalog of Useful Things
Link+
eResources/Libby/PressReader
Brain Fuse
M.O.D.S
CALL Academy
Universidad Popular
Grant funded Spanish language leadership classes, citizenship, translation services, etc.
Local representatives:
City Council Reps
Board of Supervisors
Churches
Civically Engaged Groups
Poder Popular
Guerrar@s en Accion

THANK YOU!

lmasland@sdcounty.ca.gov

EX: Favorite outreach, ever:
trash pickup w/ local action group:
Fruits of this labor: food pantry
partnership, K.Y.R. series, club meetings
@ the library.





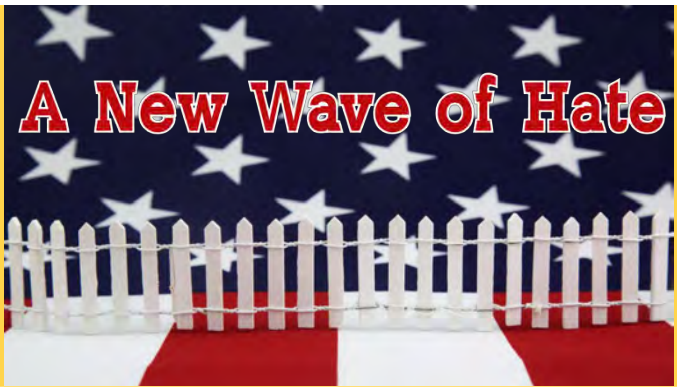


De la invisibilidad a la acción: tejiendo puentes para transformar la experiencia latina, reforzar identidades y conectar diversidades

Florentina Gutierrez Estrada
Elizabeth Borges Ocasio

Reforma National Conference
19 de septiembre de 2025
Long Beach, California

Introducción y contexto



1. Aumento de narrativas antinmigrantes.
2. Rol esencial de las bibliotecas frente a la exclusión.
3. Bibliotecas como espacios de equidad y justicia social.

Nuestros objetivos

1. Mostrar la importancia de la competencia cultural y cómo nosotros podemos impulsar y colaborar en la transformación de nuestras bibliotecas en espacios culturalmente competentes que celebran y amplifican la diversidad de la comunidad latina, desafiando narrativas excluyentes y fomentando un sentido de pertenencia y sana convivencia entre los usuarios.

2. Destacar la importancia de establecer alianzas estratégicas como medio para maximizar recursos y ampliar el impacto de las iniciativas bibliotecarias.

3. Presentar el modelo basado en activos de Montiel-Overall et al. (2015) para que puedan aplicarlo para crear iniciativas culturalmente pertinentes que valoren y potencien los recursos de la comunidad latina.

De la invisibilidad a la participación activa

ANTES



La utilización básicamente se circunscribía a la enseñanza del inglés como segundo idioma y al uso de fax, computadoras, y fotocopiadoras.

DESPUÉS



Creció la participación en clubes de lectura, talleres y eventos culturales, así como una mayor integración e intercambio comunitario.

Nuestros contextos



La comunidad latina en Methuen, MA

- La segunda mas alta: 32.8 % de la población
- Dominicanos, puertorriqueños, guatemaltecos, ecuatorianos y salvadoreños
- Grupo racial más joven de la ciudad
  - Edad media: 32.8 años
- Español es el segundo idioma mas hablado
  - 6.0% de los latinos nacidos en el extranjero domina bien el inglés.
- Desafíos socioeconómicos significativos
  - 16.4 % tiene un título universitario
  - 14.0 % vive bajo el nivel de pobreza
  - 73.4 % participa en la fuerza laboral
  - 8.3 % corresponde a la tasa de desempleo, una de las más altas.
  - El ingreso familiar medio es 33.91 % menor que el promedio de la ciudad.



Fundada en 1883. Opera como una organización privada sin fines de lucro.



Servicios y Recursos Bibliotecarios para la Población Latina Hispanohablante

- ***Colección en español limitada***, con necesidad de expansión en formatos impresos y digitales para atender mejor a la comunidad hispanohablante.
- ***Programa de tutoría individualizada*** para el aprendizaje del idioma inglés.
- ***Baja diversidad en el personal bibliotecario***, con escasa representación latina y ausencia de otras razas y etnias.
- ***Avances en programación cultural latina***, aunque persisten oportunidades para ampliarla y fortalecerla.
- **Notaría en español.**

La comunidad latina en Newburyport, MA: Pequeña, pero en crecimiento

- Datos más recientes (2023):
  - Población de 18,444 personas
  - 91% blanca (no hispana) con ingreso familiar promedio de $144,259
  - El inglés es el idioma principal que se habla en casa.
- El español es el idioma más hablado después del inglés
  - 2.6% en el 2020
- 4.01% son hispanos/latinos (740 personas)
  - Aumento de 2.52% desde el 2020
  - Mayoría se identifica como hispana blanca
  - Latinoaméricanos son principalmente de Cuba o Brazil.
- La ciudad de Haverhill es la más cercana con un porcentaje alto de hispanos
  - 26.4% / 17.8k personas



Fundada en 1854 y abierta al público en 1855. Recibe fondos de la Ciudad de Newburyport y fondos suplementarios del Friends of the Newburyport Public Library.



Servicios y Recursos Bibliotecarios para Hispanohablantes

Antes del 2021:

Colecciones y Servicios

- Libros de ESL
- Acesso a sitios de aprendizaje como Mango Languages y Transparent Language
- Colección pequeña de libros en español dentro del Departamento de Niños

Personal

- No había empleados hispanohablantes

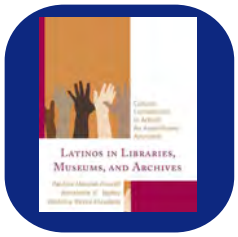
Nuestras estrategias



Modelo de Competencia Cultural Basada en Activos

Propuesto por:

Montiel-Overall, P., Nuñez, A. V., & Reyes-Escudero, V. (2015). Latinos in libraries, museums, and archives : Cultural competence in action! an asset-based approach. Rowman & Littlefield





Valoración de saberes, talentos y logros comunitarios.

Enfoque colaborativo y de reconocimiento





Las bibliotecas dejan de “ayudar a los necesitados” para convertirse en aliadas de comunidades vibrantes, capaces y diversas.

¿Qué es la competencia cultural?

La competencia cultural es la capacidad de reconocer la importancia de la cultura en la vida de uno mismo y en la de los demás; de adquirir y utilizar respetuosamente el conocimiento de las creencias, valores, actitudes, prácticas, patrones de comunicación y activos de los diversos grupos étnicos y culturales para reforzar los programas y servicios LIS mediante una mayor participación de la comunidad; de colmar las lagunas en los servicios a las comunidades poniéndolas en contacto con recursos externos; de reconocer los factores socioeconómicos y políticos que afectan negativamente a las diversas poblaciones; y de aplicar eficazmente políticas institucionales que beneficien a las diversas poblaciones y comunidades (Montiel-Overall et al., 2015, p. 23).

¿Qué implica la competencia cultural?

La competencia cultural es un proceso continuo que incluye:

- **Conocimiento**
  - Comprender cómo la cultura influye en la percepción del mundo, la información y las instituciones.
- **Sensibilidad y respeto**
  - Valorar las diferencias culturales sin emitir juicios ni caer en estereotipos.
- **Autoconciencia**
  - Reconocer nuestros propios prejuicios, privilegios y cómo influyen en la práctica profesional.
- **Habilidades interpersonales**
  - Comunicarse con empatía y adaptabilidad, incluso en presencia de barreras lingüísticas o culturales.
- **Acción y compromiso institucional**
  - Diseñar servicios, colecciones y programas inclusivos en colaboración con las comunidades.

Características de un bibliotecario culturalmente competente

Humildad cultural

Reconoce que no lo sabe todo y está dispuesto a aprender de otras culturas.

Empatía intercultural

Escucha con apertura y busca comprender experiencias diferentes a la propia.

Flexibilidad y adaptación

Ajusta su forma de comunicarse y servir según las necesidades culturales del usuario.

Aprendizaje continuo

Busca activamente oportunidades para formarse en diversidad, equidad e inclusión.

Compromiso con la equidad

Actúa para reducir barreras y promover el acceso justo a todos los servicios.

Colaboración comunitaria

Trabaja con líderes y organizaciones culturales para fortalecer la relevancia de la biblioteca.


NEVINS
MEMORIAL
LIBRARY
Established 1883



Estrategias en Nevins

Fondos externos

- 2024. Rhythms of the Tropics: Exploring Afro-Caribbean Percussion. Mass Cultural Council– $2,500
- 2024. Methuen Digital Equity Charrette. Mass Technology Collaborative– $64,790
- 2024. Latino Poetry: Places We Call Home. Library of America with the support from National Endowment for Humanities– $1,200
- 2024. Watercolor Wonders: A Journey of Discovery and Recovery. Methuen Cultural Council– $6,377
- 2024. Expanding Literary Offerings and Promoting Spanish-Language Book Club. Methuen Cultural Council– $6,595
- 2023. Methuen Hispanic Heritage Festival. Mass Cultural Council– $2,500
- 2023. Nevins Library: Building a Multilingual Space within the Community. Methuen Cultural Council– $6,070.
- 2023. Collection Equity Award. Network National of Library of Medicine Region 7– $2,000
- 2023. Judith Rivas Mini Grant. REFORMA Northeast Chapter– $500



Cómo obtener fondos externos

Impacto y resultados

1. Aumento de participación: dentro y fuera de EE.UU.
2. Validación cultural y empoderamiento
3. Sentido de pertenencia
4. Mayor visibilidad de la cultura latina
5. Efecto mariposa

“Por primera vez, siento que esta biblioteca es también para mí.”

Impacto y resultados

- Lo más destacado del sitio web del 2024: Publicación del Mes de la Herencia Hispana (8,538 visitas en solo 9 meses.)
- Mayor tráfico en septiembre y octubre (Mes de la Herencia Hispana).
- Cuarta página más visitada del sitio durante el 2024.
- Programa Prevención de Suicidio en Jóvenes participaron 32 personas, incluyendo adultos mayores, jóvenes adultos y un adolescente.
- Programa para pequeños negocios con una participación multicultural.
- Club de lectura. Hemos tenido participante que desea aprender español.

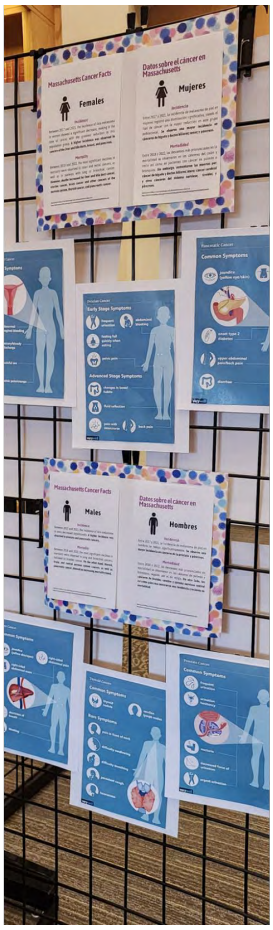





Club de Lectura en
Español
NOCHE DE LIBROS, TERTULIA Y CAFÉ
NEVINS LIBRARY






Massachusetts Cancer Facts
Females
Datos sobre el cáncer en Massachusetts
Mujeres
Common Symptoms
Early Stage Symptoms
Advanced Stage Symptoms
Massachusetts Cancer Facts
Males
Datos sobre el cáncer en Massachusetts
Hombres





Proyectos se quedaron en el tintero

- Human Library
- Recopilación de documentación sobre la migración latina en Methuen para la colección de Historia Local
- Celebración de la Fiesta de los Tres Reyes Magos




PUBLIC LIBRARY

Estrategias – Biblioteca Newburyport

1 Colección de Libros en Español (2022)



- 2022: colección de libros en español
- 2024: francés y portugués con la ayuda de la Biblioteca Pública de Boston

2 Grupo de Lectura en Español (2022)



- Libros escritos por latinoamericanos.
- Alianzas con Methuen, Haverhill y Lowell para compartir costos y promovernos mutuamente.
- Participantes de ciudades locales.

3 Grupo de Conversación en Español (2024)



- Practicamos el idioma y compartimos nuestras experiencias con la cultura latina.
- La mayoría non son hispanos.
- Participantes de ciudades locales.

Presupuesto: Colección de Libros en Español

- 2022-2023: $1800; 138 libros en español
- 2023-2024: $1200; 95 libros
- 2024-2025: $1300; 103 libros
- 2025-2026: $1375; ? libros

Impacto y resultados

1. Circulación de libros en otro idioma además del inglés.
2. Aumento de participación en programas (hispanos y estudiantes de español) de varias edades y localidades.
3. Interés en más programas y colecciones de libros similares.
4. Sirviendo a comunidades cercanas que lamentablemente carecen de estos programas.
5. Promoviendo inclusión y contrarrestando xenofobia en una comunidad de mayoría anglosajona.


Spanish Collection
Colección en Español
NEWBURYPORT PUBLIC LIBRARY
BORGES
FICCIONES

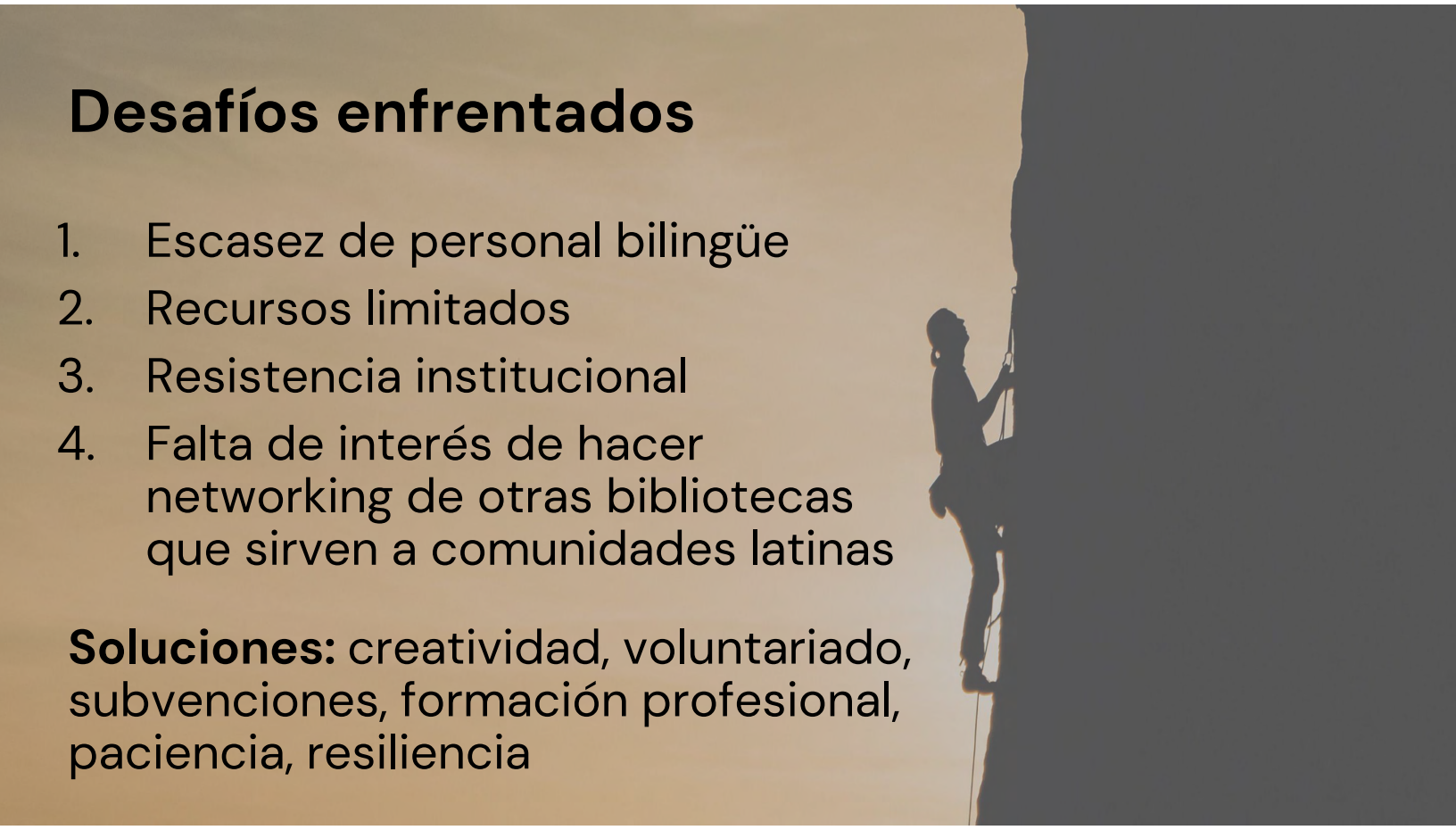

New Arrivals!
French & Portughese
Français & Português
LOOKING TO LEARN A NEW LANGUAGE?
MICHAEL CONNELLY
Djian
Camille de Peretti
French


ESL
Recursos de inglés como segundo idioma
Hispanic Heritage
LEARN ENGLISH
NEWBURYPORT PUBLIC LIBRARY
Spanish Book Favorites / Libros Favoritos en Español
¡Pregúntame sobre mi grupo de lectura!
mango languages



Oportunidades para seguir fortaleciendo la competencia cultural

- Colaboración y alianzas con negocios y organizaciones latinas
- Programación
  - tutoría en español
  - actividades culturales: noches de cine en español, charlas con autores latinos y celebraciones como el Mes de la Herencia Hispana
  - programas con interpretación simultánea al español
- Recopilación de documentación sobre la población latina en Newburyport para ser incluida en el archivo histórico
- Capacitación de empleados


Desafíos enfrentados
1. Escasez de personal bilingüe
2. Recursos limitados
3. Resistencia institucional
4. Falta de interés de hacer networking de otras bibliotecas que sirven a comunidades latinas
Soluciones: creatividad, voluntariado, subvenciones, formación profesional, paciencia, resiliencia

Lecciones aprendidas



- Escuchar antes de actuar.
- La competencia cultural es un proceso continuo.
- Todas las comunidades tienen fortalezas.
- La colaboración maximiza los recursos, minimiza los esfuerzos y amplifica los resultados.
- La humildad es la base de la competencia cultural para el bibliotecario: nos permite acercarnos al otro con respeto, sin juicio, dispuestos a escuchar, aprender y dejarse transformar por las voces de la comunidad.

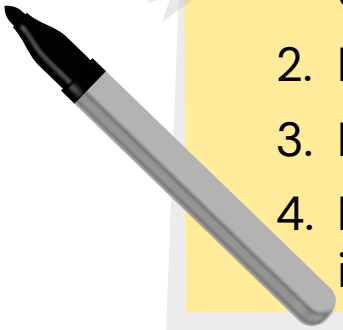
Hay que atender no sólo a lo que cada uno dice, sino a lo que siente y al motivo porque lo siente.

Marco Tulio Cicerón

Para replicar el modelo

Recomendaciones

1. Formar equipos con sensibilidad cultural.
2. Iniciar con proyectos visibles.
3. Evaluar e incluir retroalimentación.
4. Pensar en la sostenibilidad desde el inicio.



Conclusión y llamado a la acción

- Las bibliotecas deben evolucionar junto a sus comunidades.
- Actuar con intención y construir puentes.
- La verdadera transformación empieza al ver a los usuarios como socios.



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Espacio abierto para preguntas, ideas y experiencias del público

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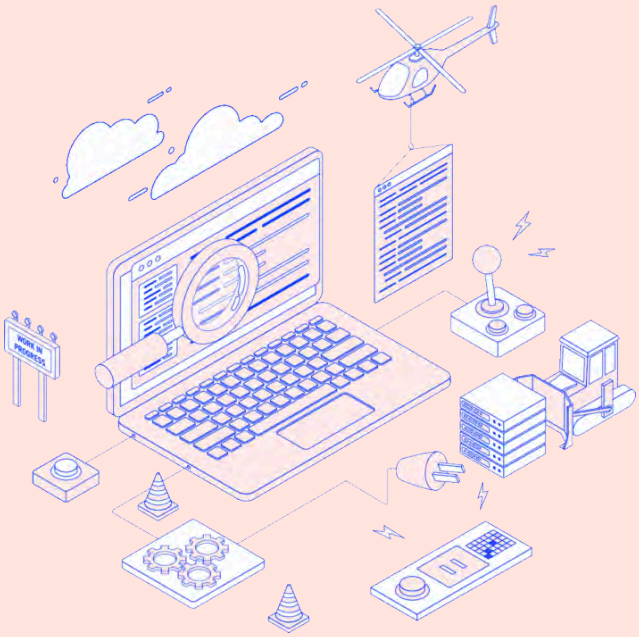
Actividad Breve

Parte 1: ¿Que activos hay en tu comunidad?

Objetivo: Identifica algunos activos culturales o comunitarios en tu propia biblioteca o comunidad. No te enfoques en lo que falta, sino en lo que ya existe y tiene valor en tu comunidad.

Parte 2: Reflexiona sobre ti como bibliotecario/a culturalmente competente.

Objetivo: Reconoce en ti mismo/a las cualidades que te permiten servir con respeto, empatía y eficacia a comunidades diversas.



REFORMA Education Committee

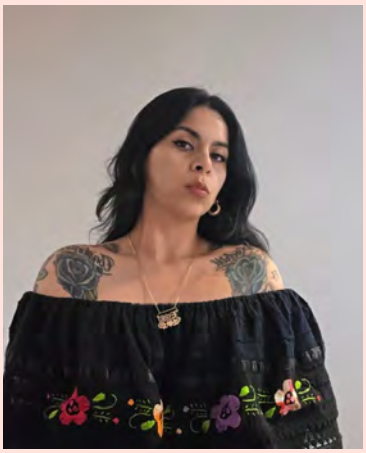
EXPANDING ACCESS & IMPACT:

DEVELOPING A REFORMA EDUCATION COMMITTEE WEBINAR SERIES FOR LIBRARY PROFESSIONALS

Essy Barroso-Ramirez
Katherine M. Chiriboga
Kelsey Nordstrom-Sanchez

Meet Your Librarians

Essy Barroso-Ramirez



San José State University & Cabrillo College
Research Services & Social Sciences Librarian
Adjunct Reference &Instruction Librarian
REFORMA Education Co-chair

Katherine M. Chiriboga



Arlington Public Library
Programs & Partnerships Librarian
REFORMA Education Member-At-Large

Kelsey Nordstrom-Sanchez



Cal State Monterey Bay
Research & Instruction Librarian
REFORMA Education Co-chair

LEARNING OBJECTIVES

01

Participants will learn best practices for creating inclusive and accessible virtual learning experiences that serve Latina/e/o/x and Spanish-speaking library communities.

02

Participants will explore opportunities to collaborate with the REFORMA Education Committee by contributing ideas, suggesting topics, and participating in future webinars.

03

Participants will create a more expansive professional network



INTRO / ICE BREAKER



WHAT DOES THE REFORMA EDUCATION COMMITTEE DO?

Investigate and recommend ways that Library and Information Science (LIS) schools can train, educate, and prepare LIS students and alumni to better understand, evaluate, assess, implement, and advocate for services, collections, and programming needs of Latinx and Spanish speaking communities.

Email us! education@reforma.org
For More Information:

“THEIR PARENTS DIDN`T LET THEM COME TO THE LIBRARY BECAUSE THEY THOUGHT THE LIBRARY WAS ONLY ENGLISH”

Belen Garcia

2nd Generation Librarian, NYPL

Runs the same children's section where Pura Belpré worked in East Harlem



COMMITTEE FLEXIBILITY IS A MUST!

- Scheduling
- Different time zones
- Balance of professional responsibilities
- Personal commitments
- Overall bandwidth

ACADEMIC

Navigate the rhythms of the academic calendar, balancing teaching, research, collection development, and service work





PUBLIC

Juggle extensive programming, outreach, and community-centered services that follow different cycles and demands



EAST COAST

WEST COAST



- Differences in
  - Cultures
  - Spanish dialects
  - Spanish speaking countries
  - Impacts of diasporas

OUR STRENGTHS

- Diverse perspectives and expertise
- Strong working relationships
- Care and commitment
- Shared leadership
- Supportive culture

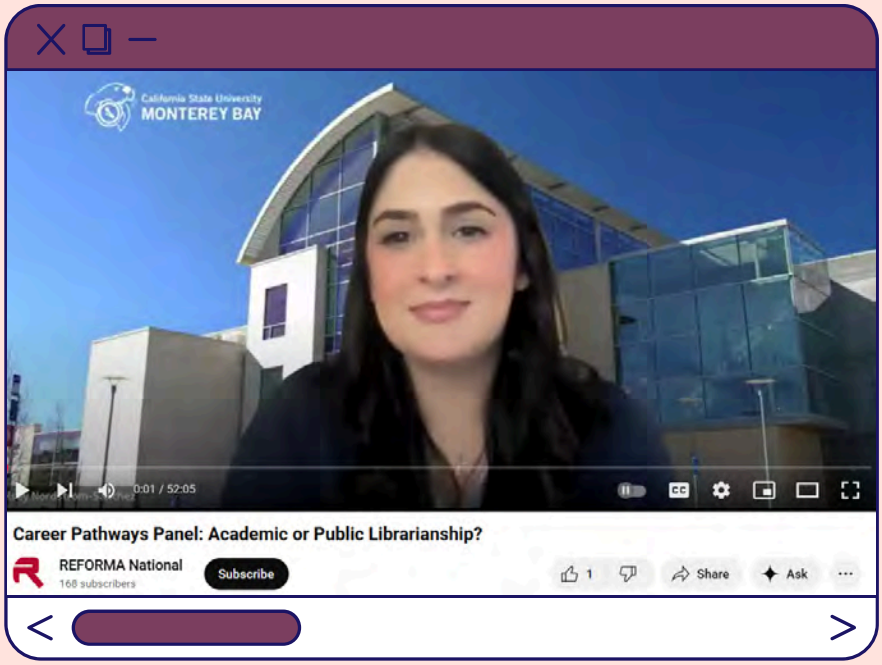


DEVELOPING OUR WEBINAR SERIES

- First timers
- Figuring out the topic and scope
    - What is our expertise?
    - Length and level of detail
- Technological logistics
- Scheduling our panel



OUR NEW WEBINAR SERIES



WATCH NOW

LESSONS LEARNED

- Wifi and connectivity are unreliable (even at a University)
- Collaboration works best with clear roles set ahead of time
- Consider bilingual webinars
- Preparation and practice time needs to be built into the schedule
- Promotion is key!
- Increase audience engagement by hosting live webinars
- Solicit topic feedback from MLIS students



Our ideas for the future...

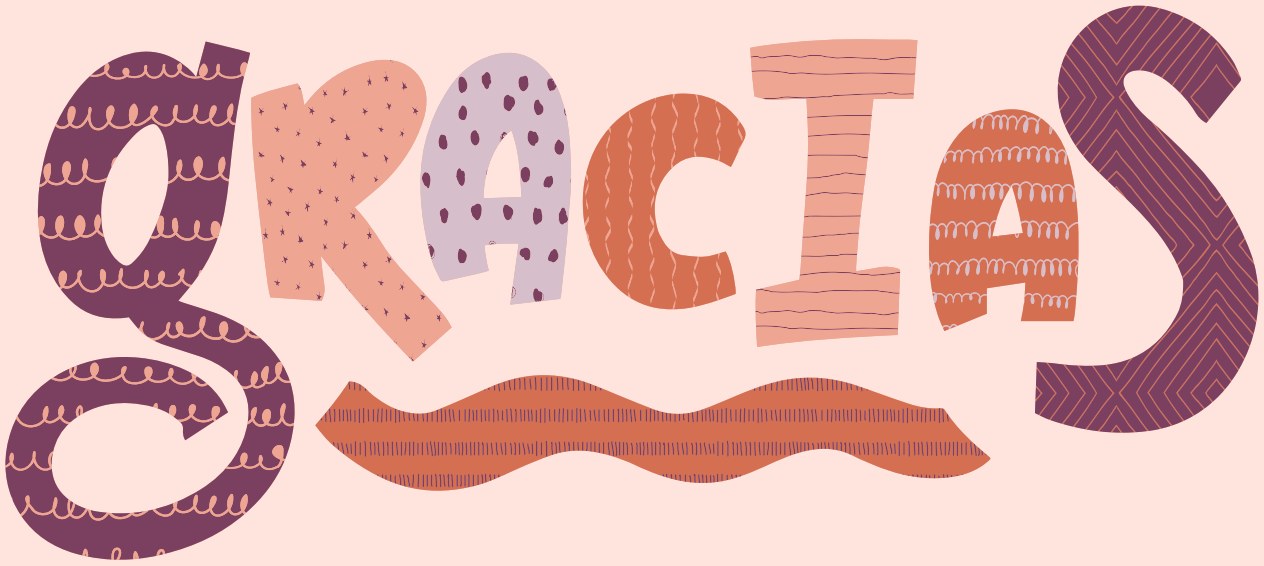
- Post graduation/Job hunting (resume/CV, how to market yourself)
- Scholarly communications
- Emotional intelligence



Your idea here...

"BY SHARING STORIES FROM DIFFERENT CULTURES, WE CAN CREATE A MORE INTERCONNECTED WORLD, WHERE DIVERSITY IS CELEBRATED AND APPRECIATED."

Pura Belpre


gracias

Q & A



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NEEDED:

MORE LATINE ACADEMIC LIBRARIANS!

. . . More than ever!

PANELISTS



DARLENE AGUILAR
Instruction Design Librarian



RAY ANDRADE
Student Engagement Librarian



NATALY BLAS
Collection Development Librarian



JENNIFER MASUNAGA
Humanities Librarian



NICOLE MURPH
Reference & Instruction Librarian



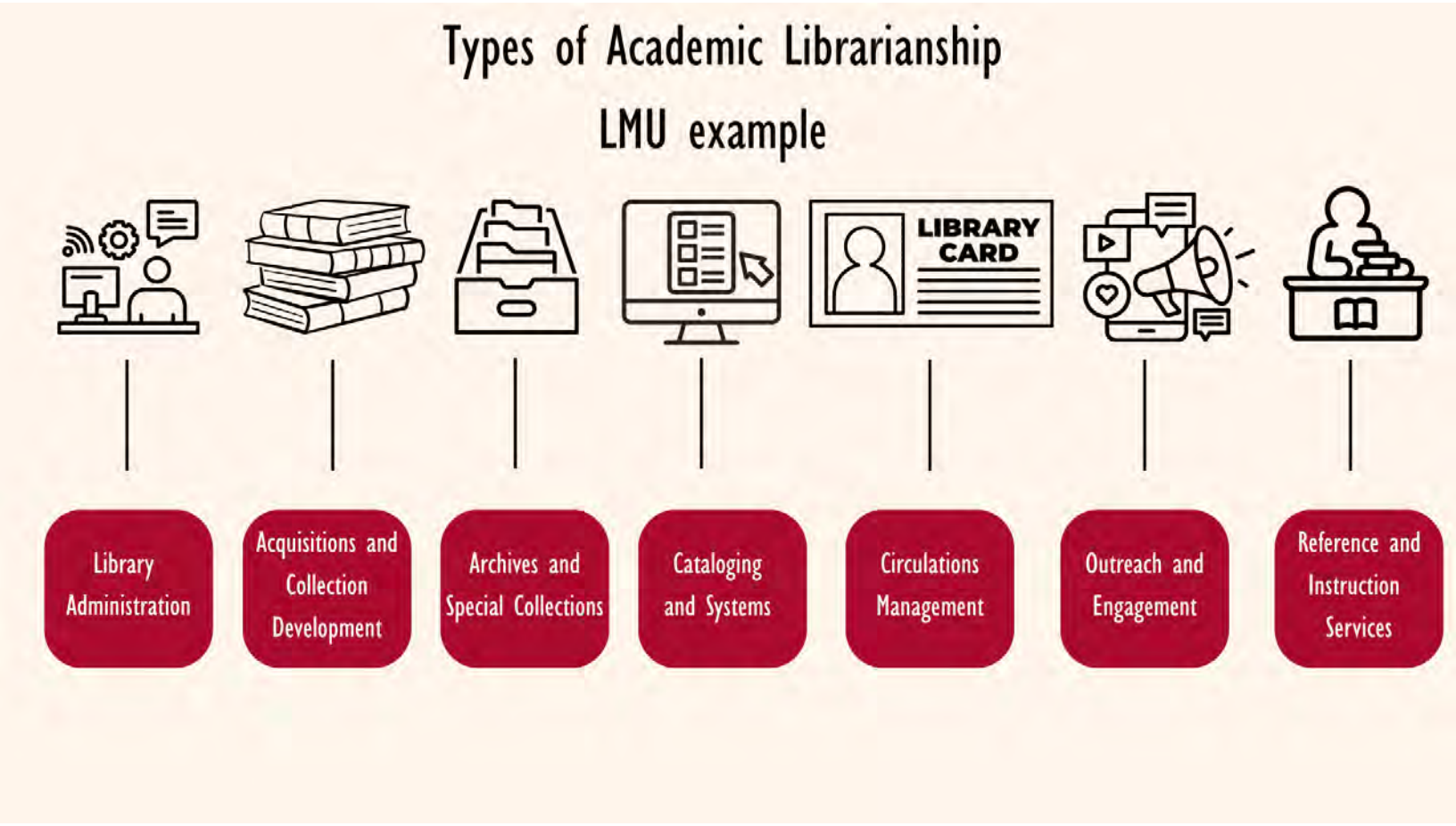
MARISA RAMÍREZ
Manuscripts Archivist



JOSE RINCÓN
Business Librarian



LIZETH ZEPEDA
University Archivist


Types of Academic Librarianship
LMU example
LIBRARY CARD
Library Administration
Acquisitions and Collection Development
Archives and Special Collections
Cataloging and Systems
Circulations Management
Outreach and Engagement
Reference and Instruction Services

AGENDA

1	INTRODUCTIONS
2	MODERATED QUESTIONS
3	QUESTIONS FROM THE AUDIENCE
4	QUESTIONS TO THE AUDIENCE



RAY ANDRADE

STUDENT ENGAGEMENT LIBRARIAN

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LIZETH ZEPEDA
University Archivist

Interlibrary collaborating to create culturally relevant programs - connecting with colleagues outside of your library system for more robust and diverse programming

Por Bobbye Hernandez y Alicia Pérez Ververa

About us



Bobbye Hernandez

Senior Librarian – Latino Services Librarian and Outreach Coordinator; Newberg Public Library



Alicia Pérez Ververa

Spanish Bilingual Librarian; Happy Valley Library

Agenda

1
How it All Started

2
Program ideas

We'll share some ideas that we've shared with each other

3
Making connections

We'll break out into groups, meet new people and share at least one idea with someone we just met

4
Share ideas

Share what we learned with the whole group

5
Q & A

How it All Started

Día de los muertos mini kits



- Bobbye worked at Multnomah County Library (2016 - 2022).
- In 2021 staff created Día de los muertos mini kits.
- In January 2022 Bobbye took a position at the Newberg Public Library and emailed a former colleague about the supplies they used to make kits at her new library.
- Alicia worked at Multnomah County Library (2021-2022) and made kits with the MCL staff in 2022.
- We connected at JCLC in 2023 and later shared program ideas for Talavera Mini Kits.

We'd known *of* each other for years through REFORMA OR, but hadn't connected until JCLC.

Día de los muertos kits



Newberg Public Library mini kits



Cedar Mill Library mini kits

Talavera Crafts





We are both active members in our REFROMA OR chapter, at one meeting folks were sharing program ideas and Alicia mentioned a talavera tile craft kit she was making and Bobbye messaged her to share that she had created an informational brochure as part of a mini kit she had done for her patrons the previous year and if Alicia was interested she would pass it along. That was the beginning of some brainstorming and sharing sessions that have been super helpful!

Program Ideas

Lotería

Play the original or make your own!

Theme paired with book or activity

ex: Book about churros paired with churros from a local restaurant

Papel picado

Design your own papel picado!

Watercolor class

ex: Partner with a local artist to teach an arts and crafts class

Program Ideas

Lotería

Play the original or create your own.

- For Día de los Niños 2025, Bobbye reached out to a former colleague from MCL and she shared their theme. Bobbye then created a Lotería program based on that theme.
- Bobbye created a Newberg library specific version.
- Alicia's Youth Services Librarian designed a family-friendly version with popular Latiné characters like axolotl, conchas, and La Catrina.





Program Ideas

Lucha Libre with a book



Select a theme and pair with a craft.

- For Día de los Niños 2024, Bobbye chose the theme, lucha libre, had a craft for kids where they made luchador masks out of felt and received a free book about luchadores.
- At a previous library, Bobbye had teens paint luchador masks on 5x7 canvases using a basic luchador mask stencil template and then they were able to be as creative as they wanted with their designs.

Program Ideas

Papel Picado

Design your own papel picado!

- For Latiné Heritage Month 2023, Alicia partnered with Papel Picado Artist, Karina Puente to provide a craft program for adults.
- Each participant was supplied with a hand-dyed papel and craft materials. Karina attended remotely and guided participants with step-by-step instructions.
- Participants also had the freedom to design their own shapes and patterns; each went home with a one-of-a-kind design.







Program Ideas

Watercolor Class



Partner with a local artist to present a class.

- Throughout the year, Alicia partners with local artist, Mara Bazua, to present themed and seasonal watercolor classes for adults.
- Each participant is supplied with all the needed art supplies and provided step-by-step instructions in both English and Spanish.

Making Connections

Groups

Break out into groups and introduce yourself to someone new! Share at least 1 program idea.

Share Ideas

What did you learn?

anyone.....

Questions?



¡Gracias!

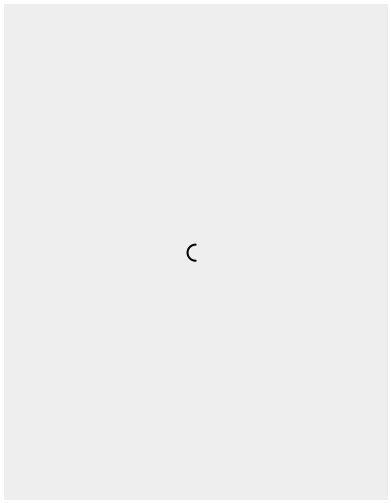
Bobbye Hernandez

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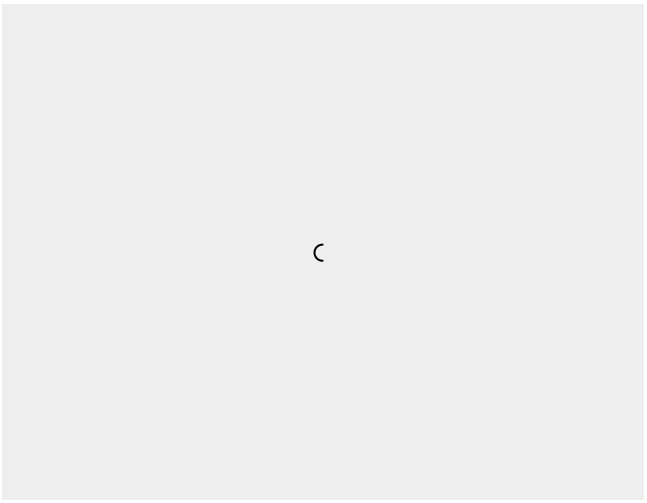
Alicia Pérez Ververa

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Program Samples



https://www.canva.com/design/DAFvCLjd-OI/MTPqdD6t802At9K3NWJFgw/view?utm_content=DAFvCLjd-OI&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h7c0384796b



https://www.canva.com/design/DAFrRxWgVes/cNM78q8R7EDPpGkucQxC_g/view?utm_content=DAFrRxWgVes&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=hbf92953219

https://www.canva.com/design/DAGQwl0XRZw/CylmUc9IyhshvSSbVMNWqg/view?utm_content=DAGQwl0XRZw&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h7dc95a91cd

Program Samples







REFORMANDO JAIL EDUCATION ONE PROGRAM AT A TIME

Presented by Santa Ana Public Library & Santa Ana Jail

Introductions



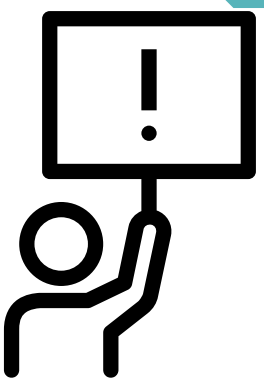


Session Agenda

1. Framing the Issue
2. Library & Jail Philosophy
3. Program Origin
4. Book Club Model
5. Jail Environment
6. Program Flexibility & Evolution
7. Toolkit for Jail Programming
8. Impact & Voices

Why the Need?

- 30% if individuals in the Federal Bureau of Prisons are Latino
- Hispanic incarcerated individuals have lower-levels of reading rates than other incarcerated individuals. (PPI)
- Research highlights recreational and extracurricular activities help inmates' mental health (NAMI)



Santa Ana Jail

- 20% of inmates are Spanish speakers
- 1 all Spanish program, ESL, at Santa Ana Jail
- Limited extracurricular program and 1 recreational program available to inmates

Different Role Same Goal

1

Access

- Provide access within institutional limitations
- Location barriers do not restrict from creating services and programs
- Zero discrimination policy

2

Equity

- Access does NOT mean equal opportunity
- Institutional services are fairly made to allow inclusion from all groups
- Programs are created for participants to have equal opportunity to succeed

3

Support

- Work together with patrons/inmates to understand their needs
- Develop or adjust programs based on feedback and institutional requests
- Search for innovative and unique services and programs

How it Started

"The library, distributes what is in many ways the most valuable commodity in a busy city; books, enlightenment, facts, information, and new ideas." - Howard Samuelson

1

Department Goals

- Foster lifelong learning
- Increase adult literacy
- Library as a welcoming community gathering place
- Build an informed community
- Provide resources and information to the community

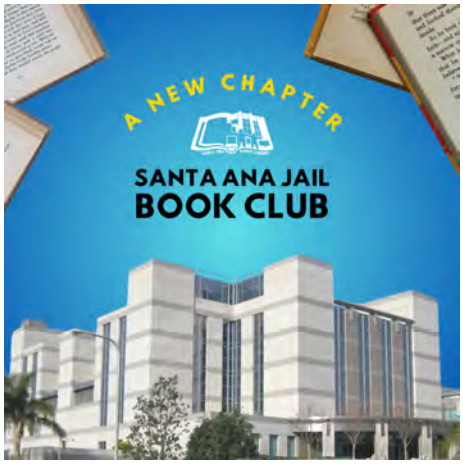
2

Passion

With the passion of library staff who wanted to:

- Reach a different, often times not considered, audience
- Make a difference
- Create a never before done program at SAPL

Book Club Model



Program Philosophy

- Treat participants in this program as we would our patrons visiting the library
- Lead the program with compassion and no judgment
- Create a respectful, inclusive, and engaging atmosphere within the jail book club, fostering a space where you can learn, share, and connect through books.



Program Goals

- Get participants to read books out of their preferred genre
- Teach participants how to engage with literature and discuss it comfortably
- Have participants enjoy the experience of reading, discussing, and connecting with others
- Let the book club discussions be a positive part of their time

Book Club Model Pt. 2

Program Logistics

- Library staff:
  - choose titles and program extras
  - creates weekly reading/discussion questions
  - with participants, meet in person at the end of the month for discussion
- Jail Staff:
  - orders titles and program extras
  - chooses program participants
  - provides participants with special meals post discussion

In-person Program Session

- First session with participants will be intro to book club and rules and distribution of first title
- Create a conversation style environment and begin to discuss title of the month
- Provide title for the following month



Jail Environment

Safety & Security

- All facilitators escorted by correctional officers (per library request).
- Adherence to clearance protocols and security checks.
- No materials or supplies brought in without prior approval

Program Location

- Conducted in a designated conference room within the housing unit
- Space allows for small-group discussions and book club format
- Setting fosters a more “classroom-like” atmosphere while still secure

Institutional Realities

- Scheduling impacted by facility routines and other classes
- Limited access to technology
- Success depends on jail staff for smooth operations

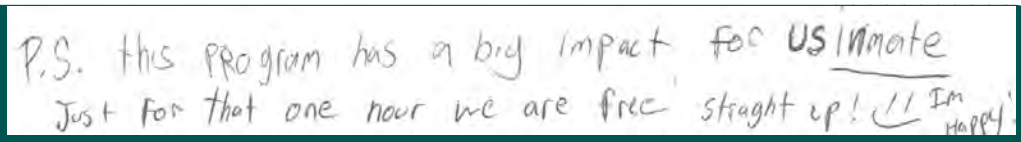
Adapting in Real Time

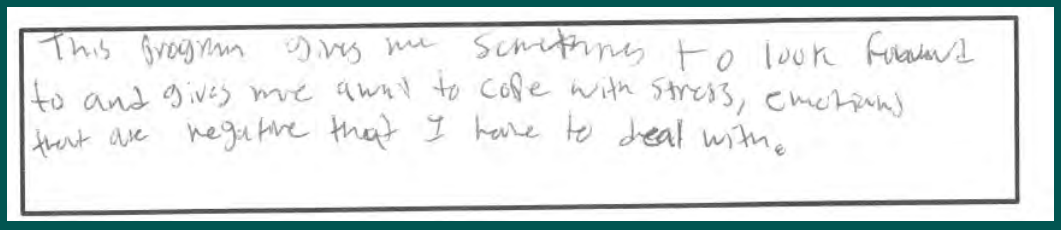
- Schedule Adjustments
  - Library staff job responsibility at the library did not stop
- Book Availability
  - Delay in shipment
- Adapted reading list to match feedback from participants
- Participant interest grew
- Multiple program coordinators, each with a unique working style
  - Required re-adjustment in structure and communication
- More flexible and participant-driven than traditional jail programs

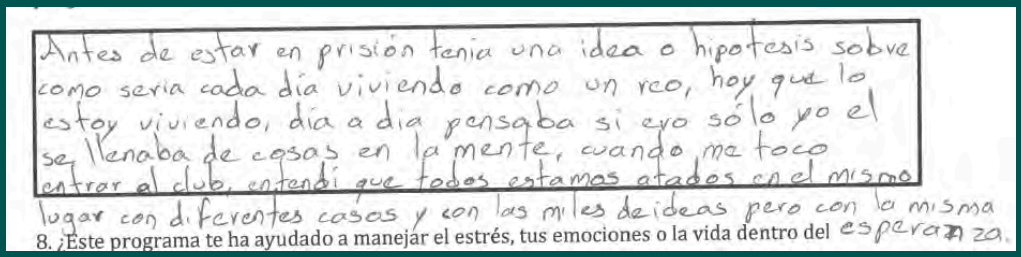
Jail Programming Toolkit

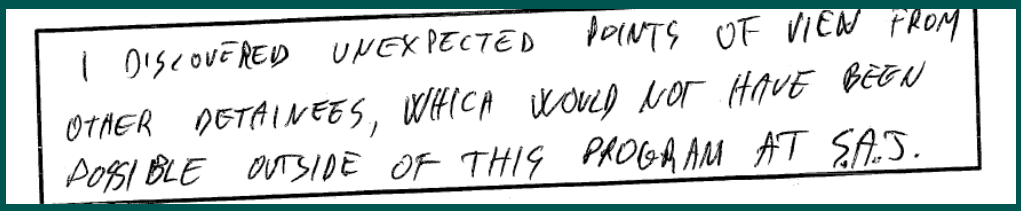
1. **Build a relationship with your local jail**
    a. Let them know of your interest
2. **Develop flexible program(s) with jail limitations in mind**
    a. Pitch your ideas
3. **Work closely with jail staff to create a logistics plan for program**
    a. Adjust program, discuss safety, identify limitations
4. **Get to know the environment**
    a. **Tour the jail, ask for specific training, get staff tips**

Voices


P.S. this program has a big impact for US Inmate
Just for that one hour we are free straight up! // Im Happy!


This program gives me sometimes to look forward to and gives me away to cope with stress, emotions that are negative that I have to deal with.


Antes de estar en prisión tenia una idea o hipotesis sobve como seria cada dia viviendo como un rco, hoy que lo estoy viviendo, dia a dia pensaba si eyo sólo yo el se llenaba de cosas en la mente, cuando me toco entrar al club, entendi que todos estamos atados en el mismo lugar con diferentes casos y con las miles de ideas pero con la misma esperanza.
8. ¿Este programa te ha ayudado a manejar el estrés, tus emociones o la vida dentro del


I DISCOVERED UNEXPECTED POINTS OF VIEW FROM OTHER DETAINEES, WHICH WOULD NOT HAVE BEEN POSSIBLE OUTSIDE OF THIS PROGRAM AT S.A.J.

Statistics

- 81 different participants since the creation of A New Chapter
- Book club participant had approximately 35% less disciplinary lock downs
- There is a waitlist of 50-60 participants

WHAT WOULD YOU APPLY IN YOUR FACILITY?

...

NOCHE DE CUENTOS: A NIGHT OF STORIES
A Celebration of Culture, Language, and Tradition

Lucía M. González, MLIS
Consultant, Spanish Publishers / President, REFORMA de Florida

Alicia K. Long, PhD, MLIS
Assistant Professor, University of South Florida, School of Information

*Noche de Cuentos art, courtesy of Yuyi Morales

Noche de Cuentos

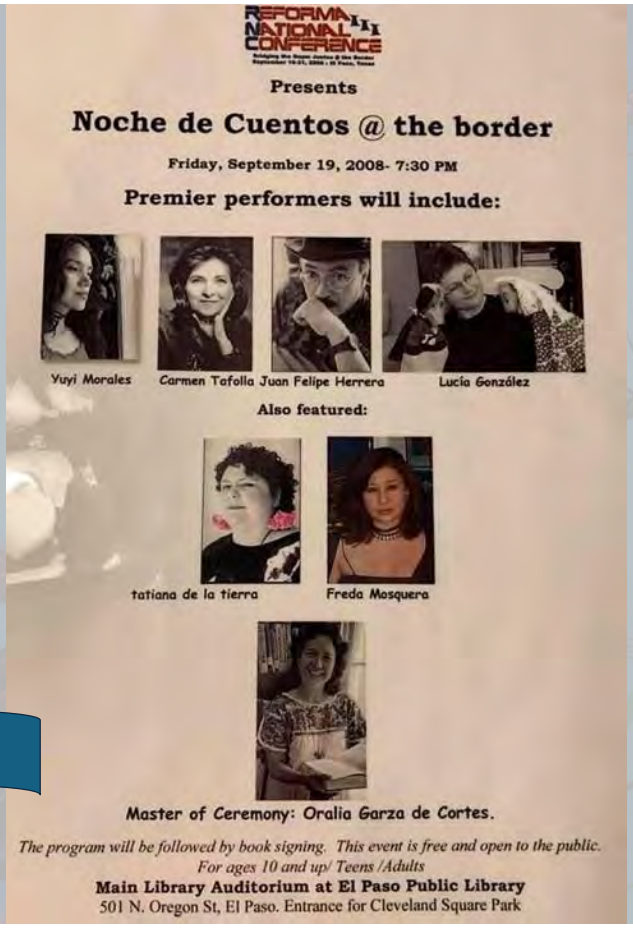
- **Noche de Cuentos / A Night of Stories,** now on its 16th year, is a REFORMA family literacy initiative celebrated all year round in communities across the country and at national events such as ALA, JCLC, and REFORMA National Conferences.

- *REFORMA, the National Association to Promote Library & Information Services to Latinos and Spanish-speaking Communities,* believes that storytelling and oral traditions are key to the transmission and preservation of culture and a significant tool in developing literacy skills.

- The **Noche de Cuentos Initiative** supports the development of storytelling programs throughout the Nation, providing the model, grants, and a website with resources.

Había una vez…

2008: NRC III



2016: ALAAC



2019: ALAMW




che de









2017: NRC*



2016: ALAAC

*Cancelled due to Hurricane Maria

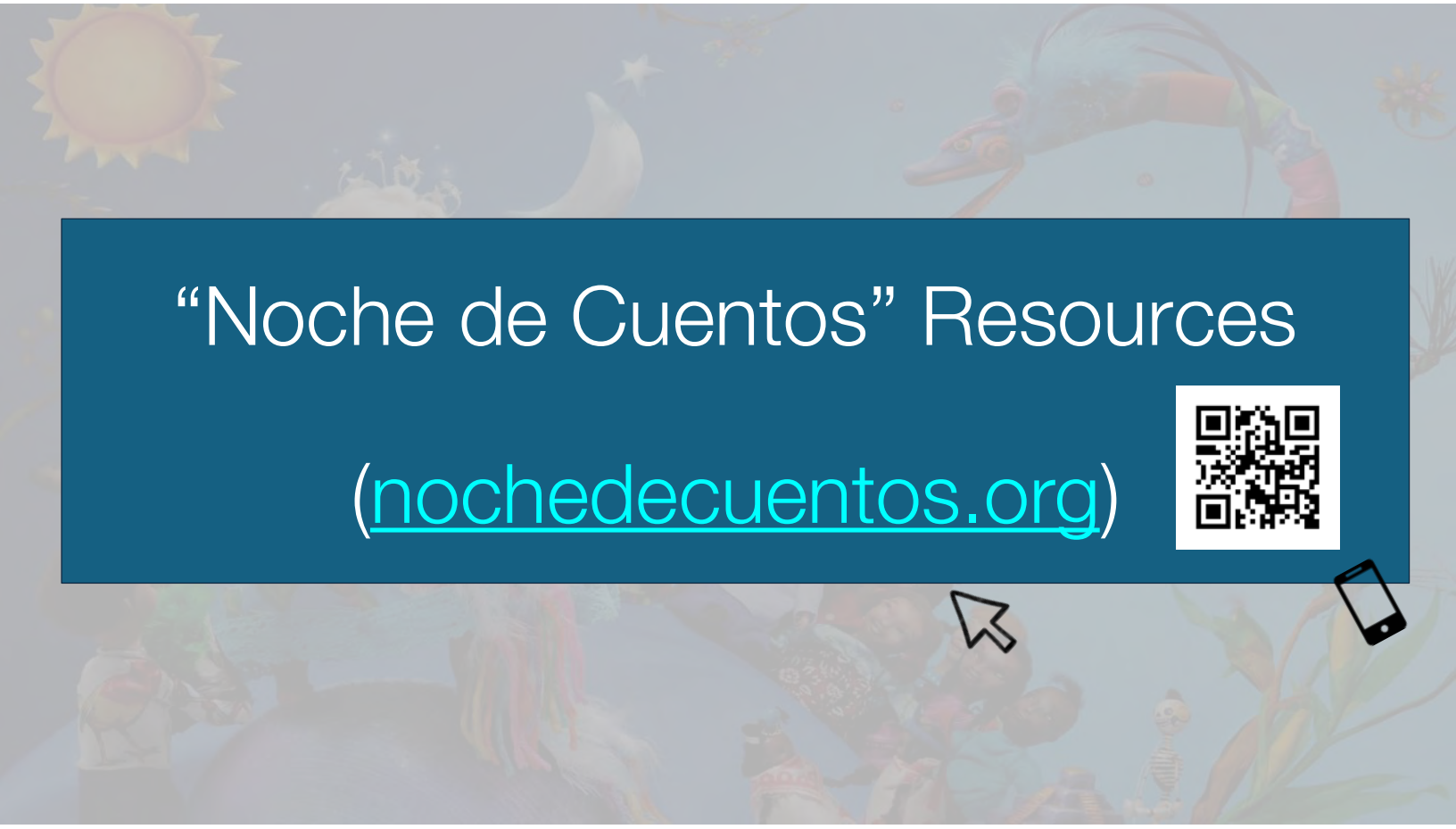


2022: JCLC





2023: Library of Congress


“Noche de Cuentos” Resources
(nochedecuentos.org)



ALA/REFORMA
Emerging Leaders Project:

- History
- What is Storytelling
- Noche News
- Resources:
  - Images (by Yuyi Morales) to download*
  - List of performers/storytellers
  - Bibliography

*Noche de Cuentos art, courtesy of Yuyi Morales



REFORMA offers mini-grants to libraries/organizations
to plan a Noche de Cuentos event.

Submit a proposal & photos for the blog!


REFORMA Storytelling Night
Noche de Cuentos
A celebration of the power of stories in English, Creole, and Spanish
Holiday Caribbean stories
Storytelling performance by Lucia M. Gonzalez
Poetry performance by Andre Fouad
Steel drum music by General Stan
The Seven Principles of Kwanzaa by Takiyah Williams
Chicken soup provided by the Veggie Lady, Mrs. Beverly Williams and the Friends of the Library of Lauderdale Lakes
Tuesday, December 17, 2024
5:00pm -7:00pm
Lauderdale Lakes Library
3580 W. Oakland Park Blvd.
Lauderdale Lakes FL, 33311
RSVP: 954-357-8649
Register: https://broward.libnet.info/event/12345562
This program is sponsored by a grant from REFORMA
BROWARD COUNTY FLORIDA LIBRARY
noche de cuentos
REFORMA
The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking



2024

Conducting a “Noche de Cuentos”



Conducting a "Noche de Cuentos"

- **TELL the story**… it makes use of the oral language.
- **KNOW** the story… it is not read, and it is not memorized word-by-word, but it is recreated every time it is told.
- **PERFORM the STORY**: Storytellers use the tone and sounds of their voice, hand gestures, and movement to convey the story.
- **ENGAGE AUDIENCES**: In many cases, storytellers promote a brief participation of the public by inviting them to join in with refrains, sounds, or noises.
- Storytelling preferably does not include the use of props, costumes, or other visual aids.
- Storytellers usually have a repertoire of folktales, traditional stories, fables, cumulative stories, etc., as genres that are more appropriate for this practice.

[Tips compiled from sources listed in Bibliography]

Conducting a "Noche de Cuentos"

Tips & Resources to Plan your Event:

- **Storytelling needs to be the main component**: Other performers, musicians, etc. can join, but the oral tradition of stories is the purpose of a "Noche de Cuentos" event.
- **Search for local storytellers** from the community where the event will take place.
- **Compensate** the storytellers appropriately.
- Be clear about age appropriateness, plan a "family event" for all ages.
- **Connect** with your local or regional storytelling group, storytelling association, etc.
- **Attend** storytelling events and festivals in your region
- **Connect** literacy and the benefits of stories in children's education.


