

Teenage BIPOC Readers of Manga: Librarians Learning from Teens of Color

The Queens College Graduate School of Library and Information Studies in collaboration with *Manga in Libraries* request \$313,318, from the Institute of Museum and Library Services Laura Bush 21st Century Librarian Program for an applied research project to study teenage BIPOC readers of manga. The team will 1) conduct focus groups with teen readers of manga (Japanese comics) who identify as Black, Indigenous, and people of color (BIPOC) to, 2) develop a series of professional development workshops and online resources for school librarians, public librarians, and preservice librarians to meet the needs of BIPOC youth. The following research questions will be addressed.

- RQ1. What are the characteristics of manga that BIPOC teen readers enjoy?
- RQ2. What is the manga reading culture of BIPOC teens? In what ways, if any, can it inform library practice?
- RQ3. How, if at all, do BIPOC teens face similar triumphs, challenges, or obstacles as the characters they read about in manga? How, if at all, can librarians use this information to support the needs of BIPOC teens?
- RQ4. Are BIPOC teens developing social-emotional competencies by reading manga?

This applied research project is at the intersection of two LIS issues; the need to provide services to BIPOC teens who have been historically underserved and the need to address the knowledge gap of librarians who are undertrained/unfamiliar with manga, the fastest growing print media format in the United States. This aligns with IMLS's Goal 1 to recruit, train, develop, and retain a diverse workforce of library and archives professionals and specifically address LB21 Objective 1.3 by developing training for the library workforce to support individuals of diverse cultural and socioeconomic backgrounds (IMLS Goal 1, Objective 1.2, LB21 Goal 1 Objective 1.3). In her article on the future of youth information practices, Agosto (2019) emphasized the importance of conducting youth-centered research that incorporates the perspectives of youths themselves. She further asserted that researchers who share similar race and class backgrounds with the participants can gather richer and more authentic data. This grant proposal addresses these concerns by enlisting a BIPOC research team to conduct focus groups with BIPOC teenagers.

Project Justification

Manga represents 76.1% of all comic and graphic novels sales in the United States where manga sales increased 171% from 2020 to 2021 (*NPD BookScan, 2022*). Manga narratives often represent the lived personal experiences of teens and allows them to identify possible solutions for overcoming obstacles and becoming self-empowered (Rudes, 2023).

Through manga, teens can learn social-emotional competencies, how to understand and reflect on their lives and the lives of others. According to developmental research, successful acquisition of social-emotional competencies is linked to enhanced well-being and academic performance, while lacking proficiency in these domains may result in a range of personal, social, and educational challenges (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatsworth, 1998; Weissberg & Greenberg, 1998). Are BIPOC teens developing social-emotional competencies by reading manga?

The project builds on the PI's prior study "It's not for us, it's for THEM": Mexican-American Experiences with Their School Library (Sanchez, 2019). In the study, Mexican-American youth stated the books they were interested in were not available in their school library and they spent most of their reading time in the manga section at Barnes & Noble. The students said that manga are not "real books" or "real reading" because their libraries do not have manga in their stacks. This demonstrated a needs gap where BIPOC teens are reading manga and school librarians are unfamiliar with or do not see value in the popular graphic format.

This finding led to a second study conducted in Queens, NY in June 2022 of BIPOC teens who read manga. During the focus groups the BIPOC teens said they appreciate the variety of stories that are "slice of life", or everyday type situations

described in manga such as *Komi Can't Communicate* that tells the story of a girl with anxiety and her daily challenges of accomplishing ordinary tasks such as buying coffee from a barista. They also mentioned a manga titled *Beastars* where a sensitive wolf is struggling with society's expectation of him to be a violent predator, the BIPOC teens interpreted this as the duality of being a BIPOC teen in a “white world”. The teens said they do not like YA novels targeting “urban youth” that focus on trauma such as a family member being killed or going to prison. One student said, “I just want real books about real things, I do not need to be retraumatized when I read”. These insights are direct from BIPOC readers who felt comfortable sharing their thoughts with a BIPOC researcher. This LB21 project proposes to expand the study to gather a national data set of BIPOC teens who read manga.

Previous studies examining comics and graphic novels have primarily focused on their use as educational tools or as objects of analysis. In the realm of education, research has explored various aspects such as students creating their own comics (Wallner, 2019), learning the compositional features of comics (Pantaleo, 2013), investigating what makes certain types of comics appealing to students (Norton, 2003), and comparing students' preferences between comics and traditional text (Brenna, 2013). Furthermore, Cheung and O'Sullivan (2017) found that when English teachers began reading manga read by their students, it positively influenced their perceptions of their students' identities in the classroom. Fallis (2005) also discovered that because the majority of manga is printed in black and white, teenagers tend to imagine the protagonist to be similar to their own ethnicity and culture.

In an integrative research review of comics and graphic novels in the classroom Wallner & Barajas (2020) conclude that future research on comics in education ensures that more inductive, explorative studies are carried out, rather than intervention studies to understand why students are reading these formats. This proposed IMLS applied research project will extend current theory by conducting an inductive research study using grounded theory to understand BIPOC teens who read manga.

