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Diversity in Collections Utilizing Accelerated Reader Programs

Leah Cahill
University of Northern Iowa

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Abstract

The purpose of this study was to compare current Accelerated Reader YA book lists to YALSA's Best Fiction for Young Adults lists from 2019 to 2022 to examine the number of current YALSA Best Fiction for Young Adults titles included on the AR list and determine whether there is a discrepancy between the percent of YALSA books overall and the percent of YALSA AR books that meet the diversity definition (We Need Diverse Books, 2022). Data was collected by looking at 314 titles from the 2019-2022 YALSA Best of the Best List and then comparing two review sources to determine diversity within each title after which each book was also analyzed to determine if an Accelerated Reader test existed. Data analysis showed three overarching understandings of the diversity of books within the Accelerated Reader framework: (1) a large percentage (86%) of all recent YALSA titles demonstrated diversity; (2) 85% of the YALSA titles with AR tests demonstrated diversity; and (3) YALSA books with AR tests have similar diversity types as all recent YALSA books, with slightly fewer LGBTQIA+ books that have AR Tests (22.8% compares to 25.7% of all YALSA titles). Conversely the AR titles had slightly more books with People of Color (38.5% rather than 35.3% of all YALSA titles were found to contain People of Color as a form of diversity).

DIVERSITY IN COLLECTIONS UTILIZING ACCELERATED READER
PROGRAMS

A Graduate Research Paper
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
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by
Leah Cahill
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This (Research Paper) or (Project) by:

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has been approved as meeting the research requirement for the

Degree of Master of Arts.

Date Approved

Karla Krueger, EdD.- Graduate Faculty First Reader

Date Approved

Joan Bessman Taylor, PhD. - Graduate Faculty Second Reader

Date Approved

Robin Dada, PhD. - Head, Curriculum and Instruction

ABSTRACT

The purpose of this study was to compare current Accelerated Reader YA book lists to YALSA's Best Fiction for Young Adults lists from 2019 to 2022 to examine the number of current YALSA Best Fiction for Young Adults titles included on the AR list and determine whether there is a discrepancy between the percent of YALSA books overall and the percent of YALSA AR books that meet the diversity definition (We Need Diverse Books, 2022). Data was collected by looking at 314 titles from the 2019-2022 YALSA Best of the Best List and then comparing two review sources to determine diversity within each title after which each book was also analyzed to determine if an Accelerated Reader test existed. Data analysis showed three overarching understandings of the diversity of books within the Accelerated Reader framework: (1) a large percentage (86%) of all recent YALSA titles demonstrated diversity; (2) 85% of the YALSA titles with AR tests demonstrated diversity; and (3) YALSA books with AR tests have similar diversity types as all recent YALSA books, with slightly fewer LGBTQIA+ books that have AR Tests (22.8% compares to 25.7% of all YALSA titles). Conversely the AR titles had slightly more books with People of Color (38.5% rather than 35.3% of all YALSA titles were found to contain People of Color as a form of diversity).

TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION	1
Problem Statement	1
Summary of Problem Statement	5
Purpose	5
Research Questions	5
Assumptions and Limitations	6
CHAPTER 2. LITERATURE REVIEW	7
Accelerated Reader as a Reading Promotion Tool	7
Diversity in the Library	9
Library Collection Development and Management	12
Summary	16
CHAPTER 3. METHODOLOGY	18
Research Design	18
Sample of Books	19
Procedures	19
Data Collection	19
Data Analysis	20
Assumptions	21
CHAPTER 4. FINDINGS	22

Research Question 1: Data Shows That 86% of Recent YALSA Titles Demonstrate Diversity	22
Research Question 2: Data Shows 85% of YALSA Titles with AR Tests Demonstrate Diversity	23
Research Question 3: YALSA books with AR tests Have Similar Diversity Types As All Recent YALSA Books	24
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS	28
Conclusions	28
Recommendations for Practice	30
Recommendation for Future Research	31
REFERENCES	32
APPENDIX A: LIST OF YALSA TITLES BY YEAR, 2019-2022	34

LIST OF TABLES

TABLE		PAGE
1	Diversity of YALSA Best Fiction for Young Adults Lists 2019-2022	22
2	Diversity of YALSA 2019-2022 Best Fiction for Young Adults Books That Have Accelerated Reader Tests	23
3	Diversity in Books Without an Accelerated Reader Test	24
4	Diversity Representation in All YALSA Titles and Accelerated Reader Titles	25

CHAPTER 1

INTRODUCTION

“If you only read the books that everyone else is reading, you can only think what everyone else is thinking.” - Haruki Murkami-

This quotation is unsettling because it acknowledges that when students’ free choice reading is limited by external parameters, it follows that their thinking also becomes confined. Fortunately, teacher librarians embrace the philosophy that students should read freely and unrestricted. In fact, the American Association of School Librarians (AASL) stresses the importance of allowing students access to reading materials, “Reading is a foundational skill for learning, personal growth, and enjoyment” (p. 12). Reading provides students a window to the world and is an excellent way to grow their imaginations. It would be tragic to live in a world where all students could only access and read a limited selection of books. Unfortunately restrictions often occur due to budgetary constraints and requirements set out by some districts to use Accelerated Reader testing, and consequently the majority of books purchased are those that come with an Accelerated Reader test. With an average yearly budget of \$2200 in one typical midwestern school, one also must ask how common these purchasing trends are in other schools that have limited budgets and which must make Accelerated Reader titles available to students.

Problem Statement

Teacher librarians tend to purchase titles that are new and of current interest to their students. Many teacher librarians search lists of award winners, sites that provide

lists of top titles, and reviews to help guide their purchasing choices (Weisburg & Toor, 2015, p. 57). Research about why students choose certain books shows that many times students make selections based on recommendations from friends, teachers, or watching various book trailers online (Elliot, 2015). While many studies focus on the benefits of how an Accelerated Reader program can encourage students to read more and help teachers identify students who need more reading support, what many studies often ignore is how focusing heavily on creating a library collection for an Accelerated Reader program may negatively impact purchasing trends and student choice within the library (Huang, 2012). It is important that the teacher librarian does not disregard a thorough purchasing process as a result of Accelerated Reader program demands.

It is the role and responsibility of the teacher librarian to provide a library collection that exposes students to a variety of topics, materials, and reading selections (AASL, 2009; Reimer, 2016). This task, however, becomes more daunting as school library budgets shrink. A study by Lauren Barack (2014) for *School Library Journal* (SLJ), found that high school library budgets are shrinking by 3.4% each year (para. 12). According to the SLJ study, schools get an average of \$6,970 per year to spend improving their collections. This averages out to about \$10 per student. However *School Library Journal* (2016) shows the average cost for a new book in 2016 is \$21.30, which means only one new title is purchased for every two students per year (para. 11). These budgetary constraints make it imperative for school librarians to make purchasing choices wisely. When making these choices the teacher librarian remains aware of one's need to fulfill the responsibility of program administrator and meet needs of their school and the

systems that are already in place. In making their selections for new purchases, many school librarians focus on the need for certain titles or types of books within their libraries, especially when budgets are limited. For many school librarians in districts that require the Accelerated Reader program, this may mean that only titles that fit the Accelerated Reader qualifications may be purchased, which may create a collection that isn't as diverse or current as it should be.

The Accelerated Reader program vendor, Renaissance Learning, has established their own criteria for creating tests, which does not mandate tests to be created for newly published young adult (YA) titles. Renaissance Learning's criteria for including a new test for a book prioritize books that are: award winners, highly reviewed, on recommended reading lists, by popular authors, and in an ongoing series (Stefl-Mabry, 2005, p. 2). Notably, *new title* is not one of the many requirements. Conversely, books that are discussed amongst young adult readers tend to be new titles, so by not purchasing these titles, librarians miss an opportunity to support and promote reading among these young readers. This calls into question the consistency of Renaissance Learning's criteria and whether one can rely on their criteria to create a useful collection. As a result, a teacher librarian may choose to not invest their limited school funds in the new title because there is no AR test available for the title.

Despite the concerns of budget and purchasing restrictions, many teacher librarians are encouraged to implement and encourage AR reading programs. What many schools may not realize is how important the teacher librarian can be to the Accelerated Reader program. Nancy Everhart (2005) demonstrated how the teacher librarian can be

an integral part of the Accelerated Reader program. Her results show that teacher librarians need to have more freedom when “synchronizing their AR database, encouraging Renaissance Learning to be more responsive to recent book releases, and constructing in-house quizzes or training teachers in the process” (p. 11). Without this freedom, the library collection can’t grow, which means student reading interests may not be met, thus inhibiting the librarian role to foster a love of reading in students.

Even though Renaissance Learning is employed by nearly 60,000 schools in the United States, there is very little research on how the program can influence purchasing trends within the school library (Stefl-Mabry, 2005, p. 1). It is very clear that library budgets are dwindling (Barack, 2014), but what hasn’t been studied is whether the AR program constraints can affect the diversity of collections. Diversity as defined by the organization We Need Diverse Books is “experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities” (We Need Diverse Books, 2022). It is important that libraries are able to provide titles that meet this definition to ensure all students have equal access to diverse titles. If budget constraints continue, current and diverse titles may not be made readily available to students who wish to read them. This lack of collection diversity is an important issue for librarians because the *Library Bill of Rights* requires all library collections to be representative of the population and include titles even if some members of the library population may find them offensive (American Library Association, 2014). The lack of diverse titles could also ultimately add to the decline of importance placed upon the library program and have a lasting effect on

student readers. Teacher librarians should understand how purchasing to match tests could impact collection diversity so they may find possible ways to resolve them.