Thank you!
Noche de Cuentos: https://nochedecuentos.org/
Lucía: luciagonzalezbooks@gmail.com
Alicia: alicia.k.long@gmail.com
*Noche de Cuentos art courtesy of Yuyi Morales



Best Practices for Immigrant Services in Public Libraries

Nicanor Diaz
Plaza and Language Services Manager

Nadia Rendon
Language Services Manager

Introduction

Nadia Rendon
Language Services Manager



DENVER PUBLIC LIBRARY

Introduction

Nicanor Diaz
Plaza and Language Services Manager



DENVER PUBLIC LIBRARY

Immigrant Services History at the Denver Public Library 2008

Language & Learning Library Manager

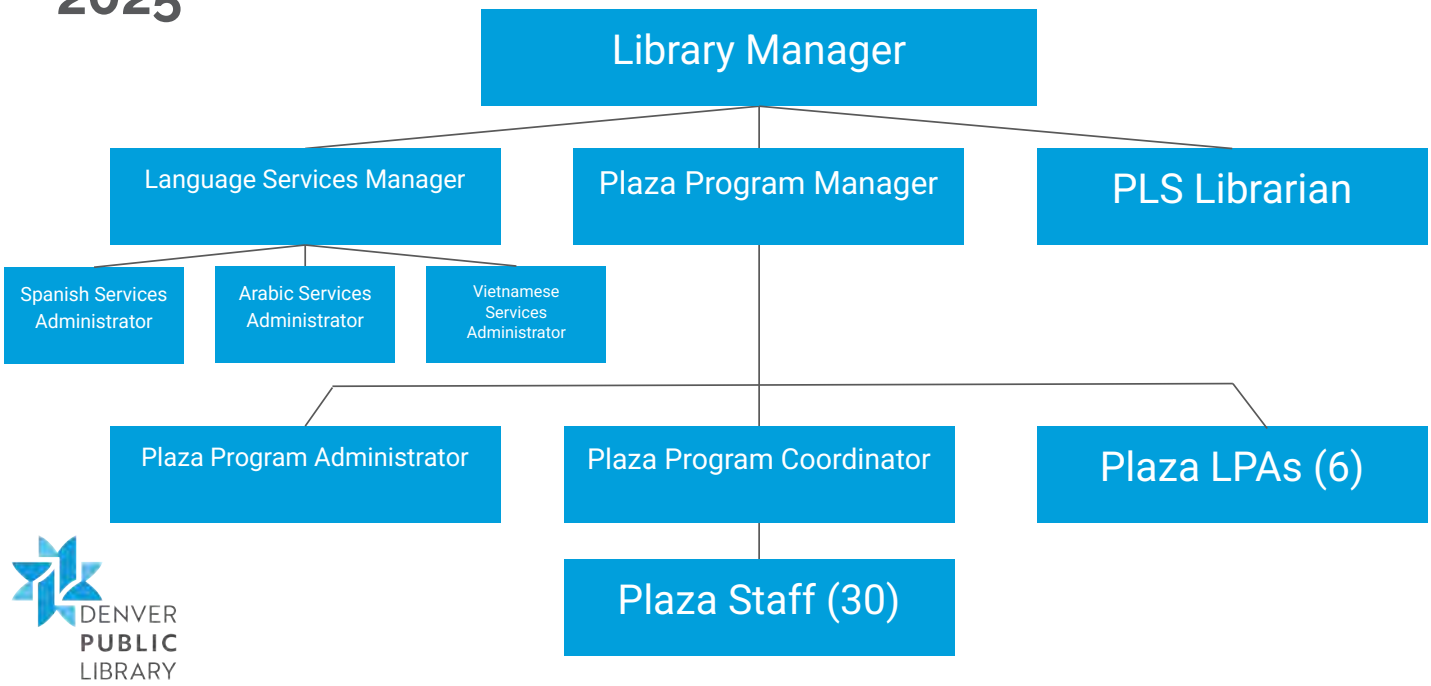
Branch Supervisors

Branch LPAs

DENVER PUBLIC LIBRARY

Immigrant Services History at the Denver Public Library

2025





DENVER PUBLIC LIBRARY

Immigrant Services at the Denver Public Library

Language Access



DENVER PUBLIC LIBRARY







https://oag.ca.gov/sites/all/files/agweb/pdfs/immigration/libraries.pdf

DENVER PUBLIC LIBRARY

Immigration Updates

August 28, 2025

KEY ISSUES

- Updated immigration data
- Revised DOE standards
- Temporary Protected Status
- "Sanctuary cities" funding
- Federal enforcement in DC, other cities



Sara Wise/Axios

DENVER PUBLIC LIBRARY

Additional Resources

- Libraries, Integration, and New Americans Project https://lina.ischool.umd.edu/
- Know Your Rights Cards https://www.ilrc.org/red-cards-tarjetas-rojas
- Library Programs and New Americans https://newamericans.ala.org/
-

DENVER PUBLIC LIBRARY



Questions?

Contact Information

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Nicanor Diaz
ndiaz@denverlibrary.org



El día de los niños/El día de los libros (Children's Day/Book Day), commonly known as Día, is a celebration every day of children, families, and reading that culminates yearly on April 30. The celebration emphasizes the importance of literacy for children of all linguistic and cultural backgrounds. REFORMA is proud to be a founding partner of Día.

Each year, REFORMA awards up to five $500 mini-grants to support Día programs that celebrate Latino/x/é culture. Here are some recent winners and the impact their programs have had on their communities.

REFORMA

www.reforma.org/dia-grants





REFORMA

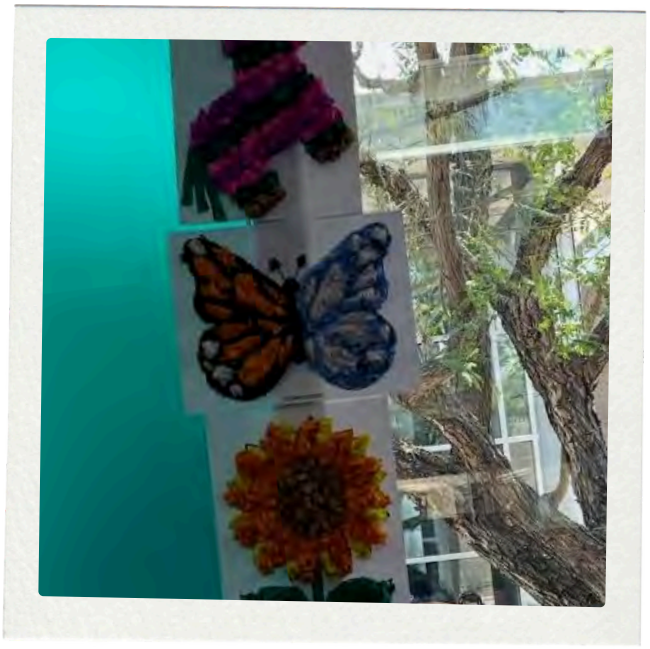
Denver Public Library

The REFORMA mini grant supported the *Criaturas y Creaciones* program, a bilingual, family-centered event at the Montbello Branch Library designed to promote literacy and creativity through cultural storytelling and hands-on art activities. Approximately 25 participants attended, including both children and adults, reflecting DPL's organizational values of curiosity, inclusivity, and connection.

The event featured a storytime session followed by an engaging craft activity, encouraging families to explore storytelling through both language and art. We offered books in English, Spanish, and bilingual Spanish/English editions. These were available for families to read on-site and take home.

Zoraida Martinez, Librarian II





REFORMA

Palm Desert Library

The Palm Desert Library hosted its first *Día de los Niños/Children's Day* on May 3, 2025, offering kids a fun space to learn and create. Activities included face painting and three crafts: cactus suncatchers, scratch-off bookmarks, and 2D piñatas (with four design options).

Two guest authors/illustrators led presentations. Mirelle Ortega shared her books, creative process, and a drawing lesson, with raffles for her books and an art kit. Joe Cepeda followed with a visual storytelling session about his life and guided children in drawing with simple shapes, ending with another raffle.

Zoraida Martinez, Librarian II



2025 Mini Grant Winner



REFORMA

Newburgh Free Library

Día de Lectura Familiar: Celebrando el Día del Niño took place on April 26 from 12–3 PM. The day opened with a drumline performance and welcome remarks. Families enjoyed refreshments including elote, Jamaican beef patties, and aguas frescas, with communal seating under an outdoor tent.

Inside, families explored stations with face painting, literacy activities, arts & crafts, author visits, storytelling, family photos, and community organization booths.

Over 600 people attended. Results included 40 new library cards, 190 checkouts, 179 renewals, and 300+ books distributed.

Yoly Avella, New Americans and Adult Literacy Librarian





REFORMA

Goshen Public Library

Al Niño y Al Libro, Hay Que Celebrarlo was held at Goshen Public Library on April 30, 2024, from 5-7:30 PM to celebrate Día del Niño and Día del Libro. The auditorium was set up for Lotería, with space for families to sit together. Upon entry, participants received a paleta, a free book, a survey, and the May event calendar. Instructions were given in English and Spanish, with cards linked to library books and sections.

Sixty-two people attended. Every child received a free book and a paleta, with extras shared at the end. Two winners redeemed prizes, and participants could play multiple rounds. Surveys showed high satisfaction and a request for more Spanish and bilingual programs.

Adriana Martinez Diaz de Leon, Community Outreach Specialist



2024 Mini Grant Winner



REFORMA

Aurora Public Library

The Diversity of Dance/La diversidad de la danza was held at Santori Library on Sunday, April 28, 2024, welcoming 200 children and caregivers for dance performances and hojalata-inspired crafts using foil, popsicle sticks, and markers. Every child received *Mango, Abuela and Me* by Meg Medina and a Mango plush.

Ballet Folklorico Yunuen performed traditional dances like Jarabe Tapatío, El Son de la Negra, and El Sinaloense, with library staff providing cultural context. The Headspin Guy impressed with spins, footwork, and stories of break dancing's roots in African American and Latinx communities. Families responded enthusiastically, praising the celebration of culture and dance.

Mariana Guerrero, Elementary School Services Coordinator

noche de Cuentos

Noche de Cuentos began in 2010 when then-ALA President Dr. Camila Alire launched Family Literacy Focus, an initiative encouraging families in diverse communities to read and learn together.

REFORMA created Noche de Cuentos “to promote and preserve the art of storytelling within our Latino communities in the U.S.” Each year, REFORMA awards up to ten $500 mini-grants to support organizations implementing Noche programs. Here are some recent winners and the impact their programs have had on their communities.

REFORMA

nochedecuentos.org

noche de cuentos

2024 Mini Grant Winner



REFORMA

Broward County Library

The Lauderdale Lakes Library hosted *Noche de Cuentos* on December 17, 2024, featuring a diverse program of performances and storytelling. The event included a Haitian-Creole poetry performance by Andre Fouad, a Spanish reading by teen volunteer Danna Toquica Preciado, and Holiday Caribbean stories by Cuban-American storyteller Lucía M. González. Folklorist Takiyah Williams presented the Seven Principles of Kwanzaa, and participants shared in chicken soup prepared by Mrs. Beverly Williams.

Attendees reported feeling a strong sense of connection and belonging, strengthened by storytelling, poetry, and the shared meal during the Holiday season.

Freda Mosquera, Community Library Manager

noche de cuentos

2024 Mini Grant Winner



REFORMA

Nevins Library

Noche de Cuentos: The Legend of the Inca Empire's Origin was held on Saturday, September 28 at 2 PM, welcoming 11 adults and 15 children, ages 3–15. Karina Liendo and Esther Gomez shared the story of the Inca Empire's origin in English and Spanish. Participants joined in by marching around the room to a fun song, trying to plant a stick where the Incas could grow crops.

Attendees also played "Hot Potato" with different foods, tried a festive dance, and created crafts, including crowns and decorated sticks. Everyone had the opportunity to take photos in front of a themed backdrop. The program encouraged active participation, cultural learning, and hands-on creativity for all ages.

Amy Dorsheimer, Head of Youth Services

noche de cuentos

2024 Mini Grant Winner



REFORMA

Mississippi Valley Library

The Mississippi Valley Library District hosted a Hispanic Cultural Celebration on Saturday, October 12, 2024, at the Fairmont City Library. The program featured Marcela Gomez Lugo, who narrated and performed a children's ballet, *Chocolat and The Master*, inviting children to participate.

The celebration also included live music by Esteban Bakx Bermudez of Manos PanAmerica, performing original and cover songs in Spanish, and a performance by the Ballet Ollin dance troupe showcasing traditional Latin American dances with colorful costumes. Attendees enjoyed food from El Sol Food Truck, including esquite, aguas frescas, and duros.

Mx. Kyla Waltermire, Executive Director

noche de cuentos

2024 Mini Grant Winner



Inglewood Public Library

The Inglewood Public Library welcomed 53 library patrons to its Noche de Cuentos Chupacabras story time on Saturday, October 5th. Patrons enjoyed Xavier Garza's *Juan and the Chupacabras*, a bilingual story, while learning about oral story telling. Afterwards, patrons received free Spanish and bilingual books and light refreshments before joining us for crafting. During the crafting portion, patrons used their creativity to create their own Chupacabras and decorate instruments to use at home when telling their own oral stories.

REFORMA

Briceida Pacheco Granados, Associate Librarian

noche de cuentos

2024 Mini Grant Winner



Fairfield University

Fairfield University's Bellarmine campus hosted *A Body Across Two Hemispheres* on December 1 from 12:30–2:15 PM. Victoria Buitron shared her journey from Ecuador to Connecticut, describing the challenges her family faced when her parents repatriated for her grandfather's care. Her memoir chronicles how these events shaped her from a grieving teenager into a resilient young woman. Attendees participated in a 100-word essay activity based on one of Buitron's essays and joined a Q&A about writing as an immigrant Latina. Students, staff, and community members engaged deeply with her story, strengthening their own storytelling skills through the interactive session.

REFORMA

Ivelisse Maldonado, Research and Learning Librarian



CHICANO HERITAGE

Educational Celebration of Culture at the Library

SANTA ANA CITY HALL COURTYARD

THURSDAY 08.29.24 4 PM - 7 PM

- AZTEC DANCERS
- MARIACHI PERFORMANCE
- CHICANO HISTORY PANEL
- SIP & PAINT ACTIVITIES
- CHICANO FILMS PANEL
- RESOURCES FAIR
- GIVEAWAYS
- & MORE!

PRESENTER: Sharlyen Lopez

Innocence Weaponized: Embryos, Migrant Children, and the Contradictions of U.S. Political Discourse

Introduction:

Legal fetal personhood for zygotes, embryos, and fetuses has become a central issue in U.S political discourse, with philosophical conceptualizations of potentiality, conservative, and theological debates advocating for the extension of rights to embryos as a matter of moral obligation and their "right to life". In turn, there has been a notable lack of attention given to the rights and protections afforded to Latin-American migrant youth, marginalized through the adultification, infantilization, and erasure through anti-Latin American and anti-immigration political rhetoric and sentiments.

Theoretical Claim:

This project argues that the political discourse of fetal personhood draws on reproductive futurism and potentiality to displace the agency of women—particularly Latin-American migrant youth—by centering protection around a hypothetical future life rather than the lived realities of marginalized people.

Next Steps:

This project is in progress. Future research will analyze how reproductive futurism erases the agency of migrant youth and women by centering the fetus as the subject of moral and political stakeholders.

Philosophical Conceptions and Interactions:

Fetal Personhood:
"A Right to life", "Right of the Unborn", Fetuses being situated as deserving of citizenship, personhood, and protections as they are "potential" persons or "future" persons. 7

Migranthood:
"Migranthood chronicles young people's long-term trajectories of migration and deportation from their own perspectives." 2

Potentiality and its discontents:
Aristotle's Potentiality Principle was originally used to explain the development of living organisms, but it has historically, and contemporary been used in political discourse to justify fetal personhood. In framing the fetus as a "potential" and "actual" person with inherent rights, potentiality is redefined as actual personhood. 4

Futurity:
The imagined future that is used to shape present politics, often idealized as Western modern progress, but has the tendencies to exclude "Othered" bodies from said future. 5

Reproductive Futurism:
The cultural and political fixation on "The Child" as the symbolic future, used to justify heteronormative values, reproduction, and family structures. Coined by Lee Edelman, it critiques how this logic excludes "queerness" by tying social value to imagined futures grounded in traditional reproduction. 1

Literature Review: - Edelman (2004): Reproductive futurism centering of "The Child", marginalizes queerness and manifests an "Other" 1)
-Heidbrink (2020): Migranthood centers the importance of counter-storytelling resistance as it allows migrant youth to take charge of their own narrative. (2)
-Jessop (2018): Centers critique of modernity conception of "The Child" as the "Holiness of the Generation" has been used to marginalize women and LGBTQ+ individuals family planning.(3)
- Morgan (2013): Problematizes philosophical misuse of Aristotle's Potentiality Principle in Catholic Moral Philosophy debate surrounding fetal personhood (4)
- Muñoz (2009): Through Queer of Color critique, situates the ideal "Child" as hegemonic ideal while queer children and children of color are not put forth as upholding potentiality nor societal futurity (5)
- Roberts (1997): Fetal personhood rooted in historical and contemporary racialized statues meant to criminalize Black women's reproduction and suggest the Black fungibility of the fetus and child as their potentiality and futurity were dismissed. (6)

Methodology:

This study employs historical and news analysis to explore how political rhetoric construct notions of legal fetal personhood and childhood innocence across two distinct contexts:

(1) the framing of embryos and fetuses in U.S. political discourse around fetal personhood, and
(2) the dehumanization of Latin Americans—particularly migrant youth—within anti-immigration rhetoric.

Special attention is given to how these discourses shape the legal and social treatment of Latin-American migrant youth through notions of philosophical potentiality, reproductive futurism, and futurity.

Research Question:

How have philosophical concepts like futurity, potentiality, and reproductive futurism been used historically and currently in political discourse to undermine women's and migrant youth's agency while invisibilizing them from these discussions?

References:
1. Edelman, Lee, Barale, Michèle Aina, Goldberg, Jonathan, Moon, Michael and Sedgwick, Eve Kosofsky. No Future: Queer Theory and the Death Drive, New York, USA: Duke University Press, 2004. https://doi.org/10.1515/9780822385981
2. Heidbrink, Lauren. Migranthood: Youth in a New Era of Deportation, Redwood City: Stanford University Press, 2020. https://doi.org/10.1515/9781503612082
3. Jessop, S. "How modernity's futurism puts children in the front line." Childhood, 25(4), 443-457. https://doi.org/10.1177/0907568218778753
4. Morgan, Lynn M. "The potentiality principle from Aristotle to abortion." Current Anthropology, vol. 54, no. S7, Oct. 2013, https://doi.org/10.1086/670804.
5. Muñoz, José Esteban. Cruising Utopia, 10th Anniversary Edition: The Then and There of Queer Futurity, New York, USA: New York University Press, 2019. https://doi.org/10.18574/nyu/9781479868780.001.0001
6. Roberts, Dorothy. Killing the Black Body: Race, Reproduction, and the Meaning of Liberty. Vintage Books, 1997.
7.Ziegler, Mary. Personhood: The New Civil War Over Reproduction. Yale University Press, 2025.

EXPLORING DUAL DEGREE PARTNERSHIPS BETWEEN ETHNIC STUDIES AND INFORMATION STUDIES PROGRAMS

Sarah Corona
MLIS, MA in Latin American Studies

CSULB UNIVERSITY LIBRARY

Justice, Diversity, Equity, and Inclusion Librarian
California State University, Long Beach

Introduction

Dual degree programs allow LIS students to complete another graduate degree alongside their MLIS. Dual degree programs exist as partnerships between a variety of departments. Library and Information Studies programs and students could be greatly benefited by an increase in dual degree programs with ethnic studies departments. These dual degree programs provide students with many opportunities for interdisciplinary exchange. They also increase diversity in IS programs and provide opportunities for the integration of more inclusive narratives in its practice and scholarship.

Benefits of Dual Degree Programs for LIS Education

- Subject expertise
- LIS student exposure to different fields of study
- Cross-departmental and cross-disciplinary collaboration
- Student support from multiple departments
- Career flexibility



Image description: Word cloud showing distribution of dual degree partnerships.

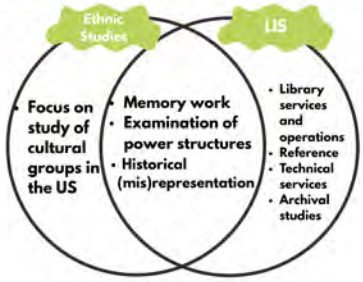
Ethnic Studies vs. Area Studies

While they both focus on understanding cultural groups, Ethnic Studies and Area Studies are **separate fields**. Ethnic Studies focuses on the experiences of ethnic groups in the US.

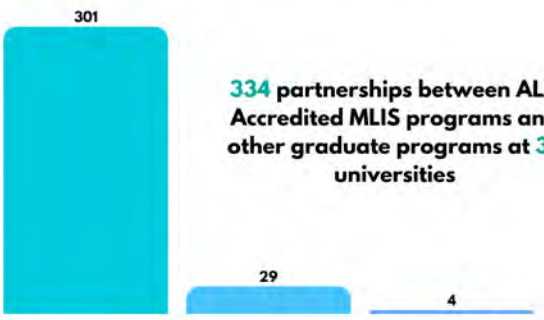


Why Ethnic Studies & LIS?

- **Intellectual exchange** introduces LIS students to Ethnic Studies frameworks/theories & vice versa. Examples include:
  - LIS & Archival Theory
  - Chicana Feminist Theory
  - Testimonios
- Ethnic Studies programs experience **increased enrollment & retention of students of color**
  - **57%** of students enrolled in MLIS programs identified as White in 2024



Current Partnerships

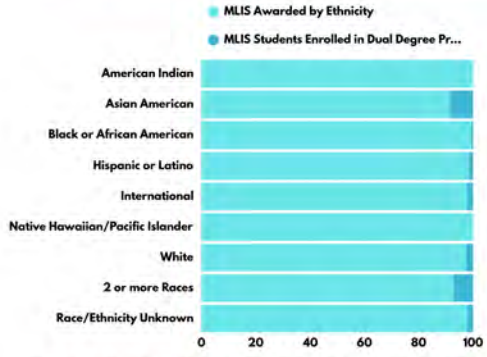


334 partnerships between ALA Accredited MLIS programs and other graduate programs at 35 universities

Beyond Demographic Diversity

Racial and ethnic diversity in LIS education and the wider field is an important endeavor that would be addressed through the proposed dual degree programs.

However, the value of these programs extends beyond demographic representation and lies in the **diversity of thought** fostered through them.



MLIS Degrees Awarded by Ethnicity vs. MLIS Students Pursuing a Joint/Dual MLIS

Future Considerations & Next Steps

- ALISE Statistical Report shows increased social justice and equity concepts being integrated into LIS curricula
  - Ethnic Studies concepts align well with this trend
- 20 of 35 currently offering dual degrees already offer at least one ethnic studies graduate level degree
- Next Steps:
  - Conduct a survey to gather feedback from alumni of dual degree programs
  - Literature review of overlap between ethnic studies and LIS

Scan here to read more!

Protect Your Peace: The Role of Self-Care to Avoid Burnout in Public Libraries

Presenter: Guadalupe Castillo, Senior Library Assistant, City of Commerce Public Library

Research Objective

Explore the importance of self-care and work/personal life balance to avoid workplace burnout as public library staff.

What is Burnout?

According to the World Health Organization: "Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed". [10]

Leading Causes of Workplace Burnout

- Lack of support from leadership
- Workplace culture
- Position description ambiguity
- Increase in violent incidents
- Shortage of bilingual and bicultural employees

Source Material Exploring Burnout and Self-Care

- 2024 California Library Association Conference - *Balancing Act: Self Care & Shelf Care*
- Interviews with public library outreach department staff and public library bilingual staff
- Qualitative data collection from journal and newspaper articles, podcasts and web series



Photo credit: https://www.swinthelibrary.com

Examples of Burnout

- **Energy depletion and exhaustion**
  - **"...weathering** is one way of explaining the often devastating, yet preventable, health outcomes...because of living day in and day out in a hostile environment." [1]
- **Increased mental distance from work**
  - "Yeah, this is not what I signed up for. I'm out." [4]
- **Reduction in professional efficacy**
  - "The day-to-day operation of any library hinges entirely on the willingness of its employees to take on those 'other duties as assigned'." [6]

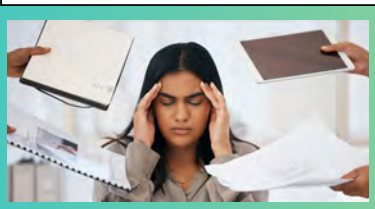


Photo credit: canva.com

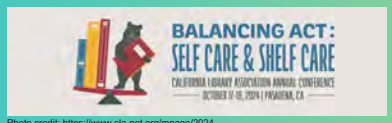


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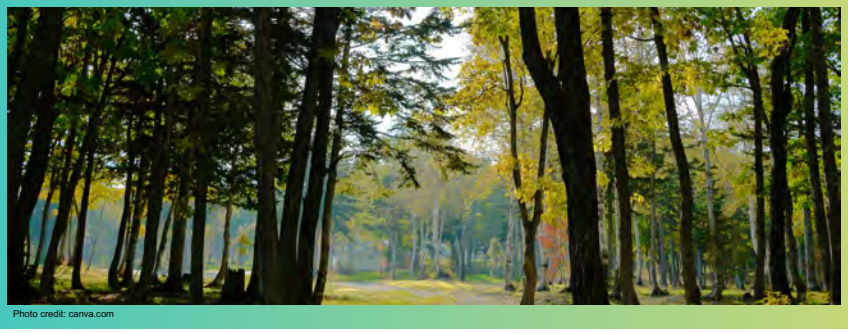


Photo credit: canva.com

Exploration of Self-Care Strategies

- "Self-care is not enough on its own. It is important to include personal strategies for self-care in addition to "community care" strategies [9].
  - An effective individual self-care plan includes **long-term** and **short-term** strategies [9].
  - Community care strategies emphasize that **organizational culture matters most! [9]**
- "Outreach Librarian has a huge **support team** = less burnout" [5].
- "...people seek to protect themselves and each other from weathering using individual practices and **collective care [1].**
- "Wellness is not just the responsibility of the supervisor but a **collaborative** effort with library associations and LIS programs working together to support library workers' wellness goals" [7].
- "**Find your joy** at work...**find your mental health team** and do regular mental health checks!" [8]
- **"Set work boundaries** with supervisors and establish who you are as a library worker" [8].

Conclusions:

- **Self-care is only ONE component of the solution: "community care" strategies are key**
- **A workplace "cultural shift" that includes supportive supervisory practices and organizational strategies is essential**
- **Need for accuracy in position descriptions and open communication with staff regarding expectations**
- **Imperative to incorporate social work professional expertise into the fabric of the public library to reduce violent incidents**
- **Actively recruit bilingual candidates to fill vacant positions and offer bilingual skill pay to increase retention**



Photo credit: Jerry Vizcarra

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UNC GREENSBORO
Department of Information, Library, & Research Sciences

"It Was Like He Was Writing My Life"

How Ethnic Identity Affected One Family's Interpretation of an Afro Latinx Text

Dr. LaTesha Velez, Associate Professor, University of North Carolina at Greensboro

Problem / Purpose

- Hispanic Americans are a growing population, underscoring the importance of multicultural texts for literacy and library practice (U.S. Census Bureau, 2017, 2018, 2019).
- Books written by diverse authors and featuring diverse protagonists are essential for critical literacy, responsive reader advisory, and culturally sustaining instruction (Bishop, 1990; Vasquez, 2005).
- This study examines how one African American–Puerto Rican family interpreted Piri Thomas's *Down These Mean Streets* (2016), exploring how ethnic identity shaped reading responses and family literacy traditions.
- It counters deficit narratives that assume a lack of early literacy among Hispanic families (Egyir, 1995; Reardon & Galindo, 2009).
- Inspired by Adichie's (2009) warning about 'the danger of a single story,' this project foregrounds multiple, intersectional voices within one family.

Theoretical Framework

- Critical Race Theory (CRT) emphasizes counter-storytelling to challenge dominant narratives and reveal hidden histories (Delgado, 1989, 1993; Solórzano & Yosso, 2001, 2002).
- Reader Response Theory (RRT) highlights the transactional relationship between text and reader: a reading event is shaped by the reader's past experiences, culture, and present state (Rosenblatt, 1994).
- Culturally situated RRT expands the framework to include race, gender, ethnicity, and cultural background, situating responses in 'Homeplace' (Brooks & Browne, 2012).
- Together, CRT and RRT allow this study to examine how Afro Latinx readers resist deficit discourses and interpret texts through cultural validation.

Researcher Positionality

- I identify as both Black and Puerto Rican (Afro Latinx), shaped by my parents' backgrounds and lived experience.
- Growing up, I resisted binary categories, often marking 'other' when only 'Black' or 'Hispanic' were offered (Velez, 2021, p. 215).
- My family's range of skin tones made me aware of colorism both inside and outside our communities.
- As an insider researcher, I had access to cultural contexts outsiders might miss (Adams & Manning, 2015).
- Autoethnography allows me to embrace subjectivity and contribute counter-stories that resist deficit discourses.

Methods

- Design: Autoethnography combined with sequential multi-family member interviews (Adams & Manning, 2015; Reczek, 2014).
- Participants: Afro Puerto Rican father, African American mother, three siblings (ages varied, all adults at the time of interview).
- Data collection: Interviews with each family member who read the book, plus self-reflection and journaling by the researcher. Interviews lasted 12–60 minutes, recorded and transcribed.
- Analysis: CRT counter-storytelling method + RRT thematic coding to interpret identity formation, cultural validation, and family traditions.
- Ethical considerations: Non-anonymous participants (family members); care taken to avoid harm in representing voices (Boylorn, 2017).

"It gave me the opportunity to feel like I wasn't alone … I was going to survive." – Father

"When I read books by an individual that shares my identity, I do swell up with pride because of the fact that that individual was able to accomplish something that not many people can." – Brother.

"I've read something by my people, for my people, it gave me kind of like a pride, like I've read this and everybody in my family read this. . . . This is a living, breathing thing." – Sister

Results

- Father: Identified deeply with Thomas's struggles with colorism and poverty. He said, 'It gave me the opportunity to feel like I wasn't alone, that someone was going through the same thing I was going through … it made me feel like I was going to survive' (Velez, 2021, p. 223).
- Mother: Supported tradition of passing the book; emphasized lessons of pride and self-acceptance: 'The focal part about the book was his struggles and learning to accept yourself, love yourself, and be proud' (p. 224).
- Siblings: Reactions varied widely:
  - Rick Jr.: Initially reluctant, later described it as 'comforting to see that I wasn't the only person' (p. 231).
  - Caramel: Saw it as an obligation at first, later felt pride: 'To have read something by my people … it bound our family together' (p. 229).
  - Cardell: Viewed it as a rite of passage more than identity work but wants to reread as an adult (pp. 226–227).
- Family Tradition: Passing the book down became a symbolic rite of passage, affirming both Black and Puerto Rican heritage across generations.
- Identity Impact: While siblings did not immediately reshape their identity, as adults, they described a deeper understanding of Afro Latinx experiences and pride in family literacy traditions.

Limitations & Strengths

- Case study of a single family, not generalizable to all Afro Latinx experiences.
- Provides 'generalization through resonance of readers' (Ellis, 2004).
- Strength: Centers family literacy traditions as sites of pride and resilience, resisting symbolic annihilation (Delgado, 1989).
- Highlights how cultural validation and intergenerational identity pride are fostered.

Conclusions & Implications

- Multicultural literature affirms identities and provides 'mirrors, windows, and sliding glass doors' (Bishop, 1990).
- Counter-storytelling challenges deficit models of Latinx literacy by demonstrating that family narratives are literacy-rich (Chávez, 2012; Hughes-Hassell, 2013).
- This case shows the importance of intergenerational reading traditions for identity formation and cultural validation.
- Libraries should intentionally collect and highlight Afro Latinx and BIPOC authors, ensuring representation of diverse skin tones, languages, and experiences (Lugo, 2016).
- Reader Response Theory, when culturally situated, allows librarians to see how race, ethnicity, gender, and age shape textual interpretation (Brooks & Browne, 2012).
- Implication: Librarians must view families as literacy-rich environments and use counter-stories in programming and advisory to empower communities.

Practical Recommendations for Librarians

- Expand collections to include characters that reflect diverse identities (Lugo, 2016).
- Create family-centered reading programs that affirm intergenerational pride and identity.
- Create programming enabling patrons to create their own counter-stories.



Raising Latino Voices: Empowering Philadelphia Communities Through Poetry

Presented by Mary Luz Marques at the REFORMA NATIONAL Conference VIII, Long Beach, California, September 18-21, 2025.

Overview



Philadelphia's Latino Community

- 15.7% of Philadelphia's population is Latino.
- Storytelling connects us—we share our lives, dreams, and challenges every day.
- Poetry creates a safe, and welcoming space where writers and audiences come together to express hopes, fears, and successes as a community.

What You Will Learn

- **How to create inclusive poetry programs**
  Engage diverse voices and celebrate cultural expression.

- **How to build strong community partnerships**
  Connect with groups that share your values and goals.

- **How to lead intergenerational storytelling**
  Bring together youth, adults, and elders to heal, share, and build cultural pride.

A Voice for Peace, Concord, and Harmony



About the Program

- Over 10 years of impact in Philadelphia's Latino community.
- Brings together libraries, non-profits, universities, local media, and businesses.
- Empowers new and seasonal Latino writers to share their voices through poetry.
- Promotes healing, cultural pride, and strong community connections.

The idea

Every story has a begining...







Expanding Latino Literary Voices Through Creative Collaboration

Free Library of Philadelphia

Acción Colombia

A Voice for Peace, Concord and Harmony
XI International Poetry Festival in Philadelphia

College of Liberal Arts
TEMPLE UNIVERSITY



A Place to Belong: The Need for Safe Spaces in Latino Poetry



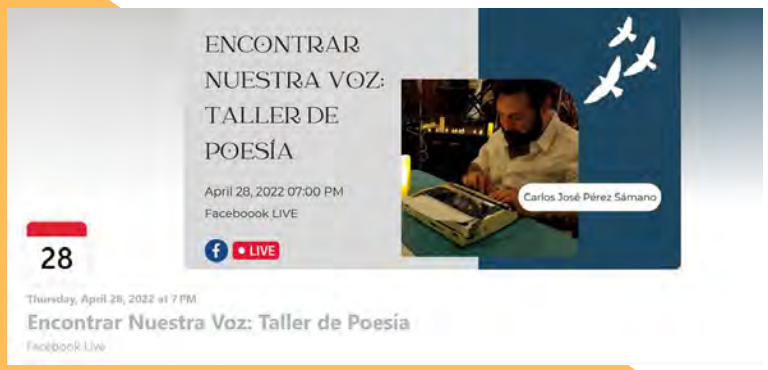


From Audience to Stage: Empowering Expression with Open Mic

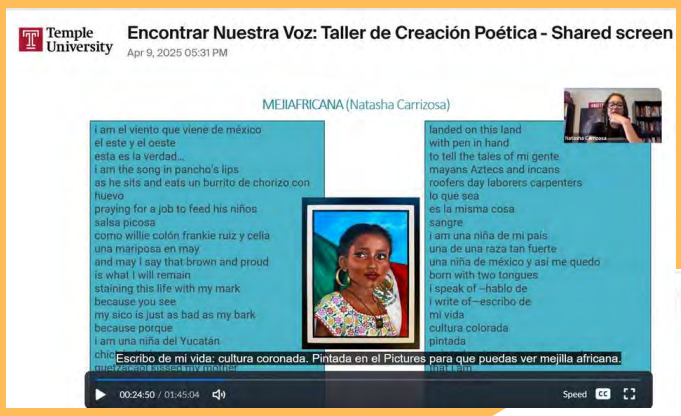


Expanding Borders: Safe and Inclusive Virtual Spaces for Latino Poetry



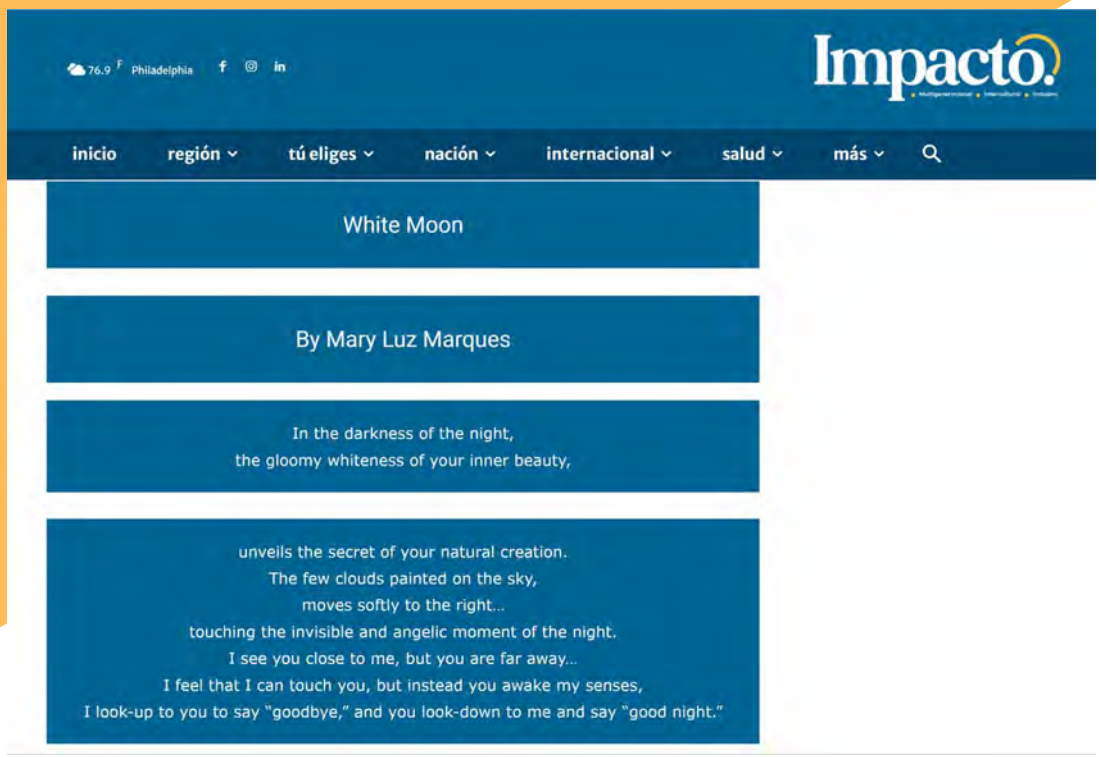


Virtual Poetry Lab: Exploring the Basics and Creating Your Own Poem





Poem


76.9 F Philadelphia
Impacto.
inicio
región
tú eliges
nación
internacional
salud
más
White Moon
By Mary Luz Marques
In the darkness of the night,
the gloomy whiteness of your inner beauty,
unveils the secret of your natural creation.
The few clouds painted on the sky,
moves softly to the right...
touching the invisible and angelic moment of the night.
I see you close to me, but you are far away...
I feel that I can touch you, but instead you awake my senses,
I look-up to you to say "goodbye," and you look-down to me and say "good night."

Partnering for Success: Expanding Our Community Vision















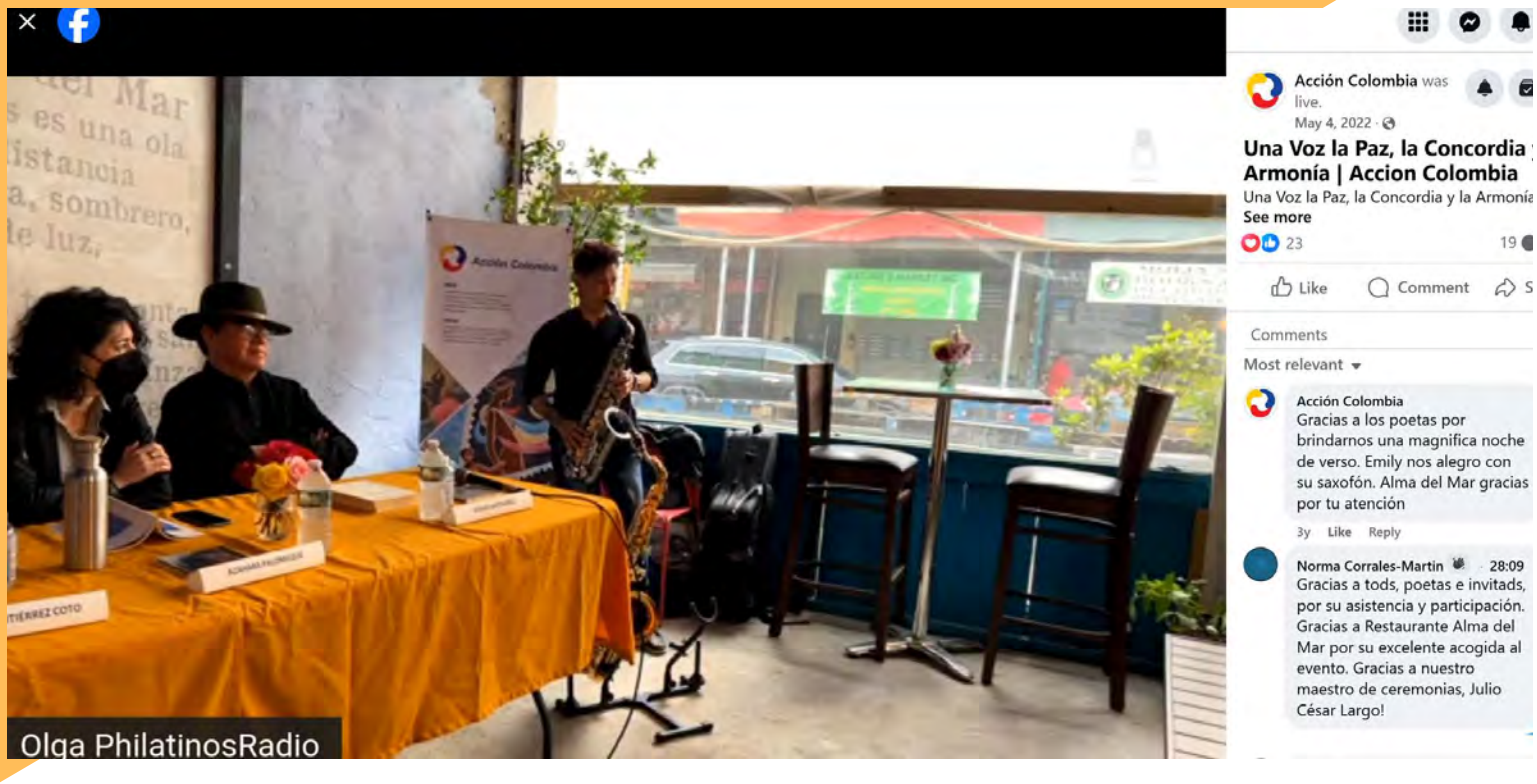


Storytelling as a Community Gathering





The Essentials: Poetry, Flavor, Voices, and Rhythm

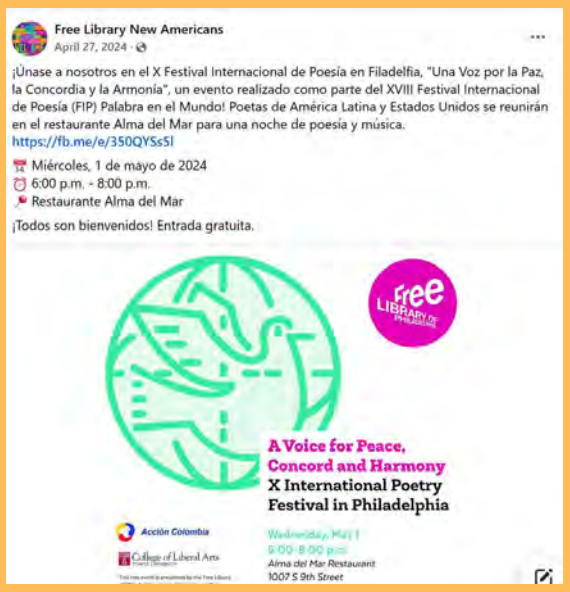


Supporting Women-Owned Local Businesses



Building Beyond Partnerships: Creating Lasting Coalitions

Organizadores | Aliado Estratégico | Colaborador | Medio Aliado





Unlocking Opportunities: The Double Value of Grants



independenceMedia



National Endowment for the Humanities
& The Miriam Spector Endowment for the Humanities



Audience Testimony

"It was great to witness the analysis of the feature poem alongside virtual art to layer the depth of exploration."

"reminded to tap into senses when writing."

"Se esforzo, la voz poetica y otros aspectos necesarios para seguir creciendo en este bello arte."

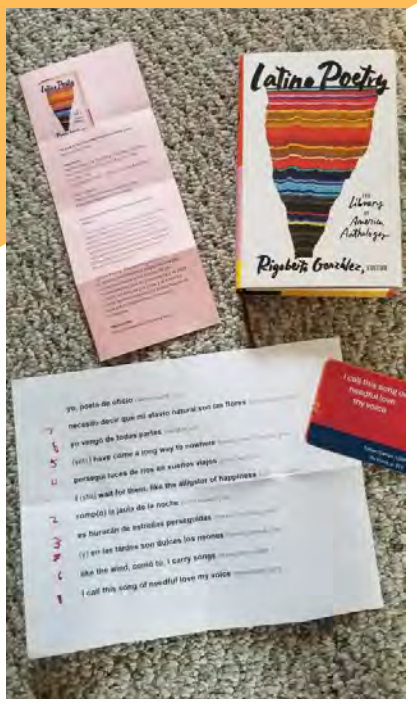
"Que siempre hay mucha riqueza cultural por descubrir entre los latinoamericanos y caribeños independientemente de su formación educativa, cultual y origen étnico."

"...this was a very rich process for me. This was my first poetry workshop, ever! I am very thankful."

Poetry Cards: Building New Voices Together







Latino Poetry
PLACES WE CALL HOME

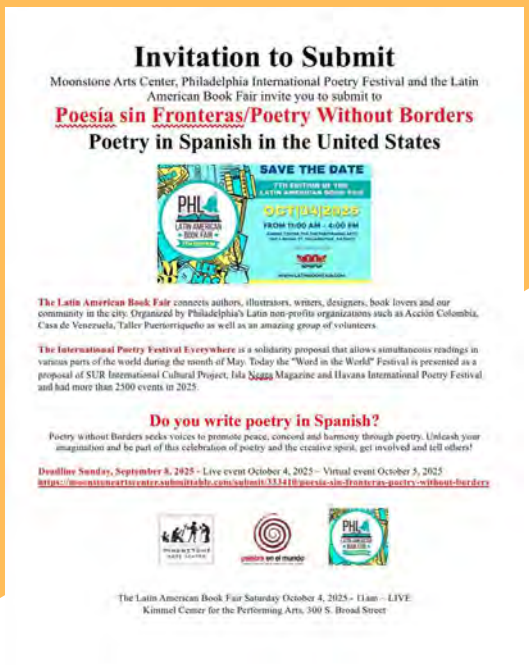
PHL
LATIN AMERICAN BOOK FAIR

A Journey in Verse: The Two Anthologies of Voces Latinoamericanas





A New Chapter: 'Poetry Without Borders' with Moonstone Arts Center





Promotion & Outreach Strategies





Amplifying Our Message: Communication and Media Collaboration

Companher@s,

Les comparto adjunto la versión inicial del **Plan de Difusión** que diseñe y fue mi hoja de ruta para negociar y coordinar con PC.

Se los envío con el propósito de mostrarles las 'costuras de este vestido' llamado "Componente de Comunicación" del FIP 2025, de manera que les permita seguir tomándolo en sus propias manos y aprendiendo junt@s. Lo hice lo más sencillo y aterrizado posible a tiempos y capacidades actuales para que pudiera ser un primer buen intento que agregue valor y orientación a lo que tejemos junto al nuevo aliado (PhillyCAM(. Estoy segura que en los años que siguen podrán elaborar uno más robusto, tal como el que el FIP y su audiencia se merecen.

Con C de Carinho y C de *Caroline*, les deseo un día espléndido!



Estrategia de Comunicación

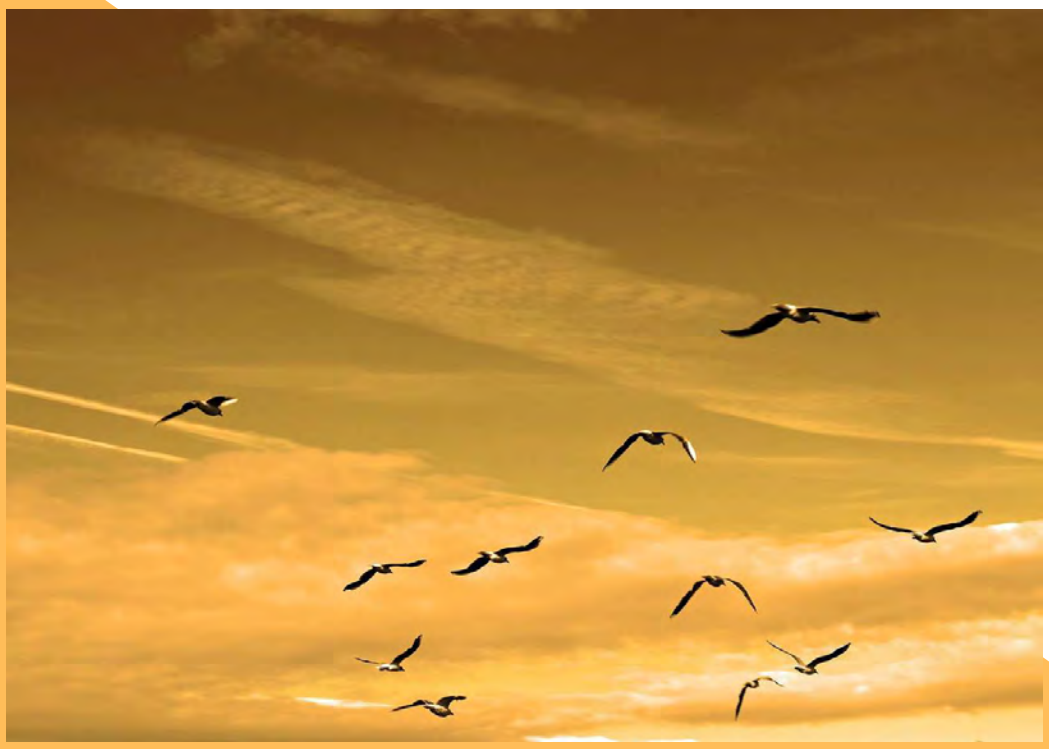
Fecha de emisión	Producto	Circulación	Responsable
	PRE-PRODUCCION		
03/25/25	Nota de prensa	Philly media	FL, AC, TU, PC?
		Latino media	LP?, PeeM?
1era semana Abril	PC Newsletter	PC	
04/01/25	Videoclip Invitación 1 - Presentador FIP: Julio César Largo énfasis TALLER?	YT, FB, IG	FL, AC, TU, PC
04/03/25	Entrevista Atrévete: *Logros:* "shift the latinAmerican immagration narrative", *Retos* "alianza: Academia, Non-profit, Bibliotek, *Propósito:* dialogo intercultural, integeneracional, *Proyección:* • organizadoras?: mujeres, latinas, • poetas?: relevancia de la poesía, oficio • otro?	PC, YT, FB, IG *pre-grabado: Sábado 29: Ap. T 1: Ap. W 2: Ap. Th 3:	Caroline, Sergio, Dominique?
04/08/25	Videoclip Invitación 2 - Poeta invitado: Johann Sarmiento O Co-fundadora: Norma Cerrales-Martin	YT, FB, IG	FL, AC, TU, PC
04/09/25	Taller de poesia "Encontrar nuestra voz"	PC: transmision en vivo? o record x re-transmision?	
04/15/25	Videoclip Invitación 3 - Joven Sesión OpenMic	YT, FB, IG	FL, AC, TU, PC



	2024: Francisco Sarmiento		
04/22/25	Videoclip Invitación 4 – Es Mañana, no te lo puedes perder!	YT, FB, IG	FL, AC, TU, PC
	DIA D		
04/23/25	Transmisión en vivo	PC: Channel, YT, FB, IG? Philatinos LP, PeeM?	
	POST-RPODUECCION		
05/02/25 +menos adiaro) o 04/26/24	Re-transmisión: traducción/interpretación o close caption?	PC channel	
04/24/25 – 04/26/25	Videoclip "Si te lo perdiste…"; PC + YT • nuevos talentos: promocionar a otros • musicas: promocionarlas • anuncio concurso		
04/24/25 – 04/30/25	7 Capsulas poeticas: be strategic & purpose Criterios para seleccionar: • **tiempo:** poemas ultra-cortos • **valores del FIP:** poetas desconocidos, poetas mujeres • **valores de PC?**	YT, FB, IG	

- link PC transmision – para retransmisión PILATINOS?
- créditos finales – al costado
- guion técnico: necesario para PC?
- guion literario (telemprontar?)
- pantalla gigante: por si se llega mas gente…
- registro en entrada, se necesita?

Building on Success: What's Next?



Keys to Building a Successful Community Program

- **Dream big, but start small.** Take steady steps toward your vision.
- **Form a dedicated planning team that sees success as a process**, not an immediate outcome.
- **Inspire your team** to actively seek resources, partnerships, and coalition opportunities.
- **Leverage personal and professional networks** to boost program visibility and community awareness.
- **Learn grant writing** to secure funding and strengthen institutional support.
- **Craft a clear "elevator pitch"** to confidently promote your program both inside and outside the library.
- **Engage local media partners** to amplify outreach and reach broader audiences.
- **Seek ongoing feedback** through casual conversations and surveys to continually improve your program.

Contact information



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Thank you!

Urban Public Library Codes of Conduct

Florencia Diaz

Overview

1. Justification
2. Aims and Objectives
3. Literature Review
4. Content Analysis of Codes of Conduct (CCs)
5. Survey
6. Tentative Conclusions

These are guidelines or rules aimed to ensure a respectful and equitable environment for all users. They outline acceptable behaviors and responsibilities of patrons while using library facilities and resources.

Codes of Conduct

Page 3

Focusing on CCs of urban public libraries allows us:

- To observe dynamics of urban centers with a diverse ethnic and racial population with different languages and cultures, including large Latinx communities.
- To obtain a more representative sample: CC's regulate a higher number of library users as patrons of urban public libraries.
- To view potential for coordination or collaboration with different social institutions due to proximity and decreased isolation.

Justification

Page #

Page 4 4

The aim of this research is to examine codes of conduct of urban public libraries in order to recognise commonalities and shared frameworks of operation in dealing with specific conflicts and difficulties.

Aim

1.

Identify and examine concepts contained within codes of conduct that represent the complexities of current librarianship, library spaces, patrons / users, and library staff.

2.

Critically evaluate the access and restrictions imposed by the code on library use and assess their level of equity.

3.

Identify and contextualise library workers' awareness, knowledge and opinions of the code and its impact in their daily library work.

Objectives

Page #

Page 5 5

Approach

Method

Mixed method approach to enhance our analysis and critical evaluation capacity of policy documents. To increase reliability of findings, we use a process of triangulation, establishing comparisons of data and information from our document analysis and survey (Charmaz, 2007, Uwe, 2011, Cassell, 2004).

Content analysis

A document analysis approach is based on a constant comparative method derived from grounded theory principles (Glaser and Strauss, 1967).

A key criterion to evaluating completion is reaching a state of 'theoretical saturation.

Survey

Due to the dispersion of the population across states, a survey would enable us to reach library staff, located at such a disparate distance, to provide insights, perspectives, and awareness (Pickard, 2017).

There is the persistent notion that there is a reasonable use of the library that holds normative power and is used to establish differences between legitimate and illegitimate uses.

Key Point

Libraries are a limited public forum. It is not only illegal actions that are not tolerated,but also others such as: misusing restrooms, wearing inappropriate clothing, certain odors, leaving unattended children, sleeping, etc.

Key Point

Wording becomes crucial since sections of the codes of conduct may not be upheld after legal scrutiny if they are determined to be too broad, vague or discriminatory.

Key Point

A well written policy should avoid two extremes: arbitrary action from staff and discrimination against a patron group, with the focus being on the behavior itself.

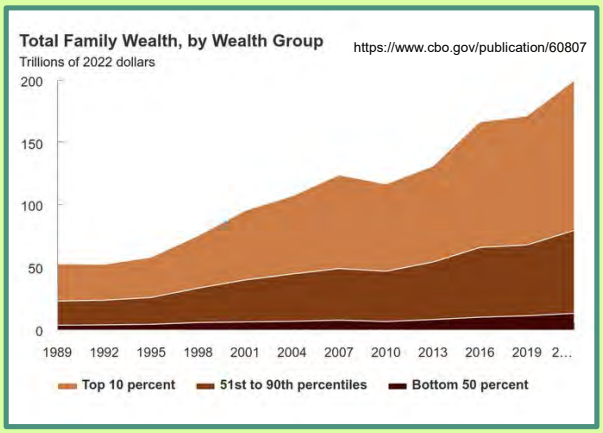
Key Point

Literature Review

Page #

Page 7

7



Key Point

Staff shortages create higher workloads for employees, leading to low morale and burnout. To understand how this is sustained it is useful to invoke the concept within librarianship of vocational awe.

Key Point

Libraries as hybrid spaces.

We can relate this idea to the concept of mission creep which refers to a non-formalised expectation to provide social services to marginalized library users even when, for example, this is outside the scope of responsibilities described for positions as librarians and library workers.