Cohn & Ehly (2016) first described and categorized 73 conventionalized graphic schemas in Japanese manga. Manga comic artists frequently utilize a meticulously crafted arrangement of subjects and speech balloons, commonly known as panel elements, to ensure a seamless and immersive reading experience. Nevertheless, individuals lacking the necessary expertise and know-how may find it challenging to interpret the complex information conveyed in manga panels (Cao & Chan, 2014). Readers of manga have developed this literacy. Through our proposed workshops, we hope to teach this literacy to teen-serving librarians.

The current professional development opportunities offered at state and national library conferences for librarians to support manga readers are not adequately meeting the increasing demand for this medium. For example, in 2022 at ALA Annual, LibLearnX, and YALSA there were only three total sessions about manga at these conferences. Two of these sessions included presentations by Project Manager Rudes, and the other session was presented by public librarians who focused on manga collection development. The Texas Library Association is the largest state library association in the United States, with a large population of BIPOC teens (40.2% Hispanic and 13.2% Black). At the 2023 Texas Library Association Annual Conference, there is only one scheduled session on manga, *BIPOC Teens Connect to Manga*, and this session will be presented by PI Sanchez and Project Manager Rudes. The absence of manga-related materials in library conferences underscores the urgency of our project, given the projected surge in manga sales in the coming years as manga gains greater acceptance in mainstream culture.

Our approach to professional development for teen-serving librarians is influenced by several current IMLS grants. The University of Washington and the University of Maryland's (RE-246317-OLS-20) proposed online training for rural

libraries using the ConnectedLib Toolkit, as well as the online training development plan from the New York Public Library and YALSA's Teen Engagement and Wellbeing modules (RE-252376-OLS-22) for teen-serving librarians, serve as models for our own online resource development. In addition, San Jose State University's BIPOC Become Librarians (RE-252403-OLS-22) program, which reaches out to BIPOC high school students through community-centered outreach, aligns with our proposed methods. Although we were inspired by Dr. Rachel Magee's IMLS project (RE-07-18-0054-18) where teens were co-researchers in her projects, due to logistical constraints with our national sample, we will not be using a full co-researcher model in our focus groups.

Project Plan

This applied research project uses the constructivist method of grounded theory as described by Charmaz (2006). This is the appropriate method for this project because BIPOC teens have been understudied as a population and are underrepresented in the literature of Library and Information Science (Agusto, 2019). While research has been conducted on teens and comics, these prior studies are potentially incomplete as the research participants rarely, if ever, included BIPOC teens (Wallner & Barajas, 2020). Focus groups will be the primary method of data collection and semi-structured interviews will be conducted as a form of member-checking. Radford and Connaway (2021) explained that focus groups are especially effective for data collection with hard-to-reach, underserved, or underrepresented groups.

We are proposing a three-year project plan that allows for data collection and analysis in *Part 1*, data refinement and workshop development in *Part 2*, and full dissemination of both in-person and online workshops along with online resources in *Part 3*. This project timeline allows for continuous opportunities to offer training and professional development to school, public, and preservice librarians. Training will be offered at regional and national conferences, MLIS programs with youth librarianship and/or school media certificates, as well as webinars to state library agencies. The PI has already confirmed [members of the advisory board](#), received IRB approval for the study, and collected and analyzed pilot study data. The team will be ready to begin research immediately.

Part 1. – Data Collection and Initial Analysis (August 2023 – August 2024):

The PI and Project Manager (PM) will conduct focus groups in seven areas throughout the United States with large populations of BIPOC teens. The seven field sites are Chicago, Atlanta, Memphis, San Diego, Los Angeles, the Texas Rio Grande Valley, and New Orleans. These sites have been selected because the United States Census indicates they contain large populations of BIPOC teens and represent several distinct areas of the country (urban, suburban, and rural). Multiple days in metropolitan areas will enable the team to facilitate focus groups in urban, suburban, and rural libraries providing a spectrum of BIPOC teen experiences. At our advisory board meetings in *Part 1*, we will solicit feedback toward cost saving measures regarding our planned data collection and use the networks of board members to initiate recruitment efforts around the country. We will assess our expenditures at the second advisory board meeting to evaluate our commitment to efficiency and present initial findings for feedback.

Each research trip is designed to enable data to be collected from two focus groups in a combination of field sites. For example, during the designated trip to Atlanta, a focus group will be held in the Atlanta Central Library (urban and 34.7% Black) and in Lilburn City (suburban and 45.8% Hispanic). In the Texas Rio Grande Valley, McAllen and Laredo, will be visited during the same research trip because of their relatively low urban/rural populations and the cities are within a two and a half hour drive of each other. This diversity of locations will enable the team to compare BIPOC teens living in vastly different environments. For references, the national average population according to the United States Census is 13.6% Black and 18.9% Hispanic. A tentative travel schedule and locations with demographic information identifying the predominant BIPOC population are listed below.