There has been research conducted examining student interest in selecting titles as well as studies investigating the pros and cons of using the Accelerated Reader program (Everhart, 2005; Guldager, 2015; Huang, 2012; Reimer, 2016). What all of these studies have ignored, however, is the role Accelerated Reader may have on creating unrecognized purchasing restraints for teacher librarians working in districts that utilize the program.

Summary of Problem Statement

Although students typically seek current and diverse reading materials, those titles may not be available in their school libraries due to collection development being driven by testing programs such as Accelerated Reader.

Purpose

The purpose of this study is to determine whether there is a discrepancy between the percentage of books with diversity when comparing all Young Adult Library Service Association (YALSA)'s Best Fiction for Young Adults lists from 2019 to 2022 to the subset of YALSA titles from 2019-2022 that also have Accelerated Reader (AR) tests, using the diversity definition from We Need Diverse Books (2022).

Research Questions

1. What percentage of YALSA 2019-2022 Best Fiction for Young Adults books are considered diverse?

2. How many of the YALSA 2019-2022 Best Fiction for Young Adults books have Accelerated Reader tests, and of those, what percentage are diverse?
3. What areas of diversity, if any, seem to be lacking on the Accelerated Reader lists based on the We Need Diverse Books (2022) definition of diversity?

Assumptions and Limitations

The primary focus of the research will be how Accelerated Reader may create an unnoticed bias towards purchasing. An assumption made is that many schools in Iowa employ the Accelerated Reader program. Another assumption is that Accelerated Reader influences purchasing in districts that use Accelerated Reader. A limitation of this study is that Accelerated Reader lists are only being compared to YALSA award lists.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to determine whether there is a discrepancy between the percentage of books with diversity when comparing all Young Adult Library Service Association (YALSA)'s Best Fiction for Young Adults lists from 2019 to 2022 to the subset of YALSA titles from 2019-2022 that also have Accelerated Reader (AR) tests, using the diversity definition from *We Need Diverse Books* (2022). Prior research related to this topic fell into several categories: Accelerated Reader as a reading promotion tool, creating diversity in the library collection, and purchasing and collection development practices within the library program.

Accelerated Reader as a Reading Promotion Tool

Stefl-Mabry (2005) compiled a historical timeline of research gathered from ERIC on the use of AR as a reading promotion tool in the school library. It was apparent to Stefl-Mabry that AR was a tool of the future, but it was to be debated if the tool used by itself would be potent enough to improve the current reading downfall being experienced in the United States. Judith Paul, the creator of Accelerated Reader, developed the program in her home in 1984 in an attempt to encourage her own children to read more challenging titles (para. 2). Stefl-Mabry's compilation of research studies found that the majority of research on the subject of Accelerated Reader found small improvements in reading, but not enough to be statistically significant (para. 10). While a large percentage of the literature examined by the author stressed the importance of AR, Stefl-Mabry argued that AR needs to be used as a supplemental tool in reading promotion

as opposed to a replacement. Research supports this conclusion as the evaluation of the literature found that using AR singularly did not do enough to drastically improve reading scores and motivation. The study suggests the teacher librarian should take the practice of reading promotion and 21st century skills and combine them with the use of Accelerated Reader to improve reading promotion in the library setting.

In her research of Accelerated Reader as a reading promotion tool, Houston (2008) conducted a 55 question survey of Kentucky School Librarians. The purpose of the study was to determine how organizing libraries by reading level promotes programs such as Accelerated Reader or Reading Counts within the library. Of the 592 librarians surveyed, 334 responded. Through these responses, Houston found that 44% of respondents organized their libraries by reading level if they employed a leveled reading program like Accelerated Reader (p. 73). As part of the survey, Houston asked respondents two open ended questions regarding the benefits and limitations of a leveled organization system. Sixty percent of responses were very positive towards the system. These participants stated it made it easier to promote a love of reading amongst students and encourage check-outs because students were spending less time searching for an interesting title in their level and more time reading one (pp. 75-76). Houston's results described many benefits a leveled library has on reading promotion especially for motivating students to read and check out interesting titles.

While Stefl-Mabry (2005) and Houston (2008) focused on how Accelerated Reader can be used as a supplemental program running in parallel with other reading promotion activities, Everhart (2005) focused her research on the level of motivation

Accelerated Reader creates amongst students. Using qualitative and quantitative methods to conduct her research, Everhart discovered several things about the Accelerated Reader program. The level of motivation students have towards reading within the AR program tended to vary between genders (p. 9). The female population favored the structure of reading within the AR program, while the male population favored the competitive nature of the program. Aside from gender differences, Everhart also found the level in which AR is implemented does not correlate with the amount of reading being done (p. 10). Even in programs where AR was poorly implemented, students still reported the same level of enjoyment towards reading as students who had a very regimented program within their schools (p. 11). Within her findings on gender differences and implementation, Everhart discovered the lack of promotion of the program via the school library (p. 11). Based on the findings of the study Everhart, like Stefl-Mabry and Houston, made the argument that librarians in the school setting can use their position to better fill the gaps left by classroom teachers as they work to coordinate book purchases with the program, conducting teacher training, and using the library as a promotional tool for the AR program (pp. 11-12).

Diversity in the Library

Cultural competence, which is the understanding and appreciation of cultures different from one's own, is a skill in which many teacher librarians are not adequately trained. Overall (2009) argues that cultural competence is critical to a 21st century librarian as many students have cultures and backgrounds that differ from the librarian(p. 175). Through her research, Overall focused on training teacher librarians in cultural

competence. The author feels that with this training teacher librarians are able to develop a better understanding of various cultures that will lead them to creating a diverse collection and increasing library use by diverse groups (p. 190). Without this training, Overall found that people who work in school libraries tended to create a gap between what they said they would do to improve diversity in their library and what was actually done. Overall credits this gap to a lack of understanding of cultural competence. After completing an analysis of literature, Overall used her research and social psychology techniques and created a cultural competence model specific to teacher librarians. In her model, Overall stressed the importance of balancing a cognitive understanding of culture, the environment in which the culture takes place, and intrapersonal feelings toward culture to create a balanced cultural competence (p. 191). Overall argues that once teacher librarians are trained and demonstrate skills within this model, they use their training to improve diversity within their library in three ways: collection, library use by diverse populations, and creating a library environment appealing to diverse populations (p. 199). Through the cultural competence model, Overall states that the teacher librarian can achieve what all librarians should strive for, diversity in the library appealing to all cultures.

Crisp, Knezek, Quinn, Bingham, Girardeau, and Starks (2016) utilized their research in diversity to help classroom teachers and librarians understand why diversifying their collection is significant. Crisp et al. (2016) identified the main problem that librarians have been fighting for 75 years: a lack of diversity in books. The majority of children's books that are published tend to be white, heterosexual, non-disabled, English-speaking,

and male (p. 29). Recognizing the problem of lack of diversity in collection has become a growing trend in recent history. This study was completed in 21 Atlanta preschool classrooms, but the findings of the study are directed to both classroom teachers and librarians as Crisp et al. feels they should work in collaboration to improve the diversity issue (p. 29). To complete the study, the authors scanned the barcodes of the books found in the 21 classrooms and uploaded the data to be later analyzed after a year of classroom research and observation. Once the data was collected, the authors spent much time coding each of the titles into various categories (p. 42). The researchers discovered a very small percentage of books in these 21 classrooms depicted alternate races, disability, lower socioeconomic status, and gender. No books in any of the classrooms had a homosexual relationship and 91% of books were found to be written entirely in English. In discussing their results, Crisp et al. provided classroom teachers and librarians suggestions for diversifying their collections. Suggestions to increase diversity of collection include: continually evaluating collections as society changes; using award winning lists that select diverse books, authors, and illustrators to help make purchasing decisions; and consult websites that have a primary focus on promoting diverse titles (p. 39). Using these resources, teachers and librarians can work to ensure titles are available to students that allow them to see themselves and those they love in the texts they read while at school (p. 40).

Williams and Deyoe (2014) combined cultural competence and the necessity of diverse collection development to take the idea of diversity in the library to the shelves. Williams and Deyoe conducted research to examine the extent that libraries in the United

States have collections that include characters from diverse backgrounds such as racial and ethnic minorities, physical, learning and emotional disabilities, and LGBTQ characters (p. 10). The authors created four separate checklists that they used to create a list of titles which they entered into OCLC. The checklists included titles in the categories of racial and ethnic diversities, titles portraying people with disabilities, titles portraying LGBTQ characters, and a fourth list that included major awards. As the titles were reviewed on OCLC, the authors then coded their lists based on their findings (pp. 11-13). Using this method, Williams and Deyoe identified 5,002 schools that actively collected any titles from their checklists. The public, academic, and school libraries identified had collections that were severely lacking diversity. Of the 5,002 schools examined it was found that these institutions had an average of 158.1 titles from 964 titles on the race/ethnicity checklist, 45.7 titles from the 334 titles on the disability checklist, and 24.9 titles from the 116 titles on the LGBTQ checklist (p. 16). Williams and Deyoe's findings reinforce the requirement laid out by library ethics: creating a diverse collection in the library. As the population diversifies, libraries need to work to appeal to these diverse groups. Including diverse titles that appeal to various members of the population can help ensure libraries welcome individuals from all backgrounds (Williams & Deyoe, 2014; Overall, 2009; Crisp et al., 2016).

