



**EDUCATOR INSIGHTS  
ON THE CONVERSATION  
AROUND BANNED BOOKS**



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## EXECUTIVE SUMMARY

### ABOUT THE STUDY

Book bans, book censorship, and other actions to restrict children’s access to books have risen dramatically over the last two years. Research & Insights, First Book’s dedicated research arm, aggregates the voices of educators serving children in historically under-resourced communities. To understand the impact that the national conversation around banned books is having on educators’ ability to teach and students’ ability to learn, Research & Insights surveyed educators in the First Book Network.

Participants in the study were registered First Book members who work in classrooms or programs in which at least 70 percent of the children served are from low-income families. First Book surveyed educators in April 2023; more than 1,500 school-based educators responded. Seventy-one percent of respondents were classroom teachers; 15 percent were librarians; 58 percent served elementary school ages; 23 percent served middle school; and 17 percent served high school.

In addition to quantitative data, this study includes analysis of and findings from qualitative input, using educators’ responses to open-ended questions.

### KEY FINDINGS

While the majority of educators responding to this survey have not been required to remove books from their classroom libraries, this study revealed that the conversation about book bans and book challenges is having a chilling effect on educators and students beyond the districts that have experienced book bans.



#### **One-Third of Educators Surveyed Are Experiencing Book Bans, Challenges, or Policy Restrictions**

Thirty-one percent of educators who responded to the survey indicated that there have been book bans, challenges, or restrictions in the school district in which they teach. Eleven percent of all respondents indicated that specific titles have been banned; 18 percent indicated that specific titles have been challenged but

not yet banned; and 10 percent indicated that their school or district currently has policies regarding specific thematic book content that is not allowed to be used in classrooms.

Seven percent of the educators responding have removed books from their classroom or program library due to book bans or challenges; more than twice that indicate they have removed books for other reasons. Regardless of whether educators are experiencing book bans or not, the attention on banned books is affecting the way they teach. Key themes throughout this report were expressed by both educators facing book bans, and those who are not.



### **Educators Overwhelmingly Oppose Book Bans**

Eighty-seven percent of educators reported that they personally believe that book bans are rarely or never justified. Nearly 60 percent of educators believe that their school/district generally opposes book banning. And 63 percent of educators responded that students of all ages can benefit from diverse content. However, when asked for final thoughts on the topic of banned books, 43 percent of educators said it is important to remember the families' role in this. Specifically, that families can control what their own children read, but they cannot control what other children read.



**When we ban books, we're not only removing diversity and representation, we are telling key groups of kids that they are not worthy of being represented, that they don't matter, that they are invisible.**

**(Kindergartners) seeing themselves and a wide variety of representation in books goes a long way to help them accept themselves and others for the rest of their lives.**



### **A Majority of Educators Indicated That the Current Book Banning Climate Has Negatively Impacted Teaching**

Nearly two-thirds of educators (63 percent) indicated that conversations around banned books are impacting their teaching to some degree; of the total, 9 percent cited book banning as having a large impact. Sixty-five percent said the banning of books is having a negative impact on their ability to teach. Among the impacts, 71 percent indicated that book banning undermines educator expertise; 40 percent feel that book bans contribute to a sense of erasing people and history; and 36 percent feel that book bans discourage critical thinking. In communities facing book bans, the percentage of educators citing negative impacts were even greater (+10 percent).

**The onslaught of destructive practices against education has made an already challenging and sometimes thankless profession into an excruciating, depressing, sometimes terrifying, and exhausting one. These acts are driving away some of the best educators.**





## Students Are Initiating Conversations About Book Bans

Just over 40 percent of educators indicated that they have had conversations with their students regarding book bans. Thirty-one percent of educators reported that students initiated those conversations; educators shared a range of student comments.

**Kids are surprised. They think that the people banning books are out of touch with their generation.**



**They look at the (banned book) titles and see themselves (immigrants, Black, poor, LGBTQ+) and ask why people can't learn about people like them.**



## A Majority of Educators Reported That Book Bans Impact Students' Reading

Educators' responses to open-ended questions revealed that book bans and book ban conversations are impacting student reading in a variety of ways: 78 percent indicated that students are reading more when banned books are available as an option; 72 percent of educators indicated that restricting access to certain books decreases students' engagement in reading.



**31%**

**of educators indicated that there have been book bans, challenges, or restrictions in the school district in which they teach**

## CONCLUSION

This study reveals that the conversation and actions to ban and/or censor books in schools, libraries, and programs are having a negative impact on educators' ability to teach and students' ability to learn – and these negative impacts reach far beyond just the districts that are facing bans. In addition, the book banning efforts are yet another example of decisions being made that impact or restrict what happens in classrooms without opportunities for educator voices to be considered in the decision process. This may further undermine educator expertise and erode educator morale.

The full report follows, with additional data and comments from educators.

## ABOUT FIRST BOOK RESEARCH & INSIGHTS

First Book Research & Insights regularly gathers qualitative and quantitative data regarding the barriers to educational equity for children in low-income communities by directly surveying educators working with children in historically marginalized and underserved communities. This research drives First Book's models, the resources it provides, and its partnerships. In addition, educator insights benefit the public, private, and social sectors, enabling input from educators to inform the design and refinement of programs, products, and strategies. This can increase resource effectiveness and adoption rates to better support both educators and children growing up in poverty, which disproportionately impacts children of color.



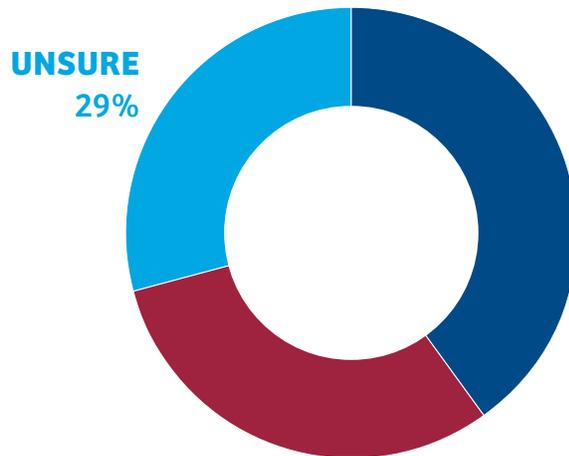
# SURVEY RESULTS

## 1/3 OF EDUCATORS ARE FACING BOOK BANS, CHALLENGES, OR POLICY RESTRICTIONS

### State of Book Restrictions Among First Book Members

#### QUESTION

Are there any books that are currently banned or being challenged by your school or district? Select the answers that best apply.



