


5-2013

The Effects of Summer Reading Programs on the Academic Achievement of Elementary Students

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THE EFFECTS OF SUMMER READING PROGRAMS ON THE ACADEMIC
ACHIEVEMENT OF ELEMENTARY STUDENTS

THE EFFECTS OF SUMMER READING PROGRAMS ON THE ACADEMIC
ACHIEVEMENT OF ELEMENTARY STUDENTS

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Public Policy

By

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May 2013
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ABSTRACT

Children with weakened academic skills face the possibility of having less access to higher education, or advanced career opportunities later in life. Such disadvantages, if not addressed, may result in a series of diminished opportunities that may affect a child's overall quality of life. Several educational experts suggest that the negative effects of the academic achievement gap are cumulative, and many educational experts also believe that the achievement gap between high and low socioeconomic students continues to be a persistent problem for which few solutions have materialized. Similarly, numerous studies have indicated that there is a socioeconomic component regarding the decline in students' academic skills during the summer. The implementation of revised federal and state standards has allowed for a heightened sense of urgency about what interventions are needed to address the academic achievement gap. With respect to the problems caused by the achievement gap, recent research has suggested that the enrollment of students in summer reading programs may be beneficial in terms of maintaining or enhancing academic skills. Summer reading programs are a type of intervention that many researchers suggest improve the academic achievement skills of students who attend these programs. The potential for summer reading programs to be implemented as a mechanism to combat the effects of summer learning loss is an area of interest and promise in terms of overall educational policy. As such, the question of whether participation in summer reading programs positively affects the academic skills of elementary students is an educational policy issue that merits further exploration and discussion.

This dissertation is approved for recommendation
to the Graduate Council.

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ACKNOWLEDGEMENTS

Most of all, thank you to my family, including my husband, Jacques Deshommes Jr., my daughter, Gwyneth Deshommes, as well as my parents, Sigmond and Carol Joshua, and my in-laws, Jacques and Marie Deshommes. I thank you for being so supportive and patient during the time that I have been a graduate student. Without your love and support, my academic career would not have been successful. That support also comes from the remainder of my immediate and extended family. I hope all of you know how fortunate I feel to have such a wonderful family.

A very special thank you to Dr. Tom Smith, my advisor, whose advice I sought before I began the Public Policy program, and who gave me words of encouragement to apply to the program, and has guided and advised me since then. I truly appreciate the time and consideration offered to me given the many responsibilities that you have.

Thank you to the members of my advisory and dissertation committee: Dr. Valerie Hunt, Dr. John Gaber, and Dr. Christopher Lucas. I have learned so much from each of you in your classes, and as an advisee. Thank you so much for your guidance and expertise during this process.

I would also like to thank Dr. Brinck Kerr, head of the Public Policy program, for everything that you have taught me, and for the opportunities you have offered to me, as well as helpful information you have provided to me. I know that I am one of many students in our program who appreciate the welcoming and supportive environment that you encourage within the program, and I believe our program to be one of the best at the University of Arkansas.

Thank you to Dr. Abraham, Dr. Hayne, Ms. Wright, and other staff members of the Southern Regional Educational Board (SREB) for your support and financial assistance during my tenure at the University of Arkansas. Accordingly, thank you to the administrators at the University of Arkansas for their participation in the SREB program which has afforded me the opportunity to be a graduate student. I am grateful for your consideration and generosity.

Thank you to the administration of Fayetteville Public Schools (FPS), and thank you to my immediate supervisor, Ms. Kathy Spigarelli. Because of your flexibility, I was able to attend graduate school and complete my degree. I cannot thank you enough for the patience, consideration, and kindness that you have shown me over the past three years. Also, thank you to my former supervisors, Mr. John L Colbert and Dr. Tracy Mulvenon, as well as current and former colleagues within FPS. It's always been a pleasure to work with you, and learn from you.

Thank you to Dr. Wen-Ju Lo and Mr. Danny Chand for taking the time from your busy schedules to offer your help and advice.

To the administration and staff of Fayetteville Public Library and Springdale Public Library: thank you for meeting with me, allowing me to come to your libraries to conduct my research, and for being so considerate and gracious with your time. Without your help, my research could not have proceeded.

Thank you also to the administrators of Fayetteville Public Schools and Springdale Public Schools for taking the time to meet with me, and for allowing me to conduct my research with the employees in the school district. The information that I was allowed to gather was incredibly helpful for my research.

I would like to thank all of the parents, guardians, teachers, and library staff members who took the time to participate in my study. I realize that this was a volunteer activity for you, and I truly appreciate your kindness and consideration.

Thank you to Ms. Maria Morales who assisted with the translation of the parent survey.

To Ms. Carol Rasco, of Reading Is Fundamental (RIF): Thank you so very much for taking the time from your busy schedule to participate in interviews, and for giving me so much invaluable information about RIF, as well as for providing your unique perspective and knowledge to this topic.

Thank you to the officials with the Arkansas Department of Education (ADE) who took the time to work with me, and for participating in this project. I realize how busy you are, and I am grateful for your consideration and assistance.

Finally, thank you so much to all of the students, teachers, support staff, and administrators within our public schools, including our Pre-K, elementary, middle, junior-high, high, and Adult Education schools. I witness motivation, persistence, and courage from so many of you on a daily basis. I also learn so much from you, and I can only hope to give back some of what you have given to me. Thank you for teaching me how to be a better educator.

DEDICATION

For my daughter,
Gwyneth Veronique Deshommès

“Reading is the heart of a great education. Any opportunity we can give any child, improves our chances of a better adult in society.”

Teacher – Fayetteville Public Schools

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Chapter I

Introduction

In any given year, many students begin their academic careers at an elementary school. Some of these students will enter kindergarten with a set of knowledge and skills that are heightened due to a variety of positive factors. Those factors may include belonging to an upper-middle class, two-parent household where educational activities are encouraged. Unfortunately, many other students may reside in low-income, single-parent households where stressors are more numerous than households of higher incomes. The primary caregiver in lower-income households may be employed at a minimum wage job with a sporadic schedule, resulting in little time for enrichment activities. Thus, the children in these homes may enter kindergarten unfamiliar with numbers, colors, or the alphabet. As all of these children proceed from one school year to the next, their home environments continue to influence their overall school careers. The home environments of privileged children may enhance their academic skills, while the environments of less privileged children may not. Eventually, these children will be administered a standardized test. According to Thomas and Prentiss (2001), a disproportionately high number of students from low-income backgrounds earn lower scores on academic tests than students attending schools with a high proportion of affluent families. Consequently, there is a higher chance that the math and literacy scores of privileged children are designated as advanced, while the scores of less privileged children will be reported as far below average. Therein exists an achievement gap among these students. As education officials review these scores, the following question emerges: What steps can be taken to improve the scores of the disadvantaged children in order to match the scores of the privileged children, given their different circumstances?

There are several types of interventions designed to address the achievement gap, but most of these programs take place within the confines of the school environment. The dilemma about academic achievement in relation to students' home environments presents a unique problem for educators because many children may not receive as much academic support in their households. The problem of the achievement gap becomes more acute during times when these children are not in school. Questions also persist as to what programs may enhance children's learning during these absences. Many researchers have suggested that summer reading programs may be an effective and practical remedy to improve students' academic skills, thus providing a way to possibly narrow the academic achievement gap. With reference to the practicality and functionality of summer reading programs, Celano and Neuman (2001) state that summer reading programs seek to attract large numbers of children to the library during the summer, a time when reading skills often decline. Similarly, Kim and White (2011) suggest that it is not expensive to match books to children's interests and reading levels, and nor is it costly to enlist teachers and parents to help with scaffolding.

An abbreviated history of education in the United States

In the United States, the education of children has been an evolution in progress for over a century. Horace Mann, a nineteenth-century educational reformer, is considered by many academics and historians to be the founder of our public education system. It was Mann's belief that non-sectarian common schools be established by communities in order to educate young children, and that these schools be paid for with tax dollars. Mann and others argued that a system requiring mandatory attendance at free, government-run schools should be used to integrate North America's increasingly heterogeneous peoples (McCluskey, 2004). In the latter half of the nineteenth-century, the common school model, founded by Mann in Massachusetts,

was implemented in other states across the country. According to Hayes (2006), Mann's vision for public schools spread throughout the nation, and this vision includes the creation of schools that are nonsectarian but teach a common morality, are locally managed but state regulated, and provide a tax-supported, free, and equal educational opportunity for all children. In 2001, the educational author and historian, E.D. Hirsch stated that "Horace Mann is rightly the patron saint of public education." (Elber, 2001).

As public education evolved during the nineteenth and twentieth centuries, various educational philosophies and theories emerged. Consequently, supporters and critics of educational reform shaped public opinion with regard to the philosophies that would significantly influence curricula within schools. During the 1950's, there was a shift towards a "back-to-basics," or essentialist, approach in order to compete academically with foreign countries. According to Webb, Metha, and Jordan (2010), few times in history has a single event had such an impact on education as the launching of Sputnik in October 1957. The event seemed to confirm the growing fear that the United States was losing the Cold War technological and military races with the Soviet Union because of a shortage of trained teachers, engineers, and students (Webb, Metha, & Jordan, 2010). After the Cold War there was a movement towards progressive and experimental teaching methods.

John Dewey (1859-1952), a professor of pedagogy and philosophy at the University of Chicago, is considered by historians to be of considerable influence in the progressive education movement. Dewey provided the intellectual foundation for progressive education (Webb, Metha, & Jordan, 2010). Also, Dewey believed that education should be child-centered, and that problems should be approached both socially and psychologically. As to the educational philosophy of progressivism, these are the approaches that are currently prevalent in schools

throughout the United States. Labaree (2005) suggests that the movement for progressive education was the primary force that shaped the modern American system of schooling and which institutionalized this system in a form that has endured to the present day.

Educational laws in the United States

Current educational law, policy, and pedagogy in the United States have been significantly influenced by a series of landmark court rulings and federal legislation spanning the mid-20th century to the present. Of primary importance was *Brown v. Board of Education*, 347 U.S. 483 (1954) when the Supreme Court held that legally segregated schools violated the equal protection clause of the Constitution. The Court ordered hundreds of school districts to dismantle the deliberate governmental apartheid that had long prevailed in southern and border state schools (Miller & Barnes, 2004).

During President Lyndon B. Johnson's tenure, the Elementary and Secondary Education Act of 1965 (ESEA) was passed. ESEA is considered by some educational historians to be one of the most significant pieces of legislation to emerge from Johnson's "War on Poverty" initiative. ESEA was the most far-reaching piece of federal education legislation to date, and has provided more than \$1 billion in federal funds to education (Webb, Metha, & Jordan, 2010). The authors also state that the ESEA was the centerpiece of the education legislation enacted as part of the War on Poverty.

During the 1970's, there were a series of dramatic and influential changes with regard to the rights of students with disabilities, as well as their parents/guardians. Specifically, federal legislation in the form of Public Law 94-142, also known as the Education of All Handicapped Children Act (1975), had a significant impact by mandating that states must provide special education services appropriate to the needs of each child. Daniel and King (1997) suggest that

the Education of All Handicapped Children Act was the foundation of inclusive education in public schools. Also, during this same time period, legislation was enacted to prevent discrimination based on gender. In 1972, Congress passed Title IX of the Educational Amendment Act. Title IX actually bans discrimination on the basis of sex in any educational program or activity receiving federal financial assistance (Nelson, Palonsky & McCarthy, 2010).

More recently, in 2002, the Elementary and Secondary Education Act was reauthorized as the No Child Left Behind Act (NCLB). NCLB was a major and influential piece of legislation that radically centralizes, by means of federal approval of state plans, one key element of school operation – the definition of “standards” in several key areas and the ways of assessing them (Sizer, 2004). The history as to how NCLB became established law in the U.S. begins with the societal push for improved academic standards and measures of accountability dating back to the post-Sputnik era.

Education and academic achievement

Consensus for change regarding educational standards and accountability measures had been building since the publication of “A Nation at Risk” report in 1983 by the National Commission on Excellence in Education. The authors of this report suggested that the education of many elementary students in the United States was compromised due to a number of factors, including being taught by unqualified teachers, underdeveloped content areas, and less time devoted to meaningful schoolwork. In the opening sentence of this report, the authors declared:

“Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and

civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments.” (A Nation at Risk, 1983, p. 12)

The reaction to this report throughout the United States was swift and intense. There was a sense of alarm among many members of the populace, and the national mood shifted in terms of perceptions about the quality of public education in the United States. According to Jorgensen and Hoffman (2003), “A Nation at Risk” was also the beginning of an evolution in achievement testing and standards-based education reform. Similarly, Johnson and Johnson (2006) suggest that the push for toughening the standards and reforming the schools through accountability measures began with the publication of “A Nation at Risk.”

The accountability movement, culminating with federal legislation in the form of NCLB, has had a significant impact upon thousands of school districts in the U.S. As such, the topic of the academic achievement gap has risen to the forefront as one of the nation’s most paramount educational problems. According to Ravitch (2010), with NCLB, any state or district that refused to comply with its mandates risked losing millions of dollars targeted to its neediest students. The author also states that the central focus of the NCLB law was accountability.

The key components and guidelines of NCLB include annual testing for students in grades three through eight in math and literacy, measuring adequate yearly progress (AYP) of academic performance for disadvantaged students, as well as a recommendation for highly

qualified teachers (HQT) in every classroom. Consequently, as school districts throughout the country restructured their state standards as a response to NCLB, in addition to achieving AYP goals, more attention was paid to the academic achievement gap. To that end, Edwards (2004) defines the “achievement gap” in education as the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures.

The problem of the academic achievement gap

The academic achievement gap is considered to be a topic of increasing relevance and consequence which has been expounded upon for several decades by interested parties such as researchers, educators, parents/guardians, legislators, and policymakers. General descriptions of the academic achievement gap tend to be vague and nondescript. While the achievement gap is typically defined as the negative disparity in test scores among certain groups of students, a more appropriate definition of the achievement gap involves narrower parameters, such as the negative differences in test scores between Caucasian students and African-American or Hispanic students. Vanneman, Hamilton, and Anderson (2009) state that the achievement gap between Black and White students is the difference between the average scores for Black students and the average scores for White students. Similarly, Anderson, Medrich, and Fowler (2007) posit that the achievement gap refers to the differences in scores on state or national achievement tests between various student demographic groups, and that the gap that has been a long-standing source of the greatest concern is that between white students and minority students. There are also frequent references to the achievement gap in the literature to describe test score differences among other groups of students such as students classified as speaking English as a Second

Language (ESL), special education (SPED), or as free and reduced lunch, which is a term used by educational institutions to describe students of lower socioeconomic (SES) status.

There is an understanding among education experts that the problem of the achievement gap persists because of a complex array of social, environmental, and economic factors that tend to present difficulties to the academic achievement levels of certain students, particularly those of lower SES status. According to Dietel (2004), The achievement gap exists because the economic, social, and cultural obstacles that many students face are real and difficult. Poverty and other economic or social disadvantages impose severe hardships, and research indicates that poverty is the most consistent indicator of academic failure (Dietel, 2004). These factors also present difficulties for educators who attempt to confront the complexities of the achievement gap with a series of interventions for students that are primarily designed to address or abate the effects of the gap. Consequently, a multitude of interventions and preparation procedures may have the effect of alerting the overall class environment in terms of time, and allocation of resources.

Repercussions of the achievement gap within educational institutions

The relevance of the academic achievement gap has become more prescient in recent years due to a combination of increased public awareness, as well as federal and state legislation drafted and implemented specifically to address educational policy problems, such as the achievement gap. NCLB is a significant example of such federal legislation which has fundamentally altered the pedagogy and environment of educational institutions, as well as the classroom experiences of students and their educators. The effects of NCLB have been widespread and far-reaching in scope. Post-NCLB, there have been substantial changes to state curricula, frameworks, and standards that have occurred in a majority of states in the U.S. These

changes have been implemented in response to the mandates and guidelines set forth by NCLB, specifically with regard to the accountability and testing components of the bill. According to Koretz (2009), accountability for students' test scores has become the cornerstone of education policy in the United States.

The effects of laws designed to combat educational policy problems such as the achievement gap have been profound for thousands of educational institutions throughout the United States. Officials with the departments of education in many states have redesigned portions of state standards, and issued mandates regarding increased academic supports, interventions, as well as tracking methods for students whose test scores identify them as requiring these interventions. Consequently, the classroom experiences for students who are affected by the achievement gap may be dramatically different in comparison to non-struggling students with regard to the presentation of academic content. For struggling learners, more time may be spent on various interventions, as well as test preparation methods in order to improve their achievement levels on state test scores. The additional time devoted to test preparation has allowed for a negative moniker to be introduced into the lingo of education reform, that being the phrase "teaching to the test." Schaeffer (2007) states that "teaching to the test" means focusing on the content that will be on the test, sometimes even drilling on test items, and using the format of the test as a basis for teaching. Additionally, the author states that teaching to the test narrows the curriculum, forcing teachers and students to concentrate on memorization of isolated facts, instead of developing fundamental and higher order abilities.

As a result of the "teaching to the test" phenomenon, there may be increased amounts of scaffolding required for struggling students, resulting in additional time with teachers, tutors, or aides. At many schools, a "pull-out" method is utilized in which students who require additional

supports are removed from the regular classroom environment in order to meet with aides, resource teachers, or interventionists, who then review academic content with the student, usually in the content areas of literacy and math. Madden and Slavin (1987) suggest that pull-out is likely to remain as a widely used means of providing compensatory education.

Other unintended consequences of the accountability movement, and the focus on achievement levels may involve a negative impact on higher-achieving students. As more time is dedicated to test preparation, less time may be devoted to enrichment activities for gifted and talented (GT) students. According to a study by Beisser (2008), many teachers stated that the district's focus is on low performing students, while bright students' scores are slipping, and that the districts do not seem concerned because low students reach average proficiency. In other words, more time devoted to struggling students may result in less time being paid to GT students. Again, the issue may devolve to one of increased focus on test score results: for some school districts, an increase in the scores of struggling students may be of more value and relevance than the stagnation of scores among higher-achieving students, as the scores of these students are already at levels of proficiency or advanced. As such, the test results of the higher-performing students may not lead to sanctions against the district. Conversely, the scores of lower-performing students may lead to sanctions if those scores are determined to be as less than proficient.

The academic achievement gap as related to summer learning

Most children in the United States attend school during the traditional school year. The school calendar year is categorized by an extended break during the summer months. This break usually begins at the start of June, and concludes at the end of August. During this same period, children who do not have access to educational materials may experience a decline in academic

skills that they learned in the previous school year. As such, many educators within schools must begin the new school year reviewing or re-teaching material, a situation that may result in wasted time and resources. Teachers typically spend between four to six weeks reteaching material that students have forgotten over the summer (Duckworth, 2010). Similarly, Huggins (2012) reports that in a survey of 500 teachers, the majority stated that it takes them at least three to four weeks to reteach the previous year's skills, followed by teachers who report that reteaching lasts five to six weeks.

Cooper (2003) states that summer learning loss equaled at least one month of instruction as measured by grade level equivalents on standardized test scores. Thus, this issue is relevant due to the effects that summer learning loss may have on many students. Students who are unable to recover from this loss may continue to fall behind, academically. Additionally, there is a socioeconomic component regarding the decline in academic skills during the summer. The problem is more acute for children from economically disadvantaged backgrounds. Mraz and Rasinski (2007) state that the achievement gap between high-socioeconomic and low-socioeconomic students has long been a source of concern for educators and policymakers. Many of these children's families lack the resources to access alternative learning environments or supplemental educational materials. In contrast, children who reside in households of higher incomes usually have more opportunities regarding access to educational resources during the summer. Such disparities may help to explain the persistent issues as to differences in the achievement gap in relation to students' socioeconomic levels.

Several solutions have been suggested by education and policy experts regarding how to address the problem of the achievement gap. One of the remedies that has been proposed by many educators and academics is the implementation of summer reading programs. A summer

reading program can be generally defined as an educational activity that occurs during the summer break, and is designed to engage children in the task of recreational reading.

Specifically, Bertin (2004) states that summer programs are known under a variety of names, and that usually these programs are designed for the elementary school-aged child to encourage independent reading during summer vacation.