Library Collection Development and Management

The AASL (2009) identifies one of the key roles of the teacher librarian as program administrator (p.18). In this role, one of the major responsibilities the teacher librarian has is to develop a library collection that is diverse and current. Collins and Doll (2012)

reinforced the program administrator role through their research but also tie in the role of instructional partner. Collins and Doll set out to determine how much collaboration took place in two Atlanta schools between classroom teachers and the library with an emphasis on the library collection. The term “collection” is used by Collins and Doll to explain more than just the books on the shelf. The term also describes any periodicals, e-books, CDs, DVDs, videos, software, and databases available to students (p. 3). The study analyzed two surveys that were passed out to classroom teachers in two phases. The first survey was passed to all teachers to gain their perceptions of and understanding of the role of the library. The second survey was sent only to teachers who had collaborated with the library in the past school year. (p. 8). Upon analyzing the results, Collins and Doll discovered that while most teachers used both print and online resources, the teachers in the school where the survey took place primarily used online resources. It was also discovered that the teachers had a “do it yourself” attitude that led to a lack of utilization of the library collection (p. 18). Once the data was analyzed, the authors suggested many ways the teacher librarian could improve their collections, one of which is making all resources readily available to everyone. To do this, they can organize their library in a fashion where all resources are easy to find, create lessons that utilize the collection, and build the online collection of resources and databases as time continues (pp. 18-19). Utilizing the findings of this study, the teacher librarians can do an excellent job fulfilling the roles of program administrator and instructional partner as they build and transform their library collections.

Collins and Doll (2012) placed the focus of their research on the collaboration between the classroom and teacher librarian to improve the library collection. Willcoxon (2001) also focused on the development of a school library collection, but placed heavy emphasis on the process of weeding. By examining weeding within the library, Willcoxon could improve the library collection in an effort to encourage and engage more teachers to utilize the resources available there (p. 24). When a librarian develops the collection one is careful to meet a few select criteria: collection supports the curriculum of the school, collections meet current needs, and a system in place that allows the collection to be easily accessed (Willcoxon, 2012). Willcoxon conducted her study in the library where she worked. The purpose of the study was to examine the collection, weed titles, and rebuild the collection to encourage teachers to utilize the library resources (p. 26). The study was completed in several phases. Phase 1 was to determine the age of the current collection. The second phase involved an in depth survey of classroom teachers in the school to gauge their perceptions about current library materials. Phase 3 combined the survey results from phase 2 and the age results from phase 1 to begin the weeding process of the current library collection. The next phase of the study involved another survey for teachers asking them to describe units that were taught in their classroom and a potential list of resources they wished to be able to access. The final phase of the research that was conducted by Willcoxon was to purchase resources that aligned with classroom instruction based on survey data and allow teachers an afternoon of professional development to explore the new collection. Willcoxon found the results of her study to be very positive. While the results can't be indicative of all library collection development,

the author stated it was obvious the classroom teachers tended to gain a higher appreciation for the library when their voices were heard and the collection was developed around their classroom library (p. 27). Improving the collection through weeding and aligning it with classroom curriculum proved to be an excellent way for teacher librarians to continue their role of program administrator while working towards a more collaborative learning environment amongst teachers.

Newsum (2016) took a more modern approach to analyzing the process of collection development by focusing on improving and developing a digital library collection. The purpose of Newsum's study was to examine digital materials and their influence on collection development. To conduct the study, Newsum created a thorough literature review based on criteria developed by basic research methods. The criteria for articles to be included in the study included studies published in the last 15 years, peer reviewed articles with a focus on collection development or 21st century skills, and articles about librarian leadership. The literature analysis identified several changes that have taken place over time. The biggest change came from AASL (2009) standards which now require the collection to contain print and digital materials (p. 99). After examining the role of the digital catalog, 21st century skills, and the recent role the teacher librarian plays in regards to technology, Newsum concluded that collection development is even more integral as the necessity for new technology and growth of available digital resources increases. School library collections must continue to grow digitally to successfully facilitate support of classroom curricula (p. 106). The traditional librarian

role of locating, collecting, organizing, and circulating information must expand to digital resources to ensure the needs of 21st century learners are being met.

Summary

Many studies have been conducted analyzing the use of Accelerated Reader as a reading promotion tool, creating a diverse collection, and collection management. The results of these studies were very diverse. Some studies found that the Accelerated Reader program worked well as a reading promotion tool in concert with other promotion programs (Stefl-Mabry, 2005; Houston, 2008). Others discovered that Accelerated Reader doesn't boast the results that it claims to (Everhart, 2005). Research also has thoroughly determined that there needs to be more work within the library setting to promote diversity of collection (Williams & Deyoe, 2014; Overall, 2009; Crisp et al., 2016). Collections need to be developed to include titles with which students from all backgrounds can identify. When collections are diverse, students are more likely to become motivated readers. Creating diversity in collection comes from collection development methods. Research has concluded that collection management has expanded beyond the typical weeding. Teacher librarians must now take on a 21st century collection development role by incorporating an understanding of the needs of classroom teachers as well as the role of digital resources (Collins & Doll, 2012; Newsum, 2016). It has been made very obvious that the teacher librarian can play an integral role in administering the Accelerated Reader program and creating a diverse and comprehensive library collection. What all of these studies have ignored, however, is the role

Accelerated Reader may have on creating unrecognized purchasing restraints for teacher librarians working in districts that utilize the program.

CHAPTER 3

METHODOLOGY

Prior research summarized in the literature review identified the possible problems with creating a diverse and current collection of books in schools that utilize the Accelerated Reader program. The purpose of this quantitative study is to determine whether there is a discrepancy between the percentage of books with diversity when comparing all Young Adult Library Service Association (YALSA)'s Best Fiction for Young Adults lists from 2019 to 2022 to the subset of YALSA titles from 2019-2022 that also have Accelerated Reader (AR) tests, using the diversity definition from We Need Diverse Books (2022) by answering the following questions :

1. What percentage of YALSA 2019-2022 Best Fiction for Young Adults books are considered diverse?
2. How many of the YALSA 2019-2022 Best Fiction for Young Adults books have Accelerated Reader tests, and of those, what percentage are diverse?
3. What areas of diversity, if any, seem to be lacking on the Accelerated Reader lists based on the We Need Diverse Books definition of diversity?

Research Design

In order to analyze the impact of Accelerated Reader programs in creating a current and diverse collection in school libraries, I used a quantitative content analysis research design. Spurgin and Wildemuth (2009) have established content analysis as a research method used for “the systematic, objective, quantitative analysis of message characteristics” (p. 297). The content analysis research method fits this quantitative study

because the method focuses on an analysis of recorded information (p. 297) with a specific research question. The ultimate goal of this study was to analyze lists of books to discover a specific number of titles after choosing a sample unit, recording units, and analyzing via a coding scheme (p. 305).

Sample of Books

This study contains an analysis of 314 books from the YALSA Best Fiction for Young Adults lists from 2019 to 2022. This list was chosen because the YALSA mission statement is to provide “diverse and inclusive teen services” (YALSA, 2022). This mission statement matches the definition of diversity as provided by We Need Diverse Books (We Need Diverse Books, 2022), and as a result were selected as the data point. The range of years was selected as four years provided a wide enough range of titles considered current in order to evaluate the question of the quantitative study about currency and diversity in the Accelerated Reader program. There are 314 YALSA best fiction books from 2019-2022 to evaluate as part of this quantitative study. These titles can be found listed by year in Appendix A.

Procedures

Data Collection

To begin data collection, I determined the number and percent of recent YALSA books that contained diversity. I created a list of the 314 YALSA Best Books for Young Adults titles from 2019-2022 on a spreadsheet (see Appendix A). Second, I read two professional reviews in *Kirkus Reviews* and *School Library Journal* for each title that had both available in order to determine which of the titles met the We Need Diverse Books

(2022) definition of diversity. I used the review in a single source for approximately 28 of the titles that only had a review in one of the sources. If at least one of the two reviews mentioned diversity, then the book was included with the diverse books list. Next, I determined the number and percent of YALSA books that contained diversity that also had AR tests to see whether there was a discrepancy in diversity between this subset and all 314 recent YALSA books. I checked each YALSA title using Accelerated Reader Book Find to determine if the title had an AR test. From this point, data was analyzed to determine what percentage of all 314 YALSA 2019-2022 Best Fiction for Young Adults books have Accelerated Reader tests, and of those YALSA books with AR tests, what percentage are diverse? Last, I analyzed the book lists to determine whether specific areas of diversity as defined by We Need Diverse Books were lacking on Accelerated Reader lists.