#### NO BOOK RESTRICTIONS

Books are not challenged, banned, or restricted in any way in my school/district  
**40%**

#### BOOK RESTRICTIONS

There have been book bans, challenges, or restrictions in my school/district  
**31%**

**POLICIES ABOUT THEMES**  
My school/district has policies about book themes  
**25%**



#### TITLES CHALLENGED

Specific titles have been challenged but not yet banned  
**45%**

**BOOKS BANNED**  
Yes, specific titles have been banned  
**30%**

# NEARLY 60% OF EDUCATORS BELIEVE THEIR SCHOOL OR DISTRICT GENERALLY OPPOSES BOOK BANNING

## School/District Opinion on Book Banning

### QUESTION

Please indicate which statement below you agree with more, or somewhat more, than the other.



**MY SCHOOL/DISTRICT GENERALLY OPPOSES THE BANNING OF CERTAIN BOOKS/BOOK THEMES**

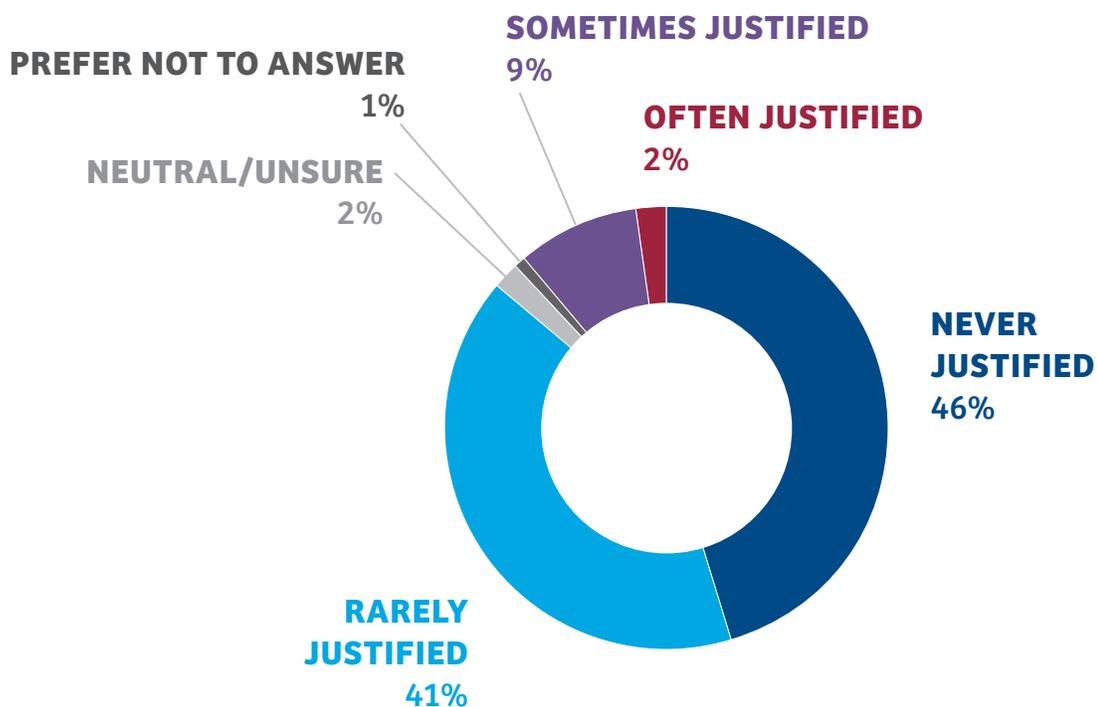
**MY SCHOOL/DISTRICT GENERALLY SUPPORTS THE BANNING OF CERTAIN BOOKS/BOOK THEMES**

# 87% OF EDUCATORS THEMSELVES BELIEVE BOOK BANNING IS RARELY OR NEVER JUSTIFIED

## Personal Position on Book Banning

### QUESTION

What is your personal position on the banning of books/book themes?



# WITH BOOK CHALLENGE POLICIES, FINAL DECISIONS ARE MORE OFTEN MADE BY LEADERSHIP THAN EDUCATORS

## Common Flow of Book Challenge Polices

### QUESTION

Please briefly describe how your school's/district's book challenge policy works or is designed to work.

#### WHAT ARE THE MOST COMMON BOOK CHALLENGE POLICIES?



Any books can be challenged by anyone

Books can be challenged within a given time limit

Books are pre-vetted or approved book lists are provided at the start of the school year

#### WHO MOST OFTEN DOES THE CHALLENGING?



Individuals or outside groups

Parents/Caregivers

Community members

School Board members

#### WHO DECIDES THE FATE OF A CHALLENGED BOOK?



A selected committee usually including a mix of...

Administration

Board members

Community members

Librarians

Teachers (less often)

#### WHAT ELSE IS IMPORTANT TO KNOW ABOUT BOOK CHALLENGES POLICIES?



Not all committees read the entire book before deciding

Many places allow/encourage restrictions for individual students while not banning the book for others

Teachers are rarely mentioned as being involved in the review process

# MOST EDUCATORS HAVE NOT REMOVED BOOKS FROM THEIR CLASSROOM

## Removing Books

### QUESTION

Have you removed any of the books in your personal classroom/program library because ...

you worried that parents, colleagues, or administrators might have issues with specific titles?



you worried that they could someday be banned or challenged?



they were banned or challenged?



Yes Not yet, but I might No

# HOWEVER, MANY ARE CHANGING THE WAY THEY SHOP AND TEACH BECAUSE OF THE NATIONAL DIALOGUE AROUND BANNED BOOKS

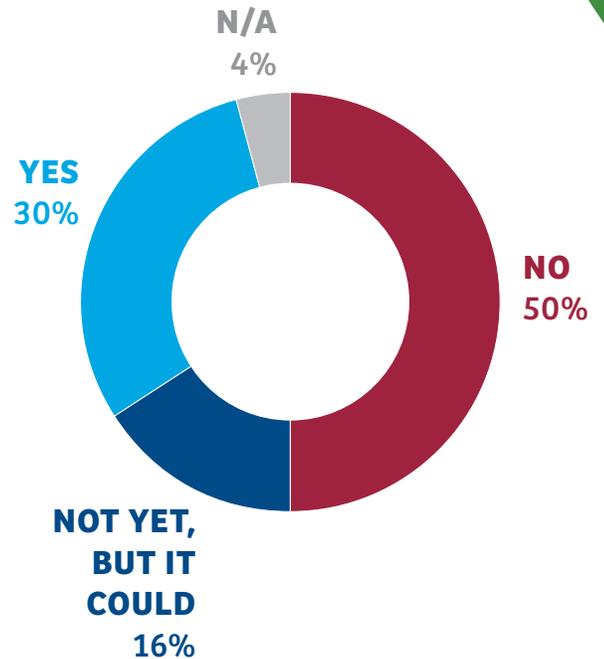
## Influence on Titles Chosen

### QUESTION

Has the recent conversation around banned books influenced the titles you choose for your class?