As to the issue of summer vacations, Cooper, Nye, Charlton, Lindsay, and Greathouse (1996) state that the long summer vacation breaks the rhythm of instruction, leads to forgetting, and requires a significant amount of review of material when students return to school in the fall. As such, one of the benefits of the summer reading program is that consistent participation in this activity may help maintain children's academic skills, thereby possibly countering the effects of the "summer slide."

Summer learning loss and reading programs

According to Heyns (1978), the single summer activity that is most strongly and consistently related to summer learning is reading. For many children and their families, the local public library is a resource for access to educational activities and materials, as well as a place where children can engage in the act of reading a variety of books. However, many children lack access or transportation to their local libraries. As such, these children may not have as many opportunities to engage in activities that may advance or sustain their academic achievement skills, specifically with regard to academic material learned in the preceding school year.

Summer reading loss refers to the decline in children's reading development that can occur during summer vacation times when children are away from the classroom and not participating in formal literacy programs (Mraz & Rasinski, 2007). Summer reading loss is also

referred to as the “summer slide,” “summer learning loss,” or “summer setback.” These terms are used interchangeably throughout the literature. Miller (2007) states that while children have learning losses in all areas during the summer, the achievement gap widens especially in the area of reading.

As focus has increased about interventions designed to improve academic skills, educational researchers have suggested that student participation in summer reading programs may have an impact on student readiness levels, and may also minimize differences regarding the academic achievement gap. With regard to students of lower SES levels, McGill-Franzen and Allington (2003) suggest that summer reading loss, or “summer setback” is a bigger problem for children from low-income families.

Marks (2008) suggests that summer reading programs, in particular, give young people support and encouragement to read books and engage with public library services during traditional “school vacation” months. Marks (2008) also states that when promoted to the public, summer reading programs typically espouse reading for fun and pleasure. Thus, a summer reading program can be generally described as an enrichment activity that takes place during the summer break, usually at the local public library, and is designed to engage children in the task of recreational reading. One of the main benefits of the summer reading program is that consistent participation in this activity may help to maintain or enhance children’s academic skills, thus curbing the effects of the academic achievement gap for many students.

The majority of summer reading programs take place in local public libraries, and are structured in such a way as to allow for an ample selection of book choices for student participants. The actual structure of a typical summer reading program is imperative to its success. That is, young children who participate in these programs are free to choose books they

are interested in reading. Effective programs respond to the individual needs and interests of the children and provide a learning environment that is engaging and intellectually rich (LEARNS, n.d.). Most library reading programs are voluntary as to participation, and are free of charge. The procedural elements of participating in a library summer reading program typically involve registration of the child by a parent or guardian. Some libraries begin the summer reading program with an orientation or recreational event designed to maximize participation and interest in the program among students, as well as their parents or guardians. According to Marks (2008), it is common for public libraries around the nation to organize their summer reading programs' promotional campaigns, reading lists, story time programs, special events, and reading incentive/giveaway materials around an overarching annual theme.

Reading program participants are usually given a reading log in order for participants to keep a tally as to the number of books read over the summer. Participants are encouraged to engage in activities designed to promote additional reading. For example, in some library reading programs, incentives are offered as motivation for students to read multiple books during the duration of the program. Also, other activities or library services are advertised and promoted to students encourage participation in additional programs or services. Fiore (2007) suggests that summer library reading programs provide opportunities for students of many ages and abilities to practice their reading skills and maintain skills they have developed during the school year. Given the structure and efficacy of typical summer reading programs, local public libraries are an important factor with regard to the overall success of the program, as well as access to materials.

Purposes of the study

Several researchers have established the link between academic gains and reading. Anderson, Wilson, and Fielding (1986) state that reading books was the out-of-school activity that proved to have the strongest association with reading proficiency. Similarly, Cullinan (2000) states that the amount of independent reading students do significantly influences their level of reading performance.

With regard to summer reading programs, further research suggests that students who participate in these programs benefit because reading activities during the summer serve as a continuation of learning. Such actions may temper the decline in academic skills. Thus, the summer reading programs act as an intervention designed to negate the effects of summer setback. Roman, Carran, and Fiore (2010) suggest that students who participate in public library summer reading programs scored higher on reading achievement tests at the beginning of the school year than those students who did not participate, and that they gained in other ways, as well.

The purpose of this study is to address the deficit in the literature regarding the effects of summer reading programs, as well as public perception of summer reading programs. With respect to the research questions, the author of this study sought to determine if participation in summer reading programs enhanced elementary students' academic achievement skills based on an analysis of commentaries provided by parents, guardians, educators, library staff members, as well as an analysis of assessment test scores from students who participated in a summer reading program situated in a local elementary school. To that end, the researcher reviewed and analyzed participants' perceptions about summer reading programs for purposes of clarification

and context, as well as to contribute to the relatively small, but growing body of literature and research regarding summer reading programs in relation to the academic achievement gap.

Primary and secondary research questions

The primary research question of this study is whether participation of summer reading programs positively affects elementary students' academic achievement in the subsequent school year, particularly at the start of the fall semester. To that end, the survey responses of participants in this study were tabulated in order to determine participants' beliefs about summer reading programs and their effects on elementary students. Also, the assessment test scores of a convenience sample of summer reading participants will be compared to a convenience sample of students who did not participate in a summer reading program.

The secondary research question to be addressed is what are parents' or guardians,' educators' and library staff's perceptions of summer reading programs. Accordingly, additional commentary and interview responses of participants were reviewed in order to determine overall perceptions about summer reading programs. Responses were also analyzed to identify particular patterns or trends in relation to perceptions about summer reading programs.

The intended audience for this study includes educational researchers, administrators, parents, teachers, media specialists within public schools, public library employees, and other parties interested in educational issues. Also, given the nature of the study with regard to educational policy and summer reading programs, which are typically funded by taxpayer dollars, the intended audience for this study may also include legislators and policymakers.

Significance of the study

Though a growing body of literature exists with respect to the achievement gap and summer learning, there remains a dearth of research as to the efficacy of summer learning

programs, specifically those programs which emphasize reading skills. As to the primary research question of this study, there exists a gap in the literature with respect to the effects of summer reading programs on achievement skills, particularly at the start of the new school year. Given the fact that many summer reading programs are located in public libraries, this gap in the literature extends to studies involving library reading programs, or programs that focus on reading skills. With reference to the secondary question of this study, the opinions and perceptions of parents, as well as educators are purposive and relevant as to the topic of summer reading programs.

Of additional significance is the relevance of current educational policy issues and problems. The educational and policy problems that are associated with the achievement gap are numerous, challenging to describe in layman's terms, and tend to differentiate in scope and intensity depending on the school district. As such, solutions to the problem, as suggested by educators and policymakers are sometimes limited. Bender and Leone (2010) state that the achievement gap is a distressing puzzle to academics, politicians, educators, and even parents. No clear paths to attaining success for all students exist. As to remedies to address the problem of the achievement gap, countless interventions have been implemented within schools with varying degrees of success.

Effective, practical, and cost-efficient remedies are necessary in order to address the problem of the achievement gap. There is a sense of urgency among parents and educators as to how to address the needs of struggling students before educational deficiencies accumulate as the student progresses from grade level to grade level. To that end, summer reading programs, which usually take place within local public libraries, represent a solution that may possibly meet the latter criteria in terms of practicality, cost-efficiency, and efficacy.

This study seeks to answer the questions of whether participation in summer reading program enhances academic achievement, as well as what are parents'/guardians', educators', and library employees' perceptions of the program. To that end, summer reading programs can be proposed as a possible remedy regarding the problem of the achievement gap. Additionally, the results of this study may contribute to the growing body of literature regarding the subject of summer learning loss, summer learning programs, as well as issues concerning the academic achievement gap.

Delimitations

The purpose of this study is to establish whether participation in summer reading programs enhances academic skills, as well as contribute to existing research regarding the effects of summer learning on academic achievement. This study does not seek to answer why the achievement gap exists, or how the achievement gap can be eliminated in its entirety.

Rather, this study seeks to analyze whether participation in summer reading programs improves or maintains academic achievement skills, thus lessening the effects of summer learning loss. If the results of the study suggest that participation in reading programs sustain academic achievement skills, the implication for educational policy could be beneficial in scope, as summer reading programs may allow for a remedy to the achievement gap that is practical, effective, and cost-efficient.

Accordingly, possibilities and opportunities abound with regard to the expansion of summer reading programs beyond the typical confines of the county library, as reading programs could, with additional support and monies, be expanded to other locations, such as neighborhood schools or local civic centers.

Definition of terms

In order to facilitate the understanding of this study, the following terms are defined:

1. The academic achievement gap (AAG) describes the gap in achievement that often exists between low income or minority students and their peers (Oregon Department of Education, 1998).
2. Socioeconomic status (SES) is a measure of prestige within a social group most often based on income and education (Slavin, 1994).
3. Summer learning programs are defined as high quality programs that take advantage of time outside the traditional school day and year to help children learn, grow, and develop, (Elling, 2009). For the purposes of this study, summer reading programs are included in this category.
4. Summer reading loss refers to the decline in children's reading development that can occur during summer vacation times when children are away from the classroom and not participating in formal literacy programs (Mraz & Rasinski, 2007). Summer reading loss is also referred to as "summer learning loss (SLL)," "summer slide," or "summer setback." These terms are used interchangeably throughout this study.
5. The No Child Left Behind Act (NCLB) of 2001 is a federal mandate that requires annual standardized testing of basic skills for students in grades three through eight and required districts to disaggregate scores by race, ethnicity, disability, poverty, and other categories (Ravitch, 2010).

6. Adequate yearly progress (AYP) is the measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind Act (Edwards, 2004).
7. Frameworks are the concepts, standards, and expectations for student learning in an academic subject. Standards are a component of academic frameworks; a broad general statement about what students should know about an academic subject (Arkansas Democrat-Gazette, 2002).
8. The Arkansas Comprehensive Assessment and Accountability Program (ACTAAP), also known as the “Arkansas Benchmark,” assesses students in grades 3-8 in math and literacy. Students are scored in four categories: below basic, basic, proficient, and advanced (C. Rose, personal communication, 2009).
9. The Measures of Academic Progress (MAP) assessments are computer-adaptive tests in reading, mathematics, and language usage (Brown & Coughlin, 2007).
10. *Free or reduced lunch* students are the percent of students in a district who are eligible to participate in either the free or reduced price lunch programs under the National School Lunch Act (Orfield, Loren, Wald & Swanson, 2004).
11. *Limited English Proficient* (LEP) students, often referred to as *English Language Learners* (ELLs) or *English as a Second Language* (ESL) learners, are students acquiring English as a language of their education (Learning Points Associates, 2007).

Special education students (SPED) are students in a district that have a written Individualized Education Program (IEP) under IDEA-Part B (Orfield et al., 2004).

Gifted and talented (GT) students are students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields (U.S. Department of Education, 2001).

12. According to Creswell (2009), “Quan” and “Qual” stand for quantitative and qualitative. The following abbreviations are utilized for purposes of clarification: “QUAL” represents the portion of the mixed-methods reportage results in that greater emphasis is given to the qualitative component of this study, while the abbreviation of “quan” represents the quantitative component of the study of which there is less emphasis.
13. Zahariadis (2007) describes Multiple Streams (MS) as a framework that explains how policies are made national governments under conditions of ambiguity. According to Zahariadis (2007), in the MS framework, three streams are identified as flowing through the policy system: problems, policies, and politics, and at critical points in time, termed policy windows, the streams are coupled by policy entrepreneurs.

Organizational preview

This study is organized into five chapters. Chapter 1 is an introduction to this study, which seeks to establish the effects of summer reading programs on the academic achievement of elementary students in grades three through five. Within this chapter, there is a brief history of education and educational movements in the United States. Also, within Chapter 1, is a review of the problem, and a discussion of summer reading programs as a proposed solution to the

problem. Chapter 1 concludes with a review of the delimitations of the study, and an organization preview of each chapter in the study.

Chapter 2 begins with a chronological review of the most significant studies and reports as to the effects of summer learning. The remainder of the chapter is presented in a thematic format as to a review of relevant and current literature regarding the achievement gap, and summer reading programs, beginning with the socioeconomic factors of the achievement gap. Chapter 2 continues with a discussion of the literature as to the strategies and recommendations regarding summer reading programs, and the future of summer reading programs. The chapter concludes with a review of the literature regarding the public policy process, policy analysis and advocacy, as well as the multiple streams framework.

Chapter 3 presents a methodology for this study in which the setting, participants, data collection procedures, instruments, and analytical methods are defined and described. Chapter 3 continues with a description of the research tools used during the study. Additionally, an in-depth description of the setting, participants, types of samples, and a review of issues regarding attrition rates, reciprocity, and generalizability are also included in this section of chapter three. Chapter 3 concludes with a discussion of validity, as well as trustworthiness issues, and finally, a review of the timeline with regard to the overall study.

The results of the study are presented in Chapter 4 which begins with a brief organizational preview regarding participants, setting, as well as the study's research design, analyses, and purposes. The results of the study are then presented in a case study format including the quantitative results from closed-ended survey responses, and the test score results of summer reading program participants and non-participants. The qualitative results are presented as a content analysis situated in predetermined typologies. Next, the overall results of

the study are presented regarding the mixed-methods research design as applied to the combination of the quantitative and qualitative results. Chapter 4 concludes with a review and response to the research questions, as well as a discussion as to the limitations of the study.

Chapter 5 provides an overview of the study and results, as well as limitations, implications, and recommendations of the study, and begins with a review of the results of the study, continues with a discussion of the implications of the study, as well as recommendations for further research. As a segue to the policy portion of the chapter, Chapter 5 continues with an overview of a public policy proposal in relation to the topic of summer reading programs. In this section, the specific policy problem of access to summer reading programs is addressed. The chapter concludes with a policy proposal involving a collaboration of public and private educational entities in order to increase student access to summer reading programs.

Chapter II

Literature Review

This chapter represents a comprehensive, but not exhaustive review of current and previous research and literature pertaining to the subject of summer reading programs, and its effects on academic achievement. This literature review also explores the recent history and research with regard to the topic of summer learning, the academic achievement gap, socioeconomic factors, the decline in academic skills during the summer and subsequent repercussions, as well as the differences related to academic achievement and educational opportunities for students of various socioeconomic levels. Finally, the scope of this literature review expands to include current research regarding the role of libraries with respect to summer reading programs, trends and themes relating to the area of summer reading, and the efficacy of book distribution programs.

In 1997, a panel of educational experts, under the guidance of the National Institute of Child Health and Human Development (NICHD), was selected to comprise the National Reading Panel. In April 2000, the NICHD released the report of the National Reading Panel, under the title *Teaching Children to Read* (International Reading Association, 2002). The authors of this report concluded that reading comprehension is considered a crucial element of effective reading understanding. Given the significance of reading skills, there is a substantial amount of literature with respect to the importance of reading in relation to student achievement and learning during the traditional school calendar year.

Several experts have submitted research indicating that there is a correlation between continued learning in the summer, and improved academic achievement during the following school year. Other experts have suggested that the elapsed time during the summer, in which

most students are absent from the classroom, may cause a setback in regard to academic content previously learned by students. Smith and Brewer (2007) state that during the summer break, the formal learning process often ends, and many students, particularly those from low-income families, begin to show learning losses. The authors also suggest that this loss is particularly evident in reading ability.

The primary research question of this study involves whether the participation in summer reading programs enhances students' academic achievement in the subsequent school year. The secondary research question addresses the perceptions of parents, educators', and library employees' opinions and perceptions of summer reading programs. Accordingly, the purpose of this literature review is to present research and information regarding the effectiveness of summer reading programs on the academic achievement of elementary students. This chapter is presented in both a chronological and thematic format.

The literature is organized in that the history of research regarding summer learning is presented first, beginning with some of the earlier studies regarding the effects of summer learning. Next, studies are presented in a thematic format as to the topic of the academic achievement gap and the socioeconomic issues related therein, as well as the decline in academic skills during the summer. Research involving participation in summer reading programs and academic achievement is also reviewed. Research is also presented regarding trends and themes in relation to summer learning, as well as summer reading programs. Finally, policy theory is explored in relation to summer reading programs, and literature is presented involving public policy and frameworks, as well as an overview of specific private and public institutions that may facilitate the expansion of summer reading programs.

The effects of summer learning: A chronological analysis

Several experts in the field of education have analyzed student behavior during the summer in regard to the retention of academic content previously learned. The work of Barbara Heyns is considered by many researchers to be the first comprehensive study about the effects of summer learning on the academic skills of school-aged children. According to Alexander, Entwisle, and Olson (2007), Heyns established that achievement gaps by family SES (socioeconomic status) and race/ethnicity widen more during the summer months than during the school year. Heyns' work is one of the first longitudinal studies completed which determined that summer learning positively affects student achievement. Her findings were based on a comparison of summer program participants' standardized test scores compared to non-participants.'

Heyns (1978) posits that summer vacation constitutes a time interval of sufficient duration to be studied as if it were nonschooling. Heyns studied a group of middle school-aged children who participated in summer reading programs in an urban setting. By tracking the progress of these students as they moved from grades five through seven, Heyns was able to determine that there was a positive correlation between continued learning during the summer, and academic gains in the following school years.

The setting of Heyns' research was schools in the Atlanta public school system. The sample size consisted of 42 schools, and a heterogeneous mix of 4,800 students. The data set was aggregated. Heyns' sample also included groups of parents who were interviewed by either phone, or in person. Heyns stated during the period of research, there were local and social issues which may have affected the demographics of the student sample groups. According to Heyns (1978), during the summer of 1972, the school system had been under pressure to

integrate the all-white schools in the most affluent neighborhoods. Because of this conflict, the author states that the racial balance of the sample was affected in that the numbers of Black students were overrepresented. The author's research included a data set of standardized test scores from the Metropolitan Achievement Tests (MAT) gathered in the fall of 1972 for sixth and seventh grade classes.

Heyns set out to answer the question of whether schooling had a demonstrable impact on students. To answer this question, Heyns referred to previous literature to posit that there are usually four types of evidence regarding the effects of schools on students. First, and with respect to the achievement gap, the author stated that during the course of schooling, the achievement gaps between children from different backgrounds persist and may even increase (Heyns, 1978). Next, the author stated that several previous studies indicated that children have similar patterns of achievement irrespective of the characteristics of teachers and programs (Heyns, 1978). The third conclusion reached by the author was that previous studies suggest that cognitive advantages achieved in preschool do not persist through elementary schooling. Finally, Heyns concluded that the differences in student achievement among schools are substantially less important than the differences within schools (Heyns, 1978).

Heyns addressed a secondary research question involving what differences exist among children from diverse backgrounds in the patterns of summer learning (Heyns, 1978). To that end, the author discussed key factors regarding socioeconomic status. First, Heyns noted that children of every income level, and within racial groups, showed a slower rate of summer learning than they did when schools were open (Heyns, 1978). Second, Heyns (1978) also noted that socioeconomic differentials in learning were consistently exacerbated during the summer months.

Several researchers have suggested that Heyns' study of the effects of summer learning was a landmark study allowing for additional research regarding learning during the summer months, as well as relational issues such as summer learning loss, the achievement gap, summer programs designed to enhance student achievement. According to Roman, Carran, and Fiore (2010), Heyns' work was the first thorough investigation of summer learning.

Cooper, Nye, Charton, Lindsay, and Greathouse (1996) acknowledged the gap in literature with regard to summer learning. The authors state that prior to their study, they were not able to locate a comprehensive review of literature as to summer vacations. Accordingly, the authors stated that the earliest known study about summer learning loss was published in 1906, and that few studies were reported after that. Interest in summer loss as a research topic diminished during the 1930's and 1940's, and only six new empirical investigations appeared in an 18-year period (Cooper et al., 1996).

The authors conducted a meta-analysis of 39 studies. The results of the studies suggested that achievement test scores decline during summer vacation, and that the cumulative effect of summer learning loss equaled one month in terms of academic achievement. Cooper et al. (1996) suggest that an analysis of the scores indicate that at best, students appear to demonstrate no academic growth over summer, and at worst, students appear to lose one month of grade equivalent skills relative to national norms.

With respect to demographics and the results of the meta-analysis, the authors reached four conclusions. The authors stated that there was little evidence to suggest that student intelligence has an impact on the effects of summer break. Results indicated that middle-class children showed significantly greater absolute summer gains in reading and language achievement than lower-income students. Next, the authors found that gender and race did not

appear to have a consistent influence on the effects of summer vacation. Finally, with regard to grade level and the summer break, the authors noted that the results of the meta-analysis revealed a linear influence of grade level on the effect of summer vacation (Cooper et al., 1996).