Data Analysis

The data collected during the research was analyzed using Spurgin and Wildemuth's (2009) content analysis as well as Wildemuth's frequencies as both working in tandem proved to provide the best quantitative analysis of characteristics which is the largest component of this study (p. 297).

The resulting data was then included in a chart to demonstrate how many titles were diverse, comparing the percentage of diversity in all YALSA titles to the percentage of diversity of titles with Accelerated Reader tests (Wildemuth, 2009, p. 351) to see if the two are proportional.

I created a coding scheme to determine what types of diversity were displayed to determine if there was a discrepancy between all current YALSA books and the subset of those that also had AR tests. Books could be coded multiple times if they exemplified multiple types of diversity. For example, *Kirkus and School Library Journal* both found *The Apocalypse of Elena Mendoza* by Shaun David Hutchinson to be diverse as the reviews stated the main character was bisexual. As a result, the book was then coded as a novel with LGBTQIA+ themes.

Assumptions

The assumption also exists that libraries who use the Accelerated Reader program focus their purchasing practices on fulfilling the demands of the program instead of specifically building a diverse and current collection.

CHAPTER 4

FINDINGS

The purpose of this study is to determine whether there is a discrepancy between the percentage of books with diversity when comparing all Young Adult Library Service Association (YALSA)'s Best Fiction for Young Adults lists from 2019 to 2022 to the subset of YALSA titles from 2019-2022 that also have Accelerated Reader (AR) tests, using the diversity definition from *We Need Diverse Books* (2022). Findings were organized using the three research questions.

Research Question 1

Data Shows That 86% of Recent YALSA Titles Demonstrate Diversity

Research question one asked what percentage of YALSA Best Fiction for Young Adults books from the years 2019 to 2022 were considered diverse. In response to this question, data was provided from the content analysis of the books on these lists by comparing the titles to two review sources. Table 1 shows the analysis of diversity frequencies that was found as a result of this quantitative study.

Table 1

Diversity of YALSA Best Fiction for Young Adults Lists 2019-2022

Number of YALSA Books Examined	Number of Books with Diversity	Percent of Books Examined Found to Have Diversity
314	270	86

- 314 books were examined over the course of 4 lists which equated to four years

- Of those 314 books, 270 of them were found to contain diversity based on reading reviews from *School Library Journal* and *Kirkus Reviews* which determined that 86% of the titles on this list contained diversity in some form.

Some of the books that both review sources found to be diverse often contained key words in their reviews such as “racially diverse,” “gay,” or “LatinX.” By including these phrases as part of the reviews, the books were then coded as containing diversity.

Examples of titles that contained these phrases in their reviews are *Love in English* by Maria E. Andreu, *Truly Devious* by Maureen Johnson, and *Kate in Waiting* by Becky Albertalli.

Research Question 2

Data Shows 85% of YALSA Titles with AR Tests Demonstrate Diversity

Research question two asked what percentage of the YALSA 2019-2022 Best Fiction for Young Adults titles had tests, and of those with tests, what percentage was diverse. In response to this question data showed that 85% of the YALSA titles with AR tests demonstrated diversity. Table 2 shows the analysis of the 255 YALSA books that have AR tests and the number and percent that also have diversity.

Table 2

Diversity of YALSA 2019-2022 Best Fiction for Young Adults Books That Have Accelerated Reader Tests

Number of YALSA Books Examined with AR Tests	Number of YALSA Books with AR Tests also with Diversity	Percent of Books Examined Found to Have Diversity
255	218	85

- Of the 314 books on the list for analysis, 255 were found to have Accelerated Reader tests which equated to 81% of all recent YALSA books..
- Of the 255 books with an Accelerated Reader test, 218 books were found to have one or more types of diversity included. This results in 85% of YALSA books having an AR test that also have diversity.

When looking at the recent YALSA titles without AR tests, Table 3 shows that of the 59 books without AR tests, diversity had a proportional representation, with 88% of the titles without AR tests demonstrating diversity as compared to 85% of titles with AR tests demonstrating diversity.

Table 3

Diversity in Books Without an Accelerated Reader Test

Number of Books WITHOUT an AR Test	Number of Books WITHOUT an AR Test With Diversity	Percent of Books
59	52	88

- Of the 59 titles without an Accelerated Reader test, 52 books had diversity included. This equates to 88% of books without an AR test being diverse.

Research Question 3

YALSA books with AR tests Have Similar Diversity Types As All Recent YALSA Books

Research question three asked what areas of diversity, if any, seemed to be lacking on the Accelerated Reader lists, as compared to all recent YALSA titles, based on the We Need Diverse Books definition of diversity. In response to this question, the research showed that the diversity represented in YALSA titles are mostly proportional to the subset of titles with Accelerated Reader tests, noting the AR tests have slightly fewer LGBTQ titles. Table 4 shows the difference in types of diversity between all recent YALSA titles and the YALSA titles with AR tests. There were 270 recent YALSA books that were considered diverse when reading reviews. There were 218 recent YALSA books that also have AR tests and were considered diverse. Table 4 shows how the six categories of diversity were represented in the titles of all YALSA books and for the subset of YALSA books with AR tests.

Table 4

Diversity Representation in All YALSA Titles and Accelerated Reader Titles

Type of Diversity	Percentages of YALSA Titles by Diversity Category	Percentages of YALSA AR Titles by Diversity Category
People of Color	35.3%	38.5%
Cultural/Ethnic Minorities	25.7%	25.2%
LGBTQIA+/Gender Diversity	25.7%	22.8%
People with Disabilities	5.1%	5.2%
Religious Minorities	5.1%	5.2%
Native	2.9%	3.1%

When looking at all recent YALSA titles, 35.3% of titles were found to contain People of Color as a form of diversity, as compared to 38.5% of the subset of YALSA titles that also have AR tests. The second highest type of diversity was Cultural/Ethnic Diversity with 25.7% of all recent YALSA titles, as compared to 25.2% of YALSA titles with AR tests. Next, LGBTQIA+ was 25.7% of all YALSA titles as compared to 22.8% of YALSA titles with AR tests. People with disabilities were represented in YALSA titles 5.1% of the time, as compared to 5.2% with AR tests. Next, religious minorities were 5.1% of all YALSA titles as compared to 5.2% of YALSA titles with AR tests. Lastly, natives were represented in 2.9% of recent YALSA titles and in 3.1% of YALSA titles with AR tests.

Books containing People of Color had phrases such as “racially diverse,” “black,” or “colorism” included in their reviews. In the reviews for *Fat Chance, Charlie Vega* by Crystal Maldonado both Kirkus and School Library Journal defined a secondary character as black. Reviews for the book *Kneel* by Candace Buford also identified black characters by using the phrases “Black high school football players” and “Black high school football captains.”

When looking at reviews for books containing cultural and ethnic diversity, reviews were found to utilize phrases such as “LatinX” as well as “ethnicity” and “cultural.” Kirkus described *Picture us in the Light* by Kelly Loy Gilbert as being “diverse in terms of socio-economic status, ethnicity, and religious faith” while School Library Journal described *We are the Ashes, We are the Fire* by Joy McCollough as having “a strong Latinx family”.

LGBTQIA+ titles containing diversity had reviews utilizing phrases such as “bisexual,” “gay,” and “lesbian.” There were 105 books found to contain versions of these phrases and *Leah on the Offbeat* by Becky Albertalli and *Tweet Cute* by Emma Lorde are two examples. Books with disabilities or religious minorities had reviews that were found to contain phrases such as “religious minorities,” “Jewish,” “Muslim,” or listed specific types of disabilities such as tourettes or MS, such as *Last Bus to Everland* by Sophie Cameron. Books with native diversity were often found to describe specific tribe names in their reviews such as School Library Journal did when describing Daunis as part Ojibwe in their review of *Firekeeper’s Daughter* by Angeline Boulley.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to compare current Accelerated Reader YA book lists to YALSA's Best Fiction for Young Adults lists from 2019 to 2022 to examine the number of current YALSA Best Fiction for Young Adults titles included on the AR list and determine whether there is a discrepancy between the percent of YALSA books overall and the percent of YALSA AR books that meet the diversity definition (We Need Diverse Books, 2022). Data was collected by looking at 314 titles from the 2019-2022 YALSA Best of the Best List and then comparing two review sources to determine diversity within each title after which each book was also analyzed to determine if an Accelerated Reader test existed. Data analysis showed three overarching understandings of the diversity of books within the Accelerated Reader framework: (1) a large percentage (86%) of all recent YALSA titles demonstrated diversity; (2) 85% of the YALSA titles with AR tests demonstrated diversity; and (3) YALSA books with AR tests have similar diversity types as all recent YALSA books, with slightly fewer LGBTQIA+ books that have AR Tests (22.8% compares to 25.7% of all YALSA titles). Conversely the AR titles had slightly more books with People of Color (38.5% rather than 35.3% of all YALSA titles were found to contain People of Color as a form of diversity).

Conclusions

Research question 1 asked what percentage of YALSA 2019-2022 Best Fiction for Young Adults books were considered diverse. A majority, 86%, of all titles analyzed were found to contain some form of diversity as defined by We Need Diverse Books (2022).