# 46%

**OF EDUCATORS REPORT THAT THE CONVERSATION AROUND BANNED BOOKS ALREADY DOES OR MIGHT INFLUENCE THE TITLES THEY CHOOSE FOR THEIR CLASS.**



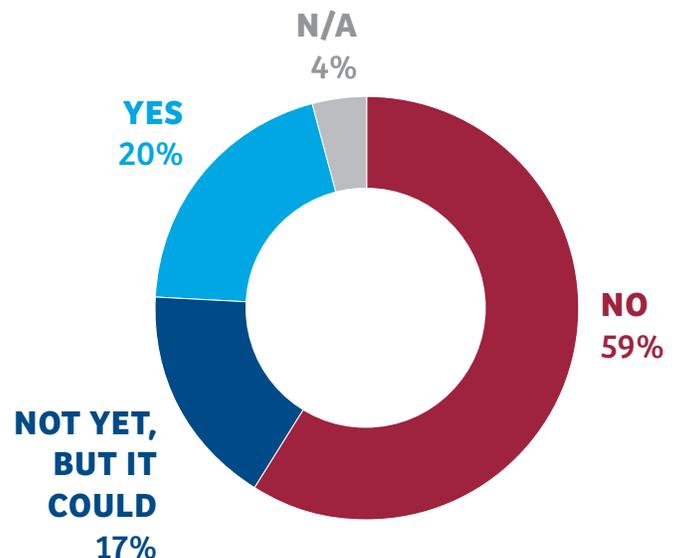
## Influence on Teaching

### QUESTION

Has the recent conversation around banned books influenced the way you teach?

# 37%

**OF EDUCATORS REPORT THAT THE CONVERSATION AROUND BANNED BOOKS ALREADY DOES OR MIGHT INFLUENCE THE WAY THEY TEACH.**



Structural topic modeling was used to analyze open-ended text responses and determine prominent themes in these qualitative data sets. Percentages represent the percent of responses to a questions that touched on a given theme. A single response may touch on multiple themes; therefore percentages will not add up to 100.

## EDUCATORS HAVE CHANGED THEIR BEHAVIORS IN KEY WAYS BECAUSE OF BOOK BANS

**77%**

**BUY LESS,  
CONTROL DISTRIBUTION,  
ARE MORE SELECTIVE**

“I’m more selective in the books I choose to add to classroom libraries to ensure they are more neutral but still exposing kids to diverse opinions and viewpoints. I’m more careful of ensuring the age ranges of what could be a more controversial topic or view.”

“I (no longer) purchase books that have been banned or challenged because I worry I am wasting money.”

“I have stopped giving any and all books to students in my program because of fear around state laws.”

“I have stopped using my own money to stock my student classroom library.”

— ☁ —



*Wondering how it’s possible that 77% of responses mentioned being more restrictive with their book access and 48% say they do the opposite? The most common situations involved educators being selective about which students get what access. Educators will always respect families’ wishes and restrict access for individual students if needed, but they will still seek out the books that they know will speak to their other students. Other common examples included educators who serve all ages and may restrict access for younger ages but not older ages.*

**48%**

**LEAN IN/BUY MORE  
BANNED BOOKS**

“Because of books being banned, I have gone out of my way to have controversial books available in my classroom...If I can make even one child feel more comfortable or seen, then it’s all worth it.”

— ☁ —

**44%**

**EMPOWER STUDENTS  
WITH KNOWLEDGE,  
FREE CHOICE &  
CONVERSATION**

“Instead of teaching lessons that focused on Banned Book Week this year, my administrator asked me to pivot instruction to the idea of freedom to read. Instead of talking about all of the book banning happening in the US right now, we talked about how students have the freedom to read the books they want.”

— ☁ —

**25%**

**ADHERE TO  
ADMINISTRATIVE  
RESTRICTIONS FOR  
FEAR OF LOSING JOBS**

“I censor in a way I don’t believe in, based on fear of my upper administration.”

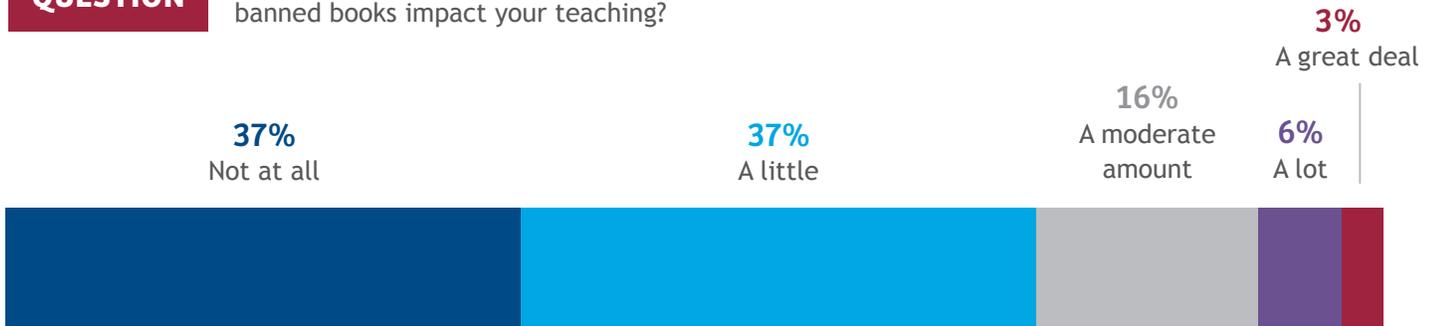
— ☁ —

# 63% OF EDUCATORS SAID THE CURRENT CONVERSATION AROUND BANNED BOOKS IS IMPACTING THEIR TEACHING TO SOME DEGREE

## Impact on Teaching

### QUESTION

How much does the conversation around banned books impact your teaching?