Borman and Boulay (2004) conducted a meta-analysis of 93 studies regarding summer learning and summer programs. Based on their findings, the authors reached four conclusions. These included (1) summer learning programs designed to address learning deficiencies positively affected the skills of student participants; (2) alternative types of summer programs which focused on other goals, such as accelerated learning, also positively affected participants' academic skills; (3) the achievement levels of middle-class student participants was higher than participants of lower SES levels; (4) summer programs that emphasize remediation are more successful in terms of positive effects if those programs are situated in smaller environments, such as classrooms or smaller residential communities. The authors concluded that summer learning programs that focused on small-group instruction, or one-on-one instruction had more of a positive impact on student achievement levels.

Borman and Boulay suggest that the effects of summer learning loss were cumulative and consequential with regard to the next school year. Based on the results of the meta-analysis, summer learning loss equaled at least one month of instruction. The authors state that on average, children's grade-level equivalent achievement test scores were at least one month lower when they returned to school in the fall than when they left in the spring (Borman and Boulay, 2004).

There is a general consensus among educational researchers and those involved in the educational arena that summer learning directly impacts academic achievement. Also, many scholars have attempted to address issues regarding the socioeconomic components related to

summer learning and the achievement gap. Accordingly, various studies exist as to the connections involving summer learning, SES factors, and the achievement gap. Many researchers have attempted to define the academic achievement gap in order to analyze the negative and cumulative effects of the achievement gap on specific groups of children. Similar studies have included the socioeconomic component to the issue of the academic achievement gap, as experts tend to agree that there is a direct, though complicated, correlation which exists regarding SES factors and student achievement levels.

The academic achievement gap and the socioeconomic factors of the achievement gap

Within the academic arena, the academic achievement gap is generally considered to be an educational policy problem of timely importance and consequence. Despite a long-running national focus on closing gaps in academic achievement among America's students, by race/ethnicity and by socioeconomic status, they remain wide and persistent (Barton & Coley, 2009). Though the problem of the achievement gap has existed for many years, recent changes in federal and state education policies have allowed for increased scrutiny and discussion about the achievement gap. Accordingly, numerous researchers and educational experts investigated the achievement gap and corresponding issues in relation to the gap, such as socioeconomic factors.

Lavin-Loucks (2006) describes the achievement gap as an issue predicated on race and class division, and as part of a larger legacy that intertwines individual and family resources with school with school quality, social capital, and educational opportunity. Lavin-Loucks cites scores from the 2005 National Assessment of Educational Progress (NAEP) test as evidence of achievement gaps among racial and ethnic groups of fourth and eighth grade students.

Throughout the United States, African-Americans, and Hispanics score lower on standardized assessments than White and Asian students (Lavin-Loucks, 2006).

With respect to the issue of the achievement gap and previous studies, Lavin-Loucks states that education research has traditionally focused on the family and school factors as the primary sources of the achievement gap (2006). Lavin-Loucks addresses each of these factors with respect to how the achievement gap may negatively affect specific groups of children.

Lavin-Loucks (2006) suggests, with respect to the family and the achievement gap, that regardless of SES, parental participation and social support is fundamental to educational success. Additionally, the ability of parents to reinforce skills obtained in education and promote learning outside of school is critical to school success.

Additionally, the author states that the quality of elementary and secondary schools is also an issue because it can influence the extent to which students are motivated and engaged, and that unfortunately, teacher quality is persistently lower in schools with students who enter formal education already behind their advantaged peers than in more affluent school districts. Similarly, the neighborhood environment may positively or negatively influence achievement gap issues. Lavin-Loucks (2006) suggests that despite desegregation efforts, many minorities attend schools that are made up predominately of minority students, and that resegregation, as it is termed, manifests itself in many inner-city neighborhoods. The author also suggests that students of lower SES status may be negatively influenced by a climate and culture of lowered expectations, fewer resources, lack of support, and dissatisfaction with the overall school experience (Lavin-Loucks, 2006).

Fryer and Levitt (2004) discussed the topic of the achievement gap with a review of student test scores compiled by the U.S. Department of Education. Scores from the Early

Childhood Longitudinal Study Kindergarten Cohort were analyzed to determine whether achievement gaps existed between Black and White students in the academic content areas of reading and math. Based on the analysis, Fryer and Levitt (2004) report that the results showed that the achievement gap, while negligible among Black and non-Hispanic White children with similar characteristics when they enter kindergarten, expands as they grow older. Furthermore, if the gap were to continue to grow at this rate, by fifth grade the average Black student would be half a standard deviation behind his White counterpart. With respect to the socioeconomic factors and the achievement gap, Black children were being reared in circumstances less likely to be conducive to academic achievement than those experienced by White children; in general, they have lower socioeconomic status and fewer children's books in the home.

Yeung and Conley (2008) studied the achievement gap between Black and White students in relation to family wealth. They suggested that the achievement gap is an issue of significance which should be addressed due to individual and societal consequences. The authors state that at the societal level, cognitive achievement gaps have implications for raising the next generation, for the skills of the workforce, for racial dynamics, and for international competitiveness. Understanding factors contributing to this gap, therefore, is of paramount importance (Yeung & Conley, 2008).

Data from two studies, including the Panel Study of Income Dynamics (PSID) and the Child Development Supplement (CDS) were reviewed. Yeung and Conley (2008) utilized regression-based analysis, as well as descriptive statistics in order to determine if there was a relationship between family wealth and test scores. Based on this analysis, the authors concluded that family wealth had a stronger association with the cognitive achievement of school-aged children than that of preschoolers and a stronger association with school-aged

children's math than on their reading scores (Yeung & Conley, 2008). With regard to the achievement gap and SES factors, the authors posited that although wealth may not have substantial short-term benefit in narrowing the Black-White achievement gap among young children, allowing and encouraging low-income families to accumulate wealth may improve family dynamics and foster a forward-looking attitude (Yeung & Conley, 2008).

Summer learning loss and subsequent consequences

Given the findings of existing literature with regard to the effects of summer learning, the academic achievement gap, and the nuances involving socioeconomic factors, several researchers have published works regarding how summer learning loss affects students and their families. These researchers tend to define summer learning loss for purposes of clarification, and then proceed to describe the issue of summer learning loss in relation to overall academic achievement. Also, several authors have written about the negative repercussions of summer learning loss in the classroom environment in relation to educators who may have reteach material from the previous school year. In reference to summer learning loss and the achievement gap, Cooper (2009) states that across the board, all kids lose some math skills, and that in reading, the middle class holds its own, but the poor lose reading and spelling skills. Cooper (2009) also suggests that this pattern emerges as a possible explanation for the academic achievement gap between those who have financial resources and those who don't. Similarly, Kim and White (2011) suggest that while the phenomenon of summer reading loss is well-known to educators, the most commonly proposed solutions are either ineffective or too costly. Thus, it can be inferred that several educational experts have concluded that summer learning loss is an educational policy issue of significant relevance and consequence.

In 2002, the United States Senate Committee on Health, Education, Labor, and Pensions conducted a hearing regarding the issue of summer learning loss, also known as “summer slide,” and the effects therein. This hearing occurred shortly after the implementation of the No Child Left Behind Act. In his opening statement, Senator Christopher J. Dodd, spoke of the relevance and importance of summer setback and the negative effects of this issue on economically disadvantaged students:

“The title of today’s hearing is Avoiding the Summer Slide: The Importance of Summer School to Student Achievement and Well-Being. We are here on the first day of summer, June 21st, to discuss the critical issue of how summer school helps the neediest children to reach their potential and the impact on those children of budget cuts that are apt to slash their summer school activities. Without summer activities to keep their reading and math skills sharp, students start school in the fall about a month behind where they finished in the spring. That is the summer slide that everyone, I think, is aware of.” (Avoiding the Summer Slide, 2002, p. 1)

“We must provide schools with resources they need to meet the goals that we set in last year’s reforms, including improving the quality and accessibility of summer schools so that children could benefit from the education activities year round. We must do more to improve the quality and accessibility of early childhood education so that low-income children reach kindergarten more ready to learn than they are, and we must do more to improve family literacy and public libraries, so that low-income children’s homes and neighborhoods become more conducive to learning.” (Avoiding the Summer Slide, 2002, p. 2)

The issue of “summer learning loss” was significant enough to warrant a Congressional hearing in 2002 and subsequently, there has been a substantial amount of literature devoted to the topic of how many students’ academic skills may decline during the summer months. During the school calendar year, the period of summer break is the longest. In most school districts, the summer break begins at the start of June, and concludes at the end of August. As such, the issue of the academic achievement gap becomes more pronounced with the summer break, which is a period of time when most children are absent from the typical educational environment. Consequently, children who are below grade-level may not have as many opportunities to support or advance what was learned during the previous academic year.

Some researchers refer to the decline in academic skills during the summer break as “summer learning loss.” According to Smith and Brewer (2007), the summer achievement loss is particularly evident in reading ability. The authors also state that the problem of summer academic loss is more grave when we recognize that many students start school behind and struggle to catch up throughout their K-12 education.

Research by Cooper, Nye, Charlton, Lindsay, and Greathouse (1996) suggests that the typical summer vacation may have a negative effect with regard to achievement test scores. The authors conducted a meta-analysis of 39 studies; the results indicated that achievement test scores decline over summer vacation, and that the summer learning loss equaled about one month on a grade-level equivalent scale (Cooper et al., 1996).

According to Miller (2007), the summer months represent an opportunity to stem summer learning loss in order to equalize learning opportunities for specific groups of children. The author analyzed gaps in tests scores from the California Achievement Tests (CAT), a test distributed to 800 students in the Baltimore School District. The author stated that the results of

the scores indicated that lower socioeconomic status (SES) children start out behind their middle-class peers, with about a six-month gap in grade equivalence, and fall further behind over time, resulting in a lag of 2.5 years by the time they leave fifth grade (Miller, 2007).

Miller (2007) suggests that according to the preliminary research, summer learning loss may explain much of the racial gaps in test scores. While the majority of public and philanthropic resources are dedicated to school-year education, few resources are set aside for summer education. Miller (2007) describes the so-called “faucet theory” to explain what happens to certain students with regard to summer vacation and educational opportunities. During the school year, children in both affluent and lower-income communities benefit from what is known as the “faucet theory:” learning resources are turned on for all children during the school year, but in summer time, the faucet is turned off (Miller, 2007). With regard to SES factors, the impact of the faucet being turned off is more problematic for disadvantaged children in comparison to children of middle and upper-income families.

As the research regarding summer learning loss continues to expand, various studies have been published linking summer learning loss and the achievement gap. Experts suggest that a significant consequence of so-called “summer setback” is that the setback aggravates the negative effects of the academic achievement gap. Similarly, many researchers have concluded that the effects of summer learning loss are cumulative. Thus, the consequences of summer learning loss become more acute in relation to the achievement gap, as the effects of the academic achievement gap may also be cumulative over time. Researchers have attempted to identify what conditions or actions contribute to summer learning loss, and how those conditions may be impacted by a family’s SES status. As such, by analyzing the consequences of summer

learning loss, educational experts have been able to determine the correlations between summer learning loss and the academic achievement gap.

The link between summer learning loss and the academic achievement gap

A fundamental dilemma with respect to the achievement gap is how to reconcile the differences between students who are disadvantaged compared to children who have additional advantages, both socially and economically. Several educational experts have submitted research regarding the effects of the summer setback for economically disadvantaged children. Trelease (2006) states that during the summer, there is a decided loss for the disadvantaged child, a vacation period in which he loses several months of skills. The author suggests that with each summer's loss, the child falls further and further behind. Accordingly, research regarding the linkages between summer learning loss and the achievement gap continues to accumulate as educational experts seek to define these issues as topics of critical importance.

With regard to summer learning and disadvantaged students, Allington and McGill-Franzen (2003) state that summer reading loss, or "summer setback", is a bigger problem for children from low-income families. Research has indicated that student participation in summer reading programs may have an impact on student readiness levels, and may also minimize differences regarding the academic achievement gap, regardless of socioeconomic level. The authors also state that children who read as few as six books over summer maintain the level of reading skills they achieved during the preceding school year, and that reading more books leads to even greater success. Statistics from the National Assessment of Education Progress (NAEP), as well as previous literature, resulted in their conclusion that the achievement gap between rich

and poor children was shown to grow dramatically across the elementary school years, from less than one year's difference to almost three (Allington & McGill-Franzen, 2003).

As to reading skills, the authors state that the findings from previous studies confirm that during summer vacation, the reading proficiency of students from lower-income families declined, while that of middle-class students improved modestly, and that summer vacations created, on average, an annual achievement gap of about three months between rich and poor students.

Reading as a means of intervention as to the problems of summer learning loss and the achievement gap

The literature regarding the topics of summer learning, the academic achievement gap, and summer learning loss lend credence to the general consensus that appropriate interventions are necessary to abate the effects of summer learning loss, and subsequently, the achievement gap. As such, researchers suggest that activities and interventions that emphasize reading skills may be a more relevant and practical remedy to address the problems of summer learning loss and the effects of the achievement gap. Many educators and researchers consider reading to be the foundation upon which other academic skills are built upon. Accordingly, the importance of reading skills is an area of research that has increased in recent years, particularly with the implementation of the NCLB Act of 2001.

Several researchers have established the link between academic gains and reading. According to Taylor, Frye, and Maruyama (2003), time engaged in reading over a relatively short time was significantly related to gains in students' reading achievement. Anderson, Wilson, and Fielding (1986) state that reading books was the out-of-school activity that proved to have the strongest association with reading proficiency. Similarly, Cullinan (2000) suggests

that the amount of time students spend doing independent reading may significantly influence their levels of reading performance.

Additional studies by leading educational experts provide further elaboration and clarification regarding the connection between summer reading and academic achievement gains. Allington and McGill-Franzen (2003) suggest that children who read during the summer months were less likely to experience summer reading setback, and more likely to have their achievement remain steady or modestly increase.

Similarly, Kim (2004) states that research on summer reading has prompted policymakers to adopt a number of strategies for encouraging children to read independently at home, and for increasing access to high-quality books. Kim's research involved a sample of 18 ethnically diverse elementary schools in Illinois. A summer reading program was implemented for students entering the sixth grade. These students were required to read at least one book during the summer. The results of the study indicated that reading one book during the summer accounted for nearly a one-point improvement on fall test scores. Through the use of a student survey, it was determined that access to books increased the likelihood that students would read during the summer. Also, according to the author, book access exerts a positive and significant effect on summer book reading independent of other student characteristics (Kim, 2004).

With regard to reading achievement, access to books, and summer vacation, Samuels and Farstrup (1992) suggest that children's language and reading skills can improve when a teacher provides materials for parents and young children to use at home during the school year and over the summer holidays.

Several researchers have conducted studies suggesting that reading is an effective remedy to academic setbacks caused by the effects of the academic achievement gap. Similarly, other

researchers have concluded that summer learning loss is a concern for certain groups of students because students who are affected may be at a disadvantage academically for many years if the problem is not remedied. As such, the joining of interventionist reading programs with summer programs allows for a unique and practical remedy to specific educational policy problems such as summer learning loss, and the achievement gap.

Libraries and the relevance of summer reading programs

Summer learning programs represent an academic intervention that may possibly benefit struggling students, particularly those of lower socioeconomic status. To that end, summer reading programs can be described as a specific type of summer learning program in which reading skills and activities are emphasized. There are subtle differences between traditional summer learning programs and summer reading programs. Terzian and Moore (2009) define summer learning programs as intervention programs that support accelerated learning during the summer months, and may also seek to promote positive youth development, college preparation, and career outcomes. Summer learning programs may involve enrichment activities that span all of the major academic content areas, including math, literacy, science, and history, as well as information technology. A summer reading program is similar in structure to the traditional summer learning program: however, reading skills and activities are usually emphasized.

Library summer reading programs utilize a variety of techniques to encourage reading, such as reading games or challenges, discussions of books, book related crafts, author visits, storytelling, rewards and incentives for reading, and more (Goss Gilroy Inc., 2006). Similarly, Smith and Brewer (2007) state that summer reading programs, which take place in libraries, provide free and accessible resources for reading and learning.

Given the preponderance of summer reading programs that are situated in public libraries, several studies have been published which address the role of the public library with respect to reading programs, reading skills, and access to educational materials. Recent research suggests that students who participate in summer library reading programs benefit through a continuation of learning which, in effect, addresses the decline in academic skills that may occur during the summer. Thus, summer reading programs act as an intervention designed to negate the effects of summer setback.

Roman, Carran, and Fiore (2010) state that students who participate in public library summer reading programs scored higher on reading achievement tests at the beginning of the school year than those students who did not participate, and that they gained in other ways, as well. Additionally, Fiore (2007) state that summer library reading programs provide opportunities for students of many ages and abilities to practice their reading skills and maintain skills they have developed during the school year.

Summer reading programs are offered by 95.2 percent of public libraries in the United States (Roman, Carran & Fiore, 2010). Roman et al. (2010) conducted a study to determine the effectiveness of a summer reading program on reading achievement. The sample included 367 students, nine school librarians, 51 fourth-grade teachers, 11 public librarians, and 110 parents of student participants from 11 schools. The authors set out to answer the question of whether research would support that school and public library collaboration leads to higher student reading achievement. The authors sought to determine the impact of public library reading programs on summer reading loss by examining a group of third-grade students who entered fourth-grade during the course of the study. The authors state that although the sample size included students from large and small communities in rural, urban, and suburban areas,

particular attention was paid to students from low-income families (Roman, Carran & Fiore, 2010).

The instruments used in the authors' studies were predominately qualitative in nature and included a reading inventory survey developed by the Scholastic corporation, as well as a 22-item student survey designed to determine student's level of interest in reading. Other research tools utilized for the study included surveys designed for parents, librarians, and teachers. Librarians were also interviewed, and student participants were given a reading log in order to catalog the number of books read during the summer. With regard to the research design, the authors stated the design for the study was causal comparative, and described this type of design as a naturalistic type of research. The authors state that student participants were not randomly assigned or randomized between attending or not attending public library summer reading programs, but instead interdependently decided to participate or not participate (Roman, Carran & Fiore, 2010). Also, the authors state that a control group was not utilized for the study, and that with regard to methodology, there was not a control group over the quantity and quality of reading materials used by the students. Additionally, the authors remark that there was also no control over what students did or read during the summer. The study allowed for the families to do what they would naturally do over the summer (Roman, Carran & Fiore, 2010).

The students in the sample participated in the library summer reading program and were then given a student survey upon returning to school in the fall. A total of 219 student surveys were completed. In addition, 110 parent surveys, 51 teacher surveys, five school librarian surveys, and nine public librarian surveys were also returned.

Based on an evaluation of all of the surveys, interview responses, and student reading logs, the authors reached several key conclusions. First, students who participated in summer

reading programs scored higher on reading achievement tests at the beginning of the school year. Also, the authors reported that 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, and were more motivated to read (Roman, Carran & Fiore, 2010). Findings suggest that the authors were able to answer the research question in the affirmative as to whether collaboration between school and public libraries, as well as participation in summer reading programs affected students' reading skills.

Celano and Neuman (2001) state that summer reading programs seek to attract large numbers of children to the library during the summer, a time when reading skills often decline. According to the authors, public libraries are in a remarkable position to expose children to great quantities of print and meaningful language opportunities that researchers say are crucial to reading achievement. In an effort to determine whether public library reading programs contribute to the reading skills of preschoolers, Celano and Neuman (2001) used qualitative and quantitative methods for the study including surveys, observations, and interviews that were conducted in rural, urban, and suburban libraries. In addition, the authors state that an experimental study was conducted to examine the differences in reading skills between children who attended library summer reading programs, and children who did not participate in a formal reading program.

The authors suggest that the study of preschool aged children is important because this age group is a target group for many libraries. Celano and Newman (2001) suggest that in their efforts to promote literacy throughout the country, public libraries have focused on helping three segments of the population that need assistance in developing literacy skills: preschool and elementary school children, adults with poor reading skills, and people for who English is a

second language. The authors also state that a growing body of research has found a widening gap between children who have access to reading materials and those who do not. Children in needy areas, therefore, do not have the resources they need to continue developing their literacy skills outside of school, especially in the summer. This makes library programs critical for this group (Celano & Neuman, 2001).