Key Point

Literature Review

Page #

Page 8

Codes of conduct were gathered from all libraries across mainland the USA categorised at the highest level of urbanity, 11. However, this would prevent the inclusions of many states that due not reach this level of urbanity. Therefore, the sampling approach shifted to include codes of conduct of libraries in the highest level of urbanity for that state.

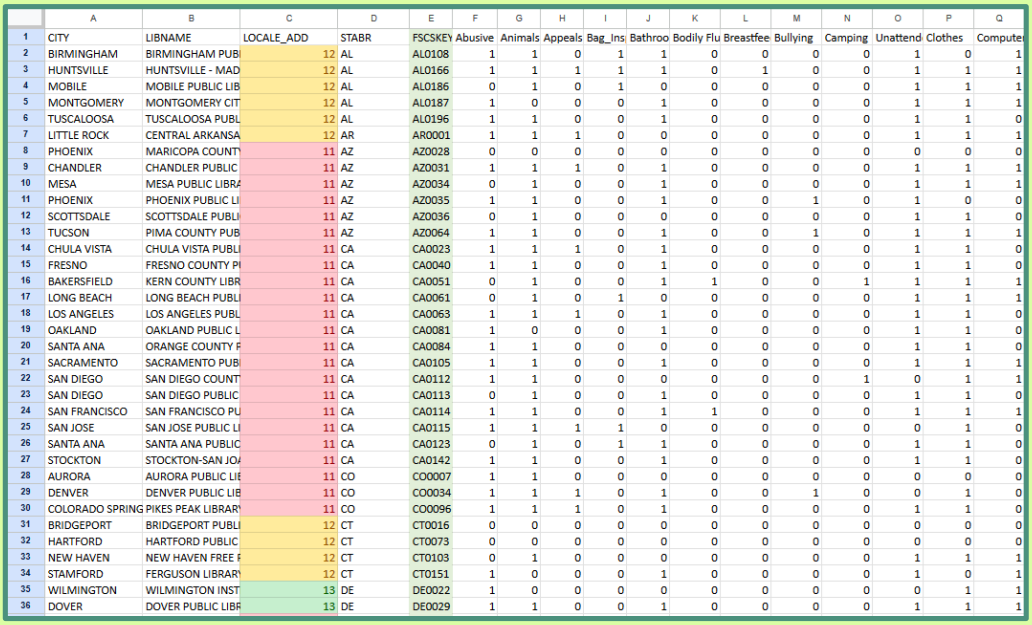
The Institute of Museum and Library Services produces reports on the state of public libraries. Libraries in the report can be grouped according to urbanity parameters as follows:

Large City, defined as a territory inside an Urbanized Area and inside a Principal City with a population of 250,000 or more. Mid-size City defined as a territory inside an Urbanized Area and inside a Principal City with a population < 250,000 and >= 100,000. Small City defined as a territory inside an Urbanized Area and inside a Principal City with a population less than 100,000.

Sample Description

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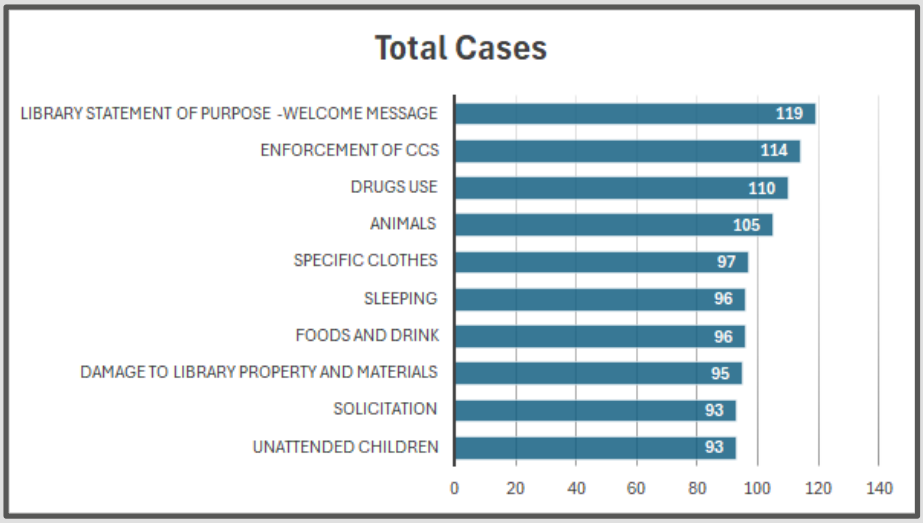
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	CITY	LIBNAME	LOCALE_ADD	STABR	FSCSKEY	Abusive	Animals	Appeals	Bag_Ins	Bathroo	Bodily Flu	Breastfee	Bullying	Camping	Unattend	Clothes	Compute
2	BIRMINGHAM	BIRMINGHAM PUB	12	AL	AL0108	1	1	0	1	1	0	0	0	0	1	0	1
3	HUNTSVILLE	HUNTSVILLE - MAD	12	AL	AL0166	1	1	1	1	1	0	1	0	0	1	1	1
4	MOBILE	MOBILE PUBLIC LIB	12	AL	AL0186	0	1	0	1	0	0	0	0	0	1	1	1
5	MONTGOMERY	MONTGOMERY CIT	12	AL	AL0187	1	0	0	0	1	0	0	0	0	1	1	1
6	TUSCALOOSA	TUSCALOOSA PUBL	12	AL	AL0196	1	1	0	0	1	0	0	0	0	1	1	0
7	LITTLE ROCK	CENTRAL ARKANSA	12	AR	AR0001	1	1	1	0	0	0	0	0	0	1	1	1
8	PHOENIX	MARICOPA COUNT	11	AZ	AZ0028	0	0	0	0	0	0	0	0	0	0	0	0
9	CHANDLER	CHANDLER PUBLIC	11	AZ	AZ0031	1	1	1	0	1	0	0	0	0	1	1	1
10	MESA	MESA PUBLIC LIBRA	11	AZ	AZ0034	0	1	0	0	1	0	0	0	0	1	1	1
11	PHOENIX	PHOENIX PUBLIC LI	11	AZ	AZ0035	1	1	0	0	1	0	0	1	0	1	0	0
12	SCOTTSDALE	SCOTTSDALE PUBLI	11	AZ	AZ0036	0	1	0	0	0	0	0	0	0	1	1	0
13	TUCSON	PIMA COUNTY PUB	11	AZ	AZ0064	1	1	0	0	1	0	0	1	0	1	1	1
14	CHULA VISTA	CHULA VISTA PUBLI	11	CA	CA0023	1	1	1	0	1	0	0	0	0	1	1	0
15	FRESNO	FRESNO COUNTY PU	11	CA	CA0040	1	1	0	0	1	0	0	0	0	1	1	0
16	BAKERSFIELD	KERN COUNTY LIBR	11	CA	CA0051	0	1	0	0	1	1	0	0	1	1	1	1
17	LONG BEACH	LONG BEACH PUBLI	11	CA	CA0061	0	1	0	1	0	0	0	0	0	1	1	1
18	LOS ANGELES	LOS ANGELES PUBL	11	CA	CA0063	1	1	1	0	1	0	0	0	0	1	1	0
19	OAKLAND	OAKLAND PUBLIC L	11	CA	CA0081	1	0	0	0	1	0	0	0	0	1	1	0
20	SANTA ANA	ORANGE COUNTY F	11	CA	CA0084	1	1	0	0	0	0	0	0	0	1	1	0
21	SACRAMENTO	SACRAMENTO PUB	11	CA	CA0105	1	1	0	0	1	0	0	0	0	1	1	1
22	SAN DIEGO	SAN DIEGO COUNT	11	CA	CA0112	1	1	0	0	0	0	0	0	1	0	1	1
23	SAN DIEGO	SAN DIEGO PUBLIC	11	CA	CA0113	0	1	0	0	1	0	0	0	0	1	1	0
24	SAN FRANCISCO	SAN FRANCISCO PU	11	CA	CA0114	1	1	0	0	1	1	0	0	0	1	1	1
25	SAN JOSE	SAN JOSE PUBLIC LI	11	CA	CA0115	1	1	1	1	0	0	0	0	0	0	1	0
26	SANTA ANA	SANTA ANA PUBLIC	11	CA	CA0123	0	1	0	1	1	0	0	0	0	1	1	0
27	STOCKTON	STOCKTON-SAN JOA	11	CA	CA0142	1	1	0	0	1	0	0	0	0	1	1	0
28	AURORA	AURORA PUBLIC LIB	11	CO	CO0007	1	1	0	0	0	0	0	0	0	0	0	0
29	DENVER	DENVER PUBLIC LIB	11	CO	CO0034	1	1	1	0	1	0	0	1	0	0	1	0
30	COLORADO SPRING	PIKES PEAK LIBRAR	11	CO	CO0096	1	1	1	0	1	0	0	0	0	1	1	0
31	BRIDGEPORT	BRIDGEPORT PUBLI	12	CT	CT0016	0	0	0	0	0	0	0	0	0	0	0	0
32	HARTFORD	HARTFORD PUBLIC	12	CT	CT0073	0	0	0	0	0	0	0	0	0	0	0	0
33	NEW HAVEN	NEW HAVEN FREE F	12	CT	CT0103	0	1	0	0	0	0	0	0	0	1	1	1
34	STAMFORD	FERGUSON LIBRARY	12	CT	CT0151	1	0	0	0	1	0	0	0	0	1	0	1
35	WILMINGTON	WILMINGTON INST	13	DE	DE0022	1	0	0	0	0	0	0	0	0	0	1	1
36	DOVER	DOVER PUBLIC LIBR	13	DE	DE0029	1	1	0	0	1	0	0	0	0	1	1	1

Matrix

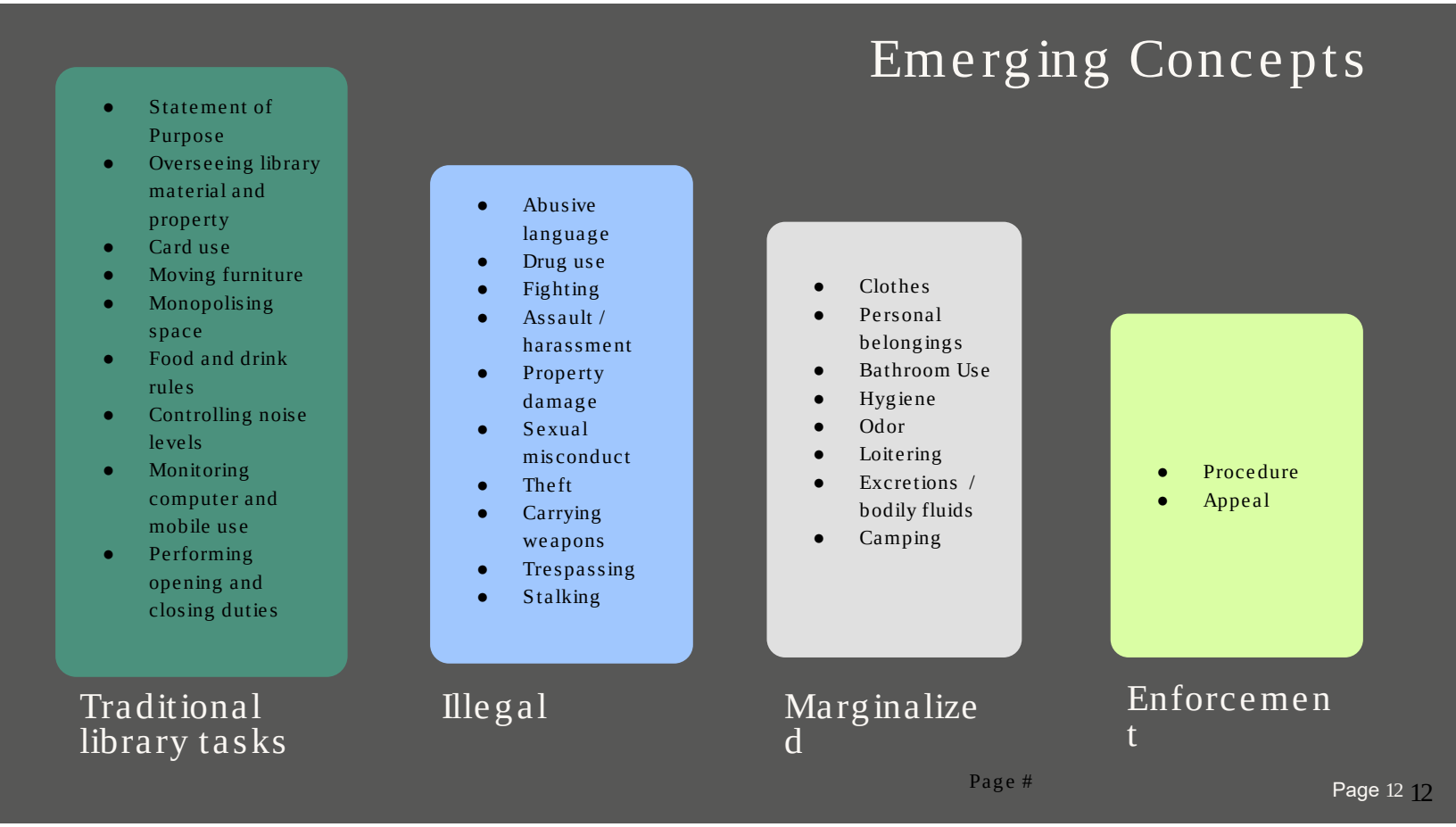
Page #

123 Codes were collected

Top 10 mentions across all codes collected:



FINDINGS

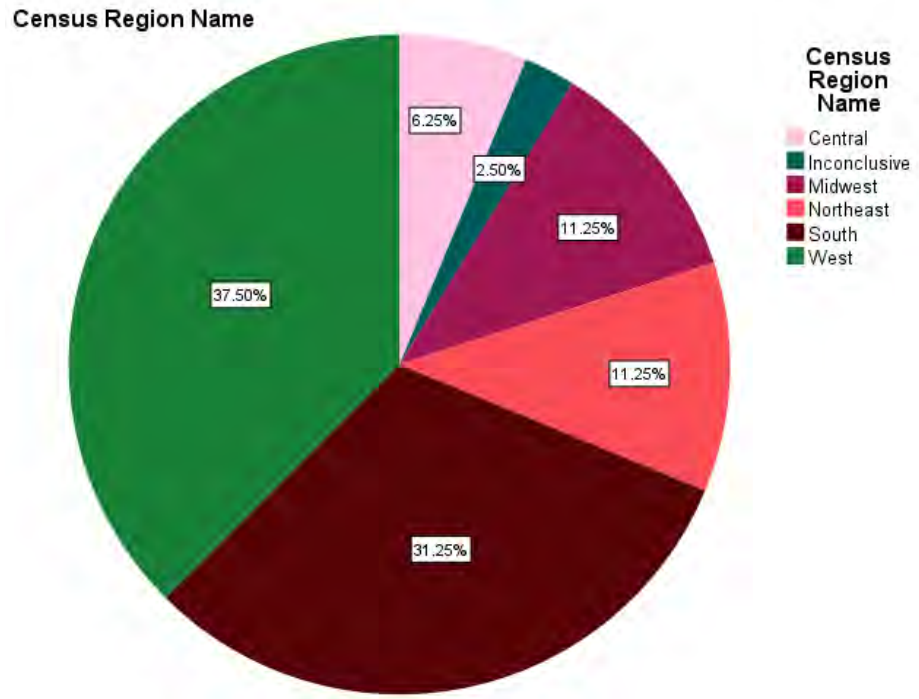

Emerging Concepts
Statement of Purpose
Overseeing library material and property
Card use
Moving furniture
Monopolising space
Food and drink rules
Controlling noise levels
Monitoring computer and mobile use
Performing opening and closing duties
Traditional library tasks
Abusive language
Drug use
Fighting
Assault / harassment
Property damage
Sexual misconduct
Theft
Carrying weapons
Trespassing
Stalking
Illegal
Clothes
Personal belongings
Bathroom Use
Hygiene
Odor
Loitering
Excretions / bodily fluids
Camping
Marginalized
Procedure
Appeal
Enforcement
Page #
Page 12

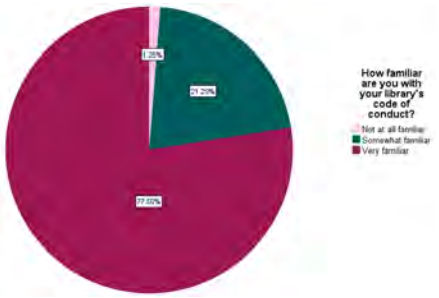
Living Document Survey

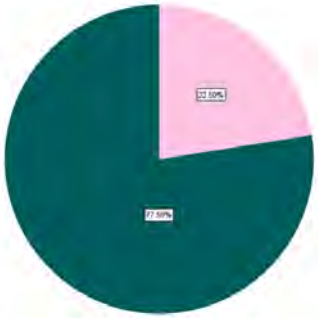
Survey

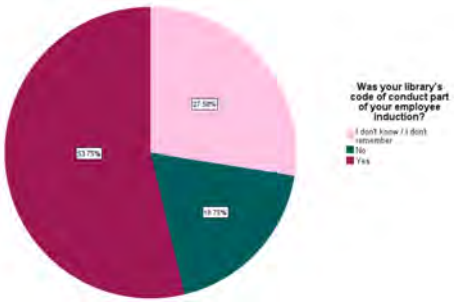
- A survey was created and the Reforma listserv was used to request participants.
- n= 80 replies.

FINDINGS -SURVEY









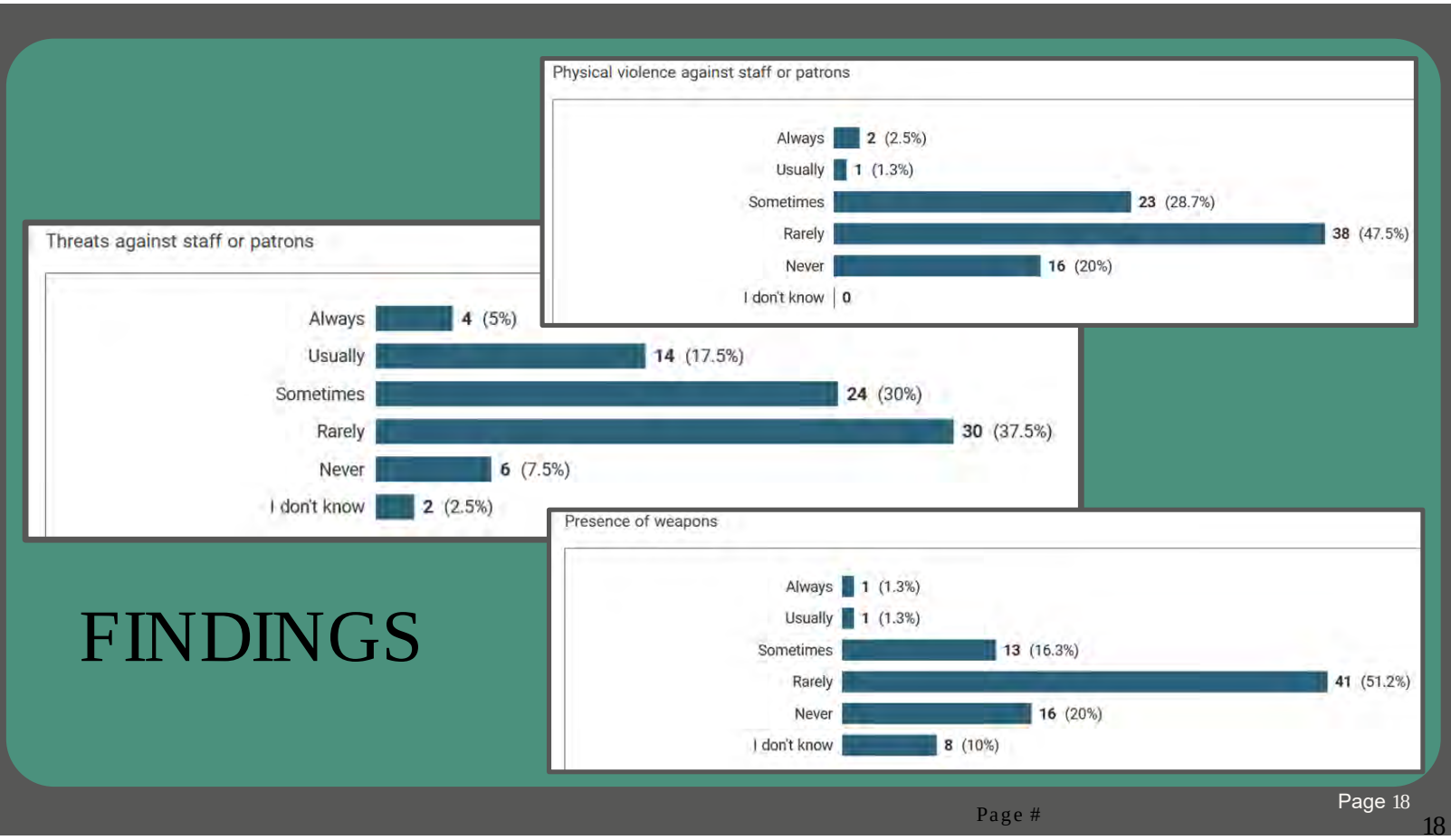
FINDINGS -AWARENESS

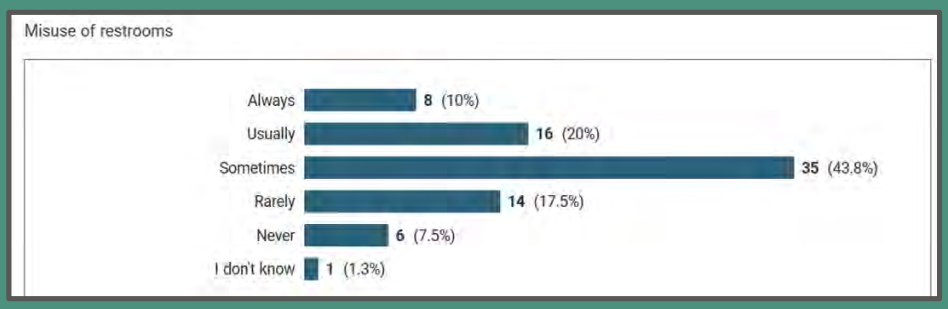
How frequently would you say you encounter the following difficult situations in your library?

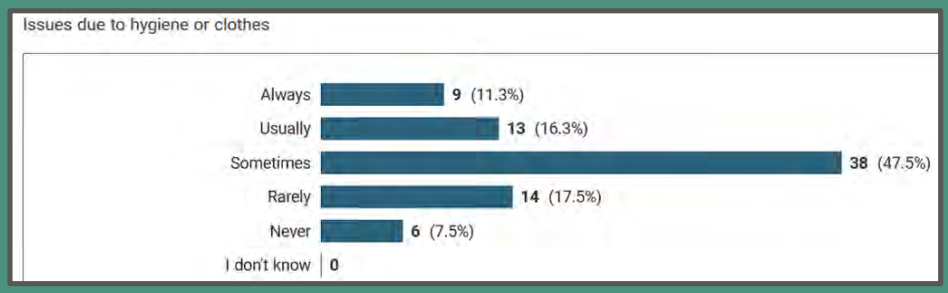
SURVEY

Page #

Page 17 17


Physical violence against staff or patrons
Always 2 (2.5%)
Usually 1 (1.3%)
Sometimes 23 (28.7%)
Rarely 38 (47.5%)
Never 16 (20%)
I don't know 0
Threats against staff or patrons
Always 4 (5%)
Usually 14 (17.5%)
Sometimes 24 (30%)
Rarely 30 (37.5%)
Never 6 (7.5%)
I don't know 2 (2.5%)
Presence of weapons
Always 1 (1.3%)
Usually 1 (1.3%)
Sometimes 13 (16.3%)
Rarely 41 (51.2%)
Never 16 (20%)
I don't know 8 (10%)
FINDINGS





FINDINGS -Marginalized

Does the perception of difficult incidents vary according to role?

Physical violence against staff or patrons	Which category best describes your role?					No answer	Totals
	Library Clerk	Library Page	Library Assistant	Librarian	Manager		
Always	0	0	0	0	5%	0	2
Usually	0	0	0	0	2%	0	1
Sometimes	0	33%	38%	19%	31%	0	23
Rarely	100%	33%	31%	52%	50%	0	38
Never	0	33%	31%	29%	12%	0	16
I don't know	0	0	0	0	0	0	0
No answer	0	0	0	0	0	0	0
Totals	1	3	13	21	42	0	80

FINDINGS

Page #

Page 2121

Misuse of restrooms	Which category best describes your role?					No answer	Totals
	Library Clerk	Library Page	Library Assistant	Librarian	Manager		
Always	0	66%	0	10%	10%	0	8
Usually	0	0	23%	10%	26%	0	16
Sometimes	0	0	46%	43%	48%	0	35
Rarely	100%	0	15%	29%	12%	0	14
Never	0	33%	15%	5%	5%	0	6
I don't know	0	0	0	5%	0	0	1
No answer	0	0	0	0	0	0	0
Totals	1	3	13	21	42	0	80

FINDINGS

Page #

Page 2222

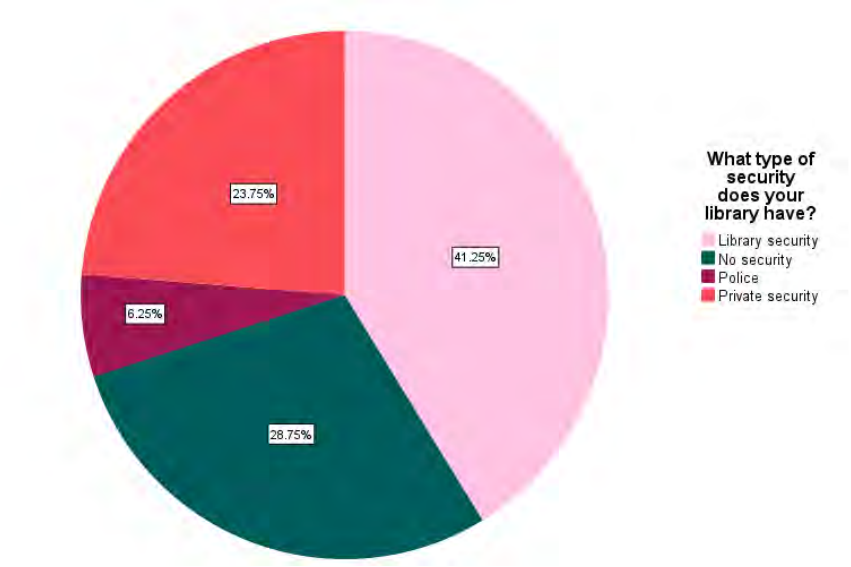
Issues due to hygiene or clothes	Which category best describes your role?					No answer	Totals
	Library Clerk	Library Page	Library Assistant	Librarian	Manager		
Always	0.00%	1.25%	1.25%	2.50%	6.25%	0.00%	11.25%
Usually	0.00%	1.25%	5.00%	1.25%	8.75%	0.00%	16.25%
Sometimes	0.00%	0.00%	6.25%	15.00%	26.25%	0.00%	47.50%
Rarely	1.25%	0.00%	2.50%	3.75%	10.00%	0.00%	17.50%
Never	0.00%	1.25%	1.25%	3.75%	1.25%	0.00%	7.50%
I don't know	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
No answer	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Totals	1.25%	3.75%	16.25%	26.25%	52.50%	0.00%	100.00%

FINDINGS

Page #

Page 2323

FINDINGS - Enforcement



Page #

Physical violence against staff or patrons	What type of security does your library have?					No answer	Totals
	Police	Private security	Library security	No security	I don't know		
Always	20%	5%	0	0	0	0	2
Usually	0	0	0	4%	0	0	1
Sometimes	20%	37%	33%	17%	0	0	23
Rarely	40%	47%	55%	39%	0	0	38
Never	20%	11%	12%	39%	0	0	16
I don't know	0	0	0	0	0	0	0
No answer	0	0	0	0	0	0	0
Totals	5	19	33	23	0	0	80

FINDINGS -Enforcement

Page #

Misuse of restrooms	What type of security does your library have?					No answer	Totals
	Police	Private security	Library security	No security	I don't know		
Always	20%	16%	6%	9%	0	0	8
Usually	0	21%	18%	26%	0	0	16
Sometimes	80%	53%	48%	22%	0	0	35
Rarely	0	11%	18%	26%	0	0	14
Never	0	0	6%	17%	0	0	6
I don't know	0	0	3%	0	0	0	1
No answer	0	0	0	0	0	0	0
Totals	5	19	33	23	0	0	80

FINDINGS -Enforcement

Page #

Codes of conduct are formalized concrete stable documents drafted by the city's lawyers and officials that reflect systematic challenges of public libraries and can bring that added dimension to discussions on user equity and library workers' role.

1) Users: We see across all urban public libraries that a section of the codes of conduct is dedicated to unacceptable behavior that overburdens the most vulnerable of their library users.

2) Library workers: is vocational awe and increased mission creep being instrumenalised as a palliative to increasingly difficult situations?

3) CCs go beyond the juncture and could support systematic initiatives:
   a. to provide the assistance marginalised groups need by specialized social institutions
   b. to advocate for librarians to perform the functions of their for which they have trained.

Tentative conclusions

Page #

Questions


THANK
YOU
GRACIAS
ARIGATO
SHUKURIA
GOZAIMASHITA
EFCHARISTO
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKHMET
MEHRBANI
GRAZIE
MAAKE
KOMAPSUMNIDA
JUSPAXAR
BOLZÏN
MERCI
BÏYAN
SHUKRIA
TINGKI
DANKSCHEEN
SPASSIBO
SNACHALHUYA
MUHUN
CHALTU
WABEEJA
MAITEKA
HUI
YUSPAGARAM
DHANYABAAD
AHHA
ATTO
SPASIBO
DENKUJA
NENACHALHYA
UNALCHEESH
GUI
HATUR
EKXAJU
SIKOMO
MAKETJU
MERASTAHHY
SAHCO
GAEJTHO
LAH
PALDIES
TAVTAPUCH
MEDAHAGSE
AGUY-JE
FAKAAUE
BAJWA
MINMONCHAR

Prioritizing Self-Care and Wellness Throughout Your Library Career

Brooky Parks, University of Denver
Margarita Shawcross, University of Northern Colorado
Teresa Y. Neely, University of New Mexico

Who we are…
&
How this project came to be…







Prioritizing Self-Care and Wellness:



- Job search
- Throughout your career
- Institutions of higher education, leadership and professional associations and organizations



Self-Care and the Job Search

- Staying positive
- Minimizing stress and anxiety
- Making the job search more manageable
- Finding sources of support and networking

Staying Positive



- Don’t take it personally
- Avoid negative self talk
- Practice gratitude
- Build your confidence

Minimizing Stress and Anxiety



- Engage in activities that bring you joy
- Practice relaxation techniques
- Incorporate mindfulness
- Stay physically healthy

Making the Job Search More Manageable



- Establish a daily routine
- Quality over quantity
- Set realistic and achievable goals
- Celebrate your accomplishments

Finding Sources of Support and Networking



- Stay connected and socialize with others
- Establish a network of supportive individuals
- Join support groups

Self-Care during your Library Career

- Staying positive
- Making your job more manageable
- Minimizing stress and anxiety
- Finding sources of support and networking

Self-Care as a Professional Librarianship

- Work expectation
  - Changing with time, experience
- Service, part of the profession
- Preventing burnout



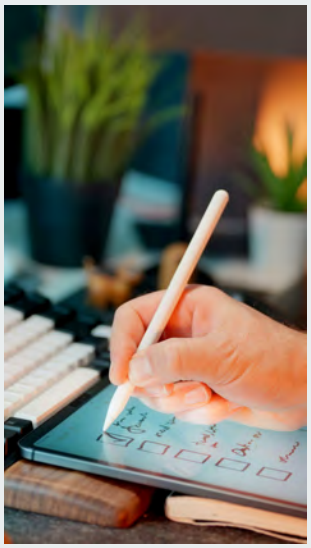
Staying Positive During Your Library Career

Finding Sources of Motivation:

- Learning about yourself through professional development and experience
- Finding a supportive workplace
  - Flexibility
  - Support



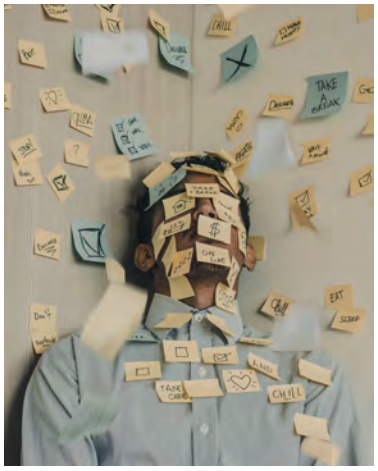
Making Your Job More Manageable



- Identifying expectations
- Writing down expectations, Make it visible
- Defining and enforcing boundaries at work
  - Importance of saying no

Minimizing Stress and Anxiety During Your Library Career

- Getting to know your job
  - Onboarding
  - Mentorship
  - Writing accountability groups
- Time Management
  - Research and/or sabbatical time
  - Use your vacation/sick days



Finding Sources of Support and Networking



- Mentorship
- Affinity groups, at work and professionally
- Getting connected with professional support

How Can Institutions of Higher Education, Leadership, and Professional Associations and Organizations Support Your Wellness Journey?

Institutions of Higher Education: A Macro Approach

- Create comprehensive wellness programs and provide a supportive and inclusive work environment across the institution
- Create campus-wide offices dedicated to supporting employees
- Partner with external providers to support employee's professional development and growth



courtesy University of Nevada, Las Vegas

Create comprehensive wellness programs and provide a supportive and inclusive work environment across the institution.



courtesy Shutterstock



courtesy Insight into Academia



courtesy UNM



courtesy UNM

- Build a culture of open communication
- Adopt inclusive policies for flexible work arrangements for all employees regardless of rank, status, or job title/level
- Adopt Employee Assistance Programs
- Provide on-campus relaxation and quiet spaces and environmental wellness with sustainable healthy buildings
- Prioritize and provide access to mental, physical, financial, and wellness support and resources

Institutions of Higher Education: A Macro Approach

- Create campus-wide offices dedicated to supporting employees
  - Create and foster peer support networks across disciplines
  - Provide career support
  - Recognition and reward programs
- Partner with external providers to support employee's professional development and growth



courtesy George Mason University, CEHD

National Center for Faculty Development & Diversity

courtesy https://www.ncfdd.org/



courtesy https://www.geeksforgeeks.org/



courtesy U of Wisconsin-Madison, SMPH

Leadership and Academic Administrators: A Micro- Approach

- Lead by example, create a culture of wellness and model wellness behaviors
- Promote a healthy organizational culture by creating a safe and inclusive environment
- Reduce administrative burdens on faculty and promote a positive culture that reduces stigma and encourages work-life balance
- Provide leadership training and coaching to equip managers with wellness tools
- Create and implement flexible and family-friendly wellness-focused policies and guidelines
- Address financial wellness



courtesy thesalusgroup.com

Professional Associations and Organizations



- Foster a culture of transparency and support
- Provide access to wellness resources
- Advocate for work-life balance
- Support professional development including workplace standards
- Offer conferences, retreats, and wellness events

Self-Care Wheel Activity

Physical Health
- What physical activities bring you joy?
- Are you getting enough sleep and nutrition?

Emotional Health
- What activities make you feel emotionally balanced?
- How do you process negative emotions?

Mental Health
- What practices help you reduce stress?
- How do you challenge negative thoughts?

Spiritual Health
- What activities make you feel connected to something greater than yourself?
- How do you cultivate a sense of peace and contentment?

Social Health
- Who are the people that truly support you?
- What social activities do you find fulfilling?

Professional/Personal Development
- What activities or skills are you keen on developing?
- How do you balance work and personal life?

Creative Expression
- What creative outlets do you have?
- How do you express your individuality?

Leisure and Relaxation
- What do you to relax and rejuvenate?
- How often do you take time to just be?



Courtesy carepatron.com

THANK YOU FOR ATTENDING!





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Margarita Shawcross, University of Northern Colorado, maggie.shawcross@unco.edu
Teresa Y. Neely, University of New Mexico, neely@unm.edu

For more tools on self-care: www.selfloverainbow.com

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Los Angeles Libros Festival
REFORMA National Conference VIII
September 20, 2025
Read, dream, and celebrate…
¡en dos idiomas!
lapl.org/libros
Artwork courtesy of Leo Espinosa
Presented by:
LOS ANGELES PUBLIC LIBRARY
BOOKS EN ESPAÑOL
LA libRería
REFORMA

Presented by





Anna Avalos
Senior Librarian
Multilingual Collections



Madeline I. Peña Feliz
Associate Director/Principal Librarian
Community Engagement and Outreach
Engagement and Learning Division



Celene Navarrete
Co-Founder
Co-Owner
LA libreria Bookstore



Diane Olivo-Posner
Principal Librarian/Associate Director
Exploration & Creativity Department



Lupita Pérez-Leyva
Senior Librarian
Benjamin Franklin Branch Library



Learning Outcomes

- Learn about the history of the Los Angeles Libros Festival, a successful annual bilingual book festival for the whole family.
- Gain insights on how to organize your own successful bilingual book festival to support the needs of bilingual patrons and others in your community.
- Explore ways in which hosting a bilingual book festival can help promote your library and its services in your community, strengthen your relationships with community organizations and foster bilingualism and biliteracy in the community.

about the festival

LOS ANGELES PUBLIC LIBRARY

BOOKS EN ESPAÑOL

LA libRería

REFORMA




Leo Espinosa
The CREATURE of HABIT
JENNIFER E. SMITH
LEO ESPINOSA
LOLA
POR JUNOT DÍAZ
LEO ESPINOSA
Jacqueline Woodson
Leo Espinosa
El mundo era nuestro
A Girl Named Rosita

VISION/MISSION



- ★ The Los Angeles Libros Festival is a free bilingual (English/Spanish) book festival for the whole family. The event celebrates the diversity of Los Angeles and the importance of bilingualism for families and communities in the region.
- ★ Through a high-quality, interdisciplinary program, the festival creates an inclusive cultural space to engage and inspire current and future generations of bilingual Angelenos.
- ★ The festival is also LAPL's flagship event in celebration of Latino Heritage Month.

GOALS

★ Celebrate Latino/Hispanic culture in Los Angeles.





Total:	3,898,747
Hispanic or Latino:	1,829,991
Not Hispanic or Latino:	2,068,756

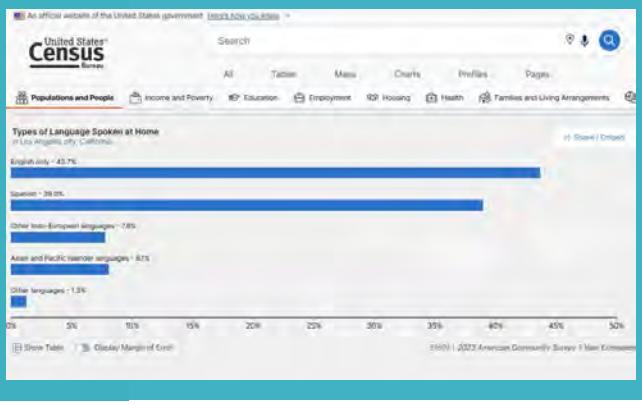
2020 Decennial Census

GOALS

★ Fill a programming void.
First Spanish/bilingual book festival in LA.

★ Provide a space for families with children and adults to celebrate Latino/Spanish bilingual literature, access Spanish/bilingual library collections.





Language spoken at home
English only: 43.7%
Spanish: 39.0%

GOALS



- ★ Provide a specific, targeted welcoming experience for Spanish speaking non-library users who may not be familiar with the public library model and educating this population about the library's services.
- ★ Create a space for Latino/Hispanic/bilingual authors/illustrators to promote their work to a greater audience and provide them an opportunity to interact directly with readers, fans, librarians and other members of the community.


How it all started…

FOUNDING PARTNERS

REFORMA



BOOKS EN ESPAÑOL

LA libRería


REFORMA
Mi mamá
#ReformaLA


LA libRería
BOOKSTORE


LOS ANGELES PUBLIC LIBRARY
LA libRería
BOOKSTORE






Home is
where your
bookstore is



when libraries and bookstores work together

- **Festival co-creators:** Design and shape programming together
- **Programming collaboration:** Collaborate with authors and publishers
- **Access and sales:** Handle book sales, signings, and direct author engagement
- **Cross-promotion:** Promote events through mailing lists, social media, and in-store displays.

Combined Strengths:
Community trust + retail expertise = broader reach, higher impact, and stronger literary culture

a look through the years





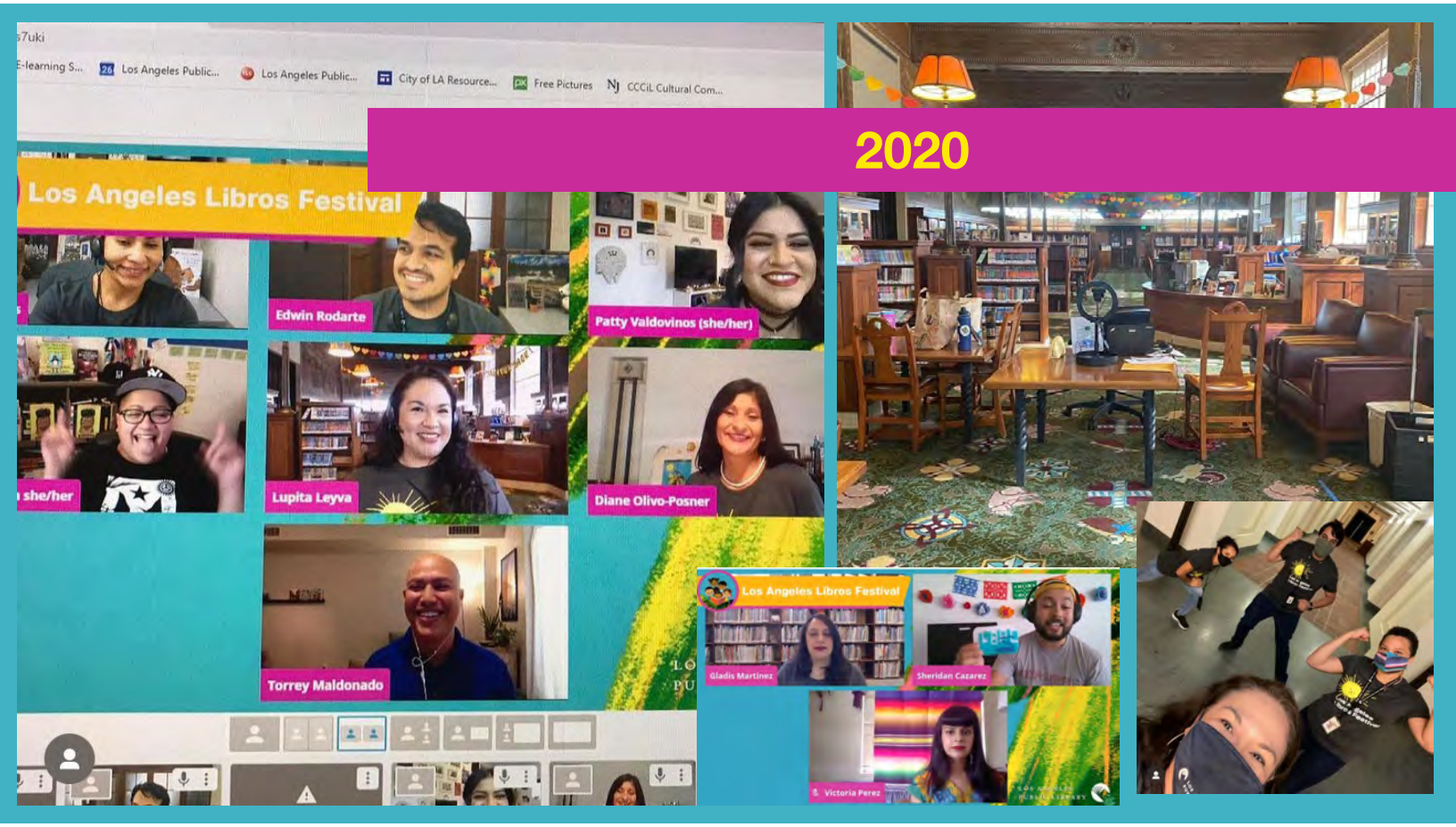









Gregory Peck
Literary Endowment
Donor Wall
2019


2020
Los Angeles Libros Festival
Edwin Rodarte
Patty Valdovinos (she/her)
Lupita Leyva
Diane Olivo-Posner
Torrey Maldonado
Los Angeles Libros Festival
Gladis Martinez
Sheridan Cazarez
Victoria Perez


123 Andrés
Alex Sanchez
Daniel José Older
Dúo Karma
Elisa Chavarri
Isol
Josuè Cuentacuentos
Kim Guerra
Luis Amavisca
Margarita Engle
Monica Brown
Nathalia
Nini Sanchez
Olga de Dios
Paulina Jara Straussmann
Rafael López
Yehudi Mercado
Los Angeles Libros Festival
Read, dream and celebrate... en dos idiomas
2021
September 24-25
Friday
9 a.m. - 12 p.m.
Saturday
9 a.m. - 12 p.m.
Streaming Live on
Facebook YouTube
lapl.org/libros
@NATHALIAMUSICA
@ANTONIOSACRE
Nathalia
Antonio Sacre
Lupita
@LALIBRERIA
@LAPUBLICLIBRARY


2022
Libres Festival
New Americans Center


PALETERO MAN
LUCKY DIAZ
2023


2024
Aguas Frescas & PALETAS
Spicy Salsas & Moles
A COOKBOOK FOR LOVERS OF MEXICAN HEAT
Los Angeles Libros Festival

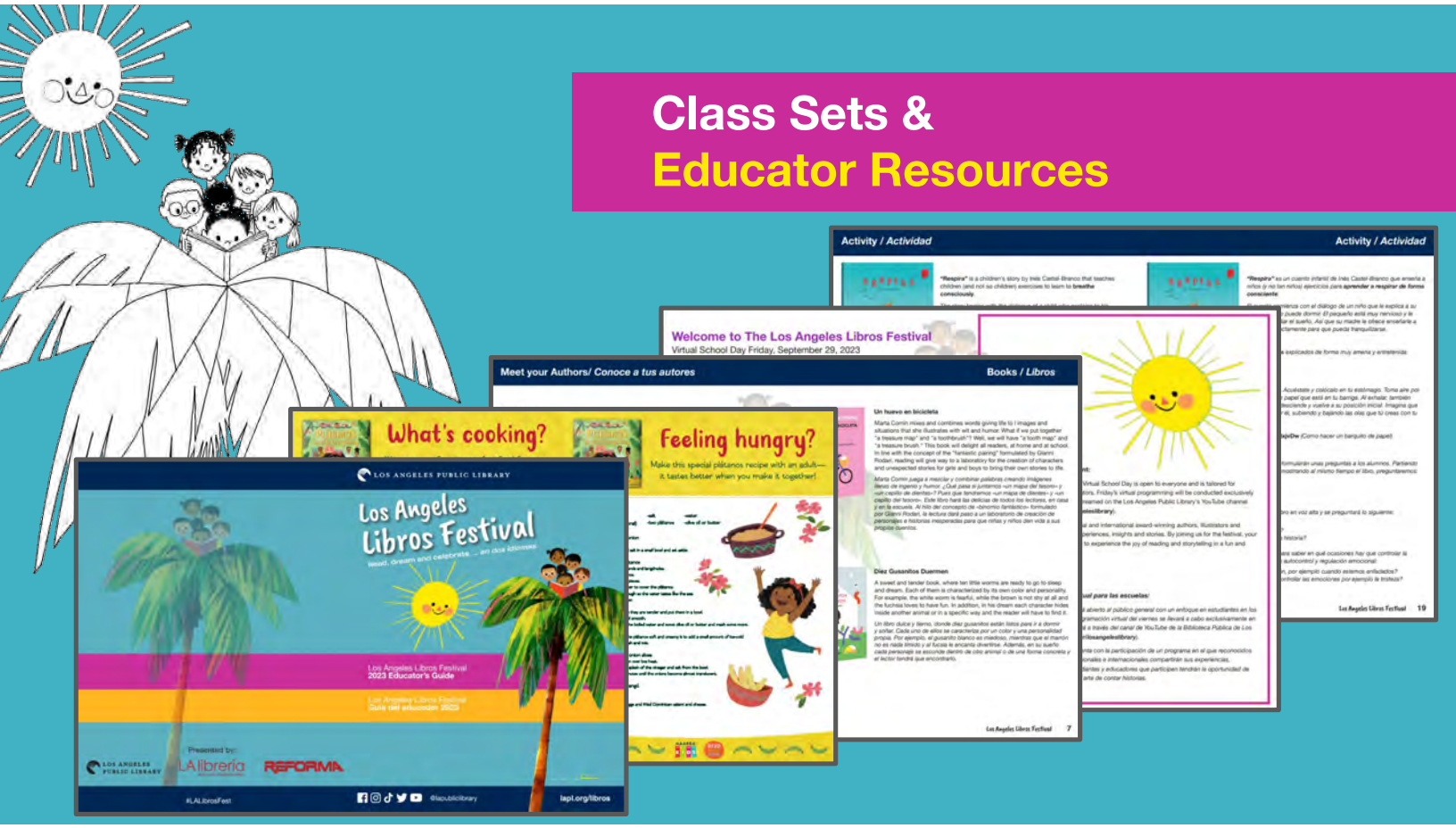

LOS ANGELES PUBLIC LIBRARY
Los Angeles
Libros Festival
Read, dream and celebrate
... en dos idiomas
Sábado 13 de septiembre
10 a.m. - 4 p.m.
Saturday, September 13
Central Library
630 W. Fifth St.
Downtown Los Angeles
LA librería
REFORMA
2025
ART STUDIO
Second Floor
ROLL YOUR


the festival format



SCHOOL DAY
FRIDAY

- ★ **2020 & 2021 virtual festival**
  - virtual school day on Friday prior to main Saturday event
- ★ **2022 & 2023 hybrid festival**
  - virtual school day on Friday prior to main Saturday event
- ★ **2024 in person festival**
  - in person school day on Friday
  - fewer classrooms, powerful experience for each student
- ★ **2025 hybrid festival**
  - we brought the festival to schools


Class Sets &
Educator Resources
Activity / Actividad
Welcome to The Los Angeles Libros Festival
Virtual School Day Friday, September 29, 2023
Meet your Authors/ Conoce a tus autores
Books / Libros
What's cooking?
Feeling hungry?
Make this special plátanos recipe with an adult—it tastes better when you make it together!
LOS ANGELES PUBLIC LIBRARY
Los Angeles Libros Festival
2023 Educator's Guide
Presented by:
LA librería
REFORMA
#LALibrosFest
@lapubliclibrary
lapl.org/libros


In Person School Day
@ Central Library
Los Angeles
Libros Festival


In Person School Days
@ local schools
LOS AN
PUBLIC
GELES
LIBRARY



MAIN EVENT SATURDAY

- ★ Typically, the last Saturday in September
- ★ Programs for all ages (kids, teens, adults, families)
- ★ Featuring local community organizations, musical performers, authors, illustrators
- ★ Crafts, activities, book store and *little biblioteca*


MAIN EVENT SATURDAY
ORIGEN
Mágico
ACTIVITY
LET'S MAKE
PAPER
librería
BOOKSTORE


MAIN EVENT SATURDAY
TÍA CHUCHA'S
New Americans C
Los Angeles
Libros Festival



Putting It All Together:
Libros Fest Planning



LA Libros Fest Planning Committee



- ★ **Festival Champions**
  - LAPL Admin
- ★ **Founding Partners**
  - REFORMA LA
  - LA Librería
- ★ **Libros Fest subcommittees**
  - Bilingual Storytimes
  - Community Partners
  - Crafts and Decorations
  - Digital Content & Social Media
  - School Day
  - Talent
  - Volunteers
  - Promotion/PR

LA Libros Fest Planning Committee

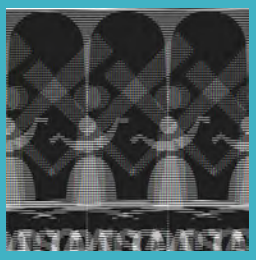


★ LAPL Department Liaisons

- Multilingual Collections
- Exploration and Creativity
- Youth Services
- Community Outreach
- Volunteer Engagement
- International Languages
- Children's Literature Department
- Teen'Scape
- Octavia Lab
- Acquisitions
- Emerging Technologies
- Facility and Event Management

COMMUNITY PARTNERS





CENTER THEATRE GROUP

LOS ANGELES ZOO

CITY OF LOS ANGELES
COMMUNITY INVESTMENT FOR FAMILIES DEPARTMENT
Paths to Prosperity

molaa
MUSEUM OF LATIN AMERICAN ART

EST. 1973
SELF HELP GRAPHICS & ART

TÍA CHUCHA'S
CENTRO CULTURAL & BOOKSTORE

Office of the CityClerk

PORTO'S
BAKERY & CAFE
SINCE 1960

Skirball Cultural Center

LACMA

COMMUNITY PARTNERS



The L.A. Libros Fest selection criteria for community partners includes

- Community partner mission aligned with the Festival
- Based in Los Angeles County
- Actively provide (free) programming/outreach for or directly work with a bilingual/Spanish speaking audience
- Can offer activities/programming at the festival that support literacy (reading, writing, storytelling)
- Able to promote the festival using their own promotional materials (social media, newsletter, email blasts, etc)

COMMUNITY PARTNERS



Define the levels of partnerships

- Founding partners: REFORMA and LA Libreria are our festival co-presenters and are part of the planning committee.
- Community partnerships: Local museums, cultural organizations, etc. who can provide representatives who table in Spanish, host bilingual workshops, etc.
- Media partnerships: Televised, print, and digital media assist with promoting the festival.

COMMUNITY PARTNERS



Letter/Memorandum of Agreement

If working with an outside organization, a Letter or Memorandum of Agreement (MOA or LOA) should be considered to specify the roles and responsibilities of each party.



FESTIVAL PROMOTION

- ★ Use branded LA Libros Fest artwork
- ★ lapl.org/libros - Main festival page
- ★ Print collateral: flyers, bookmarks, postcards







FESTIVAL PROMOTION



- ★ Eventbrite registration
- ★ Print Ads: LA Parent, LA Times, El Clasificado
- ★ Radio Interviews: Mega 96.3, La Raza 97.9
- ★ TV Interviews: Univision, Telemundo
- ★ LAPL social media videos (English/Spanish)
- ★ Partners' & participants' social media



BUDGET

The LA Libros Fest co-chairs manage the overall budget for the festival.

This covers the following:

- Any facilities needs (extra rental tables and chairs)
- Honoraria/travel for authors, performers and artists
- Marketing: print signage and other promotional materials, social media advertisement
- Prizes for attendees (usually tote bags)
- Promotional items for attendees and staff volunteers (T-shirts identity staff vs attendees)



BUDGET

The LA Libros Fest co-chairs manage the overall budget for the festival. This covers the following:

- Technological and equipment needs, particularly if there is a virtual component to the event
- Materials for workshops
- Festival relevant book purchases
- Staff/volunteer refreshments
  - kudos to Librarians' Guild
- Decorations



CRAFTS & ACTIVITIES

Various craft stations are set up throughout the festival. Crafts are based on the books written by that year's festival talent and should be appropriate for families.

Other usual activities include:

- button making using Libros artwork
- coloring sheets using Libros artwork
- the Photo Booth





CRAFTS & ACTIVITIES

Crafts done by community partners

- Self Help Graphics screen printing activity
- artist John Ildefonso designs a new activity each year inspired by the books featured in that year's festival
- Center Theatre Group provides props for the photo booth
- LACMA does an art workshop





BILINGUAL STORYTIMES

Bilingual storytimes are held the entire day of the Los Angeles Libros Festival.

- Done in the Children's Literature department
- Can be presented by
  - LAPL staff
  - REFORMA volunteers
  - community partners
  - paid performers




Libros Fest is a labor of love!
Belkis Ayón
EL BARRILITO MÁGICO DE PAPÁ


Questions?
librosfest@lapl.org

Sentido de Pertenencia

How Sense of Belonging Empowers Latine Librarians and Students

Denice Adkins, PhD, MLIS, University of Missouri
Alicia K. Long, PhD, MLS, University of South Florida
Michele A. L. Villagran, EdD, MLS, San José State University

National REFORMA Conference VIII - Long Beach, CA. - Sept. 2025

Agenda

1. Sense of Belonging and Latine librarians/Latine students

   — Your turn! (Interactive activity)

1. Sense of Belonging in MLIS programs
   a. Findings
   b. A student's perspective
   c. A faculty's perspective
2. Sense of Belonging and LIS professionals
   a. Findings
   b. Being an active member of REFORMA
   c. Being a leader in REFORMA, ALA & other associations

   — Your turn! (Interactive activity)

1. Conclusion and Q&A

1. Sense of Belonging, Latine librarians, and Latine Students

Sense of Belonging:

"An individual's perceived social support, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group."

(Strayhorn, 2019, p. 28)

1.Sense of Belonging, Latine librarians, and Latine Students

Two Studies

Latine Students' Sense of Belonging in Library and Information Science: A Critical-Constructivist Grounded Theory Study (Long, 2024)

- Interviews with MLIS students of Latino heritage.