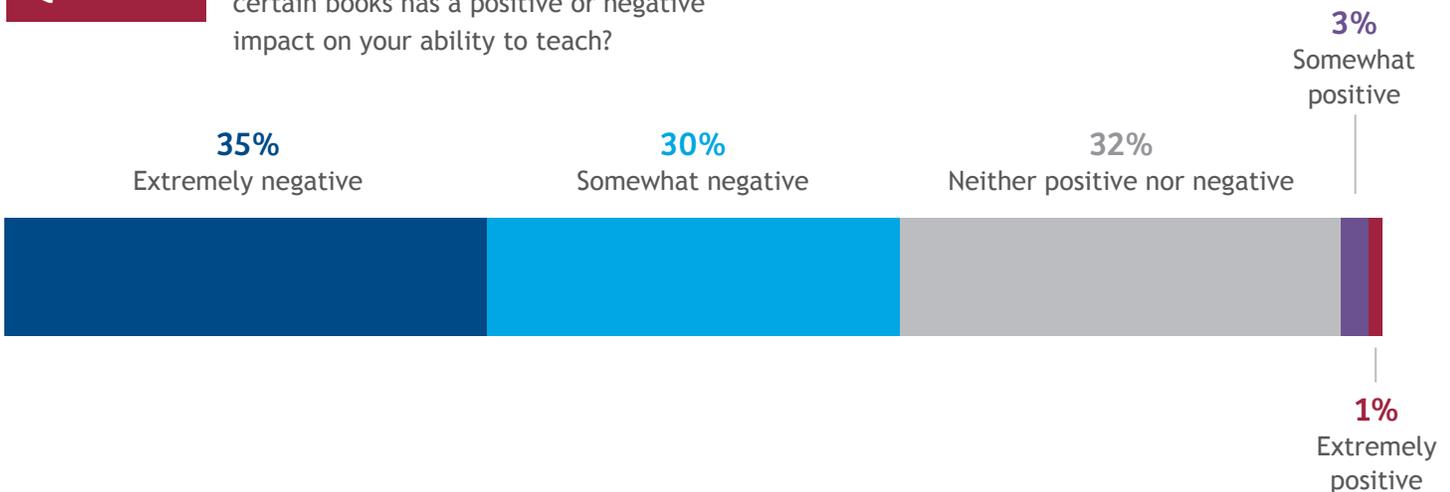


# HOWEVER, 65% SAY THAT THE BANNING OF BOOKS IN GENERAL HAS A NEGATIVE IMPACT ON THEIR ABILITY TO TEACH

## Negative Impact on Teaching

### QUESTION

Overall, do you feel that the banning of certain books has a positive or negative impact on your ability to teach?



# EDUCATORS HAVE CHANGED THEIR BEHAVIORS BECAUSE OF BOOK BANS

**71%**

**UNDERMINES  
EDUCATOR EXPERTISE**

**Educators Feel Distrusted, Which Increases Stress**

“As an educator, banning books negatively impacts my teaching because it limits instruction, learning, and inquiry. (It) leads to students receiving a very narrow view of the world... they may struggle to function in a global society that is diverse.”

“The impact is more psychological, having a muzzling effect even though my district hasn’t had challenges yet. No one wants to be the first person targeted.”



Within the communities facing book bans, these negative impacts are even greater (approximately + 10%)

**40%**

**ERASES PEOPLE  
& HISTORY**

**Representation Matters – Book Banning Devalues It**

“Book banning regulates exposing students who are often isolated to the views of their home or culture. In reality, our students will interact with all types of beliefs and views throughout their life.”



**36%**

**DISCOURAGES  
CRITICAL THINKING**

**Students Should Feel Empowered to Learn**

“It tells students that they cannot be trusted with information.”

“It will rob students of the opportunity to learn about topics outside of their knowledge base or outside of their lived experiences.”



**4%**

**BANNED BOOKS  
CAN PROTECT  
TEACHERS**

**Not All Educators View Book Bans Negatively**

“The less controversial the book the more time can be spent on reading skills and not distractions.”

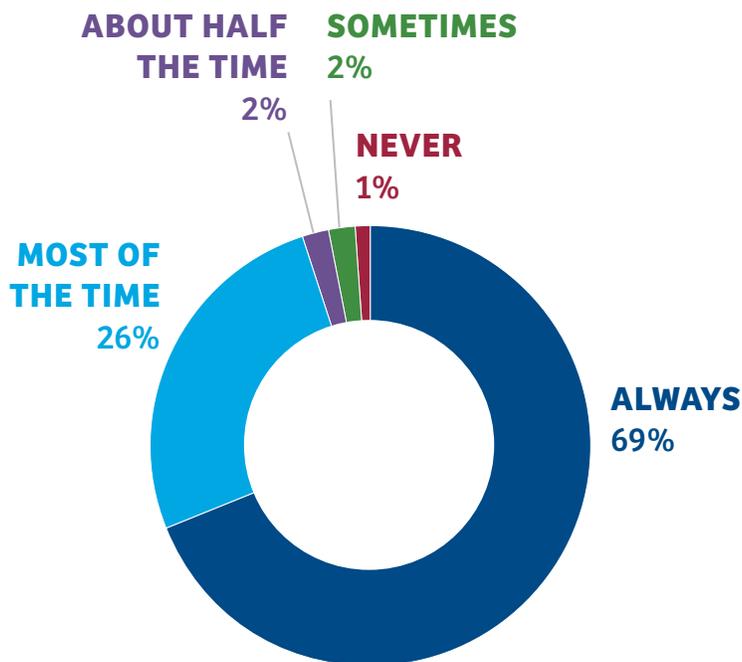


# DESPITE EFFORTS TO THE CONTRARY, EDUCATORS NOTICE BOOK BANS IMPACT STUDENT BEHAVIOR AS WELL

## Independent Reading Choice

### QUESTION

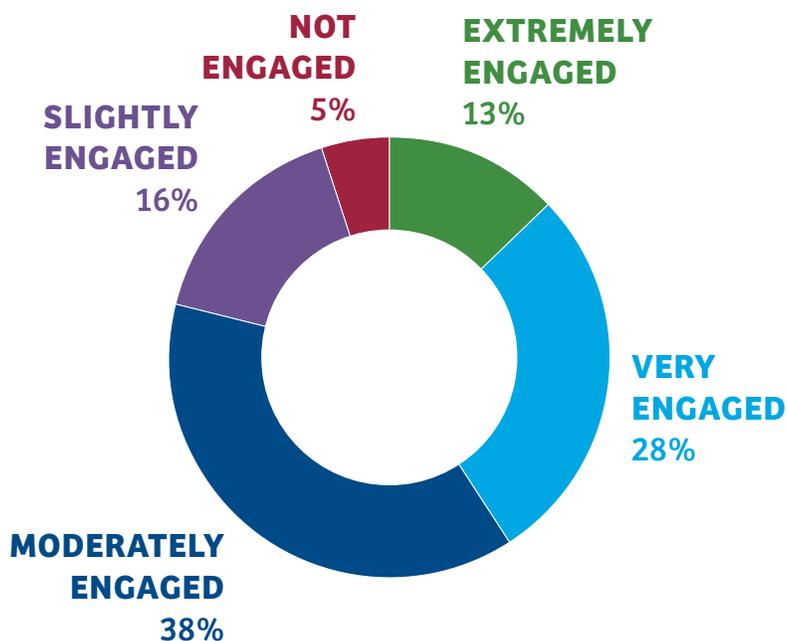
Do you provide your students with the freedom to choose any books they want for independent reading?



## Reading Engagement

### QUESTION

From your perspective, how engaged are your students in reading?

