



Graduate School of Library
& Information Science

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

THE DOMINICAN STUDY:
PUBLIC LIBRARY
SUMMER READING
PROGRAMS CLOSE
THE READING GAP

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June 2010



Graduate School
of Library &
Information Science



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This project was made possible by a grant from the U.S. Institute of Museum and Library Services. National Leadership Grant LG-06-06-0102-06.

contents ■

Acknowledgements	i
Executive Summary	1
Introduction and Background	7
Literature Search	13
The Dominican Study	21
Summary of Results	47
Conclusions and Lessons Learned	51
Call to Action: Close the Reading Gap	55
Appendixes	59

acknowledgements.

A research study such as this one has been on my personal research agenda for close to twenty years, but it always fell to the bottom of the agenda for a variety of reasons. It rose to the top when it became apparent that librarians needed to account for the amount of time, energy, and expenses that are involved in public library summer reading programs. Even more important at this time was accountability through hard data as to whether the public library reading programs held over the summer made a difference in student achievement; i.e., did children who participated in summer reading programs at the public library maintain or even gain in their reading ability? The time had come to test this question through a national study using rigorous research and to try to replicate findings from a study conducted in the 1970s.

Research projects such as this Dominican study involve the talents of many individuals and the financial support of a funder. For the earliest discussions about the possibility of a study, we thank Martha Crowley at the Institute of Museum and Library Services (IMLS) for guidance as we prepared the grant proposal. She continued that support throughout the research when we had questions until Rachel Frick assumed that guiding role after Ms. Crowley retired. We also thank IMLS staff members Mary L. Chute, Joyce Ray, and Kevin Cherry for their interest and help throughout the project. For granting us the funds to conduct the research, we thank the reviewers and administration of IMLS.

Thanks go to the following for original discussions for partnering on the project: Ron Fairchild, then director of the Johns Hopkins University Center for Summer Learning (now known as the National Summer Learning Association, an independent organization since September 2009), Carole D. Fiore, a consultant known for her publication on summer reading programs, Peggy Rudd and Christine McNew of the Texas State Library and Archives Commission, and Eugene Hainer and Patricia Froehlich of the Colorado State Library.

For the rigor of the research, we thank the Johns Hopkins University Center for Summer Learning research team, which included Brenda McLaughlin, Deborah T. Carran, and Susanne Sparks. For guidance on the refinement of the research methodology and other issues that arose during the study, we gratefully extend our thanks to advisory board members Janice Del Negro, Tracie Hall, Denise Davis, and Penny Markey.

I express sincere gratitude and thanks to my co-authors of this report, Carole Fiore and Deb Carran. Their input was invaluable. My home institution's President Donna M. Carroll and Provost Cheryl Johnson-Odim have been supportive and encouraging from initial discussions and throughout the study. Thank you.

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Close the Reading Gap

executive summary.



“In fact, all people today—youth and adults—spend the majority of their lives learning outside the walls of formal classrooms.”

— “Museums, Libraries, and 21st Century Skills,”
IMLS, July 2009

executive summary.

The Graduate School of Library and Information Science at Dominican University received a National Leadership Grant from the Institute of Museum and Library Services (IMLS) for a three-year research study to answer the question: do public library summer reading programs impact student achievement? Conducted between 2006 and 2009, the study had its roots in programming that began in the late 1800s.

For over a century, public librarians have designed summer reading programs to create and sustain a love of reading in children and to prevent the loss of reading skills over the summer. Recently, however, federal and private funding agencies, along with departments of education, have challenged the effectiveness of public library summer reading programs, especially considering the large amount of resources, both financial and human, that is invested in developing and marketing summer reading programs. The concern is exacerbated, as well, by the dismal reading scores of students on standardized tests in low-performing schools. This then begged the question as to whether public library summer reading programs, in fact, reach the stated goals and impact student achievement.

Dominican University, as the lead agency, contracted with the Johns Hopkins University Center for Summer Learning to conduct the research and also partnered with the Colorado State Library and the Texas State Library and Archives Commission to help identify possible sites. The study was piloted at three public libraries. The full study was conducted at eleven sites across the United States and was overseen by an Advisory Committee that helped shape and guide the research parameters.

The Dominican study, as it has come to be known, involved the collection of data through pretesting and posttesting of students at the end of third grade and at the beginning of their fourth-grade year. Interviews and surveys of public librarians were conducted, as well as surveys of students, their parents, their teachers, and school librarians.

The results of this Dominican study include the following:

- Students who participated in the public library summer reading program scored higher on reading achievement tests at the beginning of the next school year than those students who did not participate and they gained in other ways as well.
- While students who reported that they did not participate in the public library summer reading program also improved reading scores, they did not reach the reading level of the students who did participate.
- Students who participated in the public library summer reading program had better reading skills at the end of third grade and scored higher on the standards test than the students who did not participate.

- Students who participated in the public library summer reading program included more females, more Caucasians, and were at a higher socioeconomic level than the group of students who did not participate.
- Families of students who participated in the public library summer reading program had more books in their homes than those families of students not participating.
- Students enrolled in the public library summer reading program reported that they like to read books, like to go to the library, and picked their own books to read.
- Parents of children enrolled in the public library summer reading program reported that their children spent more time reading over the summer and read more books, were well prepared for school in the fall, and read more confidently.
- Parents of children enrolled in the public library summer reading program reported that they would enroll their children in a summer reading program at the library again, made more visits to the public library with their children, and read more books to/with their children over the summer.
- Teachers observed that students who participated in the public library summer reading program returned to school ready to learn, improved their reading achievement and skills, increased their enjoyment of reading, were more motivated to read, were more confident in participating in classroom reading activities, read beyond what was required in their free time, and perceived reading to be important.
- School librarians observed that students who participated in the public library summer reading program returned to school ready to learn, improved their reading achievement and skills, increased their enjoyment of reading, were more motivated to read, were more confident in their reading abilities, read beyond what was required in their free time, and perceived reading to be important.
- Public librarians observed/perceived that students who participated in the public library summer reading program returned to school ready to learn, improved their reading achievement and skills, increased their enjoyment of reading, were more motivated to read, were more confident in their reading abilities, read beyond what was required in their free time, perceived reading to be important, were enthusiastic about reading and self-selecting books, and increased their fluency and comprehension.

It is time to close the achievement gap in reading for our nation’s children. Based on this study’s findings, we recommend:

1. Recognizing that public libraries play a significant role in helping to close the achievement gap in school performance.
2. Promoting the powerful role that public libraries play in the education community in helping children maintain and gain reading skills.
3. Engaging families in public library programs to promote early childhood literacy.
4. Investing more money in summer reading programs—especially in public libraries that serve children and families in economically depressed areas.
5. Marketing to parents of school-age children so they understand the importance of their children participating in summer reading programs and other out-of-school library activities.

- 6.** Ensuring that librarians in public libraries work with teachers and school librarians to identify non-readers and under-performing students and to reach out to those students in order to engage them in library activities.
- 7.** Reaching out to boys to get them involved in reading.
- 8.** Expanding the definition of reading beyond books to include magazines, graphic novels, etc.
- 9.** Providing more books and reading material at the public library for children in economically depressed neighborhoods since their more advantaged peers may have better access to reading materials in their homes and in their local public libraries.
- 10.** Helping children in lower-income areas build home libraries by partnering with non-profit organizations such as First Book and Reading Is Fundamental.
- 11.** Having librarians assume a role in influencing a child's love of reading and lifelong learning.
- 12.** Encouraging and supporting studies that continue research in this area and that offer effective means for closing the reading achievement gap.

A complete report is available online at www.dom.edu/gslis.

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

**introduction and
background.**



**“The 21st century
has changed how,
when, and where
we all learn.”**

— “Museums, Libraries, and 21st Century Skills,”
IMLS, July 2009

introduction and background ■

THE “DOMINICAN STUDY”

Summer reading programs are offered by 95.2 percent of public libraries in the United States.¹ For years, public librarians have designed summer reading programs to create and sustain a love of reading in children and to prevent the loss of reading skills, which research shows often occurs during the summer months. Yet are summer reading programs actually accomplishing the goals of the programs as hoped by the librarians? The study most often cited to support librarian claims is over thirty years old. The Graduate School of Library and Information Science at Dominican University with the Johns Hopkins University Center for Summer Learning, and in partnership with the State Libraries of Texas and Colorado, prepared a National Leadership Grant proposal for the Institute of Museum and Library Services (IMLS) to investigate these important questions: do public library summer reading programs have an impact on student reading achievement; do public library summer reading programs spur a motivation to read and enjoyment of reading; and what is the effect when schools and public libraries collaborate to support summer reading programs? With grant monies from IMLS, the research project began in 2006 and continued through 2009.

ESTABLISHING A MODEL FOR COMPREHENSIVE EVALUATION

In September 2005, IMLS brought representatives from eleven state libraries and their public library partners to Washington, D.C., for a two-day workshop to develop outcome-based evaluation logic models for evaluating summer reading programs. The goal of the workshop was to assist public libraries in developing evaluation tools to gather data on the impact of summer reading programs and to gather longitudinal data demonstrating the impact of public library summer reading programs. Attendees were eager to develop a means of demonstrating the value of summer reading programs to their funders, colleagues, and the community at large. Many workshop participants concluded that while outcome-based evaluation of summer reading programs is valuable, more rigorous research at the national level might provide stronger evidence of the value of summer reading programs.

Public librarians are under pressure from their funders to prove that tax dollars spent on their programs yield a valuable return on investment. In his article about current trends in budgeting, “What is a Summer Worth,” workshop attendee Steve Brown wrote, “Last year, several public libraries in the North Texas area suddenly found to their dismay that they were being asked to explain the value of their summer reading activities.”² Mr. Brown stated that funders increasingly

¹ F. William Summers, et al., *Florida Libraries are Education: Report of a Statewide Study on the Educational Role of Public Libraries* (Tallahassee, FL: School of Information Studies, Florida State University, 1999), iv.

² Steve Brown, “What is a Summer Worth?” *Texas Library Journal* 81, no. 2 (2005): 16–17.

regard survey data as insufficient evidence, instead preferring the rigor of quantitative research. Certainly, outcome-based evaluation provides a convincing description of the impact of programs; however, quantitative research is also needed to determine if there is a connection between participation in public library summer reading programs and the prevention of summer reading loss.

The methodology used by schools to study the impact of school-based intervention programs on summer learning loss has included both quantitative and qualitative approaches, and offered a model to study the impact of programs offered by public libraries. Student performance on pretests at the end of a school year and posttest scores at the beginning of the following school year had been compared to determine the impact of learning activities during the intervening summer, and data on changes in motivation and enjoyment of reading had been gathered through surveys. Yet due to the fiscal and logistical challenges of gathering pretest and posttest data of summer reading program participants from their schools, this “dual” methodology has rarely been utilized in studying summer reading programs sponsored by public libraries. Heretofore, as well, studies were conducted in individual school districts or in individual library systems—there had not been a research study conducted on a national scale.

This apparent division of labor and consequent assessment between schools and public libraries begged the question: would research support that school and public library collaboration leads to higher student reading achievement?

Certainly, both schools and public libraries have a stake in the nation’s children being successful in school and beyond. National standards for school libraries, as outlined in *Information Power: Building Partnerships for Learning*, as well as state standards, such as those found in *School Library Programs: Standards and Guidelines for Texas*, recommend that school librarians collaborate with teachers and public librarians to support higher student achievement.³ Throughout the United States, school and public librarians are cooperating to support students, and many of these collaborations are documented on the Association for Library Service to Children (a division of the American Library Association) website.⁴ While studies in more than a dozen states demonstrate that student test scores are higher when school librarians collaborate with teachers, we did not find research to demonstrate that collaboration between schools and public libraries also supports student achievement.⁵

³ *Information Power: Building Partnerships for Learning* (Chicago: American Library Association, 1998). and *School Library Programs: Standards and Guidelines for Texas* (Texas: Texas State Library and Archives Commission, May 2005).

⁴ www.ala.org/ala/alsc/alscresources/forlibrarians/SchPLCoopActivities.htm.

⁵ Library Research Service. School Library Impact Studies. (www.lrs.org/impact.asp)

An overview of existing research on summer reading programs in public libraries revealed that the Barbara Heyns study, *Summer Learning and the Effects of Schooling* published in 1978, was still being cited as the definitive study of the impact of summer reading programs on student reading achievement. Subsequent quantitative research has primarily focused on the effect of interventions by schools.⁶

This Dominican University study provides a rigorous evaluation of the impact of public library summer reading programs on summer reading loss through the examination of third-grade students from large and small communities in rural, urban, and suburban areas, paying particular attention to those students from low-income families. It also examines collaboration between schools and public libraries.

The study focused on students at the end of third grade and followed them as they entered fourth grade. This cohort was selected because less than one-third of U.S. fourth graders meet the “proficient” standard on the National Assessment of Educational Progress (NAEP). Fourth graders in high-poverty schools score dramatically lower on NAEP reading tests than the general population: over 85 percent fail to reach the proficient level. Fourth grade appears to be a transitional year from learning to read to reading to learn. As researchers Jeanne S. Chall and Vicki A. Jacobs stated: “One possible reason for the fourth-grade slump may stem from lack of fluency and automaticity (that is, quick and accurate recognition of words and phrases). We found this particularly among the poorest readers who read slowly and hesitatingly in grade 2 and beyond. Lack of fluency tends to result, ultimately, in children’s reading less and avoiding more difficult materials.”⁷

AN ASSESSMENT OF NEED FOR THE STUDY

Research indicates that children from families across the socioeconomic spectrum achieve similar levels of reading improvement during the school year. However, while the reading skills of more economically advantaged children remain stable or improve slightly during the summer, the reading skills of children from low-income families decline. In fact, research shows that a reading achievement gap of approximately three months develops between students from lower- and higher-income families over the summer months. This loss accumulates each summer and may become a gap of eighteen months by the end of sixth grade, and two or more years by middle school.⁸

Since the 1970s, studies have suggested that summer reading is an effective way to prevent summer learning loss. In the aforementioned landmark study, *Summer Learning and the Effects*

⁶ Barbara Heyns, *Summer Learning and the Effects of Schooling* (New York: Academic Press, 1978).

⁷ Jeanne S. Chall and Vicki A. Jacobs, “Poor Children’s Fourth-Grade Slump,” *American Educator* (Spring 2003). http://archive.aft.org/pubs-reports/american_educator/spring2003/chall.html

⁸ H. Cooper, B. Nye, K. Charlton, J. Lindsay and S. Greathouse, “The effects of summer vacation on achievement test scores: A narrative and meta-analytic review,” *Review of Educational Research* 66 (1996): 227–268.

of *Schooling*, Barbara Heyns followed sixth and seventh graders in the Atlanta Public Schools through two school years and the intervening summer and compared scores on reading pretests and posttests. Heyns concluded that “The single summer activity that is most strongly and consistently related to summer learning is reading.”⁹ In her study, Heyns also stated that “More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer. Moreover, unlike summer school programs, the library was used regularly by over half the sample and attracted children from diverse backgrounds.”¹⁰ For more than the last three decades, librarians have quoted this study to justify summer reading programs.

A more recent study by Jimmy S. Kim concluded that summer achievement losses may be prevented if elementary school students read four or five books during the summer. Kim reported that regardless of race, socioeconomic level, or previous achievement, children who read more books fared better on reading-comprehension tests in the fall than their peers who had read one or no books over the summer.¹¹

A comprehensive bibliography of research on summer reading loss is available on the Alaska State Library website at www.library.state.ak.us/pdf/checklist_161.pdf.¹² For this Dominican study, an additional literature search was conducted. (See p. 13)

GRANT AWARDED

The Institute of Museum and Library Services awarded a multi-year National Leadership Grant of \$290,224 to Dominican University’s Graduate School of Library and Information Science to conduct research from 2006 through 2009. The Cost Share Amount was \$194,106 for a total project cost of \$484,330. Project Administrator and Principal Investigator, Susan Roman, dean and professor of the Graduate School of Library and Information Science, contracted with the Johns Hopkins University Center for Summer Learning to conduct the research, contracted with Carole D. Fiore to manage the project, and worked with partners at the state library agencies in Colorado and Texas to convene the Advisory Committee for the study. (Appendix A)

The charge to the advisory committee was to work with the administrative team to help refine the research study plans, to help set objective parameters for the selection of sites for the study, and to serve as guides and resources as the study progressed. The advisory committee and the administrative team met for the first time during the Midwinter Meeting of the American Library Association in January 2007. Following that meeting, a more comprehensive literature search was conducted and the pilot sites for the study were selected.

⁹ Heyns, 161.

¹⁰ Heyns, 177.

¹¹ Jimmy S. Kim, “Reading Books is Found to Ward Off ‘Summer Slump,’” *Education Week* (May 2004).