Date	City	Population	BIPOC populations	Location
September 15, 2023	McAllen, TX	143,920	86% Hispanic	McAllen Public Library
September 16, 2023	Laredo, TX	256,183	95.5% Hispanic	Joe A. Guerra Laredo Public Library
September 22 & 23, 2023	Chicago, IL (metropolitan)	9,459,000	29.2% Black 28.7% Hispanic	Brighton Park Branch, Chicago Public & Aurora, IL
October 6 & 7, 2023	Atlanta, GA (metropolitan)	6,140,000	32.4% Black	The Atlanta Central Library & Lilburn City Branch
February 14 & 15, 2024	San Diego, CA	1,381,611	30.1% Hispanic	San Diego Central Library & Logan Heights Library
March 16 & 17, 2024	Los Angeles, CA	3,849,297	48.4% Hispanic	East Los Angeles Library & Richard J. Riordan Central Library
April 26 & 27, 2024	New Orleans, LA	376,971	58.1% Black	Main Library & Crescent City Comic Shop
May 23 & 24, 2024	Memphis, TN	628,127	64.6% Black	Hooks Central Library & Anime Blues Con

The focus groups will be conducted by the PI with administrative assistance from the PM with up to twelve participants in each sixty-minute session. Gibson (2012) recommends focus groups with teens run no longer than sixty minutes because of shorter attention spans and they will lose focus faster than adults. PI Sanchez as focus group facilitator will play a peripheral role during discussions rather than a center-stage role (Johnson, 1996). A possible limitation of using focus group discussions is the uncertainty of having all the participants attend. To address this, it is suggested that researchers consider over-recruiting by 10-25% (Rabiee, 2004). However, when the group exceeds twelve members, it may become challenging to manage and the group could end up dividing into two or three subgroups that engage in separate discussions (Kruger, 1994). We plan to invite twelve participants to each focus group hoping for a minimum of eight attending per session. A research incentive of \$40 per informant will be paid to encourage participation and to substitute for lost wages if they are having to reschedule commitments such as part time jobs or extracurricular activities.

PI Sanchez has been conducting focus groups with BIPOC teens for fifteen years and PM Rudes has been teaching in a predominately BIPOC high school in Queens, New York for thirteen years. Both have extensive experience teaching, mentoring, and supporting BIPOC teens. PI Sanchez will facilitate the focus groups, transcribe the recordings, and coordinate IRB procedures with each field site. PM Rudes will coordinate travel logistics, secure IRB consent form completion with participants and guardians, collaborate with local teen librarians and social media influencers to recruit focus group participants, manage communication and coordination between locations, and assist the PI during the focus groups.



Tony Weaver Jr. @TonyWeaverJr · Feb 28

When Manga helped me find a sense of belonging, my teachers told me it wasn't "Real reading." Now I get to take manga to schools around the country and help kids unlock a love for literacy and themselves. @Crunchyroll thank you for believing in this initiative.



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Purposive sampling will be used to select research participants. Focus group participants will be recruited through our advisory board, through the Manga in Libraries network, and with BIPOC social media influencers such as Tony Weaver Jr. (@TonyWeaverJr shown in image taking manga to school libraries) who have large audiences of BIPOC followers within the manga community.

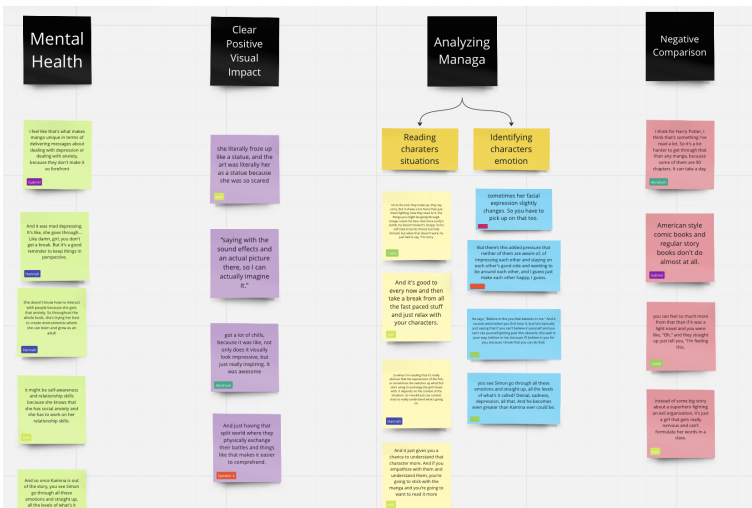
The use of purposive sampling is recommended for focus group discussions as it relies on the participants' capability and capacity to provide pertinent information about a subject (Morgan, 1998). Krueger (1994) suggests that participants should share similar characteristics such as age range and ethnic and social class background. To be included in the study, participants will need to self-identify as members of the BIPOC community, be aged 13 to 18 years old, and be a self-identified reader of manga.

Recruiting BIPOC teens that are readers of manga from specific urban, suburban, and rural areas will ensure we meet the recommended sampling for focus groups. We have already received commitments to help recruit participants from public and school librarians in New Orleans, San Diego, Memphis, Los Angeles, Atlanta, McAllen, Laredo and Chicago.

Focus group audio recordings will be transcribed into text documents by Rev transcription and then destroyed. The transcripts will then be coded using the constant comparative method (Charmaz, 2006) by PI Sanchez, and research assistants Lopez and Chaco. Data coding is accomplished in two stages using the qualitative research analysis software NVivo. The first step is the initial coding of the transcripts which involves the generation of numerous category codes (code from pilot study shown in image below) without limiting the number of codes (Charmaz, 2006). An example of the code book used in the pilot study can be [viewed here](#). At this stage, the researcher lists emerging ideas, draws relationship diagrams and identifies keywords used by respondents frequently as indicators of important themes.