After analyzing their data, Celano and Neuman (2001) conclude that library reading programs offer priceless opportunities for children to develop literacy skills. authors state that the key findings include that summer reading programs encouraged children to spend time with books; summer library events encourage people to attend the library; library activities extend the reading experience; and summer library reading programs encourage parents to become involved in children's reading.

Research involving summer reading programs is a relatively new area of study. This may be due to the fact that the summer break represents a time when many families are free to engage in activities that vary in terms of recreational and educational content. Conversely, many other families do not have the time, funds, or resources to participate in specific activities outside of the home environment. Given this situation as to the numbers of students who may actually participate in summer reading programs, there may be challenges with regard to gathering data about reading program participants or non-participants. Also, data may be limited due to the fact that many structured reading programs are not affiliated with public schools, whereas in schools, information is typically compiled about students as to achievement levels, demographics, or other types of information.

Because summer reading programs vary in terms of size, location, and quality, research regarding the effectiveness of summer reading programs may be limited or statistically

insignificant. Though summer reading is an evolving area of research, several completed studies include findings which suggest that reading programs are mostly beneficial to students who participate in them. Studies about summer reading programs tend to include explanations about the additional benefits of summer reading programs for students and educators. Also, some educational experts describe limitations of summer reading programs, or the variation among reading programs as to quality and effectiveness. As such, several researchers have discussed the efficacy of summer reading programs beyond the area of academic achievement benchmarks.

The implications of summer reading programs

According to Roman, Carran, and Fiore (2010), 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. The authors also conclude that free, voluntary reading makes a difference in improving reading scores, and prevents summer slide. Finally, the authors state that students who participated in a public library summer reading program reported that they like to read books, and like to go to the library.

The importance and effectiveness of summer reading programs is an evolving area of study with regard to student achievement. As such, discussion regarding the implications of summer reading programs tends to focus on positive aspects of these programs, as well as the societal benefits of how summer reading programs may benefit not only student participants, but other community members including families, educators, and library staff members.

Miller (2007) suggests that there are several relevant and tangible benefits to summer learning, and summer learning programs. In reference to previous literature, the author states that studies have shown that successful summer programs get children excited about learning and increase their motivation to pursue knowledge in the months and years ahead. Summer

programs also have the potential to extend learning time in an atmosphere of excitement, fun, and support, thereby building positive attitudes toward learning year-round (Miller, 2007). Also, the author suggests that other benefits include increased motivation and engagement, experiential focus, and cultural relevance.

To that end, and with regard to cultural relevance and socioeconomic factors, the author states that these programs can play an important role in counteracting negative stereotypes many young people face, providing positive mentors and role models, and drawing on the interests of young people in developing and implementing a curriculum. Summer programs often become cultural “border zones,” where a young person’s cultural and ethnic identity is strengthened in the context of enriched learning opportunities (Miller, 2007).

Summer library reading programs, or reading programs situated at other locations, may continue to increase in number given the demand for such programs. Also, reading programs may increase due to the possibility that participation in such programs enhances academic and social skills. Many scholars have offered suggestions about ways that summer reading programs could be improved to best meet the needs of students. Also, several researchers have discussed recommendations with regard to the overall structure of a typical reading program, as well as suggestions about the type of activities which should be included in the program.

How children spend their time outside of the classroom environment has become a growing area of concern for educators and policymakers. Many children receive a majority of their academic instruction within the confines of the classroom. As such, the suggestions and recommendations about summer reading programs offered by experts are usually given with the acknowledgement that the reading program may provide an opportunity for students to receive a

specific type of academic support that these children may not be able to receive at home during the summer, and hence, outside of the classroom.

Strategies and recommendations regarding summer reading programs and access to print materials

While many researchers have studied the relevance and significance of summer reading programs on the effects of academic achievement, there is also additional research regarding the availability of books for students during the summer break, and the importance of access to books for economically disadvantaged students. According to McGill-Franzen and Allington (2001), too many children spend their summer without books to read, and that the children most likely to experience such a fate are poor children. Similarly, Mraz and Rasinski (2007) note that low-performing readers are offered little or no opportunity beyond the classroom to improve their reading proficiency.

Recent research and recommendations by educational experts suggest that local libraries continue to offer, or expand their summer reading programs. Mraz and Rasinski (2007) state that a local library can help by suggesting reading materials, and that librarians can offer suggestions that might be a good match for a child's interest and reading level. Other researchers have suggested that access to books can be expanded through programs initiated by local school districts. According to Allington and McGill-Franzen (2009), some schools have purchased a supply of paperback books and distributed those books to children, as well as organized book exchanges two or three times during the summer.

Roman, Carran, and Fiore (2010) recommend a five-step approach for developing a summer reading program. First, the authors suggested recognizing that public libraries play a significant role in helping to close the achievement gap in school performance. Next, the authors

suggested promoting the powerful role that public libraries play in the education community in helping children maintain and gain reading skills. The third suggestion involved engaging families in public library programs to promote early childhood literacy. Fourth, the authors suggested investing more money in summer reading programs, especially in public libraries that serve children and families in economically depressed areas. The final suggestion involved 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 (Roman, Carran & Fiore, 2010).

With respect to summer learning programs, Miller (2007) suggests further research pertaining to the effectiveness of various models for summer enrichment and learning programs. Additionally, the author states that this research should broadly define outcomes to include “21st century skills” as well as basic skills in reading and math, and explore the implications for our regular education system’s curricula and structures as well as contributing to summer program design (Miller, 2007).

Research involving summer learning, the achievement gap, summer learning loss, and summer reading programs might affect the long-term prospects and viability of these programs. Educational experts and others directly involved with the organization of summer reading programs, may need to periodically evaluate the efficacy of these programs in order to monitor and adjust the structure of the overall program, if necessary. Such preparation and management may allow for the typical summer reading program to function in such a way that is beneficial for participants, and cost-effective for community members. Several scholars have submitted opinions regarding the relevance of summer reading programs and the functionality of such

programs in terms of future growth. Overall, there is agreement among experts that the expansion of summer reading programs is a worthy endeavor.

The future of summer reading programs

Heyns (1978) states that libraries, like schools, represent a commitment to educational opportunities and effectively increase the achievement of children. Heyns also believed that reading activity is a significant factor in regard to academic achievement, and that the role of the public library is significant in relation to reading activity and access to books.

According to Roman, Carran and Fiore (2010), the research of Barbara Heyns was the first thorough investigation of summer learning and 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.” The Heyns study is considered by many researchers to be the landmark study with regard to the effects of summer learning on student achievement. Since the Heyns study, there have been several similar studies with regard to summer learning, summer reading programs, summer learning loss, and academic achievement.

Given the complexities of certain educational policy issues, such as the achievement gap, and how to enhance students’ academic skills, there has been a renewed focus on interventions and strategies designed to support students who experience an abatement in academic skills during the summer, particularly those students of lower socioeconomic status. To that end, many researchers and educational experts have proposed participation in summer reading programs as a remedy to the problem of summer learning loss, and subsequently the decline in academic skills.

The future of such programs remains a growing area of interest and research, as public knowledge and student participation is likely to increase over time. According to the Matthews

(2010), three-fourths of libraries noted that circulation increases from 6 to 10 percent during the summer with the assumption that most of this increase can be attributed to summer reading programs.

One of the main advantages of the summer reading program is that consistent participation in this activity may help to maintain or enhance children's academic skills, thus curbing the effects of the academic achievement gap for many students. Also, as suggested by Celano and Neuman (2001), one of the most understated benefits children receive from participation in summer reading programs is the literacy-related activities they take part in. As a result, the potential for summer reading programs to be implemented as a mechanism to combat the effects of summer learning loss, is an area of interest and promise in terms of educational policy. Summer reading programs may also serve as an intervention, as well as an activity that many students find engaging, which may enhance students' cognitive skills, particularly those who are disadvantaged. Recent research strongly suggests that summer reading programs may be an effective intervention method that may enhance the academic skills of children who participate in these programs.

Public policy and agenda denial

Public policy can be defined as a relatively stable, purposive course of action taken by the government over time in dealing with a problem or matter of public concern (Anderson, 2011). Accordingly, a policy problem can be generally defined as a condition that causes dissatisfaction, thus allowing for the possibility that some groups may ask the government to solve the problem. However, many groups do not get the attention of the government. This may be due to a variety of reasons including factors such as agenda denial or governmental inaction. Cobb and Ross (1997) define agenda denial as the tactics used to keep a grievance off the public or formal

agenda. The authors also described agenda denial as the political process by which issues that one would expect to get meaningful consideration from the political institutions fail to get taken seriously (Cobb & Ross, 1997). Similarly, conscious government inaction may also be considered a policy problem, as such inaction may complicate the agenda setting process or halt the initiation of the process.

With respect to governmental action or inaction, there are several problems of significance and relevance with regard to educational policy, such as the academic achievement gap (AAG), or conditions created by the repercussions of the No Child Left Behind (NCLB) Act, including increased standardized testing, and issues involving teacher accountability. Hanushek and Raymond (2004) suggest that the cornerstone of current federal educational policy has been the expansion of school accountability based on measured student test performance. Consequently, specific educational policy concerns are currently being debated and discussed by a multitude of actors within and outside of the educational arena.

Agenda setting and the multiple streams framework

John Kingdon constructed the first empirical study of the agenda-setting process. Baumgartner (2001) states Kingdon's study was the first major book-length study on the topic since Cobb and Elder's work in 1972, and that Kingdon's treatment of the public agenda set the stage for much of our current understanding of where issues come from. Kingdon (2003) defines agenda setting as the list of subjects or problems to which governmental officials, and people outside of government, are paying some serious attention at any given time. Kingdon (2003) also states that agenda setting may involve the transfer of items from a non-governmental, "systemic" agenda to a governmental, "formal" agenda.

The Multiple Streams (MS) framework is an explanation as to how politics are made by national governments under conditions of ambiguity, and is based on the agenda-setting model set forth by John Kingdon. The model as put forth by Kingdon is one in which the process of agenda setting involves three independent streams of activity including a problem, policy, and politics stream.

The role of policy entrepreneurs and policy windows

In Kingdon's model, the policy process the agenda setting process includes three independent streams of activity, with each stream having its own dynamic and rules. Agenda setting occurs when the three streams merge or "couple," and then subsequently advance through a policy "window of opportunity," allowing for the problem to be recognized by the government and reach the political agenda. Kingdon (2003) suggests that these windows of opportunity are opened either by the appearance of compelling problems, or by happenings in the political stream. Kingdon (1995) also states that policy windows present fleeting opportunities for policy entrepreneurs to advance their agendas.

With the assistance of policy entrepreneurs, the three streams merge at crucial points in time. At that point, the policy window emerges, thus allowing for a "window" of opportunity by which successful policy output may occur. Kingdon (2003) defines policy entrepreneurs as advocates who are willing to invest their resources, such as time, energy, reputation, and money to promote a position in return for anticipated future gain in the form of material, purposive, or solidary benefits. Kingdon (2003) suggests that during the pursuit of their personal purposes, entrepreneurs perform the function for the system of coupling the previously separate streams.

Policy analysis and policy advocacy

The identification and analysis of stakeholders is an important and necessary factor within the policy process. Stakeholders include the assortment of interested parties who may have a role in developing, revising, and implementing policy. Stakeholders also include persons who may be affected by certain policies. In that regard, and with respect to stakeholders, the distinctions between policy analysis and policy advocacy may be relevant to the specific policy that is subject to implementation. Anderson (2003) states policy analysis draws heavily upon economic theory and statistical and mathematical analytical techniques, and that policy analysis has an applied orientation and seeks to identify the most efficient alternative. In contrast, Anderson (2003) defines policy advocacy as using knowledge of public policy to formulate and promote “good” public policies that will have the “right” goals, or goals which serve their purposes. Similarly, Casey (2011) defines advocacy as any attempt to influence public policy and practice or any other decisions of institutional elite.

Within the area of public policy, there is also a distinction between policy outcomes and policy outputs. Outputs can be generally described as actions that can be measured, and outcomes are considered to be the results of a particular policy. As defined by Anderson (2011), policy outputs are the things actually done by agencies in pursuance of policy decisions and statements, while policy outcomes, in contrast, are the consequences for society, intended and unintended, that stem from deliberate governmental action or inaction. With respect to public advocacy, Reisman, Gienapp, and Stachowiak (2007) state that one of the key challenges in evaluation of advocacy and policy work is identification and definition of short and intermediate term outcomes. The authors also state that the identification of realistic and meaningful outcomes is important with regard to policy advocacy, and that outcomes for advocacy and

policy work might be “defensive” in nature (Resiman, Gienapp & Stachowiak, 2007). With reference to the advocacy model, the authors state that advocacy and policy change efforts are often viewed as investments in community infrastructure, public opinion, political will or policy adoption itself.

The Reading is Fundamental Program

Reading is Fundamental is the oldest and largest non-profit literacy organization in the United States supported by the U.S. Department of Education in all fifty states (Bassett, 2010). The stated program goals of RIF include undeserved children choosing a free book to keep, reading motivation, as well as family and community development. Specifically, RIF’s mission is to motivate young children to read by working with them, their parent, and community members to make reading a fun and beneficial part of everyday life. RIF’s highest priority is reaching undeserved children from birth to age 8 (Reading is Fundamental, 2010).

RIF was founded by Margaret McNamara, a school tutor who worked with poor children. Ms. McNamara created RIF upon observing that these children were delighted and appreciative when they received a free book to read and take to their homes. Ms. McNamara surmised that many of the children did not have access to books in their households. The initial RIF program began as a pilot project and was expanded to several cities with the support of grant monies.

In 1971, a study of one of the pilot projects was conducted in order to determine whether the program was successful. The authors of this study, entitled *An Evaluation of the Pittsburgh Reading is Fundamental Program*, concluded that the book distribution aspect of the RIF program was indeed successful. Also, teachers reported that the RIF program increased students’ enjoyment of reading, and improved students’ motivation to read.

Based upon the results of the Pittsburgh study, as well as the success of other pilot projects, federal funding for RIF was approved by Congress in 1975. According to the U.S. Department of Education (2010), the RIF program is awarded a five-year contract, subject to review each year. RIF funds are designated as non-competitive. Funds such as these are commonly referred to as “earmarks,” meaning monies that are allocated by the government and given directly to the agency. The average amount RIF receives each year is 24,803,000. Seventy-five percent of RIF’s funding is federal, while the remaining portions are comprised of private grants, donations, or monies generated by fundraisers.

The Arkansas Department of Education

The Arkansas Department of Education (ADE) was created by Act 169 in 1931 as the State Department of Education (Encyclopedia of Arkansas History & Culture, 2009). According to the Department’s website, the mission of the ADE is to strive to ensure that all children in the state have access to a quality education by providing educators, administrators, and staff with leadership, resources and training (ADE, 2012). The organizational structure of the ADE is a typical “top-down” format. The top-down approach can generally be described as a model in which policy is formulated at the highest levels, and is designed to influence the lower levels.

In the Arkansas Department of Education, there is a department head with the title of “Commissioner” and five separate divisions, each with a leader of the division (Appendix A). According the information at the ADE’s website, there are also three offices within the ADE under the supervision of the Commissioner and the Deputy Commissioner.

The ADE is located in Little Rock, AR, and oversees all of the K-12 public schools in the state. According to Hardwood & Hardwood (2009), the ADE is also responsible for other programs and schools such as special education, gifted and talented programs, and charter

schools. Ravitch (2010) describes charter schools as public schools under private management, and are required to be nonsectarian. Ravitch further elaborates that charter schools are created when an organization obtains a charter from a state-authorized agency, and that the charter gives the organization a set number of years, usually five, to meet its performance in exchange for autonomy.

Conclusion

Given the complexities of certain educational policy issues such as the achievement gap, there has been a renewed focus on interventions and strategies designed to support students who experience an abatement in academic skills, particularly those students of lower socioeconomic status. In that regard, the potential for summer reading programs to be implemented as a remedy to combat the effects of summer learning loss, is an area of interest and promise in terms of educational policy, as well as overall educational research.

Chapter III

Methodology

The methodology is the investigator's approach to the research act that ultimately defines the research question, data sources, techniques, and strategies. With regard to the research act, the research design is a crucial element as to methodology. Yin (1994) suggests that the research design is a blueprint of research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results.

Restatement of the research questions, foundation, and purposes of the study

The primary research question of this study involves whether participation in summer reading programs positively affects the academic achievement of elementary school-aged children. The secondary research question involves analyzing the perceptions and attitudes of parents/guardians, educators, as well as library staff with respect to the effects of summer reading programs on student achievement. The primary and secondary research questions of this study are as follows:

1. Do summer reading programs positively enhance student achievement?
2. What are the attitudes and perceptions of parents/guardians, teachers, and library employees about the effectiveness of summer reading programs?

To that end, the purpose of this study is to answer the primary and secondary research questions in the affirmative, as well as to provide additional context, explanation, and clarification as to the topic of summer reading programs in relation to academic achievement.

A secondary purpose of this study is to contribute to the existing literature involving the topics of summer reading programs, summer learning loss, and the academic achievement gap.

According to Terzian and Moore (2009), there is a lack of experimental research to measure the impact of summer learning programs on children and youth.

Recent research evaluating the effectiveness of summer library reading programs has been somewhat limited to qualitative methodologies. 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 (Roman, Carran & Fiore, 2010).

To that end, the author of this study attempted to address the gap in research as to the lack of quantitative data regarding the effects of summer reading programs by utilizing a mixed-methods research design. Additionally, the author of this study sought to provide additional context and clarification of the overall results with qualitative data.

Research design

The theoretical grounding of this study involves a pragmatic approach to the research. With pragmatic thought, the research question dictates the method that the researcher will utilize in order to collect the data that is needed. Experts tend to describe pragmatism as the philosophy which is closely aligned with educational research. As such, and in order to answer the primary and secondary research questions, a mixed-methods strategy was employed with respect to the data.

Quantitative, qualitative, and case study research

With the quantitative approach to research design, there is an emphasis regarding how one variable affects another variable. As such, quantitative methods typically involve the study of problems that require descriptions of trends among variables.

Quantitative methods may be most simply and parsimoniously defined as the techniques associated with the gathering, analysis, interpretation, and presentation of numerical information (Teddlie and Tashakkori, 2009).

Qualitative approaches to research design tends to be more field-focused in that this approach usually involves the observation of subjects in their natural setting. With qualitative study, the researcher is regarded as the “instrument” in that the investigator’s actions are a significant part of the research in terms of data collection. Accordingly, Teddlie and Tashakkori (2009) define qualitative methods as the techniques associated with the gathering, analysis, interpretation, and presentation of narrative information.

Major qualitative research genres include ethnography, case study analysis, hermeneutics, narrative studies, grounded theory, and phenomenology. For the purposes of this study a case study analysis was utilized. Case study analysis is a specific type of qualitative research. Accordingly, three case studies were evaluated for the qualitative portion of this study.

There are several types of case study research. According to Yin (2009), the four types of designs for case studies are (Type 1) single-case designs, (Type 2) single-case (embedded) designs, (Type 3) multiple-case (holistic) designs, and (Type 4) multiple-case (embedded) designs. A graphical representation of Yin’s models is presented as follows:

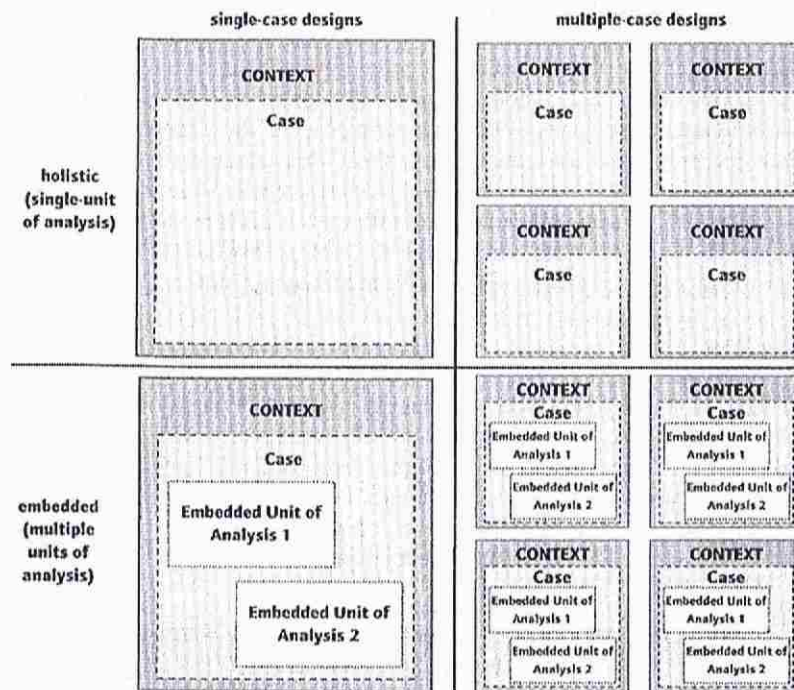


Figure 1. Basic types of designs for case studies. Reprinted from “Case Study Research,” by R. K. Yin, p. 46. Copyright 2009 by Sage Publications. Reprinted with permission.