¹² Alaska State Library, “Preventing Summer Reading Loss,” *Checklist 161* (April 2005).

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

literature search.



**“For every one line
of print read by
low-income children,
middle-income
children read three.”**

— Donna Celano and Susan B. Neuman in
“When Schools Close, the Knowledge
Gap Grows,” 2008.

literature search ■

For years, librarians and educators have stated that summer library programs are a key to creating a nation of readers. And, as such, summer library programs are a key to creating a nation of literate citizens. In the aggregate, summer library programs are an integral part of public library services. “Virtually all public libraries (95.2 percent) provide summer reading programs for children. More children participate in public library summer reading programs than play Little League baseball. Moreover, these programs have been shown to play a definite role in children improving reading skills over the summer.”¹

Recently, there have been numerous studies, most of them within the education field, that explore the value of reading over the summer. However, the study most often cited is more than thirty years old. Conducted in 1978, *Summer Learning and the Effects of Schooling* by Barbara Heyns was the first thorough investigation of summer learning. In this landmark study, Heyns followed sixth- and seventh-grade students in the Atlanta Public Schools through two academic years and an intervening summer.²

The most significant finding from the Heyns study is that “The single summer activity that is most strongly and consistently related to summer learning is reading.”³ Reading during the summer, whether measured by number of books read, time spent reading, or even by the regularity of library usage, systematically increases the vocabulary test scores of children. “Although unstructured activities such as reading do not ordinarily lend themselves to policy intervention,” Heyns writes, “I will argue that at least one institution, the public library, directly influences children’s reading. Educational policies that increase access to books, perhaps through increased library services, stand to have an important impact on achievement, particularly for less advantaged children.”⁴

Heyns makes several other statements based on her research regarding the effectiveness of the public library on summer learning. Since libraries facilitate reading, they also promote reading achievement. “More than any other public institution, including the schools, the public library contributed to the intellectual growth of children during the summer. Moreover, unlike summer school programs, the library was used regularly by over half of the sample and attracted children from diverse backgrounds.”⁵

Heyns reported that socioeconomic status had little impact on reading achievement over the summer. While reading tends to be patterned by family situation, the increases in summer

¹ F. William Summers, et al., *Florida Libraries are Education: Report of a Statewide Study on the Educational Role of Public Libraries* (Tallahassee, FL: School of Information Studies, Florida State University), iv.

² Barbara Heyns, *Summer Learning and the Effects of Schooling* (New York: Academic Press, 1978).

³ Heyns, 161.

⁴ Heyns, 161.

⁵ Heyns, 177.

learning are largely independent of a child's social class. She also reported in her study that "each additional hour spent reading on a typical day, or every four books completed over the summer, are worth an additional vocabulary word, irrespective of socioeconomic status, for both black and white children."⁶

A conclusion from the Heyns study is that "the unique contribution of reading to summer learning suggests that increasing access to books and encouraging reading may well have substantial impact on achievement."⁷ Both the number of books read and participating in a group in which reading and literacy activities are valued add significantly to improved reading abilities, achievement, and attitudes. Therefore, attracting children to the library during the summer and getting them involved in an organized reading program appears to be a significant way that libraries can increase the summer learning of the young people in their service area.

In addition to Heyns's study, other research that has been done prior to the Dominican study has been summarized in Carole D. Fiore's *Summer Library Reading Program Handbook* (Neal-Schuman, 2005). A selection of recent studies not included in that publication is highlighted here.

In 2005, John Schacter and Booil Jo studied children in a reading summer day-camp and reported that during summer vacation children who are economically disadvantaged experience declines in reading achievement, while middle- and high-income children improve.⁸ They also cite previous research where the most widely implemented intervention—sending economically disadvantaged students to summer school—did not lead to increases in reading achievement.

Another factor Schacter and Jo discussed in relationship to the findings in their research and others they reviewed was an attrition rate. This was related to the mobility rate reported by the elementary schools that were involved in the various studies.

Among the more recent and notable studies related to access to books and other literacy materials are those by Susan Neuman. Neuman and her colleague Donna Celano report that the achievement gap is not rooted in the classroom but in the learning that children do outside the classroom, including time after school, weekends, holidays, and summer breaks. That gap was found to be wider in poor neighborhoods that have little access to information. They found that "book availability for middle-class children was about 12 books per child; in poor neighborhoods, about 1 book was available for every 355 children."⁹ They also found that even when children are given equal access to books, computers, and other information sources, children in low-socioeconomic neighborhoods do not use materials the same way that children in more affluent areas do. They contend that "the nation's public libraries fill a tremendous need by providing print, computers, and other materials to many underserved populations."¹⁰

⁶ Heyns, 168.

⁷ Heyns, 172.

⁸ John Schacter and Booil Jo, "Learning When School is Not in Session: A Reading Summer Day-Camp Intervention to Improve the Achievement of Exiting First-Grade Students Who are Economically Disadvantaged," *Journal of Research in Reading* 28, no. 2 (May 2005): 158-169.

⁹ Donna Celano and Susan B. Neuman, "When Schools Close, the Knowledge Gap Grows," *Phi Delta Kappan* (December 2009): 258.

¹⁰ Celano and Neuman, 258.

During their observations, Celano and Neuman found that “for every one line of print read by low-income children, middle-income children read three.”¹¹ They also observed that while poor and wealthier children can have equal access and spend equal time with information sources such as books and computers while visiting public libraries during the summer, how they use and interact with these materials differ greatly: “Poor children use books with less print and, therefore, less information. They use the computer for more entertainment functions, rather than information-gathering activities. In addition, as they use resources, they receive less support from important mentors—parents, advisors, peers—who could scaffold and help them absorb information.”¹²

In addition, Neuman and Celano witnessed that the disparity between these socioeconomic groups was greatest during the summer. They contend that public libraries are part of the solution to solve this disparity. Part of the solution, according to Neuman and Celano, is to “provide more opportunities for kids to be engaged during summers because, without these opportunities, so much is lost.”¹³

In 2008, Thomas G. White and James S. Kim designed and implemented a voluntary summer reading program for third-, fourth-, and fifth-grade students. The study provided books and encouraged silent and oral reading over the summer. White and Kim state: “Engagement with text is the necessary first step if we want to improve reading skills when school is not in session or prevent a decline in reading achievement that might otherwise occur.”¹⁴

One of the experiments that White and Kim designed was comprised of groups of students in grades three through five that received various levels of intervention (i.e. postcards or letters to parents with suggestions for interaction with their child) and one control group that did not receive any intervention. White and Kim documented that intervention had an impact on students’ summer reading activity. Their results also imply that “merely giving students books is not effective and that some form of scaffolding is necessary for voluntary summer reading to have achievement benefits.”¹⁵

White and Kim made the following recommendations for successful summer reading programs: provide students with at least eight books closely matched to their reading level and interests; send a postcard with each book to remind students of what they should be doing; send a letter to parents asking them to listen and provide feedback on their child’s reading; and ask that the postcards be returned so leaders can see if the program is being implemented as intended.

¹¹ Celano and Neuman, 259.

¹² Celano and Neuman, 259.

¹³ Susan Neuman, “Income Affects How Kids Use Technology and Access Knowledge,” *Research in Brief*, National Center for Summer Learning (2009).

¹⁴ Thomas G. White and James S. Kim, “Teacher and Parent Scaffolding of Voluntary Summer Reading,” *Reading Teacher* (October 2008): 116.

¹⁵ White and Kim, 124.

Another pair of researchers who have added to the understanding of achievement by children from high- and low-income families is Stephen Krashen and Fay Shin. They state that research indicates there is surprisingly little difference in reading gains between children from high- and low-income families during the school year. The difference is what happens in the summer. They note that for children from low-income families, public libraries are the only obvious source of books during the summer, and they report a strong relationship between the amount of reading done over the summer and if the students had easy access to books at the library.¹⁶

Krashen and Shin collaborated on a study that compared a traditional summer school reading instruction program with one that featured voluntary free reading, also known as recreational reading. The Krashen/Shin summer program lasted for six weeks, which is similar to the length of time that many public libraries run their summer library programs. However, in the researchers' program, students were in school for four hours per day. These hours were scheduled to allow ample time for browsing and book selection; independent recreational reading; group-based literature instruction; creation of related artistic projects; and participation in teacher-selected group activities.

Findings and observations from the Shin/Krashen study include that students: who were in the recreational reading group took out more books from the library over the course of the summer; tended to select books that were at their grade level; who were once reluctant readers and became enthusiastic readers confirmed the importance of access and conferences with teachers; who were enthusiastic readers said that librarians and teachers encouraged them to read and recommended specific books; having access to interesting reading and encouraging reading year-round is important; and can improve in reading just by reading books they find interesting.

Overall, the results strongly confirm the importance of libraries. While not every community would be able to set up a summer reading program as intensive as the one in the Shin/Krashen study, the researchers recommended that communities should offer all children a plentiful supply of reading material.¹⁷

More recent studies from the public library side include the following two evaluations of summer reading programs. The first is a final report on the evaluation of the "Books and Beyond...Take Me to Your Reader!" summer reading program at the County of Los Angeles Public Library, which was designed for children in kindergarten through grade three. The goals of the program were to give these children the opportunity to improve and retain reading skills to achieve greater success in school, and to encourage parents to participate and take an active role in reading with their children. The findings were that the children who participated in the program retained their skills, read more during the following school year, and had their parents read more to them during the program.¹⁸

¹⁶ Stephen Krashen and Fay Shin, "Summer Reading and the Potential Contribution of the Public Library in Improving Reading for Children of Poverty," *Public Library Quarterly* 23 (3/4) (2004): 99–109.

¹⁷ Fay H. Shin and Stephen D. Krashen, *Summer Reading: Program and Evidence* (Boston: Pearson/Allyn and Bacon, 2008).

¹⁸ "Evaluation of the Public Library Summer Reading Program: Books and Beyond...Take Me to Your Reader!" final report for The Los Angeles County Public Library Foundation (December 2001).

The second report is an evaluation study of the 2007 “Guys Read” summer book club program, designed by the Hennepin County Library in Minnesota for boys in grades four through six and available to boys in the greater Minneapolis area. The program had goals to encourage boys to read over the summer months and beyond; to foster boys’ positive attitudes/associations with reading; and to promote positive relationships between boys and male book club facilitators. Key findings from the study are that boys reported that they will read more, were more likely to read, had a more positive perception about themselves as readers, were less likely to view girls as being better readers, and were more likely to view reading as a positive, socially constructed process.¹⁹

As public librarians continue having to account for summer reading programs, it is anticipated that more studies and evaluations of their programs, like the ones cited above, will be forthcoming. In addition, independent studies such as the Dominican study will add to the understanding of the great importance of reading and the beneficial role public libraries play in closing the achievement gap in reading, not just for some but for all of the nation’s children. Most importantly, however, is the contribution such research will have toward promoting lifelong love of reading and learning.

¹⁹ Prepared by David O’Brien, Deborah Dillon, and Cassandra Scharber, University of Minnesota. “Making a Difference: Guys Read 2007,” An Evaluation Study completed in collaboration with the Guys Read Staff of Hennepin County Library, the Library Foundation of Hennepin County Library and the College of Education + Human Development at the University of Minnesota.

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

**the dominican
study.**



“The public library is the major source of reading material for children of poverty during the summer.”

— Fay H. Shin and Stephen D. Krashen,
Summer Reading: Program and Evidence, 2008.

the dominican study

method

PARTICIPANTS

Students. A total of 367 students, attending 11 schools, returned signed parental consent forms for program participation. All students attended one of the schools enrolled in the Dominican study and were attending third grade during the Spring 2008 semester.

School Librarians. Nine (9) school librarians participated.

Fourth-Grade Teachers. Fifty-one (51) fourth-grade teachers participated.

Public Librarians. Eleven (11) public librarians who were partners with participating public schools took part in the study. All librarians were working with or directing the public library summer reading programs for elementary school-aged children.

Parents. Parents of student participants were encouraged to take part in the study. A total of 110 parents participated.

SETTINGS

Eleven schools and public library partners originally joined the study. Schools and public library partners were located across the continental United States in the states of Oregon, Colorado, Ohio, Illinois, Kentucky, Virginia, Mississippi, and Minnesota.

Schools. Eligible schools were required to meet the following inclusion criteria (a) the entire school population had to have 50% or more students who qualified for free and reduced meals (FARM), a common measure for children living in poverty, (b) at least 85% of the school population were not limited English proficiency and were able to be assessed for reading using English-language reading software, (c) they had to agree to distribute an Dominican study summer library reading log to students, and (d) they had to sign a memorandum of understanding (MOU) with a local public library. Schools that agreed to participate and met inclusion criteria were given the incentive of a free software and site license for the computer-administered Scholastic Reading Inventory (SRI) Enterprise Version.

Public Libraries. Partner libraries were required to meet the following inclusion criteria (a) offer a free public library summer reading program with curriculum content of their choice, (b) agree to send librarians to the partner school to promote the public library summer reading program at the end of the 2008 school year, (c) encourage students to complete a Dominican study summer reading logs, (d) provide a summer reading program for a minimum of four weeks, and (e) sign a MOU with the local partner school. Unlike their school counterparts, partner libraries were given no incentives for participation.

INSTRUMENTS

Scholastic Reading Inventory. The Scholastic Reading Inventory (SRI) was developed by Scholastic Inc. and is reported to be an objective assessment of a student's reading-comprehension level (Scholastic, 2006). The instrument was initially developed in 1999 as a print-based assessment tool, which was redesigned in an electronic application (Version 4.0/Enterprise Edition) and was used in this study. Test-retest reliability has been estimated to be 0.89 for grades three through ten over a four-month period. Studies supporting the SRI (Stenner, Burdick, Sanford, and Burdick, 2006) have reported reproducible measures of reader performance independently of item author, source of text, and occasion of measurement. Content validity of reading passages was used during instrument development and results indicated that the instrument items were authentic and developmentally appropriate. Because the instrument spans developmental levels, criterion-related validity analyses also indicated reading comprehension increased rapidly during elementary school and maintained during middle school.

Student Survey. A 22-item paper version was group administered for students to self-report their summer reading habits and activities. This survey was created by the evaluation team and validated with a small group of professional educators for face validity. See Appendix B for questionnaire.

Parent Survey. Parents completed a 20-item paper survey to report their child's summer reading activities, expectations of benefits from a public library summer reading program, and parent satisfaction with the public library summer reading program if their child attended. This survey was created by the evaluation team and validated with a small group of professional educators for face validity. See Appendix C for questionnaire.

School Librarian Survey. School-based librarians in participating schools were asked to complete an 11-item paper survey. Librarians reported their opinions on the benefit of public library summer reading programs. This survey was created by the evaluation team and validated with a small group of professional educators for face validity. See Appendix D for questionnaire.

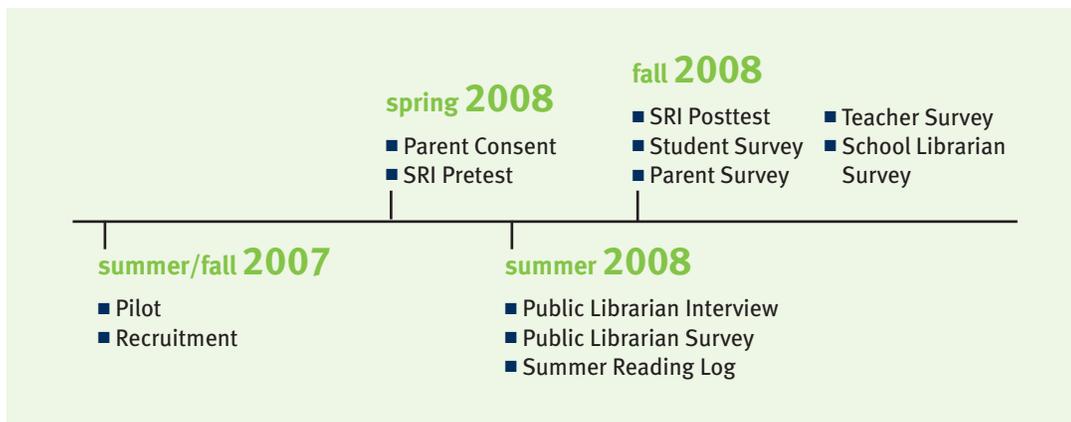
Teacher Survey. Fourth-grade teachers in participating schools were asked to complete a 11-item paper survey asking for their opinions on the benefit of public library summer reading programs. This survey was created by the evaluation team and validated with a small group of professional educators for face validity. See Appendix E for questionnaire.

Public Librarian Interview. A scripted-interview schedule was created by the evaluation team that consisted of 15 questions with recommended probes. Questions asked public librarians about their resident libraries, feeder schools, a description of the 2008 summer reading program for grades 2–4, and their opinions on outcomes for children who attended summer reading programs. The interviews were conducted by a professional evaluator who was a member of the study evaluation team. See Appendix F for interview questions.