The second stage involves focused coding where the researcher eliminates, combines or subdivides the coding categories identified in the first step. Attention will be drawn to recurring ideas and wider themes connecting the codes (Charmaz, 2006; Krueger, 1994; Ritchie & Spencer, 1994). This process can yield quantitative results to draw comparisons across focus groups, group dynamics, individual participants or the participants' statements (Carey & Smith, 1994; Nyumba, 2018; Morgan, 1995). Early findings from the focus groups will be presented to the advisory board for their insights and feedback.

The following questions will be asked during the focus groups and will be followed up with prompts such as "tell me more" "can you say more about ___" "does anyone else feel differently" "can anyone else think of an example".



Research Questions	Focus Group Questions	Project Outcomes
<p>RQ1: What are the characteristics of manga that BIPOC teen readers enjoy?</p>	<p>Why do you read manga? Manga is made in Japan for Japanese people. As a BIPOC teen, why do you feel a connection with these comics? Do you feel represented in these stories?</p>	<p>Information from this question will inform Workshop 1: Manga 101 This question will inform Workshop 2: “In our voices”</p>
<p>RQ2: What is the manga reading culture of BIPOC teens? In what ways, if any, can it inform library practice?</p>	<p>When do you read manga? Is it at school, at home, somewhere else? Are you alone? Do you read manga with others? Tell me about your library, do you check out manga at your library or read manga at your library? Do your librarians know about manga? Have you asked your librarian about manga or about anything?</p>	<p>Information from this question will inform Workshop 1: Manga 101 This question will inform Workshop 2: “In our voices”</p>
<p>RQ3: How, if at all, do BIPOC teens face similar triumphs, challenges, or obstacles as the characters they read about in manga? How, if at all, can librarians use this information to support the needs of bipoc teens?</p>	<p>Are there any manga characters you relate to, maybe one that faced similar triumphs or challenges, or a character that experiences everyday life like you?</p>	<p>This question will inform Workshop 2: “In our voices”</p>
<p>RQ4: Are BIPOC teens developing social-emotional competencies by reading manga?</p>	<p>Look at the <i>Feelings Wheel</i> (list of 70 feelings) Can you tell me about a time when manga made you “feel”, where you felt emotional reading manga? Has the way a manga character dealt with a situation ever helped you deal with a situation in your life?</p>	<p>Information from this question will inform Workshop 1: Manga 101</p>

Outcomes for Part 1 include the conducting of fourteen focus groups across the nation, transcription and coding of the focus groups, and convening of the advisory board for their insights and feedback.

Part 2. – Data Refinement and Workshop Development (August 2024 - August 2025):

PI Sanchez and PM Rudes will design professional development workshops for teen-serving librarians and school librarians. These “in our voices” workshops will highlight themes derived from the analysis of the fourteen focus groups. Based on data collected from our pilot study (these topics may change with a national sample) workshops will focus on two main threads, 1) Manga 101 to support BIPOC teens which includes how to read manga, genres, cultural

competencies, and understanding how manga can support social-emotional learning, and 2) What can BIPOC teens teach us about library services. While we are studying BIPOC teens and manga, our experience in prior studies with this methodology has taught us to expect unanticipated research themes to arise about race, class, and the overall library and reading experiences of BIPOC teens (Sanchez, 2019).

The workshops will be designed to engage librarians in guided learning to create active participation where they will have multiple opportunities to browse manga, read manga, and reflect on manga frequently read by BIPOC teens. This hands-on experience will allow librarians to learn about the design of the medium, the type of content BIPOC teens are reading, and the Japanese style of visual storytelling. Table talks will be offered with multiple discussion topics throughout the workshop that will engage librarians in a higher-level of critical thinking. It will provide multiple perspectives and experiences during this time of learning and sharing. The workshop will be scaffolded to meet the needs and variety of levels of librarianship. The goal being to create knowledgeable and confident librarians that advocate for and provide equitable access to manga for BIPOC teens.

The PI and PM will develop a second set of workshops and presentations to disseminate the findings from the fourteen focus groups. These “in our voices” workshops and presentations will be provided at national and regional conferences, and at MLIS programs for preservice librarians. At our advisory board meetings in *Part 2* we will present the progress of our workshop development (goals, descriptions, activities) and evaluate the preliminary findings of the data analysis. We will also request assistance from the advisory board to find relevant venues to present our workshops and presentations.

Data refinement will be conducted during *Part 2* of the project. The research team will use an iterative process to refine key concepts and categories that have emerged from the data. This process includes memomomg to analyze thoughts and ideas between concepts to eventually create a theoretical framework that explains the relationships between the concepts and categories identified in the data. At this point the team will interview members of the focus group as a form of member checking to ensure the validity and reliability of the findings (Charmaz, 2006). The advisory board will be presented with the findings as a form of peer review. At the end of *Part 2* the research team plans to have a robust and comprehensive theory grounded in the data reported from BIPOC manga readers.

Outcomes for Part 2 include the design of two workshops to be presented at national and state conferences, the design of workshop materials, and a completed grounded theory research study with final results.