For the purposes of this study, the Type 3, multiple-case research design was utilized as research and observation occurred at three separate locations. The commonality among the three sites with respect to this study is that a summer reading program took place at each location. These summer reading programs had distinct similarities and differences that emerged during the course of the study.

Mixed methods research and concurrent-triangulation design

In recent years, the advantages of mixed methods research have been increasingly recognized (Onwuegbuzie & Leech, 2004). Given the recent growth in mixed methods research, there has been an attempt by researchers to classify mixed methods purposes in such a way as to

establish grounded theory for mixed methods research designs. Accordingly, Greene, Caracelli, and Graham (1989) identified five purposes for mixed-methods evaluations in a conceptual framework: triangulation, complementarity, development, initiation, and expansion.

Creswell (2006) suggests that the most common and well-known approach to mixing methods is the Triangulation Design. Through triangulation, one seeks to enhance the validity of research findings by corroboration, convergence, or correspondence of results from different methods (SenGupta, 1993). For the purposes of this study, a concurrent/triangulation mixed methods design with merged results was utilized. A graphical representation of the concurrent/triangulation model is presented as follows:

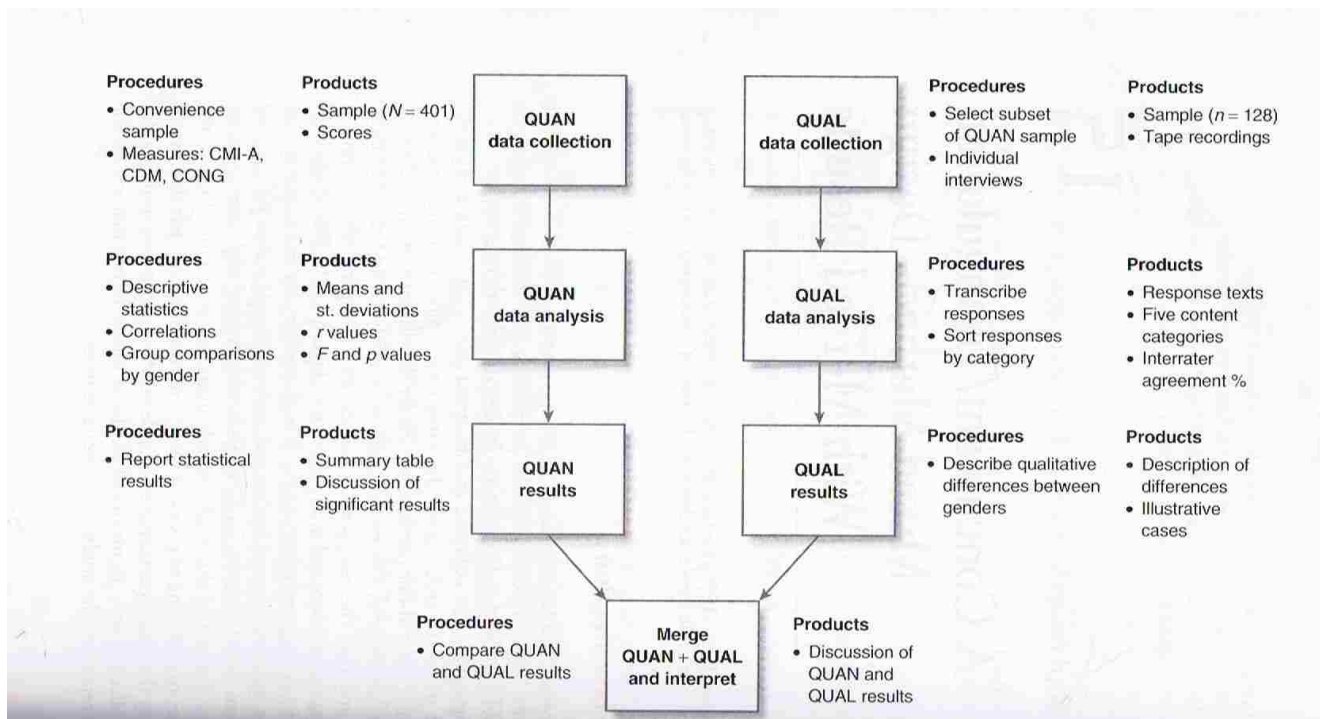


Figure 2. Visual diagram of a concurrent/triangulation mixed methods design with merged results. Reprinted from “The Mixed Methods Reader,” by V. L. Plano Clark and J. W. Creswell, p. 380. Copyright 2008 by Sage Publications. Reprinted with permission.

The concurrent/triangulation design involves collecting and analyzing quantitative and qualitative data concurrently, merging the two sets of data, and using the combination to be understand a research problem (Plano Clark & Creswell, 2008). Similarly, Tashakkori and Teddlie (2003) state the concurrent triangulation design is probably the most familiar of the major mixed-method designs, and that this design generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method.

As such, in this study, quantitative and qualitative data were collected and analyzed simultaneously. The results were then merged for purposes of evaluation and interpretation.

Hypotheses and variables

Given the findings of previous literature regarding summer reading programs, as well as previous findings regarding the negative effects of the academic achievement gap, the author of this study expects to observe that elementary students' participation in summer reading program positively enhances their academic skills based on a review of achievement scores. With regard to the second research question, the author of this report expects to observe that a majority of parents/guardians, educators, and library staff are satisfied with summer reading programs, and believe that these programs are beneficial to most students.

In this study, the dependent variables are test scores, which will be reviewed in order to determine differences between academic achievement levels. Educator and parent/guardian perceptions are also dependent variables in this study. The independent variable is the summer reading program. Thus, the author of this study sought to answer the question of whether participation in the reading program, the independent variable, would have an impact on the

dependent variables, that being the standardized test scores, as well as the perceptions of participants in the study.

Research instrumentation and data sources

In order to address the primary research question, three research tools were utilized including surveys, questionnaires, a group interview, as well as an interview with an individual. Also, with regard to the primary research question, the researcher collected a set of standardized test scores. The test scores were that of participants in a summer reading program situated in a local school. The test scores of non-participants were also included for purposes of comparison.

Similarly, in order to address the secondary research question, the open-ended responses to the surveys were analyzed. Other tools utilized for the secondary research question included a questionnaire that was distributed to library staff members (Appendix B), as well as an informal group interview which was conducted with a group of library employees. The interview questions, as well as the questionnaire, involved topics relating to the summer reading program, such as rates of participation, costs, advantages or disadvantages of the program, children's book choices, and attitudes about reading.

Survey research: The surveys utilized for this study were paper-based, and computer-based. Two surveys were prepared by the researcher, including a paper-based survey which was distributed to parents/guardians, and a computer-based survey which was distributed to employees within two local school districts. The paper-based survey (Appendix C) consisted of 10 closed-ended questions, and 3 open-ended questions. The computer-based survey (Appendix D) consisted of 21 closed-ended questions, and 6 open-ended questions.

The purpose of paper-based survey was to assess whether parents/guardians believed that the reading program enhanced their child's academic achievement, and enthusiasm about

reading. Also, the researcher sought to collect input and opinions from parents/guardians about summer reading programs, as well as suggestions or recommendations from parents or guardians. Similarly, one of the primary purposes of the computer-based survey was to gather input and analyze public school educators' perceptions about summer reading programs and the effects of summer learning loss, as well as to gather educators' suggestions or recommendations regarding summer reading programs and summer learning loss.

According to Wright (2005), the technology for online survey research is young and evolving. The author also states that survey authoring packages and online survey services make online survey research much easier and faster. For the purposes of this study, the researcher utilized the services of SurveyMonkey, a computer entity that specializes in the creation of online surveys. The use of a web-based survey allowed for simpler access to a large number of educators in the school districts relevant to the study, and use of the web survey also facilitated in the collection of survey results.

Interview and questionnaire research: Interviewing is one of the most common methods to gather data in qualitative research. Qualitative researchers rely quite extensively on in-depth interviewing (Marshall and Rossman, 1999). With respect to the first case study and library staff members, a semistandardized interviewing style was utilized. Berg (2009) states that the semistandardized interview involves the implementation of a number of predetermined questions and special topics. Berg (2009) also suggests that these questions are typically asked of each interviewee in a systemic and consistent order, but the interviewers are allowed freedom to digress.

For the first case study, the researcher conducted a semistandardized interview with library staff members. At this time, the questionnaire was distributed to the library staff

members to be completed at a later time. However, one of the employees completed the questionnaire during the group interview. For the third case study, a semistandardized interview was conducted with a school employee whose duties included assisting with students and parents who came to the school for the summer reading program.

Test scores: In order to address the primary research question, a collection of standardized test scores of students was gathered consisting of scores from students who participated in a neighborhood school summer reading program. For purposes of analysis, the principal of this school agreed to provide the researcher with a set of scores from students who participated in the summer reading program, as well as non-participants. The researcher collected 24 test scores of student participants, and 24 test scores of non-participants (Appendix E). These standardized test scores were results from the Measures of Academic Progress (MAP) test, which is administered on a quarterly basis. The MAP test is used to assess students in the content areas of reading, math, as well as language usage (Appendix F).

According to the Fayetteville School District (2011), the MAP test is a computer-based assessment program produced by Northwest Evaluation Association (NWEA). Assessments in both reading and math take students about 50 minutes to complete. MAP tests are unique in that they adapt to the appropriate level for each child's learning, thus as a student responds to questions, the test responds to the student, adjusting up or down in difficulty (FPS, 2011).

Description of settings and participants

Case Study #1

Setting: The setting of the first case study was a public library located in Fayetteville, Arkansas. According to the 2010 United States Census, Fayetteville is one of the most populated areas in the states of Arkansas, with a count of 73,580 persons (United States Census Bureau,

2011). The researcher was present at the library for purposes of data collection on three separate occasions. At the first visit to the library, the researcher was present for the library's summer reading program "kick-off" celebration (Appendix G). During this visit, the researcher distributed surveys to parents/guardian (Appendix C), and spoke with several parents/guardians about the initiation of the summer reading program. At this time, the director of the library, and the head of the youth library, agreed to allow the surveys to remain at the library for the duration of the summer reading program.

The second visit to this library was for the purpose of conducting a group interview, and to distribute questionnaires to the library staff (Appendix B).

At the final visit to the library, the researcher was present at the library's summer reading closure program. During this visit, the researcher distributed parent surveys, spoke with parents/guardians about the summer reading program, as well as other library services, and collected additional surveys and questionnaires which had been completed during the summer reading program period.

With regard to the computer-based survey, a physical setting was not required as to the distribution of this survey. The survey was sent to all employees of the Fayetteville school district.

Participants: The participants in the first case study included patrons of the local library in Fayetteville, Arkansas, as well as library staff members, and employees of the Fayetteville school district.

According to the most recent figures listed in the annual report of the local library (FPL, 2011), the number of persons served in the city totaled 73,580. The number of persons served for the entire county totaled 203,065. Finally, the figure cited for attendance in children's

programs is reported as 41,757. The numbers of staff members is reported as 44.5. Finally, the annual operating budget of the library including monies from taxes, contributions, fines, fees, and state aid of revenue is reported as \$3,947,523.

With regard to the school district, according to figures compiled by the National Center of Education Statistics (NCES), for the 2010-2011 school year, the total number of staff members for the Fayetteville school district totaled 1,399, including 593 teachers. The total number of students in this school district totaled 8,566 in 14 schools throughout the district (NCES, 2011).

Table 1.

Total Number of School District Employees in Case Study #1

| Teachers (FTE) | |
|---------------------------|-----------------|
| Total: | 593.01 |
| Prekindergarten: | 0.00 |
| Kindergarten: | 42.77 |
| Elementary: | 255.00 |
| Secondary: | 243.62 |
| Ungraded: | 51.62 |
| Total Staff (FTE): | 1,399.01 |

As to the student demographics of this school district, the total population under the age of 18 was reported to be 13,225 (NCES, 2011). The number of White students was 12,609, and the number of African-American students was 757. The number of Hispanic students was 914, and the total number of American Indian students was 195. The total number of Asian students was 240, and the number of Hawaiian or other Pacific Islander students was 37. Finally, the total number of students of other races was 343.

Table 2.

Demographics of Student Population in Case Study #1

| | |
|---|--------|
| Total Population Under 18: | 13,225 |
| Hispanic or Latino: | 914 |
| Non Hispanic or Latino: | 12,311 |
| Population of one race: | 12,609 |
| White alone: | 11,037 |
| Black or African American alone: | 757 |
| American Indian or Alaska Native alone: | 195 |
| Asian alone: | 240 |
| Hawaiian or other Pacific Islander alone: | 37 |
| Some other race alone: | 343 |
| Population of two or more races: | 616 |

Section 504 of the Vocational Rehabilitation Act allows for substantial civil rights protections for persons with disability against acts of discrimination. Similar legislation in the form of the Individuals with Disabilities Education Act (IDEA) mandates that public schools provide appropriate education to disabled students in the least restrictive environment (LRE). According to the Office of Civil Rights (OCR), for the year 2009 in the Fayetteville School District, 11.7% of students were classified as students with disabilities (IDEA), 2.8% of students were classified as Section 504 only, and 7.6% were classified as Limited English Proficiency students. 43.3% of students were classified as Free and Reduced-Price Lunch (FRPL).

Case Study #2

Setting: The setting of the second case study was a public library located in Springdale, Arkansas. According to the 2010 United States Census, Springdale is one of the most populated areas in the states of Arkansas, with a count of 69,797 persons (United States Census Bureau, 2011). The researcher was present at the library for purposes of data collection on three separate occasions. This particular library did not implement a program to herald the start of the summer

reading program, but provided information and applications to patrons about the summer reading program, as well as summer reading activities at the library (Appendix H).

At the first visit to the library, the researcher attended two summer reading program sessions for preschool-aged children and school-aged children. During this visit, the researcher distributed surveys to parents/guardians, and spoke with several parents/guardians about details regarding the library's summer reading program. Previously, the director of the youth library, as well as the reference librarian, met with the researcher to discuss stipulations regarding the distribution of the surveys.

The second visit to the library involved participation by the researcher at a summer reading activity targeted to Hispanic children and their parents entitled "Spanish Storytime." During this visit, the researcher distributed many surveys that were translated in Spanish (Appendix I), as well as several surveys translated in English.

At the final visit to the library, the researcher was present at the library's summer reading closure program, which was advertised to parents as a festival-like celebration to mark the end of the summer reading program. There were several activities planned, as well as refreshments provided to patrons, and additional recreational activities for children and their families (Appendix H). During this visit, the researcher distributed parent surveys, and spoke with parents/guardians about the end of the summer reading program, as well as other library services.

A physical setting was not required for the distribution of the computer-based survey. The survey was sent to Springdale educators who taught kindergarten through fifth grade.

Participants: The participants in the second case study included patrons of the local library in Springdale, Arkansas, as well as two library staff members, and teachers of the Springdale school district, grades kindergarten through five.

According to Gresham (2011), the library employs 17 full-time and 15 part-time staff, and in 2010, the Springdale Public Library served 49,485 registered patrons. The library checks out approximately 1,900 items per day, and more than 1,500 people visit the facility daily (SPL, 2010). Finally, according to figures from the 2010 City of Springdale annual financial report, monies designated for the public library totaled \$1,830, 916 (City of Springdale, 2010).

With reference to the school district, according to figures from the National Center of Education Statistics (2011), for the 2010-2011 school year, the total number of staff members for the Springdale school district totaled 2,251, including 1,156 classroom teachers.

Table 3.

Total Number of School District Employees in Case Study #2

| Teachers (FTE) | |
|------------------------------------|-----------------|
| Total: | 1,156.07 |
| Prekindergarten: | 16.50 |
| Kindergarten: | 84.60 |
| Elementary: | 530.42 |
| Secondary: | 446.11 |
| Ungraded: | 78.44 |
| Total Staff (FTE): 2,251.07 | |

The total number of students in this school district totaled 17,745 in 25 schools throughout the district. As to the student demographics of this school district, the total population under the age of 18 was reported to be 17,745 (NCES, 2011). The number of White students was 14,222, and the number of African-American students was 196. The number of Hispanic students was 3,682, and the total number of American Indian students was 170. The total number of Asian students was 276, and the number of Hawaiian or other Pacific Islander students was 316. Finally, the total number of students of other races was 2,039.

Table 4.

Demographics of Student Population in Case Study #2

| | |
|---|--------|
| Total Population Under 18: | 17,745 |
| Hispanic or Latino: | 3,682 |
| Non Hispanic or Latino: | 14,063 |
| Population of one race: | 17,219 |
| White alone: | 14,222 |
| Black or African American alone: | 196 |
| American Indian or Alaska Native alone: | 170 |
| Asian alone: | 276 |
| Hawaiian or other Pacific Islander alone: | 316 |
| Some other race alone: | 2,039 |
| Population of two or more races: | 526 |

According to the Office of Civil Rights (OCR), for the year 2009 in the Springdale School District, 9.4% of students were classified as students with disabilities (IDEA), 1.0% of students were classified as Section 504 only, and 39.8% were classified as Limited English Proficiency students. 64.9% of students were classified as Free and Reduced-Price Lunch (FRPL).

Case Study #3

Setting: The setting of the third case study was an elementary school library located in Fayetteville, Arkansas. The researcher was physically present at this library for purposes of data collection on two separate occasions. This particular setting was unique in that a specific type of summer reading program was initiated at the library at the behest of several parents who collaborated with the school principal in order to implement the program. Because students at this school participate in a specific type of reading program during the school year, several of the students' parents were interested in maintaining active participation in the program during the summer break.

The reading program that many students at this school utilized during the school year, as well as during the summer, is entitled Accelerated Reader (AR). According to Paul, VanderZee, Rue and Swanson (1996), The AR program is the most commonly used recreational/motivational reading program. The program combines a literature-based reading program with the use of a computer to provide detailed reports to parents, teachers, and administrators on each child's reading progress. Typically, students who participate in the AR program choose books that are appropriate to their reading levels. The AR program utilizes a tiered system in which books are categorized based on reading levels. In many schools, these books are identified with a color-coding system for ease of use.

As to the implementation of the summer reading program in the third case study, the initiative began with several parents of the school children. After the parents met with the principal, the principal was able to secure existing funds in order to open the school library for two days per week during the summer break. The principal was also able to hire two part-time workers for the summer reading program. These employees also worked at the school during the regular school year. The principal required parents to accompany and stay with their children while the children completed the computer-based AR tests or checked-out books. Besides utilization of the computer lab, the children also had access to the school library in order to choose additional AR books.

At the first visit to the school library, the researcher observed children who utilized the computer lab in order to complete the AR tests, and observed children who visited the school library for the purposes of checking out or exchanging books. Some children visited both the library and the computer lab. At this time, the researcher also distributed surveys to parents, and spoke with several parents about the nature of the school's summer reading program. It was at

this time that the researcher spoke with one of the parents who spearheaded the cause to implement the summer reading program, and acted as the main organizer of the initiative. The researcher also spoke with one of the part-time workers who maintained watch in the computer lab. The researcher conducted a brief, informal interview with this worker regarding the implementation of the program, as well as the nature of the AR program, and other computer-based programs utilized by the school.

The second visit to the library was similar to the first in that the researcher observed reading program participants, including parents/guardians, and completed anecdotal records. At this time, more parent/guardian surveys were distributed.

Participants: The participants in the third case study included the parents/guardians of students who participated in the summer reading program, as well as one part-time school employee.

For this particular elementary school, according to figures from the National Center of Education Statistics (2011) for the 2010-2011 school year, the total number of classroom teachers at this school totaled 30.27. The total number of students at this school totaled 538.