Identity, Familia, and Belonging: Librarians of Latin American Heritage and Professional Associations (Long & Adkins, 2024)

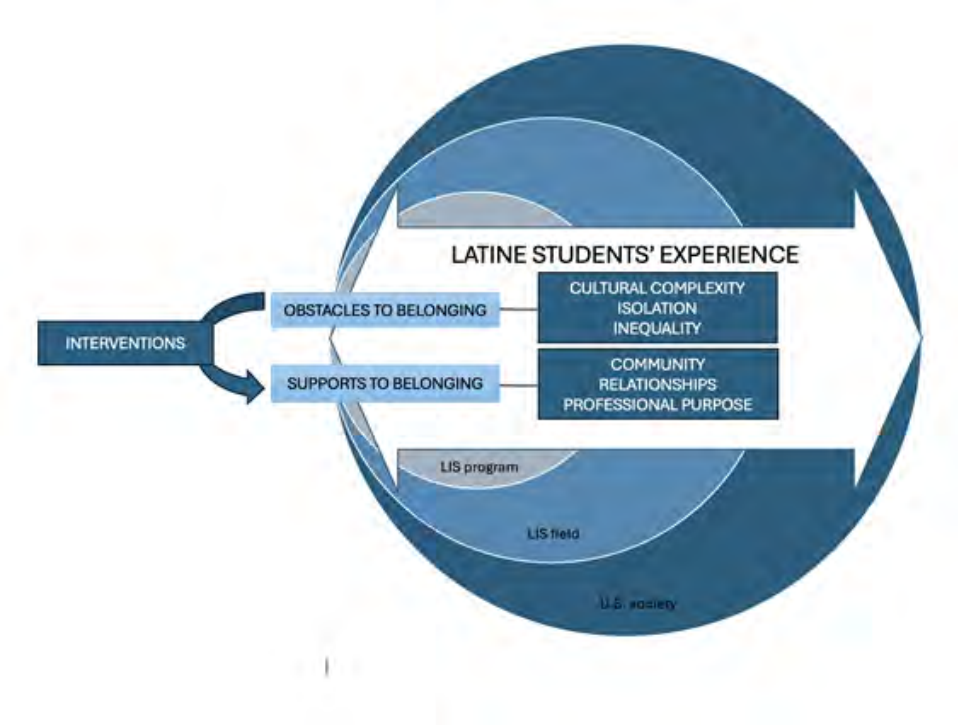
- Interviews with REFORMA leaders
- Analysis of documents (ALA and REFORMA)

Your turn...

- What factors have supported—or challenged—your sense of belonging as an MLIS student?
- In what ways do you feel included or excluded as a Latine librarian in the LIS field?

Padlet collaborative space:
https://shorturl.at/MPDjO

2.Sense of Belonging and Latine MLIS Students



Long, A. K. (2024). Latine students' sense of belonging in library and information science: A critical-constructivist grounded theory study. [Dissertation]. University of Missouri.

Student Perspective



https://youtu.be/sgkPSK_f2HM

LIS Faculty Perspective

Reforma SJSU iSchool Student and Alumni Group

https://ischoolgroups.sjsu.edu/reforma/

Established in 2020



Mission

REFORMA San José State University (SJSU) School of Information (iSchool) Student & Alumni Group will cultivate a welcoming environment to develop, engage, and support students and alumni who are interested in working with Spanish-speaking communities. We strive to create opportunities for engagement with REFORMA National, and REFORMA Chapters, and plan activities that offer professional development and networking. We support students and alumni to become culturally competent professionals in the communities they serve.

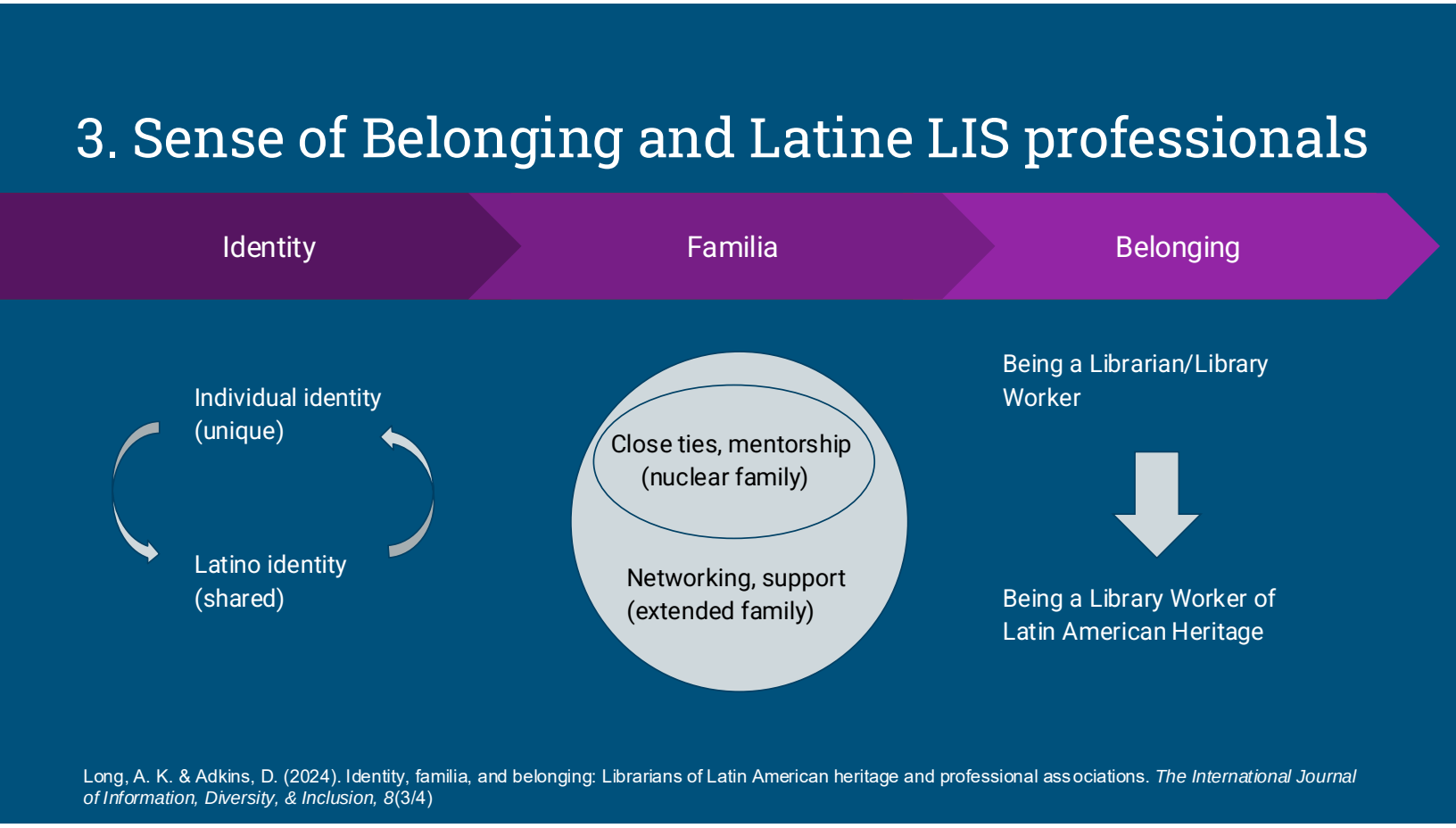
Vision

REFORMA San José State University (SJSU) School of Information (iSchool) Student & Alumni Group will seek to provide engaging opportunities to current iSchool students and alumni interested in advancing library services for Spanish-speaking and Latinx communities. Based on the foundation from REFORMA National, the group will create and sustain a community that values learning experiences, collaboration and networking, sharing of informational resources and mutual encouragement.

Values

- Create a welcoming and inclusive environment
- Advocate the needs and interests of multicultural iSchool students and alumni.
- Develop communication and collaboration between members and other SJSU iSchool student organizations
- Establish a community for student and alumni learning and development
- Identify resources, toolkits, workshops, and conferences in order to serve Spanish-speaking and Latinx communities
- Engage with REFORMA National and REFORMA Chapters for professional networking and collaborations

3. Sense of Belonging and Latine LIS professionals



Long, A. K. & Adkins, D. (2024). Identity, familia, and belonging: Librarians of Latin American heritage and professional associations. *The International Journal of Information, Diversity, & Inclusion, 8*(3/4)

Being Active Member of REFORMA

A community of support for students, for professionals, for like minded individuals

Connecting with informal and formal mentors that can offer guidance

Opportunities for professional development

"...really loved the collegiality of members and the mission of the association."

"...the importance and need to find ways that LIS programs can educate and prepare students and alumni for serving Latinx and Spanish-speaking communities."

"...ensuring diverse voices are heard"

"...continuing to assist students and professionals from these populations [underrepresented], including Latinx and Spanish-speaking, to strive towards success."

Being a Leader in REFORMA, ALA, & more

Sometimes... It's not as comfortable. It was hard to feel included... welcome. It was a little more awkward for me. Now that I've been around longer, I know more people. I don't feel as much of that. But definitely when I was younger, ... It was intimidating.

... and I have to be honest with you. It was REFORMA... it was my REFORMA colleagues that were always the ones who reached out, who reached out and welcomed me, (...) who were also long time REFORMA members, who approached me at my first meeting and made sure like, did I have any questions? Did I know what to do? Where to sit? Where do I pick up my materials? And kind of guided me through those first few meetings, to make sure that I felt aware and included.

Your turn...

- What suggestions do you have for LIS faculty teaching Latine MLIS students?
- What suggestions do you have for REFORMA members and leaders?

Padlet collaborative space:
https://shorturl.at/ox0Q1

Conclusion

Complexity of Sense of Belonging for Latine in LIS:

- Unique but diverse identities
- Isolation: Being the first / only / one of a few
- Inequality: Not the same opportunities

The “Familia Latina” EMPOWERS Latine librarians and LIS students by:

- Sharing heritage (identity - orgullo)
- Networking/professional/leadership support
- Leading opportunities (in REFORMA & Student Organizations)

Questions & Discussion




CAFECITO
&
Conversations
Hola
Hello
Building Community One Cup at a Time


WELCOME!
¡BIENVENIDOS!
LET'S GET INTO IT!



HIELO BREAKER

STORY BEHIND THE PROGRAM



- Adults want to practice English.
- We offer a safe, friendly space.
- Talk about daily life and current events.
- Share stories and make connections.
- Build confidence and community.

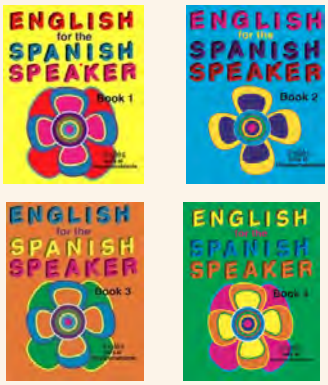
WHY THIS FORMAT?

1	**Informal setting =** no pressure, open conversation
2	**Coffee & snacks =** warm, welcoming atmosphere
3	**Small groups =** everyone participates, confidence grows
4	**Topics =** real-life and useful *(school, health, shopping)*
5	**Consistent schedule =** builds trust and routine

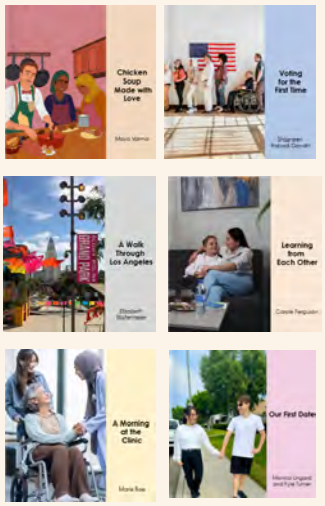
RESOURCES USED



News for You



English for the Spanish Speaker



Mixbook

E-RESOURCES USED (CONT.)

Mentimeter

Zoom

Canva

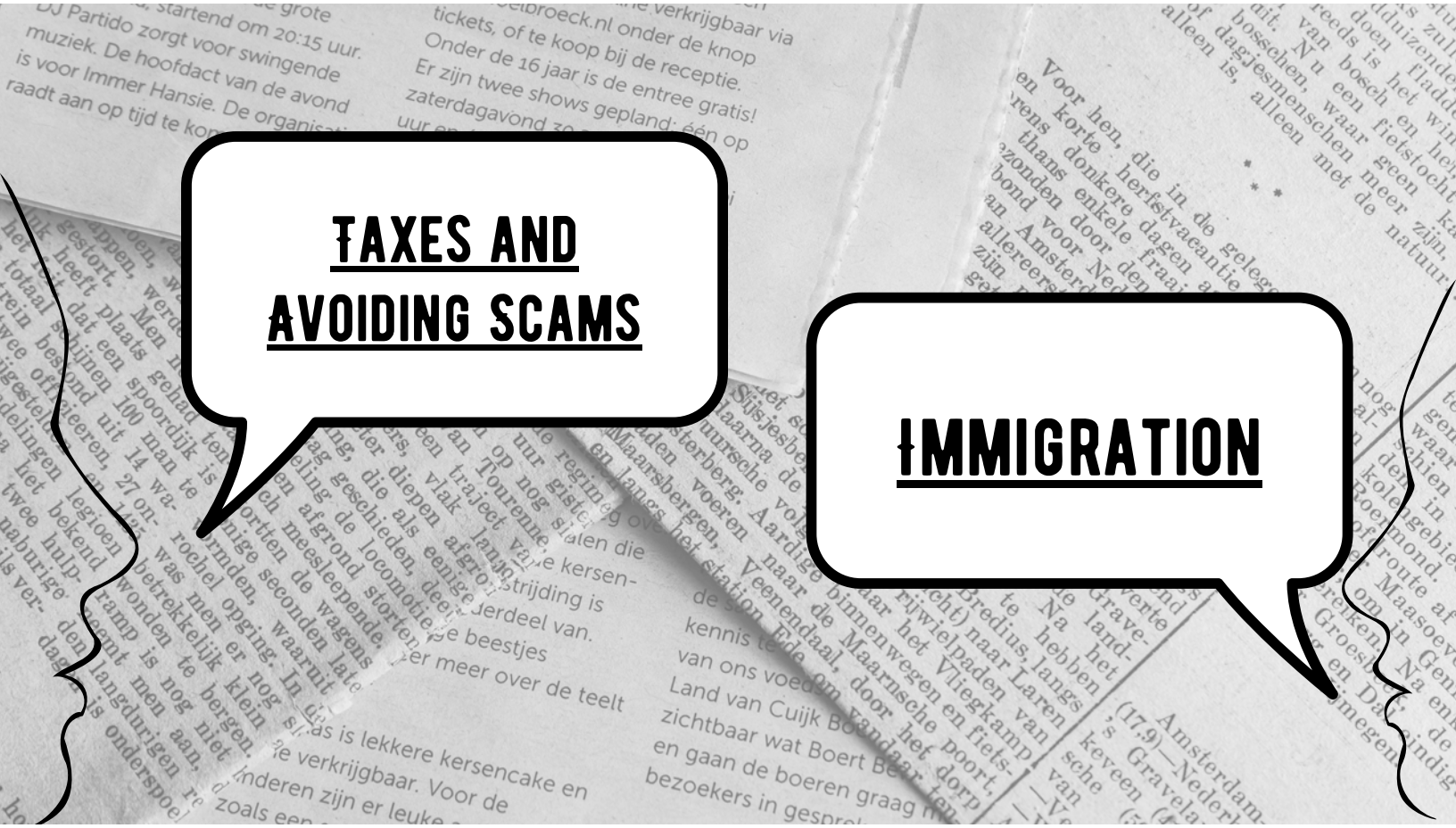
HOW IT WORKS: PROGRAM STRUCTURE

Start with small, casual conversations.

Pick **one** news article and go over the key vocabulary together.

Use questions and videos to guide discussion.

Adjust based on participants' needs.


TAXES AND AVOIDING SCAMS
IMMIGRATION





HOW IT HAS EVOLVED

- Began with small-group conversations.
- Added vocabulary, questions, and videos.
- Some groups wanted current events, while others enjoyed **Tema Libre** *(free choice topics)*.
- During this political climate, many felt safer online, so we also offered **Zoom Sessions.**

COMMUNITY OUTREACH







Collaboration with schools to share program information with parents.

Flyers distributed at local events, libraries, and community centers.

Social media posts and word-of-mouth marketing.

EXPANSION TO OTHER LIBRARY BRANCHES











We wanted to include our other branches, so we expanded the program.


MINI CAFECITO ACTIVITY

BEST PRACTICES & WHAT WE'VE LEARNED



What Works:

Flyers in English/Spanish, word of mouth, community partners
Partner with nonprofits and ESL teachers
Be consistent, use familiar faces, celebrate milestones

Watch Out For:

Too formal
Focusing only on grammar
Skipping social time

Positive Changes:

Stronger bonds with families
More confidence speaking English
More engagement in library programs
Higher demand for ESL and literacy services

NOW IT IS YOUR TURN

Identify your target audience

Choose a welcoming space & time

Pick simple discussion materials *(e.g., News for You, local stories)*

Spread the word

Keep it casual, consistent, and *fun*




QUESTIONS

THANK YOU!

- Thanks to staff and participants
- *Cafecito & Conversation* keeps growing thanks to the community
- Let's keep connecting, learning, and sharing!



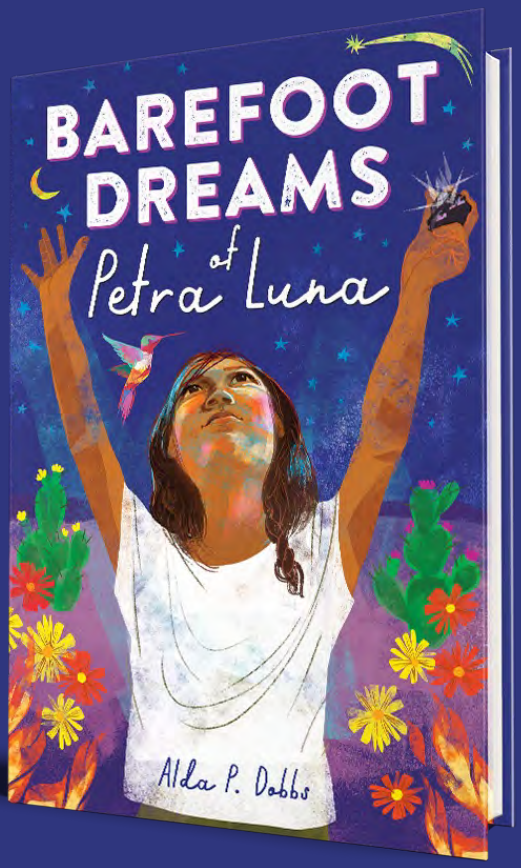
Evelyn Diaz
Literacy Program Manager
ediaz@commerceca.gov

Abigail "Abby" Calderon
Library Literacy Assistant
acalderon@commerceca.gov

BAREFOOT DREAMS:

the Mexican Revolution and a young woman's journey

by
Alda P. Dobbs



Inspiration

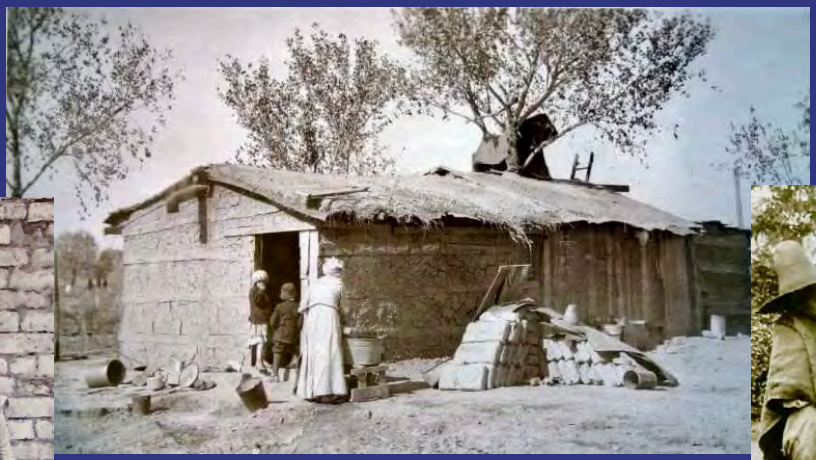






The Story







The Grueling Work & Hunger





Quiz Time!!

What percentage of the Mexican population was literate in 1913?

?

Quiz Time!!

What percentage of the Mexican population was literate in 1913?

20%

The Disparities





The Disparities







The Bare Feet





The Courage & The Dreams



Quiz Time!!

What percentage of the Mexican population owned land in 1913?

?

Quiz Time!!

What percentage of the Mexican population owned land in 1913?

1%

The Mexican Revolution



The Women & Children





The Women & Children







Violence in the Homeland



The Desert

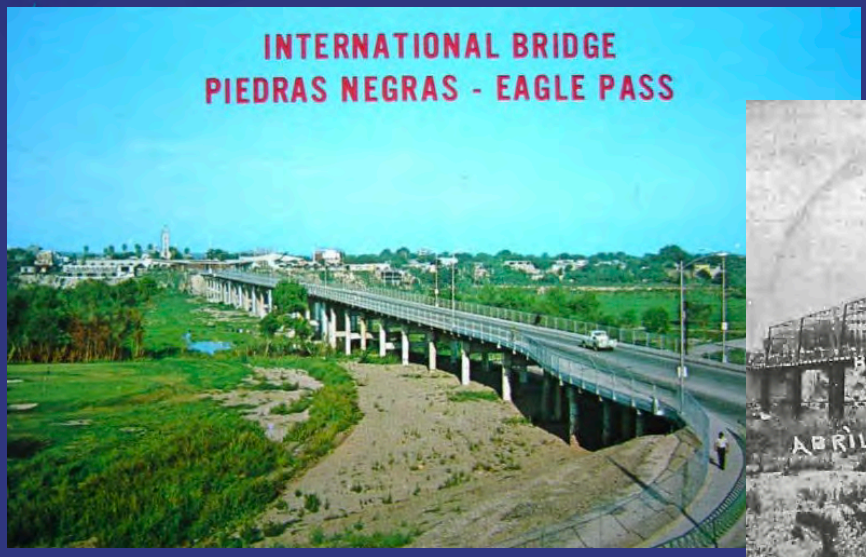




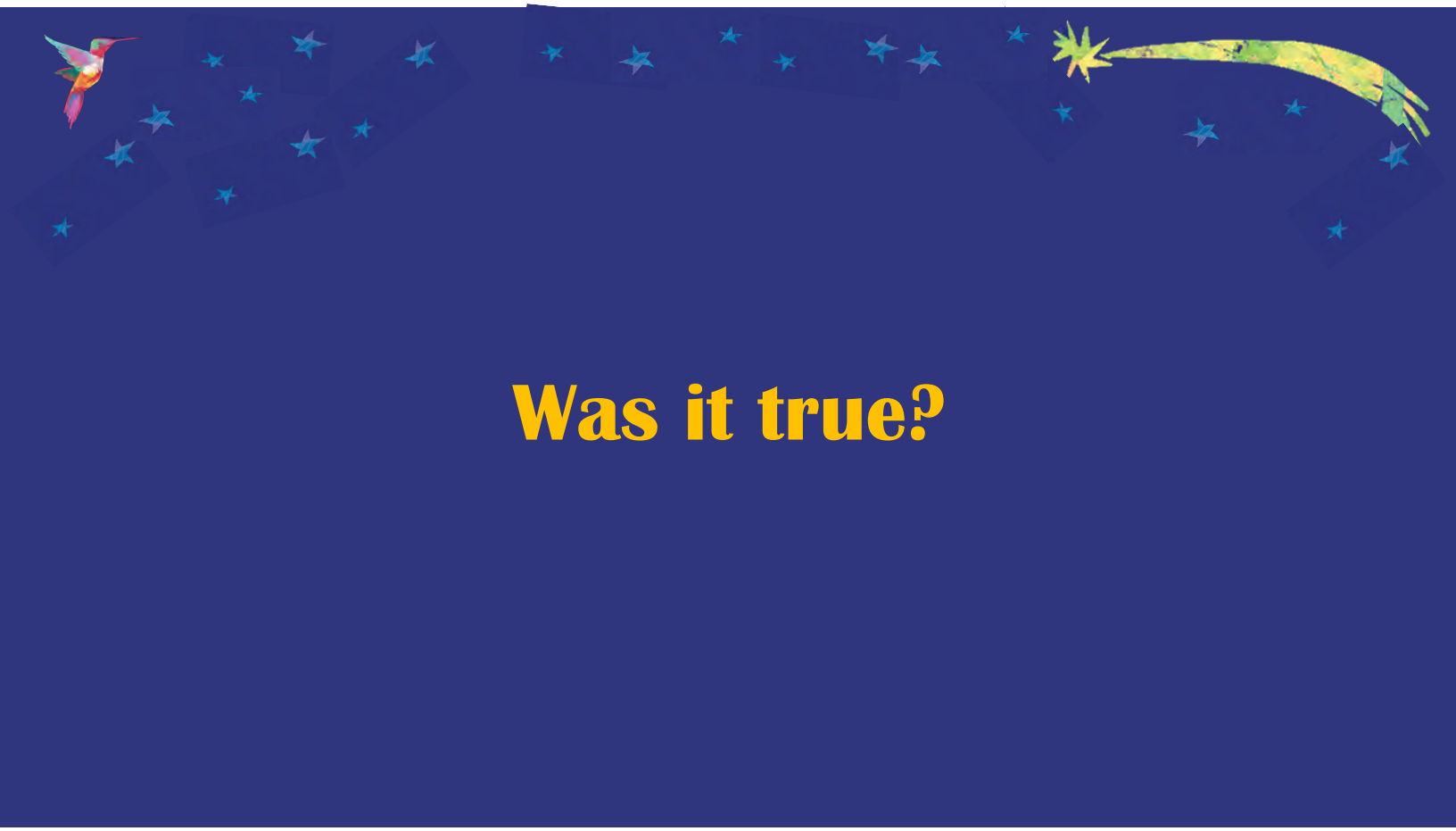
The Journey


Andrews
Colorado City
Sweetwater
Cisco
Cleburne
Midland
Big Spring
Stephenville
Kermit
Odessa
Coleman
Brownwood
Hamilton
Waco
Pecos
Monahans
San Angelo
Eden
Goldthwaite
Killeen
Temple
McCamey
Brady
Lampasas
Mason
Burnet
Bryan
Huntsville
Fort Stockton
Ozona
EDWARDS
PLATEAU
Sonora
Junction
Georgetown
Cedar Park
College Station
Conroe
Beaumont
Alpine
Marfa
Sanderson
Fredericksburg
Austin
The Woodlands
Houston
Rocksprings
Kerrville
San Marcos
New Braunfels
Luling
Pasadena
Presidio
Del Rio
Hondo
Seguin
Gonzales
Galveston
Uvalde
San Antonio
Lake Jackson
Cuero
Victoria
Freeport
Eagle Pass
Crystal City
Goliad
Beeville
Port Lavaca
COAHUILA
Carrizo Springs
Cotulla
George West
Sinton
Robstown
Corpus Christi
Alice
Laredo
Kingsville
Falfurrias
MEXICO
NUEVO LEON
McAllen
Harlingen
Mission
Port Isabel
Brownsville
0
100
200
0
100

The Bridge


INTERNATIONAL BRIDGE
PIEDRAS NEGRAS - EAGLE PASS


ABRIL 22-14



Was it true?

Detective Work

WHO: my great-grandmother, her family, and hundreds of other refugees

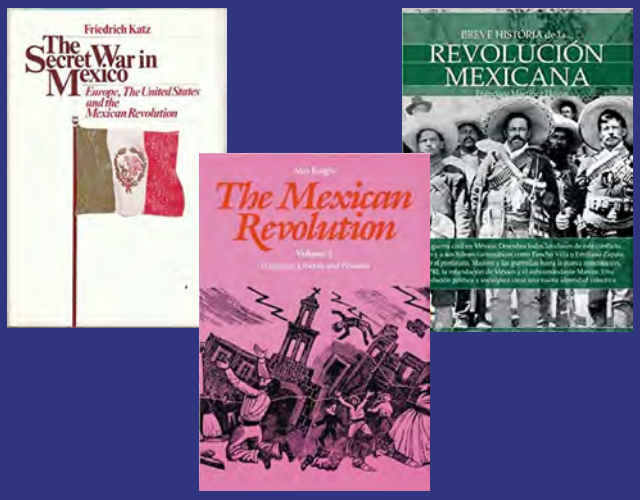
WHAT: crossed the Rio Grande

WHERE: Eagle Pass, Texas

WHEN: ???

WHY: to escape The Federales

HOW: they ran for their lives!




The Portal to Texas History
Search 1,610,778 items from 439 partners across Texas.
Any Type
Search
Sample Searches:
"Cuero Record"
"Galveston Daily News"
"Telegraph and Texas Register"
"Houston Post"
"Fort Davis"

Detective Work

WHO: my great-grandmother, her family, and hundreds of other refugees

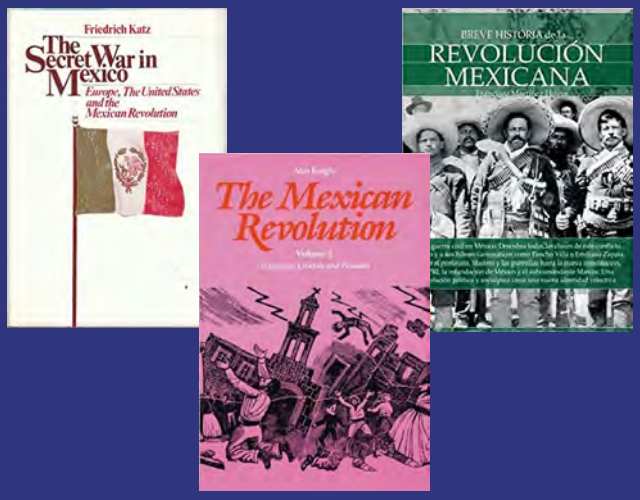
WHAT: crossed the Rio Grande

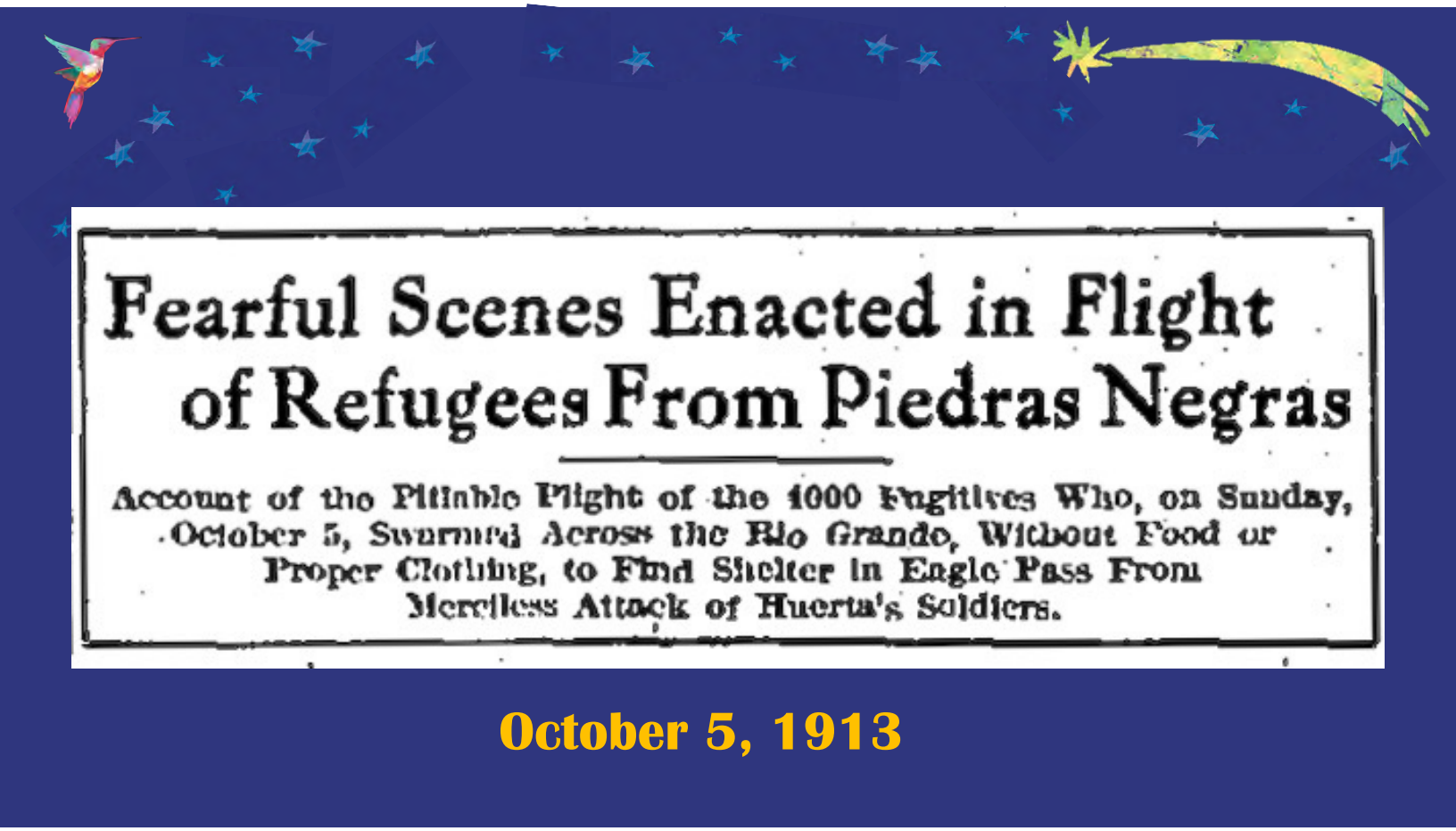
WHERE: Eagle Pass, Texas

WHEN: ??? → November 20, 1910

WHY: to escape The Federales

HOW: they ran for their lives!





Fearful Scenes Enacted in Flight of Refugees From Piedras Negras

Account of the Pitiable Plight of the 4000 Fugitives Who, on Sunday, October 5, Swarmed Across the Rio Grande, Without Food or Proper Clothing, to Find Shelter in Eagle Pass From Merciless Attack of Huerta's Soldiers.

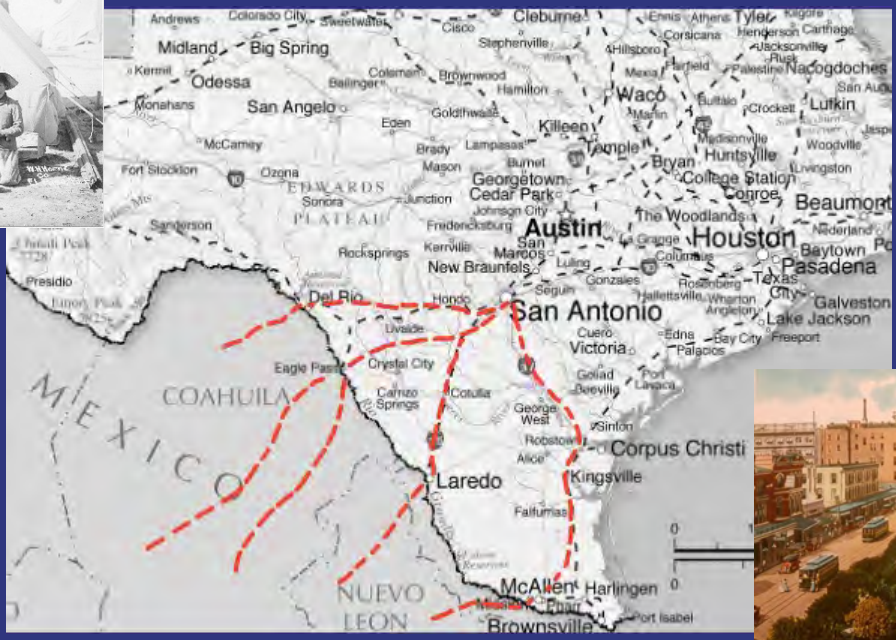
October 5, 1913

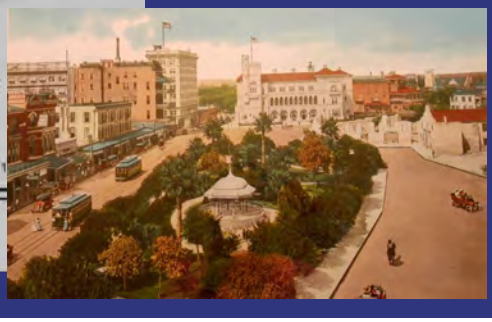
A Picture Worth A Thousand Words



The story continues...







City of Refugees



"Little Mexico"



City of Refugees



"Los Corrales"


Why family stories?
• Fragments
• Shedding Light
• And…

The Echoes of History





The Echoes of History





The Echoes of History





The Echoes of History





The Echoes of History

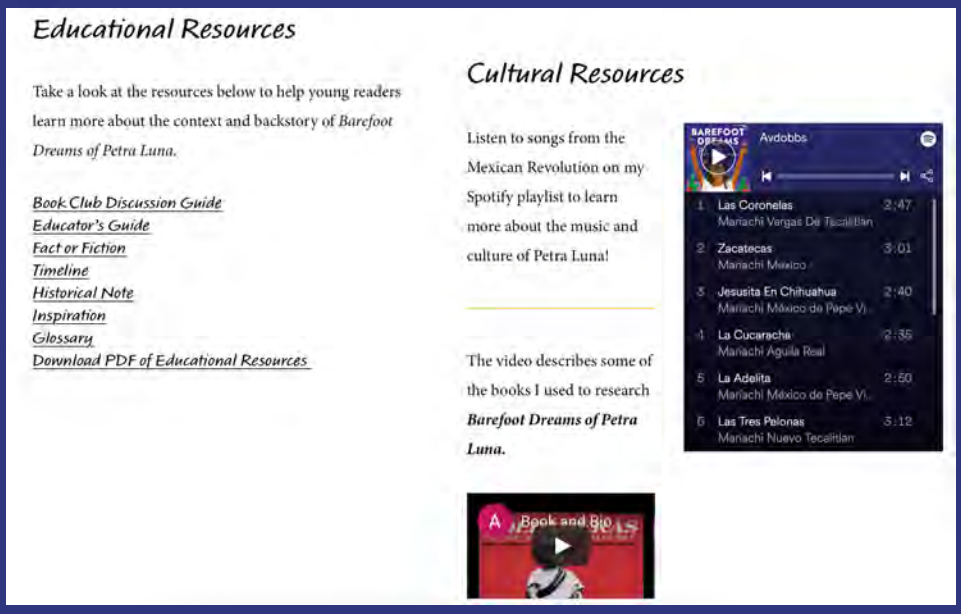




Consider the losses...



www.AldaPDobbs.com



Educational Resources

Take a look at the resources below to help young readers learn more about the context and backstory of *Barefoot Dreams of Petra Luna.*

Book Club Discussion Guide
Educator's Guide
Fact or Fiction
Timeline
Historical Note
Inspiration
Glossary
Download PDF of Educational Resources

Cultural Resources

Listen to songs from the Mexican Revolution on my Spotify playlist to learn more about the music and culture of Petra Luna!

The video describes some of the books I used to research ***Barefoot Dreams of Petra Luna.***



Alda P. Dobbs

Summer 2021 Newsletter

Welcome to my June newsletter! Thank you for joining me once again, and as always, please feel free to let me know how I can make this letter more useful to you.

Latest News

So many exciting things have happened in the last three months! *Barefoot Dreams of Petra Luna* is now a Junior Library Guild Selection and has earned a starred review from *Booklist*. It was also selected as one of the editor's top picks for Fall 2021 by the American Booksellers Association.

In May, my dream of having a book fair in my old barrio came true. CLICK HERE to see pictures of the San Antonio Southside Book Fair


BAREFOOT
DREAMS
Petra et Luna


Thank You!!

Journal of Library Administration

ISSN: (Print) (Online) Journal homepage: www.tandfonline.com/journals/wjla20

Taking Flight Together: Latinx Librarians and Allies Soaring in Academia

Mario A. Ascencio

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To link to this article: https://doi.org/10.1080/01930826.2024.2330863

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2024, VOL. 64, NO. 4, 473–480
https://doi.org/10.1080/01930826.2024.2330863

Routledge
Taylor & Francis Group

Check for updates

LEADERSHIP REFLECTIONS

Andrea Falcone, Dean of Libraries, Binghamton University, Binghamton, NY, USA

COLUMN EDITOR'S NOTE

This column illuminates aspects of academic library leadership through careful and candid reflection. The aspiration is two-fold: to support leaders throughout their journeys and to positively impact the culture of our libraries so that we thrive. Interested authors are invited to submit proposals and articles to the column editor at afalcone@binghamton.edu.

Taking Flight Together: Latinx Librarians and Allies Soaring in Academia

Mario A. Ascencio

College Librarian and Managing Director, ArtCenter College of Design, Pasadena, CA, USA

ABSTRACT

In this reflective piece, the author, a Latino librarian with 25 years of experience in academic libraries, explores the challenges and opportunities surrounding diversity and inclusion within the profession. Through personal anecdotes and historical context, the author highlights the persistent underrepresentation of Latinx librarians in academic settings and the growing importance of addressing this disparity, particularly in response to the demographic shifts in the United States. The establishment of the REFORMA Academic Librarians Advancing Service (ALAS) committee emerges as a pivotal initiative aimed at empowering Latinx librarians and better serving Latinx student populations. Drawing inspiration from mentors and predecessors, the author emphasizes the need for proactive measures from library deans and directors to support initiatives like ALAS, promote cultural competency, and foster diversity within their institutions. By fostering inclusivity, representation, cultural competency, and equitable access to knowledge, the profession can evolve to reflect the diversity of the communities it serves.

KEYWORDS

Latinx librarianship; academic libraries; advocacy; diversity; underrepresentation

Introduction

I will be celebrating 25 years as a librarian this coming June. As I reflect on the last 24 years working primarily in college and research libraries, I have navigated the landscape of librarianship as a Latinx professional, encountering both triumphs and challenges. Some of those challenges existed when I entered the profession. For example, the stark underrepresentation of Latinx librarians, a disparity more pronounced within the academic realm, has not changed much. I got my start as a librarian for the Smithsonian Institution Libraries, a member of the Association of Research Libraries (ARL). I then worked for George Mason University, a large and diverse public

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university, and spent the last 15 years in independent colleges of art and design, including Corcoran College of Art + Design and currently at ArtCenter College of Design. As I reflect on this landscape, distinct patterns surface.

Latinx librarians occupy a smaller percentage in academic libraries compared to their counterparts in public libraries. This discrepancy extends beyond mere numbers, weaving its threads through mentoring opportunities by other Latinx librarians—or the lack thereof—in academic settings. In public libraries, an interesting dynamic unfolds as white librarians, recognizing the expertise of their Latinx colleagues, often seek guidance in collection development for Spanish language materials and programming. This dynamic, characterized by reciprocal mentoring opportunities, stands in stark contrast to the academic sphere. Here, mentoring pathways for Latinx librarians are sparse, further exacerbating the existing gaps in representation.

The leadership narrative about deans and directors echoes a similar tale of disparity. While public libraries boast a more significant number of Latinx library leaders, academic institutions paint a different picture. For example, when I think about academic library deans and directors in public and private institutions in my home state of California where Latinx people make up almost 40% of the population, only a handful of Latinx librarians come to mind. Within the Association of Research Libraries echelon, there have only ever been three Latinx library deans and directors; with two of these appointments occurring in the last 3 years.

Amidst these challenges, the demographic landscape of the United States has undergone a notable shift with the growth of the Latinx population. Hispanic-Serving Institutions (HSIs), responding to this demographic shift since the 1990s, now face a unique challenge. Traditionally white institutions that transition into HSIs may find their library staff composition at odds with the student population they serve. In contrast to Historically Black Colleges and Universities (HBCUs), created with Black faculty and staff for Black students who were unwelcome at white institutions, HSIs grapple with a nuanced complexity in achieving representation reflective of their Latinx student body.

Taking flight

As we delve into these complexities, a narrative unfolds, underscoring the imperative for a transformational shift in the representation, mentorship, and leadership landscape for Latinx librarians in academia. This journey demands not only the recruitment of Latinx librarians into academic libraries, but also a concerted effort to empower non-Latinx librarians with the cultural competencies needed to better serve the growing Latinx student population.

I am a Latinx librarian who has worked most of my professional career in academic libraries. I have also taken on DEI leadership roles in and outside the institutions that I've worked in. I've dedicated my career to helping diversify the profession through my work and involvement in professional associations, serving as a mentor to BIPOC graduate students and early career professionals, supporting many of the library ethnic caucuses, contributing to scholarships, paying for students and/or early professionals' registration to join state library associations. Needless to say that my commitment to Just, Equitable, and Inclusive Education (JEIE) extends beyond actions to active

engagement with ethnic professional associations. As a member of the American Library Association (ALA) Rainbow Roundtable and lifetime member of the Asian Pacific American Librarians Association, the Black Caucus of the ALA, and REFORMA—The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, my dedication is manifested in tangible initiatives. While I am just one librarian, there are many more who have come before me and have tried to expand opportunities to Latinx academic librarians.

Since becoming a librarian, I now see new acronyms, such as DEIAB (Diversity, Equity, Inclusion, Accessibility, and Belonging) and BIPOC (Black, Indigenous, People of Color), but I have not seen much of a change in the demographic make-up of librarianship. The funny thing is that when I first entered the profession, I remember hearing from REFORMA colleagues and other ethnic library caucuses saying, "we're still fighting for the same issues to recruit and retain librarians of color that we were fighting for 20-30 years ago." As a seasoned librarian, I now find myself saying the same thing, albeit with the use of these new acronyms. The bottom line is that the number of Latinx librarians has not grown, but the need to serve Latinx students has grown.

During my time as a librarian, both the Latinx population in the US and the Latinx student population on college campuses have grown. "The Latinx population in the United States reached 62 million in 2020, a significant increase of 47 million (75%) since 1980. In the last decade alone, from 2010 to 2020, the population grew by 23%" (Pew Research Center, 2022). Additionally, "Latinx undergraduate enrollment saw a substantial increase of 42% (from 2.4 million to 3.3 million students) between fall 2009 and fall 2020 in the US" (National Center for Education Statistics [NCES], 2022). "One reason for this trend could be that 85% of Latinx population are more likely than whites (69%) to say that a college degree is a necessity" (Pew Research Social & Demographic Trends Report, 2009). Enter the HSI, a pivotal development in higher education that underscores the pressing need for increased recruitment of Latinx librarians and the provision of support for non-Latinx librarians to soar in serving this expanding student demographic.

While I did not learn about HSIs until 2015 or 2016, the designation was being developed in the 1980s and 1990s by the Hispanic Association of Colleges and Universities (HACU). HSIs began to pick-up momentum in the 2000s. The reauthorization of the Higher Education Act of 2008 cemented the funding opportunities when it made HSIs eligible for Title V funding. As a result, the federal designation of HSI has played a role in supporting and attracting Latinx students to college campuses. The growth of HSIs plus the future increase of the US Latinx population underscores the importance of recruiting more Latinx librarians. In addition, we must also provide professional development and networking opportunities for non-Latinx librarians who want to work with the growing Latinx student population.

Unlike HBCUs that were created to educate Black students, HSIs are traditional white institutions that have seen an increase in their Latinx student population to over 25%. In addition, HBCUs have a longer history and have played an important role in educating Black students that were not welcomed in white institutions. HSIs on the other hand are relatively new, but are growing rapidly. As I write this column, there are 571 HSIs and another 400 listed as Emerging HSIs on HACU's website. From my

observations, many traditionally white institutions are finding themselves with a large Latinx student body population and are, therefore, pursuing the HSI designation in order to receive Title V federal funding, but are libraries on those campuses taking advantage of or included in this funding opportunity?

With the foreseeable growth of the Latinx population on college campuses, it becomes increasingly imperative for academic libraries to actively recruit and retain Latinx librarians. The presence of Latinx librarians within library staff not only addresses the issue of representation but also enhances cultural competence, fostering an environment conducive to student engagement and success. Importantly, the visibility of Latinx professionals within the library staff serves as a vital means of validation and affirmation for Latinx students, particularly within the context of Hispanic-Serving Institutions (HSIs). By seeing themselves reflected in the library workforce, Latinx students feel a sense of inclusion and representation, thereby bolstering their overall sense of belonging on campus. Furthermore, Latinx librarians bring a wealth of unique perspectives, experiences, and cultural knowledge to the library, enriching both programming and instruction. Through mentorship and advisory roles, Latinx librarians play a pivotal role in supporting Latinx student groups and fostering stronger connections between the library and its diverse student body. Ultimately, the presence of Latinx librarians contributes significantly to the advancement of diversity, equity, and inclusion (DEI) initiatives within both the library and the broader campus community.

Wings unfurled

Despite the demographic shifts and the persistent underrepresentation of Latinx librarians, my commitment to driving change within the profession remains steadfast. Inspired by the pioneering work of Dr. Arnulfo Trejo (1922–2002), Professor of Library Science at the University of Arizona and founder of REFORMA in 1971, whose vision aimed to ensure that public libraries adequately served Spanish-speaking communities, I had long contemplated the need for greater representation of Latinx academic librarians within REFORMA. Over the years, I encountered feedback from numerous Latinx academic librarians expressing a sense of exclusion from REFORMA, perceiving it as primarily serving public librarians. This realization fueled my desire to bridge this gap and create a space within REFORMA for academic librarians. However, it was not until my esteemed colleague and longtime collaborator, Dr. Romelia Salinas, assumed the presidency of REFORMA, that the opportune moment presented itself. With her leadership and expertise as an academic librarian, it became evident that REFORMA was indeed the ideal platform to launch such an initiative.

Building on REFORMA's legacy of empowerment and its successful advocacy for library services within the broader library community, I collaborated with esteemed colleagues Romelia Salinas, Carlos Rodriguez, and Delores Carlito to develop a transformative vision. Drawing inspiration from REFORMA's Children's and Young Adult Services Committee, we proposed the establishment of a dedicated committee: REFORMA Academic Librarians Advancing Service (ALAS). Presented to the REFORMA Executive Committee at the 2023 ALA Annual Conference, ALAS embodies our commitment to service and academic librarianship. Symbolizing progress and support, the acronym

"ALAS," meaning "wings" in Spanish, reflects our mission to propel advancement and inclusivity. This committee aims to magnify the impact of academic libraries, foster the recruitment of Latinx librarians, cultivate cultural competencies among library professionals, and enrich the educational experiences of Latinx students. Following approval from the REFORMA Executive Committee and subsequent ratification by the general membership in January 2024, ALAS will now embark on its journey to effect meaningful change.

The REFORMA Academic Librarians Advancing Service (ALAS) committee charge has the additional following objectives:

- Advocacy—Advocate for the needs and interests of academic librarians serving Latinx students within the academic library profession. This includes raising awareness about the unique challenges, opportunities, and best practices in academic libraries.
- Professional Development—Develop and promote professional development opportunities tailored to the needs of academic librarians. This may involve organizing panels, programs, poster sessions, workshops, or webinars for the REFORMA National Conference, the Association of College and Research Libraries Conference (ACRL), and regional and state library conferences.
- Resource Development—Contribute to the creation and dissemination of resources designed to support academic librarians working with the Latinx student population. This could include developing guidelines, toolkits, recommended reading lists, and resource directories specifically addressing the needs of academic librarians.
- Collaboration and Networking—Foster collaboration and networking among academic librarians who are interested in learning how to best serve the growing number of Latinx college students. This might involve facilitating online communities, moderating discussion forums, creating mentorship programs where academic librarians can connect, share ideas, collaborate on projects, learn from one another's experiences, and actively participating in REFORMA's mentoring program.
- Research and Innovation—Encourage research initiatives and innovation in academic library services. This could include advocating for the implementation of innovative practices and technologies at HSIs to better serve Latinx students, promoting research projects that explore the impact of libraries on Latinx student success, and identifying emerging trends in academic librarianship and HSIs.
- Partnerships and Outreach—Outreach to HSIs to recruit new REFORMA members. Seek opportunities for partnerships and collaboration with other organizations, institutions, associations, and stakeholders working in higher education, libraries, and social justice. These collaborations would help expand the influence, visibility, and impact of REFORMA academic librarians serving Latinx college students.
- Leadership Development and Promotion—Take proactive steps to identify and support future Latinx leaders. REFORMA ALAS could serve as a resource to

search firms that often contact me for suggestions of diverse applicants for colleges and universities located in various parts of the country.

Soaring ahead: propelling diversity and inclusion

As we embark on this journey of transformation and empowerment within academic libraries, it is essential to consider actionable steps that library deans and directors can take to advance diversity, equity, and inclusion (DEI) initiatives. One crucial action is to fully support the REFORMA Academic Librarians Advancing Service (ALAS) committee and actively promote its mission to their Latinx librarians. For those within HSIs, advocating for ALAS becomes even more imperative, as it aligns with the institution's commitment to serving its Latinx student population.

Furthermore, library deans and directors can play a pivotal role in promoting participation in the REFORMA National Conference in Fall 2025, slated to take place in Long Beach, California. By encouraging attendance and highlighting the conference's programming tailored for academic librarians, they can foster professional development and networking opportunities essential for building a more diverse and inclusive library workforce.

In addition to supporting specific initiatives like ALAS and the REFORMA National Conference, library leaders can implement broader strategies to connect and recruit a more diverse pool of talent. This may include:

- Serve as a mentor: Library leaders can serve as mentors to Latinx librarians, providing valuable support and guidance for career advancement. For institutions within HSIs, encouraging staff members to participate in the REFORMA mentoring program can be particularly impactful.
- Cultivating inclusive hiring practices: Implementing strategies to attract and retain diverse candidates, such as reviewing job descriptions for inclusivity, actively recruiting from underrepresented communities, and ensuring diverse representation on hiring committees, can help foster a more inclusive organizational culture.
- Fostering a culture of belonging: Creating a work environment where all staff feel valued, respected, and included is essential for retaining diverse talent. Library leaders can promote open dialogue about DEI issues, celebrate diverse perspectives and contributions, and actively address instances of bias or discrimination.

Other recommendations could include:

- Facilitating best practices for programming: Providing resources and guidance on successful programming initiatives can help librarians effectively engage with and support Latinx student communities, fostering a more inclusive and supportive campus environment.

- Initiating dialogue and gathering insights from colleagues working in HSIs can provide valuable perspectives on what strategies are effective and what challenges need to be addressed, enabling the profession to learn and grow.
- Advancing existing initiatives to support HSIs highlights the potential for collaboration and resource-sharing among libraries to better serve Latinx student populations. As a current Board Member of the Statewide California Electronic Library Consortium (SCELC), I am aware that SCELC and the Eastern Association Scholar's Trust (EAST) received an Institute of Museum and Library Services' (IMLS) grant to investigate strategies to expand diversity and inclusivity in the collective collection of shared print. "Outcomes include development of national best practices for shared print programs related to expanding inclusion of minority serving institutions and a research framework to evaluate the diversity of collective and prospective collections of retained materials including metadata analysis of diversity metrics such as broader representation of minority researchers and topics of interest to minority communities." (SCELC and EAST 2022)

Moreover, for libraries within HSIs, advocating for equitable resource allocation is crucial. As mentioned, developing toolkits and best practices specific to libraries in HSIs can help ensure that these institutions receive the support and resources needed to effectively serve their Latinx student populations. I am envisioning that ALAS would work with ACRL and ALA to get pertinent information to HACU and the Congressional Hispanic Caucus in order to advocate that academic libraries in HSIs get recognition and funding for their work in helping to educate the future wave of Latinx students.

Additionally, encouraging research initiatives focused on the impact of libraries at HSIs on student success can provide valuable insights and inform best practices in academic librarianship. By fostering collaboration and knowledge-sharing through conferences such as the REFORMA National Conference and the Association of College and Research Libraries Conference, librarians can learn from each other's experiences and contribute to the advancement of DEI initiatives within the profession.

Librarians at all levels can play a pivotal role in driving meaningful change within their organizations by taking proactive steps to support initiatives like ALAS, promote and participate in professional development opportunities, cultivate inclusive hiring practices, and advocate for equitable resource allocation. Together, we can build libraries that reflect and serve the diverse communities we aim to support.

Conclusion

In conclusion, despite witnessing demographic shifts and the persistent underrepresentation of Latinx professionals, there remains a steadfast commitment to driving change and fostering inclusivity within academic libraries. Inspired by the pioneering work of predecessors, such as Dr. Arnulfo Trejo, the establishment of the REFORMA Academic Librarians Advancing Service (ALAS) committee represents a significant step forward in advocating for diversity, equity, and inclusion. Through advocacy, professional

development, resource development, collaboration and networking, research and innovation, and partnerships and outreach, ALAS aims to empower librarians and better serve the growing Latinx student population. The call to action extends beyond ALAS to library deans and directors, urging support for initiatives like ALAS and promoting diversity within their institutions. As the landscape of librarianship continues to evolve, it is imperative to embrace inclusivity, foster representation, and cultivate environments where all voices are heard and valued. Together, we can build a profession that reflects the diversity of the communities we serve and ensure equitable access to knowledge and information for all.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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SOMEWHERE OVER THE
ARCOIRIS
NATIONAL
REFORMA
CONFERENCE VIII
Moving Forward Together:
Empowering the Latino Community
September 18-21, 2025 | Long Beach, CA
SATURDAY, SEPTEMBER 20, 2025 | 11:30PM-12:15PM
Hyatt Regency Long Beach, Shoreline A/B

¡Bienvenidxs! / Welcome!