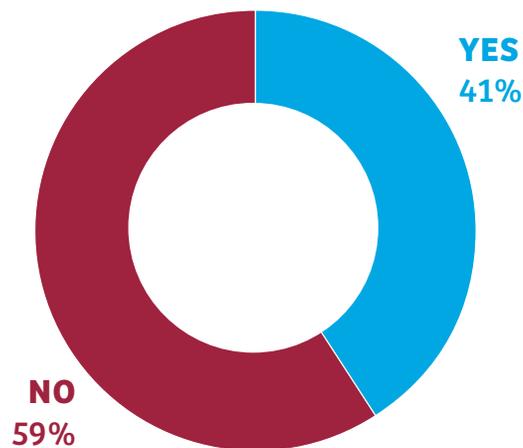


# OVER 40% OF EDUCATORS ARE HAVING CONVERSATIONS WITH THEIR STUDENTS ABOUT BANNED BOOKS

## Conversations with Students

**QUESTION**

Have you had conversations about banned books with your students?

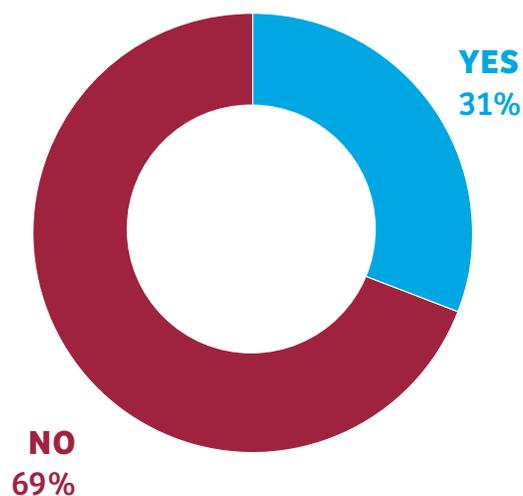


# OVER 30% SAY STUDENTS ARE STARTING THESE CONVERSATIONS

## Student Initiated Conversations

**QUESTION**

Have your students ever initiated a conversation about banned books?



# EDUCATORS NOTICE BOOK BANS IMPACT STUDENT BEHAVIOR AS WELL

**78%**

**STUDENTS ARE READING  
MORE WHEN GIVEN ACCESS  
TO BANNED BOOKS AND  
FREE CHOICE READING**

## QUESTION

Have you observed any noteworthy changes in student engagement/learning, either positive or negative, in relation to banned or challenged books?

“Banning books has had the unintended effect of increasing student interest and motivation in reading books that adults say they should not be reading.”

“I have had more students asking for certain books/authors because they heard about a banned book. Mostly, students want the freedom to choose what they read.”

“My students actively seek out books that have been challenged in other places. They know that people are banning the good stuff!”

— CC —

**72%**

**RESTRICTING  
BOOK ACCESS MAKES  
STUDENT READING  
ENGAGEMENT WORSE**

“As a reading teacher of 18 years, I have recently noticed an alarming, growing number of students who do not read for enjoyment despite efforts to engage them in choice reading.”

“I’ve never had this kind of difficulty before finding something that a kid would enjoy reading. The attitude towards books and reading in general has become more negative.”

“Not having access to [banned] books means only less-engaging books are available.”

— CC —

“I have a student whose parents will not allow them to come to the school library on special area day since I have about 16 age-appropriate LGBTQ+ books in our library. The student is missing out on research skills, learning to identify credible sources, our poetry unit and being able to check out books.”

**24%**

**FAMILY OPINION  
IMPACTS STUDENTS’  
OVERALL LEARNING**

— CC —

# STUDENTS HAVE A VARIETY OF OPINIONS ON BANNED BOOKS

## LOTS OF QUESTIONS FROM STUDENTS



“What is book banning?”

“Why are books banned?”

“Why was *this* specific book banned?”

“Who is doing the banning?”

## DISCUSSED LAWS/RIGHTS



### Laws Vary from State to State

“The kids brought it up because they were confused about why a certain book was banned in a different part of the country and why someone might hate even the idea of other kinds of families. It was a very brief and factual discussion, though I’m not sure it helped clear up their confusion.”

### Right to Read

“They are aware that the rights of young learners (are) being impacted. I’d say that they overwhelmingly support a reader’s choice to read what they want. They talk a lot about having the freedom to make personal choices.”

## EMOTIONAL REACTIONS



### Shocked/Surprised

“Kids are surprised. They think that the people banning books are out of touch with their generation.”

### Feel Underestimated

“My students believe that they are mature enough to make their own choices when it comes to reading.”

“Being inclusive is part of our school motto, and the children are smart enough to know that that means EVERYBODY.”

### Other...

“They think it’s the dumbest thing ever.”

“My students think it is ludicrous that someone who doesn’t know them personally could impact the books to which they have access.”

“The kids are nervous it’ll happen here.”

“Students say it’s ‘ridiculous or not fair’”

# STUDENTS HAVE A VARIETY OF OPINIONS ON BANNED BOOKS

## TURN IT INTO A LESSON



### Teacher Runs a Lesson/ Activity on Banned Books

“They are involved in **Problem-Based Learning** and were presented this problem by our public library as one to provide solutions for.”

“I teach a lesson about censorship and banned books during banned book week every year.”

### Historical Context of Banned Books

“We have talked about the history of banning books and the commonalities in the reasons at certain points in history. We have identified the current trend with the focusing of LGBTQ+ and race.”

## SHARED OPINIONS



### Most Students Oppose Bans...

“They are strongly **AGAINST** banning books and have asked me to have a shelf behind my desk of banned books that they could check out with written parent permission.”

### However, Some Agree (often with whatever their parents say)

“The students feel it is their parents’ job to tell them what they can and cannot read.”

“Some students see the reason behind giving parents a say in what their kids read, but they also are operating from an experience where they tend to agree with their parents’ beliefs and values.”

## MADE CONNECTIONS TO -ISMS



“They look at the (banned) titles and see themselves (immigrants, Black, poor, LGBTQ+) and ask why people can’t learn about people like them.”

“Students were shocked and quickly realized that the content of most challenged books focuses on race and sexuality. They did not understand why either topic should be considered controversial.”

## TAKE ACTION



“They see it as a political matter. It’s made a couple of students **seek out banned books just to make a point.**”

“Students always want to read books that are banned, challenged, or about generally taboo topics.”

# SOME BOOK BANNING OPINIONS AND EXPERIENCES VARY BY GEOGRAPHY



## SUBURBAN AREAS EXPERIENCE THE MOST BOOK RESTRICTIONS

Schools in suburban areas are experiencing more book restrictions than schools in urban and rural areas.

In this study, suburban schools made up 1/3 of respondents but...

- 47.5% of all challenges
- 46.5% of all bans
- 40% of all district policies

## SCHOOLS IN FLORIDA & TEXAS

Schools in Florida and Texas have seen the most bans, challenges, and district-wide policies regarding prohibited books.