As to the student demographics of this school district, the number of White students was 360, and the number of African-American students was 33. The number of Hispanic students was 65, and the total number of American Indian/Alaskan students was 3. The number of Asian or Pacific Islander students was 39, and finally, the number of students categorized as two or more races was 38.

Table 5.

Demographics of Student Population in Case Study #3

| | Amer Ind/ Alaskan | Asian/ Pacific Islander * | Black | Hispanic | White | Two or More Races |
|----------|----------------------|---------------------------------|-------|----------|-------|----------------------|
| Students | 3 | 39 | 33 | 65 | 360 | 38 |

* combined Asian and Native Hawaiian / Pacific Islander categories

Additional student demographics for this school include the number of free lunch eligible students, which totaled 192, and reduced-price lunch eligible students, which totaled 37.

According to the NCES (2011), this elementary school is designated as a Title I school. Title I is the largest federal aid program for our nation's schools. Each year the Fayetteville School District receives over one million dollars in Title I funds. Title I funds are directed to schools with high levels of poverty. The goal of Title I is to assist schools in providing a quality education for every child, and the Title I program is designed to serve students most at risk of not meeting the state standards (FPS, 2011).

Sample types

The participants in the three case studies included a convenience sample of respondents to parent surveys, a stratified purposeful sample of respondents to educator surveys and library staff members, as well as a convenience sample of summer reading program participants and non-participants whose test scores were obtained by the researcher.

A convenience sample is a group of subjects selected because of availability (McMillan, 1996). Similarly, Hatch (2002) states that convenience samples select individuals because they are easy to access.

Stratified purposeful samples are those that include individuals selected to represent particular subgroups of interest (Hatch, 2002). Similarly, Berg (2009) states that a stratified

sample is used whenever researchers need to ensure that a certain sample of the identified population under examination is represented in the sample.

For the purposes of this study, the researcher chose convenience samples given the nature of the research and the physical setting of the library, which allowed for access to survey respondents and library staff. To that end, the sample of survey respondents consisted of parents or guardians who sought to enroll their children in the summer reading programs, and whose children had either previously participated in summer reading programs, or whose children were participating in the summer reading program for the first time. Also, with regard to the group interview and distribution of the questionnaires, a convenience sample was selected as the setting of the library facilitated access to staff members, as well as a location within the library to conduct the interview. For the MAP test scores, the researcher accepted a convenience sample of student scores. These scores were given, upon request, to the researcher by the principal of the school in the third case study.

With regard to the educator surveys, the researcher chose a stratified sample strategy in order to target specific groups of persons, including educators within the local school districts in order to gauge their opinion as to the effectiveness of summer reading programs, and opinions regarding summer learning loss. Educators within schools are in the unique position of working with children on a daily basis. As such, their opinions were considered relevant and significant with respect to the second research question.

QUAL and quan

There were three case studies that were analyzed for this report. A mixed methods research design was utilized for each. The sample sizes, participants, and settings were similar in each case study. In this study, there is more of an emphasis on the qualitative component of the

research. For each case study, the quantitative and qualitative data were collected simultaneously as represented in Figures 1, 2, and 3, according to the procedural elements of the concurrent triangulation mixed methods design. After data collection procedures, and in congruence with the concurrent triangulation model, the data were analyzed simultaneously for purposes of interpretation and reportage.

There are several ways that quantitative and qualitative methods can be graphically represented within a report for purposes of clarification with regard to mixed methods studies. Such representations include usage of the labels “QUAL” or “QUAN,” with these notations representing the portions of the study in which greater emphasis is ascribed to either qualitative or quantitative components. Alternatively, the monikers of “qual” or “quan” represent the portion of the study in which the qualitative or quantitative portions receive less emphasis than its counterpart.

In describing this type of labeling system, Morse (2010) states that uppercase letters are used to denote the core component of the project, and the supplemental component is indicated with lowercase letters. Specifically, Morse states that the abbreviations of QUAL + quan describe research involving a qualitative core component (inductive theoretical drive) with a simultaneous quantitative supplementary component. With regard to this type of coding scheme, Tashakkori and Teddlie (2003) state that Morse’s basic terminology and notational system is still widely employed today.

Other researchers have also created mixed methods typologies in order to facilitate interpretation of quantitative and qualitative results. Accordingly, another format commonly utilized by mixed methods researchers is an approach in which the abbreviated terms are represented with symbols (e.g., plus signs, minus signs, greater than, less than, arrows) in order

to graphically portray which element is more or less of an emphasis with the mixed methods study. With regard to the use of symbols, Morse (2003) suggests that the *plus* (+) sign indicates that projects are conducted simultaneously, with the uppercase indicating the dominant project. Additionally, Morse states that the use of the QUAL + quan notation indicates a qualitatively-driven, qualitative and quantitative simultaneous design.

According to Teddlie and Tashakkori (2003), mixed methods researchers should adopt a common nomenclature transcending the separate QUAL and QUAN orientations when the described processes (QUAL and QUAN) are highly similar and when appropriate terminology exists. Similarly, Creswell (2009) suggests that mixed methods notation provides shorthand labels and symbols that convey important aspects of mixed methods research, and it provides a way that mixed methods researchers can easily communicate their procedures.

As such, and for the purposes of this study, an abbreviation notated in all-capital letters specifies a larger emphasis on the qualitative components of this study, and is represented with the moniker of “QUAL.” Concurrently, an abbreviation notated in all-lowercase letter specifies a lesser degree of emphasis on the quantitative components of this study, and is represented with the moniker of “quan.”

The author of this report chose to reverse these abbreviations strictly for informational purposes. Reportage involves the use of quan + QUAL monikers, as the quan data is discussed initially for each case report, followed by a reportage of QUAL results.

The quan portion of this study is a multiple-case study involving a tabulation of closed-ended survey questions, and analysis of standardized test scores. The QUAL portion of this study is a multiple-case study involving content and typological analysis of parent/guardian survey responses, as well as the responses of educators, library staff members, and a school

employee. With regard to mixed methods approaches and triangulation, Kohlbacher (2006) suggests “In the case of using qualitative content analysis in case study research, triangulation takes place on two different levels. On the first and more obvious level, data is triangulated by integrating different material and evidence – often collected by using various methods – as well as by integrating quantitative and qualitative steps of analysis. On a second level, triangulation takes place by applying a method of analysis (qualitative content analysis) that has not been particularly developed for this purpose to a different research design.” (p. 23)

Data collection and analysis

Case Study #1:

Data collection and analysis for the first case study included parent/guardian surveys, teacher surveys, and questionnaires from library employees. The collection of data for the parent/guardian surveys occurred on two separate occasions. At both sessions, the researcher also kept anecdotal records regarding observations of parents/guardians and reading program participants. The researcher also spoke with several parents/guardians about the summer reading program, as well as other topics such as overall reading patterns, book selections, and how the summer reading program influenced their children’s reading habits in relation to school and academic achievement.

For the parent/guardian surveys, quan analysis involved a statistical analysis of 10 closed-ended questions in the survey. QUAL analysis involved interpretation of the three open-ended questions as to themes and patterns that emerged among the participant responses in relation to the topic of summer reading programs and academic achievement.

Data collection also consisted of a group interview with library employees, though the analysis of this group interview was not included with the final results. During the group

interview, a questionnaire was distributed to the library employees, and the QUAL analysis of these questionnaires was included in the results.

For the web-based survey that was distributed to FPS teachers, data collection occurred during a period of approximately three months. The quan analysis of these surveys involved a tabulation of the surveys and responses, as well as a statistical analysis of the 22 closed-ended questions pertaining to the topic of summer reading programs. QUAL analysis involved an interpretation of the four open-ended questions involving themes and patterns that emerged among the responses.

Coding: The Excel spreadsheet program was used to tabulate the number of survey responses, as well as represent these responses in a graphical format. The SurveyMonkey program was used to tabulate, analyze, and graphically represent responses to the closed-ended web survey questions.

Case Study #2

Data collection and analysis for the second case study included parent/guardian surveys, teacher surveys, and a questionnaire from a library employee. The collection of data for the parent/guardian surveys occurred on three separate occasions. Visits to the public library involved the distribution of surveys, as well as observations and interactions with survey respondents. The researcher spoke with parents/guardians about the summer reading program, and other library activities.

As in Case Study #1, quan analysis as to the parent/guardian surveys involved a statistical analysis of the 10 closed-ended questions. QUAL analysis involved interpretation of the three open-ended questions regarding themes and patterns that emerged among the responses relating

to the topic of summer reading programs and academic achievement. QUAL analysis also involved interpretation and analysis of the questionnaire completed by the library employee.

With regard to the web survey distributed to elementary school teachers in the second case study, quan analysis involved a tabulation of the surveys, as well as a statistical analysis of the 22 closed-ended questions. The distribution period of this survey occurred at the same time as the first case study. As in Case Study #1, the QUAL analysis involved an interpretation of the four open-ended questions with regard to themes and patterns that emerged among the responses.

Coding: As in the first case study, the Excel spreadsheet program was used to tabulate the number of survey responses, as well as represent these responses in a graphical format. The SurveyMonkey program was used to tabulate, analyze, and graphically represent responses to the closed-ended web survey questions.

Case Study #3

Data collection and analysis for the third case study included parent/guardian surveys, a set of standardized test scores, and an informal interview with a school employee. For the parent/guardian surveys, data collection occurred on two separate occasions. At both sessions, the researcher distributed the surveys, as well as observed parents/guardians and students. At the first session, the researcher conducted an informal interview with a school staff member. Also, the researcher spoke with several parents/guardians of students who visited the school to check-out books, and complete Accelerated Reader (AR) quizzes on the computer.

Like Case Studies #1 and #2, quan analysis for the parent/guardian surveys involved a statistical analysis of the 10 closed-ended questions. Unlike Case Studies #1 and #2, a set of standardized test scores was collected for purposes of quan analysis. The purpose of the analysis of these test scores was to compare, using numerical data, the Measures of Academic Progress

(MAP) scores of summer reading program participants to non-participants. The sample size was not large, given that the scores collected consisted of 24 participants, and 24 non-participants.

As in Case Studies #1 and #2, QUAL analysis involved interpretation of the three open-ended questions regarding themes and patterns that emerged among the responses relating to the topic of summer reading programs and academic achievement. QUAL analysis also involved the interpretation of responses from an informal interview with a school employee.

Coding: The Excel was used to tabulate and record survey responses, as well as represent these responses in a graphical format. The SPSS program was also utilized in this study, primarily for data in the third case study. According to Browne (2009), SPSS is an acronym for Statistical and Presentational System Software, and it encompasses a wide range of statistical techniques from basic descriptive statistics through to regression analysis and graphics. SPSS was used in order to analyze the data set of MAP scores for purposes of statistical analysis, as well as to clarify results involving descriptive statistics, graphs, and charts representing the MAP test scores.

Reciprocity and rates of attrition

According to Misra, Stokols, and Marino (2011) developing effective strategies for increasing response rates can help reduce non-response biases in survey data and improve the quality of research findings. As such, and with regard to the paper-based and web-based surveys, the researcher utilized a reciprocal strategy in order to encourage a higher return rate of surveys. Reciprocity is considered by many researchers to be an effective strategy with regard to research participants. Harrison, MacGibbon, and Morton (2001) suggest that to get good data which is thick, rich, description and in-depth, intimate interviews, that one must be enjoined to

attend to reciprocity. The authors also suggest that reciprocity, which is the give and take of social interactions, may be used to gain access to a particular setting.

Survey participants were informed of their chances to secure a retail store gift card in the amount of fifty dollars by way of a random drawing upon completion and return of the survey (Appendix J). Participants were asked to supply contact information if they wished to be considered for the drawing. Survey respondents were also informed that participation in the survey and gift card drawing was voluntary, and that all information regarding names, survey responses, and contact information would be kept confidential.

There were a total of four winners, including two parent/guardian survey participants from Fayetteville and Springdale, as well as two educator participants from Fayetteville and Springdale. Winners of the survey were contacted via electronic mail, and one winner was contacted by telephone. The gift cards were sent via U.S. Postal Service Priority Mail, as well as Federal Express.

Access and gatekeepers

Hatch (2002) suggests that of particular importance is the identification of gatekeepers who formally or informally control access to the setting of interest. Similarly, Krathwohl (2009) defines a gatekeeper as someone with authority to give permission for entry to the desired field of observation. To that end, and prior to the beginning of the study, the researcher initiated contact with several individuals in order to facilitate access to the appropriate settings and persons for the purposes of conducting the research project.

Case Study #1

In order to distribute surveys to parents/guardians, as well as speak to library staff, the author of this study sought permission to access the site and individuals. The author contacted

the director of the public library by electronic notification to request a meeting. At the meeting, the author explained the purpose of the study, as well as what the research would entail. Hatch (2002) recommends that researchers outline the elements of a research bargain that they are able to explain to potential gatekeepers and participants, and that this outline should explain what the researcher will be doing, when, and for how long. Accordingly, Berg (2009) describes research bargains as the kinds of arrangements made between researchers and subjects. Berg also states that gaining entry into various settings is affected by such bargains.

The author of this study presented documents summarizing the overall research project (Appendix K). The director of the library expressed interest in the topic of summer reading programs in relation to academic achievement, and agreed to allow the researcher to distribute surveys at the summer reading “kick-off” program, as well as the closure program. The director suggested that the author of this study wear identification to inform patrons of the author’s status as a university student, so as not to cause confusion regarding patrons possibly assuming that the author was a member of the library staff. The director also suggested that the author be situated at a table with the necessary materials (surveys, pens, etc.) to facilitate access to patrons. At this table, the author of this study displayed a sign to advertise the survey and gift card drawing (Appendix J). Ultimately, on both occasions, the author was able to proceed with the research as scheduled and without complications.

In order to meet with library staff, particularly those who worked in the children’s department, an appointment was requested with the head of the youth library. At the meeting, the author of this study explained the research topic, specifically with regard to the secondary research question. The author requested a group interview, and permission to distribute the questionnaires. The head of the youth library agreed to arrange a scheduled time to meet and

informally interview library staff members. Subsequently, the interview proceeded as scheduled and without complications. Also, at that time, the head of the youth library agreed to accept additional parent/guardian surveys to keep at the library for the purposes of distributing to parents/guardians for the duration of the summer reading program.

For the web-based survey, permission was sought by the author of this study to distribute the survey to educators employed with the Fayetteville School District. The researcher met with a member of the personnel department, who in turn, suggested that the author contact the district's public relations officer. Subsequently, the public relations officer was contacted via electronic mail. After a brief period, the public relations officer agreed to send the notice to Fayetteville Public Schools (FPS) employees regarding participation in the survey. The author provided the public relations officer with a contact letter to teachers that included a link to the survey (Appendix L). The contact letter with the link to the web-based survey was successfully transmitted to FPS employees allowing for voluntary participation in the survey.

Case Study #2

In order to obtain access to the setting and library patrons in the second case study, the author of this study contacted the director of the library to request a meeting. The director stated that a meeting would be granted upon Institutional Review Board (IRB) approval of the author's research topic. Upon approval, a meeting was then scheduled with the director of the children's library, as well as the reference librarian, as the director was unable to attend. The author explained the topic, and requested permission to distribute surveys. After the meeting, the reference librarian contacted the author with stipulations as to conducting research in the library (Appendix M). The author agreed to the stipulations, and permission was granted to visit the

library, as well as meet with patrons on three occasions. Research then proceeded as scheduled and without complications.

With regard to the web-based survey, the author of this study contacted a senior-level official with the Springdale School District, who in turn forwarded the author's contact information to the assistant superintendent in charge of teaching and instruction (Appendix N). The author met with this official on two occasions in order to explain the research project (Appendix K), present official documentation in the form of school identification and credentials, as well as to request that the web-based survey be made available to teachers within the school district. After these initial communications, the official agreed to send the contact information (Appendix O) to the district's elementary teachers, grades kindergarten through fifth grade. The contact information included a letter to the teachers explaining the research project, as well as a link to the survey.

Case Study #3

In order to obtain access to the parents/guardians in Case Study #3, as well as access to a data set of standardized test scores, the researcher contacted the school's media specialist, and the school's principal via electronic mail (Appendix P). At a later time, the author of this study also communicated with the school principal via electronic e-mail in order to request students' test scores (Appendix Q). The principal of this elementary school allowed the author to be present in the school's computer lab and library for the purposes of speaking with parents and distributing surveys. Following the period of research in the school library, the author met with the principal to further explain the research project as well as to request the MAP test scores (Appendix E). The researcher also presented documentation summarizing the project (Appendix K). At that time, the principal agreed to release the scores of 24 reading program participants,

and 24 non-participants. The anonymity of the students was assured, as the students were identifiable only by a number that was assigned to them.

Generalizability, ethical considerations, and trustworthiness

Generalizability can be simply described as a process by which predictions can be made regarding outcomes based on the consensus that reality is governed by laws. Gray (2004) defines generalizability as the extent to which the results of a study based upon evidence drawn from a sample can be applied to a population as a whole, and often referred to as external validity.

To address issues of generalizability, as well as ethical issues, the researcher pursued a strategy of triangulation. Creswell (2002) defines triangulation as the process of corroborating evidence from different individuals, types of data, or methods of data collection. Similarly, Golafshani (2003) states that triangulation may include multiple methods of data collection and data analysis. The author also states that the methods chosen in triangulation to test the validity and reliability of a study depend on the criterion of the research.

Krathwohl (2009) suggests that there are two aspects with regard to ethical standards, with the first being the legal and institutional constraints designed to protect the people from whom data are gathered, and secondly, the responsibility of the individual researcher for proper conduct above and beyond legalities. To that end, the researcher sought and obtained permission from the Institutional Review Board (IRB), and remained in contact with the IRB administrator assigned to the researcher's protocol regarding updates or changes. Also, in order to maintain awareness of ethical issues, the researcher employed a strategy of triangulation, with corresponding peer review and member checks, for purposes of review and clarification, particularly with respect to the surveys utilized in this study.

The trustworthiness of a project is significant in order to address issues of generalizability, as well as other complications that may arise during the course of research which might threaten the credibility of the research. As such, the researcher benefits by employing a strategy of triangulation in order to enhance the trustworthiness of the overall research project.

Internal and external validity

The trustworthiness of research is enhanced if there are appropriate levels of reliability and validity. The reliability of research refers to the instruments that are utilized by the researcher. Tashakkori and Teddlie (2003) state that reliability refers to the degree to which a measurement can be replicated. Accordingly, a review of the literature suggests that, with the appropriate instruments, others can replicate this study.

With regard to validity, questions involving internal or external validity are context-specific. One of the purposes of validity is to ensure approval or acceptance of a project. With validity, research can be regarded as normal or proper. Research may be compromised if there are threats regarding validity. Onwuegbuzie (2000) suggests that every single study in the field of education has threats to internal and external validity. As such, it behooves the researcher to address issues of reliability and validity in order to gain acceptance for the project, and to improve trustworthiness of the study.

Internal validity threats are experimental procedures, treatments, or experiences of the participants that threaten the researcher's ability to draw correct inferences from the data about the population in an experiment (Creswell, 2009). Examples of internal validity threats include the maturation or improper selection of data and participants, the context of change regarding data sources, or complications involving data instruments.

In order to address issues of internal validity, approval of the study was sought with the submission of a research protocol to the Institutional Review Board. Secondly, issues of reliability with regard to the research instruments were addressed through the use of peer review and member checks. The author of this study consulted with advisors, peers, as well as additional faculty members for purposes of consultation, and for reviews of the research instrumentation utilized in this study. Maturation of participants is not a relevant factor as there is not a control group of participants to analyze for purposes of comparison at a later date.

With regard to external validity threats, Creswell (2009) states that these threats arise when experimenters draw incorrect inferences from the sample data to other persons, other settings, and past or future situations. Threats of this type involve issues of generalizability, as well as researcher bias. Accordingly, this study includes a combination of quantitative data and qualitative data, which may lessen issues of generalizability. That is, the quantitative data and qualitative data was analyzed and assessed simultaneously for purposes of reportage, interpretation, and clarification. Also, with regard to the third case study, the analysis of a data set of test scores of student non-participants (of the summer reading program), may hinder the effects of researcher bias. To lessen the effects of researcher bias with regard to the surveys, the author of this study sought the counsel of faculty members as to the presentation and wording of the survey questions.