Public Librarian Survey. Public librarians who agreed to be interviewed were asked to complete a 20-item electronic survey posted on SurveyMonkey. Public librarians were asked to report their opinions on the benefit of public library summer reading programs. This survey was created by the study evaluation team and validated with a small group of professional educators for face validity. See Appendix G for questionnaire and online survey.

Summer Reading Log. Students were asked to track their summer reading hours, number of books read, times visited the library, and number of books checked out of the public library. This log was created by the study evaluation team. See Appendix H for basic information sheet and log.

Figure 1. Dominican Study Procedure Timeline



PROCEDURE

This study occurred between Summer 2007 and Fall 2008, taking place in four time frames (see Figure 1).

Summer/Fall 2007. During Summer 2007, the study evaluation team worked with the study’s advisory committee on further developing evaluation questions and working through some of the complicated issues of implementation. Several instruments were pilot-tested and several local public library summer reading programs were consulted, including those from Palm Beach County, Florida; El Paso, Texas; and Pueblo, Colorado. Helpful feedback from local public libraries was incorporated into instruments and used to modify study procedures before recruitment began.

Applications from public libraries and elementary schools were solicited during Fall 2007; public libraries and schools across the United States were recruited to participate. See Appendix I for school and public library application instructions. See Appendix J for school and public library applications. Information about the program was posted on electronic professional

announcement boards, sent to professional library and school organizations, and posted on a study website. See Appendix K for recruitment flyers. The application deadline was October 31, 2007. A total of 26 schools and 34 libraries applied for the program, of which 18 were complete in their required partnerships; 11 school and library partners were accepted into the study. See Appendix L and M for the library and school privacy forms.

Spring 2008. Once library and school partners were identified, the process of parental permission was initiated. See Appendix N for parental permission form cover letter. Participating schools were sent packets of information to distribute to all third-grade student families. Materials consisted of summary information about the study and a parental permission form that was required to be signed and returned to the school; only students with signed parental consent forms were included in the study. See Appendix O for parental permission form (in English and in Spanish.) Contact information for study personnel, for the Johns Hopkins Homewood Institutional Review Board, and for the Dominican University Institutional Review Board was also provided to parents who might have had concerns or additional questions.

Schools were encouraged to initiate SRI testing in late Spring 2008 (pretest), prior to the end of the school year. SRI scores were housed at the resident school sites. During this time, schools were visited by the public librarians who called on the third-grade classrooms to promote the public library summer reading program hosted by the public library. Students were encouraged to participate in the library program and the summer reading logs were distributed to students. Students exited third grade classrooms and their schools for summer.

Summer 2008. The public library summer reading programs were independently scheduled at each host library and the library program curriculum selected by the host library. No constraints were imposed on the libraries by the study in regard to content. The library programs were authentic. Partner libraries programs were not given names of Dominican study student participants due to issues of confidentiality. For this reason, libraries did not help track student participants, nor did they record student attendance at summer reading programs. The student self-report from the student surveys was used as the indicator of student summer reading program attendance. Similarly, host libraries made decisions regarding custodial rights of the summer reading logs: whether the library or the student retained the logs was at the discretion of the host library. Public libraries that retained summer reading logs returned the logs to the program office after the summer, and public libraries that did not retain the summer reading logs told students to return logs to their fourth-grade teachers when school resumed in Fall 2008.

After the public library summer reading programs were concluded, public librarians were contacted by the evaluation team for an interview, and they were also asked to fill out a survey on SurveyMonkey.

Fall 2008. Students returned to school in Fall 2008 to fourth-grade classrooms. Schools were encouraged to initiate SRI testing (posttest) within three weeks of the new school year. SRI Spring 2008 and Fall 2008 scores were compiled at the resident school sites, along with student demographic information, and sent to the program office. During this time, students completed the student survey, parent surveys were distributed (sent home with students and returned), and teachers and school librarians completed their respective surveys. All completed surveys and program materials were returned to the program office by October 2008.

DESIGN

The design of this study was causal comparative, which is that student participants were not randomly assigned or randomized between attending/not attending public library summer reading programs but instead independently decided to participate or not participate. The treatment condition of program attendance was not manipulated by the evaluation team. The treatment condition of the study was the exposure of student participants to the public library summer reading programs at the partner public libraries, as selected by participants' families. "In causal comparative research the groups are already formed and already differ in terms of the independent variable. The difference was not brought about by the researcher" (Gay, Mills, & Airasian, 2006, p. 218).

This naturalistic type of research did not randomly assign students to conditions nor did it control for reading materials students accessed over the summer. This was not a quasi-experimental study; students were not randomly assigned to groups and participation was voluntary. We did not have a control group in this study: we chose not to assign children to a "non-treatment" control group that would withhold participation in a public library summer reading program. Instead we allowed participants to self-select, and the students who reported not participating in a reading program were used as a comparison group. In this methodology, there was no control over the quantity or quality of reading materials of students. There was no control over what students did or read during the summer; the study allowed families to do what they would naturally do over the summer.

results and analysis

Results will be presented for each instrument in the study, beginning with the surveys from students, parents, teachers, and librarians. These will be followed by the librarian interviews and conclude with the SRI results. First, we present a description of how students were identified as public library summer reading program participants and a description of student participants.

PUBLIC LIBRARY SUMMER READING PROGRAM PARTICIPATION

The determination of student enrollment and participation in their local public library summer reading program was a challenge for the study. For reasons related to student confidentiality, public libraries were not permitted to ask students enrolling in the summer reading program if they were participating in the Dominican study. Further, student participant names could not be released to the local public libraries for the purposes of the study to match student names on enrollment. To identify students who did and did not participate in the summer reading programs, the study relied on student self-report of attendance on the student survey. The student survey was completed in school settings by 219 students and returned to the project office. One item on this survey was used to differentiate between students who attended and who did not attend public library summer reading programs during summer 2008. Students were asked, “Did you join the summer reading program at the library last summer?” Yes or No. A total of 206 students completed this item and were used to compare responses and scores for the results.

Table 1. Demographic Characteristics of Total Pool of Students and Students Responding to Survey Reported by Public Library Summer Reading Program Study Participants

		Total Pool N (%)	Yes: PLSRP N (%)	No: PLSRP N (%)
Participants		367 (100)	101 (100)	105 (100)
Gender	Female	174 (51)	53 (54)	48 (47)
	Male	166 (49)	45 (46)	54 (53)
IEP	Yes	46 (14)	15 (15)	16 (16)
	No	282 (86)	83 (85)	82 (84)
FARM	Yes	202 (65)	51 (58)	58 (63)
	No	110 (35)	37 (42)	34 (37)
Race	American Indian/Alaska Native	2 (1)	1 (1)	
	Asian	7 (2)	3 (3)	2 (2)
	African American	116 (35)	27 (28)	35 (34)
	Native Hawaiian/Pacific Islander	4 (1)	0	3 (3)
	Caucasian	162 (49)	61 (62)	51 (50)
	Hispanic	28 (8)	2 (2)	5 (5)
	Bi/Multi Racial	13 (4)	3 (3)	5 (5)
	Other	4 (1)	1 (1)	1 (1)

Note: Yes: PLSRP = Yes, participated in public library summer reading program
 No: PLSRP = No, did not participate in public library summer reading program

STUDENT DEMOGRAPHIC CHARACTERISTICS

Table 1 presents demographic characteristics for the total pool of students who received parental consent to participate in the study (N=367), and for the subsamples of students (n=206) who reported participation in the public library summer reading program. The demographic characteristics were provided by the schools. There were no significant differences between students who did and did not attend the public library summer reading programs in regard to gender, educational disabilities (IEP), socioeconomic status (free and reduced meals—FARM), and race. Examination of Table 1 indicates that students who did not enroll in public library summer reading programs (No: PLSRP) were more similar to the total pool of participants. Students who did enroll in the public library summer reading programs (Yes: PLSRP) were different from the total pool:

- A slightly higher percentage of Yes: PLSRP students were female compared to the total pool (54% v. 51%) with a slightly lower percentage of male (46% v. 49%)
- A higher percentage of Yes: PLSRP students were not FARM compared to the total pool (42% v. 35%)
- A higher percentage of Yes: PLSRP students were Caucasian compared to the total pool (62% v. 49%)

Table 2. Student Responses to Survey Items Related to Reading Habits, Reported by Public Library Summer Reading Program Study Participants

Student Survey Item		Yes N (%)	Sometimes N (%)	I Don't Know N (%)	Not Really N (%)	No N (%)	Total N (%)
All Respondents	I like to read books	111 (51)	93 (42)	1 (4)	10 (5)	4 (2)	219 (100)
	I like to go to the library	133 (62)	53 (25)	7 (3)	18 (8)	5 (2)	216 (100)
	I remember what I read later	81 (36)	72 (34)	18 (8)	30 (14)	17 (8)	218 (100)
	I know how to use the library	186 (86)	18 (8)	3 (1)	5 (3)	4 (2)	216 (100)
	I pick my own books to read	158 (74)	54 (25)	0	2 (1)	0	214 (100)
	I spend my free time reading	42 (20)	115 (55)	3 (1)	28 (13)	23 (11)	211 (100)
	I read better now than at the beginning of summer	157 (72)	13 (6)	26 (12)	14 (6)	8 (4)	218 (100)
Yes: PLSRP	I like to read books	61 (60)	35 (35)	0	4 (4)	1 (1)	101 (100)
	I like to go to the library	66 (65)	22 (22)	2 (2)	10 (10)	1 (1)	101 (100)
	I remember what I read later	38 (38)	42 (41)	4 (4)	11 (11)	6 (6)	101 (100)
	I know how to use the library	84 (84)	11 (11)	2 (2)	1 (1)	2 (2)	100 (100)
	I pick my own books to read	77 (78)	22 (22)	0	0	0	99 (100)
	I spend my free time reading	22 (22)	57 (58)	1 (1)	11 (11)	8 (8)	99 (100)
	I read better now than at the beginning of summer	75 (74)	5 (5)	14 (14)	6 (6)	1 (1)	101 (100)
No: PLSRP	I like to read books	42 (40)	52 (50)	1 (1)	6 (6)	3 (3)	104 (100)
	I like to go to the library	59 (58)	28 (28)	5 (4)	6 (6)	4 (4)	102 (100)
	I remember what I read later	35 (34)	28 (27)	12 (12)	19 (18)	9 (9)	103 (100)
	I know how to use the library	90 (87)	6 (6)	1 (1)	4 (4)	2 (2)	103 (100)
	I pick my own books to read	70 (69)	30 (30)	1 (1)	0	0	101 (100)
	I spend my free time reading	18 (18)	49 (49)	2 (2)	17 (17)	14 (14)	100 (100)
	I read better now than at the beginning of summer	72 (69)	7 (7)	11 (10)	8 (8)	6 (6)	104 (100)

Table 3. Student Responses to Survey Items Related to Library Usage, Reported by Public Library Summer Reading Program Study Participants

Respondents	Student Survey Item	Yes N (%)	No N (%)	Total N (%)
All Respondents	Do you have a library card?	144 (67)	72 (33)	216 (100)
	Did you join the PLSRP last summer?	73 (35)	133 (65)	206 (100)
	Did you read books NOT from the library?	185 (91)	19 (9)	204 (100)
	Did you read books from the library?	137 (66)	69 (33)	206 (100)
Yes: PLSRP	Do you have a library card?	80 (80)	20 (20)	100 (100)
	Did you join the PLSRP last summer?	51 (50)	50 (50)	101 (100)
	Did you read books NOT from the library?	89 (90)	10 (10)	99 (100)
	Did you read books from the library?	72 (73)	27 (27)	99 (100)
No: PLSRP	Do you have a library card?	54 (53)	48 (47)	102 (100)
	Did you join the PLSRP last summer?	20 (20)	80 (80)	100 (100)
	Did you read books NOT from the library?	92 (92)	8 (8)	100 (100)
	Did you read books from the library?	63 (62)	39 (38)	102 (100)

Table 4. Student Responses to Survey Items about Summer Reading Materials and Activities, Reported by Summer Library Reading Program Study Participants

	Yes: PLSRP N (%)	No: PLSRP N (%)	Total N (%)
What else did you read this summer?			
Magazines	46 (55)	38 (45)	84 (28)
Comic books	34 (45)	42 (55)	76 (25)
Newspapers	21 (57)	16 (43)	37 (12)
Websites	23 (48)	25 (52)	48 (16)
Other	23 (40)	35 (60)	58 (19)
What activities did you do this summer?			
Family Trip	63 (52)	57 (48)	120 (27)
Video Games	49 (44)	63 (56)	112 (25)
Watch TV	60 (53)	54 (47)	114 (26)
Summer Camp	28 (54)	24 (46)	52 (12)
Museum	24 (52)	22 (48)	46 (10)

Note: Multiple Response Items, Total Based on Total Responses

STUDENT SURVEY

When students returned to school in Fall 2008 they were administered the student survey that asked students to recall their summer reading habits and activities. A total of 219 surveys were returned to the project (note: 206 students responded to the survey item differentiating summer library participation). Summary results are presented in Tables 2, 3, and 4.

Student reading habits are reported in Table 2. A higher percentage of students who participated in the summer reading programs (Yes: PLSRP) reported they definitely liked to read books, liked to go to the library, and picked their own books to read compared to students who did not participate in the summer reading program. More students who participated in the summer library program also reported they definitely or sometimes spent their free time reading (80%) compared to the students who did not participate (No: PLSRP) (67%).

Student library usage is reported in Table 3. Compared to students who did not participate in a summer reading program, a greater percentage of students who participated in a summer reading program (Yes: PLSRP) had library cards, had joined a public library summer reading program in past summers, and read books from the library.

Table 4 presents comparative results of student-reported summer reading materials and activities. Students who attended a public library summer reading program (Yes: PLSRP) reported reading more magazines and newspapers, watching TV, and attending summer camp; students who did not attend a summer reading program (No: PLSRP) reported reading more comic books and spending the summer playing video games.

PARENT SURVEY

When students returned to school in Fall 2008 the school sent home surveys for parents to complete that asked parents to recall their child's summer reading habits and activities. A total of 110 surveys were returned to the project. Summary results are presented in Tables 5 and 6.

Table 5. Parent Responses to Survey Items about Child’s Reading Habits and the Public Library Summer Reading Program Attended,* Reported by Public Library Summer Reading Program Study Participants

Parent Survey Item		Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)	Total N (%)
All Respondents	My child likes to read	47 (43)	34 (31)	16 (14)	7 (6)	6 (6)	110 (100)
	My child spends free time reading	23 (21)	31 (28)	30 (27)	18 (16)	8 (7)	110 (100)
	My child forgot over summer and needed review	3 (3)	27 (25)	38 (35)	35 (32)	6 (6)	109 (100)
	My child is well prepared for school this fall	26 (24)	48 (44)	31 (28)	3 (3)	2 (2)	110 (100)
	My child is better prepared this fall	16 (15)	31 (28)	48 (44)	13 (12)	1 (1)	109 (100)
No: PLSRP	My child likes to read	13 (30)	19 (43)	7 (16)	3 (7)	2 (4)	44 (100)
	My child spends free time reading	8 (18)	6 (14)	17 (39)	9 (20)	4 (9)	44 (100)
	My child forgot over summer and needed review	1 (2)	9 (20)	18 (41)	15 (34)	1 (2)	44 (100)
	My child is well prepared for school this fall	0	9 (20)	23 (52)	11 (25)	1 (2)	44 (100)
	My child is better prepared this fall	8 (19)	15 (35)	15 (35)	5 (12)	0	43 (100)
Yes: PLSRP	My child likes to read	28 (60)	8 (17)	7 (15)	3 (6)	1 (2)	47 (100)
	My child spends free time reading	11 (23)	21 (45)	8 (17)	5 (11)	2 (4)	47 (100)
	My child forgot over summer and needed review	2 (4)	14 (30)	11 (24)	16 (35)	3 (6)	46 (100)
	My child is well prepared for school this fall	14 (30)	18 (38)	11 (23)	2 (4)	2 (4)	47 (100)
	My child is better prepared this fall	7 (15)	9 (19)	24 (51)	6 (13)	1 (2)	47 (100)
	My child read more books because of the PLSRP*	10 (27)	10 (27)	10 (27)	6 (16)	1 (3)	37 (100)
	My child read more often because of the PLSRP*	3 (8)	10 (27)	14 (38)	9 (24)	1 (3)	37 (100)
	The PLSRP helped my child be more prepared*	5 (14)	13 (35)	14 (38)	4 (11)	1 (3)	37 (100)
	The PLSRP helped my child read more confidently*	4 (11)	14 (38)	15 (40)	3 (8)	1 (3)	37 (100)
	We felt welcome at the PLSRP*	14 (38)	19 (51)	4 (11)	0	0	37 (100)
I will enroll my child again in the PLSRP*	22 (60)	11 (30)	4 (11)	0	0	37 (100)	

*Note: Only parents with a child attending a public library summer reading program responded to these items.