## RURAL EDUCATORS MORE LIKELY TO THINK BANS ARE SOMETIMES JUSTIFIED

Most educators (87%) believe that banning books is never or rarely justified. Rural educators are more likely than their urban and suburban peers to think book bans are sometimes justified: 16% of rural educators said book bans are sometimes justified, compared to 9% of urban educators and 11% of suburban educators.



# STUDENT READING ENGAGEMENT CAN VARY DEPENDING ON THE CLASSROOM CULTURE AROUND BOOK BANNING

## TALKING TO STUDENTS ABOUT BANNED BOOKS MAY INCREASE READING ENGAGEMENT



Educators who said they had conversations with their students about banned books were more likely to feel their students were engaged with reading.

## ALLOWING STUDENTS FREE CHOICE OF THEIR INDEPENDENT READING BOOK MAY INCREASE READING ENGAGEMENT



Educators who provided their students choice with respect to book selection for independent reading were more likely to feel their students were engaged with reading.

## THE MORE BOOKS AVAILABLE IN A CLASSROOM LIBRARY, THE MORE LIKELY STUDENTS ARE TO BE ENGAGED IN READING



The more books there were in a classroom library, the more likely educators were to feel their students were engaged with reading.

## THE OLDER STUDENTS GET, THE LESS INTERESTED THEY ARE IN READING



As the students served got older, educators were less likely to feel they were engaged with reading.

## EDUCATORS WHO SUPPORT BOOK BANS MAY NOTICE LOWER LEVELS OF READING ENGAGEMENT AMONG THEIR STUDENTS



As educator support for book banning increased, educators were less likely to feel their students were engaged with reading.

# TALK OF BANNING BOOKS HARMS EDUCATORS AND STUDENTS

**81%**

**THE NATIONAL DIALOGUE AROUND BANNED BOOKS AND RESULTING RESTRICTIONS HARM STUDENTS**

Banning books, particularly the books currently being banned, hinders student learning and especially harms minority groups.

“When we ban books, we’re not only removing diversity & representation, we are telling key groups of kids that they are not worthy of being represented, that they don’t matter, that they are invisible.”

“(Kindergartners) seeing themselves and a wide variety of representation in books goes a long way to help them accept themselves and others for the rest of their lives.”



**78%**

**THE NATIONAL DIALOGUE AROUND BANNED BOOKS AND RESULTING RESTRICTIONS HARM TEACHERS**

The current national dialogue around banned books discredits educators and instills fear.

“The onslaught of destructive practices against education has made an already challenging and sometimes thankless profession into an excruciating, depressing, sometimes terrifying, and exhausting one. These acts are driving away some of the best educators, and sometimes welcoming in people who would rather impose their beliefs onto children than develop kids’ individual critical thinking skills.”



**63%**

**BANNED BOOKS CAN, DO, AND SHOULD EMPOWER STUDENTS**

Knowledge is power – students of all ages can benefit from being exposed to diverse content.

“My students are annoyed at the book challengers/district policies and beg me to not limit their selection of books. I listen to them. They’re a smart generation. We need to trust them and guide them.”

“Books encourage and promote independent and critical thinking, which empowers leaders and change. We are stifling children and limiting future leaders with these restrictive book bans.”



**43%**

**FAMILIES SHOULD DECIDE FOR THEMSELVES, BUT NOT FOR OTHERS**

Families have final say over what their own children learn/read, but they cannot control what others consume.

“I believe public schools serve entire communities, not just a group of people. Parents have the right to make choices for their child, but they do not have the right to make a choice for another student.”



## EDUCATORS SAY THANK YOU FOR ASKING THEIR OPINIONS



“If you can get some of these banned/challenged titles in the Book Bank, I’ll be saving some money to purchase them! Thank you for caring about our input. Most of the time I feel like I’m just a teacher, you know? Thank you for your time.”



“Please lead from the front. [A publisher] is currently caving from pressure in Florida, and we need large organizations... to demand access to controversial ideas. It is our/their constitutional right to access topics and ideas that are controversial. It is the foundation of our democracy.”



“Thank you for the participation in your survey on banned books. I am a student from the 1970-1980’s. I can recall books that we were required to read that today would be controversial and they didn’t have [a negative] impact on my life.”



“Thank you very much for giving me a place to voice my thoughts.”



“Thank you for keeping this discussion going!!!”



“Like many controversies that erupt about teaching, I don’t feel like I have a voice in this national dialogue. It is as if all the people making decisions have decided to go out of their way not to include teachers in the decision-making process. So, thank you... for asking me to contribute my opinion about this crucial issue.”



“Thank you for having this conversation. We need to have it, we need to stand up, and we need to fight back.”

# SURVEY METHODOLOGY

## BANNED BOOKS SURVEY

### Survey Type:

Cross-sectional online questionnaire

### Participants:

Participants from this study were registered First Book members, who work in classrooms or programs in which at least 70 percent of the children served come from low-income families.

### N = 1,501 Participants

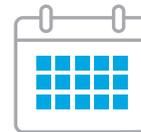
This study was designed by First Book Research & Insights.

AUDIENCE SIZE:  
**146,639**

COMPLETED  
RESPONSES:  
**1,501**



The First Book team programmed this electronic survey in the QualtricsXM platform and distributed it via email.



The survey administration period opened on April 13, 2023 and closed on April 27, 2023.

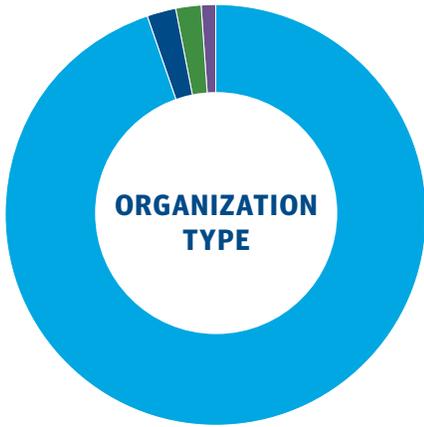
# STUDY LIMITATIONS

Similar to other research studies, this study has several limitations which impact how results should be interpreted. First, like other classroom-based studies, we were unable to control for a wide variety of variables such as educators' accuracy in their understanding of book ban regulations nationwide or within their own school/district, as well as their ability to accurately gauge student interest in reading. Additionally, this survey heavily relied on educators' own perceptions of the effects of banned books on their classroom environment and the students they serve.

Second, like all survey research, this study may have also been vulnerable to various types of nonresponse bias. There was no discernible pattern in which educators failed to respond at all time points (reasons for response noncompliance may include time and resource constraints, loss of access to the survey due to changes in their professional environment, and a finite time window for each survey administration), so missing data was missing predominantly at random. Effects of nonresponse bias could emerge as active nonresponse – deliberately choosing not to take the survey – which could be attributed to educators' personal beliefs on the topic of banned/challenged books. Additionally, nonresponse could be attributed to concerns about confidentiality.