This percentage was much higher than what was originally anticipated by the researcher when beginning this project. Numbers were specifically much higher than Williams and Deyoe (2014) found in their analysis of 5,002 schools purchasing books from their diversity lists. This data shows that Teacher Librarians looking to diversify their collection could utilize the YALSA Best Fiction lists and be confident that a large majority of titles they are purchasing to be diverse.

Research question 2 asked, how many of the YALSA 2019-2022 Best Fiction for Young Adults books have Accelerated Reader tests and of those, what percentage are diverse? It is interesting to note that while 81% of books analyzed did have an Accelerated Reader test, 218 (85%) of these 255 books actually contained both diversity and an Accelerated Reader test.

It is also important to note that the second half of research question 2 focused on what percentages of titles without Accelerated Reader tests contained diversity. The research found that of the 59 books without AR tests, 52 of them (88%) were books considered diverse while only 12% (7 books) were not. The conclusion from this information that can be drawn is that current YALSA books that have Accelerated Reader tests are nearly as diverse (85%) as all current YALSA books (86%) and slightly less diversity than YALSA books without AR tests (88%). This researcher concludes that this may also create an issue when the Teacher Librarian tries to purchase books as it may be more difficult for them to create a diverse and current collection, which is one of the jobs of the Teacher Librarian role (Williams & Deyoe, 2014; Overall, 2009; Crisp et al., 2016).

The third research question analyzed what areas of diversity might be lacking from the Accelerated Reader lists. This was broken down into two forms of analysis: (1) looking at the percentage of six diversity categories in books that have diversity and Accelerated Reader Tests and (2) all titles from the four years (2019-2022) YALSA Best Books for Young Adults lists found to have diversity. This research found that when comparing the two lists of titles, the breakdown of diversity was much the same, starting with people of color as the most diverse and books containing native diversity as the smallest. Notably there were slightly fewer LGBTQ books that have AR Tests (22.8% compared to 25.7% of all YALSA titles). Conversely the AR titles had slightly more books with People of Color (38.5% rather than 35.3% of all YALSA titles were found to contain People of Color as a form of diversity).

This demonstrates that while Accelerated Reader may not be focusing on creating tests with diversity per research question 2, they are writing tests with diversity that is similar to a list that has already been determined to be diverse. This research shows that teacher librarians who are building a collection that utilize the Accelerated Reader program should give special attention to titles with LGBTQ themes to be sure the small difference is not significant. However TLs will mostly have a collection that does not unfairly favor or discriminate against any one type of diversity.

Recommendations for Practice

- Accelerated Reader does a good job representing diversity in similar proportions to that of the YALSA Best Fiction for Young Adults lists and as such they should

not interfere with diversity goals when purchasing titles for a building/district that uses an Accelerated Reader program.

- YALSA Best Fiction for Young Adults lists tend to be very good at including diversity and would make a great resource for libraries to use to make selections for growing their collections.

Recommendation for Future Research

Analyzing this data revealed some areas in which future research on this topic could be directed. For starters, it could be very beneficial to spend time examining the dates for which books are released in relation to the books that do or do not have tests. It would be a valuable statistic when looking at the 59 books without an Accelerated Reader test to determine if how long a book has been available has an impact on how quickly a test is available for students to take via the Accelerated Reader platform. Secondly, as this research studied diversity, future research could examine the types of diversity that were in the books that were not included as Accelerated Reader tests. It would be a good examination of the types of diversity that were not included to see if there were any trends or gaps. A case study on this topic could also yield interesting results and data points. It might be good to spend time looking at one individual school that utilizes the Accelerated Reader program and analyze all books purchased in a similar breakdown as this study to see if numbers of an actual collection in existence correlated to the results of this study or in a “real world” setting were different and more reminiscent of other previously derived results.

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APPENDIX A

LIST YALSA TITLES BY YEAR, 2019-2022, NOTING DIVERSITY

Key for Diversity Abbreviations	
LG	LGBTQIA+/Gender Diversity
NA	Native
POC	People of Color
PD	People with Disabilities
CE	Cultural/Ethnic Minorities
RM	Religious Minorities

Title	Author	YALSA Best Fiction for YA Year	Diversity according to Kirkus	Diversity according to SLJ	Diverse	Accelerated Reader Test	Types of Diversity
A Conspiracy of Stars	Cole, Olivia A	2019	Yes	No	Yes	Yes	POC
A Heart in a Body in the World	Caletti, Deb	2019	No	No	No	Yes	
A Lite too Bright	Miller, Samuel	2019	No	No	No	Yes	
A Skinful of Shadows	Hardinge, Frances	2019	No	No	No	Yes	
A Thousand Beginnings and Endings	Oh, Ellen and Chapman, Elsie (editors)	2019	Yes	Yes	Yes	Yes	CE
Ace of Shades	Foody, Amanda	2019	Yes	No	Yes	Yes	POC
After the Fire	Hill, Will	2019	Yes	Yes	Yes	Yes	RM
All Out: The No-Longer Secret	Mitchell, Sandra	2019	Yes	Yes	Yes	No	LG

Stores of Queer Teens Throughout the Ages							
American Road Trip	Flores-Scott, Patrick	2019	Yes	Yes	Yes	Yes	POC, CE
Between the Lines	Grimes, Nikki	2019	Yes	No	Yes	Yes	POC
Blanca and Roja	McLemore, Anna-Marie	2019	Yes	Yes	Yes	Yes	LG, CE
Blood Water Paint	McCullough, Joy	2019	No	No	No	Yes	
Broken Things	Oliver, Lauren	2019	Yes	No	Yes	Yes	LG
Buried Beneath the Baobab Tree	Nwaubani, Adaobi Tricia	2019	Yes	Yes	Yes	Yes	CE
Children of Blood and Bone	Adeyemi, Tomi	2019	Yes	Yes	Yes	Yes	POC, CE
City of Ghosts	Schwab, Victoria	2019	Yes	No	Yes	Yes	POC
Darius the Great is Not Okay	Khorram, Adib	2019	Yes	Yes	Yes	Yes	CE
Dear Rachel Maddow	Kisner, Adrienne	2019	No	Yes	Yes	Yes	PD
Dread Nation	Ireland, Justina	2019	Yes	Yes	Yes	Yes	NA, POC
Dry	Shusterman, Neal and Jarrod	2019	No	No	No	Yes	
Everything Else in the Universe	Holczer, Tracy	2019	Yes	No	Yes	Yes	POC, PD
Fatal Throne: The Wives of Henry VIII Tell All	Fleming, Candace (et all)	2019	No	No	No	Yes	
Foolish Hearts	Mills, Emma	2019	Yes	Yes	Yes	Yes	LG, POC
Forest of a Thousand Lanterns	Dao, Julie C	2019	Yes	Yes	Yes	Yes	CE

Frankie	Plozza, Shivaun	2019	Yes	No	Yes	No	CE
Girl Made of Stars	Blake, Ashley Herring	2019	Yes	Yes	Yes	Yes	LG
Harbor Me	Woodson, Jacqueline	2019	Yes	Yes	Yes	Yes	POC
In Her Skin	Savage, Kim	2019	No	No	No	Yes	
Isle of Blood and Stone	Lucier, Makiaa	2019	No	No	No	Yes	
Ivy Aberdeen's Letter to the World	Blake, Ashley Herring	2019	Yes	Yes	Yes	Yes	LG
Leah on the Offbeat	Albertalli, Becky	2019	Yes	Yes	Yes	Yes	LG, POC
Learning to Breathe	Mather, Janice Lynn	2019	Yes	Yes	Yes	Yes	POC
Lifel1k3	Kristoff, Jay	2019	No	No	No	Yes	
Mirage	Daud, Somaiya	2019	Yes	Yes	Yes	Yes	CE
Monday's Not Coming	Jackson, Tiffany D	2019	Yes	Yes	Yes	Yes	POC
My Plain Jane	Hand, Cynthia, Brodi Ashton, and Jodi Meadows	2019	No	No	No	Yes	
Neanderthal Opens the Door to the Universe	Norton, Preston	2019	Yes	No	Yes	Yes	POC
Odd One Out	Stone, Nic	2019	Yes	Yes	Yes	Yes	LG, CE
Orphan Monster Spy	Killeen, Matt	2019	No	No	No	Yes	
Picture Us in the Light	Gilbert, Kelly Loy	2019	Yes	Yes	Yes	Yes	LG, POC, CE
Pride	Zoboi, Ibi	2019	Yes	Yes	Yes	Yes	POC, CE
Sadie	Summers, Courtney	2019	Yes	Yes	Yes	Yes	PD