Table 6. Parent Responses to Survey Items about Home Literacy Indicators, Reported by Public Library Summer Reading Program Study Participants

Parent Survey Item	Response N (%)	Total N (%)	Yes: PLSRP N (%)	No: PLSRP
N Library visits with child during summer	None	18 (18)	3 (7)	10 (27)
	1 or 2	10 (10)	3 (7)	5 (14)
	2 or 3	14 (14)	4 (9)	7 (19)
	3 or 4	11 (11)	4 (9)	5 (14)
	more than 4	46 (46)	31 (68)	10 (27)
Read book to/with child over summer	Yes	76 (78)	37 (84)	25 (69)
	No	21 (22)	7 (16)	11 (31)
N times read to child per week	1 or 2	31 (40)	13 (36)	12 (46)
	2 or 3	19 (25)	10 (28)	7 (27)
	3 or 4	8 (10)	4 (11)	2 (8)
	more than 4	19 (25)	9 (25)	5 (19)
N books at home	less than 5	2 (2)	1 (2)	1 (3)
	5 to 10	7 (7)	3 (6)	4 (11)
	10 to 25	11 (11)	4 (9)	5 (14)
	25 to 50	18 (18)	5 (11)	8 (22)
	more than 50	62 (62)	33 (72)	19 (51)
Child has internet access at home	Yes	71 (72)	32 (71)	27 (75)
	No	27 (28)	13 (29)	9 (25)
Child's reading ability this year	Exceptional	30 (30)	14 (30)	11 (31)
	Above Grade	41 (41)	22 (48)	14 (39)
	At Grade	23 (23)	9 (20)	8 (22)
	Below Grade	5 (5)	1 (2)	3 (8)

Parent responses to questions on student reading habits are reported in Table 5. Parents of students who participated in a summer reading program (Yes: PLSRP) reported their children spent more time reading over the summer (65% agree or strongly agree) compared to parents of students who did not participate in a summer reading program (32% agree or strongly agree). Parents of students who participated in a summer reading program also had a different view of their child's readiness for school in the fall compared to the parents of students who did not participate (No: PLSRP). Parents of students in a summer reading program felt their children needed a review over the summer (34% agree or strongly agree v. 22% No: PLSRP) but also felt that their child was well prepared for school in the fall (68% agree or strongly agree v. 20% No: PLSRP); not one parent of a child who did not attend the public library summer reading program strongly agreed that their child was well prepared for school in the fall. However, more parents of children who did not attend public library summer reading programs agreed or strongly agreed (54%) that their child was 'better' prepared for school in the fall compared to parents whose children attended the public library summer reading programs (34%).

Table 5 also presents parent responses to items targeting efficacy of the public library summer reading programs. Nearly 50% of parents agreed or strongly agreed that because of the summer reading programs their child read more books, was better prepared for school in the fall, and read more confidently. There was no consensus from parents as to whether their child read more often because of the public library summer reading program; responses were nearly evenly split among agree, neutral, and disagree. Positive responses to the summer reading programs were reported by parents, with nearly 90% of parents reporting that they felt welcome at the summer reading programs and would enroll their child again.

Home literacy indicators are presented in Table 6. Parents of children who attended summer reading programs reported more library visits made during the summer with their child (more than 4 visits, 68%) compared to parents of students who did not attend summer reading programs (27%). Parents of children who attended summer reading programs also reported more often reading books to/with their child and more times during the week over the summer, and they had more books in their home (more than 50 books, 72%) compared to parents of children who did not attend summer reading programs (51%). While parents in both groups similarly reported their children reading ability to be at grade, above grade, or exceptional, more children in summer reading programs were reported to be above grade level.

TEACHER SURVEY

Fifty-one (51) teachers from 72.7% of participating schools completed the teacher survey in Fall 2008. All responses were submitted and entered into an Excel database for analysis. Seven teachers (13.7%) reported teaching for 1–2 years, 11 teachers (21.6%) reported teaching for 3–5 years, five teachers (9.8%) reported 6–10 years of experience, 19 teachers (37.3%) reported 11–20 years of experience, eight teachers (15.7%) reported 20–30 years of experience, and one teacher (2%) reported 30+ years of experience. Twelve teachers (23.5%) reported having a bachelor’s degree, 15.7% (n=8) reported having completed some graduate school, and 56.9% (n=29) reported having a master’s degree or higher.

Table 7. Teacher Survey Responses to Items Related to Academic and Reading Habits of Students who Attended Public Summer Library Reading Programs

	Strongly Agree N(%)	Agree N(%)	Neutral N(%)	Disagree N(%)	Strongly Disagree N(%)	Don't Know N(%)
Returned to school ready to learn	13(25.5)	28(54.9)	8(15.7)	0	0	2(3.9)
Improved reading achievement and skills	28(54.9)	18(35.3)	3(5.9)	0	0	2(3.9)
Increased reading enjoyment	26(51)	23(45.1)	2(3.9)	0	0	0
Were more motivated to read	26(51)	18(35.3)	7(13.7)	0	0	0
Were more confident in classroom	19(37.3)	17(33.3)	10(19.6)	1(2)	1(2)	2(3.9)
Read beyond required reading	18(35.3)	22(43.1)	9(17.6)	1(2)	0	0
Perceived reading as important	23(45.1)	26(51)	2(3.9)	0	0	0

Teacher survey responses are presented in Table 7. Teachers mostly responded favorably to the effect public library summer reading programs had on their students' reading skills and habits. Teachers strongly agreed, agreed, or were neutral when asked if students who participated in public library summer reading programs were more motivated to read, had an increase in reading enjoyment, and perceived reading as important. Eighty percent (80%) of teachers agreed or strongly agreed that students who participated in public library summer reading programs returned to school ready to learn and that these students read beyond what was required in class. In addition, 90% agreed or strongly agreed that students who participated in public library summer reading programs were more confident in classroom reading activities.

SCHOOL LIBRARIAN SURVEY

Five (5) school librarians completed the school librarian survey in Fall 2008, 45% of participating schools. All responses were submitted to the project and entered into an Excel database for analysis. One librarian (20%) reported being a librarian for 1–2 years, two librarians (40%) reported 6–10 years of experience, and two librarians (40%) reported 20–30 years of experience. One school librarian (20%) reported having a high-school degree and the rest (80%) reported having a master's degree or more.

School librarian survey responses are presented in Table 8 and were very favorable concerning the impact of public library summer reading programs on student reading skills and habits. Results indicate that all librarians agreed or strongly agreed that students who participated in a public library summer reading program returned to school ready to learn with improved literacy skills, were more motivated to read, and viewed reading as an important skill. Eighty percent (80%) agreed/strongly agreed that students who participated in a public library summer reading program also demonstrated more confidence in participating in classroom reading activities.

Table 8. School Librarian Survey Responses to Items Primarily Related to Academic and Reading Habits of Students who Attended Public Library Summer Reading Programs

	Strongly Agree N(%)	Agree N(%)	Neutral N(%)	Disagree N(%)	Strongly Disagree N(%)	Don't Know N(%)
Returned to school ready to learn	3 (60)	2 (40)	0	0	0	0
Improved reading achievement and skills	4 (80)	1 (20)	0	0	0	0
Increased reading enjoyment	4 (80)	1 (20)	0	0	0	0
Were more motivated to read	3 (60)	2 (40)	0	0	0	0
Were more confident in classroom	2 (40)	2 (40)	1 (20)	0	0	0
Read beyond required reading	2 (40)	2 (40)	0	0	0	1 (20)
Perceived reading as important	3 (60)	2 (40)	0	0	0	0
Your school library has a strong collaboration with public libraries	3 (60)	2 (40)	0	0	0	0

PUBLIC LIBRARIAN INTERVIEWS

All nine (9) public librarians were interviewed to obtain their impression of the Dominican study and to capture information on their summer library programs. Summary results are presented below. Information obtained from these interviews shows differences between the librarians' respective summer reading programs, which from the standpoint of the study strengthened the “authenticity” of the participating summer reading programs.

Lakewood, OH: Main Library and Madison Branch

- Two branches partnered with two different elementary schools. Both branches used the theme “Catch the Reading Bug” and incorporated it into their six-week programs and incentives. Main Library partnered with Grant Elementary and Madison Branch partnered with Harrison Elementary.
- Librarians from both branches visited the partner elementary schools. Students participated in summer reading programs, but were difficult to track by specific grade level or program attendance.
- No feedback on reading logs, but only 11 were returned. Recommended online version, but then would only track reading for 6 weeks.
- Perceived students who participated in summer reading program improved or at least maintained reading achievement levels.

Darien, IL: Indian Prairie Public Library District

- Indian Prairie has a longstanding, productive relationship with partnership school, Anne M. Jeans Elementary. Public librarians visited every classroom and attended school open house to promote summer reading program.
- Twelve-week summer program's theme was “Get in the Game and Read,” which incorporated almost daily activities ranging from reading activities, readers' theater, arts and crafts, performances, and presentations.
- Participants received incentives to encourage participation. Student participants commented that the reading logs were overwhelming to complete.
- Perception that summer reading program participants were at least able to maintain their reading level over the summer, and that participants were enthusiastic about reading and self-selecting books.

Morton, MS: Morton Public Library

- Librarians visited K–5 classrooms at partnership school, Morton Elementary, to advertise summer reading program. The library has a good relationship with partner.
- Theme for the six-week summer program was “Catch the Reading Bug.” In addition to events during the day, evening sessions for the reading program were scheduled that seemed to improve participation.
- Staff thought the reading log was overwhelming to the students and parents. Recommended a parent meeting which might improve return of reading logs.
- Perceived that summer reading program participation increased fluency and comprehension for students.

Columbus, OH: Columbus Metropolitan Library, Shepherd Branch

- Shepherd Branch is partnered with Arlington Park Elementary School. Librarians placed an emphasis on visiting school and building a relationship with students. Librarians visited school (at least 1–2 visits) for interactive projects, book talks, etc.
- Eight-week summer program’s theme was “Game on. Read,” with activities including story time, written instruction, and language program.
- No reading logs were turned back in. Librarians thought they were too plain and complicated. Recommended online surveys.
- Difficult to determine actual numbers for fourth-grade participation due to their data collection methods. Perceptions were that students in the program maintained or improved reading skills.

Fredericksburg, VA: Carl Road Branch

- Carl Road Branch is partnered with Salem Elementary. Librarians speak at awards assembly, pass out flyers, and try to visit the school at least three times per year.
- Eight-week summer program’s theme was “Game on. Read.” Program was self-directed with supporting programs including story time and performers.
- No students returned reading logs perhaps because they had more in common with school than the reading club. Recommended e-logs that would be more interactive and easier for the library to track.
- Perception that participation in program improved or maintained reading level, but unable to say with certainty due to lack of information.
- Perception that participants’ attitudes towards reading improved due to “dynamite” programming.
- Recommended that cooperation could improve if entire school system and library system were involved in the project.

Minneapolis, MN: Minneapolis Public Library, Sumner Branch

- Sumner Branch has an “easy” relationship with their partnership school, Bassoon. Librarians visited third-grade classes to advertise the summer program.
- The eight-week summer program’s theme was “Look What’s Cookin’ in Your Library,” with activities including “Read to Win” and performers.
- Librarians felt the reading log may have been too complex and overwhelming for the students since it was given out at end of year and was to be returned to school.

Portland, OR: Multnomah County Library

- Multnomah County Library is partnered with Cherry Park Elementary. Faces challenges dealing with eight different school districts, Due to limited staff only able to visit neediest school. Advertised programs on public transportation and in the community.
- Summer program theme was “Catch the Reading Bug,” but also has year-round reading program where students earn incentives for completing their game board.

- One reading log was turned in. Limited response possibly due to student turnover at the local elementary school. Staff thought log was overwhelming. Staff does not recommend e-logs due to the large percentage of their population who are immigrants and may not have internet access.
- Perception is that program participants improved their reading level and their attitude towards reading. Teachers are happy that students have something to motivate them during the summer.

Pueblo, CO: Pueblo City County Library District, Barkman Branch

- Barkman Branch has a good relationship with partnership school, Haaff Elementary. Librarians visit classrooms to promote the summer reading program.
- The eight-week summer program’s theme was “Catch the Reading Bug.” Program included programs presented by the zoo, music, and puppet shows. Library also hosts “Books in the Park” to provide books in a park setting for children who cannot make it to a library.
- Staff thought logs were too lengthy and involved.
- Perception that students maintained their reading because they checked out a good number of books and improved their attitude towards reading.

Fredericksburg, VA: Central Rappahannock Regional Library

- Central Rap Library has a longstanding relationship with partnership school, Lafayette Upper Elementary. Staff visited school to promote the summer reading program.
- Summer program theme was “Catch the Reading Bug,” with a variety of different program components.
- Program participation seemed to be down but book circulation was up.

Table 9. Public Librarian Survey Responses to Items Related to Academic and Reading Habits of students who Attended Public Library Summer Reading Programs

	Strongly Agree N(%)	Agree N(%)	Neutral N(%)	Disagree N(%)	Strongly Disagree N(%)	Don't Know N(%)
Returned to school ready to learn	1(11)	8(89)	0	0	0	0
Improved reading achievement and skills	4(44)	4(44)	1(11)	0	0	0
Increased reading enjoyment	3(33)	6(67)	0	0	0	0
Were more motivated to read	1(12)	7(88)	0	0	0	0
Were more confident in classroom	1(12)	6(75)	0	0	0	1(12)
Read beyond required reading	1(11)	5(56)	3(33)	0	0	0
Perceived reading as important	1(11)	5(56)	2(22)	0	0	1(11)
Your public library has a strong collaboration with one or more local schools	5(55)	4(44)	0	0	0	0

PUBLIC LIBRARIAN SURVEY

Nine (9) public librarians from six (6) different libraries responded to an electronic survey on SurveyMonkey. 11.1% (n=1) of respondents reported being a librarian or library staff member for 1–2 years, 22.2% (n=2) reported 6–10 years of experience, 44.4% (n=4) reported 11–20 years of experience, 11.1% (n=1) reported 20–30 years of experience, and 11.1% (n=1) reported more than 30 years of experience. All nine respondents reported having at least a bachelor's degree with 88.9% (n=8) having earned a master's degree or more. As shown in Table 9, public librarians agree or strongly agree that public library summer reading programs support children's academic and literacy skills. All librarians (100%, n=9) strongly agreed/agreed that students who participated in public library summer reading programs (PLSRP) returned to school ready to learn. 88.4% (n=8) strongly agree/agreed that students who participated in PLSRP improve their reading achievement and skills. 100% (n=9) strongly agreed/agreed that students who participate in PLSRP increase their enjoyment of reading. 100% (n=9) strongly agreed/agreed that their public library has a strong collaboration with one or more local schools.

DOMINICAN STUDY SUMMER LIBRARY READING LOGS

Seventeen (17) rising fourth-grade students from six (6) participating schools completed and returned summer reading logs. One of the reading logs was excluded because the reading log supplied to the student was improperly copied and subsequently was missing half of the questions. As a result, data were collected and entered into Excel database for 16 respondents. Frequencies were run through SPSS (Statistical Package for the Social Sciences.) 56.3% (n=9) of respondents were male and 37.5% (n=6) were female and one (6.2%) had missing data. 93.3% (n=14) students did not have an Individualized Education Plan (IEP). Free and Reduced Meal (FARM) information was available for 11 students. Of these eleven students, six (54.5%) were FARM and five (45.4%) were not. 81.3% (n=13) of students were classified as white, 6.2% (n=1) was American Indian or Alaska Native, 6.2% (n=1) was Hispanic or Latino, and one (6.2%) had missing data.

Spring 2008 and Fall 2008 SRI scores were available for 15 of the 16 respondents. The mean Spring SRI 2008 score was 717.80 (SD=246.07) with a range of 186 to 1099. The mean Fall SRI 2008 score was 736.00 (SD=228.15) with a range of 404 to 1078. The mean raw change between Spring and Fall was 18.20 (SD=77.54). A dependent t-test indicated no significant difference between scores, $t(14) = -.909$ $p > .05$. The difference between the means was -18.20 (CI95: -61.14 to 24.74). There was no significant difference between Spring 2008 SRI scores and Fall 2008 SRI scores. Students who returned reading logs showed no significant difference in SRI scores between Spring and Fall.