Finally, our study was limited by the lack of a significant control sample (educators who face and/or support book bans) and the general selection bias inherent to any research sampling from a specific target population. Because we sampled predominantly from the First Book Network, comprised of educators who are most likely invested in the betterment of their classroom and who subsequently receive significantly more marketing and communication regarding the importance and utility of diverse books in the classroom, our sample may have been biased due purely to selection bias at the participant level. It could be assumed that educators who are part of the First Book Network are already used to being exposed to banned/challenged content, and therefore are less likely to have opposition towards such content. Future research may consider a non-First Book sample or a completely randomized control trial.

# RESPONDENT DEMOGRAPHICS



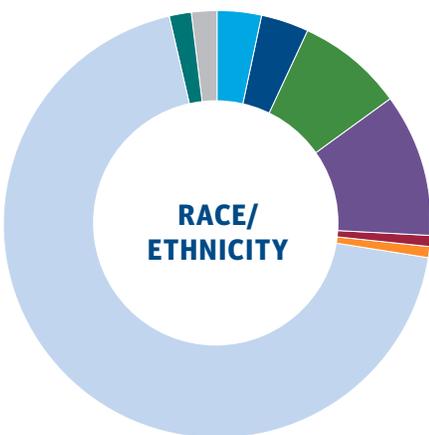
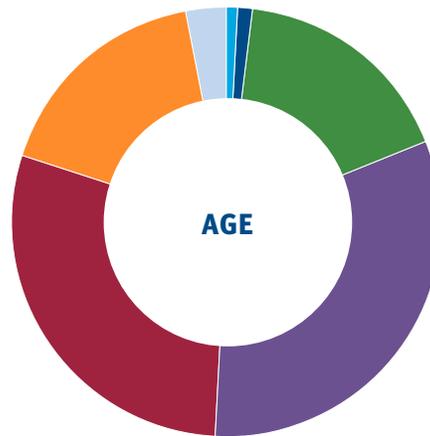
ORGANIZATION TYPE	%
School	94%
Library	2%
Other	2%
Early Childhood Program	1%

## AGE

- Under 18
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 +

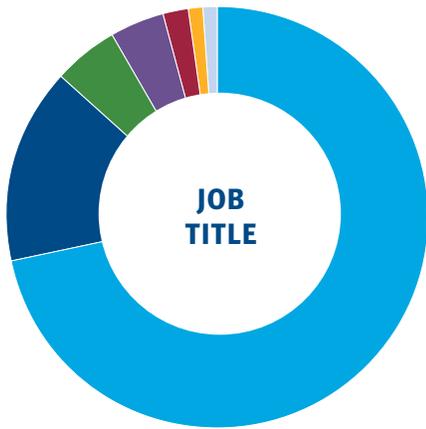
## %

- 1%
- 1%
- 17%
- 32%
- 29%
- 17%
- 3%



RACE/ETHNICITY	%
American Indian or Alaska Native	4%
Asian	4%
Black or African American	9%
Hispanic, Latine, or of Spanish origin	12%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	1%
White	77%
Another Race or Ethnicity	2%
Do not wish to answer	6%

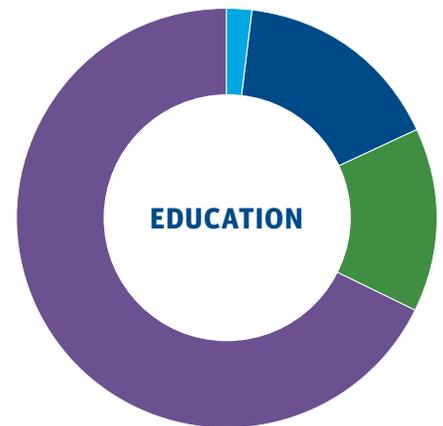
# RESPONDENT DEMOGRAPHICS



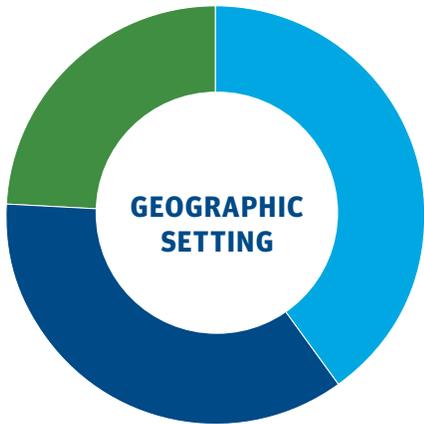
JOB TITLE	%
Teacher/Teacher Aide	71%
Librarian/Media Specialist	15%
Other	5%
Reading Specialist	4%
School Support Personnel	2%
School Administrator	1%
Program Director/Administrator	1%

## EDUCATION

EDUCATION	%
Some College/Vocational Training Beyond High School	2%
Four-Year College Degree	16%
Some Post-Graduate Work	14%
Post-Graduate Degree	67%

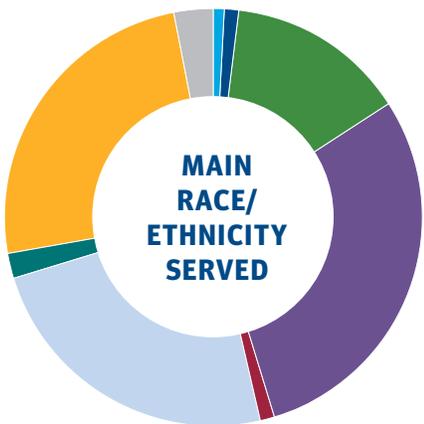
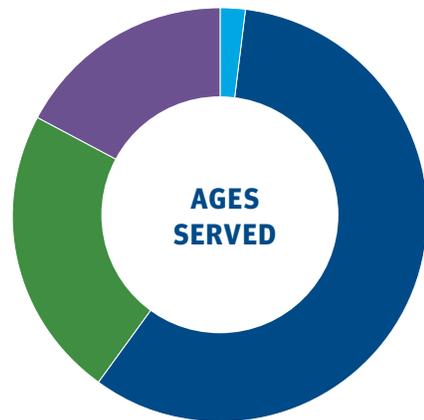