Part 3. – Development and Launch of Online Resources (August 2025 - Aug 2026):

PI Sanchez and PM Rudes will disseminate the findings of the completed research project by facilitating workshops, sharing online videos, and distributing professional development materials. Advisory board members have agreed to offer our workshops as part of the Graphic Novels and Comics Roundtable program at ALA Annual, YALSA webinars or symposium workshops, and at New York Comic Con Professional Day. In addition to these, PI Sanchez and PM Rudes will submit conference proposals for pre-conference workshops to state library associations. Workshops will be evaluated using a [post workshop survey](#). Following an iterative model, results from the surveys will be used to measure the effectiveness of the workshops and to improve the content and delivery. Workshop evaluation data will be shared with the advisory board twice per year to receive feedback and suggestions about the educational effectiveness of the curriculum. To maximize efficiency, we will look for multiple venues to present during our travel to workshops. For example, if a workshop is held at AASL we will plan to speak (presentation, guest lecture, etc.) at a MLIS program or public library at no cost during the same visit.

Manga teaching materials and graphic organizers will be distributed as a workbook in print and as a pdf download for school librarians, public librarians, and preservice librarians. The workbook will include graphics created by PM Rudes teaching librarians how to read manga (right to left), with diagrams of manga panels explaining how placement of emotion, self dialogue, and narration are displayed differently on manga pages compared to Western comics. A grid will also be included to show how manga can be used to support social-emotional learning and will be matched with discussion prompts aligned to CASEL’s framework of social-emotional learning (Durlak, et. al. 2015). The materials will

focus on two core areas, 1) understanding manga, and 2) serving BIPOC youth through manga or other relevant themes that arise from the data set.

The project team will collaborate with a minority-owned media company to create ten high-quality video shorts. The video production process will be iterative by design and will be planned in four stages; pre production, production, post production, and distribution. The videos will be designed following Keller's ARCS model (1987). Keller's model focuses on motivating learners by gaining their attention, ensuring content is relevant, building confidence, and user satisfaction. In our videos we will gain attention by using professionally created templates and modern camera angles, content will be data driven and written for teen-serving librarians to increase the relevance, the scripts will be written to build confidence by avoiding academic jargon, and the overall aesthetic and online 90 second delivery should increase user satisfaction.

The advisory board in September of *Part 3* will be shown a sample of a completed video to gather their feedback and recommendations. They will use a [rubric](#) we created based on Keller's (1987) ARCS model to evaluate the sample video. Once completed, we will assess the reach of our videos posted on social media through our clout scores (likes, shares, remix, & time of user engagement) where we hope to see an increase of use over time. Several BIPOC manga influencers have agreed to share our video content through their social media channels.

Outcomes for Part 3 include the production and distribution of ten video shorts to share our research findings, the conducting of workshops at national and state conferences, guest lectures and student presentations at GSLIS programs, and the distribution of print and web based resources to support library services for BIPOC teens.

Project Staff

Principle Investigator: Dr. Joe Sanchez is an Associate Professor in the Graduate School of Library and Information Studies at Queens College. He studies the information worlds of Mexican-American high school students, undergraduate research experiences for underrepresented students and computational thinking from a culturally responsive perspective. He is a founder of the iSchool Inclusion Institute (i3), and on the advisory board of the ALA Spectrum Doctoral Fellows program. He has dedicated his academic career to bringing the voices of BIPOC teens into Library and Information Science. He has been coPI on two funded IMLS grants and a NSF grant for Hispanic-Serving Institutions.

Project Manager: Jillian Rudes MLIS, is a dually certified school librarian with 17 years of teaching experience. Since 2010, she has been working in New York City schools with predominantly BIPOC students. In her school library, she teaches a 12th grade course Japanese Visual Storytelling where students read multiple manga and analyze it through a social-emotional lens. She is also an adjunct instructor in the Graduate School of Library and Information Studies at Queens College where she developed the Manga in Libraries course. In 2022, Jillian was selected as a Library Journal Mover & Shaker and deemed the "Manga Maven" and received the ALA Scholastic Library Publishing award for her work with manga and BIPOC teens. Jillian is also the founder of Manga in Libraries.

Manga in Libraries, founded in 2021, provides readers' advisory lists and hosts webinars, panels, and workshops across the country. Content from Manga in Libraries focuses on providing librarians with the knowledge to build manga collections and provide services and programs to diverse communities. In 2023, Manga in Libraries released its first book publication *Manga in Libraries: A Guide for Teen Librarians* with the American Library Association. Manga in Libraries has hosted workshops and presentations with ALA, GNCRT, YASLA, New York Comic Con, Library Journal, and more.

Research Assistant: Jarime Chaco MA, is a USAirforce pararescue veteran of Sāmoan (Sāmoa), Kānaka Maoli (Hawai'i), and Māori descent. His research centers on cultural norms and values in relation to a sense of belonging and acceptance for Pacific Islanders in education in the US and abroad. He has specific interests in how these factors affect Pacific

Islanders educational literacy, access, and attainment. Jarime uses wayfinding (i.e., navigation) as a metaphorical conceptual framework to visualize and represent the stories of Pacific Island students to help educational systems meet the needs of hyper-underrepresented populations.

Research Assistant: Isabel Lopez, is a Mexican-American scholar of Information Science whose research is dedicated to promoting social justice, equity, and inclusion, with a particular focus on making information more readily available to all BIPOC communities, especially the Latine community. Her research projects have spanned various topics, including negative interactions on social media and inclusivity in teaching approaches. One notable project focused on women who experience harassment on social media. Isabel believes that education is a powerful tool for social change and hopes to truly make a difference.