Correlations. Students completed a range of 4–14 weeks of the reading log ($M=9.38$, $SD=2.80$). 93.8% of respondents completed more than seven weeks of the summer reading log, with 43.8% ($n=7$) completing 10–14 weeks of the reading log. Respondents self-reported reading between 6–89 books ($M=34.56$, $SD=25.12$). 93.8% ($n=15$) visited the library. 53.4% of respondents reported visiting the library more than eleven times during the summer. 81.2% read books while at the library, and 81.2% reported participating in public library summer reading programs. 87.5% of respondents read library books at home. 86.7% checked out library books. The majority of respondents (53.8%) checked out sixteen or more books. Data from the reading logs is summarized in Tables 10 and 11.

For the sample of students who returned reading logs ($n=16$), a significant relationship was found between SRI Raw Change Fall-Spring and SRI Percent Change Fall-Spring, $r=.878$, $p < .01$ and number of logs completed and total books read, $r=.757$, $p < .01$.

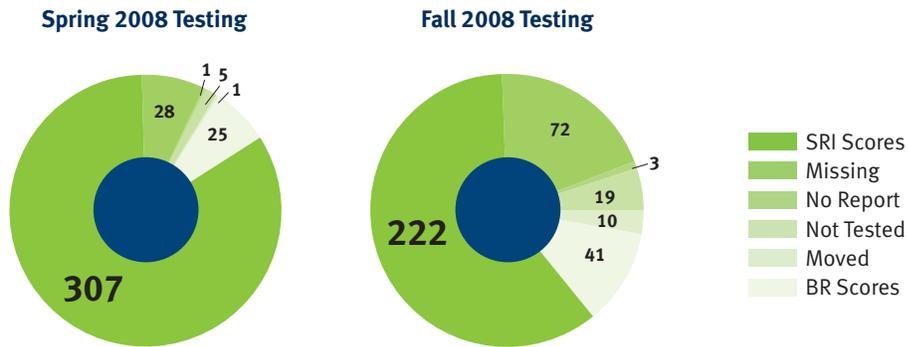
Table 10. Frequency and Percent of Responses to Dominican Study Summer Reading Log Questions

Reading Log Item	N (%)	
Books Read over Summer	< 25 books	7 (44)
	25–50 books	5 (31)
	> 50 books	4 (25)
Number Visits to Library	< 7 times	15 (94)
	> 7 times	8 (33)
	> 14 times	2 (13)
Number of Participants Who Reported Reading Books at Library	13 (81)	
Number of Participants Who Reported Reading Library Books at Home	14 (88)	
Number of Participants Who Participated in Library Program	13 (81)	
Number of Participants Who Spoke with Librarian	13 (87)	

**Table 11. Central Tendency Statistics (Mean, Standard Deviation, and Median)
for Responses to Dominican Study Summer Reading Log Questions**

Reading Log Item	M (SD)	Median
Number of Books Read	34.5 (25.10)	25.50
Number of Books Checked Out	23.85 (17.49)	20.00
Hours Read Books at Library	3.19 (3.44)	1.50
Hours Read Library Books at Home	15.12 (9.11)	12.63
Hours Participated in PLSRP	3.42 (3.28)	3.00
Number of Times Read Books at Library	7.00 (6.81)	4.00
Number of Times Read Library Books at Home	28.43 (17.36)	24.00
Number of Times Participated in PLSRP	5.69 (4.85)	5.00

Figure 2. Student Participant SRI Testing Results



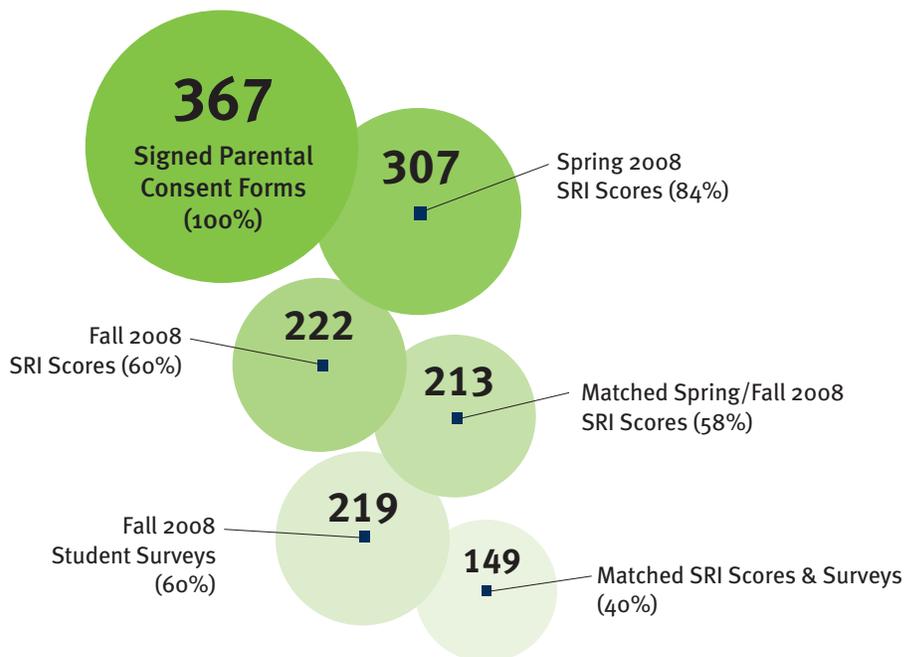
SCHOLASTIC READING INVENTORY (SRI)

Tracking the Participant Pool. Student SRI scores were tracked at two levels for this study. Results will be reported for both levels of the study.

The first level of tracking was student participant's SRI pretest (Spring 2008) and SRI posttest (Fall 2008). Figure 2 presents the total number of SRI pretests (n=307) and SRI posttests (n=222) that were recorded by the schools. Scores were not reported due to missing values, no report, student not tested, student moved, and below reporting (BR) scores. When the pretests and posttests are matched at the student level, there was a total of 213 matched pretest/posttest SRI scores (see Figure 3). This level of student tracking does not include the student survey and does not indicate student attendance of a public library summer reading program.

The second level of tracking, resulting in the final participant pool for this study, required that students be matched on the SRI pretest (Spring 2008), the SRI posttest (Fall 2008), and the student survey (Fall 2008). Due to student level linking across three variables, the final participant pool started in Spring 2008 at N=367 (signed parental consent forms at 11 sites) and concluded with n=149 (matched SRI pretest, SRI posttest, student survey). This level of tracking includes an indication of whether or not students attended a public library summer reading program during their summer hiatus. Figure 3 demonstrates the relationship among the matched variables.

Figure 3. Participant Pool Stages for Dominican Study



The final participant pool represented 40% of students who returned signed parental consent forms in Spring 2008. One school was not able to participate in SRI posttesting due to technical problems with their server.

Pretest/Posttest SRI Scores by Summer Program Participation. The second level of tracking for this study matched student pretest, posttest, and student survey responses. Descriptive statistics are presented in Table 12. Univariate results were examined at each testing time comparing average SRI scores between summer program attendance (see Figure 4). For Spring 2008 SRI scores an independent t-test [$t(176)=2.414, p=.01$] found that students who reported attending public library summer reading programs scored significantly higher on the SRI than students who did not report attending the public library summer reading programs. Fall 2008 SRI scores were also compared using an independent t-test. Results approached a modest level of significance [$t(153)=1.357, p=.17$] between groups. Again, students who attended the public library summer reading program scored higher on the Fall 2008 SRI compared with students who did not report attending the public library summer reading program.

Table 12. Means and Standard Deviations for the Spring and Fall 2008 SRI, Reported by Summer Reading Program Attendance

	Yes: PLSRP M (SD)	No: PLSRP M (SD)	Total M (SD)
Spring 2008 SRI	663.01 (252.69)	600.89 (224.05)	630.09 (238.60)
Fall 2008 SRI	667.67 (241.99)	615.05 (224.43)	639.77 (233.54)

Figure 4. Average Matched SRI Scores from Spring 2008 to Fall 2008, Reported by PLSRP participation.



An additional analysis was conducted comparing pretest and posttest results between attendance conditions of public library summer reading programs. Results approached significance [$F(1, 147) = 2.346, p = 0.12$] comparing average SRI scores between students who reported attending public library summer reading programs and those who did not report attending.

Correlations. Student self-reports of participation in public library summer reading programs were found to be positively correlated with summer reading habits:

- Liking to read books ($r = .17, p < .05$)
- Spending their free time reading ($r = .160, p < .05$)
- Having a library card ($r = .286, p < .01$)
- Visiting the library more often ($r = .255, p < .01$)

Student self-reports of number of books read, regardless of public library summer reading program participation, were also found to be positively correlated with summer library literacy activities:

- Books read from library ($r = .304, p < .01$)
- Parent reported visits with child to library ($r = .349, p < .01$)
- Parent reported times read to child per week ($r = .270, p < .05$)

Findings. Student reading outcome results found that students who participated in their local PLSRP left school reading at a significantly higher level in Spring 2008. When students returned in Fall 2008, those who participated in the SLRP were still reading at a higher level but it was no longer statistically significant compared to students who did not participate in their local PLSRP. Although the Fall 2008 results did not meet the statistically accepted level of significance ($= .05$), as a descriptive and exploratory study a significance level approaching $.10$ was encouraging.

STUDY LIMITATIONS

We encountered several problems during this study, including participant attrition, lack of a control group, and lack of information regarding participants' other activities during the summer. We had serious attrition from the start of the study. We began the study with a participant pool of more than 800 rising third-grade students at 11 sites across the United States. We received 367 (45%) signed consent forms from parents. At the end of the study we were able to match only 149 students to the outcomes of interest. This sampling attrition was problematic and may have impacted our results.

It should also be reiterated that this was not a quasi-experimental study; students were not randomly assigned to treatment groups (Yes: PLSRP or No: PLSRP) and participation was

voluntary. We chose not to randomly assign study participants to a non-treatment control group during the summer, thus withholding public library summer reading programs. We had a causal-comparative design for the study, and while there are many benefits to this type of design, there are also weaknesses, including lack of randomization, manipulation, and control. Random assignment/randomization is a critical aspect of research methodology that supports the equity of treatment groups. When groups are not randomized, there is the possibility that they are not equitable and differ on some unknown and unmeasured variable. A causal-comparative design was chosen, however, as the variable of interest (choosing to attend/not attend a public library summer reading program) was viewed as a family's choice. Our comparison group was the self reported student who did not attend the summer library reading program; this does not mean that a student did not read over the summer or attend academic summer camps focused on literacy. There was no control over what students did or read during the summer; this type of naturalistic study relied on allowing families do what they would naturally do over the summer.

We did initiate steps to offset the design's inherent weakness, i.e., the lack of control and manipulation of student reading materials was to be addressed by the study's reading log. This part of the study yielded no findings, however, since very few logs were returned to the project from the local libraries. Our intent was to let children have authentic library experiences. We allowed the libraries to plan their own summer reading programs and provide their own incentives. In choosing this method there were neither controlled incentives nor consequences connected to the summer reading logs. We had no leverage for the return of the logs. In addition, we received feedback regarding the logs from the public librarian participants, and not one single librarian had anything positive to report concerning them (see librarian interview notes). Recommendations were made by several librarians that should be considered for future studies.

While not definitive in addressing the additive effect of summer library reading programs, this study has been helpful in demonstrating the need for more rigorously controlled research studies. If we were to replicate this study we would choose to do so in a single setting where we could ensure more control and effort could be devoted to participant recruitment and instrument completion. In spite of the methodological problems related to lack of control over group assignment and in what students did and read over the summer, we are encouraged to note that students who did attend public library summer reading programs left school reading at a higher level than their peers, and maintained, if not increased, this higher level of reading over the summer.

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

summary of results.



“...There is surprisingly little difference in reading gains between children from high- and low-income families during the school year. Rather, the difference is what happens in the summer.”

– Stephen Krashen and Fay Shin
“Summer Reading and the Potential Contribution of the Public Library in Improving Reading for Children of Poverty.” 2008.

summary of results ■

Participation in the summer reading program was self-reported; i.e., we did not assign students to a “treatment” or “control” group. Children who did not participate in the summer reading program at the public library may have engaged in other summer learning activities of which we are not aware. There was a formal agreement between the libraries and the schools, and the public libraries had full control over their summer programs. While the study began with 11 sites and an anticipated 800 students who would participate in the study, only 367 signed parental consent forms were returned. Although the number of participants was not as large as we had hoped, it did allow us to make some significant correlations, draw inferences, and use descriptive statistics.

In describing the students who participated in the public library summer reading program as distinct from other students in the study, we found that there were:

- More females
- More students of a higher socioeconomic status
- More Caucasian students

Students enrolled in the public library summer reading programs reported that they:

- Like to read books, like to go to the library, and picked their own books to read
- For the most part had library cards and read books from the library
- Read more magazines and newspapers

Parents reported that their children who participated in the public library summer reading program:

- Spent more time reading over the summer and read more books
- Were well prepared for school in the fall
- Read more confidently

Parents of children enrolled in the public library summer reading program reported that they:

- Would enroll their children in a summer reading program at the library again
- Made more visits to the public library with their children
- Read more books to/with their children over the summer
- Had more books in their homes than in the homes of students not participating

Teachers observed that students who participated in the public library summer reading program:

- Returned to school ready to learn
- Improved their reading achievement and skills
- Increased their enjoyment of reading
- Were more motivated to read
- Were more confident in participating in classroom reading activities
- Read beyond what was required in their free time
- Perceived reading to be important

School librarians observed that when students who participated in the public library summer reading program returned to school they:

- Returned to school ready to learn
- Improved their reading achievement and skills
- Increased their enjoyment of reading
- Were more motivated to read
- Were more confident in their reading abilities
- Read beyond what was required in their free time
- Perceived reading to be important

Public librarians observed/perceived that students who participated in the public library summer reading program:

- Returned to school ready to learn
- Improved their reading achievement and skills
- Increase their enjoyment of reading
- Were more motivated to read
- Were more confident in their reading abilities
- Read beyond what was required in their free time
- Perceived reading to be important
- Were enthusiastic about reading and self-selecting books
- Increased their fluency and comprehension

The SRI (pretest and posttest) scores revealed that:

- Students who reported participating in a public library summer reading program scored higher than those who did not participate
- Students who reported participating in a public library summer reading program started with higher reading scores and stayed ahead of those students who reported that they did not participate
- Students who reported that they did not participate in a public library summer reading program also improved their reading scores, but they did not reach the higher scores of the students who did participate

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

**conclusions and
lessons learned.**

conclusions and lessons learned.

CONCLUSIONS

And so to the question we set out to answer by our study: do public library summer reading programs impact student achievement? Yes, we can state that in this study they do in positive ways. Students who completed third grade and who participated in a public library reading program during the summer in this study scored higher on reading achievement tests given at the start of fourth grade. Indeed their reading skills not only were maintained but improved, and they did not experience summer reading loss. And, although students in this study who said they did not participate in a public library summer reading program also improved their reading scores, they did not reach the higher scores of the students who did participate. The benefits for students who did participate in public library summer reading programs extend beyond improved test scores.

We found more and very interesting information regarding the benefits of public library summer reading program participation from the adults in a student's life and their views of the experience. Those adults included parents, teachers, school library media specialists, and public librarians.

How did participation in the public library summer reading program impact classroom performance? Teachers found that students who participated in the public library summer reading program started the school year ready to learn, had improved reading achievement, appeared to have increased reading enjoyment, were more motivated to read, were more confident, read beyond what was required, and perceived reading as important.

In addition, the parents of children who participated in the summer reading program indicated that they thought their children were better prepared to begin school at the end of the summer. Not one parent of a student who did *not participate* in the summer reading program would “strongly agree” that their child was better prepared to begin the school year.

Our study confirmed many findings from previously mentioned studies. Most notably that free voluntary reading makes a difference in improving reading scores and prevents summer slide. Students from our study who participated in a public library summer reading program reported that they like to read books and like to go to the library. Public librarians also reported that these students were enthusiastic about reading.

And so we can conclude, as well, that in this study public library summer reading programs did spur a motivation to read and enjoyment of reading and children who participated had better reading skills than their non-participating counterparts. In our study, the collaboration of public libraries and schools resulted in successful summer reading programs where children ended up more enthusiastic, more motivated, and more confident as a result of their

participation. Through reading, program participants experienced personal growth and acquired lifelong skills for learning and enjoyment.

The one institution that offers unfettered access to a wide variety of reading materials—not just during the summer but all year round—is the public library. In her 1978 landmark study, Barbara Heyns wrote: “Although unstructured activities such as reading do not ordinarily lend themselves to policy intervention, I will argue that at least one institution, the public library, directly influences children’s reading. Educational policies that increase access to books, perhaps through increased library services, stand to have an important impact on achievement, particularly for less advantaged children.”¹ More than thirty years later, this still bears truth. It is time to help our libraries close the reading gap—for all our nation’s children.