Jones, Torres, and Arminio (2006) state that the process of establishing trustworthiness within a research study includes intentional behaviors that promote congruence. There are several situations, which may compromise research and threaten the validity of the research. Threats to credibility with regard to research include researcher bias, inaccurate data, inattention to data, as well as a failure to triangulate. As such, Hatch (2002) suggests that triangulating

unobtrusive data with data from other sources is one way to improve confidence in reporting findings based on such information. Consequently, validation of a study may be facilitated by triangulation, which ultimately lends credence to the trustworthiness of a study.

Confidentiality

Confidentiality refers to control of access to information. Confidentiality of data must be maintained so that individuals or institutions cannot be identified in ways that may be harmful or invite undesirable comparisons (Krathwohl, 2009). Similarly, Berg (2009) states that IRBs are charged with the responsibility of carefully reviewing any proposed research that involves human subjects. To that end, and with regard to this study, the researcher completed and submitted an Institutional Review Board (IRB) Protocol Form (Appendix R), and subsequently, permission to conduct the study was granted by the University of Arkansas IRB (Appendix S). Prior to the commencement of the project, permission was also granted by the IRB for the researcher to work with subjects, including students and adult participants, for the purposes of data collection.

With reference to the reportage of results, confidentiality was maintained and assured by the researcher through the use of anonymous records. The researcher was the sole person with full access to the all of the data in its entirety as to the names of participants and contact information. Per IRB stipulations, the participants in the study were informed of their rights, and supplied with the contact information of the researcher, the advisory chair, and the IRB coordinator. This notification of informed consent was listed on each of the primary research tools including the paper-based surveys, web-based surveys, and questionnaires (Appendix R). A key part of work with human subjects is obtaining informed consent (Krathwohl, 2009). Participants were informed that participation in the study was voluntary, and the participants

were also notified that their information would be kept confidential. After submitting the IRB protocol to the appropriate official, the protocol was approved by the IRB (Appendix S).

At a later time, the author of this report revised the original IRB protocol to include additional information, specifically with regard to the inclusion of teacher surveys and MAP test scores. Accordingly, the researcher contacted the IRB coordinator to request and submit said revisions (Appendix T). The researcher worked under the guidance of the IRB coordinator with regard to the revisions, and subsequently, the coordinator approved the changes to the original protocol (Appendix U).

Timeline

After completing the necessary documents and receiving approval to conduct the study from the Institutional Review Board, the researcher began the study at the close of the 2011 school year. This time frame coincided with the start of the summer reading programs at the local libraries. During this same time period, the researcher conducted research and collected data at the elementary school. Research continued in the subsequent spring semester with the distribution and collection of the web-based surveys.

For the purposes of this study, an analysis of qualitative data, consisting of responses to open-ended survey questions and interviews, was conducted. Additionally, an analysis of quantitative data was conducted, which consisted responses to closed-ended survey questions, and a set of standardized test scores.

A mixed methods analysis of the data utilizing a concurrent/triangulation research design was subsequently conducted with the results of the qualitative data and the results of the quantitative data merged for purposes of interpretation. The Excel and SPSS programs were

used for the purposes of tabulating and coding the data. The entire process of this study spanned approximately 14 months.

Conclusion

The purpose of this study is to analyze the results of the qualitative and quantitative data collected in order to determine if there was a positive relationship between participation in summer reading programs and improved academic performance. With respect to the theoretical grounding of this study, Tashakkori and Teddlie (2009) state that pragmatists believe that there may be causal relationships, but that these relationships are transitory and hard to identify. With the utilization of a concurrent/triangulation mixed methods research design, the researcher sought to identify a positive causal relationship between participation in the reading programs and academic achievement. The merged results were then analyzed for purposes of interpretation, overall context, as well as the reporting of results.

Chapter IV

Results

The purpose of this study is to determine the effects of summer reading programs on the academic achievement skills of elementary school-aged students. The primary and secondary research questions of the study are as follows: “Does participation in summer reading programs enhance students’ academic achievement skills?” and “What are parents/guardians, as well as educators attitudes and perceptions about summer reading programs?” This chapter will outline procedures regarding the data collection and analysis of the quantitative and qualitative data, as well as provide an overview of the research design utilized by the researcher for purposes of reportage, and interpretation of the results.

Overview of the research design model and visual representation of components

The research design utilized in this study is a mixed methods design based on the concurrent triangulation model. According to Creswell (2006), the four major types of mixed methods are the Triangulation Design, the Embedded Design, the Explanatory Design, and the Exploratory Design. With the concurrent triangulation design, quantitative and qualitative research is usually conducted at the same time. Ultimately, the results of the quantitative and qualitative research are merged for purposes of analysis, interpretation, and clarification.

Typically, in concurrent triangulation mixed methods studies, the quantitative and qualitative components are ascribed equal emphasis in terms of data collection and analysis. However, in some mixed methods studies, there may be more of an emphasis on either the quantitative or qualitative component of the research. In such cases, a graphical representation of this imbalance may be helpful in order to distinguish between the quantitative and qualitative elements in terms of weight and emphasis of each component on the research design, as well as for interpretation of results.

The use of visual displays, such as graphs and charts, may be helpful as to the interpretation of mixed methods results. Sandelowski (2003) states that visual displays (graphs, charts, tables, lists) are familiar features of research reports, and that reading mixed methods studies requires an understanding of these tools and how they convince.

QUAL and quan data collection and analysis

The quan portion of this study involved collection, tabulation, and reportage of results from a series of closed-ended survey questions, as well as the analysis of a data set of standardized test scores in the third case study. The quan data was merged with the QUAL data for purposes of interpretation, and to address the primary and secondary research questions.

The QUAL components in this study consisted of a series of open-ended survey questions, written questionnaires, as well as a group interview that was conducted for the first case study, and an informal interview with a school employee in the third case study. The QUAL content was analyzed for purposes of identifying emergent themes and patterns.

With respect to themes and patterns, Hatch (2002) states that patterns are regularities, and that themes are integrating concepts. As such, recurrent themes, patterns, as well as repeated words, were identified and coded by the researcher. The coding of the narrative data in the case studies was based on themes which emerged as the data was analyzed by the researcher. According to Taylor-Powell and Renner (2003), emergent categories are defined after you have worked with the data or as a result of working with the data. For the purposes of this study, the coding of the data for the QUAL data is presented as follows. Also, for specific questions, repeated words were notated by the researcher:

Table 6. *Coding References for QUAL Content Analysis*

| | |
|---------------|--|
| Coding | <p>RW – repeated words</p> <p>PI – parental involvement</p> <p>SD – student demographics (i.e. below-grade level students; ESL students)</p> <p>SES – socioeconomic concerns</p> <p>T – transportation</p> <p>YR – year-round schooling/alternative calendar</p> |
|---------------|--|

With emergent coding, categories are established following some preliminary examination of the data (Stemler, 2001). After the content analysis was conducted, a typology strategy was utilized in order to provide additional context and clarification to said themes and patterns that emerged during the research. Coded responses were then categorized to five predetermined typologies.

The typological approach was considered for purposes of clarification and organization with regard to the QUAL content in the three case studies. With respect to typological analysis, Hatch (2002) suggests that data analysis starts by dividing the overall data set into categories or groups based in predetermined typologies. Hatch (2002) further elaborates that typologies are generated from theory, common sense, and/or research objectives. The author states that initial data processing happens within those typological categories, and selecting the typologies that are going to be used to frame the rest of the analysis is a key step in this process.

For the purposes of this report, the typologies utilized in this study are presented as follows:

Table 7. *Typology Categories for QUAL Typological Analysis*

| |
|--|
| <p>Typology 1: Attitudes/perceptions about summer reading programs.</p> <p>Typology 2: Socioeconomic (SES) issues or concerns.</p> <p>Typology 3: Benefits of summer reading programs.</p> <p>Typology 4: Challenges/disadvantages of summer reading programs.</p> |
|--|

Overview of case studies and visual representations

The concurrent triangulation mixed methods design was utilized for the first case study as to the interpretation and analysis of the quan and QUAL results. In the tradition of the model presented in the last chapter (Figure 2), a graphical representation of the first case study is represented as such:

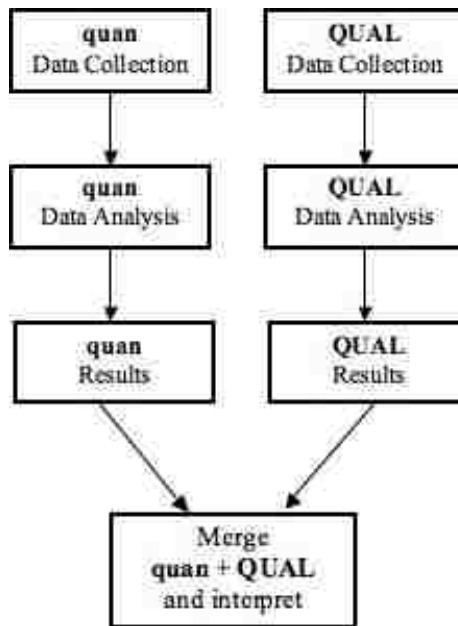


Figure 3. Concurrent-triangulation design model – Case Study #1.

The concurrent triangulation mixed methods design was applied to the second case study as to the interpretation and analysis of the quan and QUAL results. Accordingly, a graphical representation of the design is presented as such:

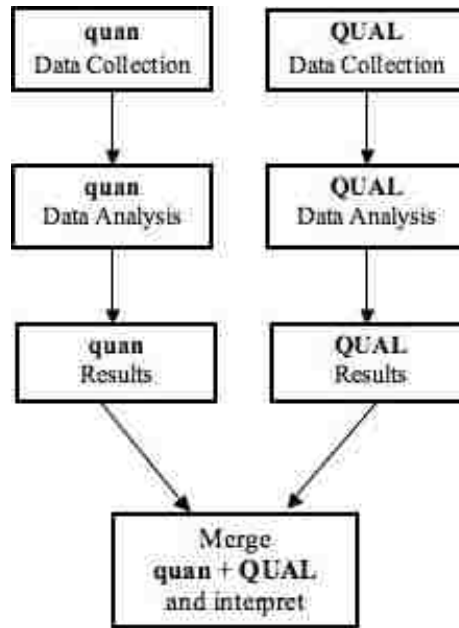


Figure 4. Concurrent-triangulation design model – Case Study #2.

Finally, the concurrent triangulation mixed methods design was applied to the third case study as to the interpretation and analysis of the quan and QUAL results. The third case study is unique in that there is an additional quan component with the inclusion of a random sample of standardized test scores. The addition of these scores is represented as a separate quan component to be included with the merging of the other quan and QUAL components. A graphical representation of this analysis is represented as such:

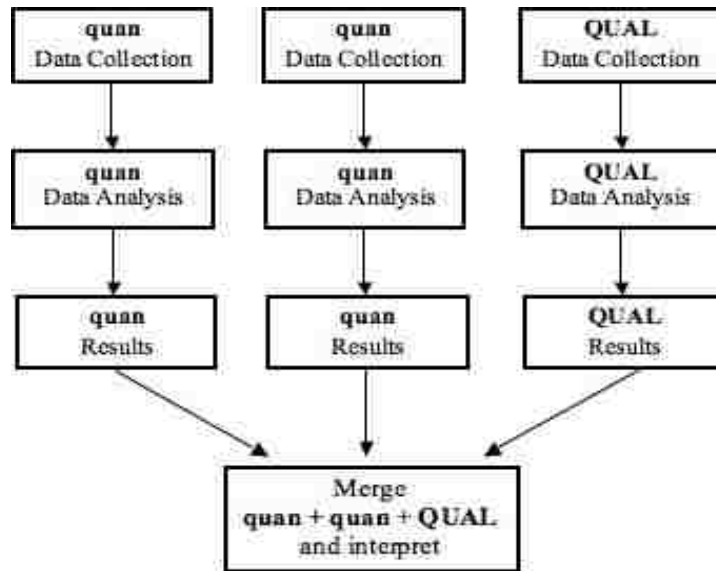


Figure 5. Concurrent-triangulation research design model – Case Study #3.

The analysis of these case studies involved a review of the QUAL components as to the emergence of themes, trends, or patterns similar to each case study. The recurrence of themes/patterns among these case studies may allow for further interpretation, context, and clarification of the overall results, particularly as to the quan components of the study.

A graphical representation of the entire project with regard to research, analysis, as well as interpretation of results is presented as follows:

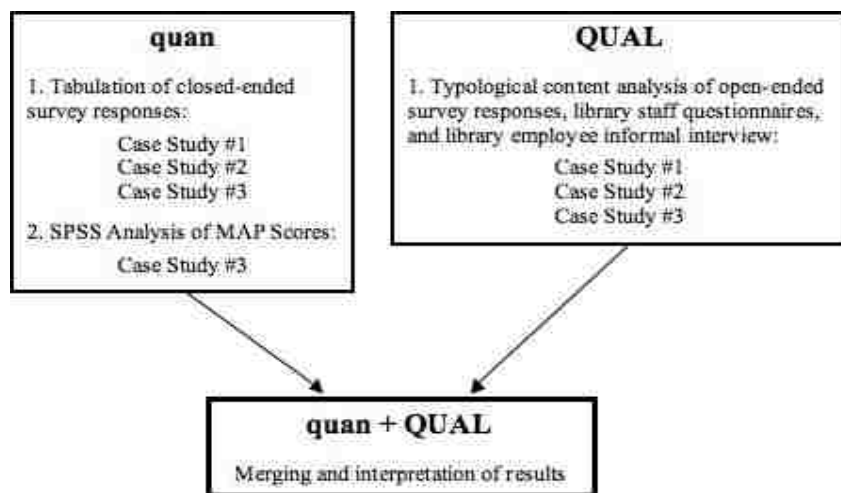


Figure 6. Concurrent-triangulation research design model – Case Studies #1, 2, and 3.

Results: Case Study #1 – quan

The quantitative (quan) data set in first case study included the combination of 10 closed-ended questions from the parent/guardian surveys, and a data set of 21 closed-ended questions from the teacher web surveys.

Data collection and analysis

Collection of the quan data for the first case study occurred in two areas with distribution of the parent/guardian surveys at the public library, as well as distribution of the teacher web surveys which occurred at a later time. The collection period for the parent/guardian surveys was approximately eight weeks, while the distribution period for the web surveys was approximately three weeks with regard to submissions from participants and participant responses.

Analysis of the quan data from the parent/guardian surveys involved the tabulation of the responses to each of the 10 closed-ended survey questions (Appendix C). The Excel spreadsheet program was utilized in order to compile the answers and represent the responses in a graphical format.

Data analysis of the teacher web surveys involved the tabulation of responses to each of the 21 closed-ended survey questions (Appendix D). The SurveyMonkey program was utilized to compile the responses, as well as present the responses in a graphical format.

Parent/guardian library surveys: quan data set

Participants in the three case studies completed a total of 100 parent/guardian surveys. In the first case study, 34 respondents submitted completed surveys, accounting for approximately 34% of the total number of survey responses. The first 10 questions of the parent/guardian survey were closed-ended questions with a choice of responses. The final closed-ended question

allowed for an answer of “other.” As such, the respondent was encouraged to write a specific response, and these responses are transcribed verbatim within this report. Also, for this particular question, survey respondents could choose more than one answer, thus allowing for multiple responses to this question. Several respondents in the first case study chose at least two answers for this question. The complete results for the parent/guardian survey closed-ended responses in Case Study #1 are presented in the form of bar graphs (Appendix V).

Teacher web surveys: quan data set

A total of 135 participants from the first and second case studies submitted responses for the teacher web surveys. In the first case study, 72 out of total of 135 participants identified themselves as employees of the Fayetteville School District, accounting for 53.3% of the total number of respondents to the teacher web survey. For the second case study, 62 participants identified themselves as employees the Springdale School District, accounting for 45.9 % of the total number of respondents. Finally, one participant stated that he/she was an employee of a neighboring school district not affiliated with the Fayetteville or Springdale school districts. The responses of this participant were not included in the overall results. For the first case study, and with reference to the teacher web surveys, the responses of the Fayetteville employees were identified, separated, and tabulated for purposes of evaluation.

Twenty-one of the web-survey questions were closed-ended, and five of the questions were open-ended. For the first case study, the quan data set is comprised of the responses from the 21 closed-ended questions. Several of these questions allowed for a response of “other.” Survey participants who chose to answer a question with a response of “other” were then encouraged to provide additional feedback by submitting a specific answer. The open-ended responses to these particular questions are transcribed verbatim within this report. The complete

results for the teacher web survey closed-ended responses for Case Study #1 are presented in the form of pie charts (Appendix V).

Results: Case Study #1 – QUAL

Taylor-Powell and Renner (2003) describe content analysis as a basic approach for analyzing and interpreting narrative data. Furthermore, the authors suggest that text or narrative data come in many forms and from a variety of sources. The also authors state that these sources may include open-ended questions and written comments on questionnaires, individual interviews, discussions group or focus-group interviews, observations, as well as case studies.

The qualitative (QUAL) portion of this study is comprised of participant responses from the three case studies to open-ended survey questions, interviews, and questionnaire responses. A content analysis was conducted in order to identify relevant themes and patterns (Table 6). The QUAL components were analyzed by the researcher and coded based on emergent themes and patterns. Coded responses were then subscribed to typologies that were based on predetermined categories (Table 7).

Parent/guardian library surveys: QUAL data set

There were a total of 100 parents/guardian surveys submitted by participants in the three case studies. The survey was comprised of 10 multiple-choice questions, and three open-ended questions. Of these submissions, 77 participants chose to answer at least one of the three open-ended questions. The open-ended questions were designated as optional, and participants were supplied with information regarding informed consent, as well as confidentiality (Appendix C).

Participants in the first case study submitted 34 parent/guardian surveys, accounting for 34% of the total number of surveys. Twenty-six participants in the first case study chose to answer at least one of the three open-ended questions, accounting for 29.9% of the total number

of open-ended responses. A selected set of responses to the open-ended parent/guardian survey questions for Case Study #1 is presented in a table format. These responses are presented verbatim (Appendix V).

Teacher web survey: QUAL data set

There were five open-ended questions on the teacher web survey. The last of these five questions was designed to solicit additional comments or suggestions. There were a total of 419 open-ended responses from participants in the first and second case studies. For the first case study, the Fayetteville employees submitted 219 open-ended responses to the five questions, accounting for approximately 52.3% of the total number of responses. A selected set of responses to the open-ended teacher web survey questions for Case Study #1 is presented in a table format. These responses are presented verbatim (Appendix V).

Library employees – questionnaires: QUAL data set

Employee questionnaires were distributed to employees of the Fayetteville Public Library (Appendix B). These questionnaires were given to the employees at the time of the group interview. One of the employees completed the questionnaire during the interview, while the remaining questionnaires were returned to the researcher at a later time. Five completed questionnaires were returned. The questionnaire consisted of six open-ended questions regarding the summer reading program and opinions about the program. The first, fourth, and fifth questions in the questionnaire were designed to allow participants to submit follow-up responses. Additionally, the sixth and final question was designed to solicit additional comments or suggestions about the summer reading program. The responses to the library employee questionnaires for Case Study #1 are presented in a table format. These responses are presented verbatim (Appendix V).

Library employees – group interview: QUAL data set

A group interview was conducted with staff members of the Fayetteville Public Library. At this session, the researcher asked the staff members about concerns with regard to the library, as well as information about the library summer reading program. Several of the library staff members expressed reservations and concerns about library funding, and all staff members were in agreement that the size of the library program had grown tremendously in recent years.

When asked about extending summer reading programs to neighborhood schools, many of the staff members concurred that such a program would be beneficial, and expressed concern for disadvantaged students who may not have full access to the library's summer reading program. A majority of the staff members in attendance expressed approval with regard to the extension of reading programs into neighborhood schools.

Most of the interview, however, consisted of staff members vocalizing concerns about the tenuousness of funding, as well as concerns that many children in the area were not able to attend the reading program for a variety of reasons. Accordingly, some staff members expressed concern about possible budget cuts, and how reductions in monies would adversely affect programs and activities at the library, such as the children's summer reading program. The results of this group interview were not included in the QUAL analysis of this report.

Content and typological analysis: QUAL

Hatch (2002) suggests that data analysis starts by dividing the overall data set into categories or groups based in predetermined typologies. For the QUAL component of the first case study, a content and typological approach was utilized by the researcher for the analysis of participant responses to the open-ended survey questions. The creation of typologies allows the researcher to categorize participant responses based on emergent patterns and themes. As such,

the researcher seeks to establish commonalities among the data set of interviews presented in the study. With respect to themes and patterns, Hatch (2002) states that patterns are regularities and themes are integrating concepts.