David Lopez

he/him/él

Library Administrator, Orange County, CA
Past REFORMA President, 2023-2024



Lizeth Zepeda
she/her/hers

University Archivist
Archives & Special Collections
William H. Hannon Library
Loyola Marymount University



Mario H. Ramirez, PhD
he/him

Associate Dean and Chief Librarian
The City College of New York, CUNY

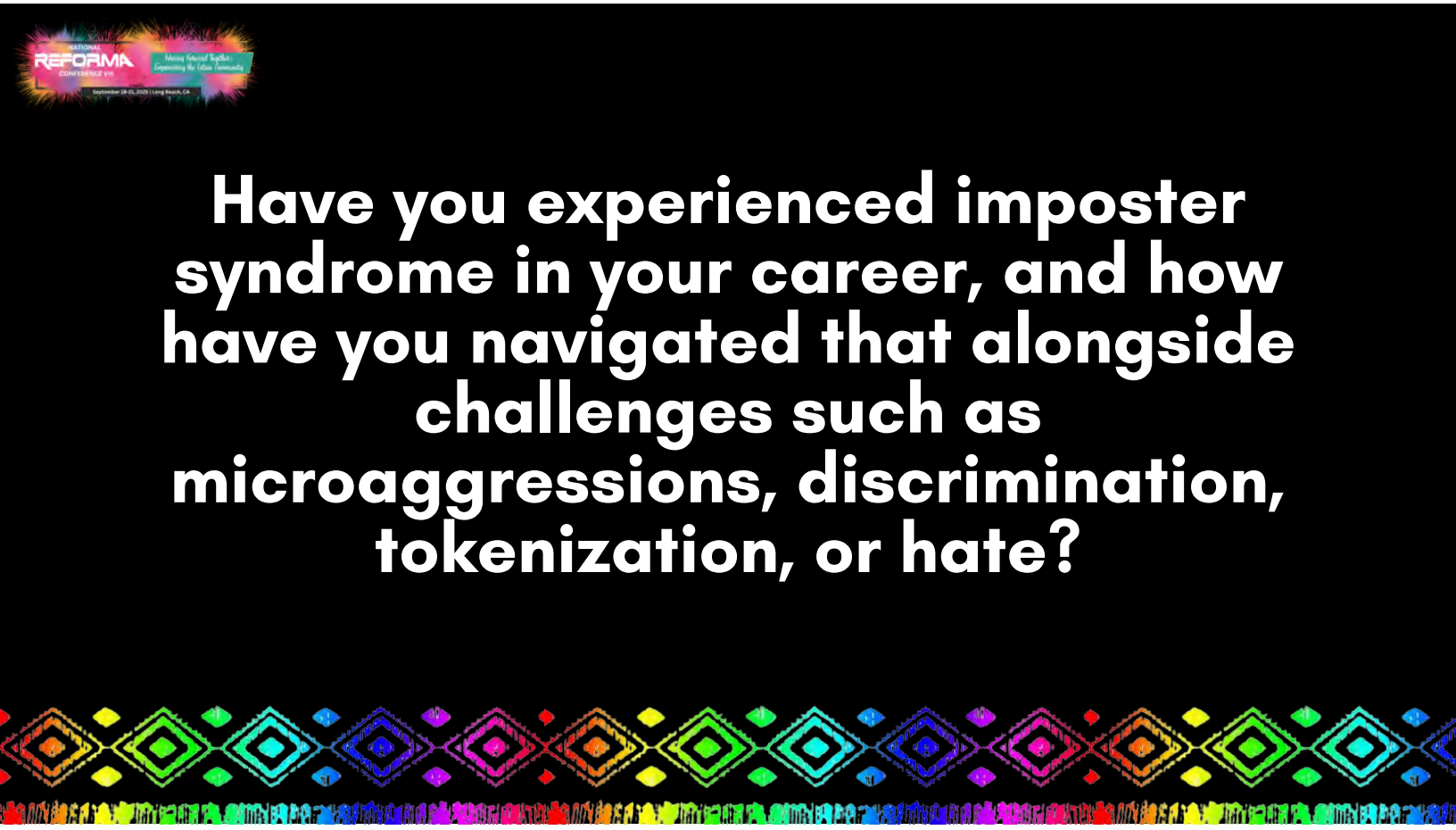


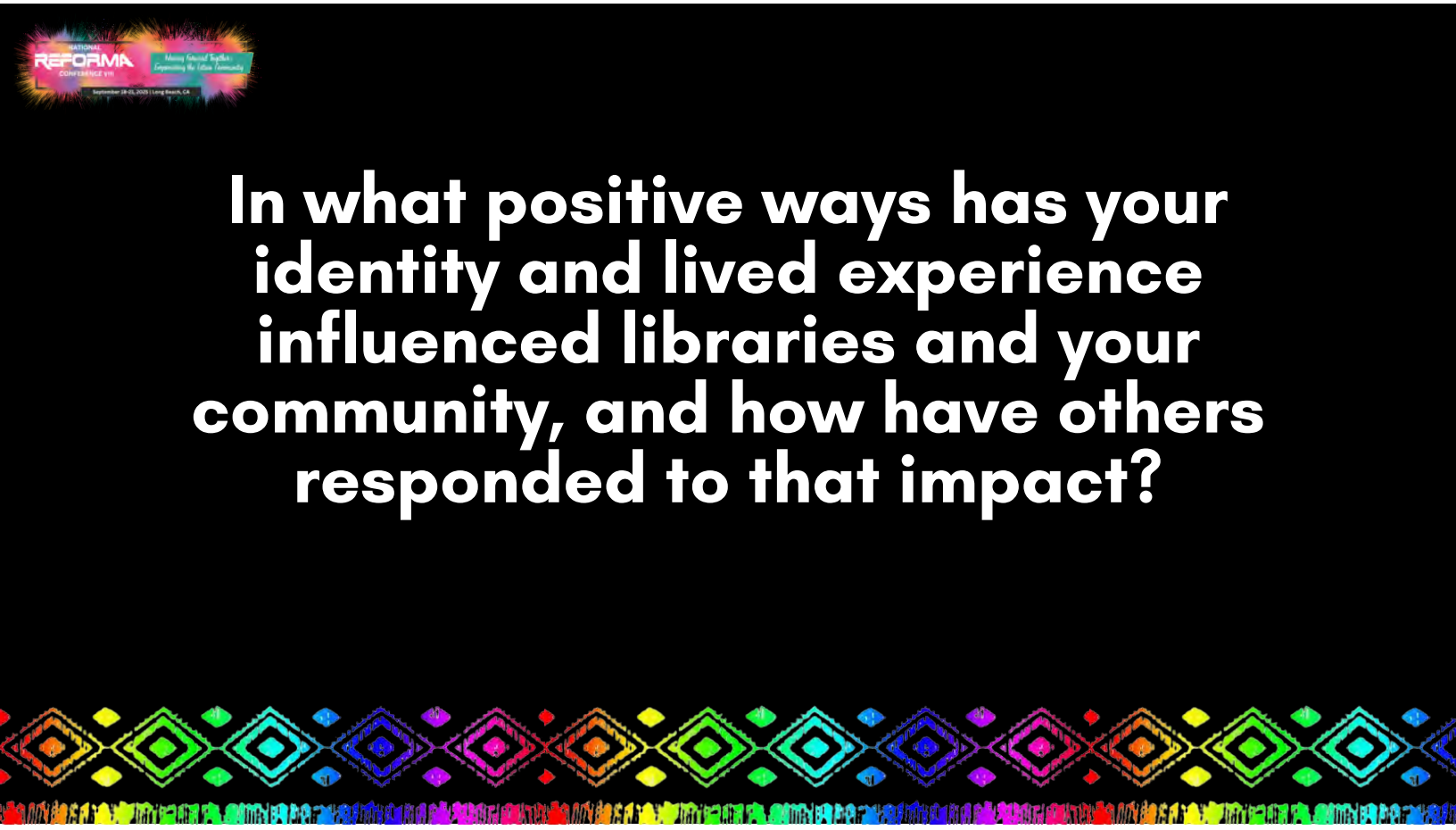
Francesca de Vera

she/her/hers

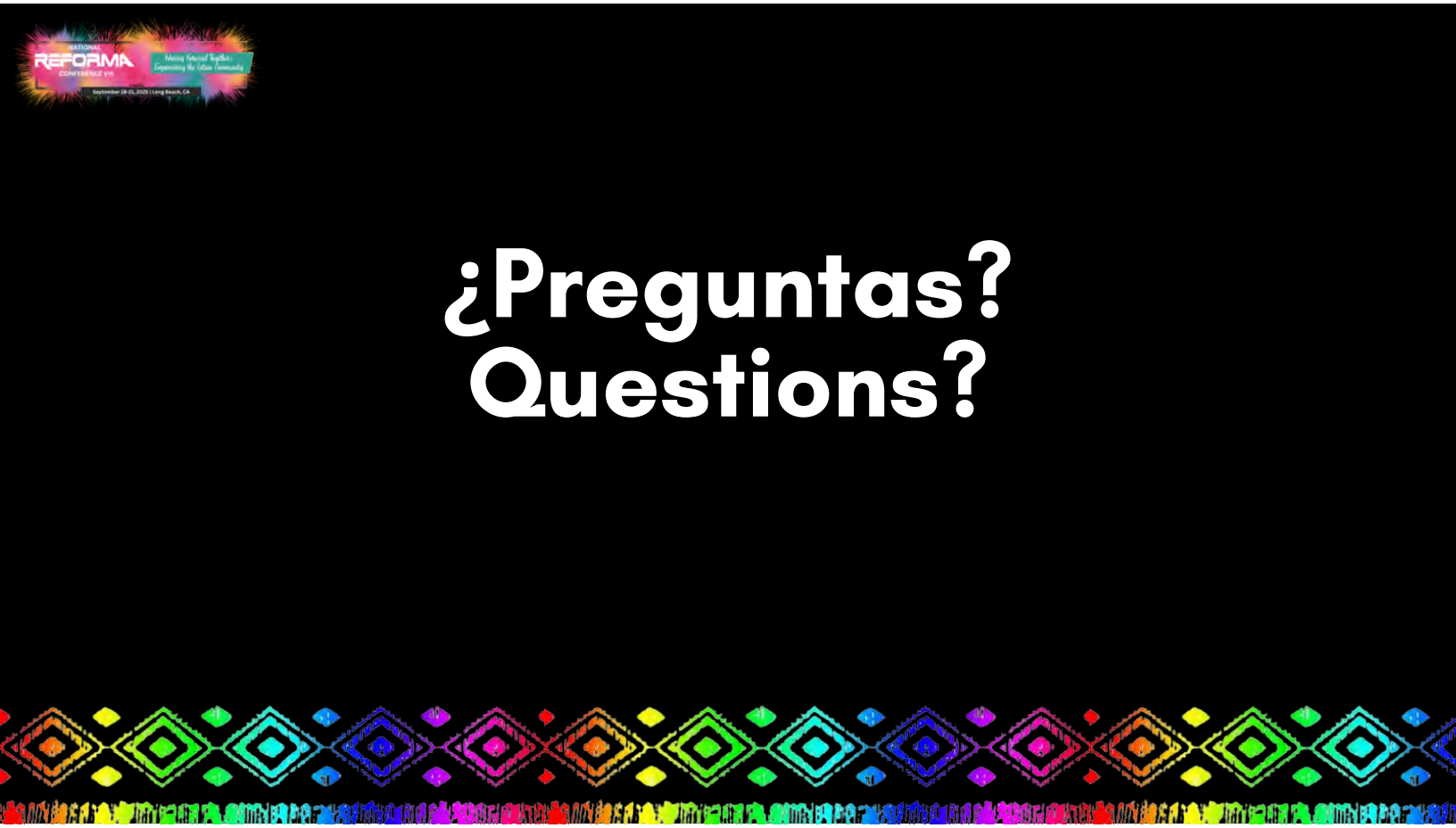
Youth & Engagement Coordinator
San Diego Public Library
Central Library


Can you share how your identity and lived experiences have shaped your path into the library field, and how they continue to influence the way you engage with community, partnerships, and outreach?


Have you experienced imposter syndrome in your career, and how have you navigated that alongside challenges such as microaggressions, discrimination, tokenization, or hate?


In what positive ways has your identity and lived experience influenced libraries and your community, and how have others responded to that impact?


How can libraries better support queer Latiné professionals in their careers and create pathways for them to advance into leadership roles?


¿Preguntas?
Questions?

¡Muchísimas Gracias!

Book coming 2026!

NATIONAL REFORMA CONFERENCE VIII

Moving Forward Together: Empowering the Latino Community

September 18-21, 2025 | Long Beach, CA









BEYOND "HISPANIC SERVING"

Building Inclusive College Library Spaces for Latiné and Spanish-Speaking Communities



Presented by:
Lynda Infante Huerta, Faculty Librarian
Maria Ruelas, Faculty Librarian

Austin Community College





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EDUCATION



WHY "HISPANIC SERVING" IS NOT ENOUGH

Objectives:



By the end of this session, participants will be able to:

- Integrate culturally responsive elements into library spaces and resources
- Develop diverse, culturally relevant collections for Latiné students
- Collaborate effectively with faculty and campus partners to center Latiné identity and academic success

DEFINING HISPANIC LATINO/A LATINX LANTINÉ



Hispanic

Made its inaugural appearance in the 1970s, referring to individuals from Spanish-speaking countries.

Latino/a

In the 1990s, Latino/a was added to include individuals with origins in Latin American countries. Latino/a focuses more on the geographic connections.

Latinx

Surfaced through academic circles as a gender-neutral choice instead of Latino/a. Latinx is criticized for its shortcomings in cultural awareness and Spanish language pronunciation awareness.

Latiné

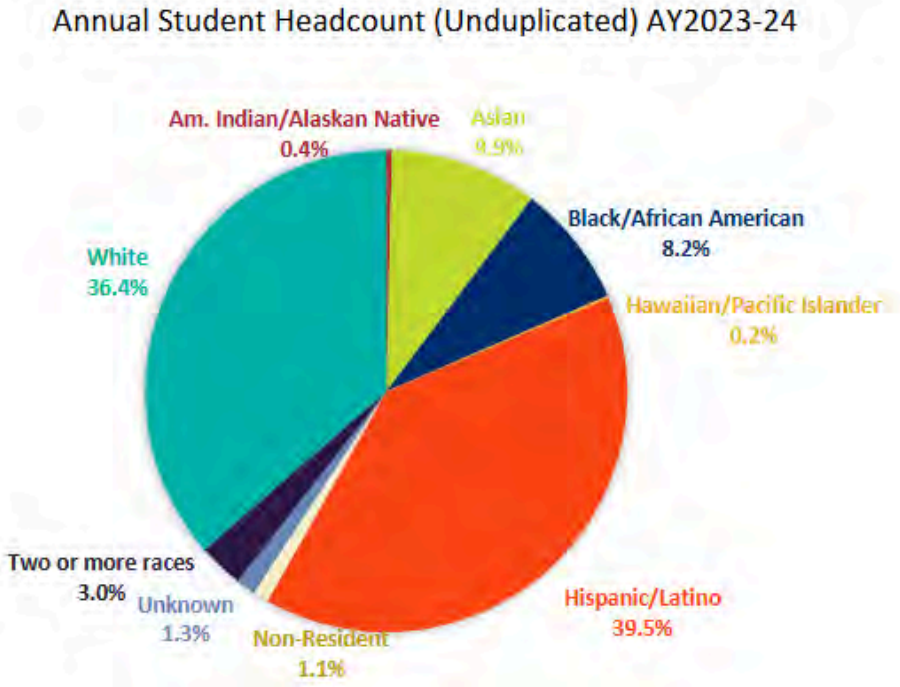
A response to Latinx and the most recent of the terms. It includes gender inclusivity and it excersises compatibility with the Spanish langauge.

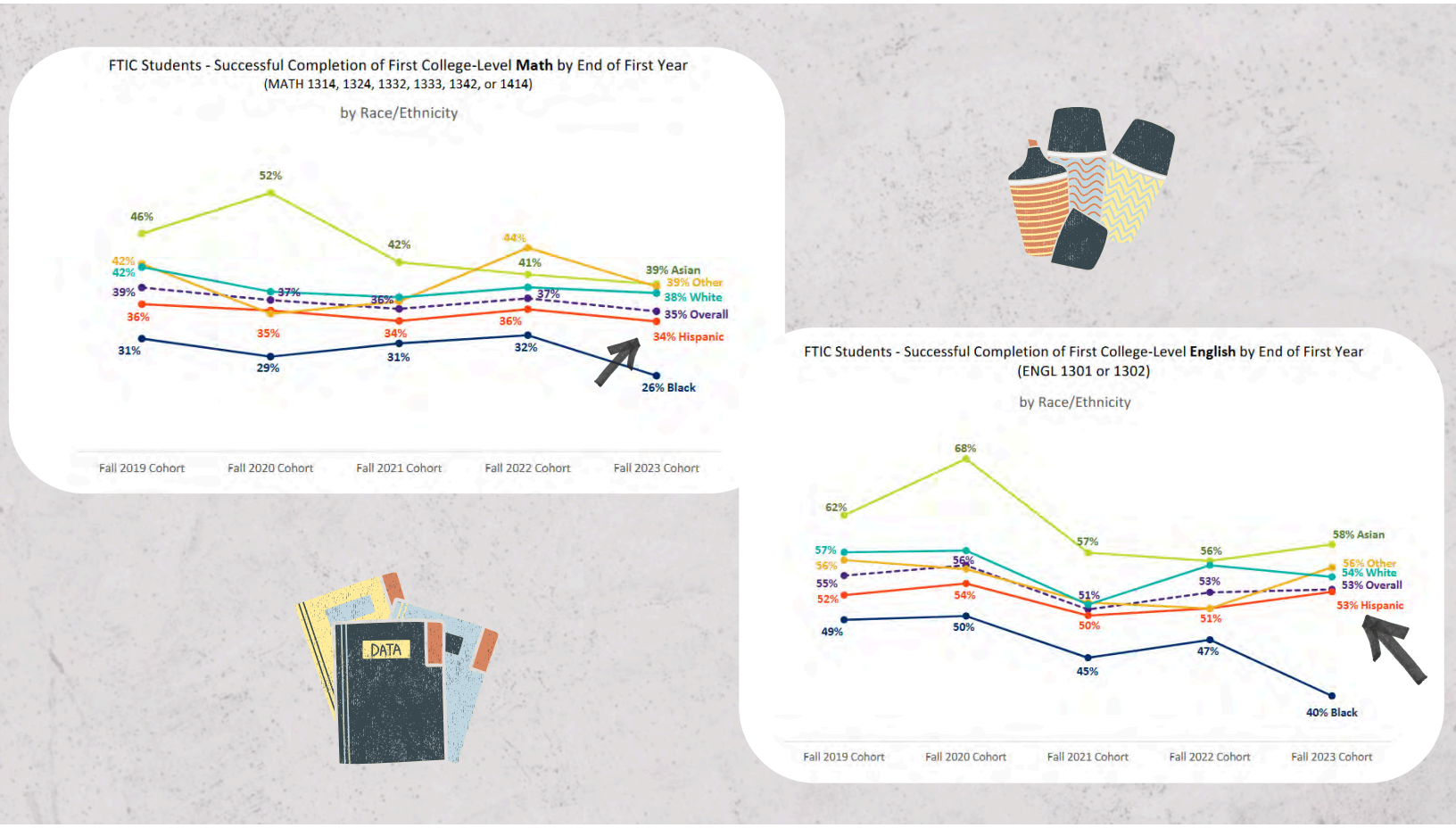


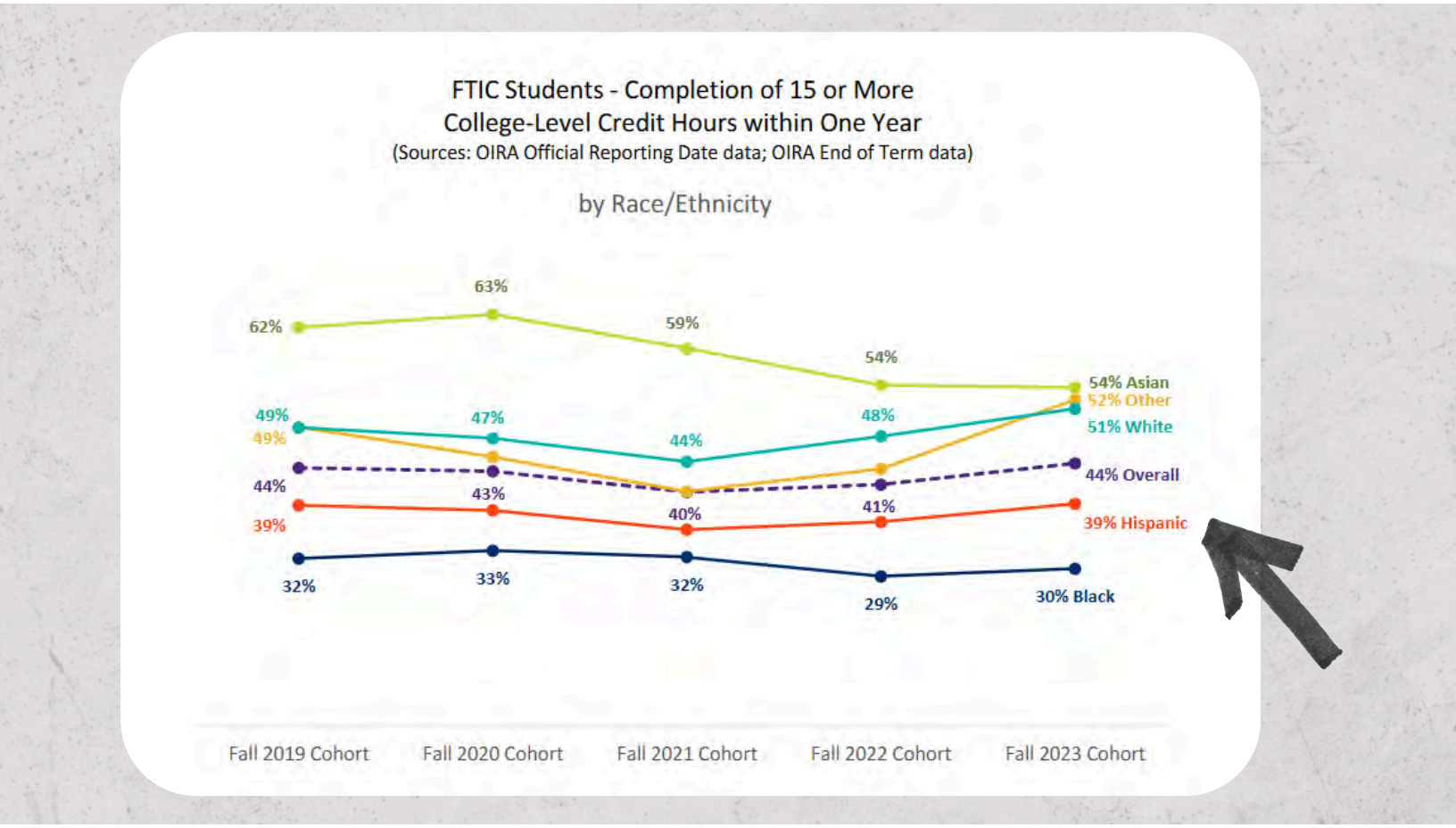
OUR COMMUNITY

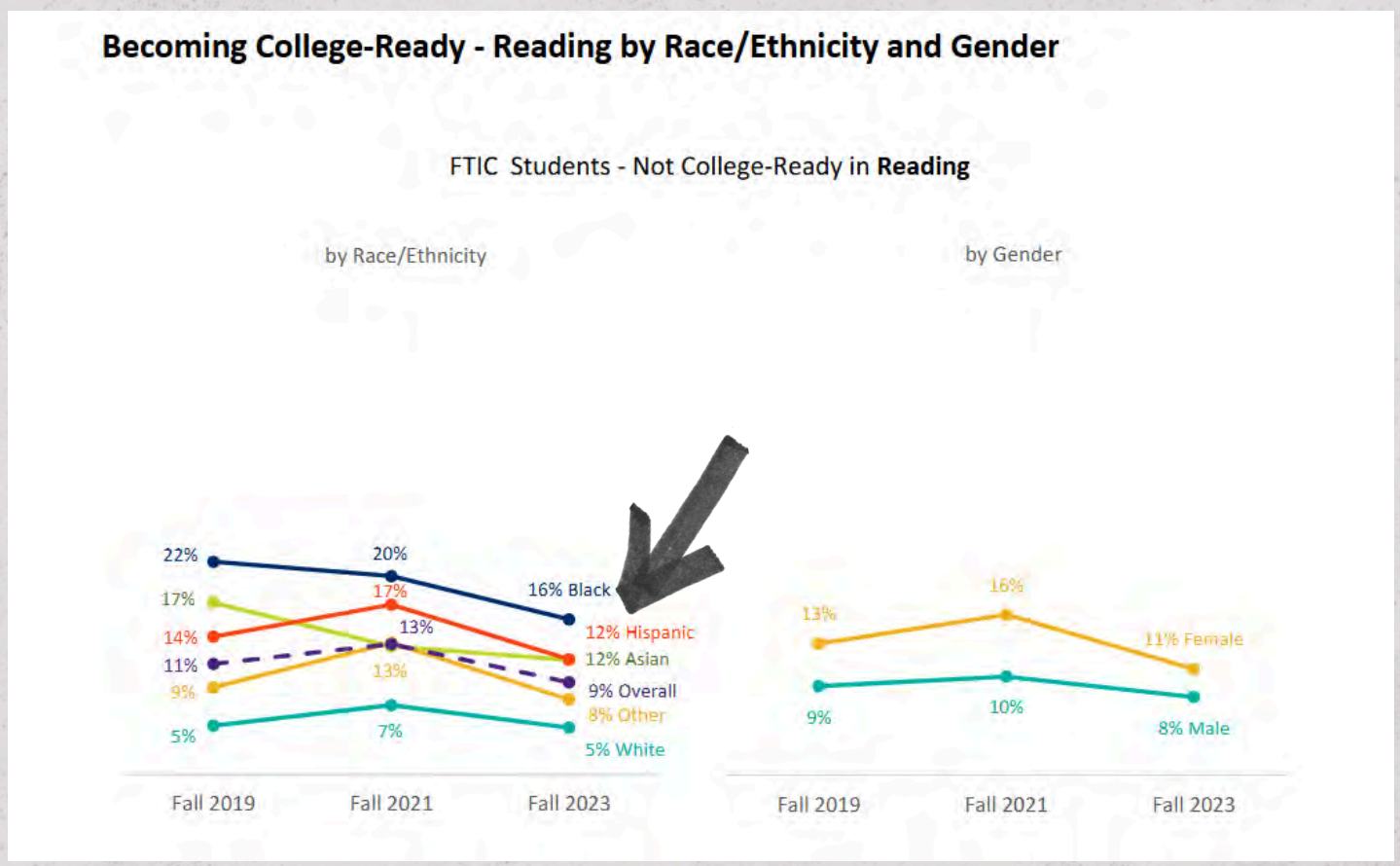
STUDENT DEMOGRAPHICS

Annual Student Headcount (Unduplicated) - Credit, Continuing Education, & Adult Education

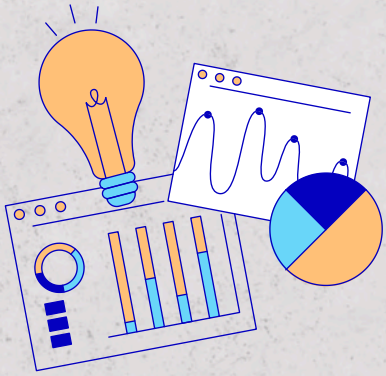



FTIC Students - Successful Completion of First College-Level Math by End of First Year
(MATH 1314, 1324, 1332, 1333, 1342, or 1414)
by Race/Ethnicity
52%
46%
42%
44%
41%
42%
42%
39%
37%
36%
37%
37%
36%
35%
34%
36%
34% Hispanic
31%
29%
31%
32%
26% Black
39% Asian
39% Other
38% White
35% Overall
Fall 2019 Cohort
Fall 2020 Cohort
Fall 2021 Cohort
Fall 2022 Cohort
Fall 2023 Cohort
DATA
FTIC Students - Successful Completion of First College-Level English by End of First Year
(ENGL 1301 or 1302)
by Race/Ethnicity
68%
62%
57%
58% Asian
57%
56%
56%
56%
56% Other
55%
54%
54% White
53%
53% Overall
52%
53% Hispanic
51%
51%
50%
49%
50%
47%
45%
40% Black
Fall 2019 Cohort
Fall 2020 Cohort
Fall 2021 Cohort
Fall 2022 Cohort
Fall 2023 Cohort


FTIC Students - Completion of 15 or More
College-Level Credit Hours within One Year
(Sources: OIRA Official Reporting Date data; OIRA End of Term data)
by Race/Ethnicity
62%
63%
59%
54%
54% Asian
49%
49%
47%
44%
48%
52% Other
51% White
44%
43%
40%
41%
44% Overall
39%
39% Hispanic
32%
33%
32%
29%
30% Black
Fall 2019 Cohort
Fall 2020 Cohort
Fall 2021 Cohort
Fall 2022 Cohort
Fall 2023 Cohort

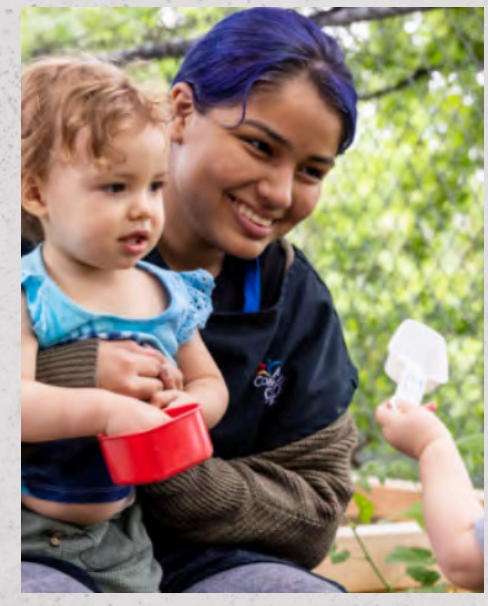

Becoming College-Ready - Reading by Race/Ethnicity and Gender
FTIC Students - Not College-Ready in Reading
by Race/Ethnicity
by Gender
22%
20%
16% Black
17%
17%
14%
13%
12% Hispanic
12% Asian
11%
9% Overall
13%
9%
8% Other
5%
7%
5% White
Fall 2019
Fall 2021
Fall 2023
13%
16%
11% Female
9%
10%
8% Male
Fall 2019
Fall 2021
Fall 2023

SO, WHAT DOES THE DATA SAY?



Reflection:

HOW DOES ACC COMPARE TO YOUR INSTITUTION?



SUCCESS GAP



For Latine students, the success gap can be influenced by factors such as:

- Socioeconomic challenges and financial barriers
- Navigating a predominantly English-speaking academic environment
- Lack of culturally relevant support services and mentorship
- Limited representation in faculty and leadership roles



WHAT IS AN HSI?

from HACU

Department of Education HSI page no longer exists.

The Higher Education Act defines HSIs as not-for-profit colleges and universities where at least 25% of the full-time equivalent (FTE) undergraduate enrollment is Hispanic.

HSIs have become increasingly important to higher education and the U.S. workforce. This is due to the significant share of diverse student populations they educate. Currently, there are 615 HSIs that educate 5.6 million students nationwide and two-thirds of all Hispanic undergraduates.

The highest concentration of HSIs are found in: California (171), Illinois (39), New York (39), Texas (112) and Puerto Rico (56).



COMMON BARRIERS IN LIBRARY SPACES

- Lack of representation
- Language Access
- Cultural Disconnect





MOVING FROM SERVING TO BELONGING

Serving (passive): We are here if they need us.

Belonging (active): We see them, we center them.

Reflection:

WHAT DOES BELONGING MEAN TO YOU?

BUILDING CULTURALLY RESPONSIVE COLLECTIONS

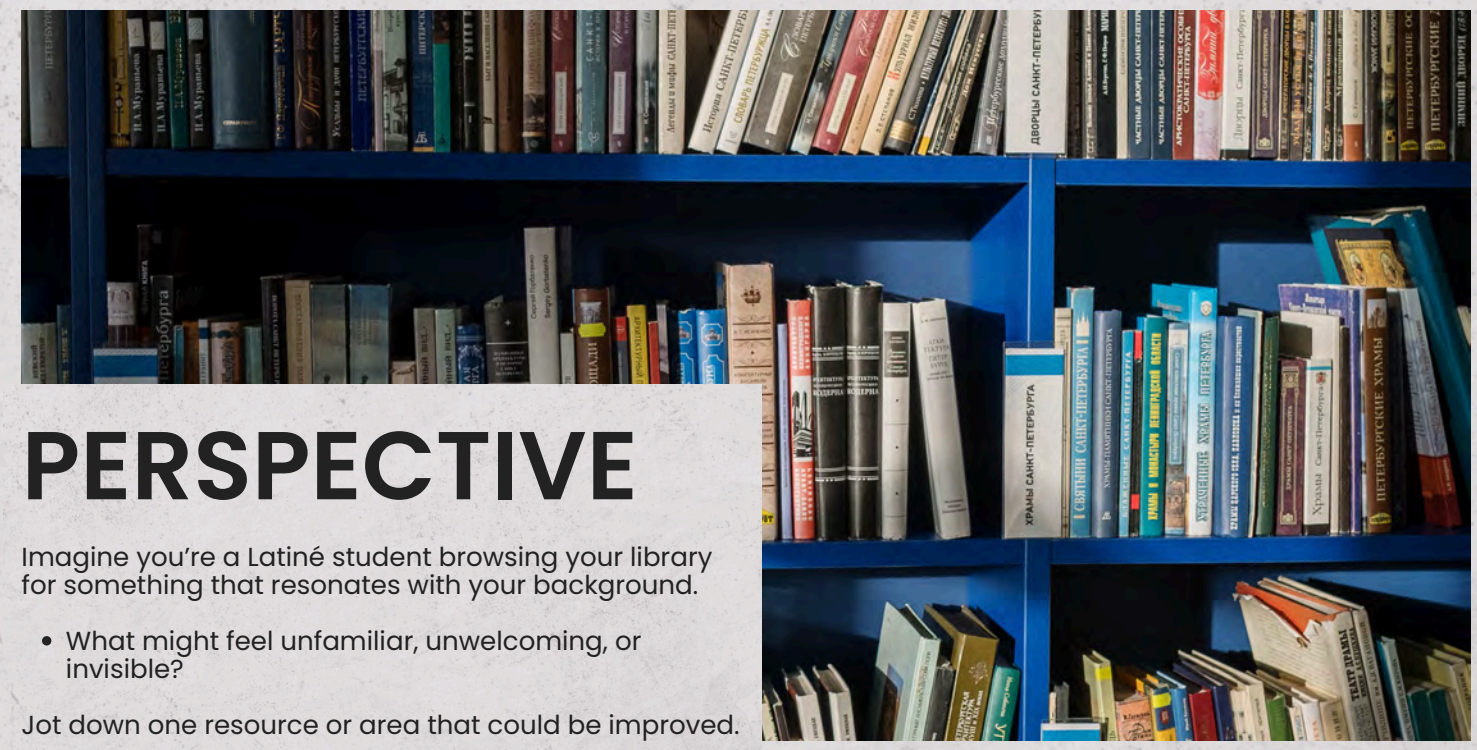


Challenging the Canon

- The Western Literary Canon historically excludes narratives and scholarly literature from BIPOC communities.
- Analyze core collections and *challenge* the nature of these core items.
  - Why was a particular item selected as part of a core list for a subject?
  - What makes a "classic" a classic?

Moving Beyond Conventional Selection

- Relying solely on mainstream journals like CHOICE and Library Journal can narrow the scope of representation and reinforce existing inequities.
- Expand your selection practices:
  - Explore Independent, Indie, and Small Presses, such as The AMETHYST EDITIONS, w the trees, and Milkweed Editions.
  - Reference Specialized Journals and periodicals, such as the Latino Book Review
  - Partner with local Latine cultural centers and organizations.



PERSPECTIVE

Imagine you're a Latiné student browsing your library for something that resonates with your background.

- What might feel unfamiliar, unwelcoming, or invisible?

Jot down one resource or area that could be improved.

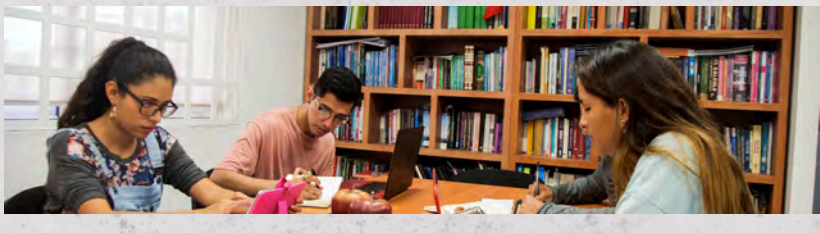
COLLABORATION



Faculty



Cultural Centers



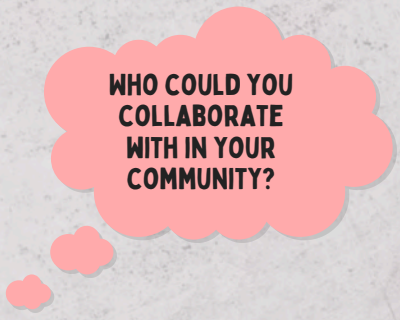


Reading Lists and Assignments



Mentorship Opportunties

Reflection:



Partnerships with “El Centro”











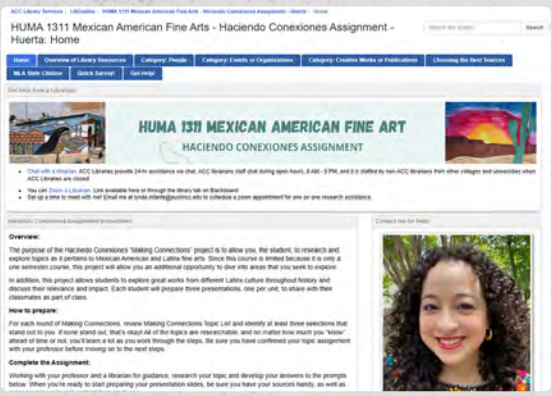
Mentorship and ASCENDER



Ascender is a year-long (Fall-Spring) free academic transfer-mentor program at ACC, dedicated to empowering students through a distinctive blend of transferable-contextualized courses in a small-class setting, personalized mentoring, and a designated advisor who will help the students navigate their first year of college. As part of the program, students have access to a variety of opportunities that support their academic, professional, and personal growth, including:

- Leadership & Mentorship Opportunities
- Cultural & Academic Events
- College Tours & Conferences

Collaboration with Faculty

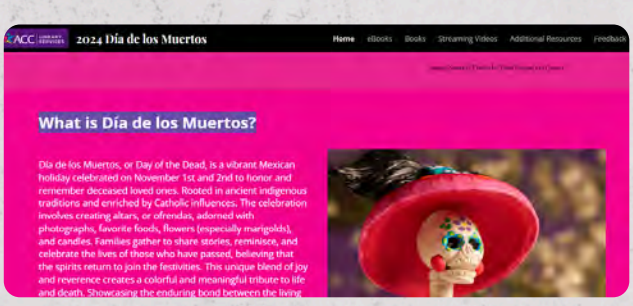


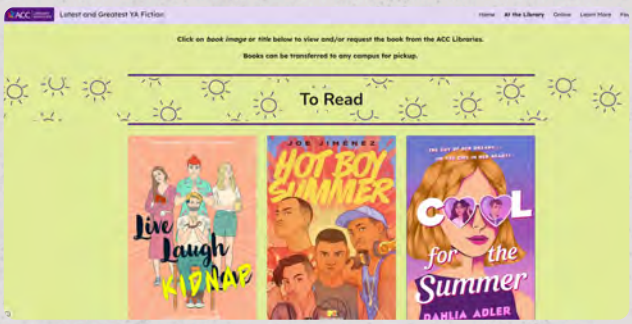


Examples of Faculty Collaboration for Latiné Inclusion

- Joint programming
  - Student reading event in collaboration with faculty assignments
- Collaborative libguides or research lists
- Faculty Professional Development
  - Provide lists of Spanish-language or bilingual academic sources to diversify readings.

Displays



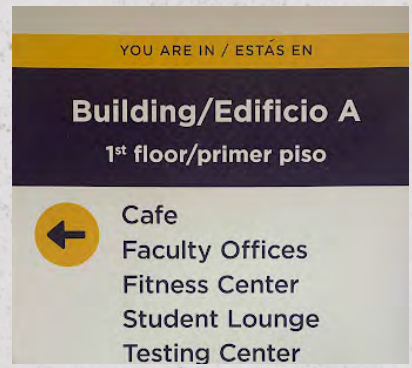


Examples of Inclusive Library Displays for Latiné and Spanish-Speaking Communities

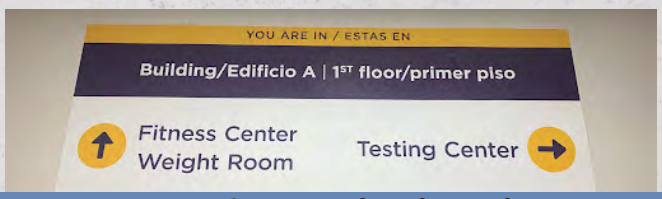
- "Latiné Voices in…" Series
  - Latiné Voices in Science
  - Latiné Voices in Social Justice
  - Latiné Voices in YA Lit / Comics / Poetry
- Bilingual / Spanish-Language Materials Display
- Student-Curated Identity Displays
  - Invite Latiné student orgs to curate a display
  - Topics:
    - "What Latinx Means to Me", "My Family's Favorite Books", "Nuestra Historia".

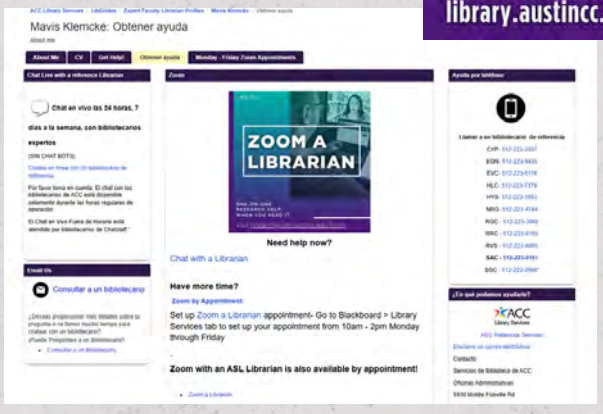


REDESIGNING SPACES









Examples of Redesigning Library Spaces for Latiné Inclusion

- Bilingual signage and wayfinding
- Latiné-Centered Art
- Family-Friendly / Intergenerational Spaces
  - Space for intergenerational learners or first-gen students studying with family
- Spanish-Language Resource Corners
  - A clearly labeled, cozy corner with Spanish-language or bilingual materials (fiction, reference, newspapers).
  - Culturally relevant books from Latin American authors across countries and regions.
  - Paired with student group flyers, Spanish-language LibGuide QR codes, etc.

EDUCATION



BRINGING IT ALL TOGETHER

Collections/Parternships/Programs

Sample Action Plan



FOCUS AREA	GOAL	ACTION STEP	TIMELINE	WHO'S INVOLVED	PROGRESS CHECK
Representation	Increase visibility of Latiné voices in the collection	Add 20 new Spanish-language or bilingual titles	By end of semester	Collection Dev Librarian	Mid-semester review
Collaboration	Strengthen partnership with Latiné student orgs	Meet with El Centro to plan a joint book club	October	Outreach Librarian + El Centro	Meeting Scheduled
Engagement	Celebrate Latiné Heritage Month	Host author talk + student panel	September	Programming Team	Speaker Confirmed
Language Access	Improve Spanish-language signage	Translate top 10 library signs (e.g., hours, help desk)	By winter break	UX Coordinator	In Design Phase
Inclusive Spaces	Create culturally affirming displays	Student-led Día de los Muertos altar or Latinx zine wall	November	DEI Committee + Student Interns	Planning Meeting Held

Collection Audit Checklist

Collection Audit Checklist: Centering Latiné and Spanish-Speaking Students

Purpose:
To evaluate your library's collections for cultural relevance, linguistic accessibility, and representation of diverse Latiné identities.

Step 1: General Inventory & Scope

- Do you have books and media by Latiné authors across all major genres and disciplines?
- Are Spanish-language and bilingual materials available and easily discoverable?
- Does your catalog clearly identify materials in Spanish or by Latiné authors?
- Do you include children's/YA materials in Spanish or by Latiné creators (if relevant)?
- Are Latiné voices represented in academic disciplines (e.g., history, STEM, sociology)?



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Further Reading



- Why Retellings of Classics From Authors of Color and Queer Authors Matter
- Lakhiani: Literature is ignoring BIPOC and the LGBTQIA+ community -- The Observer.
- Book Riot's 100 Must-Read Classics by People of Color
- The Finer Things Club: Classic Literature by Authors of Color
- Diversity Standards: Cultural Competency for Academic Libraries (2012)
- Serving Hispanic, Latine, and Latinx Students in Academic Libraries (book)Editors: Sommer Browning and M. Isabel Soto-Luna
- Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory (book) Edited by Sofia Y. Leung, Jorge R. Lopez-McKnight
- The Library in the Lives of Latino College Students
  - Adkins, D., & Hussey, L. (2006). The Library in the Lives of Latino College Students 1. The Library Quarterly: Information, Community, Policy, 76(4), 456–480. https://doi.org/10.1086/513862

THANK YOU !

Questions?

Reflection:

WHAT'S ONE SMALL CHANGE YOU CAN IMPLEMENT?



Email us at:
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maria.ruelas@austincc.edu

Program Title: Panel Discussion: From Magical Realism to Science Fiction the Evolution of the Latino/x/é Experience in Fiction in REFORMA National Book Nominees

Descriptive Abstract: Panel discussion with Marcela Fuentes (Malas), Federick Luis Aldama (Through Fences), and Oscar Garza (Through Fences) exploring the evolution of Latino/x/é fiction in addressing identity, history, loss, sexuality, and assimilation in the current political climate of the 2024 National Book Award Long List candidates.

Program Synopsis: Magical realism has often been employed in Latino/x/é fiction to describe our experience—shifting between two worlds, countries and languages. Latino/x/é writers draw upon these stories where the lines between reality, mysticism and conjecture are blurred. In weaving lived experience with tales that captured our imagination we attempt to describe, relate, and understand our experience. To document the push and pull of what we see and that which our imagination tells us can be true. While the fiction of Latino/x/é explores the same subjects of the human experience as our counterparts (coming of age, love, loss, etc.), the use of magical realism provides the opportunity for Latino/x/é writers to more accurately portray our lived experience.

Many works of fiction considered the REFORMA National Book Committee, exemplify a shift for Latino/x/é writers pushing the genre further into science fiction and horror in many ways mirroring the events of these unprecedented times. Our current reality seems unfathomable, Latino/x/é writers employ science fiction to expose the irony that life currently feels stranger than science fiction while at the same still trying to understand, to fight, to find hope, and process the changing landscape of this country. Consider Ruben Reyes, Jr.'s short story The Myth of the Self-Made Man from his collection "There Is a Rio Grande in Heaven" in which a PhD student, hundreds of years in the future, researches the origins of cyborgs created by a New England company. He discovers that these cyborgs are kidnapped El Salvadorian and Guatemalan migrant boys. Stripped of their memories and identities they are forced to assimilate and become obedient domestic workers in American homes. Personal history, identity and the cost of assimilation in the land of opportunity are explored in what might seem like far-reaching scenario, but the themes and emotions of these lost boys resonates and rings true what we lose and try and keep of ourselves in a country that is eager to indoctrinate us. Similarly, authors like Daniel Chacón (The Last Philosopher in Texas) and Ananda Lima (Craft: Stories I Wrote for the Devil) challenge us to take a leap into the unknown, the weird, the improbable in order to examine our sense of history, identity, and assimilation expanding the reach of Latino/x/é storytelling.

Cuentitos:

Serving Dual Language Learners through Spanish Bilingual Storytime

Essy Barroso-Ramirez & Lorena López Rivera

National REFORMA Conference

Saturday, September 20, 2025

¿Quienes somos? Who are we?

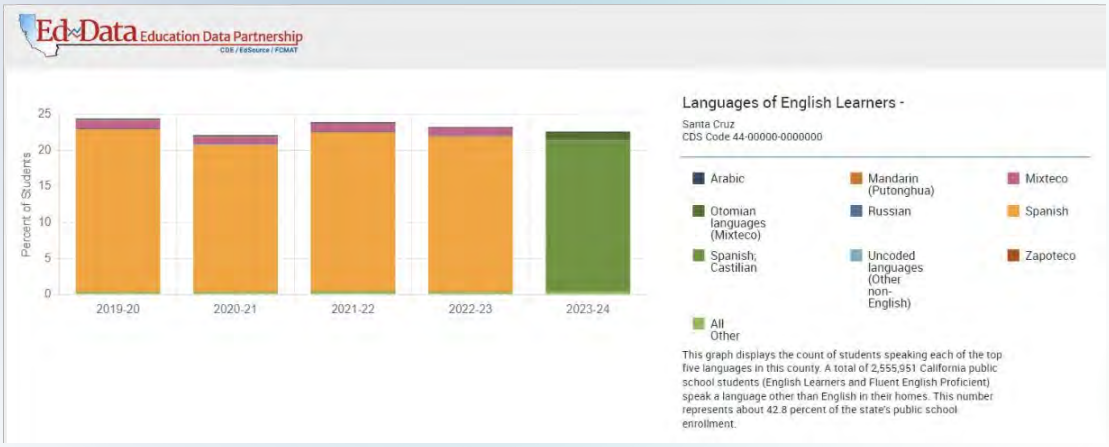
Essy Barroso Ramirez (Ella/ She/ Her)
Research Services and Social Sciences Librarian,
San José State University

Lorena López Rivera (Ella/ She/ Her)
Adult Programs and Services,
Santa Cruz Public Libraries



¡BienvenidA/O Welcome to Santa Cruz!

- Santa Cruz County population (2023): 261,547
- 35.2% reported identifying as Latine*



How it started…

- Department approval and assistant director approval
- Resource building
- Securing sites
  - Where we started is not where we're at now
- Now add the COVID-19 pandemic!



Est. 2021

How it's going.

- Still going strong 4 years later!
  - Even while at separate institutic
- Visit 2 sites, twice a month.
- Kids see us as a regular presenc
  - Always enthusiastic
- Adapted system wide library eve for service sites



En comunidad, todo es posible.

- Partnership with Community Bridges Early Education Division

COMMUNITY BRIDGES
PUENTES DE LA COMUNIDAD

In community, all things are possible.

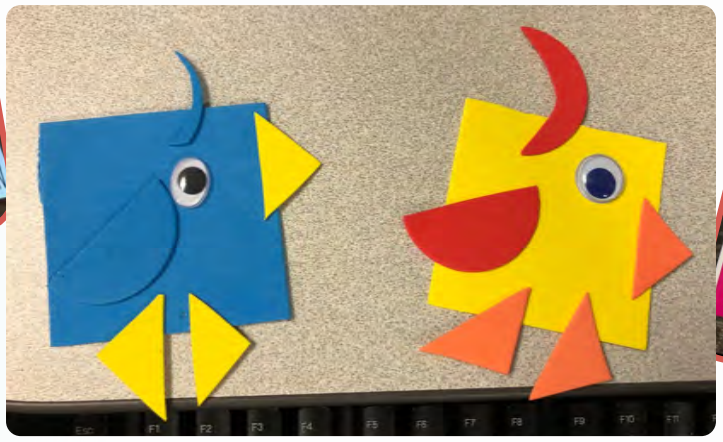
- Nurturing partnership
  - Connect with families
  - Resource sharing
  - Communication and connection

- Equity - centered
  - Adapting to their needs
  - Cultural Capital (Yosso, 2005)
  - Asset based thinking


Community Bridges Maestras
Arasele
“Te doy las gracias yo y las maestras por su apoyo a la lectura. Y recursos que compartes con nosotros.”
Erica
“Muchas Gracias a ustedes que toman su tiempo para venir a nuestra escuela y pasar un momento compartiendo muy bonitas historias. Realmente les agradezco su tiempo y su dedicación”
Lupita
“Gracias por los calendarios de alfabetización.”

Examples of crafts and activities we had incorporated







Challenges

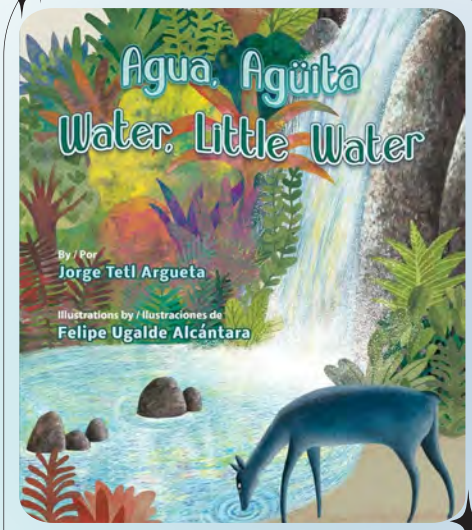
- Materials
- Transportation
- Program coverage
- Labor of Love

- So why US?

An important note on translating books yourself…

Yes, it can be difficult. Yes, it is time consuming.
Do not let anyone diminish the skill, time it takes, and NEED for it.


Lola en la biblioteca
Anna McQuinn
Ilustrado por
Rosalind Beardshaw


Agua, Agüita
Water, Little Water
By / Por
Jorge Tetl Argueta
Illustrations by / Ilustraciones de
Felipe Ugalde Alcántara


PALETERO MAN
¡QUÉ PALETERO TAN COOL!
MICAH PLAYER
CARMEN TAFOLL


So what do WE recommend from our experiences?
And what do YOU recommend from your experiences?

GRACIAS

essy.barroso- ramirez@sjsu.edu

lopezl@santacruzpl.org



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Latinxs, Labor, and Libraries

Leslie Ann Masland

Sheridan Jay Cazarez





A LITTLE ABOUT ME

I earned my MSLIS from the University of Illinois at Urbana-Champaign, and am a 2021 ALA Spectrum Scholar. My BA is in Spanish, completed at California State University at Long Beach. Career goals include developing materials for my colleagues who serve Latinxs and Spanish speakers, and methods that foster authentic, embodied Latinx librarianship. I have presented on bilingual storytime at the REFORMA, California Library Association, and Seguimos Creando Enlaces conferences and on CALL Academy.

As part of my labor work in Long Beach, I served on the 2019 and 2023 MOU Negotiations Committees, served as the Public Information Officer for Local Lodge 1930 from 2020-2023, as a steward and Labor Management Committee member for the library, and successfully led a labor grievance that recouped over $20,000 in retroactive bilingual pay for library employees and changed the City of Long Beach's bilingual pay policies.

I also serve with the Los Angeles Chapter of REFORMA, and as Co-Chair of the Logistics Committee for the REFORMA National Conference VIII Committee.

For more bilingual storytime resources visit www.bibliocuentos.com.



ELOTE ABOUT ME

I'm an Adult Services Manager at the San Diego County Libraries.

I'm a child of immigrants and a first-generation post-graduate.
My library vision includes non-English speaking communities feeling at home at their libraries where they can trust the staff and, the information they receive at the library to lead them to succeeding in their endeavors.

I hold the following from San Jose State Library: B.A. Humanities, M.A. in Museum Studies, and an MLIS in Special Collections and Archives.

UNION STUFF:

- Library Steward (2017-present)
- Labor Management Committee
- Labor History Caucus Chair
- Member Political Organizing voting member
- Executive Board Elect: County Chair: Community Services

In 2022 I represented the library on the bargaining team for county contract, where we successfully negotiated equity pay raises, added Rural Library Premium, and an additional step for the Librarian classification in what would be the strongest ratified contract the County of San Diego has had in 30+ years.

We're gearing up for the next round of contract negotiations. ¡VAMOS PUES!

Testimonial Framework

Before we begin we want to highlight that this talk is, in large part, testimonial in nature. There's also a little bit of Chicanx theory.

These are our experiences and impressions as Latinxs, as library workers, and labor stewards.

We think that you may share many of them.

Bearing the Burden

Latinx-identifying librarians and library workers, like other BIPOC in libraries, experience a variety of challenges, many of them stemming from:

- an increased attention to DEI in libraries
- a lack of representation in the field

According to ALA's Diversity Counts Report, updated in 2012, roughly 2% of credentialed librarians identified as Latinx.

Bearing the Burden

- Increased proof of value
  - a higher level of scrutiny to prove your value as a staff member
- Linguistic & cultural
  - translation, interpretation, language learning, and cultural work
- Advocacy
  - speaking up for Latinxs in professional settings
- Psychological bifurcation
  - being an agent of the system while being the "other"
- Octavio Paz + Gloria Anzaldúa's "hijos de la madre chingada"

What tools are at our disposal to help us carry the burden?

Latinx Cultural Heritage

Bilingualism & Biculturalism

- we straddle two languages and cultures because of migration
- biculturalism is inherently part of us because of colonial processes
- we live in Gloria Anzaldúa's borderland

The Latinx Nod

- identifying and acknowledging *raza* to build conversation, community, coalition, and *cariño*

Dreaming

- our dreams allow us space to yearn for and imagine new realities and they also generate political action to make our dreams material

Working in Two Channels

Often, as Latinxs in library spaces, we need to be able to codeswitch between the "main" channel and a channel for ourselves.

Although this isn't unique to Latinxs, for us it has the added dimensions of bilingualism, biculturalism, and addressing social, economic, and political disadvantage.

The Second Channel

We can use the second channel to:

- Build coalition with trusted individuals who have the same politics
- Encourage and motivate each other
- Dream together
- Discuss dreams, triumphs, and injustices
- Strategize on how to address inequities

How do we bring the second channel into the main channel?

Information Professionals

...Skills to pay the bills

- Research
  - state labor law/MOUs/CBAs, etc.
  - public employee relations board/NLRB/dept of labor
  - internal HR/civil service policies - compensation ordinances
- Education
  - educate yourself and your colleagues - at every opportunity
  - knowing the above will show you patterns
- Writing
  - reports with statistical backing
  - grievance process - learn it!