LESSONS LEARNED: STUDY NOTES FROM THE RESEARCHERS

Although we wanted a study that was national in scope, it might be wise to scale back this study to conduct it again in one school district. With one district there could be greater control over the research protocol and documentation of the quality and quantity of summer reading materials for all participants. We were also able to identify parts of the methodology that should be refined in future studies. A prime example of this is the reading log. This part of the study yielded no findings, since very few logs were returned to the project from the local libraries. This result confirmed what the Advisory Committee suspected. Our intent was to let children have authentic library experiences so we did not provide additional incentives for return of library logs. We had no leverage for the return of the logs. This is one aspect that could be better monitored if the study were conducted in one school district.

A corresponding problem to the one identified above is that we were not able to track what nonparticipants of summer reading programs at the public library did over the summer. That information would have added richness to the findings. We did not have a control group in this study since it would not be ethical to randomly assign children to a notreatment control group that would withhold participation in a summer library reading program. Instead we allowed participants to self-select and the nonlibrary participants were used as a comparison group. In this methodology, there was no control over the quantity or quality of reading materials of students. If we had a log of what nonparticipants were doing over the summer, it may have provided an indication of why they did not demonstrate the “summer slide.”

Another lesson learned from this study was the severe attrition that resulted. We began the study with a participant pool of more than 800 rising third grade students at 11 sites. We received 367 (45%) signed consent forms from parents. At the end of the study we were able to match only 149 (40%) students to the outcomes of interest. In a single setting we could ensure more control and effort could be devoted to participant recruitment and instrument completion.

¹ Barbara Heyns, *Summer Learning and the Effects of Schooling* (New York: Academic Press, 1978), 161.

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

**call to action:
close the reading gap.**



“Encouraging voluntary reading during summer vacation may be one useful strategy for helping struggling readers acquire the skills needed to succeed in school.”

— James S. Kim, “Effects of a Voluntary Summer Reading Intervention on Reading Achievement: Results from a Randomized Field Trial,” 2006.

call to action: close the reading gap.

1. Recognizing that public libraries play a significant role in helping to close the achievement gap in school performance.
2. Promoting the powerful role that public libraries play in the education community in helping children maintain and gain reading skills.
3. Engaging families in public library programs to promote early childhood literacy.
4. Investing more money in summer reading programs—especially in public libraries that serve children and families in economically depressed areas.
5. Marketing to parents of school-age children so they understand the importance of their children participating in summer reading programs and other out-of-school library activities.
6. Ensuring that librarians in public libraries work with teachers and school librarians to identify non-readers and under-performing students and to reach out to those students in order to engage them in library activities.
7. Reaching out to boys to get them involved in reading.
8. Expanding the definition of reading beyond books to include magazines, graphic novels, etc.
9. Providing more books and reading material at the public library for children in economically depressed neighborhoods since their more advantaged peers may have better access to reading materials in their homes and in their local public libraries.
10. Helping children in lower-income areas build home libraries by partnering with non-profit organizations such as First Book and Reading Is Fundamental.
11. Having librarians assume a role in influencing a child's love of reading and lifelong learning.
12. Encouraging and supporting studies that continue research in this area and that offer effective means for closing the reading achievement gap.

the dominican study:

Public Library Summer Reading Programs

Close the Reading Gap

appendixes.

appendixes.

Table of Contents

- A Project Administration and Advisory Committee
- B Public Library Summer Reading Program Elementary Student Questionnaire
- C Public Library Summer Reading Program Parent Questionnaire
- D Public Library Summer Reading Program School Librarian Questionnaire
- E Public Library Summer Reading Program Teacher Questionnaire
- F School Privacy Form
- G.1 Public Library Summer Reading Program Public Library Staff Member Questionnaire
- G.2 Public Library Summer Reading Program Public Library Staff Member Questionnaire (SurveyMonkey)
- H Basic Information Sheet and Reading Program Attendance Log
- I Application Instructions: Schools and Public Libraries
- J Applications: Schools and Public Libraries
- K Flyers to Recruit Public Libraries and Schools
- L Library Privacy Form
- M Librarian Interview Questions
- N Parental Permission Form Cover Letter
- O Parental Permission Form (in English and in Spanish)

PROJECT ADMINISTRATION

Susan Roman, Project Administrator and Principal Investigator
Dean and Professor, Graduate School of Library and Information Science, Dominican University

Ronald Fairchild, Project Partner
Director, Johns Hopkins University Center for Summer Learning

Brenda McLaughlin, Project Research Team Leader
Johns Hopkins University Center for Summer Learning

Deborah T. Carran, Project Researcher
Professor, School of Education, Johns Hopkins University

Susanne Sparks, Project Research Team Administrative Manager
Johns Hopkins University Center for Summer Learning

Carole D. Fiore, Project Manager
Consultant, Dominican University

ADVISORY COMMITTEE

(as of January 2007)

Peggy D. Rudd (original project partner)
Director and Librarian, Texas State Library and Archives Commission

Christine McNew (original project partner)
Youth Services Consultant, Texas State Library and Archives Commission

Eugene Hainer (original project partner)
Director, Colorado State Library

Patricia Froehlich (original project partner)
Public Library Senior Consultant, Colorado State Library

Tracie D. Hall
Assistant Dean, Dominican University

Janice Del Negro
Assistant Professor, Dominican University

Penny Markey
Youth Services Coordinator, County of Los Angeles Public Library and Board Member of the Association for Library Service to Children, a division of the American Library Association

Denise Davis
Director, Office for Research and Statistics, American Library Association

Name: _____ School: _____

**PUBLIC LIBRARY SUMMER READING PROGRAM
ELEMENTARY STUDENT QUESTIONNAIRE**

For each question, mark the circle below the best answer.

	YES!	SOMETIMES	I DON'T KNOW	NOT REALLY	NO!
1.) I like to read books.	<input type="radio"/>				
2.) I like to go to the library.	<input type="radio"/>				
3.) I remember what I read and can talk about it later.	<input type="radio"/>				
4.) I know how to use a library.	<input type="radio"/>				
5.) I pick my own books to read.	<input type="radio"/>				
6.) I spend my free time reading.	<input type="radio"/>				
7.) My reading is better now than it was at the beginning of the summer.	<input type="radio"/>				

8. Do you have a library card? Yes No
If you have a library card, how long have you had it? _____

TURN OVER!


9. How often do you go to the library in the summer?

- Every week
- Almost every week
- A few times
- Hardly ever
- Never

10. Did you join the summer reading program at the library **this summer**? Yes No

If no, why not?

11. Did you join the summer reading program at the library **last summer**? Yes No

12. How many books did you read **this summer**? _____

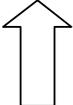
13. Did you read books from the library? Yes No

14. Did you read other books **not** from the library? Yes No

15. What else did you read this summer?

- Magazines
- Comic Books
- Newspapers
- Websites
- Something else (Tell us what you read!) _____

GO TO THE NEXT PAGE!



Appendix B

16. Over **this summer**, did you...
(Choose any activity you did over the summer. You can mark more than one!)
- Go on a family trip
 - Play video games
 - Watch television
 - Attend summer camp or summer school
 - Visit a museum
17. Are you: a girl a boy
18. Are you: African-American Asian-American Hispanic White Other _____
19. How old are you? _____
20. What grade are you in? _____
21. If you participated in the public library summer reading program this summer, what did you **like** about the program?
22. If you participated in the public library summer reading program this summer, what did you **not like** about the program?

**PUBLIC LIBRARY SUMMER READING PROGRAM
PARENT QUESTIONNAIRE**

Name: _____

Child's Name: _____

Child's School: _____

Thank you for taking a few minutes to complete this survey about your child. Please fill in the circle to indicate your response.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.) My child likes to read.	<input type="radio"/>				
2.) My child chooses to read in his or her spare time.	<input type="radio"/>				
3.) My child forgot things during the summer that he or she needed to review at the beginning of the school year.	<input type="radio"/>				
4.) My child was well-prepared academically when school began this fall.	<input type="radio"/>				
5.) My child was better prepared academically for school to begin this fall than in past years.	<input type="radio"/>				

6. My child participated in the summer reading program at the library. Yes No
IF YES, PLEASE ANSWER THE QUESTIONS IN THE BOX BELOW. IF NO, PLEASE GO TO QUESTION #15.

7.) My child read more books than he or she would have without the library summer reading program.	<input type="radio"/>				
8.) My child reads more often now than before participating in the library summer reading program.	<input type="radio"/>				
9.) The library summer reading program helped my child be more prepared for the new school year.	<input type="radio"/>				
10.) The library summer reading program helped my child feel more confident in his or her ability to read.	<input type="radio"/>				
11.) I feel welcome when I go to the library summer library reading program.	<input type="radio"/>				
12.) I would enroll my child in the library summer reading program again.	<input type="radio"/>				

Appendix C

13. How would you rate your child's overall experience in the library summer reading program?

- Excellent Good Fair Poor

14. Please state in your own words how (if at all) how the library summer reading program made a difference for you and your child.

15. How many times did you and your child visit the library this summer?

- none once or twice 2 or 3 times 3 or 4 times more than 4 times

16. This summer, did you read a book to/with your child? Yes No

If yes, how often during a typical WEEK?

- once or twice 2 or 3 times 3 or 4 times more than 4 times

17. If your child did not participate in the public library summer reading program, why not?

- It is too far to go to the library
 We did not have transportation to the library
 I have never been to the public library
 The library is not open during convenient hours
 I did not know about the summer library reading program
 I did not know that it is important for my child to read during the summer.
 My child was out of town during the summer.
 I didn't have enough time to take my child to the library.
 Other, please explain: _____

18. About how many books do you have at home?

- Less than 5 5-10 10-25 25-50 Over 50

19. Does your child have access to the internet at home? Yes No

20. How do you think your child will do in reading this year?

- Will be an exceptional reader.
 Will read above grade level.
 Will read at grade level.
 Will read below grade level.
 Will be a poor reader.

Thank you for your time!

**PUBLIC LIBRARY SUMMER READING PROGRAM
SCHOOL LIBRARIAN QUESTIONNAIRE**

School: _____

1. I have been a school librarian for: 1-2 years 3-5 years 6-10 years 11-20 years 20-30 years 30+

2. My highest level of educational attainment:

High school degree Some college Bachelor's degree Some graduate school Master's degree or more

How do you feel about each of the following statements? Fill in the circle below the answer that *best* expresses how you feel.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
3.) Youth who participate in public library summer reading programs return to school ready to learn.	<input type="radio"/>					
4.) Youth who participate in public library summer reading programs improve their reading achievement and skills.	<input type="radio"/>					
5.) Youth who participate in public library summer reading programs increase their enjoyment of reading.	<input type="radio"/>					
6.) Youth who participate in public library summer reading programs are more motivated to read.	<input type="radio"/>					
7.) Youth who participate in public library summer reading programs are more confident in their reading abilities.	<input type="radio"/>					
8.) Youth who participate in public library summer reading programs are willing to read beyond what is required in their free time	<input type="radio"/>					
9.) Youth who participate in public library summer reading programs perceive reading to be important.	<input type="radio"/>					
10.) This school library has a strong collaboration with one or more local public libraries.	<input type="radio"/>					

11. Please make any comments about the impact (if any) of the public library summer reading program on youth.

Appendix E

PUBLIC LIBRARY SUMMER READING PROGRAM TEACHER QUESTIONNAIRE

School: _____

1. I have been a teacher for: 1-2 years 3-5 years 6-10 years 11-20 years 20-30 years 30+ years

2. My highest level of educational attainment:

High school degree Some college Bachelor's degree Some graduate school Master's degree or more

How do you feel about each of the following statements? Select the answer that *best* expresses how you feel.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
3.) Youth who participate in public library summer reading programs return to school ready to learn.	<input type="radio"/>					
4.) Youth who participate in public library summer reading programs improve their reading achievement and skills.	<input type="radio"/>					
5.) Youth who participate in public library summer reading programs increase their enjoyment of reading.	<input type="radio"/>					
6.) Youth who participate in public library summer reading programs are more motivated to read.	<input type="radio"/>					
7.) Youth who participate in public library summer reading programs are more confident in participating in classroom reading activities.	<input type="radio"/>					
8.) Youth who participate in public library summer reading programs are willing to read beyond what is required in their free time.	<input type="radio"/>					
9.) Youth who participate in public library summer reading programs perceive reading to be important.	<input type="radio"/>					

10. Did you encourage students to participate in the public library summer reading program? Yes No

If so, how? (Check all that apply.)

- Notes to parents
- Telling students about the summer library reading program during class
- Allowing public librarian to tell students about the reading club
- Placing posters about the summer library reading program in the public areas of the school, classroom, or school library
- Other. Please explain: _____

11. Please make any comments about impact (if at all) of the library summer reading program on students. You can use the back of this sheet, if needed.

Librarian Interview Questions

Description of library

1. Identify your branch library name, address, number of full time librarians employed, number of part time librarians employed, and number of library staff employed.
 - a. Do you have any computers in the library?
2. Approximate number of books in your library (size of holdings). How large a population is the library supposed to serve, particularly in regards to children?

Description of feeder elementary schools

3. Identify local partner elementary school name(s) and school district(s) for this project.
4. Did the library work with the school to promote the summer library reading program? In what ways (specific activities) did the library participate with the school, how often during the 2007-08 school year, and when did the library participate?
 - a. Did you conduct any school visits to the promote the summer library reading program during Spring 2007?
5. Was working with the school easy for the library? Explain.
 - a. Did you have a working relationship with the schools before the project? Has it improved or deteriorated? How could it be improved?
 - b. If we were to do this type of project again, what would you suggest to improve this part of the project?

Description of 2008 summer library program, for students in grades 2 – 4 only

6. Length of summer program (number of weeks, number of days per week, daily hours). Did you notice a change this year in summer library program attendance, compared to previous years?
7. Theme of 2008 summer library program. (Note: The collaborative theme for 2008 is Catch the Reading Bug.)
 - a. Did you use the collaborative theme, another theme and materials provided by the state library, or a locally developed program?
8. Approximately how many rising 4th grade students participated in the summer library reading program by attending 50% of the time? Did you only see these students during the summer library reading program, or did they come into the library at other times? How easy/hard is it for you to know that a particular child is attending events that are part of the summer library reading program?

Appendix F

9. Number of librarians working in the summer library program? Number of library staff working in the summer program? Number of volunteers working in the program? Number of youth volunteers? Roles for all?
10. Program components of summer library program (number hours literacy related activities (i.e. reading activities only) at the library with a specific description of each activity, number of hours of literacy enrichment (i.e. art, music, dance, etc...) at the library with a specific description of each activity.
11. Did the librarians like the project's summer library reading log? Did the students? Did the parents make any comments about the reading log? Were the logs kept at the library or did you send them home with the children and parents? Did you collect them or did the school?
12. Description of awards made by library to students participating in the summer library reading program. How are these awards made – number of books read, hours read, attending programs, chance?

Outcomes of 2008 summer library program

13. Do you think rising 4th grade children who attended the summer program 50% of the time or more, improved or maintained their end of school year reading level by the end of the program? If yes, to what level do you think children's reading improved and in what way? What about students who attended the summer reading program less than 50%? How do you know?
 - a. Do you think maintained should be before improved? Do you want to ask if you think they lost or scores decreased?
14. Do you think rising 4th grade children who attended the summer program 50% of the time or more, left the program with a better attitude toward reading? What about students who attended the summer reading program less than 50%?
15. What proportion of rising 4th grade children who attended the summer reading program had participated in previous years?

**PUBLIC LIBRARY SUMMER READING PROGRAM
PUBLIC LIBRARY STAFF MEMBER QUESTIONNAIRE**

Library: _____

1. I have been a librarian or a library staff member for:

- 1-2 years 3-5 years 6-10 years 11-20 years 20-30 years 30+ years

2. My highest level of educational attainment:

- High school degree Some college Bachelor's degree Some graduate school Master's degree or more

How do you feel about each of the following statements? Fill in the circle below the answer that *best* expresses how you feel.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
3.) Youth who participate in public library summer reading programs return to school ready to learn.	<input type="radio"/>					
4.) Youth who participate in public library summer reading programs improve their reading achievement and skills.	<input type="radio"/>					
5.) Youth who participate in public library summer reading programs increase their enjoyment of reading.	<input type="radio"/>					
6.) Youth who participate in public library summer reading programs are more motivated to read.	<input type="radio"/>					
7.) Youth who participate in public library summer reading programs are more confident in their reading abilities.	<input type="radio"/>					
8.) Youth who participate in public library summer reading programs are willing to read beyond what is required in their free time.	<input type="radio"/>					
9.) Youth who participate in public library summer reading programs perceive reading to be important.	<input type="radio"/>					
10.) This public library has a strong collaboration with one or more local schools.	<input type="radio"/>					

11. Please make any additional comments about the impact (if any) of the public library summer reading programs on young people.

(Please complete the second part of this survey on the back of this sheet.)

Appendix G.1

Section II. Tell us more!

We are interested in knowing details about your programmatic offerings for elementary school age children.