Diversity Plan

Our diversity plan goes beyond a concept, a theory, or a perspective. Diversity is centered in our project from the communities we visit and the teens of our focus groups, to the professionals on the advisory board and the staff on the research team. The entirety of this proposed project is based on understanding and representing BIPOC voices to the LIS community. This research explores the lived experiences of BIPOC teens and invites their insights and perspectives about reading manga, belonging to a BIPOC manga subculture, and their relationship with their school or public libraries.

Our recruitment efforts for this study include traditional avenues (which have historically excluded BIPOC voices) with the added efforts of BIPOC social media influencers who are highly regarded in the manga community. These influencers (WholesomeMonk shown in the image) should help us reach out to populations that would not usually respond to typical research study recruitment calls. The research sites have been chosen to represent both urban, suburban, and rural areas with high density of BIPOC teens. The majority of LIS research with BIPOC participants has been in urban areas. This project will present BIPOC teens as a spectrum of urban, suburban, and rural residents. The Texas Rio Grande Valley is especially underrepresented in LIS literature. Focus groups will open dialogue with BIPOC youth and will identify challenges and opportunities in LIS from their voices. We will also host some focus groups in BIPOC owned comic book stores so that we can engage with participants in their community.



The research team responsible for analyzing the focus group data is composed entirely of BIPOC researchers. The PI is

Chicano and the two research assistants are Jarime Chaco a native Hawaiian who studies Pacific Islander youth and Isabella Lopez who is Mexican-American and studies Spanish-speaking youth in the US borderlands. Both are planning to enter doctoral programs in library and information science in the coming years and will leverage this project to build their research portfolios (Program Goal 1, objective 1.1). In addition, our advisory board is composed of 50% BIPOC members

who have agreed to contribute their insider knowledge to provide feedback to our data interpretations, theoretical lens, and to our professional development workshops.

If the findings of our pilot study are any indication, the work we will be producing will help librarians to see the value of manga and to see the value of cultivating a culture of reading manga by BIPOC teens. Our diversity plan is not an afterthought, but DEI by design.

Project Results

This proposed project has two main goals, 1) conduct focus groups with BIPOC teen readers of manga to understand how their reading culture can inform library practice and 2) develop a series of professional development workshops and online resources for school librarians, public librarians, and preservice librarians to meet the needs of BIPOC teens. By conducting focus groups with a national sample of BIPOC teens who read manga, we can gain insight into their manga reading culture as well as engage in a conversation with BIPOC teens about their library usage across various settings, including urban, suburban, and rural areas. This approach will contribute to the advancement of knowledge in the field by presenting BIPOC teens as a diverse group with a broad range of experiences, rather than a homogeneous population.

Research findings will be submitted to journals and conferences to reach an academic audience. In addition to this, workshops and presentations will be offered to LIS students and library practitioners. Online webinars will enable us to reach audiences that are unable to travel to conferences and will serve as just-in-time learning for librarians that may not have other opportunities to learn about manga for another several years as manga becomes mainstream. Our video shorts will be created to engage librarians, parents, and fans of manga. They will be posted in social media to allow the community to share and remix the videos.

Investing in research that focuses on BIPOC youth can provide valuable insights into the experiences, needs, and challenges that are unique to these communities. This knowledge can inform the development of policies, programs, and initiatives in libraries that are more responsive and effective in addressing the specific needs of BIPOC youth. As a federal investment, understanding the information worlds of BIPOC youth can help identify and address disparities in access to education, healthcare, employment, and other resources that disproportionately affect these communities. By amplifying the voices and perspectives of BIPOC youth, we can promote greater understanding and appreciation for diversity and foster a culture of inclusion that benefits all members of society.

Manga in Libraries has been producing professional development resources for years before this grant project and will continue producing content beyond the grant timeline. Working with a media production company will enable the project to be sustainable because the templates created for the video and the branding packets can be used in perpetuity. New videos and resources can be created and placed in these templates to have a consistent feel and professional look. All products created will be hosted in CUNY Academic Works, a service of the CUNY Libraries dedicated to collecting and providing access to the research, scholarship, and creative and pedagogical work of the City University of New York.

CUNY Academic Works will enable our digital products to be: More discoverable by search engines such as Google, Google Scholar, and Bing; Hosted on a secure server and given a persistent URL to ensure long-term access; Freely accessible to the public, including researchers, librarians, and teachers around the world who may have limited access to scholarly works.