Information Professionals

...things you need to know

- Information Gathering
  - reference interview for workplace information gathering
  - reporting out: keep to the facts, add no feelings!
- Extrovert Switch
  - storytime exuberance = contract storytime w/colleagues!
  - know your rap! adapt it to your colleagues
- Cariño y Corazon:
  - we advocate for our communities; turn that lens inwards to our profession, workplaces, and administration.
  - ¡lanza la voz! Understanding contract language in ENG/SPA

Labor Advocacy & Education

- Union Membership
  - book drop is a great time to converse as you sort
  - solidarity forever: across all departments, all union factions.
- Steward Structure
  - build stewardship - different strengths and different passions
  - build rapport with staff of all walks
- Endurance
  - sisyphean marathon
  - compartmentalization
  - know when to recuse yourself - ethics and mental health

Activity with Affinity Groups

- Networking and making connections across all facets
  - REFORMA
  - LIBROS in San Diego
  - ALA-APA Allied Professional Association
  - CLA Latino Services Interest List
  - Union Caucuses: Latinx, Lavender, Labor History, etc.
    - don't have one? START ONE.
    - employee resource groups are a scam, don't fall for it!
    - labor conferences - LaborNotes.org, member conventions

How do all of these skills and channels come together?

Triple-Band Channel

- We have the Main Channel and the Second Channel…and now:
  - union channel - where all issues connect
    - workforce, bilingual, bicultural, librarianship, etc
- What does that mean as an:
  - employee
  - bilingual employee
  - union member
  - union representative
- Seeing these channels through the labor movement lens
  - good thing we all like glasses, eh?

Labor Movement Lens

- Participation as a member
  - showing up. showing out. wear your colors.
  - solidarity across union factions/departments
  - sign the petition, you never know when the next one is yours
- Participation as a steward
  - representation & inclusion
  - information requests - work the Labor Relations Channel
  - member education - know when to help & when Union helps
  - maintaining discretion while labeled a chismosa
    - knowing how to defend yourself
    - knowing when to recuse yourself

Wider Lens

- Participation as an officer
  - representing both worksite & union interests
    - dancing on that line as Latinx
    - twirling on the line as a Supervisor
- Advocacy in public forums
  - board of supervisors meetings, call to actions, etc
- Wider grasp of labor issues - ear to the ground
  - state and national level movements, precedents, local trends and other union turfs.
  - all the above will become a local issue eventually. see it coming.

Zoom it all the way out

- Wider lens to overall systemic issues:
  - Unions aren't all-powerful entities.
    - you get what you put into it
  - Is there a DARK SIDE to union life???
    - U & I...until it's Us and Them
      - real pretty, real ugly - glass case of emotions
      - politics - learn to swim with the sharks. all of this takes a thick skin and sharp skills
  - En final....

En Final....make like a puffer fish and keep on swimming!



Discussion!



Sheridan Jay Cazarez: sheridan.cazarez@lapl.org
Leslie Ann Masland: lmasland@sdcounty.ca.gov

Orange County, CA
Public Libraries
Open Doors. Free Access. Community.

ADULT ENRICHMENT STORYTIME: EMPOWERING ADULTS WITH SPECIAL NEEDS THROUGH MUSIC AND MOVEMENT

"Every person deserves a place in the story."



Presented by:
Carl Phillips

Presented by:
Stephanie Anson



Carl Phillips

Library Assistant II

Carl Phillips is a Library Assistant II with the Orange County Library System, bringing over 15 years of experience in public libraries. His work centers on equity-driven programming, with a strong focus on accessibility and inclusion for adults with special needs and other underserved communities. Carl has developed innovative programs, presented at professional conferences, and moderated acclaimed authors, all while championing the role of libraries as welcoming spaces that foster connection and empowerment.



Stephanie Anson

Branch Manager

Stephanie Anson is a librarian for OC Public Libraries and has worked in a variety of capacities for the same system for over 20 years. She currently serves as the Branch Manager for the Tustin Library. Stephanie is passionate about making sure her library offers resources relevant to her patrons needs, especially by offering programming that is innovative, inclusive, and welcoming.

WHAT IS ENRICHMENT STORYTIME AND WHY DOES IT MATTER?



LEARNING OBJECTIVES

By the end of the session, participants will learn to:

Modify Activities: Learn practical strategies for adapting music and movement for diverse abilities.

Engage Community Partners: Connect with behavioral centers, adult day programs, and local organizations.

Create Accessibility: Structure registration, caregiver guidelines, and participant support for a safe environment.

Apply Best Practices: Ensure smooth, meaningful, and accessible special needs storytime experiences.



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02 WHAT MAKES IT DIFFERENT

03 ADAPTING STORYTIME ELEMENTS

04 INCLUSION & ACCESSIBILITY BEST PRACTICES

05 PARTNER & COMMUNITY OUTREACH

06 STRUCTURING YOUR PROGRAM &IMPLEMENTATION TIPS

07 Q&A



CORE GOALS

Adult Enrichment Storytime has four primary goals. Keeping these goals in mind while designing and implementing your program will help you create a storytime that best fits your branch and audience.

- **CLOSE GAPS IN PROGRAMMING FOR ADULTS IN LIBRARIES**
- **ENCOURAGE COGNITIVE AND SOCIAL GROWTH**
- **CREATE SAFE, WELCOMING PUBLIC SPACES**
- **BUILD COMMUNITY CONNECTIONS**

WHAT MAKES IT DIFFERENT

Now that we've defined the core goals of Adult Enrichment Storytime, it's important to recognize how these goals set the program apart from traditional storytimes for children—or even other adult programs.



STORYTIME ELEMENTS ADAPTED FOR ADULTS:

Familiar storytime elements, reimagined for adults with unique needs.
- Uses songs, stories, and movement in ways that feel age-appropriate and respectful.
- Focus on engagement, not performance.



FLEXIBLE PARTICIPATION:

Flexible Participation Options
- Participants can join in at their own comfort level.
- Examples: clap, wiggle, blink, nod, or simply listen quietly.
- Encourages self-expression without pressure.



ACCESSIBILITY & INCLUSIVITY

- Recognizes a wide range of physical and cognitive abilities.
- Activities are designed to be meaningful whether someone is verbal, non-verbal, mobile, or seated.



CHOICE & AUTONOMY:

- Participants decide how and when they want to engage, fostering a sense of independence and respect.

ADAPTING STORYTIME ELEMENTS

Here are tips for adapting core storytime elements for adults with unique needs. Remember, there is no one-size-fits-all approach; these adaptations aim to create an inclusive program. Some strategies may work well as they are, while others might need adjustments based on individual participant needs.



ADAPTING STORYTIME ELEMENTS

SONGS

- Avoid songs with complex or highly specific movements or actions.
- Remember that music is universal—adults can and do enjoy traditional storytime songs.
- The key to adaptation is offering multiple options for participation, allowing each individual to engage in a way that feels comfortable for them.

MOVEMENT

- Offer a wide variety of movement to encourage participation and engagement.
- Simple head stretches and directional movements help keep your audience involved and included.
- Use scarves instead of shakers or other movement tools. Scarves are easy to hold, even for participants with limited dexterity, and provide a sensory experience for those who may not be able to manipulate traditional instruments.

ADAPTING STORYTIME ELEMENTS

STORY SELECTION

- Introduce picture books with diverse characters and engaging storylines.
- Choose books with bright illustrations and intriguing, humorous plots.
- Select titles slightly more advanced than traditional children's storytime.
- Avoid books focused on learning objectives (e.g., manners, sharing, school).
- Provide material that is entertaining and engaging for an adult audience.

SENSORY SUPPORT

- Sensory support should be tailored to each audience; know your participants to best accommodate their needs
- Adults may have different sensory challenges requiring individual accommodations
- Be mindful of music and song volume, which may be overwhelming for some participants
- Observe participants' reactions and adjust as needed
- Consider the space: ensure privacy and minimize distractions from non-participating patrons

ADAPTING STORYTIME ELEMENTS

ENGAGEMENT

- Engage participants by inviting input and predictions
- Encourage suggestions and contributions during activities
- Allow time for interactions between participants and with their surroundings
- Foster a sense of community and connection through shared participation


INCLUSION & ACCESSIBILITY
BEST PRACTICES
SIGNAGE & INSTRUCTIONS
ACESSIBLE SPACES
COMMUNICATION
CAREGIVER INVOLVEMENT

PARTNER & COMMUNITY OUTREACH

Your community is your audience—build strong connections with behavioral centers, adult day camps, and individuals.

RESEARCH:
Identify behavioral centers, adult day programs, and group homes in your branch area.

BUILT IN AUDIENCE:
Introduce yourself to any camps or adult programs already using your branch.

PROMOTIONAL MATERIALS:
Provide clear promotional materials that explain the program and how to join.

OUTREACH:
Many centers already have scheduled activities, so reach out to share your program.

POINT OF CONTACT:
Establish clear points of contact for program questions or inquiries.



STRUCTURING YOUR PROGRAM & IMPLEMENTATION TIPS

Tips for building a clear routine and adapting activities to keep storytime smooth, inclusive, and engaging.

3 W'S WHO , WHEN , WHERE

- Use outreach and research to choose the best time and date
- Ensure the space is ADA compliant or adaptable to participant needs

REGISTRATION

- Ensures participants and caretakers understand expectations
- Provides a way to share important program information

HAVE HELP ON HAND

Extra staff can:

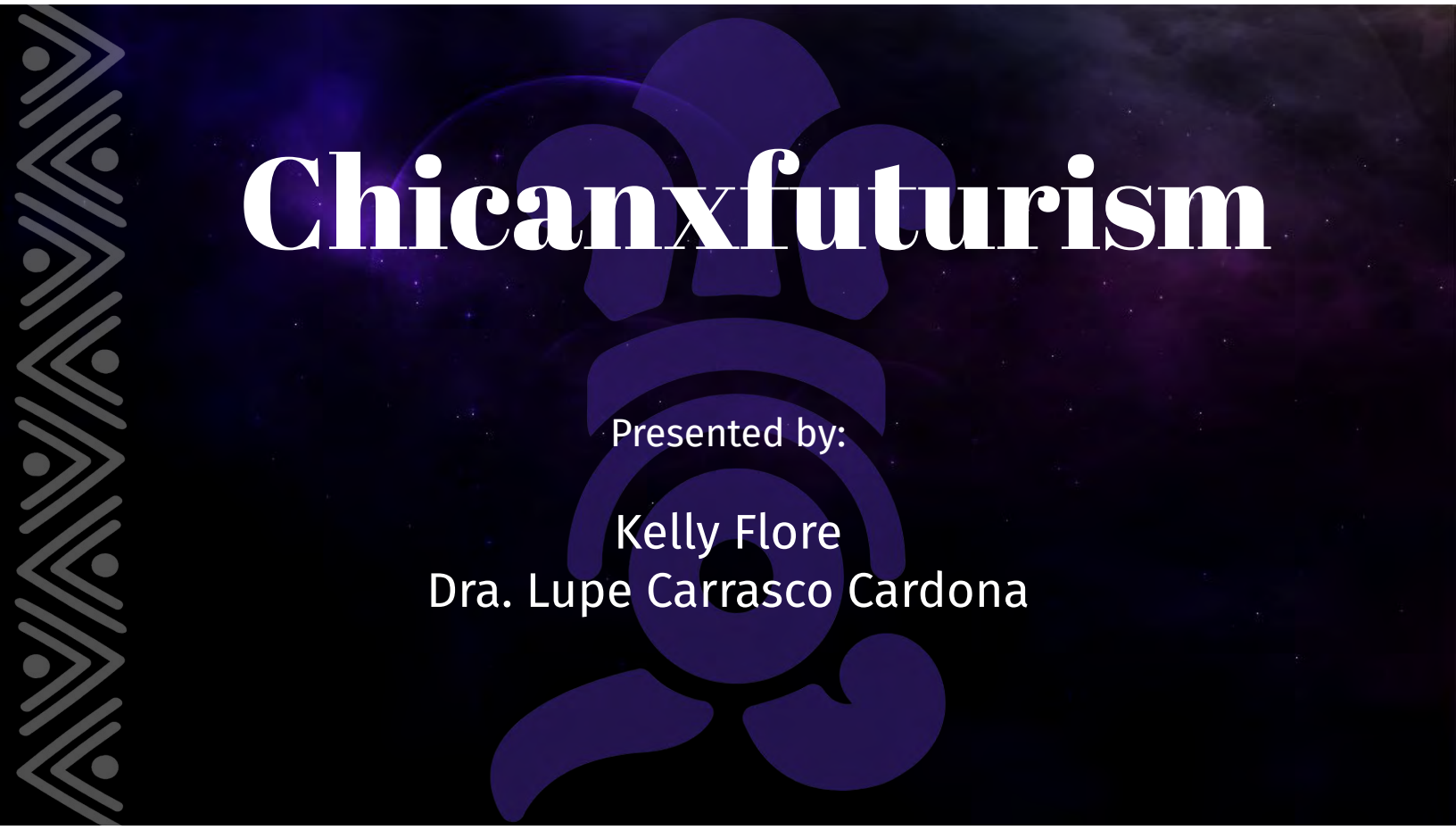
- Assist in case of medical emergencies.
- Help with behavioral challenges.
- Answer questions from non-participants or visitors

CONSISTENT ROUTINE WITH FLEXIBILITY

- Keep a familiar flow for participants
- Add new activities without removing key transitions


Q
A
Questions ?

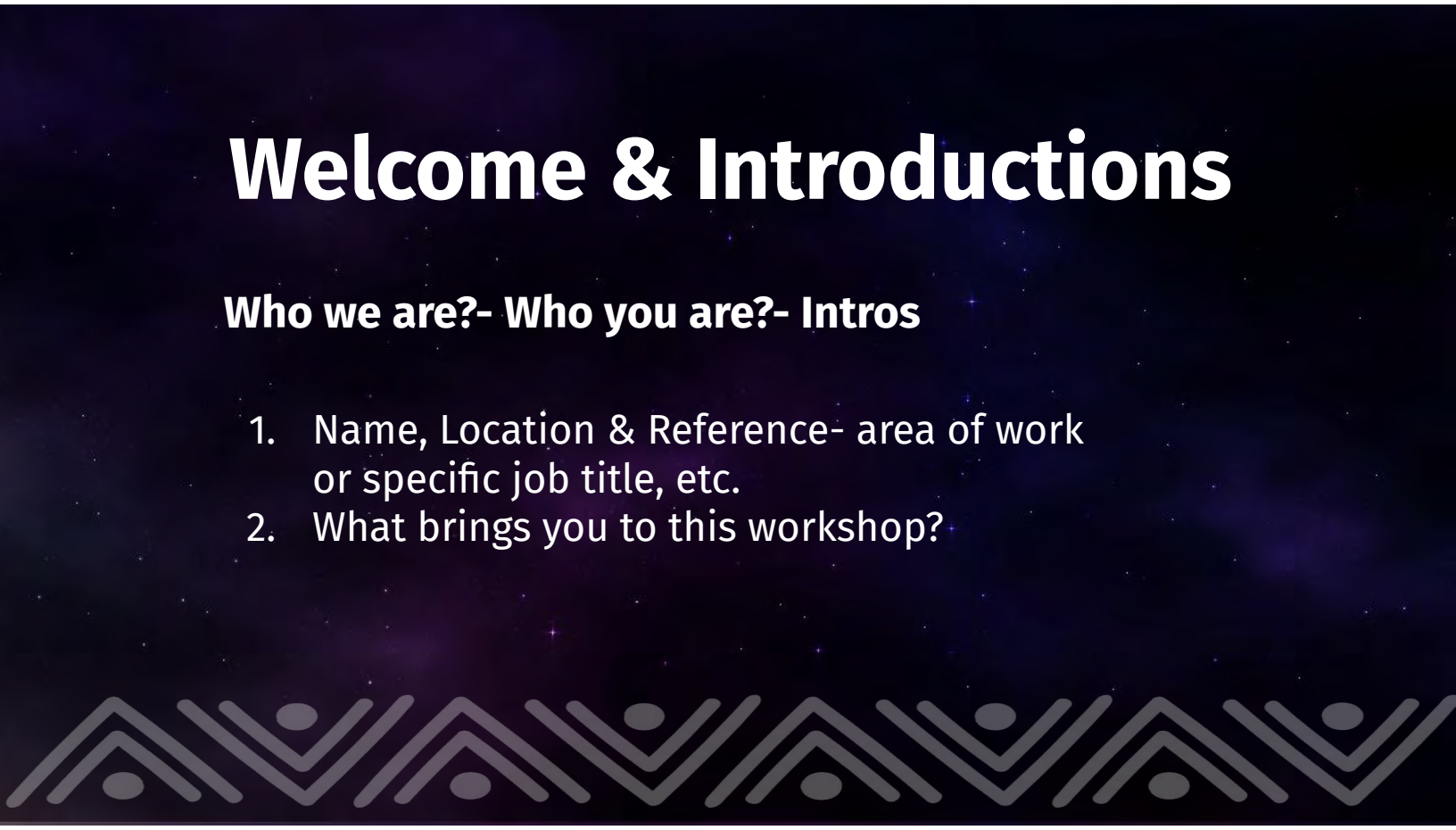

THANK YOU!
Carl.phillips@occr.ocgov.com


Chicanxfuturism
Presented by:
Kelly Flore
Dra. Lupe Carrasco Cardona


critical
pedagogy &
ethnic studies
critical
librarianship


Agenda
1. Land Acknowledgement
2. Welcome & Introductions
3. Intro to Chicanx/Latinx Futurism & Speculative Fiction
4. Ways to incorporate short stories, novels & plays
5. Excerpt Reading
6. Discussion
7. For further Exploration
8. Call to Action


LAND ACKNOWLEDGEMENT
RECONOCIMIENTO DE TIERRAS
We honor with gratitude and respect the original caretakers of this land and their descendants, people who today call themselves Gabrieleño, Tongva, or Kizh. We acknowledge the many devastating impacts of repeated waves of settler colonialism wrought upon these people & took their homeland by force and deception.
The rich culture, accomplishments, humanity, and continued presence of Tongva & Kizh people have too often been ignored, marginalized, and removed from our history and awareness as a consequence of these colonial acts. We recognize our responsibility to highlight Indigenous histories and advocate for practices, policies, and actions that bring justice for past, present and emerging native communities.
Honramos con gratitud y respeto a los guardianes originales de esta tierra y a sus descendientes, quienes hoy se llaman Gabrieleño, Tongva o Kizh. Reconocemos los numerosos y devastadores impactos que las repetidas oleadas de colonialismo infligieron a este pueblo y le arrebataron su patria mediante la fuerza y el engaño.
La rica cultura, los logros, la humanidad y la presencia continua de los pueblos Tongva y Kizh han sido con demasiada frecuencia ignorados, marginados y eliminados de nuestra historia y conciencia como consecuencia de estos actos coloniales. Reconocemos nuestra responsabilidad de visibilizar las historias indígenas y promover prácticas, políticas y acciones que brinden justicia a las comunidades nativas pasadas, presentes y emergentes.


Welcome & Introductions
Who we are?- Who you are?- Intros
1. Name, Location & Reference- area of work or specific job title, etc.
2. What brings you to this workshop?

XICANX/LATINX FUTURISM

Close your eyes for one minute & imagine a new world or one re-imagined that is ideal. What would it look like? Imagine a world for example without borders...

What did you envision?



Towards a definition... Hacia una definicion



Chicanx/Latinx Futurism is a cultural, artistic, and intellectual movement that envisions alternative futures centered on Chicanx and Latinx histories, identities, and worldviews. It draws on traditions of speculative fiction, Indigenous knowledge, decolonial thought, and science fiction to imagine futures where colonialism, racism, and systemic inequality are dismantled. Like Afrofuturism, it uses storytelling, art, and theory to challenge dominant narratives and to create liberatory visions that affirm Chicanx/Latinx presence in both the future and in ongoing struggles for justice.

Critical Pedagogy & Critical Librarianship

Critical Librarianship

"Critical librarianship is rooted in critical theory, social theories that aim to critique and change society as a whole. It seeks to acknowledge and disrupt power and privilege in order to gain a more fair, just society. This is important in the library space because so many of the decisions in the library are human made. This means that our personal biases play a part in our work, from what is digitized to how items are arranged on a shelf. Critical librarianship is not neutral. We cannot be neutral, because the world isn't neutral."

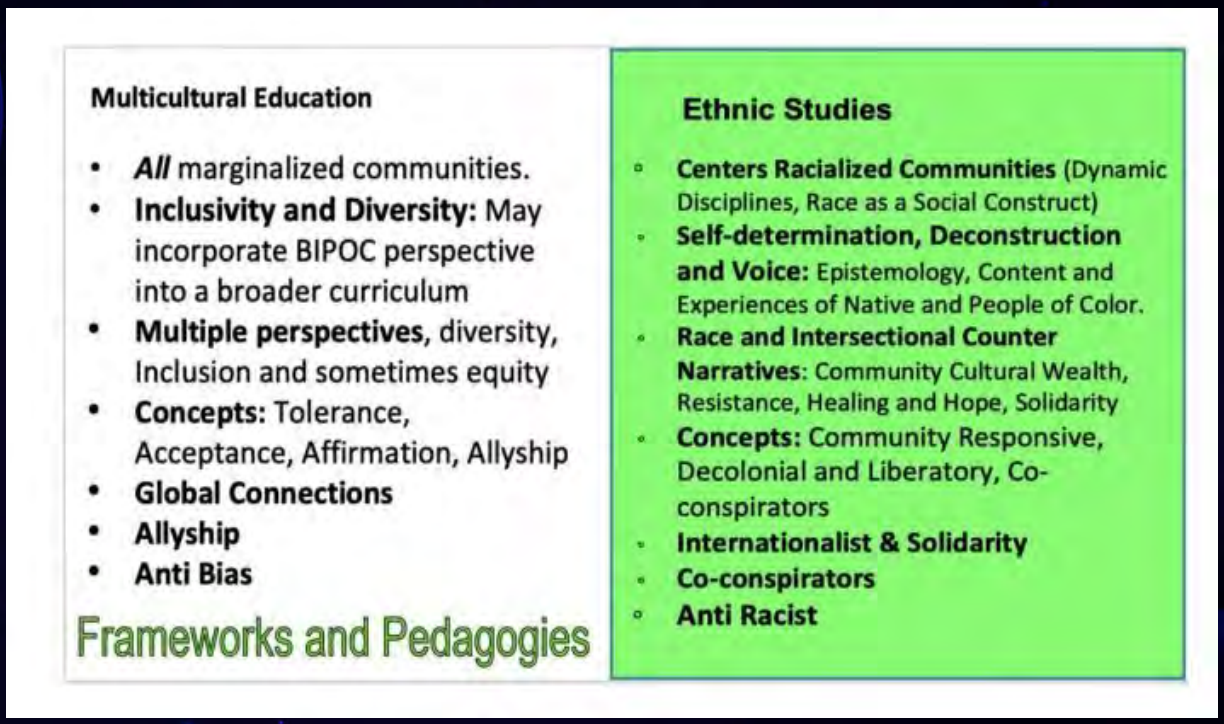


Jennifer Arevalo Ferretti- on Critical Libraries

Critical Pedagogy ⇨ Ethnic Studies

Critical Pedagogy is an educational theory that critiques traditional schooling structures, suggesting they often reinforce social inequalities and power imbalances. This approach emphasizes the need for both teachers and students to be aware of these biases, termed "hidden curriculum," which conveys implicit lessons about societal norms and behaviors. A key component of Critical Pedagogy is the development of "critical consciousness," a deep awareness of societal oppression and a commitment to challenge it through education and activism. Influenced by the work of Brazilian educator Paolo Freire, this theory advocates for a shift from the "banking model" of education—where knowledge is simply deposited into passive students—to a "liberatory model" that encourages active participation and critical thinking.

How the approaches are distinct-



Tezcatlipoca

Tezcatlipoca is the *Smoking Mirror*.
He is the god of the nocturnal sky, god of the ancestral memory, god of time and the Lord of the North, the embodiment of change through conflict



An ancient god. A new technology. The future will never be the same. New technologies resurrect an ancient Aztec wizard/warrior god, who hijacks the body of the one who resurrected him, running wild through a futuristic Hollywood, adapting the brave new world and getting back to his old business of creating chaos and taking control

In what ways does Tezcatlipoca symbolizes/represents themes in this workshop?



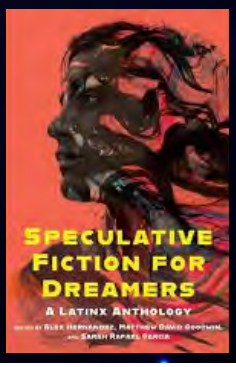
Beyond

STAR WARS

Excerpt: Those Rumors of Cannibalism & Human Sacrifice Have Been Greatly Exaggerated

Read along with me, pages 24-25, “Just a typical Joe..”

From “Speculative Fiction for Dreamers: A Latinx Anthology” short story by Ernest Hogan.

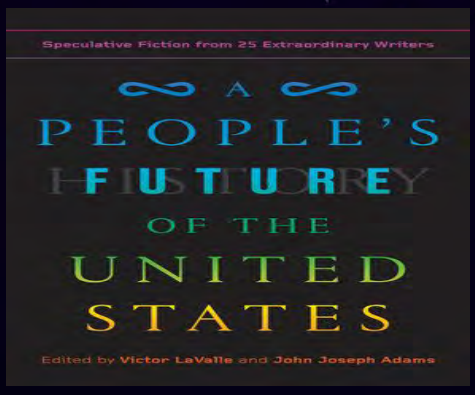


Discussion, Questions, Comments

Types of Speculative Fiction & Latin American/Chicanx/Latinx Futurism

Let's explore some books, anthologies & authors
How to incorporate them in the classroom & in the library







Fight Fascism & Take Action Against **CENSORSHIP** Now!

Tell Newsom to VETO AB 715!

CA Faculty Association- Urgent Call ➡





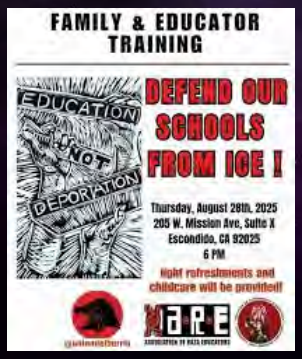
Celeste Ng

Dystopian & Realistic Fiction

Fiction/Dystopian/Futurism-Special Mention

1. Although "not" Latinx or "Xicanx Futurism" exactly
2. Addresses "missing children" alluding to Parent Separation
3. Spotlights the unique role librarians have
4. Re-imagines how libraries can resist FASCISM
5. & librarians as part of cultural survival & resistance

The only way to "Re-Imagine" the Future is by re-creating it.
La unica manera de "re-imaginar" el futuro es "re" crearlo"















Connect with us!-- ¡Conéctase con Nosotras!



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Make Some Noise: Remixing the Scholarly Narrative

A conversation with the REFORMA Research Committee
September 20, 2025
REFORMA National Conference

Committee Members

Dr. Michele A. L. Villagran

Chair

Yanira V. Cruz, M.S.

Incoming Co-Chair

Esther Medina De León, MLS

Incoming Co-Chair

Ruby L. Nugent, MA, LIS

Member

Priscilla Paulino, MLIS

Member

Federico Martínez-García Jr, MLIS, MPA

Member

Learning objectives

- Meet & learn about the REFORMA Research Committee
- Define different types of research/scholarship related to their work/libraries
- Discover lack of documentation about services and programming geared towards Latina/o/x & Spanish speaking communities
- Learn how REFORMA's Research Committee can support publishing, about potential barriers, and prospective guidance
- Share experiences regarding writing/publishing; exchange ideas/projects

Research Committee

https://www.reforma.org/research

The committee examines current trends, statistics, research, best practices, and information on programming and services related to serving Latinx/a/o and Spanish-speaking communities in libraries.

- Create a biannual publication of trends to serve as a resource for librarians to learn about successful models/programs to replicate and serve their communities
- Share scholarship and research that has been conducted in the field related to serving Latinx/a/o and Spanish-speaking communities
- Responsible for updating content on the Resources & Publications section on the main REFORMA website
- Identify, investigate, support, and encourage collaboration on, or review and provide feedback on grant proposals; consultation required on any proposals that involve REFORMA
- Facilitate or offer writing, research, and confidence-building sessions
- Investigate the development of a REFORMA peer-review journal

Goals & Objectives

- Establish a REFORMA Research committee presence on the main REFORMA website
- Share trends, statistics, research, best practices, and information on programming and services related to serving Latinx/a/o and Spanish-speaking communities in libraries
- Support research, writing, and grant opportunities
- Offer spaces and places for research, writing, and grant discussions

Support of Research, Writing, & Grant Opportunities

One of the tasks of the committee was to produce a biannual report of trends to serve as a resource for members to access and learn about successful models/programs to replicate and serve their communities.

Available at:

Villagran, M.A.L., Alpi, K.M., Cruz, Y.V., Martínez-García, F., Medina De León, E., & R.L. Nugent. (2023). Brown Paper: Library Projects/Programs that Serve Latinx and Spanish-Speaking Communities. REFORMA Research Committee. Available online at https://www.reforma.org/files/2023 Brown Paper Library Projects Programs that Serve Latinx and Spanish-Speaking Communities.pdf

Methodology

1. Extracting program components from project reports submitted by those receiving REFORMA mini grants
2. Inviting self-reported program reports through direct outreach to REFORMA members via listserv and the form: https://shorturl.at/2Rv4f
3. Reviewing literature found through searching the literature in open access and licensed databases

Form Overview

https://shorturl.at/2Rv4f



- Program/project, type, & description
- dates/duration of program/project
- Advertisement info, partner organization(s), funding (if applicable) & budget
- Intended audience(s) & participation #s
- languages offered
- Contact information, institution, REFORMA affiliation
- Data management consent & for follow up
- Cultural significance, info gathering on best practices, templates, literature
- Outcomes, challenges, recommendations
- Program evaluation

What we found...

- 10 mini-grant and 9 self-reports submitted
- 14-item annotated bibliography

Events:

- Programming/projects centered on storytelling, book giveaways, and family activities at the library.

Funding

- primarily used for participant activities, honoraria for performers, food and giveaways

Identified Gaps:

- limited details on the geographic and ancestral diversity of participants
- minimal information on program evaluation and outcomes
- difficulty locating current, relevant literature in library science databases

Remixing what we know...

What has your experience been like when it comes to writing or publishing about your work with Latina/e/o/x and Spanish-speaking library communities?

What reasons or barriers have made it difficult for you to publish or share your work with the broader library profession?

What are your thoughts on the importance of sharing or publishing your scholarship beyond your organization?

Given that only 14 Latina/e/o/x-focused publications were found in 2022 for the Brown Paper, should we be concerned about the apparent lack of representation in the literature on services for these communities?

Moving from Reflection to Action

What ideas have surfaced for you today?

What stories or insights could you begin to write or share?

How might we support each other in raising our voices and amplifying our work?

Submit your programs/projects for the 2025 report!



https://shorturl.at/2Rv4f

Get Involved!

Questions about the committee?

Volunteer Now!

Questions?

Thank you!

Email: research@reforma.org

Website: https://www.reforma.org/research

Framing Empowering Conversations About Latine Patrons

Presented by: LaTesha Velez (UNCG), Michelle Rosquillo (NCCU), Melissa Villa-Nicholas (UCLA)

Session Overview

- About the research
- Preliminary bibliometric findings from over 40 years of LIS research
- Ontology framework to assess deficit vs. asset-based narratives
- Curated resources and bibliography for LIS practitioners
- Interactive activities for reframing and reflection

Why This Work?

- Originally funded through a federal IMLS grant
- Rooted in LatCrit, and critical LIS studies
- Examines how Latine patrons are framed in LIS literature
- Inspired by real-world experiences and existing research
- Bibliometric analysis provides the landscape
- Ontology interprets the framing — deficit vs. asset-based

When Politics Interfere with Scholarship

- IMLS grant defunded amid broader political shifts
- IMLS faced targeted scrutiny and eventual shutdown
- Loss of formal structure and funding
- Work continued independently

How We Continued the Work

- Manually curated dataset via Zotero
- Enriched DOIs with OpenAlex
- Used free online tools for bibliometric mapping
- Utilizing departmental partnerships for ontology

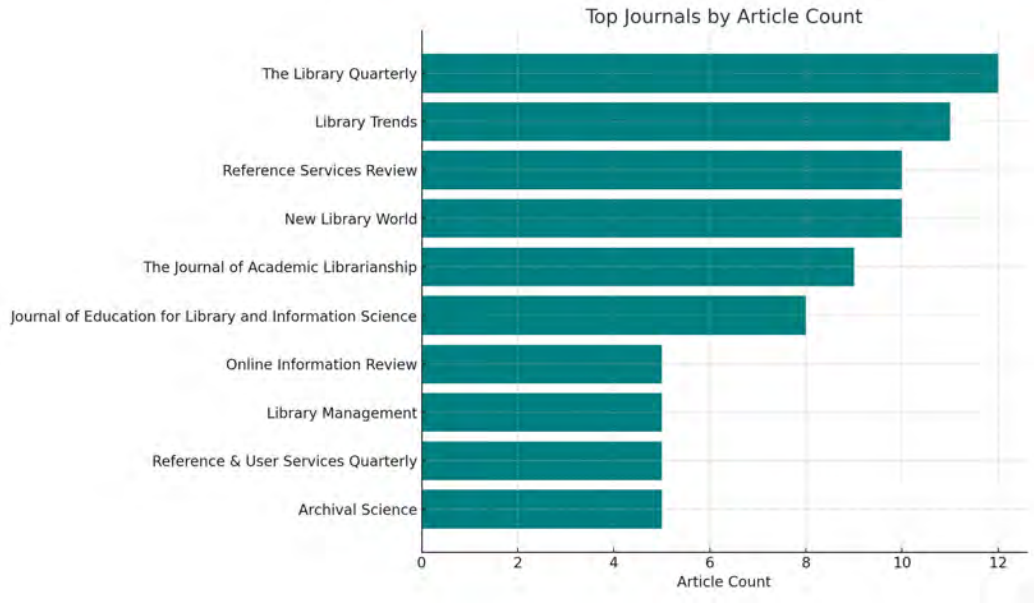
What the Data Is Starting to Show

- Publication range: 1970–2024
- 100+ journals and 240+ authors
- Top themes: bilingualism, outreach, barriers, access
- Dominant focus on "need" over "knowledge"

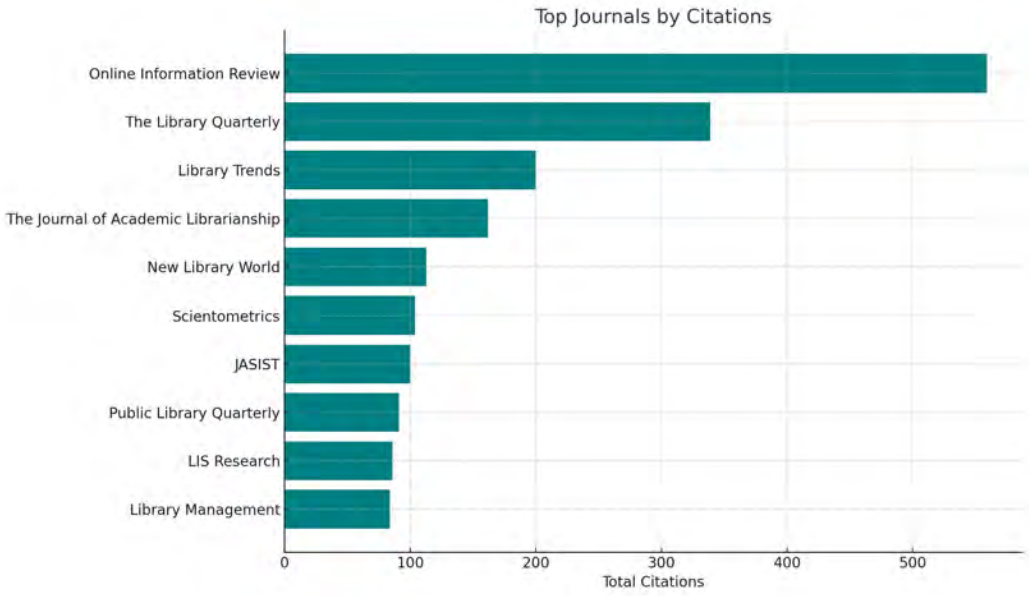
Preliminary Bibliometric Findings

- Articles span 1970–2024
- 100+ journals and 240+ authors represented
- Frequent deficit-based themes: digital divide, low income, barriers
- Emerging asset-based themes: bilingualism, community engagement, cultural knowledge

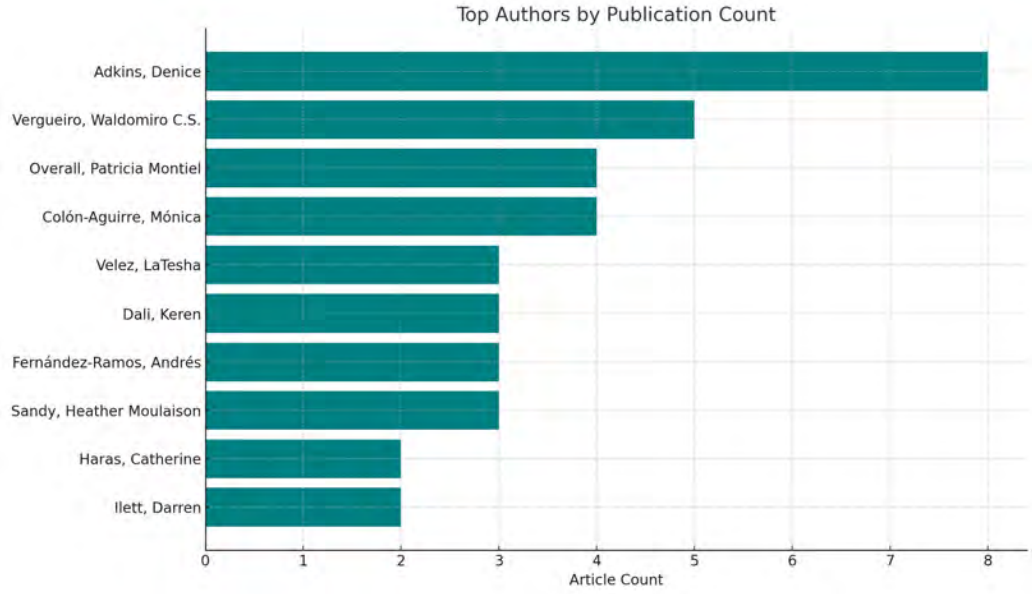
Top Journals by Article Count



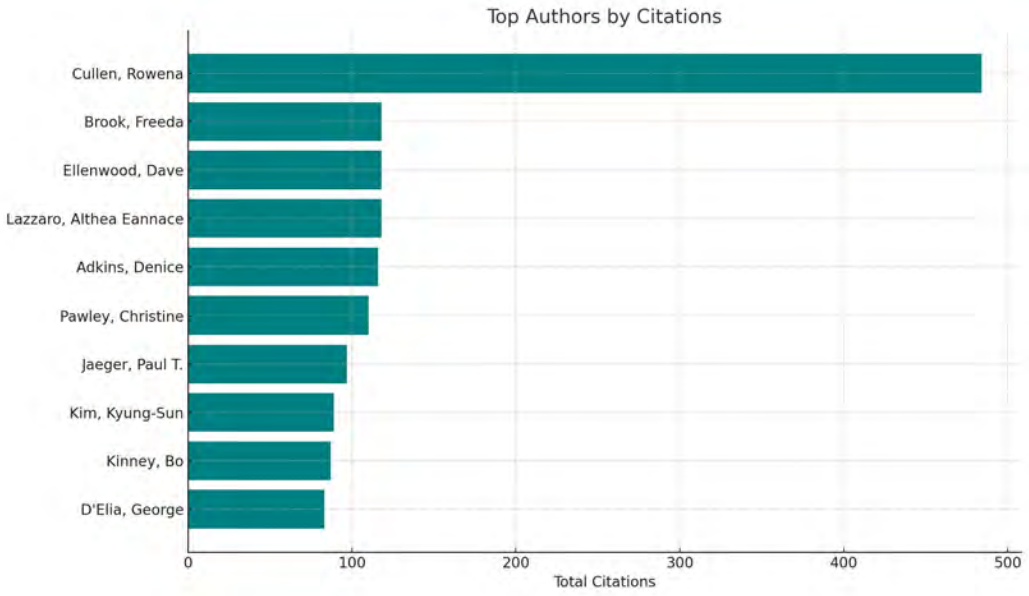
Top Journals by Total Citations



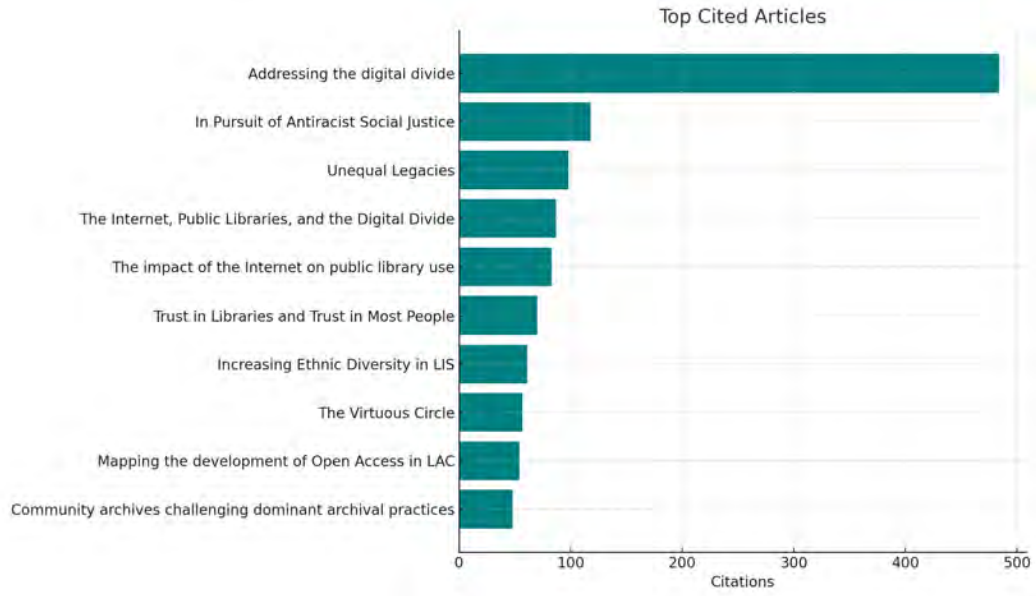
Top Authors by Publication Count

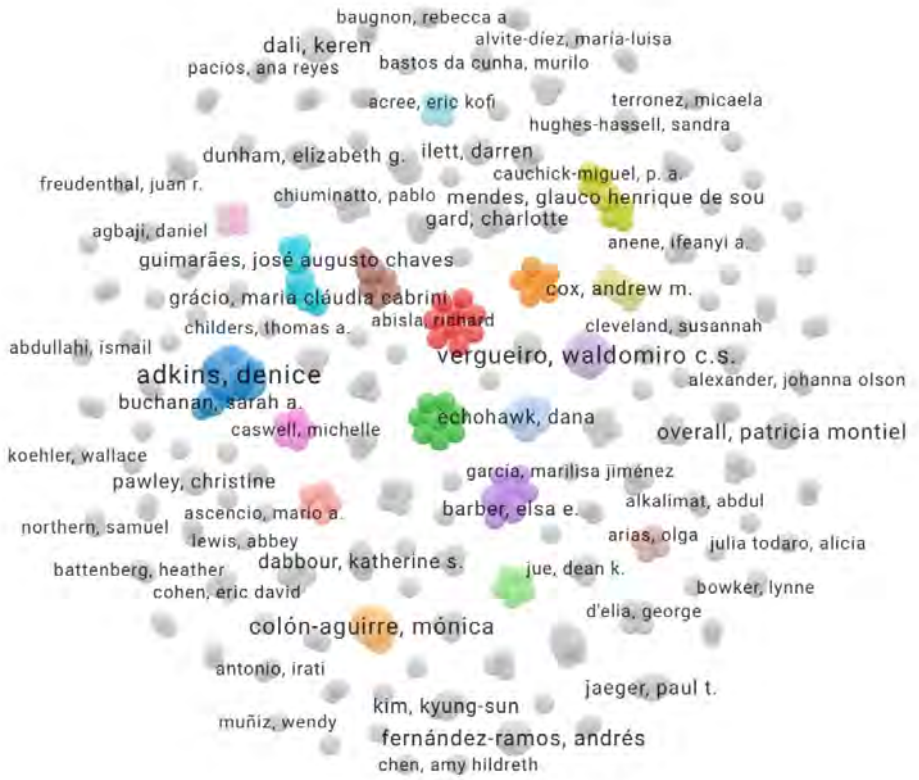


Top Authors by Total Citations

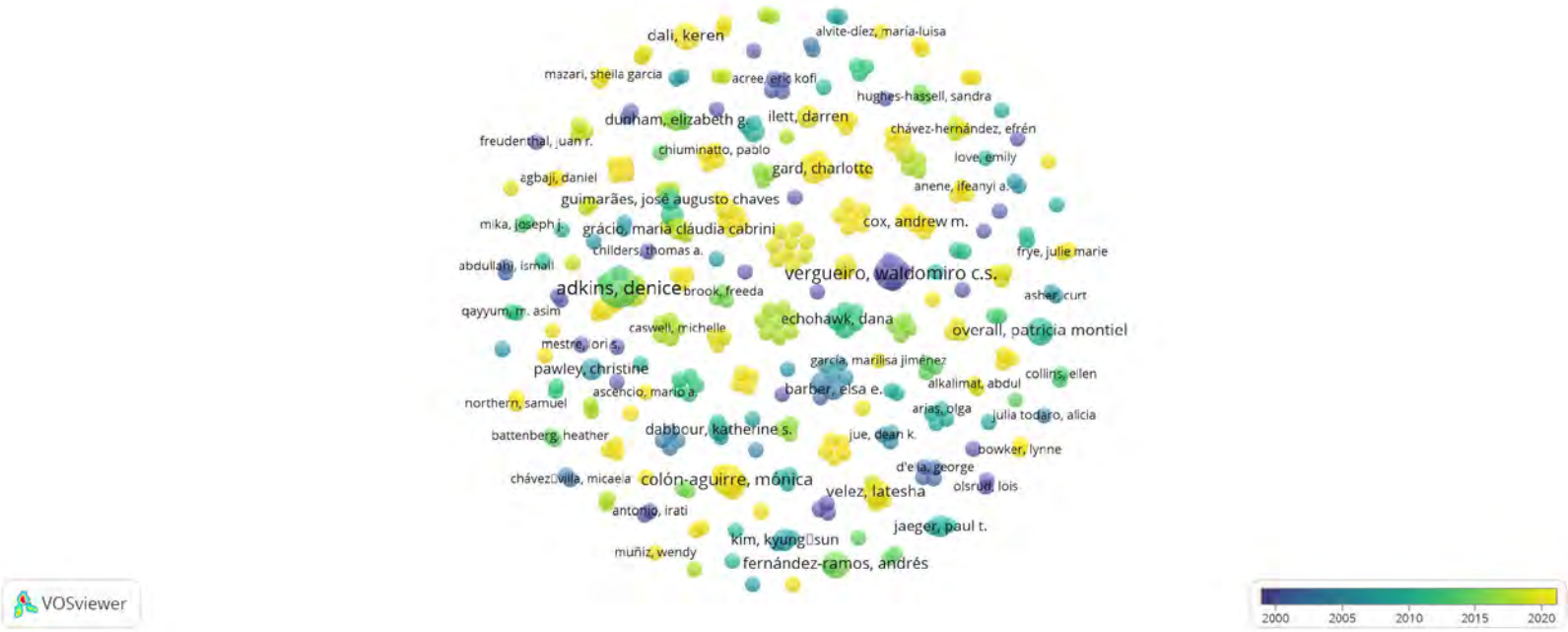


Top 10 Most Cited Articles




baugnon, rebecca a
dali, keren
alvite-díez, maría-luisa
pacios, ana reyes
bastos da cunha, murilo
acree, eric kofi
terronez, micaela
hughes-hassell, sandra
dunham, elizabeth g.
ilett, darren
cauchick-miguel, p. a.
freudenthal, juan r.
chiuminatto, pablo
mendes, glauco henrique de sou
gard, charlotte
agbaji, daniel
anene, ifeanyi a.
guimarães, josé augusto chaves
cox, andrew m.
grácio, maria cláudia cabrini
abisla, richard
childers, thomas a.
cleveland, susannah
abdullahi, ismail
vergueiro, waldomiro c.s.
adkins, denice
alexander, johanna olson
buchanan, sarah a.
echohawk, dana
caswell, michelle
overall, patricia montiel
koehler, wallace
garcia, marilisa jiménez
pawley, christine
alkalimat, abdul
barber, elsa e.
ascencio, mario a.
northern, samuel
arias, olga
julia todaro, alicia
lewis, abbey
dabbour, katherine s.
battenberg, heather
jue, dean k.
cohen, eric david
bowker, lynne
d'elia, george
colón-aguirre, mónica
antonio, irati
jaeger, paul t.
kim, kyung-sun
muñiz, wendy
fernández-ramos, andrés
chen, amy hildreth
VOSviewer
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buchanan, sarah a.
p sand, silvia i.
barbe, elsa e.
mendes, glauco henrique de sou
adkins, denice
sandy, heather moulaison
ilett, darren
overall, patricia montiel
kim, kyung□sun
dabbour, katherine s.
vergueiro, waldomiro c.s.
dunham, elizabeth g.
somerville, mary m.
jaeger, paul t.
grácio, maria cláudia cabrini
haras, catherine
echohawk, dana
dali, keren
velez, latesha
linares, brenda m.
harper, lindsey m.
cox, andrew m.
colón-aguirre, mónica
iglesias, aubrey
pawley, christine
gard, charlotte
fernández-ramos, andrés
VOSviewer
2005
2010
2015
2020


cali, keren
alvite-díez, maría-luisa
mazari, sheila garcia
acree, eric kofi
hughes-hassell, sandra
dunham, elizabeth g.
ilett, darren
chávez-hernández, efrén
freudenthal, juan r.
chiuminatto, pablo
love, emily
gard, charlotte
egbaji, daniel
anene, ifeanyi a.
guimarães, josé augusto chaves
mika, joseph j.
grácio, maría cláudia cabrini
cox, andrew m.
childers, thomas a.
frye, julie marie
abdullahi, ismail
vergueiro, waldomiro c.s.
adkins, denice
brook, freeda
asher, curt
qayyum, m. asim
echohawk, dana
caswell, michelle
overall, patricia montiel
mestre, ori s.
garcía, marilisa jiménez
pawley, christine
collins, ellen
alkalimat, abdul
ascencio, mario a.
barber, elsa e.
northern, samuel
arias, olga
julia todaro, alicia
battenberg, heather
dabbour, katherine s.
jue, dean k.
bowker, lynne
d'elia, george
chávez villa, micaela
colón-aguirre, mónica
olsrud, lois
velez, latesha
antonio, irati
jaeger, paul t.
kim, kyung sun
muñiz, wendy
fernández-ramos, andrés
VOSviewer
2000
2005
2010
2015
2020

Ontology Framework: Asset vs. Deficit

- Identifies framing in LIS literature
- Inspired by Latinx Studies & affirmations/microaggressions
- Used to evaluate how Latine patrons are represented
- Helps reframe from 'problems' to cultural assets

What's in a Name?

- "Latine" vs. "Latino/a" and "Latinx"
- The limitations of "Hispanic"
- Do these catch-all terms help reinforce microaggression?

Interactive Activity

- Real examples of article titles from our corpus
- Is the population presented as need-based or knowledge-based?
- Patterns in word pairings/associations?
- How can we reframe deficit-inflected narratives?

Literacy

- “ICT literacy and community connectedness in a Hispanic-majority community”
- “Immigrant Rights Advocacy as Records Literacy in Latinx Communities”
- “Information literacy: implications for Mexican and Spanish university students”
- “First-generation students' information literacy in everyday contexts”

Language/Bilingualism

- “Recruitment and diversity: A research study of bilingualism and library services”
- “Breaking the Language Barrier: Describing Chicano Archives with Bilingual Finding Aids”
- “‘Lady can talk forever…’: Exploring caring discourse in bilingual librarianship”

Access

- "Celebrating Cuba! Collaborating to Provide Global Access to the Cuban National Library's Catalog Records”
- “Difficulties of Subject Access for Information About Minority Groups”
- “Racial and Ethnic Diversity in Academic Library Collections: Ownership and Access of African American and U.S. Latino Periodical Literature”

Reframe: Create New Relationships

- “Information behavior and ICT use of Latina immigrants to the U.S. Midwest”

VS

- “‘Our ancestors passed this down to us for a reason’: information practices of ballet folklórico dancers in Mexican-American communities”

Practical strategies for integrating asset-based frameworks

- **Qualitative and Critical Thinking**: Stay updated on various terms and their meanings. Check out Cambio Center from the University of Missouri for a full list of terms and their contexts
- **Critically assess** the terms around identifiers such as 'Latinx/e' as deficit based or asset based: for example, is all language deficit such as 'serving'; stay updated on humanist based fields outside of LIS
- **Replace the terminology, revise the approach**: Changing language so that Latines are not rhetorically positioned as 'receivers' but rather collaborators, innovators, information creatives.
- **Name systems at work:** ***Point out the systems at work—past and present—that cause them***
- **Practice**: Ensure all district communications (e.g., school newsletter, staff announcements, faculty meeting agenda, and data reports) rely on assets-based language.
- **Repeat**: Set a schedule for analysis, assessment, and replacement of terminology, such as biannually.

Tools for Inclusive Programming and Instruction

- The strongest resources around deficit based vs. asset based language are in accessibility/disability studies, ESL->EAL (English as an additional language), and K-12 education
- Integrated Comprehensive System for Equity: Asset-based language Guide
- University of Illinois Chicago Inclusive Language Guide
- The Land Trust Alliance: Using Asset-Based Language

Raw data final list

- Check out the Google Doc spreadsheet that shows our full data sample

Curated Resources & Tools: Bibliography (on next slide)



- Alcalá, J. C., Colón-Aguirre, M., & Alaniz, D. (2018). Immigrant Rights Advocacy as Records Literacy in Latinx Communities. *The Library Quarterly: Information, Community, Policy*, *88.0*(4), 332–347.
- Alvarez, S., & Alvarez, S. P. (2016). “La biblioteca es importante”: A Case Study of an Emergent Bilingual Public Library in the Nuevo U.S. South. *Equity & Excellence in Education*, *49*(4), 403–413.
- Ascencio, M. A. (2024). Taking Flight Together: Latinx Librarians and Allies Soaring in Academia. *Journal of Library Administration*, *64.0*(4), 473-Political science.
- Busch, E., & Vidal-Ortiz, S. (2024). ENLACE: Latina/o gay and lesbian ruptures in the archives. *Latino Studies*, *22*(1), 196–215.
- Chen, A. H. (2023). Placing Papers Update: The Black and Latino Experience in the Literary Archive Market. *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, *24*(1), Article 1.
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- Dunham, E. G., & Flores, X. (2014). Breaking the Language Barrier: Describing Chicano Archives with Bilingual Finding Aids. *The American Archivist*, *77*(2), 499–509.
- Frye, J. M., & Hasler-Barker, M. (2024). “Lady can talk forever…”: Exploring caring discourse in bilingual librarianship. *Library & Information Science Research*, *46.0*(2).
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- Saldaña Perez, J. A. (2022). Archiving Mexican folklórico costumes: Applying a participatory approach and a post-custodial strategy. *Archival Science*, *22.0*(4), 465–481.
- Santa-Ramirez, S. (2023). A Historical Snapshot of Latinx Student Activism from the 1960s to 1990s: A University Archival Analysis. *Journal of Hispanic Higher Education*, *22*(1), 46–59.
- Vamanu, I., & Terronez, M. (2022). “Our ancestors passed this down to us for a reason”: Information practices of ballet folklórico dancers in Mexican-American communities. *Journal of Documentation*, *78*(6), 1213–1227.
- Velez, L. (2021). “It Was Like He Was Writing My Life”: How Ethnic Identity Affected One Family’s Interpretation of an Afro Latinx Text. *Library Trends*, *70.0*(2), 207-Reading (process).
- Villa-Nicholas, M. (2015). Latina/o librarian technological engagements: REFORMA in the digital age. *Latino Studies*, *13*(4), 542–560.
- White, K. L. (2009). Meztizaje and remembering in Afro-Mexican communities of the Costa Chica: Implications for archival education in Mexico. *Archival Science*, *9*(1), 43.
- Williams, R., Ortiz, E., & Spicer-Escalante, M. (2019). Utah State University’s Cache Valley Latinx Voices Project: Social Justice in the Archives. *Journal of Western Archives*, *10.0*(1).
- Zavala, J., Migoni, A. A., Caswell, M., Geraci, N., & Cifor, M. (2017). ‘A process where we’re all at the table’: Community archives challenging dominant modes of archival practice. *Archives and Manuscripts*, *45*(3), 202–215.

Q&A and Closing

- What questions or feedback do you have?
- Thank you for your time and engagement!
- Follow-up resources and contact info available after the session

Información y Comunidad: Library Services for Hispanic-Serving Institutions, The San Diego State Model

María Amor, Emilio Ulloa, and Scott Walter
San Diego State University

Presented at the National REFORMA Conference
Long Beach, California | September 20, 2025



SDSU

Session Learning Outcomes

- Identify distinctive academic and student affairs programs characteristic of Hispanic-Serving Institutions
- Identify how strategic initiatives in library services, spaces, and collections, can extend and enhance the impact of academic and student affairs programs designed to support Latinx student success in diverse academic communities
- Identify opportunities for campus and community partnerships that represent the distinctive contribution of libraries – public, academic, and school – to Latinx student recruitment, retention, and success



SDSU

San Diego, California

- 1,400,000 residents (8th largest city in the United States) in an area encompassing 342 square miles
- 30.3% Hispanic/Latino
- 40.8% speak a language other than English at home
- Library services provided by the San Diego Public Library (37 branches) and the San Diego County Library (33 branches)



Image: Mike Solorio, *Calexico Chronicle*

SDSU

San Diego State University

- 41,000+ students
- 13,093 Pell Grant Recipients
- 36.5% of the undergraduate population identifying as “Hispanic, Latino”
- 25+ doctoral programs
- $200,000,000+ in research funding
- Received the Higher Education Excellence in Diversity (HEED) Award for the 4th consecutive year in 2025
- Member of the California State University system



SDSU

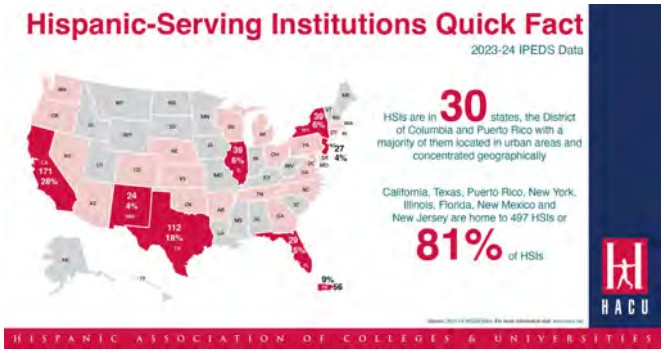
California State University



https://www.calstate.edu/impact-of-the-csu/diversity/Documents/HSI-fact-sheet.pdf

What is an "Hispanic-Serving Institution" (HSI)?