12. How many children participated in the public library summer reading program at your branch? _____
13. How many children leaving third grade and entering the fourth grade in the fall of 2007 participated in the summer library reading program? _____
14. What age range of children were eligible to participate? _____
15. Number of public library summer reading programs: _____
(Each event is counted as a single program.)
16. What promotional techniques did you use for the public library summer reading program? (Check all that apply.)
- | | |
|---|---|
| <input type="radio"/> Flyers | <input type="radio"/> Posters |
| <input type="radio"/> School visits | <input type="radio"/> Displays in the community/at community events |
| <input type="radio"/> Print media | <input type="radio"/> Television/radio/video public service announcements (PSA) |
| <input type="radio"/> Internet/Electronic promotion | <input type="radio"/> Other, please describe: _____ |
17. What types of incentives did children receive for participating in the public library summer reading program?
(Check all that apply.)
- | | |
|--|--|
| <input type="radio"/> Certificate of Achievement/Participation | <input type="radio"/> Pencils |
| <input type="radio"/> Bookbags | <input type="radio"/> Gel bracelets |
| <input type="radio"/> T-shirts | <input type="radio"/> Entry into a raffle for a larger prize |
| <input type="radio"/> Restaurant food coupons | <input type="radio"/> Tickets to an event (ex. a sport game) |
| <input type="radio"/> Other, please describe: _____ | |
18. How were incentives awarded to participants in the public library summer reading program?
- | | |
|---|---|
| <input type="radio"/> Based on the number of books read | <input type="radio"/> Based on the amount of time spent reading |
| <input type="radio"/> Based on the number of pages read | <input type="radio"/> For reading on a daily basis |
| <input type="radio"/> Other, please describe: _____ | |
19. At what point in the program are the incentives awarded in the public library summer reading program?
- | | |
|--|---|
| <input type="radio"/> Weekly | <input type="radio"/> Intermittently throughout the program |
| <input type="radio"/> At the conclusion of the program | <input type="radio"/> After the program's conclusion. |
20. Types of programs offered for elementary school age children at the public library summer reading program:
(Check all that apply.)
- | | |
|---|---|
| <input type="radio"/> Story times | <input type="radio"/> Puppet shows |
| <input type="radio"/> Crafts | <input type="radio"/> Film/Video/Movie programs |
| <input type="radio"/> Family programs | <input type="radio"/> Book discussion |
| <input type="radio"/> Other, please describe: _____ | |

Public Library Summer Reading Program \ Public Library Staff

Section 1

1. Library Name:

2. I have been a librarian or a library staff member for:

- 1-2 years
- 3-5 years
- 6-10 years
- 11-20 years
- 20-30 years
- 30+ years

3. My highest level of educational attainment:

- High school degree
- Some college
- Bachelor's degree
- Some graduate school
- Master's degree or more

Public Library Summer Reading Program \ Public Library Staff

4. How do you feel about each of the following statements? Fill in the circle below the answer that best expresses how you feel.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
Youth who participate in public library summer reading programs return to school ready to learn.	<input type="radio"/>					
Youth who participate in public library summer reading programs improve their reading achievement and skills.	<input type="radio"/>					
Youth who participate in public library summer reading programs increase their enjoyment of reading.	<input type="radio"/>					
Youth who participate in public library summer reading programs are more motivated to read.	<input type="radio"/>					
Youth who participate in public library summer reading programs are more confident in their reading abilities.	<input type="radio"/>					
Youth who participate in public library summer reading programs are willing to read beyond what is required in their free time.	<input type="radio"/>					
Youth who participate in public library summer reading programs perceive reading to be important.	<input type="radio"/>					
This public library has a strong collaboration with one or more local schools.	<input type="radio"/>					

5. Please make any additional comments about the impact (if any) of the public library summer reading programs on young people.

Public Library Summer Reading Program \ Public Library Staff

Section 2

We are interested in knowing details about your programmatic offerings for elementary school age children.

6. How many children participated in the public library summer reading program at your branch?

7. How many children leaving third grade and entering the fourth grade in the fall of 2007 participated in the summer library reading program?

8. What age range of children were eligible to participate?

9. Number of public library summer reading programs (each event is counted as a single program):

10. What promotional techniques did you use for the public library summer reading program? (Check all that apply.)

- Flyers
- Posters
- School visits
- Displays in the community/at community events
- Print media
- Television/radio/video public service announcements (PSA)
- Internet/Electronic promotion

Other (please describe)

Public Library Summer Reading Program \ Public Library Staff

11. What types of incentives did children receive for participating in the public library summer reading program? (Check all that apply.)

- Certificate of Achievement/Participation
- Pencil
- Bookbag
- Gel bracelets
- T-shirts
- Entry into a raffle for a larger prize
- Restaurant food coupons
- Tickets to an event (ex. a sport game)

Other (please describe)

12. How were incentives awarded to participants in the public library summer reading program?

- Based on the number of books read
- Based on the amount of time spent reading
- Based on the number of pages read
- For reading on a daily basis

Other (please describe)

13. At what point in the program are the incentives awarded in the public library summer reading program?

- Weekly
- Intermittently throughout the program
- At the conclusion of the program
- After the program 's conclusion

Public Library Summer Reading Program \ Public Library Staff

14. Types of programs offered for elementary school age children at the public library summer reading program: (Check all that apply.)

- Storytimes
- Puppet shows
- Crafts
- Film/Video/Audio programs
- Family programs
- Book discussion

Other (please describe)

Public Library Summer Reading Program \ Public Library Staff

THANK YOU!

Thank you for your time, we appreciate your feedback!

Reading Program Attendance Log

Week _____ (dates of week) _____ Number of Books Read This Week _____

How much time did you spend doing these activities this week?

Did you...	Example	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
1. Visit the library?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No							
For how long?	<input type="checkbox"/> 15 min <input checked="" type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more
2. Read a book while at the library?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No							
For how long?	<input checked="" type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more
3. Participate in a library program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No							
For how long?	<input checked="" type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more

Please continue to the next page 

Did you...	Example	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4. Read library books at home? For how long?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 45 min <input type="checkbox"/> 1 hour <input type="checkbox"/> or more
5. Talk to a librarian?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Return library books? How many?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 2_ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)
7. Check out library books? How many?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 1_ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ book(s)

_____ Library Staff Member's Signature _____ Student's Signature _____ Date



Dominican University
Graduate School of Library and Information Science
Institute of Museum and Library Services,
National Leadership Grant



**Do Public Library Summer Reading Programs
Impact Student Achievement?
Instruction for completing the
Application for Participation –
School/School District**

*Please complete one application form for each separate school
that wishes to be considered for this project.*

- 1. School District.** The official name of the school district.
- 2. School.** Name of individual school.
- 3. Address.** The school's complete physical address. Include city, state, and zip. If the school has a different mailing address, please add that with a note indicating the difference in the two.
- 4. Contracting Agency Name.** The official name of the organization with which a project agreement will be signed (i.e., "X" County School District or "Y" County Board of County Commissioner).
- 5. School Contact Person Name.** The name of the person who may be contacted regarding all project-related information or activities.
- 6. School Contact Title.** The title of the contact person (i.e., principal, school librarian/media specialist).
- 7. School Contact Telephone and Fax Numbers.** The school's telephone and fax numbers at which contact can be made regarding the application or the project.
- 8. Email Address.** The email address of the school contact person.
- 9. Partnering Library Name.** Name of public library with whom the school will be collaborating.
- 10. Partnering Library Address.** The address of the library the school with which the school will be collaborating. Include city, state, and zip.
- 11. Library Contact Person Name.** The name of the person at the public library who may be contacted regarding all project-related information or activities.
- 12. Library Contact Telephone and Fax Numbers.** The telephone and fax numbers at which the library contact person can be reached.
- 13. Email Address.** The email address of the library contact person.
- 14. Free and Reduced Meal Status.** The percentage of the school's population eligible for free and reduced price meals under the National School Lunch Act as administered by the U.S. Department of Agriculture.
- 15. Number of Third Grade Classrooms.** The number of third grade classrooms in this school during the 2007/2008 school year.
- 16. Number of Third Grade Students.** Number of third grade students enrolled as of October 15, 2007.
- 17. Use of SRI.** Check appropriate boxes.

- 18. Percent of Students in Third Grade Able to Take the SRI in English.** Provide the percentage of third grade students during the 2007/2008 school year who can take the SRI test in English.
- 19. Partnership Activity.** Check the appropriate boxes and provide a brief description of activities.
- 20. Summer Vacation.**
 - a.** If the school has a vacation during the summer months (June/July/August), check yes.
 - b.** Tell how many weeks long the 2008 summer break for students will be.
- 21. Agreement to do the following.** Check which of these actions/activities the school agrees to perform.
- 22. Authorized Signature.** The principal, superintendent of schools, or other authorized official's typed and signed name and title along with the date signed.



Dominican University
Graduate School of Library and Information Science

Institute of Museum and Library Services,
National Leadership Grant



**Do Public Library Summer Reading Programs
Impact Student Achievement?
Instruction for completing the
Application for Participation –
Library/Library System**

Please complete one application form for library/library system that wishes to be considered for this project and submit electronically.

Please complete one form for each individual school with which you will be partnering.

- 1. Library System.** The official name of the library system.
- 2. Address.** The library system's complete physical address. Include city, state, and zip. If the school has a different mailing address, please add that with a note indicating the difference in the two.
- 3. Contracting Agency Name.** The official name of the organization with which a project agreement will be signed (i.e., "X" County Library District or "Y" County Board of County Commissioner).
- 4. Library Contact Person Name.** The name of the person who may be contacted regarding all project-related information or activities.
- 5. Library Contact Title.** The title of the contact person (i.e., library director, branch manager, children's librarian, children's coordinator, etc.).
- 6. Library Contact Telephone and Fax Numbers.** The library's telephone and fax numbers at which contact can be made regarding the application or the project.
- 7. Email Address.** The email address of the library contact person.
- 8. Partnering School Name.** Name of school with whom the library will be collaborating. (Please complete one application for each school with whom you will be partnering.)
- 9. Partnering School Address.** The address of the school with which the library will be collaborating. Include city, state, and zip.
- 10. School Contact Person Name.** The name of the person at the school who may be contacted regarding all project-related information or activities.
- 11. School Contact Telephone and Fax Numbers.** The telephone and fax numbers at which the school contact person can be reached.
- 12. Email Address.** The email address of the school contact person.
- 13. Experience for children during the summer of 2008.**
 - a.** Check yes or no.
 - b.** If yes, please provide a brief list of they types of programs and activities that will be offered (i.e., story times, craft programs, book discussions, film and video programs, etc.). For the purpose of this application, this is considered core programming.

- 14. Number of weeks that core programming takes place.**
- 15. Beyond Core Programming.** Check appropriate box. If yes, briefly describe (i.e., continue to track books on reading log, report on activities to volunteers, self paced activities)
- 16. Partnership Activity.** Check the appropriate boxes and provide a brief description of activities.
- 17. Collaboration with study research team.** Check appropriate box.
- 18. Number of years this library/library system has provided summer library reading programs.** Fill in number of years experience in providing summer programs.
- 19. Agreement to do the following.** Check which of these actions/activities the public library agrees to perform.
- 20. Authorized Signature.** The library director, library administrator, or other authorized official's typed and signed name and title along with the date signed.

b. If no, is the school willing to purchase the Scholastic Reading Inventory test (Enterprise Edition) and have it installed on the school's computers and ready to use at the end of the 2007/2008 school year?
 Yes No

c. If no, is the school willing to have the SRI purchased for them through the project and have it installed on the school's computers and ready to use at the end of the 2007/2008 school year?
 Yes No

18. Percentage of students in third grade able to take the SRI in English _____%

19. Has this school previously partnered and/or collaborated with the public library identified in this application?

Yes No

If yes, please briefly describe this partnership/collaboration: _____

If no, is the school willing to partner/collaborate with the library identified on this application.

Yes No

20. Summer Vacation

a. Does the school have a traditional (June/July/August) summer vacation period?

Yes No

b. How long will the summer vacation for this school be in 2008? _____ weeks

21. If selected to participate in this study, the school agrees to do the following:

- The school will partner with the local public library to promote the summer library program emphasizing the library program to third grade students.
- The school agrees to distribute and collect from parent(s) or guardian(s) the required informed consent forms for eligible third grade students and send signed forms to the Center for Summer Learning.
- The school agrees to administer the computer-based Scholastic Reading Inventory (SRI) test to all third grade students approximately one month prior to the end of the 2007/08 school year, and administer the SRI to the promoted fourth graders no more than one month after the beginning of the 2008/09 school year.
- The school agrees to distribute and collect a parental survey to those parents who signed a consent form no more than one month after to the beginning of the fourth grade 2008/09 school years and return them to the Center for Summer Learning.
- The school agrees to administer and collect a brief student survey in conjunction with the administration of the SRI approximately one month after the beginning of the 2008/09 school years to the promoted fourth grade students and return them to the Center for Summer Learning.
- The school will provide demographic information about students who enroll in the study, including free and reduced lunch status, IEP status, LEP status, and gender.
- The school will distribute and collect from fourth grade teachers of students involved in the project a teacher survey in the fall of 2008 related to students' attitudes towards reading and school and return them to the Center for Summer Learning.

 Signature of Authorized School Official

 Name of Authorized School Official (print or type)

 Title of Authorized School Official

 Date

15. Does this library allow participants to participate in the summer library reading program when active (core) programming ceases?

- Yes No

If yes, please briefly describe how this is done: _____

16. Has this library previously partnered and/or collaborated with the school indicated in this application?

- a. Yes No

If yes, please briefly describe this partnership/collaboration: _____

b. If no, is the library willing to partner/collaborate with the school cited on this application.

- Yes No

17. Is your library willing to collaborate with the study's research team to gather information from young people who participate in the study with their parent's permission?

- Yes No

18. Number of years this library/library system has provided summer library reading programs.

_____years

19. If selected to participate in this study, the library agrees to do the following:

- Public library staff will work in partnership with the local school district to promote the summer library program.
- Public library staff will promote programs for third graders of the partner school during the spring of 2008.
- Public library staff will present summer library reading program with a minimum of six weeks of active programming.
- Public library staff will provide information regarding summer library reading program implementation.
- Public library staff will monitor student summer library program participation for the identified third grade students through a reading log and return the reading logs to the Center for Summer Learning at the end of the summer library program.
- Public library staff involved with summer library reading program planning and implementation will complete surveys related to this research study and return the completed surveys to the Center for Summer Learning.

Signature of Authorized Library Official

Name of Authorized Library Official
(print or type)

Title of Authorized Library Official

Date



Do you want to know if public library summer reading programs impact student achievement?

Does your public library ~

Provide a variety of programs and experiences for elementary school age children during the summer?

Provide a minimum of 6 weeks of *active* programming during the summer?

Allow participants to "report" on books through the entire summer?

Have a history of or willingness for collaboration with area elementary schools?

Have a willingness to collaborate with the study's research team to gather information from young people who participate in the study with their parent's permission?

**If you answered yes to these questions
then you may want to participate in the
Dominican University's National Leadership Grant Research
Project!**

**If selected to participate in the study,
public library staff agree to the following:**

- Work in partnership with the local school district to promote the summer library program.
- Promote the summer library program to third graders during the spring of 2008.
- Present summer library reading program with at least six weeks of active programming.
- Provide data regarding summer library reading program implementation.
- With the consent of study participants, monitor program participation through use of a log for children going into fourth grade and report that data to the researchers.
- Have public library staff involved with summer library reading program planning and implementation complete surveys related to this research study.

Would you like to find out how you can be part of this project?

Contact

**Carole D. Fiore
Carole@Fiore-tlc.biz**

OR

**Susan Roman
sroman@dom.edu**

Are you concerned about the lack of knowledge students experience over the summer?

Do you want to know if public library summer reading programs impact student achievement?



Does your school district ~

Have elementary schools where at least 50% of the student population qualify for free or reduced meals?

Use the Scholastic Reading Inventory computerized assessment test?

Have a student population where a minimum of 85% of students participating in the study can take the SRI test in English?

Have a history of or willingness for collaboration with the public library?

Follow a traditional summer vacation period for the summer of 2008?

Have a summer vacation for 2008 that will be no more than 11 weeks long?

If you answered yes to all these questions then you may want to participate in the Dominican University's National Leadership Grant Research Project!