Teenage BIPOC Readers of Manga: Schedule of Completion

Data Collection and Initial Analysis (year 1):

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Confirm advisory board												
Advisory board meeting												
Confirm focus group locations												
Coordinate travel logistics												
Recruit and confirm participants												
Conduct focus groups												
Data analysis												
Write annual report												

Teenage BIPOC Readers of Manga: Schedule of Completion

Data Refinement and Workshop Development (year 2):

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Advisory board meeting												
Data analysis												
Design and coordinate member checking interviews												
Conduct member checking interviews												
Data refinement												
Design webinar curriculum (goals, objectives, lesson plans, multimedia, workbooks, etc.)												
Submit professional conference proposals (ALA, YALSA, etc.)												
Submit academic conference proposals (ALISE, ASIST, etc.)												
Schedule and promote webinars												
Conduct webinars												
Schedule in person workshops												
Coordinate travel logistics for workshops												
Write annual report												

Teenage BIPOC Readers of Manga: Schedule of Completion

Development and Launch of Online Resources (year 3):

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Advisory board meeting		■								■		
Conduct workshops and presentations (in-person, virtual, etc.)	■	■	■				■	■	■			
Develop digital content	■	■		■	■	■	■	■	■	■	■	
Website development	■	■	■	■	■	■	■					
Video: Develop scripts	■	■	■									
Video: Develop storyboards				■	■							
Video: Shoot videos						■	■	■				
Video: Postproduction editing & sequencing									■	■	■	
Video: Dissemination												■
Final report and findings									■	■	■	■

Digital Products Plan

This applied research project will have several digital products, slideshows, workbooks, graphic organizers, rubrics, and academic papers that will be hosted in CUNY Academic Works. CUNY Academic Works is a service of the CUNY Libraries dedicated to collecting and providing access to the research, scholarship, and creative and pedagogical work of the City University of New York. In service to CUNY's mission as a public university, content in Academic Works is freely available to all.

Coordinated by the Office of Library Services at CUNY Central, CUNY Academic Works provides for the preservation and dissemination of a full range of scholarship, including faculty research such as articles and conference presentations; educational materials; student works such as theses, dissertations, and prize papers; scholarly journals published by or associated with the University; digitized archival documents from CUNY's libraries and special collections. Included works are selected and deposited by the individual campus in consultation with the Office of Library Services.

CUNY Academic Works will enable our digital products to be:

- More discoverable by search engines such as Google, Google Scholar, and Bing
- Hosted on a secure server and given a persistent URL to ensure long-term access
- Freely accessible to the public, including researchers, librarians, and teachers around the world who may have limited access to scholarly works

Type: Video (.mov, .mp4)

Availability: Ten videos will be created for this grant using .mov and .mp4 file format that will be made openly available with a Creative Commons license, allowing for the broad dissemination, and sharing of the content. This approach aligns with the principles of open access and open science, facilitating greater accessibility and reuse of the research outputs. By applying a Creative Commons license, the videos can be shared, remixed, and repurposed, while ensuring appropriate attribution is given to the original creators. This approach promotes collaboration and supports the advancement of knowledge across different fields and communities.

Access: Video files will be stored and archived in CUNY Academic Works. Streaming videos will be posted on YouTube and social media for dissemination allowing users to share, embed in courseware or other websites, and remix the content.

Sustainability: Materials will be hosted on CUNY Academic Works

Type: Academic papers (pdf)

Availability: The academic papers (preprints) produced for this grant will be openly available to the public under a Creative Commons license, which allows for the unrestricted use, distribution, and adaptation of the work, while still maintaining the author's copyright. By making our research openly available, we aim to foster collaboration and innovation in our field, increase the impact of our work, and promote equitable access to knowledge. This approach aligns with the principles of open science, which

seeks to make research more transparent, reproducible, and accessible to all. We believe that sharing our findings openly will benefit not only our own research, but also the wider academic community and society as a whole.

Access: Open Access

Sustainability: Materials will be hosted on CUNY Academic Works

Type: Workshop documents: Slideshows, workbooks, graphic organizers, and book lists (pdf)

Availability: The workshop documents created for this grant will be made openly available with a Creative Commons license, ensuring that educators and learners around the world have free and unrestricted access to these resources. This approach aligns with the grant's goal of promoting inclusive and equitable education, as it allows for the widespread dissemination of high-quality educational materials without imposing barriers such as cost or copyright restrictions. By adopting a Creative Commons license, we hope to encourage others to build on and adapt our work, fostering a culture of collaboration and innovation in education.

Access: Open Access

Sustainability: Materials will be hosted on CUNY Academic Works

Type: Focus Group and Interview Recordings (.mp3)

Availability: Due to IRB privacy policies all audio recordings will be immediately destroyed after transcription to (.txt) files.

Access: Access to focus group transcriptions will be restricted to the research team due to some participants being minors.

Sustainability: The IRB will require us to destroy the transcripts one year after the completion of the study.

Data Management Plan

This applied research project will have several digital products, slideshows, workbooks, graphic organizers, rubrics, videos, and academic papers that will be hosted in CUNY Academic Works. CUNY Academic Works is a service of the CUNY Libraries dedicated to collecting and providing access to the research, scholarship, and creative and pedagogical work of the City University of New York. In service to CUNY's mission as a public university, content in Academic Works is freely available to all. Videos will also be hosted on Youtube for easy sharing into social media platforms and website integration.

Coordinated by the Office of Library Services at CUNY Central, CUNY Academic Works provides for the preservation and dissemination of a full range of scholarship, including faculty research such as articles and conference presentations; educational materials; student works such as theses, dissertations, and prize papers; scholarly journals published by or associated with the University; digitized archival documents from CUNY's libraries and special collections. Included works are selected and deposited by the individual campus in consultation with the Office of Library Services.