- Identification as an HSI is governed by the Higher Education Act of 1965
- To be recognized as an HSI, an institution must:
  - have an undergraduate enrollment of at least 25% Hispanic or Latino
  - be an accredited, degree-granting, non-profit institution of higher education
  - address issues of educational opportunity and social mobility



https://hacu.net/research/hispanic-serving-institutions/

"Servingness" and the HSI

"The federal government defines HSIs as nonprofit, degree-granting postsecondary institutions that enroll at least 25 percent undergraduate Latinx students . . . . Yet there is no federal requirement for having a commensurate institutional infrastructure in place for serving these students, whose needs are different from traditional college-goers . . . . *Servingness is a . . . way to understand what it means to move from simply enrolling Latinx students to actually serving them*." (emphasis added)



Indicators of Serving
- Retention
- Graduation
- Labor Market Outcomes
- Academic Self-Concept
- Civic Engagement

Structures for Serving
- Mission Statements
- Curricular and Co-Curricular Structures
- Compositional Diversity of Faculty, Staff, etc.

Source: Garcia, G. A. (2019). Defining "servingness" at Hispanic-Serving Institutions (HSIs): Practical implications for HSI leaders. *American Council on Education*. Retrieved from https://www.equityinhighered.org/resources/ideas-and-insights/defining-servingness-at-hispanic-serving-institutions-hsis-practical-implications-for-hsi-leaders/

What Services Does an HSI Provide?

- Promote partnerships with K-12 and community college community to encourage college attendance and transfer pathways
- Advocate for educational affordability
- Provide support to Hispanic students to enhance academic success (e.g., tutoring) and transition to further education or career (e.g., mentoring)
- Provide support to Hispanic students pursuing “high-impact” educational opportunities
- Promote and enhance campus community







San Diego State University: "A New Kind of HSI"

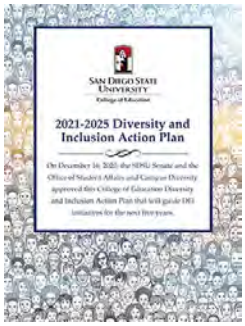
"SDSU will forge a path to become an R1 Doctoral University where excellence and access converge. To achieve this long-term institutional goal, SDSU will leverage its unique stature as a community-engaged, border-connected, Hispanic-Serving Institution (HSI) located on Kumeyaay land. We are committed to developing infrastructure and resources that enable our research activity to grow while continuing to support excellence in teaching."



https://www.sdsu.edu/strategic-plan/updates/premier-public-research-university

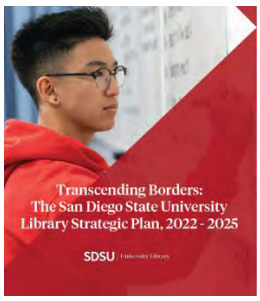
SDSU

San Diego State University: "A New Kind of HSI"











SDSU

Hispanic Students and the Academic Library

- They may be coming to the academic library from environments where there was less academic support available in schools, school libraries, or public libraries, which may affect information literacy competency
- They may have experience of the public library as a cultural and community space, but these roles may not be highlighted in the academic library
- Lack of representation in academic library collections and spaces may limit (or delay) their engagement with the library
- Lack of representation among the academic library staff may limit (or delay) their use of available assistance



"My father used to take my sister and I to the public library when we were kids. He gave us books and told us that reading was the way out. There were storytellers speaking Spanish, other people I knew from our neighborhood, lots of books in Spanish . . . . I look around at this library here, and I don't see myself in anything here."

Source: Long, D. (2011). Latino students' perception of the academic library. *Journal of Academic Librarianship, 37*, 504-511.

SDSU

“Servingness” in the Academic Library



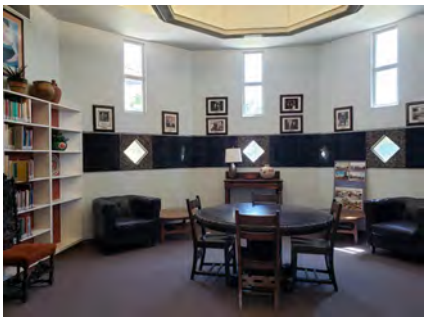




"A New Kind of HSI": Collections and Community



The Chicana/o Collection
(Mesa Campus)



The Border Collection
(Imperial Valley Campus)



The Chicana/o Archive
(Special Collections and
University Archives)

SDSU

“A New Kind of HSI“: Collaboration for Student Success



Latinx Resource Center
https://sacd.sdsu.edu/latinx-resource



Chicana/o Collection
https://libguides.sdsu.edu/collections/chicana

SDSU

“A New Kind of HSI“: The Research Mission



Undergraduate Research

https://research.sdsu.edu/sdsu_student_symposium

https://sacd.sdsu.edu/hispanic-serving-institution/programs/awards

https://sacd.sdsu.edu/latinx-resource/culturally-connected/about



Primary Source Research

https://www.sdsu.edu/news/2024/12/making-san-diegos-chicana-o-history-available-around-the-world

SDSU

"A New Kind of HSI": International Engagement



SDSU Oaxaca
https://president.sdsu.edu/sdsu-oaxaca

Colecciones de Instituciones Mexicanas
https://digitalcollections.sdsu.edu/colecciones_de_instituciones_mexicanas

Transborder Library Forum
https://www.cetys.mx/foro-transfronterizo-de-bibliotecas-en/

Additional Information



https://sacd.sdsu.edu/hispanic-serving-institution



https://library.sdsu.edu/news/2025/hsi-week

Current Challenges

"Your grant's immediate termination is necessary to safeguard the interests of the federal government, including its fiscal priorities," the letters said. "The termination of your grant represents an urgent priority for the administration, and due to exceptional circumstances, adherence to the traditional notification process is not possible."



Source: Shuessler, J. (2025, April 3). Trump administration moves to cut humanities endowment. *New York Times*. Retrieved from https://www.nytimes.com/2025/04/03/arts/humanities-grants-canceled-doge.html

Image: Book Riot

Current Challenges

"The U.S. Department of Education said Wednesday it is ending a grant program for Hispanic-Serving Institutions and several similar programs, a decision expected to sap funding from California colleges and universities that are eligible for extra federal dollars because they enroll high numbers of Latino students."



Source: Burke, M., & DiPierro, A. (2025, September 10). Trump administration to end grant funding for Hispanic-Serving Institutions, affecting many California colleges. *EdSource*. Retrieved from https://edsource.org/2025/hsi-funding-cuts-hispanic-serving-institutions/740445

Image: Inside Higher Ed

(Highly) Selected Resources for Further Study

- Bladek, M. (2019). Latino students and the academic library: A primer for action. *Journal of Academic Librarianship, 45*, 50-57.
- Garcia, G. A. (2019). Defining "servingness" at Hispanic-Serving Institutions (HSIs): Practical implications for HSI leaders. *American Council on Education*. Retrieved from https://www.equityinhighered.org/resources/ideas-and-insights/defining-servingness-at-hispanic-serving-institutions-hsis-practical-implications-for-hsi-leaders/
- Long, D. (2011). Latino students' perception of the academic library. *Journal of Academic Librarianship, 37*, 504-511.
- Lumley, R., Newman, E., & Brown, H. T. (2015). Hispanic college students library experience. *Contemporary Issues in Education Research, 8* (1), 49-53.
- Soto-Luna, I., & Browning, S. (Eds.). (2024). *Serving Hispanic, Latine, and Latinx students in academic libraries*. Library Juice Press.



Questions?



Contacts

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SDSU
Student Affairs and Campus Diversity
Office of HSI Affairs



SDSU


Beyond the Award:
Preserving DEI in Academic Libraries Amid Growing Challenges
Adriana Poo ~ Estella Inda ~ Kathryn Blackmer Reyes
Dr. Martin Luther King Jr. Library
San José State University

Adriana Poo

Public Health Librarian at the Dr. Martin Luther King, Jr. Library at San José State University. She co-chaired the King Library's Anti-Racism Advocacy and Assessment Committee (2020–2023) and currently serves on the ACRL Equity, Diversity, and Inclusion Committee. She is co-editor of Creating an Inclusive Library (ACRL, 2024).

Estella Inda

Research Services and Social Sciences Librarian at the Dr. Martin Luther King, Jr. Library at San José State University. She has been recognized for her work with the local lowrider community and helping them to document and archive their histories. Inda has established partnerships with community focused organizations to collaborate on programs that promote cultural awareness and to educate on the important subject of suppression of diverse voices and ongoing censorship.

Kathryn Blackmer Reyes

Director of the Africana, Asian American, Chicano, and Native American Studies Center at San José State University's Dr. Martin Luther King, Jr. Library. In 2023, Blackmer Reyes was honored with the American Library Association's *I Love My Librarian* Award in recognition of her outstanding contributions to the profession and her community.





ANTI-RACISM AND DEI INITIATIVES

San José State University

Commitment to Diversity

- SJSU legacy: civil rights activism, first-gen support, racial & ethnic diversity
- Silicon Valley location: vibrant cultural and economy
- ODEI mission: academic excellence linked to diversity, equity & inclusion
- Commitment: eliminate discrimination & systemic barriers
- Vision: foster dialogue, collaboration, and cross-campus engagement

Anti-Racism Advocacy & Assessment Committee (est. 2021)

- Employees from diverse departments and classifications.
- **Assessment of**
  - **Policies:** Budget, Leadership, Library Security
  - **Retention & Recruitment**
  - Student Assistant Retention & Recruitment

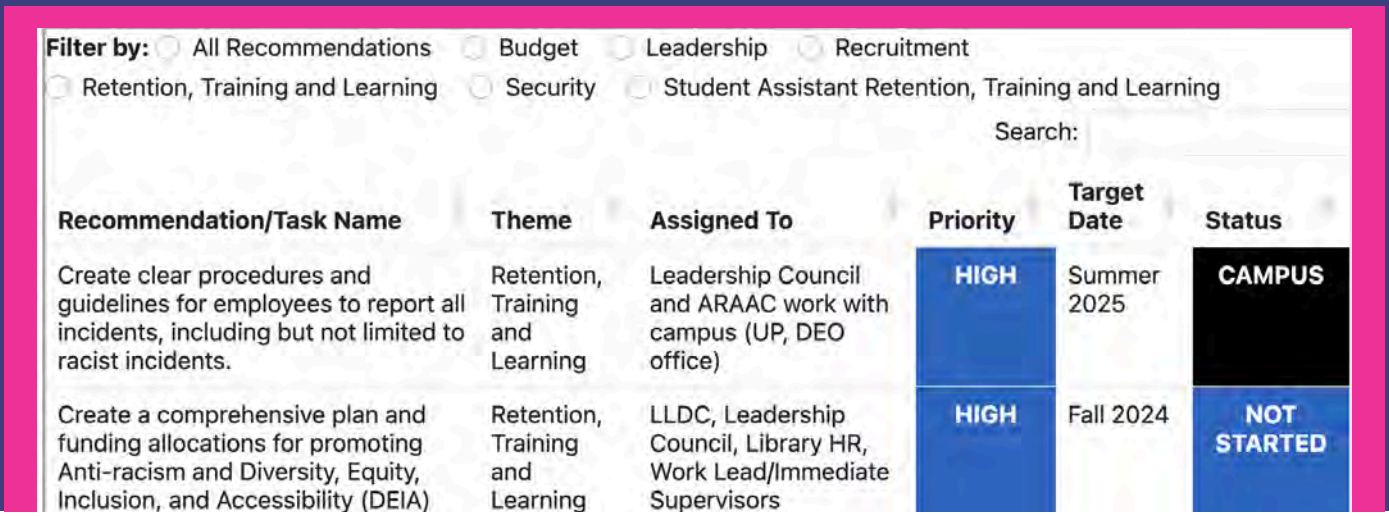
Recommendations & Accountability

- Consensus-Based Decision-Making
- Condense recommendations for public-facing audience
- Dashboard was published in Spring 2025
    - On-going process: Working with departments to keep them accountable

SJSU Libarary LEAD award

Library Excellence in Access and Diversity (LEAD) Award
Innovation in removing barriers, building connections, and reimagining how libraries create community on campus.

DEI Committee: Accountability Dashboard
library.sjsu.edu/diversity



Filter by: All Recommendations | Budget | Leadership | Recruitment | Retention, Training and Learning | Security | Student Assistant Retention, Training and Learning

Search:

Recommendation/Task Name	Theme	Assigned To	Priority	Target Date	Status
Create clear procedures and guidelines for employees to report all incidents, including but not limited to racist incidents.	Retention, Training and Learning	Leadership Council and ARAAC work with campus (UP, DEO office)	HIGH	Summer 2025	CAMPUS
Create a comprehensive plan and funding allocations for promoting Anti-racism and Diversity, Equity, Inclusion, and Accessibility (DEIA)	Retention, Training and Learning	LLDC, Leadership Council, Library HR, Work Lead/Immediate Supervisors	HIGH	Fall 2024	NOT STARTED

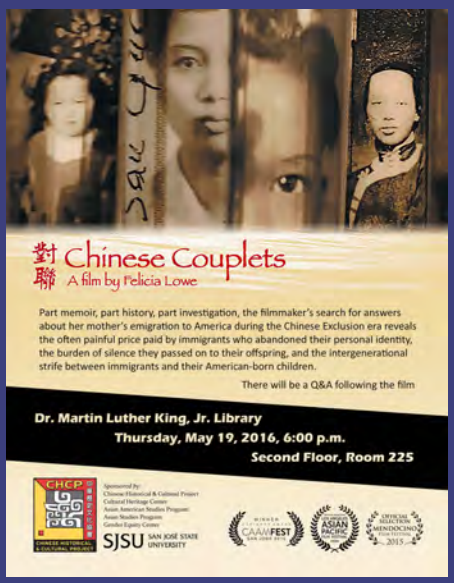

LIBRARY DEI
PROGRAMMING

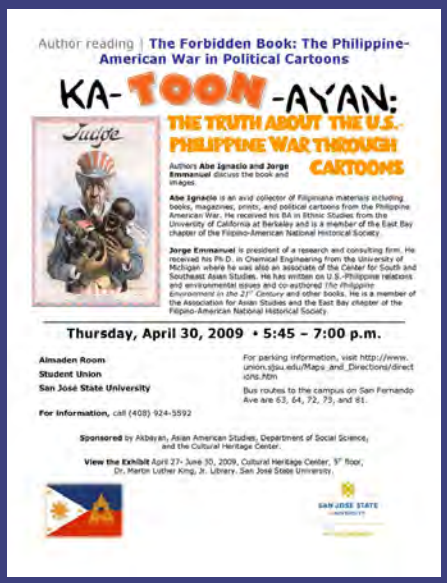
Africana, Asian American, Chicano, & Native American (AAACNA) Studies Center

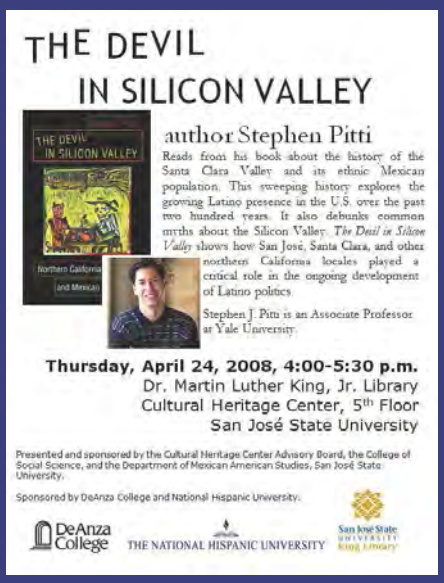
AAACNA provides a collection of materials to support the academic programs, to provide a visible identity for historically underrepresented groups, to provide a location where students, faculty, and others could access materials to support instruction and research and convene for events related to the mission of the center.



Historic DEI Programming in AAACNA

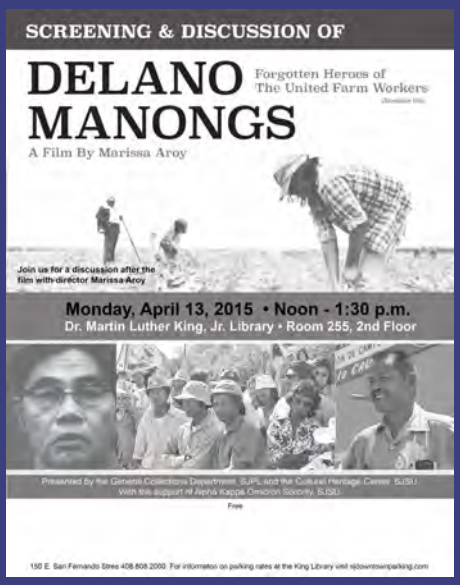


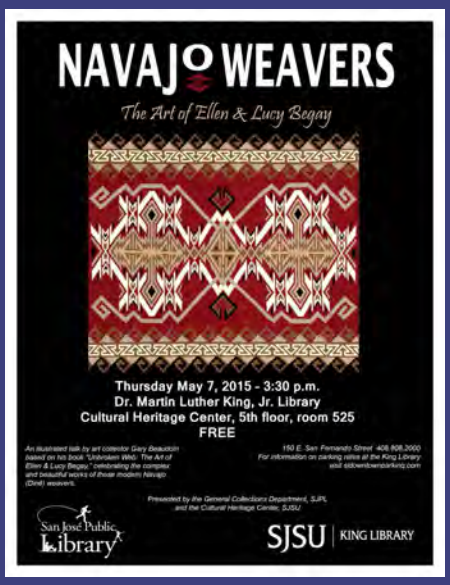




Cultural Heritage Center Event Flyers

Historic DEI Programming in AAACNA

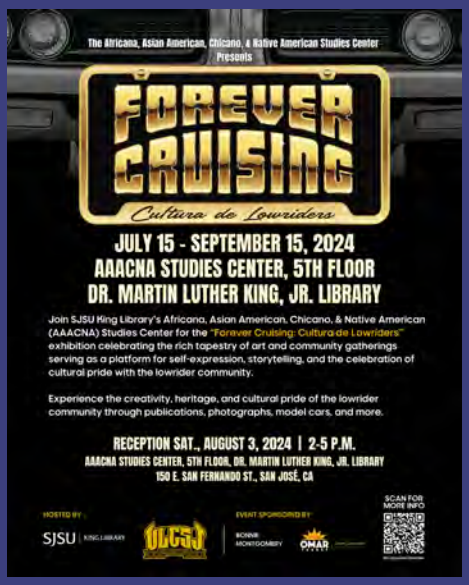






Cultural Heritage Center Event Flyers

Beyond AAACNA DEI Programming

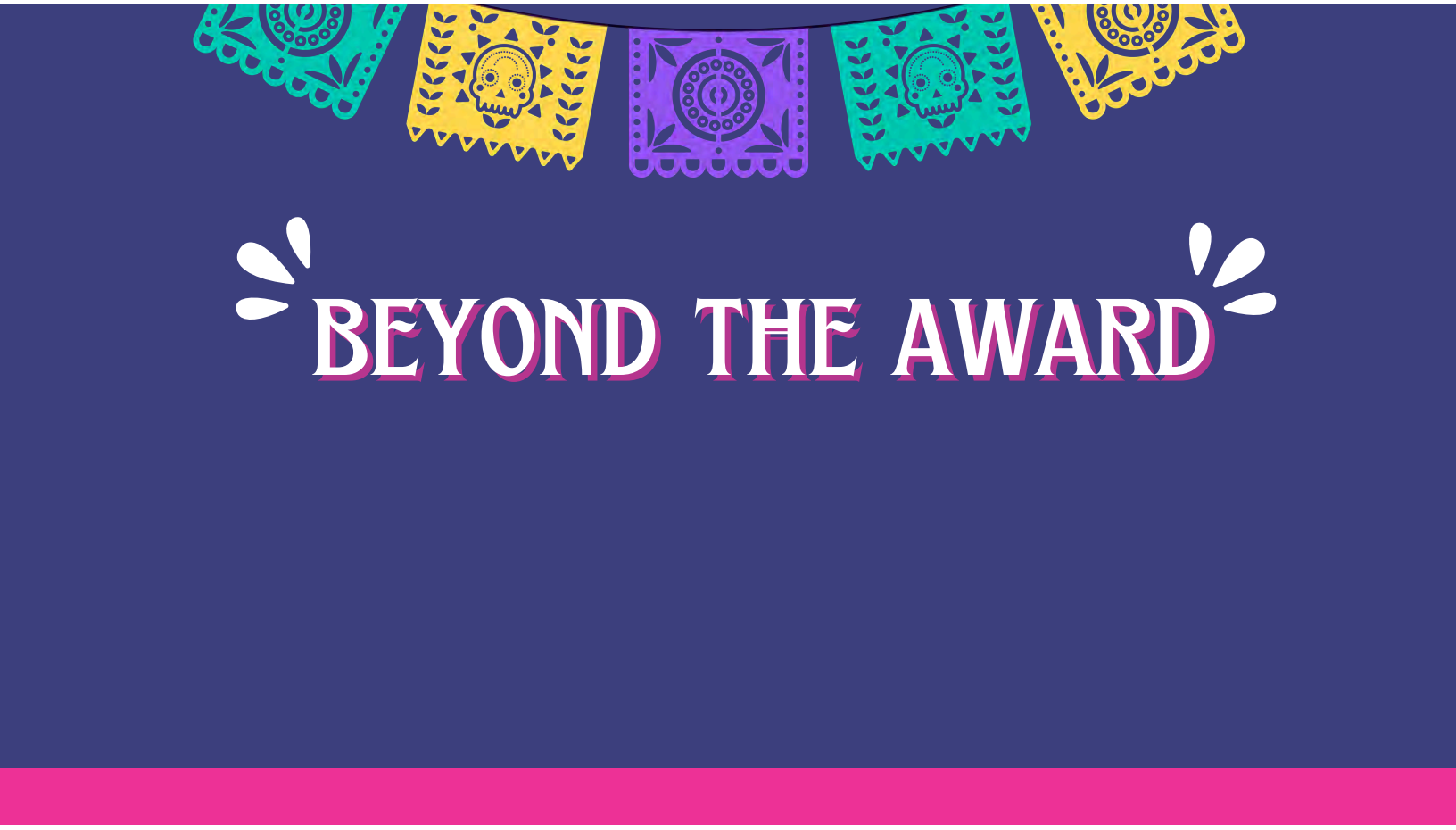




Beyond AAACNA DEI Programming






BEYOND THE AWARD



Discussion

How can the removal of DEI language in departments, staff positions, and committees affect the work these roles once played in advancing DEI initiatives?

When we embed it into culture, practice, and accountability, it can become unerasable.

- Request that unwritten policies be documented in writing.
- Question and work to change policy


How should libraries continue diversifying their collections when possible restrictions impact DEI-related acquisitions?

- Policy
  - Proof regarding need vs. want
- Building your collection
  - Research focus of local community, teaching faculty, trends, pop culture, news, etc.
  - Look for alternative purchasing options

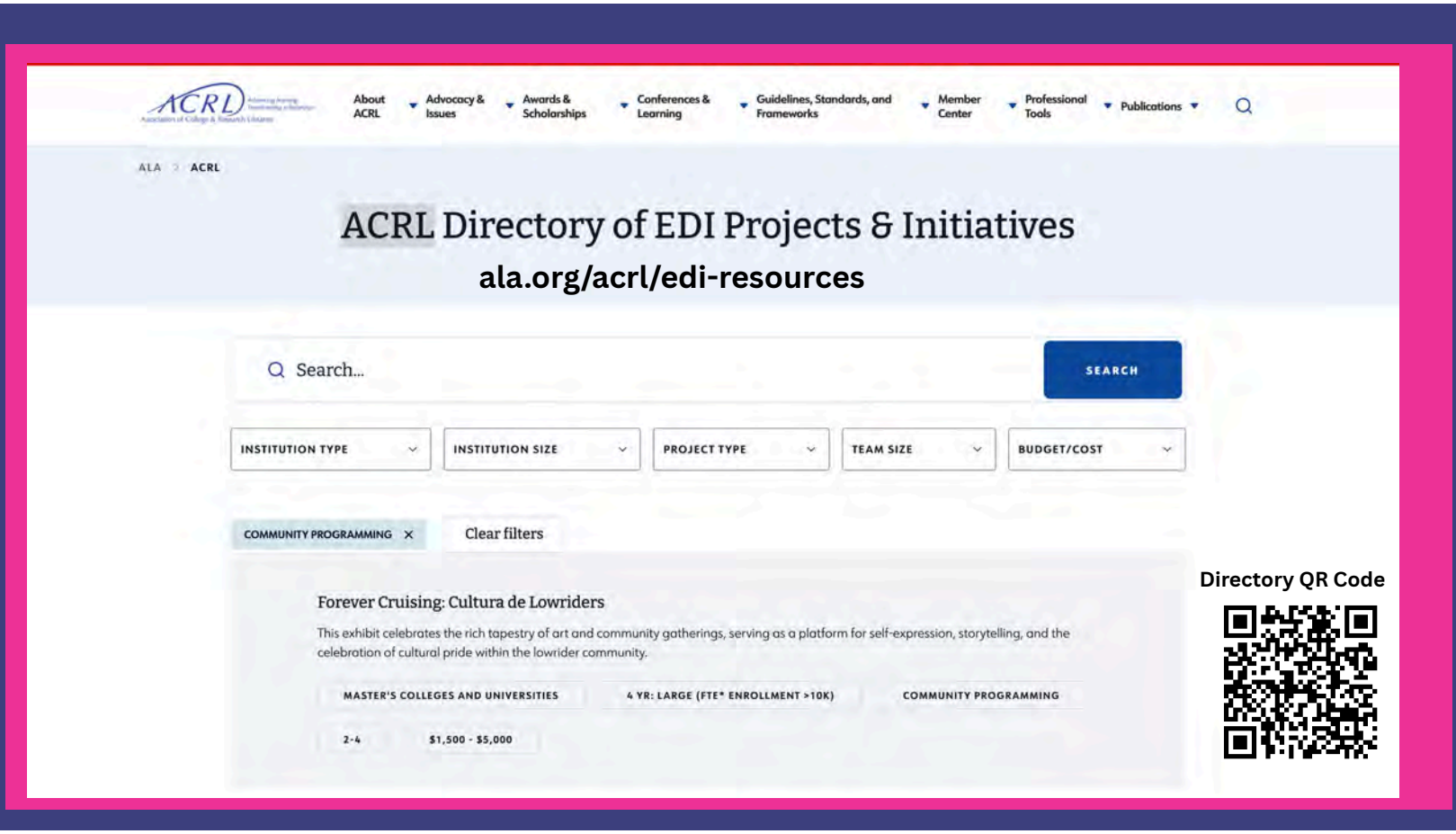
- Funding
  - Personal investment
  - Use what you have
- Power of the Keyword
  - Subject headings


How can libraries continue developing diverse programming and policies amid increasing challenges and restrictions?



- Advocate - Within your communities; at your campus. Does Academic Freedom encompass programming, collection policies, and the additional work of librarians?
- Start with low stakes- high impact?
    - Demonstrate community interest and need
- Build a strong network
- Preserve and archive your work for future librarians


Don't Let Hate Win
Share your EDI projects to the EDI Resource Directory
To learn more visit our FAQ:
Scan for submission form
STRONGER TOGETHER

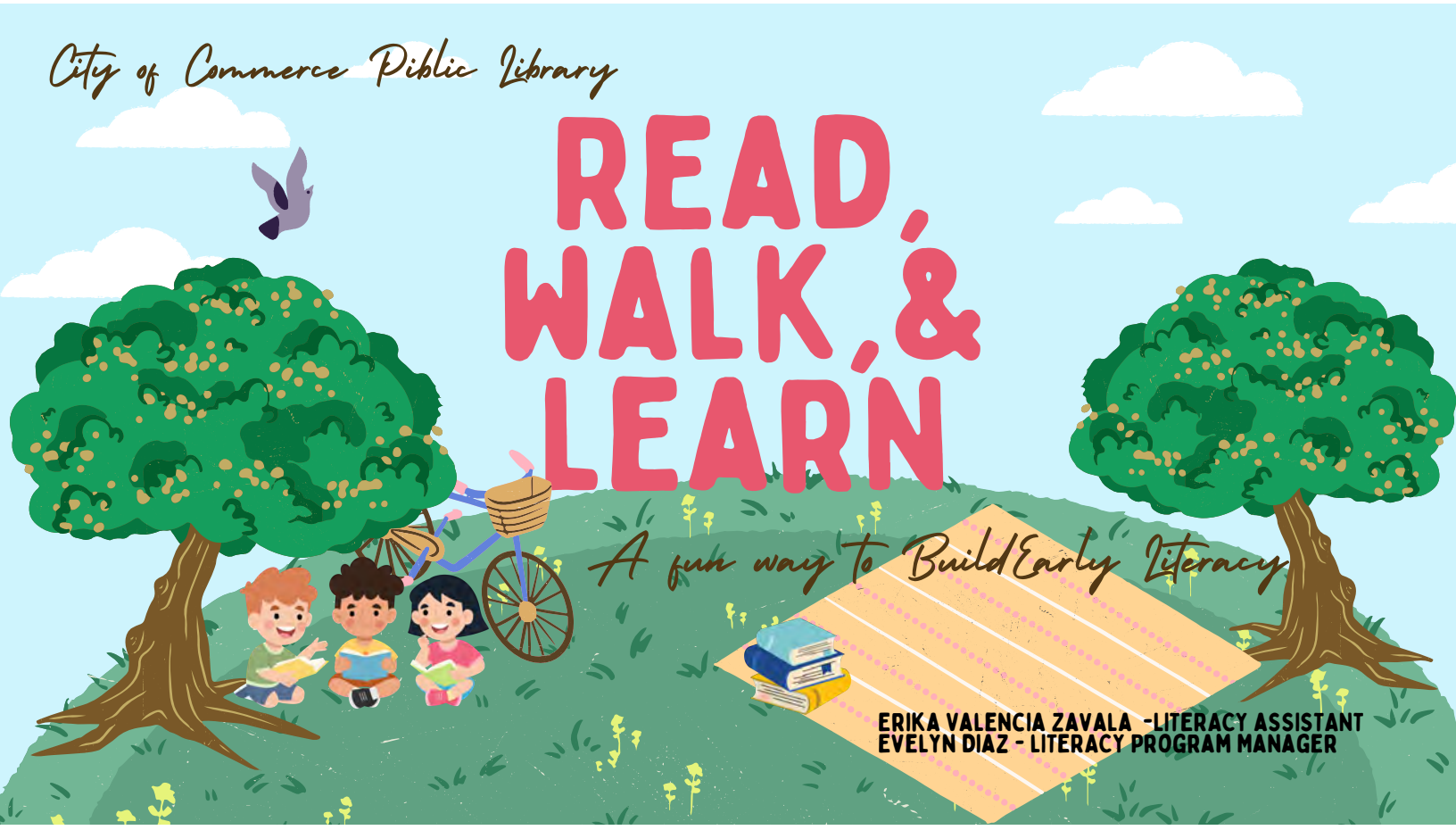

About ACRL
Advocacy & Issues
Awards & Scholarships
Conferences & Learning
Guidelines, Standards, and Frameworks
Member Center
Professional Tools
Publications
ALA > ACRL
ACRL Directory of EDI Projects & Initiatives
ala.org/acrl/edi-resources
Search...
SEARCH
INSTITUTION TYPE
INSTITUTION SIZE
PROJECT TYPE
TEAM SIZE
BUDGET/COST
COMMUNITY PROGRAMMING ×
Clear filters
Forever Cruising: Cultura de Lowriders
This exhibit celebrates the rich tapestry of art and community gatherings, serving as a platform for self-expression, storytelling, and the celebration of cultural pride within the lowrider community.
MASTER'S COLLEGES AND UNIVERSITIES
4 YR: LARGE (FTE* ENROLLMENT >10K)
COMMUNITY PROGRAMMING
2-4
$1,500 - $5,000
Directory QR Code

¿Preguntas?

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City of Commerce Piblic Library
READ, WALK, & LEARN
A fun way to Build Early Literacy
ERIKA VALENCIA ZAVALA -LITERACY ASSISTANT
EVELYN DIAZ - LITERACY PROGRAM MANAGER


Ice Breaker
Can you remember someone who read you a book as a child that left you with a happy memory?


Hello Everyone!


PERSONAL AND PROFESSIONAL MOTIVE
CITY OF COMMERCE
INCORPORATED JANUARY 26, 1960
Valentina & Daniel
A B C


COMMUNITY CONNECTION
Montebello Moms
Literacy Services READs Center


BREAKDOWN OF R,W,& L
8- min Grace period
10-12 min Story Walk
5 min Review story and share facts
15 min Craft
8 min Play time
5 min Song
5min Announcements





READ, WALK, & LEARN

IS MORE THAN LEARNING LETTERS OR MEMORIZING SOUNDS- ITS ABOUT NURTURING A CHILD'S CURIOSITY, COMPREHENSION, AND LOVE FOR LEARNING



GOALS

WE GIVE THEM THE SPACE TO EXPLORE

BUILDING LIBRARIES AT HOME.

STRUCTURE











TAKE AWAYS

KIDS AND CAREGIVERS GET SOME BONDING TIME

START A NEW LEARNING HABIT FOR FAMILIES

A POSITIVE RELATIONSHIP WITH LITERACY


STORY TELLER
EVELYN DIAZ


LIST OF BOOKS
CHILDREN'S LIBARIAN,
CONCEPCION FLORES
STORY STAND
LIBARIAN , SILVIA
CISNEROS


SET UP
ANKER



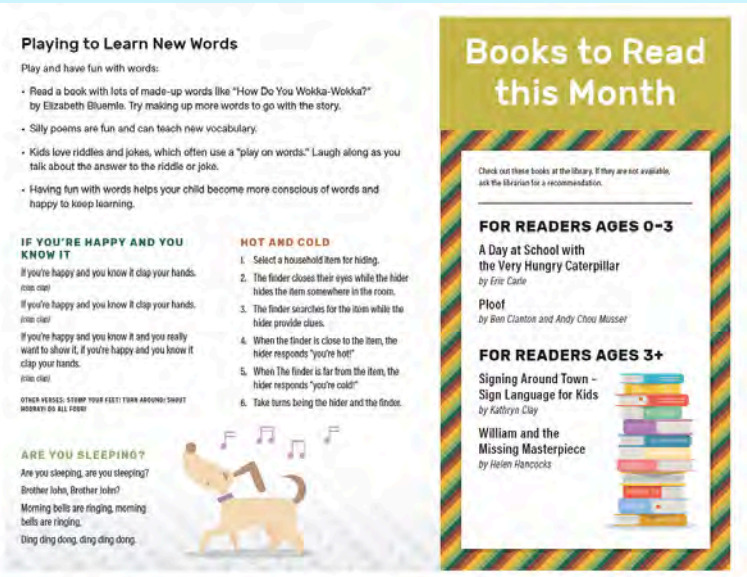

Set up Items
For Read, Walk, & Learn
COMMERCE
LIBRARY
ANKER
Cuties


Resources
for Read, Walk, & Learn
COMMERCE
LIBRARY
SCAN ME!
SCAN ME!
Canva
Pinterest
SCAN ME!
SCAN ME!
SEPTEMBER 2025



Public Library Association (PLA)

$29.99

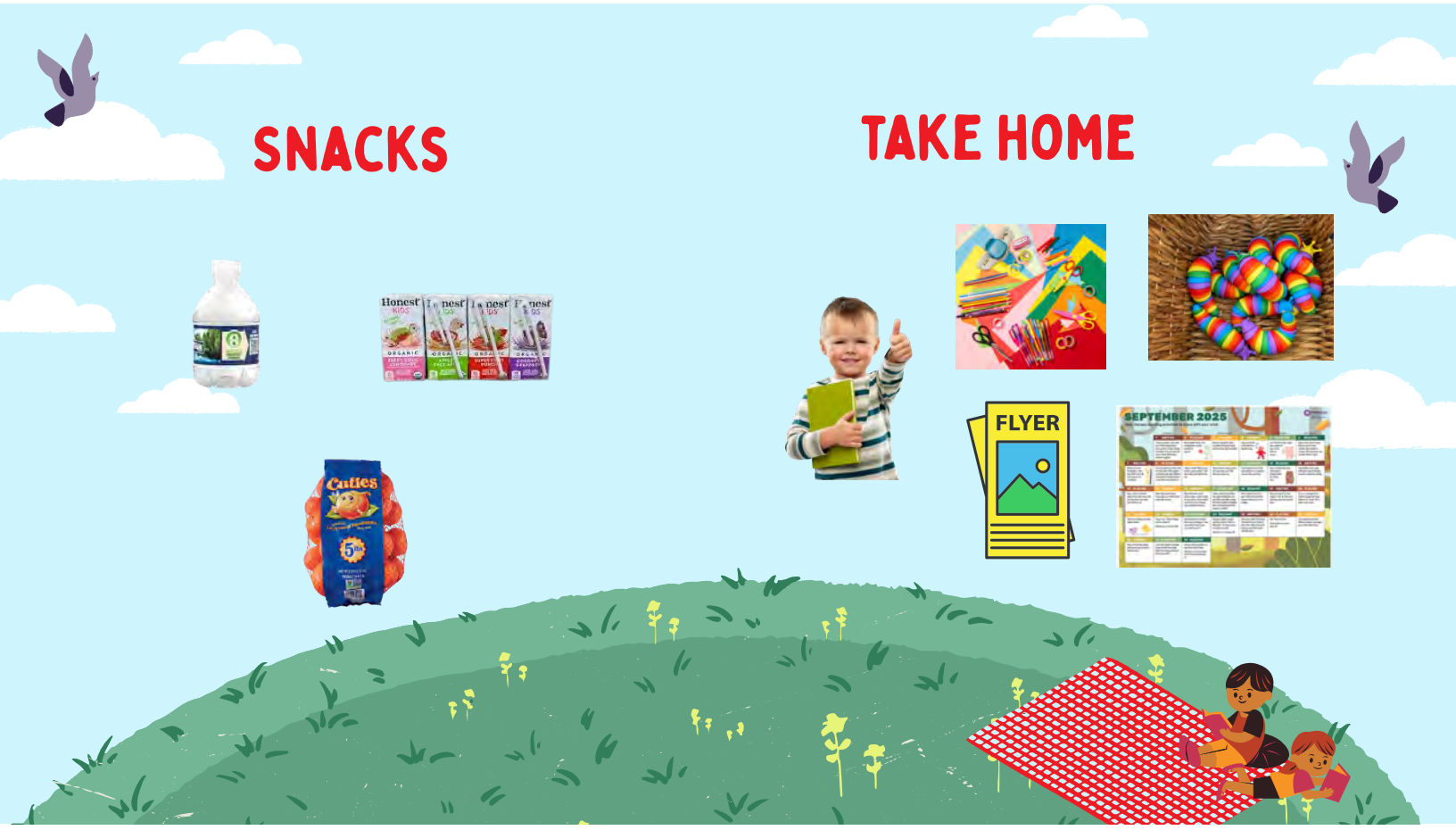



SEPTIEMBRE 2025
Actividades diarias de alfabetización para compartir con tu hijo.
Public Library Association
DOMINGO
LUNES
MARTES
MIÉRCOLES
JUEVES
VIERNES
SÁBADO
1 ESCRIBIR
Crea una tabla del clima con tu hijo usando dibujos y palabras para Soleado, Nublado y Lluvioso. Cada mañana de esta semana, marquen el tiempo.
2 JUGAR
Hoy sopla burbujas. Esto fortalece los músculos necesarios para el habla.
3 HABLAR
Habla de los opuestos. Muestra ejemplos de grande y pequeño, noche y día, luz y oscuridad.
4 CANTAR
Aplaude al ritmo de una canción favorita.
5 CONTAR
Enhebra los cereales tipo Cheerios en una cuerda. Cuéntalos a medida que vas enhebrando.
6 LEER
Lee un libro sobre insectos activos a finales del verano, como grillos o cigarras. Habla de cómo puedes oírlos de noche.
7 ESCRIBIR
Escriban juntos su lista de tareas. Haz que tu hijo marque cada tarea a medida que la vaya completando.
8 JUGAR
Crea una zona de experimentos con material para manualidades como cartón y cinta. Los niños usan su imaginación para inventar.
9 HABLAR
Pregúntale a tu hijo "¿Cuál es tu juego favorito?" Hablen de por qué y jueguen ese juego si pueden.
10 CANTAR
Canten una canción favorita por partes. Canta tú, luego tu hijo, luego tú, y así sucesivamente.
11 CONTAR
Cuenta en voz alta a medida que tu hija mete piedritas en un recipiente, hasta diez.
12 LEER
Ten un círculo de lectores en familia. Cada persona trae un libro para la hora de cuentos.
13 ESCRIBIR
Revienta plástico de burbujas o juega con juguetes lanza agua para desarrollar los músculos necesarios para la escritura.
14 JUGAR
Con cinta adhesiva pega papel de contacto en la pared, con la cara adhesiva hacia fuera. ¿Cuáles juguetes se pegan y cuáles no?
15 HABLAR
Hoy haz sonidos chistosos. Anima a tu hijo a hacer sonidos chistosos también.
16 CANTAR
Concurso de talentos. Cada persona canta una canción o toca un instrumento (o cualquier cosa en casa que haga ruido).
17 CONTAR
Reúne objetos comunes como una llave, un peine, un cepillo de dientes y un bolígrafo. Juntos ordenen los objetos de grande a pequeño y al revés.
18 LEER
Elijan un libro favorito. Pídele a tu hijo que te cuente lo que va a pasar en el cuento antes de que empiecen a leer.
19 ESCRIBIR
Con los dedos, dibuja formas en el aire. Tomen turnos para adivinar lo que dibujó cada quien.
20 JUGAR
Ve a la caza del tesoro. Busca cosas que empiecen con el sonido "p", como un plato, un peine o una pelota.
21 HABLAR
Cuenten historias sencillas por turnos.
22 CANTAR
Canta "Palmas, palmitas".
(La letra está en el reverso.)
23 CONTAR
Utiliza bloques para medir el largo de algo.
¿Cuántos bloques mide tu brazo? ¿Cuántos bloques mide tu pie?
24 LEER
Escribe la letra de "Pin Pon" en papel, decórala. Ponla en el cuarto de tu hijo. Canten juntos en la mañana y noche.
(Letra al reverso.)
25 ESCRIBIR
Escribe el nombre de tu hijo. Habla de la primera letra de su nombre. Haz su sonido y di palabras que comienzan con esa letra.
26 JUGAR
Juega a "Caliente y frío".
(Las instrucciones están en el reverso.)
27 HABLAR
Utiliza fotos de la familia para contar diferentes historias. Anima a tu hijo a contar una historia.
28 CANTAR
Canten en familia. Cada persona elige una canción favorita.
(o letra al reverso.)
29 CONTAR
Cuenta el número de personas en tu familia. ¿Cuántos niños? ¿Cuántos adultos? ¿Cuántas mascotas?
30 LEER
Hoy hazle preguntas a tu hijo mientras le lees.
¿Qué crees que pasará después? ¿Dónde ha ido el perrito?






Jugar para aprender nuevas palabras
Juega y diviértete con las palabras:
• Lee un libro con muchas palabras inventadas como "¡Cuántos, cuántos pies! por Dr. Seuss, o muchos de sus libros que son excelentes para este propósito. Intenta inventar más palabras para acompañar la historia.
• Los poemas chistosos son divertidos y pueden enseñar nuevo vocabulario.
• A los niños les encantan las adivinanzas y los chistes, que suelen ser un "juego de palabras". Ríete mientras hablas de la respuesta a la adivinanza o al chiste.
• Divertirse con las palabras ayuda a tu hijo a ser más consciente de ellas y feliz de seguir aprendiendo.
PIN PON
Pin Pon es un muñeco,
muy guapo y de cartón, de cartón,
se lava la carita
con agua y con jabón, con jabón.
Se desenreda el pelo,
con peine de marfil, de marfil,
y aunque se da tirones
no grita y dice ¡ay!, dice ¡ay!
Pin Pon toma su sopa
y no ensucia el delantal
pues come con cuidado
como un buen colegial
Apenas las estrellas
comienzan a salir, a salir,
Pin pon se va a la cama
se acuesta y a dormir, a dormir.
Y aunque hagan mucho ruido
con el despertador
Pin Pon no hace caso
y no vuelve a despertar
PALMAS, PALMITAS
Palmas, palmitas,
higos y castañitas,
azúcar y turrón
para mi niño.
Palmas, palmitas,
que viene papá
palmas palmitas
que luego vendrá
Palmas, palmitas,
que viene papá
palmas palmitas
que en casa ya está
CALIENTE Y FRÍO
1. Escoge un objeto de la casa para esconder.
2. Jugador 1 cierra los ojos mientras jugador 2 esconde el objeto en algún lugar de la habitación.
3. Jugador 1 busca el objeto mientras jugador 2 proporciona pistas.
4. Cuando jugador 1 está cerca del objeto, jugador 2 responde ¡estás caliente!
5. Cuando jugador 1 está lejos del objeto, jugador 2 responde ¡estás frío!
6. Tomen turnos para ser quien esconde y quien encuentra.
Libros para leer este mes
Busca estos libros en la biblioteca. Si no están disponibles, pide al bibliotecario que te recomiende alguno.
PARA LECTORES DE 0 A 3 AÑOS
Mi primer libro de baby sign
por Andrea Beltía Cobo
Pelé
por María Isabel Sánchez Vegara
PARA LECTORES DE MÁS DE 3 AÑOS
Mi perro solo habla español
por Andrea Cáceres
Baker y Taylor y el misterio de los gatos de la biblioteca
por Candy Rodó


SNACKS
TAKE HOME
Honest
Cuties
FLYER
SEPTEMBER 2025


OUTREACH /
NETWORKING


City of Commerce Public Library
Literacy Services
Invites you to
Read, Walk & Learn
Come along a trail around our library, as we dive into an illustrated children's book and end it with sing-along son
educational activities, and a light refreshment at the par
READs Center
5655 JillsonStreetCommerce,CA 90040
(Start at the library and finish at the park)
For more information, please contact : READs Center (323)722-6660 Ext.282
CITY OF COMMERCE
City of Commerce Public Library
Literacy Center
READ, WALK, & LEARN
FOR ALL AGES
Hop on the trail circling our library for a wild ride!
We immerse ourselves in a children's book
Sing together
Creat and shareeducational activities
Enjoy a light snack.
DATES & TIMES:
JULY 2,2024
AUGUST 6,2024
SEPTEMBER 3,2024
@ 10 AM
5655 JILLSON STREET COMMERCE, CA 90040
(START AT THE LIBRARY END AT THE PARK)
READs Center
5655 Jillson Street, Commerce, CA 90040
(323)722-6660 Ext. 2822


COMMERCE LIBRARY
CITY OF COMMERCE PUBLIC LIBRARY
LITERACY CENTER
READ, WALK & LEARN
ABC
t5, 2025
10 AM
Rosewood Library
Free book & snacks
(While supplies last)
323-887-4423
OIN US FOR A STORY-FILLED
ENTURE AROUND THE LIBRARY—
ENJOY A FUN TRAIL WALK, A
RMING PICTURE BOOK, HANDS-ON
IVITIES, AND A TASTY TREAT AT
THE PARK!
California Library Literacy Services
CITY OF COMMERCE


GRANTS
• Family Literacy Grant
• Story stand

CONTACT US



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Library Literacy Assistant

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Evelyn Diaz
Literacy Program Manager

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THANK
YOU!

My Library Story- The power of story in library advocacy / Mi historia de la biblioteca- El poder de la historia en la defensa de las bibliotecas

Lilia Brummel San Jose State University MLIS Student

Internship Experience with EveryLibrary/Experiencia de pasantía con EveryLibrary

In Fall 2024, I participated in a Library Advocacy Internship with Dr. Anthony Chow and EveryLibrary.

I, along with a team of interns, reviewed literature about library advocacy and attended campaign training about messaging and fundraising. We learned how to do donor research. We learned about the California requirements needed for a ballot initiative to qualify going onto the ballot. I had the opportunity to create social media content, assist in creating a petition, and wrote Letters to the Editor which were published by the Appeal Democrat and San Francisco Chronicle.

En otoño de 2024, participé en una pasantía de defensa de bibliotecas con el Dr. Anthony Chow y EveryLibrary. Junto con un equipo de pasantes, revisé literatura sobre defensa de bibliotecas y asistí a una capacitación de campaña sobre comunicación y recaudación de fondos. Aprendimos a buscar donantes y a conocer los requisitos de California para que una iniciativa electoral sea elegible para la votación. Tuve la oportunidad de crear contenido para redes sociales, colaborar en la creación de una petición y escribir cartas al editor que fueron publicadas por Appeal Democrat y San Francisco Chronicle.



Libraries mean Hope/Las bibliotecas significan esperanza.

During the internship I was inspired by Dr. Chow's story about libraries that I decided to share my own:
My mom did not speak English well, but the librarians at the public library knew how to speak Spanish. When my mom needed help looking for jobs or books or Christian cassette tapes, we went to the library.
In High School, I did not have regular access to a computer or the internet like much of my friends did. I went to the school library and public library to work on assignments and readings.
Without access to either the school or public libraries I would not have succeeded academically.
Why Libraries Matter:
Libraries have resources available to everyone. They have something for every interest.
Libraries house knowledge, and they encourage curiosity and learning.
What Libraries Mean to me:
Libraries are like beacons of light that are made accessible to everyone. Libraries mean hope.



Kings County Public Library- the one we would frequent (Kings County Public Library, n.d.)

Durante la pasantía, me inspiró la historia del Dr. Chow sobre las bibliotecas, así que decidí compartir la mía:
Mi mamá no hablaba bien inglés, pero los bibliotecarios de la biblioteca pública sí hablaban español. Cuando mi mamá necesitaba ayuda para buscar trabajo, libros o casetes cristianos, íbamos a la biblioteca.
En la preparatoria, no tenía acceso regular a una computadora ni a internet como muchos de mis amigos. Iba a la biblioteca escolar y a la biblioteca pública para hacer tareas y leer.
Sin acceso a la biblioteca escolar ni a la pública, no habría tenido éxito académico.
Por qué son importantes las bibliotecas:
Las bibliotecas tienen recursos disponibles para todos. Tienen algo para cada interés.
Las bibliotecas albergan conocimiento y fomentan la curiosidad y el aprendizaje.
Qué significan las bibliotecas para mí:
Las bibliotecas son como faros de luz accesibles para todos. Las bibliotecas significan esperanza.

Key Takeaways/Conclusiones clave:

- **Library Advocacy starts with awareness of current library issues and bills proposed on the county, state and federal level.**
- **Start Local:** Discover who is on your local city council and elected officials on the County and State level. Attend local meetings to establish relationships and voice any concerns.
- **Build Partnerships:** Get to know local local businesses and schools around your area
- **Utilize resources from ALA and EveryLibrary**
- **Tailor how you advocate to your strengths and talents.** Examples: Artistic? Create social media content and flyers educating the public about Library funding or create videos about library services. Enjoy writing? Write letters to the Editor. Tech Savvy? Enjoy socializing? Attend or host local events. Partner with local businesses on library programs. EveryLibrary is a great resource for ideas as well.
- **Your Story Matters.** Elected officials take note of personal stories on how policies impact people.

- **La defensa de los derechos de las bibliotecas comienza con el conocimiento de los problemas actuales y los proyectos de ley propuestos a nivel de condado, estatal y federal.**
- **Empieza localmente:** Descubre quiénes conforman tu ayuntamiento y quiénes son los funcionarios electos a nivel de condado y estatal. Asiste a las reuniones locales para establecer relaciones y expresar tus inquietudes.
- **Forja alianzas:** Conoce los negocios y escuelas locales de tu zona.
- **Utiliza los recursos de ALA y EveryLibrary.**
- **Adapta tu defensa a tus fortalezas y talentos.** Ejemplos: ¿Artístico? Crea contenido y folletos para redes sociales para educar al público sobre la financiación de las bibliotecas o crea videos sobre los servicios bibliotecarios. ¿Disfrutas escribiendo? Escribe cartas al editor. ¿Te apasiona la tecnología? ¿Te gusta socializar? Asiste u organiza eventos locales. Colabora con negocios locales en los programas de la biblioteca. EveryLibrary también es un excelente recurso para obtener ideas.
- **Tu historia importa.** Los funcionarios electos toman nota de las historias personales sobre cómo las políticas impactan a las personas.

Share Your Library Story on social media in partnership with EveryLibrary using the hashtags below:

#MyLibraryStory #EveryLibrary #NRCVIII

Comparta la historia de su biblioteca en las redes sociales en asociación con EveryLibrary utilizando los hashtags:

#MyLibraryStory #EveryLibrary #NRCVIII

Document with Resources:

Acknowledgements: EveryLibrary, Dr. Anthony Chow, and the Library Advocacy Fall 2024 Interns

SJSU | SCHOOL OF INFORMATION

"AfroLatines in Los Angeles": Curatorial Process and Personal Reflection

Nicole Lucero Murph | Loyola Marymount University | National REFORMA Conference VIII, 18-21 September 2025

Concept & Inspiration

Being Afro-Mexican in Los Angeles (A Mini Family History)



The Curators



Nicole L. Murph, Reference & Instruction Librarian, William H. Hannon Library, Loyola Marymount University

Daphnie Sicre, Ph.D., Assistant Professor in Theatre, Department of Theatre, Film, and Digital Production, University of California, Riverside

Jennifer Williams, Ph.D., Associate Professor, Department of African American Studies, Loyola Marymount University

Campus Demographics
Loyola Marymount University
(as of summer 2024)



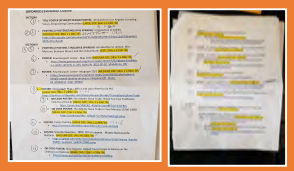
At LMU the first largest group is White and the second largest group is Latine.

Curatorial Process

Exhibition Location: William H. Hannon Library



Research & Planning Outlines



Part I: Afro-Mexicans Between Mexico and the United States



Part II: Afro-Mexicans in Los Angeles



Community Engagement

Official Exhibition Poster
Exhibition Dates: 6-30 October 2023



Panel Discussion #1:
AfroLatine Theatre Artists, 10 October 2023



This panel event delved into the world of AfroLatine theatre artists in the Los Angles community. From left to right: Carolina Pilar Xique, Daphnie Sicre, Celia Rivera, and Adargiza De Los Santos.

Panel Discussion #2:
Empowering AfroLatines in Los Angles:
Uplifting Communities, 25 October 2023



This panel event spotlighted the invaluable contributions of AfroLatine community leaders, those studying AfroLatinidad, championing social justice, education, and empowerment through their dedicated research and community engagement within Los Angeles. From left to right: Shaunte Keakalani Caraballo, Sharon Cruz, Cynthia Nagel, and Nicole L. Murph.

Personal Reflection

Miriam Matthews, first Black credentialed librarian in California for the Los Angeles Public Library.





Matthews ensured a plaque was erected in Olvera Street detailing the names of families who were mostly AfroLatines, some Indian, Blacks, and some European.



Nicole L. Murph presenting at the National Conference of African American Librarians XII in New Orleans, 24-27 July 2024.

Virtual Exhibit

Library Guide

There is no final paper – this is a poster.

Marina Luz Corrales

The Meaning of Raza: Critical Examination of Latino/a Representation in Youth Graphic Novels

Maribel Terrones and Dr. Jamie Naidoo
The University of Alabama, School of Library and Information Studies

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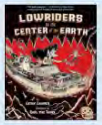
National REFORMA Conference XLVIII: Moving Forward Together: Empowering the Latino Community

Overarching Research Questions

- How are Latino/a individuals, communities, and cultural traits represented within graphic novels?
- What are the implications of these representations within societal and literary interactions?
- In what ways does this literary evidence help facilitate an accurate interpretation and understanding of the traditional Latino/a cultural and heritage?

Summary

Graphic novels have become a powerful tool that entices reluctant readers and visual learners to engage with critical literacy skills. While actions have been taken to establish diverse perspectives, the canon of Latino/a representation in youth graphic novels is still relatively small. This poster critically examines a sampling of selected graphic novels, using visual and textual content analysis, while exploring the diversity in Latino/a representation and the impact it has on young readers.