Sawkill Girls	Legrand, Claire	2019	Yes	Yes	Yes	Yes	LG, POC
Sky in the Deep	Young, Adrienne	2019	No	No	No	Yes	
Summer of Salt	Leno, Katrina	2019	Yes	Yes	Yes	Yes	LG
The Agony of Bun O'Keefe	Smith, Heather	2019	Yes	No	Yes	No	LG, POC
The Apocalypse of Elena Mendoza	Hutchinson, Shaun David	2019	Yes	Yes	Yes	Yes	LG
The Assassin's Guide to Love and Treason	Boecker, Virginia	2019	Yes	Yes	Yes	Yes	LG
The Belles	Clayton, Dhonielle	2019	Yes	No	Yes	Yes	POC
The Cheerleaders	Thomas, Kara	2019	Yes	No	Yes	Yes	POC
The Cruel Prince	Black, Holly	2019	No	No	No	Yes	
The Dark Descent of Elizabeth Frankenstein	White, Kiersten	2019	No	No	No	No	
The Disturbed Girl's Dictionary	Ramos, Nonieqa	2019	No	No	No	No	
The Hazel Wood	Albert, Melissa	2019	Yes	No	Yes	Yes	POC
The House of One Thousand Eyes	Barker, Michelle	2019	Yes	Yes	Yes	Yes	PD
The Lady's Guide to Petticoats and Piracy	Lee, Mackenzi	2019	Yes	Yes	Yes	Yes	LG
The Poet X	Acevedo, Elizabeth	2019	Yes	Yes	Yes	Yes	CE
The Stars Beneath Our Feet	Moore, David Barclay	2019	Yes	Yes	Yes	Yes	LG, PD, CE
The Strange Fascinations of Noah Hypnotik	Arnold, David	2019	Yes	No	Yes	Yes	LG, CE
The War Outside	Hesse, Monica	2019	Yes	Yes	Yes	Yes	CE

Troublemakers	Barter, Catherine	2019	Yes	No	Yes	Yes	CE
Truly Devious	Johnson, Maureen	2019	Yes	Yes	Yes	Yes	LG, POC, PD, CE, RM
We Regret to Inform You	Kaplan, Ariel	2019	Yes	No	Yes	Yes	CE
We'll Fly Away	Bliss, Bryan	2019	No	No	No	Yes	
What if It's Us	Albertalli, Becky & Silvera, Adam	2019	Yes	Yes	Yes	Yes	LG, POC, PD, CE
What the Night Sings	Stamper, Vesper	2019	Yes	Yes	Yes	Yes	RM
When Light Left Us	Thomas, Leah	2019	Yes	Yes	Yes	Yes	PD, CE
When my Heart Joins the Thousand	Steiger, A.J	2019	Yes	Yes	Yes	Yes	PD
Wild Bird	Van Draanen, Wendelin	2019	Yes	No	Yes	Yes	NA
A Curse So Dark and Lonely	Kemmerer, Brigid	2020	Yes	Yes	Yes	Yes	POC, PD
All Eyes on Us	Frick, Kit	2020	Yes	Yes	Yes	No	LG
All the Bad Apples	Fowley-Doyle, Moira	2020	Yes	Yes	Yes	No	LG, POC
Aurora Rising	Kaufman, Amie & Kristoff, Jay	2020	Yes	No	Yes	Yes	POC
Birthday	Russo, Meredith	2020	Yes	No	Yes	Yes	LG
Butterfly Yellow	Lai, Thanhha	2020	Yes	Yes	Yes	Yes	CE
Call It What You Want	Kemmerer, Brigid	2020	Yes	No	Yes	Yes	LG, POC
Color Me In	Diaz, Natasha	2020	Yes	Yes	Yes	No	POC, RM

Dig	King, A.S.	2020	Yes	No	Yes	Yes	LG, POC
Echo North	Meyer, Joanna Ruth	2020	No	No	No	Yes	
Forward Me Back to You	Perkins, Mitali	2020	Yes	Yes	Yes	Yes	POC
Full Disclosure	Garrett, Camryn	2020	Yes	Yes	Yes	No	LG, POC, PD
Genesis Begins Again	Williams, Alicia D.	2020	Yes	Yes	Yes	Yes	POC
Girls on the Verge	Waller, Sharon Biggs	2020	No	No	No	No	
Her Royal Highness	Hawkins, Rachel	2020	Yes	Yes	Yes	Yes	LG
Heroine	McGinnis, Mindy	2020	No	No	No	Yes	
How Not to Ask a Boy to Prom	Goslee, S.J.	2020	Yes	Yes	Yes	No	LG
How to be Remy Cameron	Winters, Julian	2020	Yes	Yes	Yes	No	LG
How to Make Friends with the Dark	Glasgow, Kathleen	2020	Yes	No	Yes	Yes	POC, CE
I Love you So Mochi	Kuhn, Sarah	2020	Yes	Yes	Yes	Yes	POC, CE
I Wish You All the Best	Deaver, Mason	2020	Yes	Yes	Yes	Yes	LG, RM
Internment	Ahmed, Samira	2020	Yes	Yes	Yes	Yes	RM
It's a Whole Spiel: Love, Latkes, and Other Jewish Stories	Locke, Katherine & Silverman, Laura (editors)	2020	Yes	Yes	Yes	No	LG, CE, RM
Last Bus to Everland	Cameron, Sophie	2020	Yes	No	Yes	No	PD

Like a Love Story	Nazemian, Abdi	2020	Yes	Yes	Yes	Yes	LG, CE
Love from A to Z	Ali, S.K.	2020	Yes	Yes	Yes	Yes	RM
Lovely War	Berry, Julie	2020	Yes	Yes	Yes	Yes	POC
Michigan vs. the Boys	Allen, Carrie S.	2020	No	No	No	Yes	
On the Come Up	Thomas, Angie	2020	Yes	Yes	Yes	Yes	POC
Patron Saints of Nothing	Ribay, Randy	2020	Yes	Yes	Yes	Yes	CE
Pet	Emezi, Akwaeke	2020	Yes	No	Yes	Yes	LG
Rayne & Delilah's Midnite Matinee	Zentner, Jeff	2020	No	No	No	Yes	
Ship of Smoke and Steel	Wexler, Django	2020	Yes	No	Yes	No	LG, CE
Sick Kids in Love	Moskowitz, Hannah	2020	Yes	Yes	Yes	Yes	PD, RM
SLAY	Morris, Brittney	2020	Yes	Yes	Yes	Yes	POC
Someday We Will Fly	DeWoskin, Rachel	2020	Yes	No	Yes	Yes	RM
Sorcery of Thorns	Rogerson, Margaret	2020	Yes	No	Yes	Yes	LG, POC
Sorry for Your Loss	Foley, Jessie Ann	2020	Yes	No	Yes	Yes	LG
Spin	Giles, Lamar	2020	Yes	Yes	Yes	Yes	POC, CE
Start Here	Doller, Trish	2020	Yes	No	Yes	No	LG
Stepsister	Donnelly, Jennifer	2020	Yes	No	Yes	Yes	POC
Stronger, Faster, and More Beautiful	Dayton, Arwen Elys	2020	No	No	No	Yes	
The Art of Breaking Things	Sibson, Laura	2020	No	No	No	No	

The Bone Houses	Lloyd-Jones, Emily	2020	No	No	No	Yes	
The Disasters	England, M.K.	2020	Yes	No	Yes	Yes	LG, POC, CE, RM
The Downstairs Girl	Lee, Stacey	2020	Yes	Yes	Yes	Yes	CE
The Field Guide to the North American Teenager	Philippe, Ben	2020	Yes	Yes	Yes	No	CE
The Fountains of Silence	Sepetys, Ruta	2020	No	No	No	Yes	
The Good Luck Girls	Davis, Charlotte Nicole	2020	Yes	Yes	Yes	No	POC
The Infinite Noise	Shippen, Lauren	2020	Yes	No	Yes	No	LG
The Kingdom	Rothenberg, Jess	2020	Yes	No	Yes	Yes	POC, CE
The Light at the Bottom of the World	Shah, London	2020	Yes	Yes	Yes	Yes	CE
The Lying Woods	Elston, Ashley	2020	No	No	No	Yes	
The Merciful Crow	Owen, Margaret	2020	Yes	Yes	Yes	Yes	LG, POC
The Music of What Happens	Koingsberg, Bill	2020	Yes	Yes	Yes	Yes	LG, POC
The Never Tilting World	Chupeco, Rin	2020	Yes	No	Yes	Yes	LG, CE
The Revolution of Birdie Randolph	Colbert, Brandy	2020	Yes	Yes	Yes	Yes	LG, POC
The Stars and the Blackness Between Them	Petrus, Junauda	2020	Yes	Yes	Yes	Yes	POC, CE
The Weight of Our Sky	Alkaf, Hanna	2020	Yes	Yes	Yes	Yes	CE

There Will Come a Darkness	Pool, Katy Rose	2020	Yes	Yes	Yes	Yes	LG, POC, CE
Thirteen Doorways, Wolves Behind Them All	Ruby, Laura	2020	Yes	No	Yes	Yes	POC
This Time Will Be Different	Sugiura, Misa	2020	Yes	Yes	Yes	Yes	POC, CE
Voices: The Final Hours of Joan of Arc	Elliott, David	2020	No	No	No	Yes	
War Girls	Onyebuchi, Tochi	2020	Yes	Yes	Yes	Yes	POC, CE
We Are Lost and Found	Dunbar, Helene	2020	Yes	Yes	Yes	No	LG
We Set the Dark on Fire	Mejia, Tehlor Kay	2020	Yes	Yes	Yes	Yes	LG
When the Ground is Hard	Nunn, Malla	2020	Yes	Yes	Yes	Yes	POC, PD
Where I End and You Begin	Norton, Preston	2020	No	No	No	Yes	
With the Fire on High	Acevedo, Elizabeth	2020	Yes	Yes	Yes	Yes	LG, POC, CE
Within These Lines	Morrill, Stephanie	2020	No	Yes	Yes	Yes	CE
You Asked for Perfect	Silverman, Laura	2020	Yes	Yes	Yes	No	LG, CE, RM
A Phoenix First Must Burn: Sixteen Stories of Black Girl Magic, Resistance, and Hope	Caldwell, Patrice	2021	Yes	Yes	Yes	Yes	PC
A Song of Wraiths and Ruin	Brown, Roseanne A.	2021	Yes	No	Yes	Yes	CE