# CLASSROOM/PROGRAM DEMOGRAPHICS



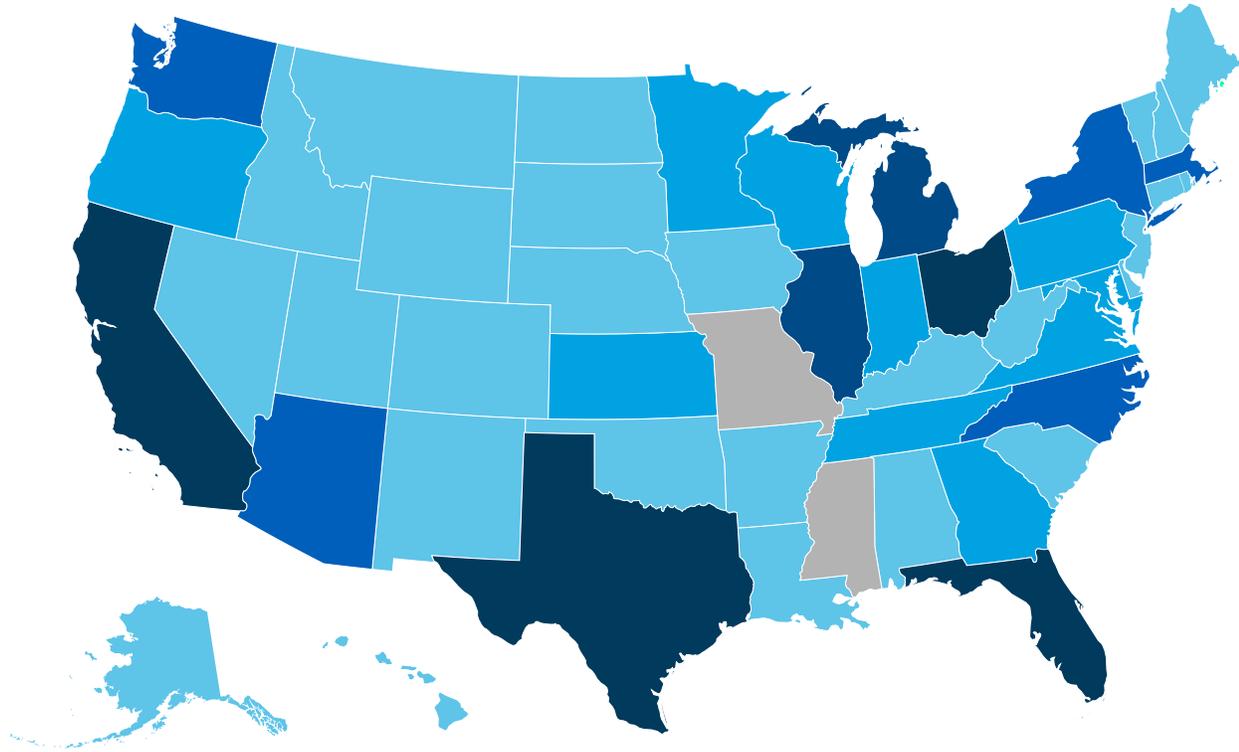
GEOGRAPHIC SETTING	%
Urban	40%
Suburban	36%
Rural	24%

AGES SERVED	%
Preschool (ages 3-4)	2%
Elementary School (ages 5-10)	58%
Middle School (ages 11-13)	23%
High School (ages 14-18)	17%



MAIN RACE/ETHNICITY OF STUDENTS SERVED	%
American Indian or Alaska Native	1%
Asian	1%
Black or African American	14%
Hispanic, Latine, or of Spanish origin	30%
Middle Eastern or North African	1%
White	24%
Another Race or Ethnicity	2%
The students I serve comprise a diverse population with no predominant ethnicity	25%
I don't know/prefer not to answer	3%

## BY STATE



0
  1-20
  21-40
  41-60
  61-80
  81+

STATE	COUNT	STATE	COUNT	STATE	COUNT	STATE	COUNT
Alabama	12	Illinois	69	Montana	8	Rhode Island	7
Alaska	2	Indiana	21	Nebraska	14	South Carolina	14
Arizona	52	Iowa	7	Nevada	14	South Dakota	2
Arkansas	14	Kansas	21	New Hampshire	5	Tennessee	36
California	192	Kentucky	11	New Jersey	20	Texas	141
Colorado	16	Louisiana	9	New Mexico	11	Utah	16
Connecticut	20	Maine	7	New York	60	Vermont	2
D.C.	0	Maryland	23	North Carolina	42	Virginia	30
Delaware	6	Massachusetts	48	North Dakota	4	Washington	47
Florida	87	Michigan	77	Ohio	85	West Virginia	4
Georgia	37	Minnesota	33	Oklahoma	17	Wisconsin	21
Hawaii	5	Mississippi	0	Oregon	34	Wyoming	4
Idaho	16	Missouri	0	Pennsylvania	37		



## ABOUT FIRST BOOK

### EDUCATION TRANSFORMS LIVES

First Book is building a world where every child has access to a quality education. We work to remove barriers to education and level the playing field for kids in need. At the heart of our work are the 575,000 members of the First Book Network, the largest online community of educators and professionals dedicated to children in need across North America. This Network is the key to creating systemic change. We conduct research studies that aggregate their voices to identify barriers to equitable education and inform strategic solutions. To address their needs, we provide free and low-cost books, resources, and access to leading experts. We use aggregated buying power to influence what is published or created to support this underserved community. Founded in Washington D.C. in 1992 as a nonprofit social enterprise, First Book is dedicated to eliminating barriers to learning and inspiring young minds.

**Imagine a world where every child experiences the benefits of a quality education.**

We're on a mission to ensure that all children, regardless of their background or zip code, can succeed – by removing barriers to equitable education.

### HOW WE DO IT

A leading force for education equity, First Book reaches an average of five million children in under-resourced communities every year. We work to level the educational playing field for kids in need through:

**First Book Network**, 575,000 educators dedicated to serving children in need at schools and programs across the U.S., is North America's largest and fastest growing community of its kind. First Book members work in classrooms, after school programs, summer or early childhood programs, shelters and health clinics, libraries, community programs, military support programs, and other settings serving a majority of children in need.

**First Book Marketplace**, a nonprofit eCommerce site, delivers a wide range of professionally curated diverse, culturally relevant books and resources – all offered at the lowest costs possible, or for free. We use aggregated buying power to influence what is published or created to ensure we are meeting the needs of educators serving children in need. Since our founding in 1992, we have distributed more than 225 million books and resources in total, with 13-16 million books distributed annually.

**First Book Research & Insights** drives meaningful change by aggregating and amplifying the needs, market power, and voices of the educators in our Network. Through First Book’s extensive quantitative and qualitative research, this community of educators provides insights guiding the design of programs, partnerships, and the resources we offer. Research & Insights informs how to develop products, curriculum, and digital resources that will be most relevant and impactful for all serving under-resourced educators and children.

**First Book Accelerator** collaborates with public and private partners, translating best-in-class expertise into actionable educational strategies to support learning for kids in need. We collaborate with field experts, publishers, corporations, foundations, fellow nonprofits, leading academics, and individual donors to address the critical needs expressed by educators. These mission-driven alliances fuel our ability to expedite resources to those who need them the most.



**FOR MORE INFORMATION,  
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