		Physical Apparencies of the Main Characters	Symbols and Props Used to Facilitate the Story	Stereotypes Depicted	Hispanic Cultural Morals
Blancaflor, The Hero with Secret Powers By Nadja Spiegelman, Sergio Garcia Sánchez		- Dark hair - Dark complexion - Traditionalized Hispanic hairstyles - Traditionalized Hispanic clothing	- Hair accessories - Names of the characters in the story, (Blancaflor, Pensamiento, Viento)	- The main character is a damsel in distress - The female character gives up her family to be with the male led - An overbearing father and mother who limits and negates their children's needs and wants	- Not in the traditional sense, but there is still a unique family dynamic - The mother figure is overcritical and overbearing
Lowriders to the Center of The Earth by Cathy Camper, Raúl the Third		- Hispanic themed characters from famous Mexican television shows - Not many humans, mainly animals with human characteristics	- Names of the characters - The way in which the characters are dressed (traditional garments) - Impala- commonly used for lowriders - Aztec Gods - Mexican Folklore (La Llorona)	- Characters are seen as Hispanic working in car garage - Mispronunciation of words (broken English)	- Strong sense of communication and respect between the characters
Night Stories: Folktales from Latin America By Liniers		- Main characters have light complexion - Rosy cheeks - Freckles - Diverse supporting characters	- National Flags - The significance of broken pottery - Reoccurring animals and their significance	- Names used to depict certain objects (Monkey named "Moska", meaning fly) - Men being seen as individuals who leave their wife at home to go out	- Various levels of showing comfort to family members in distress when telling stories
How Music Came to the World By Ana Luján, Raquel Díaz Reguera		- Aztec Gods - Colorful traditional garments - Various sizes and shapes of each character - Specific color palettes for respective Gods	- Traditional Aztec names - Traditional Aztec headdress - Use of the elements - Importance of music	- Strong sense of Godly entitlement - Violent emotions of Gods temperament	- Respect for spiritual entities
Mexikid By Pedro Martín		- Darker complexion - Dark hair - Few supporting character with light hair and a light complexion	- Mexican toys (Peepee Man, luchador masks) - Mariachi Band - Sombreros - Mexican celebrities - Mexican food	- "Jale Chicano" mindset (reusing materials in a cheaper and in a slightly unsafe manner) - Serious tone and attitude when crossing the border - The love for tequila	- Family centered ideals - Communication is both received and understood on both ends - Unreliable moments of understanding various perspectives - Respect for elders
Twin Cities By José Pimienta		- Twins (male and female) - Dark complexions - Dark hair (with one twin with a white stripe in her hair - Supporting characters with varying complexions	- Mexican food - Mexican music - Mexican television shows	- Drugs usage and selling - Serious tone when crossing the border - Parents have a lack of understanding their kids lives - "Everything boils down to how hard you work" mentality - Minimal understanding for modern hardships	- Respect for elders - Familial closeness - Communication for sharing one's emotions
Isla to Island *By Alexis Castellanos*		- Darker complexion - Darker hair - Textured hair - Supporting characters with varying complexions	- Cuban food - Dominos - Flowers - Cuban flag - Images of Jesus and the cross	- White ignorance when dealing with minorities - White individuals seen as bullies to those of color - Cuban government seen as ruthless - Men seen as aggressive and women as the nurture	- Familial closeness - Slow understanding of a change in perspective
Ghosts *By* Raina Telgemeier		- Main characters have dark hair - Dark complexion - Textured Hair - Few diverse supporting characters with varying shades in complexion	- Día de Los Muertos - Ofrendas - Mexican foods - Papel picado - Marigolds	- Men are seen as the decision makers of the family - Older sibling is seen as overbearing - Excessive amounts of food used for comfort	- An understanding of estranged elder relationships - Communication in understanding tradition versus modern views
Frizzy *By Claribel A. Ortega, Rose Bousamra*		- Dark complexion - Dark hair - Textured hair - Dark eyes	- Mexican names (the pet Chicken named Cantinflas) - Chunky wood furniture - Many pictures of Jesus	- Single parent household - Pressure to assimilate - Overbearing mother - Meddling and judgmental extended family - Entitled ignorance when dealing with Minorities	- Deep maternal respect - Family centered consciousness - Family reliant
Juliet Takes A Breath: The Graphic Novel *By Gabby Rivera, Celia Moscote*		- Dark completion - Dark Hair - Dak eyes - Curvy body type - Facial piercings - Diverse supporting characters	- Puerto Rican food - Spanish - Holistic methods for medications	- Many images of Jesus and the Virgin Mary - Overbearing extended family - Mother who negates her child feelings	- Difficult relationship with mother - Family centered ideals - Respect for elders

Methods

Researchers created an exhaustive list of graphic novels for youth featuring Latino/a main characters, landscapes, and symbols. Using a random number generator, a sample of 10 graphic novels were chosen for this research project. A visual and textual content analysis of each book was conducted using a coding sheet of specific questions.

Implications

The selected graphic novels revealed the following:

1. 80% of these novels depicted the Latino/a community with dark skin pigmentation, dark hair, and made use of colloquialisms indicative of the Hispanic community.
2. The Latino/a characters express localized actions and processes that take place within this community revealing stigmatized actions and ideals such as characters going against the elders' expectations and even Hispanic norms and traditions
3. Symbols and props offer readers moderate understandings of the Hispanic representations; however, these also serve as stereotypes. 60% of the novels showcased overbearing family members, 40% of the novels showed the mother as authoritative, 70% of the novels used food as means to cement the characters to their cultural background

The visual and textual content seen within these novels can be understood as means to better facilitate the meaning and perspective of *La Raza*. Showcasing the Latino/a community in such a manner develops the idea of who and what cultural aspects are used to formulate perceptions. It is imperative to recognize the depictions are used in a literary means and have the opportunity to carry real life implications to how *La Raza* is seen.

Scan for more information!

College of Communication & Information Sciences
School of Library and Information Studies

MUDDIED MIRRORS OF LATINE REPRESENTATION?

EXAMINING DIVERSITY AND INTERSECTIONALITY IN PURA BELPRÉ AWARD-WINNING BOOKS 2009-2023

Nicole Gillihan, Meridian Library District, Idaho
Dr. Jamie Campbell Naidoo, Univ. of AL - SLIS





- Created in 1996, became annual award in 2009, expanded in 2021 to explicitly include YA Narratives
- Awarded by Association for Library Service to Children (ALSC) & REFORMA
- Created to address the need for more diverse literature, specifically Latine youth literature, in library collections.
- Used widely by schools, families, libraries, and scholars to identify quality Latine youth literature
- By nature of its mission and how it is used, it defines what Latine culture is for youth literature.

BACKGROUND OF BELPRÉ AWARD

Original Naidoo (2006) study found:

- Issues of overrepresentation of Mexican/Mexican-American subcultures vs. other Latine subcultures
- Gender stereotypes of women persisted
- Little to no representation of disabilities, diverse LGBTQ+ orientations, and racial diversity with the individual Latine subcultures



LITERATURE REVIEW

More recent studies of the Belpré-winning titles and Latine youth literature found issues with:

- Spanish language representation in comparison with English
- Latine indigenous representation entirely lacking
- Continued presence of gender stereotypes, namely of female stereotypical roles
- Lack of LGBTQ+ and disability representation
- Perpetuation of common Latine stereotypes
- Lack of racial representation and themes
- Author representation remains largely Mexican
- No recent studies studied Latine cultural representation by subculture



LITERATURE REVIEW


RESEARCH PURPOSE
To examine how intersectional identity and diversity is presented in Belpré award-winning titles now that the award is being given annually and includes Young Adult literature as our research review found that progress has been made in areas of diverse representation but is still lacking in others.

RESEARCH QUESTIONS

- Are Mexican/Mexican-American narratives still privileged over other subcultures?
- Is Spanish treated as "lesser" than English?
- Are Latine indigenous languages present?
- Has intersectional representation improved?
- Has gender representation improved? Is nonbinary/gender diverse representation included?



RESEARCH DESIGN



Content analysis was employed as the research methodology to critically examine Latine representation. The study was conducted using textual and visual analysis using a coding sheet modeled after Naidoo's original study with slight modifications.

The coding sheet was pilot tested to ensure inter-coder reliability. Books selected for the pilot test were removed from selection for the actual study.



BOOK SAMPLE

The books chosen for analysis are those that have received a Belpré award or honor from 2009-2023.

A random sampling method was used to select Belpré award and honor winning books. The award categories were divided into two groups: **narrative** (Young Adult Author Winner/Honor, Children's Author Winner/Honor, Youth Narrative Winner/Honor) and **illustration** (Youth Illustrator Winner/Honor).

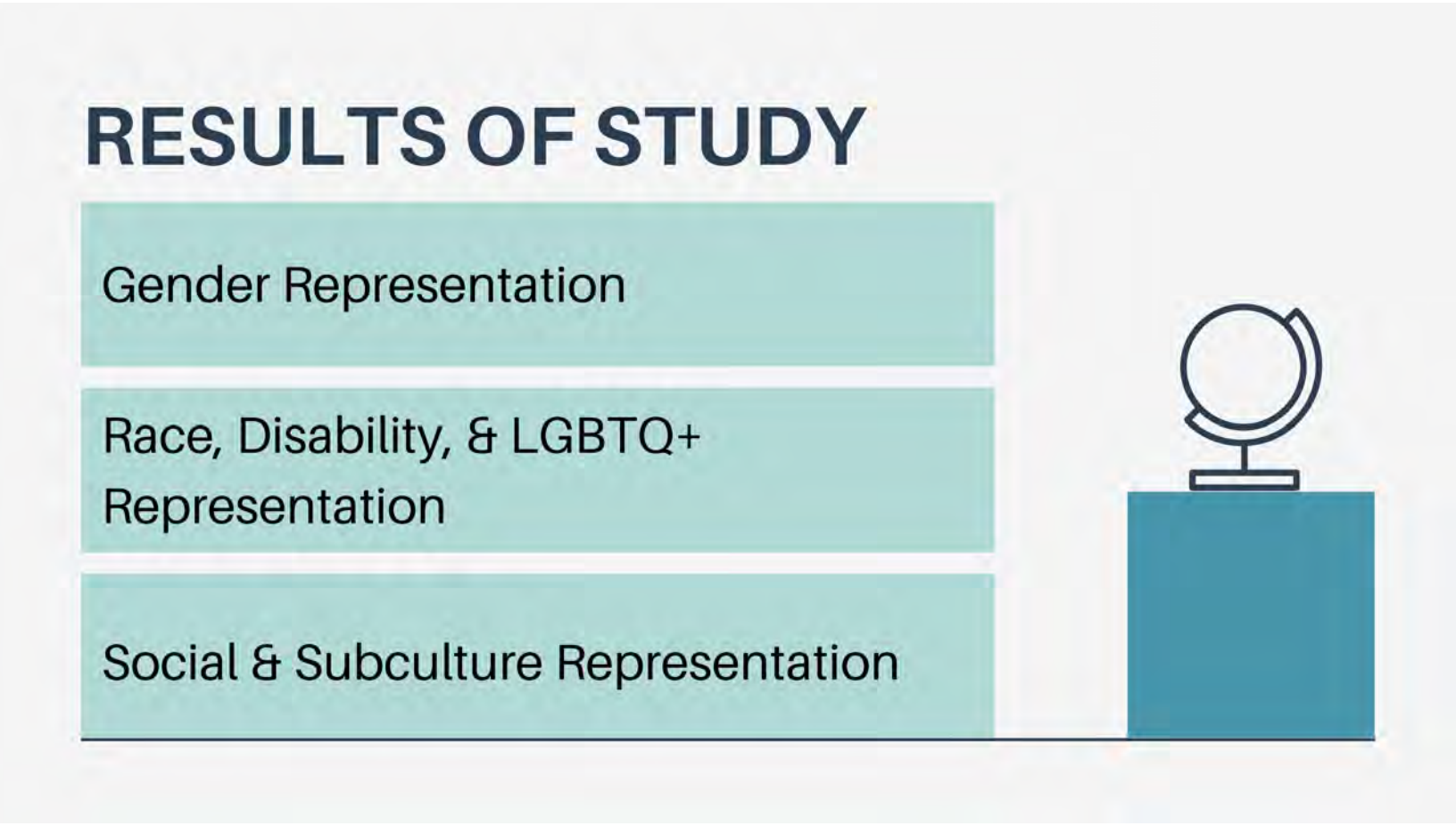


BOOK SAMPLE

Using two separate random number tables, each book in the separate groups was assigned a number. Books were selected by randomly drawing a number that correlated with a title.

Narrative: 10 books Illustration:15 books

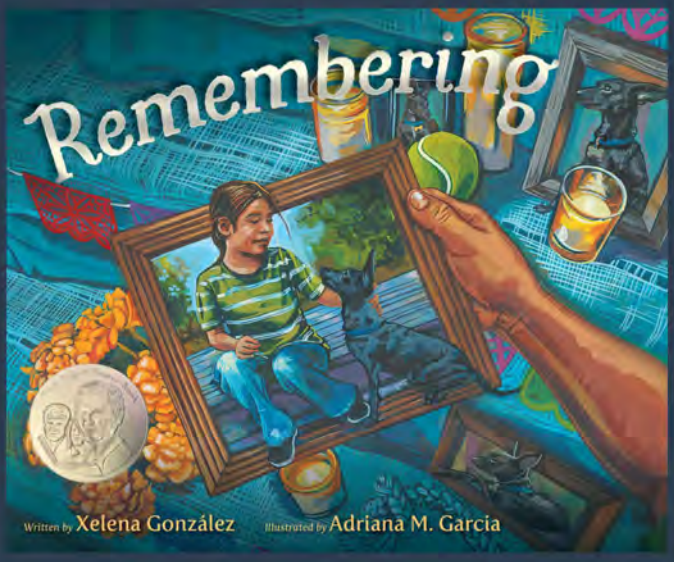
The total number of books for the sample is **25 U.S. childrens and YA books** about Latines, published from 2008-2023.

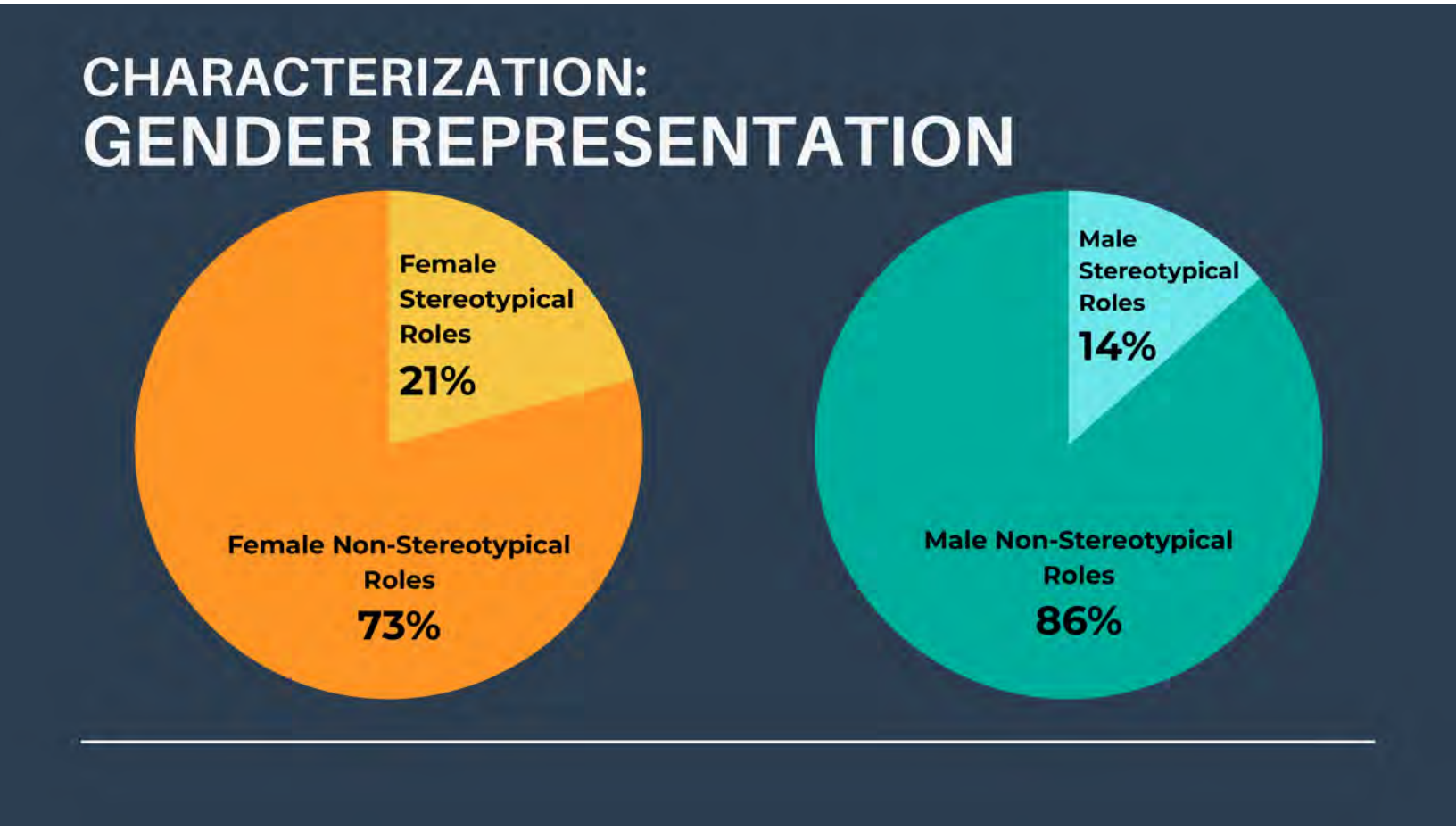

RESULTS OF STUDY
Gender Representation
Race, Disability, & LGBTQ+ Representation
Social & Subculture Representation

CHARACTERIZATION:
GENDER REPRESENTATION

Gendered Main Characters

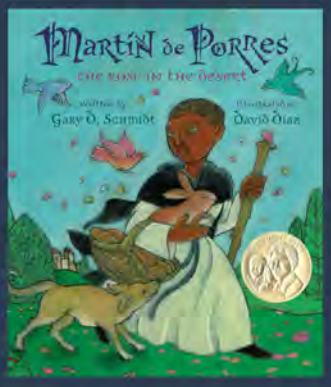
- Male and females were equally depicted in major roles in **64% of sampled books**
- **Nonbinary/gender-diverse characters were absent** from titles sampled (exception of *Remembering* by Xelena González which featured a non-gendered character)

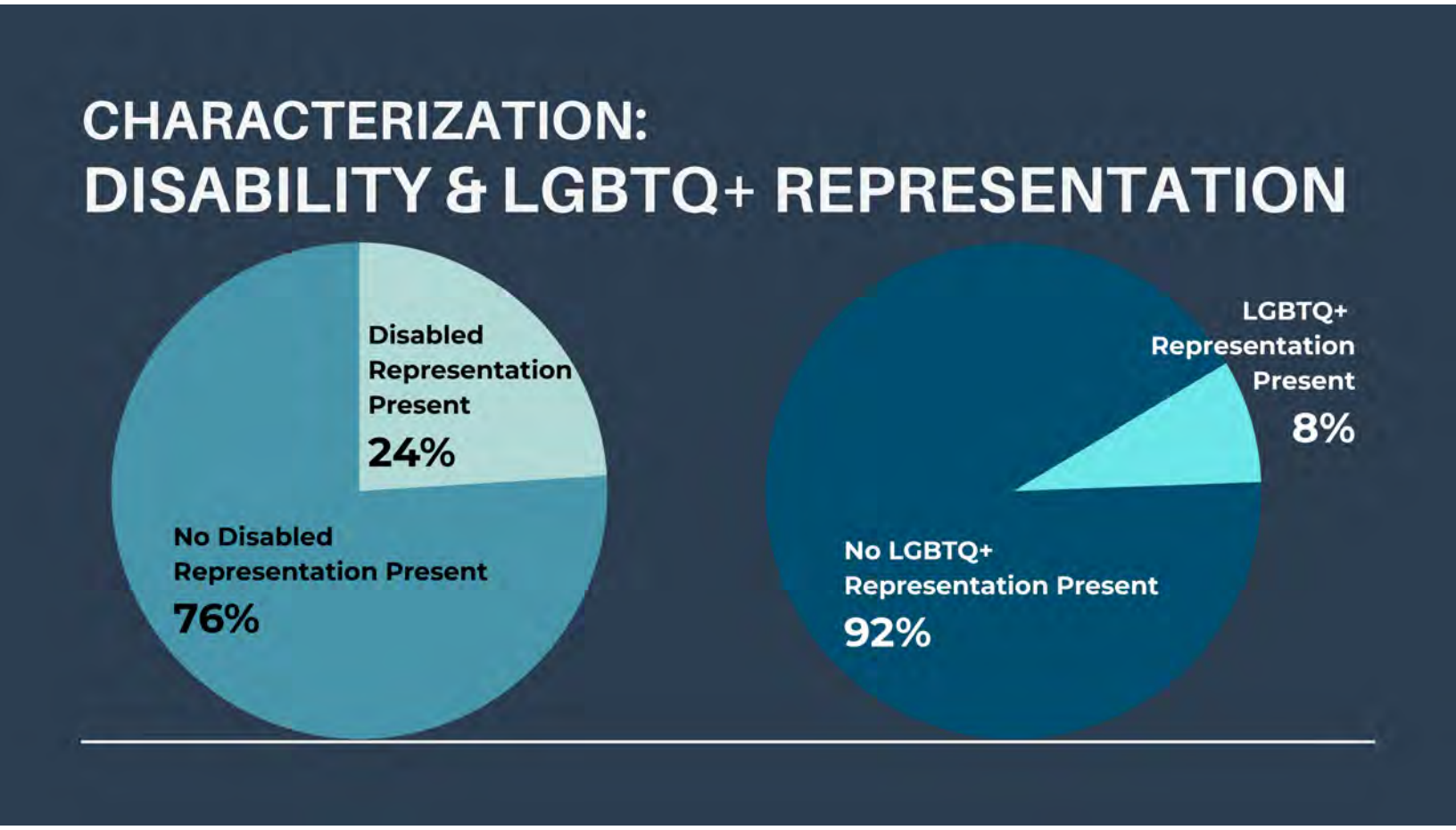


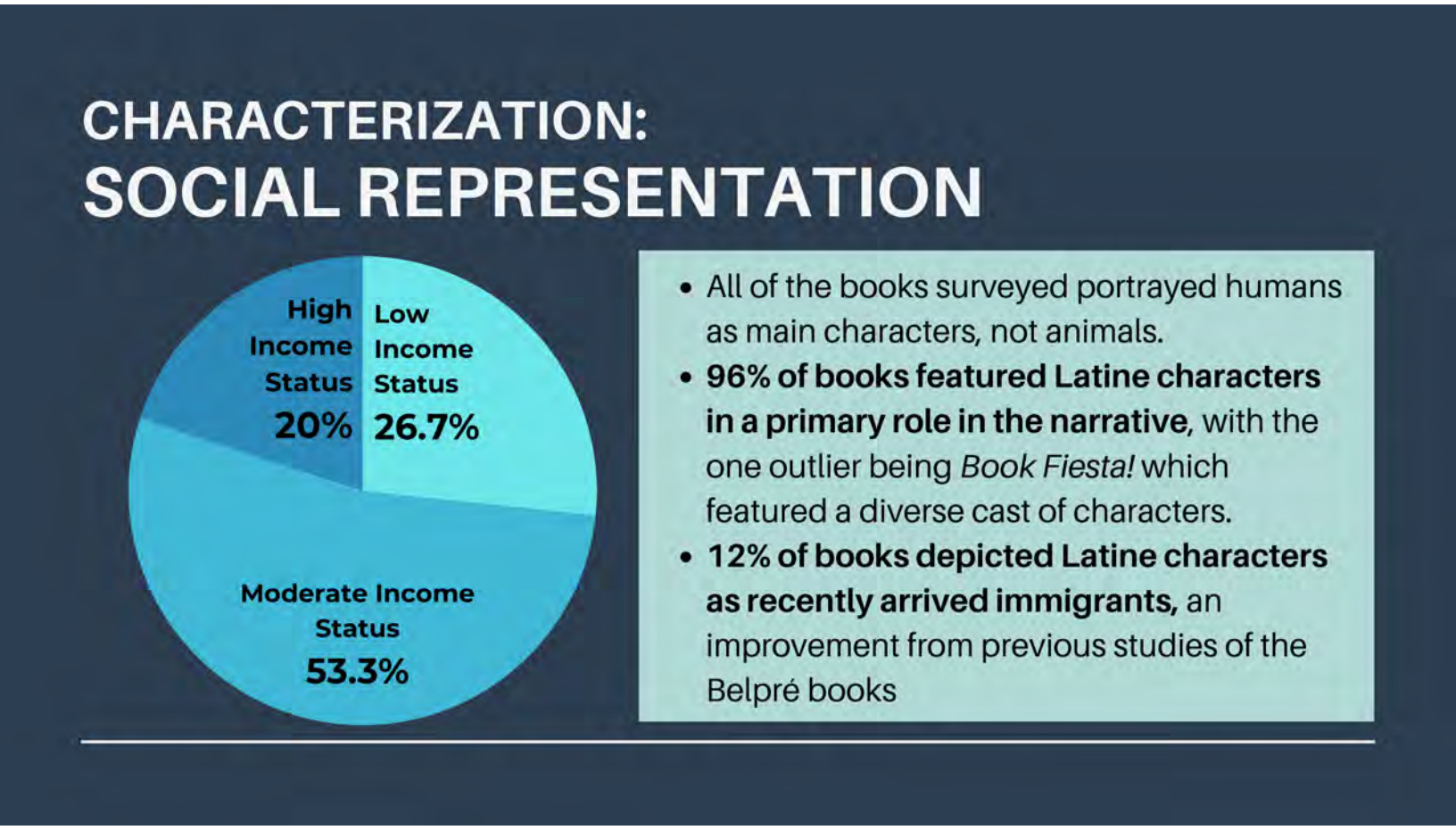

CHARACTERIZATION:
GENDER REPRESENTATION
Female Stereotypical Roles
21%
Female Non-Stereotypical Roles
73%
Male Stereotypical Roles
14%
Male Non-Stereotypical Roles
86%

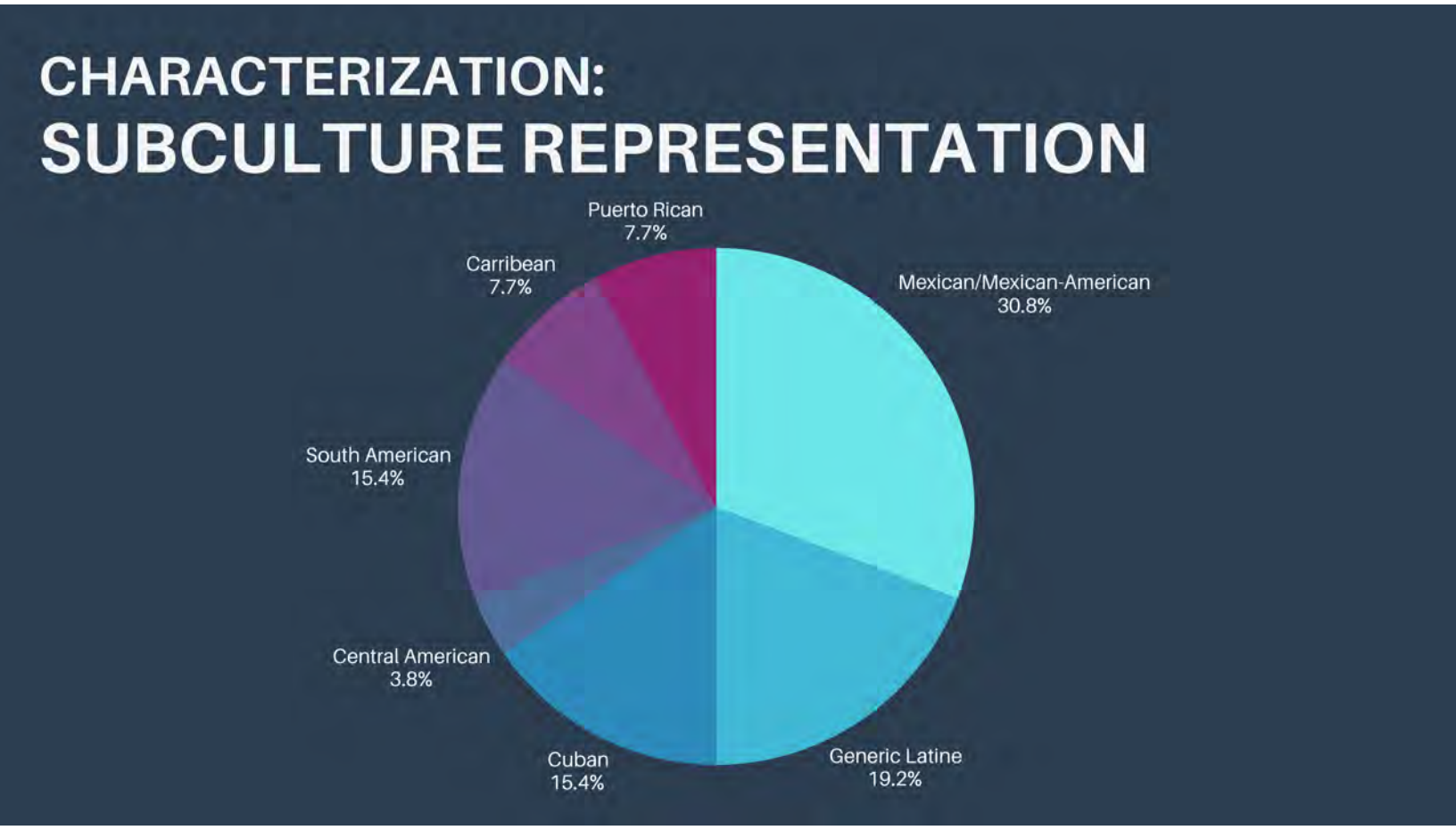
CHARACTERIZATION: RACE REPRESENTATION

- 32% of books depicted Latine characters only with a "Latin Look" (brown skin, dark hair, dark eyes).
- 39.1% depicted Black (African) Latine characters
- 56.5% included White (non-Anglo) Latine characters
- 4.3% represented dark skinned characters with light eyes
- 16% of books depicted Latine characters of mixed race




CHARACTERIZATION:
DISABILITY & LGBTQ+ REPRESENTATION
Disabled Representation Present
24%
No Disabled Representation Present
76%
LGBTQ+ Representation Present
8%
No LGBTQ+ Representation Present
92%


CHARACTERIZATION:
SOCIAL REPRESENTATION
High Income Status 20%
Low Income Status 26.7%
Moderate Income Status 53.3%
• All of the books surveyed portrayed humans as main characters, not animals.
• 96% of books featured Latine characters in a primary role in the narrative, with the one outlier being Book Fiesta! which featured a diverse cast of characters.
• 12% of books depicted Latine characters as recently arrived immigrants, an improvement from previous studies of the Belpré books


CHARACTERIZATION:
SUBCULTURE REPRESENTATION
Puerto Rican
7.7%
Carribean
7.7%
Mexican/Mexican-American
30.8%
South American
15.4%
Central American
3.8%
Cuban
15.4%
Generic Latine
19.2%

CONCLUSION

- Language representation
  - More Indigenous language representation is needed
  - Better quality of Spanish representation
- LGBTQ+ representation present in only YA
  - Nonbinary/gender diverse representation
- Disability representation issues
- Mixed race representation
- Subcultural Representation still lacking

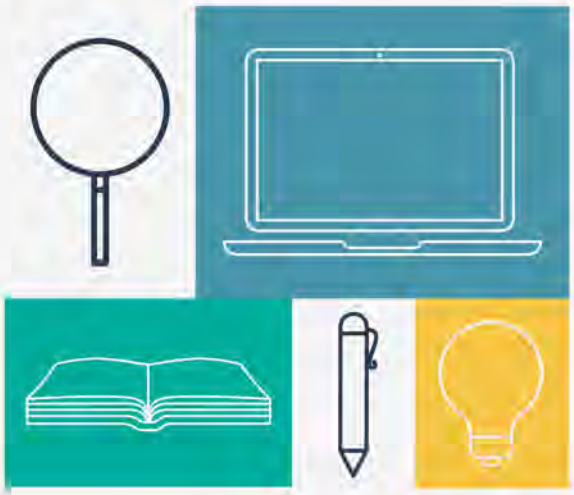


Note on Study Limitations: Expanded sample size could produce different representation results if all winning titles were included; Positionality of Researchers

WHY DOES THIS MATTER?

According to the Cooperative Children's Book Center (CCBC) 2024 Diversity Statistics press release:

- Only **9% of books** received by the CCBC and published in 2023 were about Latine people, settings and topics
- Only **7%** featured Latine people as the main character (fiction) or human subject (nonfiction)
- Only **11%** had at least one Latine creator (author and/or illustrator).



WHAT SHOULD LIBRARIANS DO?

- Recognize the limitations of the Belpré award (LGBTQ+ voices, disabled voices, Latine subcultures) and use other Latine children's books (including other awards: Américas Award, International Latino Book Award, Rivera Award) to expand intersectional diversity.
- Use our coding sheet to examine non-Belpé titles (QR code and link at the end of presentation).
- Study the demographics of your Latine community to learn what subcultures are represented and compare to your collection.
  - *Use Census data and reach out to local Hispanic groups and community centers to learn more about demographics and community needs*
- Consider looking at Hispanic publishing presses such as:
  - Con Todo Press (based in LA!)
  - Arte Público Press - Piñata Books Imprint
  - La Cifla

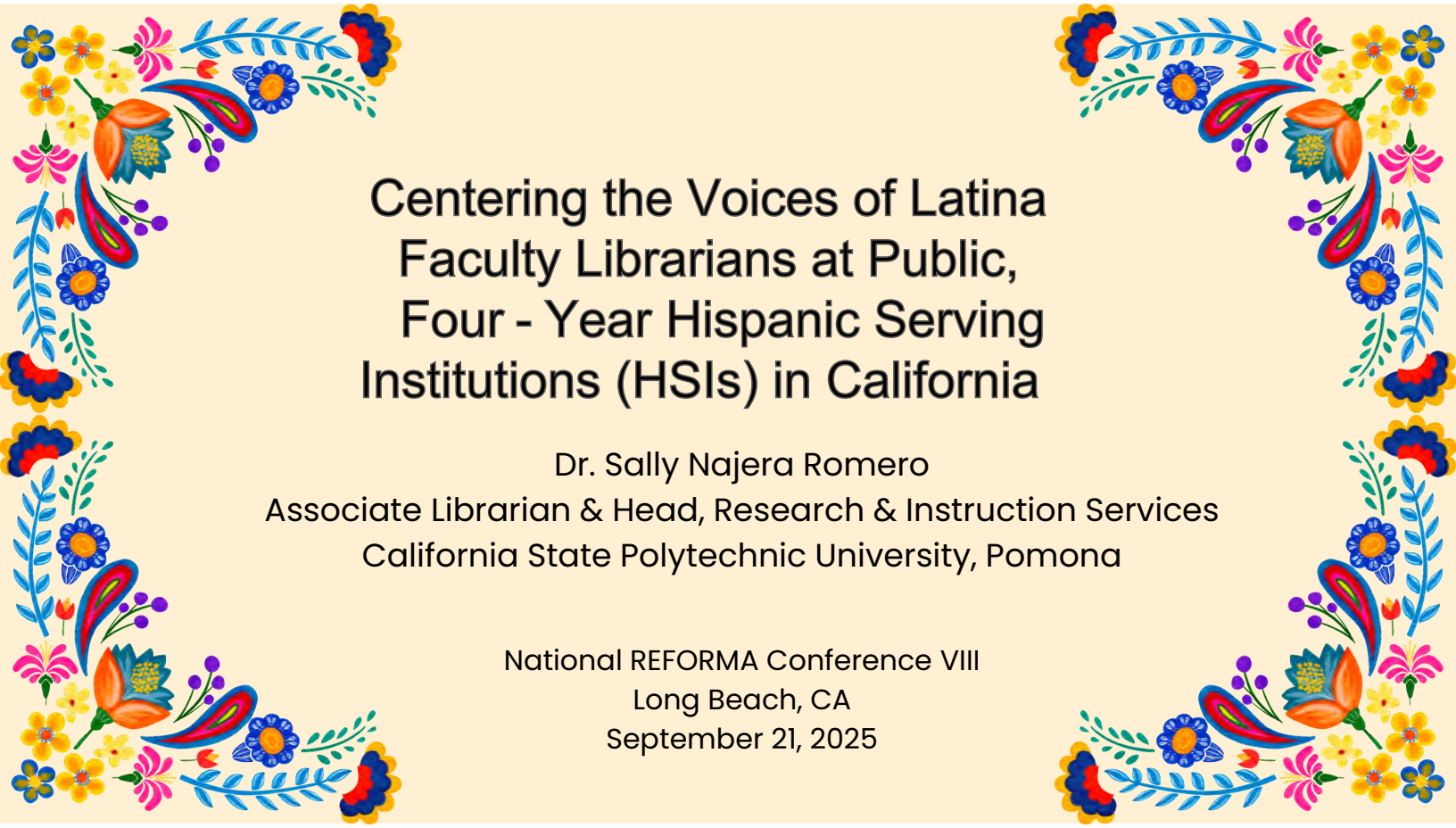


QUESTIONS?

- Nicole Gillihan, Meridian Library District: ngillihan@mld.org
- Dr. Jamie Campbell Naidoo, University of Alabama: jcnaidoo@ua.edu

CODING SHEET LINK AND QR CODE

tinyurl.com/REFORMA25


Centering the Voices of Latina Faculty Librarians at Public, Four - Year Hispanic Serving Institutions (HSIs) in California
Dr. Sally Najera Romero
Associate Librarian & Head, Research & Instruction Services
California State Polytechnic University, Pomona
National REFORMA Conference VIII
Long Beach, CA
September 21, 2025

Agenda

BACKGROUND
PURPOSE OF THE STUDY
RESEARCH QUESTIONS



METHODS
DATA COLLECTION



KEY FINDINGS



IMPLICATIONS FOR PRACTICE
FUTURE RESEARCH



Background

The CSU System & Faculty Librarians



CA has the largest public HE system: UC, CSU, CCC
- Roughly 80% of college students in California attend one of these systems
- CSU accounts for 2nd highest at 16% (Cook, 2024)



- CA has the most HSIs in the U.S. with a high number in the CSU & CCC
- 91% of CSU campuses are HSIs (Excelencia in Education, 2024)
- In CSU, **48% students** are **Hispanic/Latinx** (CSU, 2023)



Librarianship lacks racial & ethnic diversity in the CSU
- 57.1% White
- 16.7% Hispanic/Latinx
  - **13.2% Hispanic/Latinx women**
- 76.1% Women

Librarianship has historically been represented as a **feminized profession** and seen as "women's work" (Garrison, 1977; Neigel, 2015)



The CSU divides faculty into instructional faculty and non-instructional faculty (Librarians, Counselors, Coaches) (CSU, 2024)

Institutional hierarchical structure contributes to the **inequity and disparity of value of faculty librarians** (McCartin & Wright-Mair, 2022) potentially **impacting faculty librarian agency** within organizations.

Agency: The capacity of individuals and groups to act and make choices (Ray, 2019)

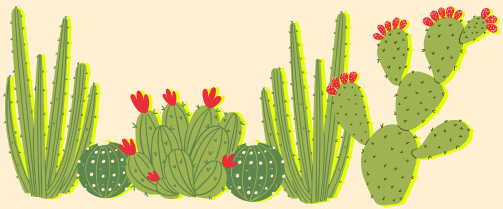
Purpose of Study

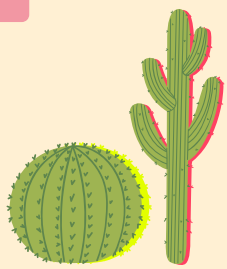
Understand the agency of Latina faculty librarians and their experiences as faculty at HSIs within the CSU system

Understand the racialized and gendered organizational structures that impact the agency of Latina faculty librarians in their roles as faculty

Value the lived experiences of these Latina faculty librarians

Use findings to support Latina faculty librarians at an organizational level and within higher education, especially at HSIs in the CSU





Research Questions

RQ1: How do Latina faculty librarians define their experiences as they seek to obtain agency at Hispanic Serving Institutions (HSIs) within the California State University System (CSU)?

RQ2: How do institutional policies and practices affect the agency of Latina faculty librarians at HSIs within the CSU?

a. What are the different ways agency is exhibited in discourse related to Latina faculty librarians versus instructional faculty?

b. How do the differences in institutional policies and practices between Latina faculty librarians and instructional faculty indicate inequities in agency?

Conceptual Framework

- Gendered Organizational Theory (Acker, 2012)
- Racialized Organizational Theory (Ray, 2019)
- Chicana Feminist Epistemology (Delgado Bernal, 1998)



Methodology

Qualitative Study

Chicana/Latina Feminist Epistemology
(Delgado Bernal, 1998; Fierros & Delgado Bernal, 2016)

Methods

- Critical Discourse Analysis (CDA)
  (Fairclough, 2010)
  - resistance against domination
- Pláticas
  (Delgado Bernal, 1998)
  - 2-way conversation with collaborator

Critical Discourse Analysis
CSU Document Review

↳ Platica 1
Initial individual platica (semi-structured) with each collaborator

↳ Platica 2
In depth individual platica regarding CSU policies, practices, and documents

Data Collection

(Creswell & Creswell, 2018; Esposito & Evans-Winters, 2022; Fierros & Delgado Bernal, 2016; Morales et al., 2023)

Public Document Review

- 22 artifacts
  - Official webpages about the system, facts, employee data, collective bargaining agreement, 2023 Faculty Compensation Study

Collaborators

- 8 Latina faculty librarians within CSU HSI campuses; self identified as:
  - Latina/Chicana/ Hispanic
  - woman
  - 2 years minimum as tenure-line in CSU

Pláticas

- Individual, one-on-one, virtual feminista pláticas (60-90 minutes each)
  - 8 - Plática 1
  - 7 - Plática 2

Key Findings

01

IDENTITIES



02

THE JOURNEY TO ACADEMIC LIBRARIANSHIP



03

DEVALUATION OF LATINA FACULTY LIBRARIANS IN THE CSU



04

INTERSECTIONAL MICRO-AGGRESSIONS



05

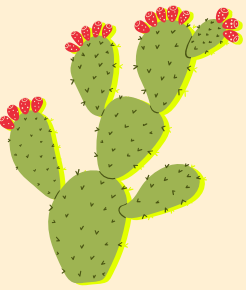
SURVIVING AND THRIVING IN THE CSU



01 Identities

Collaborators
Carmen, Emilia, Esther, Juana, Rita, Rosa, Sonia, Violeta

White-Presenting Latina Faculty Librarians



02 The Journey to Academic Librarianship

Barriers to and in Librarianship

Whiteness in Librarianship

Hiring and Retention of Latina Faculty Librarians



03 Devaluation of Latina Faculty Librarians in the CSU

Lack of Institutional Structure
- Onboarding of Latina Faculty Librarians
- Workload of Latina Faculty Librarians

Differential Treatment of Latina Faculty Librarians
- "Second-Class Citizen" Treatment by the:
- CSU
- Administration
- Instructional Faculty
- Exclusion of Faculty Librarians

Salary Disparity between Latina Faculty Librarians and Instructional Faculty

"**Combining two jobs into one** or two disparate things that really require expertise on multiple levels or trying to hire at a lower professional level than the job requires or things like that. Because even if the CSU does a better job of hiring people of color into those roles, it's **not necessarily sustainable** given the way that they pay people and the way that they structure their jobs. This goes back to what we've talked about, **informal policies** and stuff and these expectations that aren't codified and are the reason **why people get burnt out** and stuff, just not recognizing those things and marking that into these job descriptions or before they decide to put them out there, you're really just **setting people up for failure.**" -Emilia

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Salary Disparity between Latina Faculty Librarians and Instructional Faculty

Instructional Faculty – Faculty members whose primary responsibility is teaching, research, scholarship, creative activity, and service to the University, profession and to the community.
Non-Instructional Faculty – Refers to coaches, counselors and librarians.
-CSU's definitions in the Faculty Compensation Study

New Full-Time, Tenure-Track Faculty
Searches, Appointments, Success Rate
"**Note:** Does not include employees appointed as tenure-track librarians or counselors."

03 Devaluation of Latina Faculty Librarians in the CSU

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Salary Disparity between Latina Faculty Librarians and Instructional Faculty

2023 CSU Faculty Compensation Study			
Instructional Faculty Rank	**Avg Salary**	**Avg Salary**	**Librarian Rank**
Assistant Professor	$91,369	$69,203	Assistant/Sr. Assistant Librarian
Associate Professor	$104,315	$82,972	Associate Librarian
Full Professor	$122,069	$102,557	Librarian

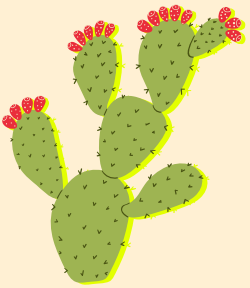
"I'm really **not surprised** of the difference between salary ranges between faculty. It's pretty, **it's sad**, because I think about all the work that we pour into what we do and like to **not being valued** or like I said in the beginning, it's **not tangible**. You're not giving back. People think maybe the library does good work, it's at the center, but the resources are showing that that's **not really what they value**, the resources are wherever the money is, that's what they value." -Rita

04 Intersectional Microaggressions

- **Gender Microaggressions**
- **Racialized Microaggressions**

05 Surviving and Thriving in the CSU

- Connecting with Students and the Community
- Building a Supportive Network
- Advocacy for Self and Others





Implications for Practice

For Librarianship and Librarians: Diversify Academic Librarianship and Advocate for Social Justice

For the CSU: Address and Correct Systemic Issues

- Refer to faculty librarians as faculty
- Include faculty librarians in all data referring to faculty
- Examine inequities in policies and procedures
- Address and correct salary disparity
- Support the only LIS program in the CSU

For the Administrators: Respect and Support Faculty Librarians

- Invest in Latina faculty librarians
- Implement mentorship programs
- Create spaces
- Dismantle hierarchical barriers & fostering a collaborative environment
- Examine inequities in policies and procedures

For Instructional Faculty: Check Yourself and Your Privilege

- Educate yourself
- View faculty librarians as equal partners
- Treat faculty librarians with respect

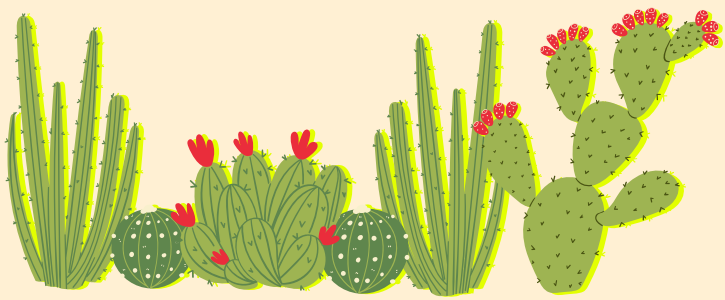
For Latina Faculty Librarians: Embrace Your Worth and Practice Self-Care

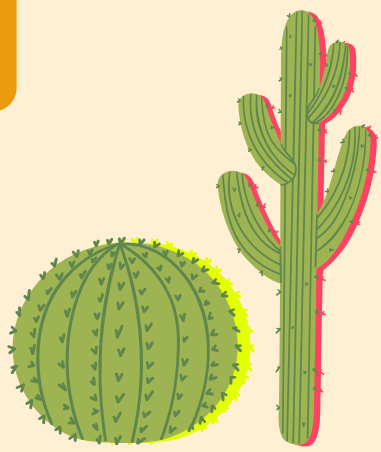
- Understand your worth
- Establish boundaries
- Redirect your energy
- Let go and move on

Future Research

Deeper dive into document review using CDA at 22 campuses

National study on Latina faculty librarians at HSIs






Thank You!
Let's Connect
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REVITALIZING AND RE-ENGAGING SUPPORT STAFF TO ENHANCE PROFESSIONAL DEVELOPMENT

Team Members:



Le'Andre Peoples
Regional Assistant



Ruth Pozo
Regional Assistant



Sharon Palmer
Regional Director

Bklyn Public Library


REVITALIZING
SUPPORT
STAFF
Today we'll dive into ways to boost teamwork, increase job satisfaction, and tap into hidden talents to strengthen our community outreach. This workshop is about building a motivated, connected team that drives our library's mission forward.
Bklyn
Public Library



"Engagement starts with connection, when management and staff work together, our libraries become a stronger, more inspiring space for all."

Bklyn Public Library

Overview

- Strategies for Support Staff Engagement
- Motivating Support Staff: Creative Approaches
- Enhancing Team Collaboration and Development
- Recognizing and Celebrating Support Staff Achievements
- Prioritizing Professional Growth for Support Staff



Bklyn Public Library

Engaging Support Staff: Key Discussion Questions

- How do you currently engage your support staff in community programs and outreach efforts?
- What strategies have you found effective for boosting job satisfaction among your support teams?
- In what ways can improved collaboration between support staff and supervisors enhance library success?

Bklyn Public Library

Enhancing Team Collaboration and Development

Foster a Collaborative Environment

Create a team environment where support staff feel valued, respected, and supported by colleagues and supervisors.

Encourage Cross-Departmental Projects

Create opportunities for collaboration across different departments, fostering a sense of community and shared purpose.

Arrange One-on-One Meetings

Discuss professional goals, interests, and growth areas with support staff.

Bklyn Public Library



Prioritizing Professional Development

- Professional Development Opportunities: Invest in professional development opportunities, such as training workshops, conferences, and college education.
- Encourage Exploration and Experimentation: Create a culture encouraging support staff to explore new skills, technologies, and ideas.
- Peer Mentoring and Networking: Promote peer mentoring and networking in the library so that support staff can connect with colleagues and foster professional growth

Bklyn Public Library

Empowering Support Staff: Key Initiatives

- Open Communication Channels: Create platforms (e.g., forums, surveys, committees) for staff to voice their ideas, concerns, and suggestions.
- Wellness Programs: Offer wellness initiatives that promote physical and mental health, demonstrating care for staff well-being.
- Language Skills: Acknowledge staff who utilize their language skills to assist patrons, translating materials or helping with programs, thereby enhancing access and inclusivity in library services.

Bklyn Public Library

Motivating Support Staff: Creative Approaches

Boost Staff Morale:

Implement a "Compliment Board" Where colleagues can leave positive notes for each other.

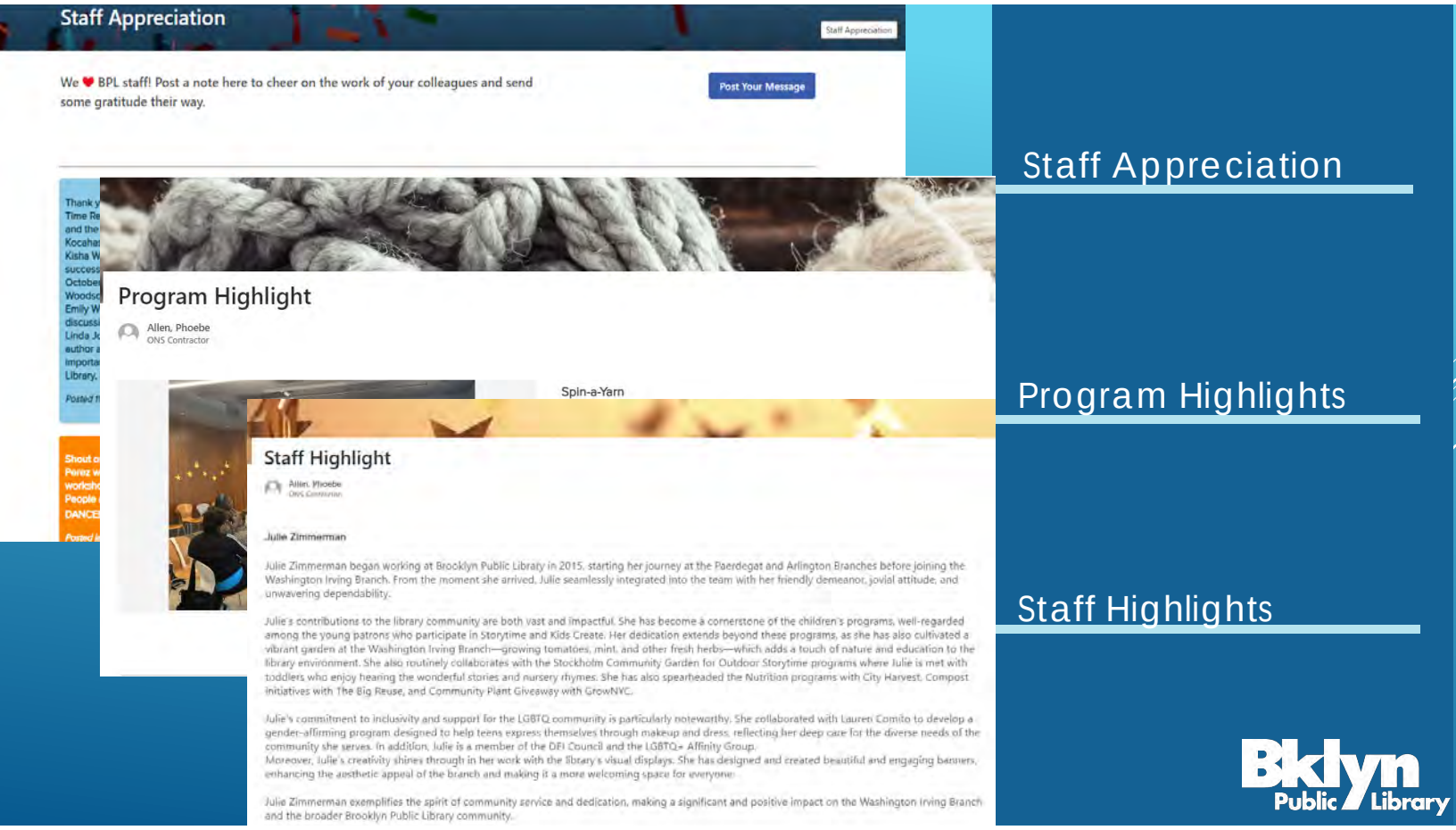
Innovation Hub:

Create a designated space where support staff can brainstorm and pitch creative ideas.

Celebrate Milestones:

Acknowledge work anniversaries, project completions, or personal achievements with celebrations, ensuring everyone feels valued and appreciated.

Bklyn Public Library


Staff Appreciation
Staff Appreciation
We ❤ BPL staff! Post a note here to cheer on the work of your colleagues and send some gratitude their way.
Post Your Message
Program Highlight
Allen, Phoebe
ONS Contractor
Spin-a-Yarn
Staff Highlight
Julie Zimmerman
Julie Zimmerman began working at Brooklyn Public Library in 2015, starting her journey at the Paerdegat and Arlington Branches before joining the Washington Irving Branch. From the moment she arrived, Julie seamlessly integrated into the team with her friendly demeanor, jovial attitude, and unwavering dependability.
Julie's contributions to the library community are both vast and impactful. She has become a cornerstone of the children's programs, well-regarded among the young patrons who participate in Storytime and Kids Create. Her dedication extends beyond these programs, as she has also cultivated a vibrant garden at the Washington Irving Branch—growing tomatoes, mint, and other fresh herbs—which adds a touch of nature and education to the library environment. She also routinely collaborates with the Stockholm Community Garden for Outdoor Storytime programs where Julie is met with toddlers who enjoy hearing the wonderful stories and nursery rhymes. She has also spearheaded the Nutrition programs with City Harvest, Compost initiatives with The Big Reuse, and Community Plant Giveaway with GrowNYC.
Julie's commitment to inclusivity and support for the LGBTQ community is particularly noteworthy. She collaborated with Lauren Comito to develop a gender-affirming program designed to help teens express themselves through makeup and dress, reflecting her deep care for the diverse needs of the community she serves. In addition, Julie is a member of the DFI Council and the LGBTQ+ Affinity Group.
Moreover, Julie's creativity shines through in her work with the library's visual displays. She has designed and created beautiful and engaging banners, enhancing the aesthetic appeal of the branch and making it a more welcoming space for everyone.
Julie Zimmerman exemplifies the spirit of community service and dedication, making a significant and positive impact on the Washington Irving Branch and the broader Brooklyn Public Library community.
Staff Appreciation
Program Highlights
Staff Highlights
Bklyn Public Library

INNOVATION HUB

Build: Encourage Peer-Led "Lunch and Learn" Sessions
Empower staff members to host "Lunch and Learn" sessions where they can teach their colleagues about a skill, hobby, or outreach idea they're passionate about. This format builds camaraderie, brings diverse perspectives to the table, and can inspire new outreach initiatives rooted in team members' unique backgrounds.

Bklyn Public Library


Instagram
thisblackgrlreads
CERTIFICATE
OF APPRECIATION
15
2
Liked by adores_herself and others
thisblackgrlreads Received an unexpected award today. Sometimes when you think your work goes unnoticed, it is being noticed. #Grateful #BrooklynPublicLibrary
Bklyn

ENGAGING COMMUNITY NEEDS: TAILORING LIBRARY PROGRAMS FOR MAXIMUM IMPACT

- Collaborate with Local Organizations: Partner with schools, non-profits, or cultural organizations to gain insights into community needs and co-develop programs that fill gaps.
- Outreach: Encourage support staff to participate in community engagement activities, such as tabling events, back-to-school nights, parent-teacher conferences, community board meetings, outreach to local shelters and senior centers.
- Empowering Support Staff as Program Hosts: Equip support staff with tools and confidence to host and facilitate programs
- Program Leads: Support staff can lead programs that reflect their skills or areas of interest, such as youth Storytimes, resume workshops, or cultural celebrations.

Bklyn Public Library



"SUPPORT TRANSFORMS POTENTIAL INTO ACHIEVEMENT, CREATING A THRIVING ENVIRONMENT WHERE EVERYONE CAN SUCCEED TOGETHER."

Bklyn Public Library

Revitalizing and Re-engaging



Strategize

"Strategizing involves aligning goals with actionable plans fostering teamwork and adapting to challenges for effective outcomes."



Develop

"Developing staff skills is essential for boosting job satisfaction, which leads to better performance. It also helps retain talent ensuring the library can effectively meet community needs."



Support

"We can support staff development by providing training opportunities mentorship programs and a culture of constructive feedback.

Bklyn Public Library



Q & A

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Thank you!

Bklyn Public Library

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