Agnes at the End of the World	McWilliams, Kelly	2021	No	No	No	Yes	
All These Monsters	Tintera, Amy	2021	Yes	No	Yes	Yes	POC
All-American Muslim Girl	Courtney, Nadine Jolie	2021	Yes	Yes	Yes	Yes	RM
Ashlords	Reintgen, Scott	2021	No	No	No	Yes	
Be Not Far From Me	McGinnis, Mindy	2021	No	No	No	Yes	
Before the Ever After	Woodson, Jacqueline	2021	Yes	No	Yes	Yes	POC
Black Girl Unlimited: The Remarkable Story of a Teenage Wizard	Brown, Echo	2021	Yes	Yes	Yes	Yes	POC
Blood Moon	Cuthew, Lucy	2021	No	No	No	No	
Break the Fall	Iacopelli, Jennifer	2021	Yes	No	Yes	Yes	POC
Burn Our Bodies Down	Power, Rory	2021	No	No	No	Yes	
Call Down the Hawk	Stiefvater, Maggie	2021	No	No	No	Yes	
Cemetery Boys	Thomas, Aiden	2021	Yes	Yes	Yes	Yes	LC, CE
Charming as a Verb	Philippe, Ben	2021	Yes	Yes	Yes	Yes	POC, CE
Clap When You Land	Acevedo, Elizabeth	2021	Yes	Yes	Yes	Yes	POC, CE
Darius the Great Deserves Better	Khorram, Adib	2021	Yes	Yes	Yes	Yes	LG, CE
Dear Haiti, Love Alaine	Moulite, Maika & Maritza	2021	Yes	Yes	Yes	Yes	POC, CE
Dear Justyce	Stone, Nic	2021	Yes	Yes	Yes	Yes	POC
Deeplight	Hardinge, Frances	2021	Yes	No	Yes	Yes	PD
Don't Read the Comments	Smith, Eric	2021	Yes	Yes	Yes	No	CE

Early Departures	Reynolds, Justin A.	2021	Yes	Yes	Yes	Yes	POC, CE
Elatsoe	Badger, Darcie Little	2021	Yes	Yes	Yes	Yes	NA
Fable	Young, Adrienne	2021	Yes	No	Yes	Yes	POC
Felix Ever After	Callender, Kacen	2021	Yes	Yes	Yes	Yes	LG, POC
Furia	Mendez, Yamile Saied	2021	Yes	Yes	Yes	Yes	POC, CE
Ghost Wood Song	Waters, Erica	2021	Yes	Yes	Yes	No	LG, CE
Girl, Serpent, Thorn	Cashardoust, Melissa	2021	Yes	No	Yes	Yes	CE
Girl, Unframed	Caletti, Deb	2021	No	No	No	Yes	
Girls Save the World in This One	Parsons, Ash	2021	Yes	Yes	Yes	No	POC
Golden Arm	Deuker, Carl	2021	Yes	Yes	Yes	Yes	PD
Grown	Jackson, Tiffany D	2021	Yes	Yes	Yes	Yes	POC
He Must Like You	Younge-Ullman, Danielle	2021	Yes	No	Yes	No	POC
Here the Whole Time	Martins, Vitor	2021	Yes	Yes	Yes	No	LG, POC, CE
Horrid	Leno, Katrina	2021	Yes	No	Yes	Yes	POC
I'll Be the One	Lee, Lyla	2021	Yes	Yes	Yes	Yes	LG, CE
Kent State	Wiles, Deborah	2021	Yes	Yes	Yes	Yes	POC
King and the Dragonflies	Callender, Kacen	2021	Yes	Yes	Yes	Yes	LG, POC
Kingdom of Souls	Barron, Rena	2021	Yes	No	Yes	Yes	POC
Legendborn	Deonn, Tracy	2021	Yes	Yes	Yes	Yes	POC
Light It Up	Magoon, Kekla	2021	Yes	Yes	Yes	Yes	POC

Lobizona	Garber, Romina	2021	Yes	Yes	Yes	Yes	POC, CE
Mad, Bad & Dangerous to Know	Ahmed, Samira	2021	Yes	Yes	Yes	No	POC, CE
Miss Meteor	Mejia, Tehlor Kay & McLemore, Anna-Marie	2021	Yes	Yes	Yes	Yes	LG, POC
More Than Just a Pretty Face	Masood, Syed M.	2021	Yes	Yes	Yes	Yes	CE, RM
My Calamity Jane (The Lady Janies, vol. 3)	Hand, Cynthia, Brodi Ashton, and Jodi Meadows	2021	Yes	Yes	Yes	Yes	LG, Native
Poisoned	Donnelly, Jennifer	2021	No	No	No	Yes	
Punching the Air	Zoboi, Ibi & Salaam, Yusef	2021	Yes	Yes	Yes	Yes	POC, RM
Raybearer	Ifueko, Jordan	2021	Yes	Yes	Yes	Yes	POC, CE
Sanctuary	Mendoza, Paola & Sher, Abby	2021	Yes	Yes	Yes	Yes	POC
Super Fake Love Song	Yoon, David	2021	Yes	Yes	Yes	Yes	POC
The Black Flamingo	Atta, Dean	2021	Yes	Yes	Yes	Yes	LG, POC
The Black Kids	Reed, Christina Hammonds	2021	Yes	Yes	Yes	Yes	POC
The Cousins	McManus, Karen M.	2021	Yes	No	Yes	Yes	POC
The Enigma Game	Wein, Elizabeth	2021	Yes	Yes	Yes	Yes	POC
The Faithless Hawk	Owen, Margaret	2021	No	Yes	Yes	Yes	LG, POC
The Falling in Love Montage	Smyth, Ciara	2021	Yes	Yes	Yes	No	LG

The Henna Wars	Jaigirdar, Adiba	2021	Yes	Yes	Yes	Yes	LG, CE, RM
The How and the Why	Hand, Cynthia	2021	Yes	Yes	Yes	Yes	POC
The Inheritance Games	Barnes, Jennifer Lynn	2021	Yes	Yes	Yes	Yes	POC
The Last True Poets of the Sea	Drake, Julia	2021	Yes	Yes	Yes	Yes	LG, CE
The Left-Handed Booksellers of London	Nix, Garth	2021	Yes	Yes	Yes	Yes	LG, POC
The Life and (Medieval) Times of Kit Sweetly	Pacton, Jamie	2021	Yes	Yes	Yes	No	LG, POC, CE
The Loop	Oliver, Ben	2021	Yes	No	Yes	Yes	POC
The Love Curse of Melody McIntyre	Talley, Robin	2021	Yes	Yes	Yes	No	LG, POC
The New David Espinoza	Aceves, Fred	2021	Yes	Yes	Yes	Yes	POC, CE
The Snow Fell Three Graves Deep: Voices from the Donner Party	Wolf, Allan	2021	Yes	Yes	Yes	Yes	NA
The Voting Booth	Colbert, Brandy	2021	Yes	Yes	Yes	Yes	POC
The Year of the Witching	Henderson, Alexis	2021	No	No	No	No	
These Violent Delights	Gong, Chloe	2021	Yes	Yes	Yes	Yes	LG, CE
They Went Left	Hesse, Monica	2021	Yes	No	Yes	Yes	RM
This is My America	Johnson, Kim	2021	Yes	No	Yes	Yes	POC
Three Things I Know Are True	Culley, Betty	2021	Yes	No	Yes	Yes	POC
Tigers, Not Daughters	Mabry, Samantha	2021	Yes	No	Yes	Yes	CE
Today Tonight Tomorrow	Solomon, Rachel Lynn	2021	Yes	Yes	Yes	Yes	POC

Tweet Cute	Lord, Emma	2021	Yes	No	Yes	Yes	LG, CE
Unscripted	Kronzer, Nicole	2021	Yes	Yes	Yes	No	LG
Watch Over Me	LaCour, Nina	2021	Yes	No	Yes	Yes	POC
We Are Not Free	Chee, Traci	2021	Yes	Yes	Yes	Yes	CE
We Are Not From Here	Sanchez, Jenny Torres	2021	Yes	Yes	Yes	Yes	CE
What I Carry	Longo, Jennifer	2021	Yes	Yes	Yes	Yes	POC
When You Were Everything	Woodfold, Ashley	2021	Yes	No	Yes	Yes	POC, CE
Yes No Maybe So	Albertalli, Becky & Saeed, Aisha	2021	Yes	Yes	Yes	Yes	CE, RM
You Know I'm No good	Foley, Jessie Ann	2021	Yes	No	Yes	No	NA
You Should See Me in a Crown	Johnson, Leah	2021	Yes	Yes	Yes	Yes	LG, POC
A Cuban Girl's Guide to Tea and Tomorrow	Namey, Laura Taylor	2022	Yes	Yes	Yes	Yes	POC, CE
A Sitting in St. James	Williams-Garcia , Rita	2022	Yes	Yes	Yes	No	POC
A Snake Falls to Earth	Badger, Darcie Little	2022	Yes	Yes	Yes	Yes	NA
Ace of Spades	Àbíké-Íyímídé, Faridah	2022	No	Yes	Yes	Yes	LG, POC
Amari and the Night Brothers	Alston, B. B.	2022	Yes	Yes	Yes	Yes	POC
American Betiya	Rajurkar, Anuradha D.	2022	Yes	Yes	Yes	Yes	POC
Beasts of Prey	Gray, Ayana	2022	Yes	No	Yes	Yes	POC, CE
Blackout	Clayton, Jackson, Stone,	2022	Yes	Yes	Yes	Yes	LG, POC