CUNY Academic Works will enable our digital products to be:

- More discoverable by search engines such as Google, Google Scholar, and Bing
- Hosted on a secure server and given a persistent URL to ensure long-term access
- Freely accessible to the public, including researchers, librarians, and teachers around the world who may have limited access to scholarly works.

Data Types: The data generated as part of this project include:

Data Type	File type	File Size	Storage
Workshop materials - Year 2	<ul style="list-style-type: none"> • Slideshows (pdf, .pptx) • Workbooks (pdf) • Graphic organizers (pdf) • Book lists (pdf & html) • Lesson plans/rubrics (pdf) 	<ul style="list-style-type: none"> • 500MB • 500 MB • 100 MB • 50 MB • 50 MB 	CUNY Academic Works
Online Video - Year 3	566 MB each (x10)	5.56 gigabytes	CUNY Academic Works delivered through Youtube
Website - Year 3	<ul style="list-style-type: none"> • html • css • png • svg • webP 	<ul style="list-style-type: none"> • 1mb • 591KB • 100 MB • 50 MB • 50MB 	Files to be stored as a web archive in CUNY Academic Works
Research Papers (preprints) - Year 3	<ul style="list-style-type: none"> • pdf 	25 MB	CUNY Academic Works

The only sensitive information we will collect will be the recorded and transcribed focus groups of BIPOC teens. Audio recordings of focus groups will be destroyed after transcription and transcriptions will be destroyed one year after completion of the project as per CUNY Institutional Review Board requirements.

Data Collection: The data collection process will involve creating and editing curriculum materials, recording, and editing videos, developing lesson plans, and writing articles and social media posts. Data will be collected by project staff, including the principal investigator, project manager and video content consultant.

Data Storage: All data will be stored in a secure and backed-up cloud-based storage system in CUNY Academic Works, which will ensure that the data is secure, accessible, and preserved for the long term. The storage system is in compliance with federal data management policies and standards. In addition, we will create documentation that describes the data, including its format, content, and any special considerations for accessing or using it. This documentation will be stored with the data to ensure that it is accessible and understandable in the future. We will consult with Annie Tummino our Digital Archivist at Queens College to further develop our data storage plans as we begin to create data.

Data Dissemination: To share the data generated in this applied research project with the public, we will create a public-facing website that will provide free access to all curriculum materials, videos, lesson plans, and publications in standard open formats such as pdf. The website will include clear instructions on how to access and use the data and will provide contact information for further inquiries.

Data Preservation: The data will be preserved for the long term, in accordance with federal policies and standards in CUNY Academic Works. The data will be migrated to new storage systems as needed to ensure that it remains accessible and secure.

Data Management Roles and Responsibilities: The principal investigator will oversee the overall data management process and will be responsible for ensuring that the data is properly managed and shared. The project manager will assist in data collection and management and will provide guidance and expertise as needed. All project staff will be responsible for ensuring that data is properly managed and documented.

Data Management Plan Review and Updates: This data management plan will be reviewed and updated as needed throughout the project, in consultation with IMLS program officers as necessary. Any changes to the plan will be communicated to project staff and IMLS in a timely manner.

Conclusion: This data management plan outlines the procedures for managing and sharing the data generated as part of the applied research project for sharing curriculum, videos, lesson plans, and publications with the general public. These procedures will ensure that the data is properly managed, accessible, and preserved for the long term, and that the public has free access to the data.

Organizational Profile

The mission of Queens College is to prepare students to become leading citizens of an increasingly global society. The college seeks to do this by offering its exceptionally diverse student body a rigorous education in the liberal arts and sciences under the guidance of a faculty that is dedicated to the pursuit of excellence and the expansion of the frontiers of knowledge. Its goal is that students learn to think critically, address complex problems, explore various cultures, and use effectively the full array of available technologies and information resources. Queens College is accredited by the Middle States Commission on Higher Education. The most recent reaccreditation, with commendation, was awarded in 2012.

As a public institution, Queens College provides affordable access to higher education and embraces its special obligation to serve the larger community. It is a source of information in the public interest; it is a venue for cultural and educational activities serving the general public. Through its graduates' contributions to an educated workforce and through the leading roles they assume in their local communities, the college is vested in the economic future and vitality of New York. As one of the most culturally diverse campuses in the country, Queens College faces special challenges and opportunities. By balancing tradition and innovation in the service of this diversity, it represents the future of the nation.

Queens College of The City University of New York is located in one of the most ethnically diverse counties in the world and distinguishes itself by the ethnic, linguistic, and racial diversity of its students. Founded in 1937, the college is often referred to as the crown jewel of the City University of New York (CUNY) system. Queens College is dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means, including many first-generation college students. Queens College was recently ranked number one in New York and number two nationwide by the Washington Monthly in the category of "Best Bang for the Buck." The college earned this distinction because of its "contribution to the public good" in the categories of social mobility (recruiting and graduating low-income students), research (producing cutting-edge research and PhDs), and service (encouraging students to give something back to their country).

The Graduate School of Library and Information Studies, the only publicly funded graduate school of library and information studies in New York City, fully adheres to the culture and mission of its parent institution. Our student body represents the same quality of ethnic, racial, linguistic and socioeconomic diversity as the larger institution. GSLIS faculty are world renowned, have diverse intellectual pursuits and represent the same range of cultural and racial heterogeneity as in the general student body.