If selected to participate in the study, the school district agrees to the following:

- Work in partnership with the local public library to promote the summer library program.
- Distribute and collect the required informed consent form from parent(s) or guardian(s) for each participating third grade student.
- Administer the computer-based Scholastic Reading Inventory (SRI) test to all third grade students approximately one month prior to the end of the 2007/08 school year, and administer the SRI the now fourth graders no more than one month after the beginning of the 2008/09 school year, and with the consent of the students, report those scores to the Center for Summer Learning.
- Distribute and collect a parental survey to those parents who signed a consent form no more than one month after to the beginning of the 2008/09 school years.
- Administer and collect a brief student survey to those who consented to be in the study in conjunction with the administration of the SRI approximately one month after the beginning of the 2008/09 school years (fourth grade students).
- Provide demographic information about students whose parents signed a consent form and enroll in the study, including free and reduced meal status, IEP status, LEP status, and gender.
- Distribute and collect a survey from teachers of students involved in the project in the fall of 2008 related to students' attitudes towards reading and school. A similar survey will be given to school librarians/media specialists who work with these students.

Would you like to find out how you can be part of this project?

Contact

Carole D. Fiore
Carole@Fiore-tlc.biz

OR

Susan Roman
sroman@dom.edu



Dominican University
Graduate School of Library and Information Science
Institute of Museum and Library Services,
National Leadership Grant
Do Public Library Summer Reading Programs
Impact Student Achievement?



Library Privacy Form

As part of the protection afforded to all human subjects of research, the identity of each organization and person participating in this study will be kept private. In the final report, no agencies will be mentioned by name and all data collected will be reported in the aggregate.

Libraries in the study have the option to reveal their names. The name of the library and sponsoring agency will only be revealed only if indicated on this form. Names study participants (students, librarians, and library staff) will never be revealed.

Please select an option below and then sign this form. Fax it to Carole Fiore, Project Manager, at 850-942-2802 by January 7, 2008.

- This library elects to share its name with others in the study and with the public. In the final report, schools and libraries will be listed in an appendix without ties to specific data outcomes. All data will be reported at an aggregate level. Names of study participants will never be used.

- This library elects to remain anonymous to others in the study and to the public. All collected data will be reported at an aggregate level. Names of study participants will never be used.

Signature of Authorized Library Official

Name of Authorized Library Official (print or type)

Title of Authorized Library Official

Date

Fax by January 7th to Carole Fiore at 850-942-2802.



Dominican University
Graduate School of Library and Information Science
Institute of Museum and Library Services,
National Leadership Grant
Do Public Library Summer Reading Programs
Impact Student Achievement?



School Privacy Form

As part of the protection afforded to all human subjects of research, the identity of each organization and person participating in this study will be kept private. In the final report, no agencies will be mentioned by name and all data collected will be reported in the aggregate.

Schools in the study have the option to reveal their names. The name of the school and school district will only be revealed only if indicated on this form. Names study participants (students, parents, teachers, and school librarians) will never be revealed.

Please select an option below and then sign this form. Fax it to Carole Fiore, Project Manager, at 850-942-2802 by January 7, 2008.

- This school elects to share its name with others in the study and with the public. In the final report, schools and libraries that select this choice will be listed in an appendix without ties to specific data outcomes. All data will be reported at an aggregate level. Names of study participants will never be used.

- This school elects to remain anonymous to others in the study and to the public. All collected data will be reported at an aggregate level. Names of study participants will never be used.

Signature of Authorized School Official

Name of Authorized School Official (print or type)

Title of Authorized School Official

Date

Fax by January 7th to Carole Fiore at 850-942-2802.

Appendix N

April 1, 2008

Dear Parent or Guardian,

I would like to tell you about a research study. Along with others, I am conducting a study of public library summer reading programs across the country. We are pleased the public library is working with your child's school on this study, and we want to invite your child to be part of this study.

In this study, we hope to better understand how summer library reading programs may help students read better and want to read more books.

Attached is a Parental Permission Form for the study. Please read the form and consider allowing your child to be part of this study. If you sign this form, we will also ask your child if he or she would like to be part of the study. If your child chooses to join the study, he or she will take a reading test in spring 2008 and another reading test in fall 2008. Also, your child will be asked to complete a survey about reading in the fall.

Your child will be encouraged to participate in the summer library reading program. If your child chooses not to participate in this program, that is okay. He or she can still be a part of the study. If your child chooses to participate in the summer library reading program, he or she will be asked to complete a log of reading activities.

We do not think it is risky to be involved in this study. The risks are not bigger than day to day life. This study might help us learn more about how public library summer reading programs and how they could help young people.

The attached form explains more about the study and your child's rights as a study participant. Please read it carefully and discuss it with your child before signing it.

If you have any questions about the study, please contact Susanne R. Sparks at 410.516.6239. Thank you for considering this invitation.

Sincerely,

Susan Roman, Ph.D.
Dean and Professor
Graduate School of Library and Information Science
Dominican University
River Forest, IL

Study Investigator

Johns Hopkins University
Homewood Institutional Review Board (HIRB)

Parental Permission Form

Title:	Do Public Library Summer Reading Programs Impact Student Achievement?
Principal Investigator:	Ron Fairchild, Executive Director, Center for Summer Learning, School of Education, Johns Hopkins University
Date:	March 26, 2007

PURPOSE OF RESEARCH STUDY:

- The purpose of this study is to help us learn more about how public library summer reading programs help students' reading ability and impact their attitudes about reading. If you choose to allow your child to participate, this study will document your child's reading growth. Your child is still eligible for the program even if you do not want them to participate in the research study.
- We anticipate that approximately 2,000 children will participate in this study.

PROCEDURES:

- Your child will be asked to take the Scholastic Reading Inventory, a computer based assessment twice. Each time your child takes this assessment it will take about 20 minutes.
- You and your child will each be asked to complete a short survey about reading and the public library summer reading program. The survey will also ask if they participated in the public library summer reading program over the past summer. All survey information will be kept confidential. Your child will complete the survey in school when he or she take the Scholastic Reading Inventory in the fall upon entering fourth grade. It will take your child no more than 10 minutes to complete the survey. Likewise, it will not take you more than 10 minutes to complete the parental survey.
- Your child will be encouraged to participate in the summer library reading program. If your child chooses join the study and to participate in the summer library reading program, a library staff member will assist your child in completing a reading program attendance log each week. This log will record your child's reading activities. Each time your child completes the log with a library staff member, it will take approximately five minutes.

RISKS/DISCOMFORTS:

- The risks associated with participation in this study are no greater than those found during school-year testing and daily life.

BENEFITS:

- Your child may maintain or gain reading ability over the summer if he or she chooses to

Appendix O

Title: Do Public Library Summer Reading Programs Impact Student Achievement?
PI: Ron Fairchild, Center for Summer Learning, Johns Hopkins University, School of Education
Date: March 26, 2007

participate in the public library summer reading program. Your child will be encouraged, but not required, to participate in the public library summer reading program.

- This study may benefit society if the results lead to a better understanding of public library summer reading programs in your community and across the country.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

- You and your child's participation in this study is entirely voluntary: You choose whether to allow your child to participate, and we will also ask your child whether he or she agrees to take part in the study. If you decide not to allow your child to participate, or your child chooses not to participate, there are no penalties, and neither you nor your child will lose any benefits to which you would otherwise be entitled. Your child will still be able to participate in the public library summer reading program.
- If you and your child choose to participate in the study, you or your child can stop participation at any time, without any penalty or loss of benefits. If you want to withdraw your child from the study, or your child wants to stop participating, please contact the staff at Johns Hopkins University at 410-516-6239.

ALTERNATIVES TO PARTICIPATION:

- You and your child do not need to join this study in order for your child to participate in the public library summer reading program. Any child in your community may participate in the public library summer reading program. Your child will be encouraged to participate in the public library summer reading program, take a reading test, and complete a survey.

CONFIDENTIALITY:

- Any study records that identify you or your child will be kept confidential to the extent possible by law. The records from your child's participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity and the identity of your child confidential.) Otherwise, records that identify you or your child will be available only to people working on the study, unless you give permission for other people to see the records.
- To document overall program success and better support your child's school year learning, we are asking permission to share these reading test results with their teachers. These results will NOT be used for program selection or for school-year placement purposes. Any information included in journal articles or publications will be reported only as a group, NOT individually.
- To protect confidential information, participants will be identified by code numbers on data sheets. All physical records, such as surveys, will be kept in a locked file cabinet.

COMPENSATION:

- Neither you nor your child will receive any payment or other compensation for participating in this study.

Title: Do Public Library Summer Reading Programs Impact Student Achievement?
PI: Ron Fairchild, Center for Summer Learning, Johns Hopkins University, School of Education
Date: March 26, 2007

IF YOU HAVE QUESTIONS OR CONCERNS:

- You and your child can ask questions about this research study now or at any time during the study, by talking to the researcher(s) working with you and your child or by calling Susanne R. Bell, Sr. Research Program Coordinator at the Center for Summer Learning at 410-516-6239.
- If you or your child have questions about your child's rights as a research participant or feel that your child has not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

NOT VALID WITHOUT IRB
CERTIFICATION STAMP

Do not sign after the expiration date of: _____

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to allow your child to participate in the study.

By signing this consent form, you have not waived any legal rights you or your child otherwise would have as a participant in a research study.

Child's Name

Signature of Parent or Legal Guardian

Date

Universidad Johns Hopkins
Junta de Revisión Institucional Homewood (HIRB)

Formulario de Consentimiento de Permiso e Información para Padres

Título:	¿Tienen Impacto los programas de lectura de verano de las bibliotecas públicas en los logros de los estudiantes?
Investigador Principal:	Ron Fairchild, Director Ejecutivo, Centro de Aprendizaje de Verano, Escuela de Educación, Universidad Johns Hopkins
Fecha:	26 de Marzo de 2007

PROPÓSITO DEL ESTUDIO DE INVESTIGACIÓN:

- El propósito de este estudio es de ayudarnos a aprender más acerca de cómo los programas de lectura de verano de la biblioteca pública ayudan con la habilidad de lectura de los estudiantes e impactan sus actitudes acerca de la lectura. Si usted elige que su hijo participe, este estudio documentará el crecimiento en la lectura de su hijo. Su hijo es aún elegible para el programa aún si usted no desea que el/ella participe en este estudio de investigación.
- Nosotros anticipamos que aproximadamente 2,000 niños participarán en este estudio.

PROCEDIMIENTOS:

- Se le solicitará que su hijo tome el inventario de lectura de Scholastic dos veces, el cual es una prueba computarizada. Cada vez que su hijo haga esta prueba durará aproximadamente 20 minutos.
- Se le solicitará a usted y a su hijo que completen una corta encuesta acerca de la lectura y de los programas de lectura de verano de la biblioteca pública. En la encuesta también se le preguntará si él/ella ha participado en el programa de lectura de verano de la biblioteca pública durante el verano pasado. Toda la información de la encuesta será mantenida de manera confidencial. Su hijo completará la encuesta en la escuela cuando él o ella tomen el inventario de lectura de Scholastic en el otoño al entrar al cuarto grado. No le tomará a su hijo más de 10 minutos el completar la encuesta. De la misma forma, no le tomará a usted más de 10 minutos completar la encuesta para padres.
- Se le alentará a su hijo a participar en el programa de lectura de verano de la biblioteca. Si su hijo elige unirse al estudio y participar en el programa de lectura de verano de la biblioteca, un miembro del equipo de la biblioteca asistirá a su hijo para completar un registro de asistencia cada semana. Este registro tomará nota de las actividades de lectura de su hijo. Cada vez que su hijo complete este registro con un miembro del equipo de la biblioteca le tomará aproximadamente cinco minutos.

RIESGOS/INCOMODIDADES:

- El riesgo asociado con la participación en este estudio no es mayor que aquel encontrado

Título: ¿Tienen impacto los programas de lectura de verano de las bibliotecas públicas en los logros de los estudiantes?

I.P: Ron Fairchild, Centro de Aprendizaje de Verano, Johns Hopkins University, Escuela de Educación

Fecha: 26 de Marzo de 2007

durante las pruebas de la escuela durante el año y la vida diaria.

BENEFICIOS:

- Su hijo puede mantener o ganar habilidades de lectura durante el verano o si él o ella elige participar en el programa de lectura de verano de la biblioteca pública. Su hijo será alentado, pero no solicitado, a participar en el programa de lectura de verano de la biblioteca pública.
- Este estudio puede beneficiar a la sociedad si los resultados llevan a un mejor entendimiento de los programas de lectura de verano en su comunidad y a través del país.

PARTICIPACIÓN VOLUNTARIA Y DERECHO A RETIRARSE:

- La participación suya y de su hijo en este estudio son totalmente voluntarias: Usted elige si permite la participación de su hijo y nosotros le preguntaremos a su hijo si él o ella está de acuerdo en tomar parte en este estudio. Si usted decide no permitir participar a su hijo, o si su hijo decide no participar, no existen penalidades y tampoco usted ni su hijo perderán ningún beneficio en el cual usted se encuentre participando. Su hijo aún estará apto para participar en el programa de lectura de verano de la biblioteca pública.
- Si usted y su hijo deciden participar en el estudio, usted y su hijo pueden dejar de participar en cualquier momento sin ninguna penalidad o pérdida de beneficios. Si usted desea retirar a su hijo del estudio, o si su hijo desea dejar de participar, por favor contacte al personal de la Universidad Johns Hopkins al teléfono 410-516-6239.

ALTERNATIVAS PARA PARTICIPAR:

- Usted y su hijo no necesitan enrolarse en este estudio para que su hijo pueda participar en el programa de lectura de verano de la biblioteca pública. Cualquier niño en su comunidad puede participar en el programa de lectura de verano de la biblioteca pública. Su hijo será alentado a participar en el programa de lectura de verano de la biblioteca pública, a tomar un examen de lectura y completar una encuesta.

CONFIDENCIALIDAD:

- Cualquier registro de estudio que identifique a su hijo será mantenido confidencial en la medida que sea posible por la ley. El registro de la participación de su hijo puede ser revisado por gente responsable de asegurarse que el estudio se ha hecho de manera apropiada, incluyendo miembros de la Junta de Revisión Institucional Homewood de la Universidad Johns Hopkins y oficiales de agencias del gobierno tales como el Instituto de Salud Nacional y la Oficina de Protecciones para los estudios Humanos (todas estas personas están requeridas de mantener su identidad y la identidad de su hijo confidencial). De otro modo, los registros que identifiquen a usted o a su hijo estarán disponibles solamente para gente que trabaja en el estudio, a menos que usted le de permiso a otra gente que vean los registros.
- Para documentar el éxito general del programa y apoyar de una mejor manera el año de aprendizaje de su hijo, estamos solicitando permiso para compartir estos resultados de los exámenes de lectura con sus maestros. Estos resultados NO serán usados para una selección

Appendix O

Título: ¿Tienen impacto los programas de lectura de verano de las bibliotecas públicas en los logros de los estudiantes?
I.P: Ron Fairchild, Centro de Aprendizaje de Verano, Johns Hopkins University, Escuela de Educación
Fecha: 26 de Marzo de 2007

del programa o para propósitos de ubicación para el año escolar. Cualquier información incluida en artículos periodísticos o publicaciones serán reportadas solamente como grupo, NO individualmente.

- Para proteger la información confidencial, los participantes serán identificados por código de números en hojas de datos. Todos los registros físicos, tales como encuestas, serán mantenidas en un archivador con cerradura.

COMPENSACIÓN:

- Ni usted ni su hijo recibirán ningún pago o cualquier otro tipo de compensación por participar en este estudio.

SI USTED TIENE PREGUNTAS O PREOCUPACIONES:

- Tanto usted como su hijo pueden hacer preguntas acerca de este estudio de investigación ahora o en cualquier momento durante el estudio, hablando con el (los) trabajador (es) del estudio que trabajen con usted y con su hijo o llamando a Susanne R. Bell, Sr. Coordinadora del Programa de Investigación al Centro de Aprendizaje de Verano al 410-516-6239.
- Si usted o su hijo tienen alguna pregunta acerca de los derechos de su hijo como participante de la investigación o siente que su hijo no ha sido tratado de manera justa, por favor llame a la Junta de Revisión Institucional de la Universidad Johns Hopkins a la Universidad de Johns Hopkins al teléfono (410) 516-6580.

FIRMAS

NO VÁLIDO SIN SELLO DE
CERTIFICACIÓN IRB

No firme luego de la fecha de expiración de: _____

LO QUE SIGNIFICA SU FIRMA:

Título: ¿Tienen impacto los programas de lectura de verano de las bibliotecas públicas en los logros de los estudiantes?
I.P: Ron Fairchild, Centro de Aprendizaje de Verano, Johns Hopkins University, Escuela de Educación
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Su firma abajo significa que usted entiende la información en este formulario de consentimiento.

Su firma también significa que usted está de acuerdo en dejar participar a su hijo en el estudio.

Al firmar este formulario de consentimiento, usted no ha rechazado ningún derecho legal tanto suyos como de su hijo que de otra forma hubiesen tenido como participantes en el estudio de investigación.

Nombre del Niño

Firma del Padre o Guardián Legal

Fecha

DOMINICAN UNIVERSITY MISSION

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world.

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