	Thomas, Woodfolk, Yoon						
Bluebird	Cameron, Sharon	2022	Yes	No	Yes	Yes	POC
Concrete Rose	Thomas, Angie	2022	Yes	Yes	Yes	Yes	POC
Curses	McBride, Lish	2022	Yes	No	Yes	Yes	LG
Don't Hate the Player	Nedd, Alexis	2022	Yes	Yes	Yes	No	CE
Donuts and Other Proclamations of Love	Reck, Jared	2022	Yes	Yes	Yes	Yes	LG
Dustborn	Bowman, Erin	2022	No	No	No	Yes	
Excuse Me While I Ugly Cry	Goffney, Joya	2022	Yes	Yes	Yes	Yes	POC
Fat Chance, Charlie Vega	Maldonado, Crystal	2022	Yes	Yes	Yes	Yes	LG, POC, CE
Fierce as the Wind	Redd, Tara Wilson	2022	Yes	Yes	Yes	No	LG, CE
Fifteen Hundred Miles From the Sun	Villa, Jonny Garza	2022	Yes	Yes	Yes	Yes	LG, CE
Firekeeper's Daughter	Boulley, Angeline	2022	Yes	Yes	Yes	Yes	NA
Gilded	Meyer, Marissa	2022	No	Yes	Yes	Yes	LG, POC
Hold Back the Tide	Salisbury, Melinda	2022	No	No	No	Yes	
Home is Not a Country	Elhillo, Sifa	2022	Yes	Yes	Yes	No	CE, RM
How Moon Fuentes Fell in Love with the Universe	Gilliland, Raquel Vasquez	2022	Yes	Yes	Yes	Yes	LG, POC, PD, CE
Hunting by Stars	Dimaline, Cherie	2022	Yes	Yes	Yes	Yes	NA
Hurricane Summer	Bromfield, Asha	2022	Yes	Yes	Yes	No	CE

In the Wild Light	Zentner, Jeff	2022	Yes	Yes	Yes	Yes	CE
Indestructible Object	McCoy, Mary	2022	Yes	No	Yes	No	LG, POC
Indivisible	Aleman, Daniel	2022	Yes	Yes	Yes	Yes	LG, POC, CE
Kate in Waiting	Albertalli, Becky	2022	Yes	Yes	Yes	Yes	LG, POC
Kneel	Buford, Candace	2022	Yes	Yes	Yes	Yes	POC
Last Night at the Telegraph Club	Lo, Malinda	2022	Yes	Yes	Yes	Yes	LG, CE
Like Other Girls	Lundin, Britta	2022	Yes	No	Yes	No	LG, POC, CE
List of Ten	Gomez, Halli	2022	Yes	Yes	Yes	No	PD
Little Thieves	Owen, Margaret	2022	No	Yes	Yes	Yes	LG, POC
Love in English	Andreu, Maria E.	2022	Yes	Yes	Yes	Yes	LG, CE
Luck of the Titanic	Lee, Stacey	2022	Yes	Yes	Yes	Yes	CE
Margot Mertz Takes It Down	McCrossen, Carrie & McWethy, Ian	2022	Yes	No	Yes	No	POC
Me (Moth)	McBride, Amber	2022	No	Yes	Yes	Yes	NA, POC
Mister Impossible	Stiefvater, Maggie	2022	Yes	No	Yes	Yes	POC
My Contrary Mary	Hand, Ashton & Meadows	2022	Yes	Yes	Yes	No	LG
Not My Problem	Smyth, Ciara	2022	Yes	Yes	Yes	No	LC, CE
Off the Record	Garrett, Camryn	2022	Yes	Yes	Yes	Yes	LG, POC

One of the Good Ones	Moulite, Maika & Moulite, Maritza	2022	Yes	Yes	Yes	Yes	POC
Perfect on Paper	Gonzales, Sophie	2022	Yes	Yes	Yes	No	LG
Perfectly Parvin	Abtahi, Olivia	2022	Yes	Yes	Yes	No	LG, CE
Pumpkin	Murphy, Julie	2022	Yes	Yes	Yes	Yes	LG
Rural Voices: 15 Authors Challenge Assumptions About Small-Town America	Carpenter, Nora Shalaway	2022	No	No	No	Yes	
She Drives Me Crazy	Quindlen, Kelly	2022	Yes	Yes	Yes	No	LG, CE
Six Crimson Cranes	Lim, Elizabeth	2022	Yes	Yes	Yes	Yes	CE
Some Girls Do	Dugan, Jennifer	2022	Yes	Yes	Yes	Yes	LG
Somewhere Between Bitter and Sweet	Kemp, Laekan Zea	2022	Yes	Yes	Yes	Yes	CE
Starfish	Fipps, Lisa	2022	Yes	Yes	Yes	Yes	CE
Sugar Town Queens	Nunn, Malla	2022	Yes	Yes	Yes	Yes	POC, CE
Sway With Me	Masood, Syed M.	2022	Yes	Yes	Yes	No	CE
Switch	King, A.S.	2022	No	No	No	No	
The Awakening of Malcolm X	Shabazz, Ilyasah & Jackson, Tiffany D.	2022	Yes	Yes	Yes	Yes	POC
The Barren Grounds	Robertson, David A.	2022	Yes	No	Yes	Yes	NA
The Block	Oliver, Ben	2022	Yes	No	Yes	Yes	POC
The City Beautiful	Polydoros, Aden	2022	Yes	Yes	Yes	Yes	LG, RM
The Corpse Queen	Herrman, Heather M.	2022	No	No	No	Yes	
The Cost of Knowing	Morris, Brittney	2022	Yes	Yes	Yes	Yes	POC

The Darkness Outside Us	Schrefer, Eliot	2022	No	Yes	Yes	Yes	LG
The Electric Kingdom	Arnold, David	2022	Yes	Yes	Yes	Yes	POC, CE
The Forest of Stolen Girls	Hur, June	2022	No	Yes	Yes	Yes	CE
The Girls I've Been	Sharpe, Tess	2022	Yes	Yes	Yes	Yes	LG
The Great Bear	Robertson, David A.	2022	Yes	No	Yes	No	NA
The Heartbreak Bakery	Capetta, A.R.	2022	Yes	No	Yes	Yes	LG
The Initial Insult	McGinnis, Mindy	2022	No	No	No	Yes	
The Life I'm In	Flake, Sharon G.	2022	Yes	Yes	Yes	Yes	POC
The Mirror Season	McLemore, Anna-Marie	2022	Yes	Yes	Yes	Yes	LG, CE
The Ones We're Meant to Find	He, Joan	2022	No	Yes	Yes	Yes	POC
The Other Merlin	Schneider, Robyn	2022	Yes	No	Yes	No	LG
The Other Side of Perfect	Turk, Mariko	2022	Yes	Yes	Yes	No	POC
The Poison Heart	Bayron, Kalynn	2022	Yes	No	Yes	Yes	LG, POC
The River Has Teeth	Waters, Erica	2022	Yes	Yes	Yes	No	LG, POC
The Sky Blues	Couch, Robbie	2022	Yes	Yes	Yes	Yes	LG, POC, PD
The Surprising Power of a Good Dumpling	Chim, Wai	2022	Yes	Yes	Yes	No	CE
The Way Back	Savit, Gavriel	2022	Yes	Yes	Yes	Yes	CE, RM

The Words in My Hands	Asphyxia	2022	Yes	Yes	Yes	Yes	PD
This Will Be Funny Someday	Henry, Katie	2022	Yes	Yes	Yes	Yes	LG, POC, CE
We Are the Ashes, We Are the Fire	McCollough, Joy	2022	Yes	Yes	Yes	No	LG, POC, CE
What About Will	Hopkins, Ellen	2022	Yes	Yes	Yes	Yes	POC
What Beauty There Is	Anderson, Cory	2022	No	No	No	Yes	
When We Make It	Velasquez, Elisabet	2022	Yes	Yes	Yes	Yes	POC, CE
Where the Rhythm Takes You	Dass, Sarah	2022	Yes	Yes	Yes	No	CE
Who I Was With Her	Tyndall, Nita	2022	Yes	Yes	Yes	Yes	LG
With You All the Way	Hand, Cynthia	2022	Yes	Yes	Yes	No	POC
Year of the Reaper	Lucier, Makiia	2022	Yes	Yes	Yes	Yes	POC
Your Heart, My Sky: Love in a Time of Hunger	Engle, Margarita	2022	Yes	Yes	Yes	Yes	CE