Participant responses were coded based on emergent themes and patterns (Table 6). Subsequently, for the typological analysis, responses were tabulated and then coded as 1, 2, 3, or 4 with regard to the relevant typology (Table 7).

With regard to the QUAL analysis of Case Study #1, references to the challenges/disadvantages of summer reading programs were most frequently discussed by participants, with references to benefits being the second most frequent theme. Many participants, while extolling the benefits of the summer reading program also expressed concerns about issues regarding costs, access, scheduling, book choice, program types and procedures, as well as other factors. The general consensus appears to be that while most participants appreciate the program, they would like to see improvements.

Table 8.

Typological Content Analysis: Case Study #1

| | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|--------------|
| Typology 1: Attitudes/perceptions about summer reading programs. | | | | | |
| Typology 2: Socioeconomic (SES) issues or concerns. | | | | | |
| Typology 3: Benefits of summer reading programs. | | | | | |
| Typology 4: Challenges/disadvantages of summer reading programs. | | | | | |
| Survey Responses: Case study #1 | Typology 1 | Typology 2 | Typology 3 | Typology 4 | Total |
| Cumulative Total | 15 | 12 | 18 | 21 | 66 |

Application of concurrent triangulation model: quan + QUAL

quan: The quan results in the first case study involved a series of closed-ended questions from the parent/guardian library surveys and teacher web surveys.

The quan results of the parent/guardian survey indicate that most parents/guardians have a strong familiarity with the summer reading program, are pleased with the program, and that their children rates of participation are high (Questions #1-4).

A large majority of respondents believe that the summer reading program improves their child's reading grade (Question #5). Conversely, the responses from participants suggest that a majority feel that the summer reading program has little to no effect on their child's math grades, or they do not know if there is an effect (Question #6).

A plurality of respondents indicated that the summer reading program is not effectively promoted at the school (Question #7). Also, a vast majority of respondents agree with the idea of expanding summer reading programs to neighborhood schools (Question #8). A plurality of respondents also indicate that they do not believe, or do not know, whether most children in the area have adequate access to the library's summer reading program (Question #9).

Finally, a majority of respondents believe that the summer reading program should be funded with a combination of donations/contributions, as well as fundraisers. What is significant about this question is that very few respondents suggest that summer reading programs should be funded with higher taxes or participation fees (Question #10).

With reference to the teacher web survey, respondents identified themselves as employees of the Fayetteville School District, and a slight majority reported that their level of experience was more than 10 years, followed by 1-5 years (Questions #1-3).

Most of the respondents believed that students' skills decline during the summer, and that they noticed this decline in students' skills (Questions #4-5). Also, a slight majority of respondents stated that they spend at least three to four weeks reviewing material at the beginning of the school year (Question #6). What is significant about this particular question is that the responses correspond with previous research suggesting that educators spend at least one month re-teaching material due to the effects of "summer learning loss."

A majority of respondents stated they have classroom libraries, and that most students enjoy self-selecting books from the classroom library (Questions #7-8). A slight majority of participants responded that book fairs take place at their schools (Question #9). Half of the respondents replied that the level of interest in these book fairs among students was high (Question #10).

Question #11 applies specifically to the issue of the efficacy of summer reading in relation to students' academic achievement. As to this question, a vast majority of educators believe that active summer reading enhances academic achievement.

Most educators replied that they were aware of the library summer reading program (Question #12). A slight majority of the educators provide information to their students about the summer reading program (Question #13), and a slight majority state that the library summer reading program is advertised at the school (Question #14). Accordingly, educators responded that they feel only a few of their students actually participate in the summer reading program (Question #15).

A majority of respondents agreed that some students who would benefit from a summer reading program are not able to participate (Question #16). A slight majority of respondents

indicated that transportation was the most likely cause of some students not being able to access summer reading programs, with SES issues being the second most likely cause (Question #17).

Most of the respondents stated that they would favor opening the school's library during the summer, and a majority also agreed that a summer reading program in the school library would be beneficial for students (Questions #18-19).

There was not a majority of responses regarding why there was not a summer reading program at the educator's school. The reasons were almost evenly divided with the first being lack of funds, followed by not enough staff members to oversee the program, and issues regarding costs (Question #20).

Finally, most of the educators stated that summer reading program in neighborhood schools should be funded with donations/contributions (Question #21). These responses are similar in nature to the responses of the parents/guardians who also indicated that library summer reading programs should receive additional monies by way of donations/contributions.

QUAL: The QUAL results in the first case study involved a series of open-ended questions from the parent/guardian surveys, teacher web surveys, and library staff questionnaires.

Based on a tabulation of the coded responses with respect to the content analysis and subsequent typologies, comments regarding the challenges of summer reading programs (Typology 4) were the most frequent in nature, followed closely by comments regarding the benefits of these programs (Typology 3).

A review of these findings suggest that while educators, parents/guardians, and library employees are aware of the benefits of summer reading programs, they are interested in providing suggestions about how summer reading programs can be improved or expanded. For

example, there were several comments from parents in the first case study about various activities which would be helpful additions to the summer reading program, as well as comments about functionality, such as the creation of an area where students could check themselves in (for attendance purposes), or keep track of books that they read.

Several educators submitted responses with specific suggestions about how summer reading programs could be improved, with the dominant themes about this issue being that of transportation and access. Library employees in the first case study focused on the accountability aspect of the summer reading program, and offered comments cautioning that some summer reading program participants utilize the program primarily to acquire prizes and status, rather than utilize the program for educational purposes.

Merging and interpretation of results: In response to the primary question of “Do summer reading programs enhance the achievement levels of elementary school-aged students?,” it can be suggested that based on an interpretation of the quan + QUAL results that participation in summer reading programs does improve the academic achievement of many elementary students. A majority of all respondents answered this specific question in the affirmative, and offered numerous comments suggesting they believe that students who participate in summer reading programs enhance specific academic skills such as increased levels of vocabulary, and improved levels of comprehension. Secondary benefits of summer reading programs that were cited by participants included improved socialization skills (interaction with other children), increased levels of excitement about reading, as well as the benefits of book selection and choice.

As to the secondary question of “What are the perceptions of parents/guardians and educators regarding summer reading programs?,” a review of the quan + QUAL data suggests

that there is a consensus among participants that perceive summer reading programs to be a vital and necessary educational resource within the local community. Parents/guardians, in particular, strongly approved of the summer reading program, and were appreciative that the program was available, and an option for their children as a continuation/expansion of learning during the summer months.

Many educators spoke of the benefits of summer reading programs as an effective remedy to the problem of summer learning loss. Most educators agreed that summer learning loss was a relevant issue that negatively affected the classroom environment at the beginning of the school year in relation to time spent re-teaching academic material. Library employees spoke of increased rates of participation in the summer reading program, and excitement among participants about specific activities in the summer reading program.

Though there was a general consensus among participants that summer reading programs were greatly beneficial, there were various concerns among participants about summer reading programs. However, overall, most respondents thought highly of the program, and their responses indicate that a majority of respondents were invested in the continuation or expansion of these programs. A majority of participants also expressed concerns about children and parents/guardians who were not able to fully access or participate in the library summer reading program. A review of the closed-ended and open-ended questions, as well as analysis of the quan + QUAL data suggest that a majority of participants favor an expansion of library summer reading programs to neighborhood schools.

In conclusion, and in response to the primary and secondary questions of this study, it can be suggested that while educators, parents/guardians, and library employees appreciate summer

reading programs and believe that summer reading programs enhance academic achievement, there are valid concerns as to the viability, sustainability, and direction of these programs.

Results: Case Study #2 – quan

As in the first case study, the quan data set in the second case study included 10 closed-ended questions from the parent/guardian surveys, as well as a data set of 21 closed-ended questions from the teacher web surveys.

Data collection and analysis

Collection of the quan data for the second case study occurred in two areas with distribution of the parent/guardian surveys at the public library, as well as distribution of the teacher web surveys which occurred at a later time. The collection period for the parent/guardian surveys was approximately seven weeks, while the distribution period for the web surveys with respect to participant responses was approximately three weeks.

Analysis of the quan data from the parent/guardian surveys involved the tabulation of the responses to each of the 10 closed-ended survey questions. The Excel spreadsheet program was utilized in order to compile the answers and represent the responses in a graphical format.

Data analysis of the teacher web surveys involved the tabulation of responses to each of the 21 closed-ended survey questions. The SurveyMonkey program was utilized to compile the responses, as well as present the responses in a graphical format.

Parent/guardian library surveys: quan data set

There were a total of 100 parent/guardian surveys collected from participants in the three case studies. Fifty-six respondents submitted completed surveys for the second case study, accounting for approximately 56% of the total number of survey responses. As in the first case study, the first 10 questions of the parent/guardian survey were closed-ended questions with a

choice of responses. The final closed-ended question allowed for an answer of “other.” Given that the respondents were encouraged to write a specific response, and that survey respondents could choose more than one answer, several respondents in the second case study submitted specific answers to this question, as well as supplied more than one answer. These responses are transcribed verbatim within this report. The complete results for the parent/guardian survey closed-ended responses in Case Study #2 are presented in the form of bar graphs (Appendix W).

Teacher web surveys: quan data set

In the second case study, 62 out of total of 135 participants identified themselves as employees of the Springdale School District, accounting for 45.9 % of the total number of respondents to the teacher web survey. For the second case study, and with reference to the teacher web surveys, the responses of the Springdale employees were identified, separated, and tabulated for purposes of evaluation. The complete results for the teacher web survey closed-ended responses for Case Study #2 are presented in the form of pie charts (Appendix W).

Results: Case Study #2 – QUAL

The QUAL portion of the second case study was comprised of a series of open-ended questions from the parent/guardian survey, the teacher web survey, as well as an employee questionnaire. A content analysis of the QUAL data was conducted. Based on the findings of the content analysis, the data was then subscribed to typologies of predetermined categories for purposes of additional analysis, and to address the primary and secondary research questions.

Parent/guardian library surveys: QUAL data set

There were a total of 100 parents/guardian surveys submitted by participants in the three case studies with 77 participants who chose to respond to at least one of the three open-ended questions. Participants in the second case study submitted 56 parent/guardian surveys

accounting for 56% of the total number of surveys from the first and second case studies. Of these surveys, 43 participants in this case study chose to answer at least one of the three open-ended survey questions, accounting for 55.8% of the total number of open-ended survey responses. Thirteen participants chose not to answer any of the open-ended questions. In contrast to the first case study, and based on the demographics of the region, Spanish-language translations of the parent/guardian survey were available to participants (Appendix I). Participants submitted 11 Spanish-language parent/guardian surveys. A selected set of responses to the open-ended parent/guardian survey questions for Case Study #2 is presented in a table format. These responses are presented verbatim (Appendix W).

Teacher web survey: QUAL data set

In the second case study, there were 200 responses to the five open-ended questions in the teacher web survey, accounting for 47.7% of the total number of responses to the open-ended questions from the first and second case studies. As in the first case study, responses were coded based on recurrent words, as well as emergent themes and patterns. After coding, the responses were then assigned to typologies with predetermined categories. A selected set of responses to the open-ended teacher web survey questions for Case Study #2 is presented in a table format. These responses are presented verbatim (Appendix W).

Library employee – questionnaire: QUAL data set

In the second case study, one employee from the Springdale Public Library submitted a questionnaire to the author of this report. This employee identified herself as a reference librarian at the library. The responses to the library employee's questionnaire are presented in a table format, and are presented verbatim (Appendix W).

Content and typological analysis: QUAL

Similar to the first case study, responses from participants in the second case study were coded based on emergent themes and patterns for purposes of content analysis (Table 6). Subsequently, for the typological analysis, responses were tabulated and then coded as 1, 2, 3, or 4 with regard to the relevant typology (Table 7).

As to the QUAL analysis of the second case study, and based on a tabulation of the coded responses, concerns about summer reading programs were the most emergent theme, which is similar to the results from the first case study. In contrast to the first case study, however, there were more references to year-round schooling (Typology 1), as well as more references to transportation issues, and the benefits of walking to neighborhood schools (Typology 4).

A unique aspect regarding the second case study was that per the instructions of a Springdale administrator, the teacher web survey was distributed to only PreK-5 educators, possibly resulting in a smaller number of respondents to the web survey. However, given the demographics of this sample, commentaries regarding the challenges of summer reading programs were more numerous in comparison to the first case study. This could be due to the possibility that issues regarding summer reading programs may be more of more relevance and prescience to educators of younger students.

Table 9.

Typological Content Analysis: Case Study #2

| | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|--------------|
| Typology 1: Attitudes/perceptions about summer reading programs. | | | | | |
| Typology 2: Socioeconomic (SES) issues or concerns. | | | | | |
| Typology 3: Benefits of summer reading programs. | | | | | |
| Typology 4: Challenges/disadvantages of summer reading programs. | | | | | |
| Survey Responses: Case study #2 | Typology 1 | Typology 2 | Typology 3 | Typology 4 | Total |
| Cumulative Total | 12 | 7 | 14 | 25 | 57 |

Application of concurrent triangulation model: quan + QUAL

quan: As in the first case study, the quan results in the second case study involved a series of closed-ended questions from the parent/guardian library surveys and teacher web surveys.

The quan results of the parent/guardian survey from participants in the second case study indicated that most parents/guardians were familiar with the summer reading program, and that the children’s rates of participation in the program were high. In contrast with the first case study, a larger percentage of parents stated that it was their child’s first time to participate in the summer reading program (Questions #1-4).

Similar to the participants in the first case study, a large majority of respondents believe that the summer reading program improves their child’s reading grade (Question #5). In contrast with the first case study, however, the responses regarding the effects of the summer reading program on math grades was somewhat mixed. More respondents indicated they believed that the summer reading program improved their child’s math grades, and the remaining results were evenly split between “maybe” and “do not know” (Question #6).

As to the promotion of the summer reading program in their child's school, the majority of responses were almost equal between "yes" and "do not know" (Question #7). Also, as in the first case study, a large majority of respondents agree with the idea of expanding summer reading programs to neighborhood schools (Question #8).

Responses were somewhat evenly divided as to whether participants believed that most children had adequate access to the summer reading program, with a slight majority of respondents stating "no" (Question #9).

For the final question, a large majority of respondents believe that the summer reading program should be funded with a combination of donations/contributions, as well as fundraisers. This is similar to the results in the first case study. Also, as compared to the first case study, very few respondents believe that taxes or participation fees should be used to fund reading programs (Question #10).

Respondents to the teacher web survey identified themselves as teachers in the Springdale School District. Unlike the first case study, the levels of experience were more varied with a slight majority of the participants stating that they had over 10 years of experience. However, the number of respondents stating that they possessed five to 10 years of experience was only seven percentage points higher than the number of respondents who had over 10 years of experience. The levels of experience were approximately the same (in the first and second case studies) with regard to teachers with less than one year of experience, and 1-5 years of experience (Questions #1-3).

This difference in responses regarding levels of experience compared to the first case study may be due to the unique factor of the web survey being distributed to only teachers in the district who taught grades Pre-K to the fifth grade.

As in the first case study, a majority of respondents believed that students' skills decline during the summer, and that they noticed this decline in students' skills (Questions #4-5). A slight majority of respondents stated that they spend at least 3-4 weeks reviewing material at the beginning of the school year (Question #6), which is a figure that corresponds with previous research suggesting educators spend at least one month reteaching material due to "summer learning loss." These results were also similar to results in the first case study.

A larger majority of respondents stated they have classroom libraries with only 2% responding that they did not have a class library (Question #7). This higher figure, in comparison to the same question in the first case study, may be the result of the different demographic group of educators in the second case study, as this group was comprised of educators who taught younger children. Also, a large majority of these educators responded that they believed their students enjoyed reading self-selected books from the class library, and that book fairs took place at their schools (Questions #8-9). A majority of respondents stated that the level of interest in these book fairs among students was high (Question #10).

The topic of question #11 involved the effectiveness of summer reading in relation to students' academic achievement. As in the first case study, a vast majority of educators believe that active summer reading enhances academic achievement.

A large majority of educators replied that they were aware of the library summer reading program (Question #12). Also, a larger majority of the educators, in comparison to the first case study, stated that they provide information to their students about the summer reading program (Question #13). A majority stated that the library summer reading program is advertised at the school (Question #14). As to how many of their students participated in the summer reading program, a slight majority of respondents stated that they "did not know" (Question #15).

Most respondents agreed that some students who would benefit from a summer reading program are not able to participate (Question #16). Responses as to the causes of lack of access were somewhat diverse with a slight majority citing “lack of transportation” followed by “poverty/concerns about costs” (Question #17).

Similar to the first case study, a majority of educators stated that they would favor opening the school’s library during the summer, and a large majority agreed that a summer reading program in the school library would be beneficial for students (Questions #18-19).

The responses regarding why there was not a summer reading program at the educator’s school were somewhat mixed. A slight majority of participants cited “lack of funds.” The remaining responses from participants were almost evenly divided (Question #20).

Finally, as in the first case study and similar to the responses from the parent/guardian survey, most educators stated that summer reading program in neighborhood schools should be funded with donations/contributions (Question #21).

QUAL: The QUAL results in the second case study involved a series of open-ended questions from the parent/guardian surveys, teacher web surveys, as well as one questionnaire submitted by a library employee.

Similar to the first case study, comments regarding the challenges/disadvantages of summer reading programs (Typology 4) were the most frequent, followed by comments regarding the benefits of summer reading programs (Typology 3). Typology 1, and finally, Typology 2 followed with regard to the frequency of comments and themes.

As in the first case study, the comments from parents/guardians and educators were similar in that participants cited the benefits of summer reading programs. However, the open-

ended responses were numerous regarding concerns and suggestions about how the reading program could be improved.

Parents/guardians in the second case study spoke more about additional activities and services at the library summer reading program, including how to integrate summer reading activities at local daycares, while educators in the second case study were more concerned with issues regarding access to the reading program, and utilizing the neighborhood schools during the summer.

Though only one library employee submitted responses to the questionnaire, several of her responses were similar to the employee responses from the first case study, particularly with reference to the rapid growth of the summer reading program, and the expansion of the program to neighborhood schools. Also, this employee's statements were similar to comments from parents/guardians in the second case study about daycare issues.

Merging and interpretation of results: In response to the primary question of "Do summer reading programs enhance the achievement levels of elementary school-aged students?," it can be inferred that based on an interpretation of the quan + QUAL results from the second case study, that participation in summer reading programs does improve the academic achievement of many elementary students. As in the first case study, a majority of all respondents in the second case study answered this specific question in the affirmative, and submitted several comments suggesting they believe that students who participate in summer reading programs enhance specific academic skills. The secondary benefits that were cited by participants, particularly parents/guardians, included improved socialization skills and increased levels of excitement about reading.

With reference to the secondary question of “What are the perceptions of parents/guardians and educators regarding summer reading programs?,” a review of the quantitative + QUAL data from the second case study suggests a majority of the respondents are satisfied with the library summer reading program and are supportive of the program.

As in the first case study, parents/guardians strongly approved of the summer reading program, were encouraged by the results of the program, as well as their children’s enthusiasm about the reading program. A review of the comments from parents/guardians in this case study suggests that this particular group is very interested in the expansion of services at the library summer reading program and an expansion of these programs at neighborhood schools. The frequency of responses about this topic could be due to the fact that there were more overall responses from parents/guardians in this case study as compared to the first and third case studies.

According to the Office for Civil Rights (2011), 42.8% of students in Springdale Public Schools (SPS) were identified as Hispanic during the survey year of 2009, and 7.2% were identified as Native Hawaiian/Pacific Islander, accounting for 50% of the students in SPS for that school year. Given the demographics of the area in the second case study, there were more comments about student demographics, particularly with reference to ESL students.

Many educators spoke of the unique challenges of summer learning loss, and how summer reading programs might affect these students. Also, as in the first case study, there were many comments from educators about the ways that summer learning loss alters their teaching at the beginning of the school year with regard to the review and re-teaching of academic material from the previous school year. Finally, there was more commentary from educators about issues involving access and transportation to summer reading programs.

The quan + QUAL data from the second case study suggests that the participants approve of summer reading programs, believe that summer reading programs enhance academic achievement, and favor an expansion of reading programs to neighborhood schools. Though most of the participants favor these programs, there are concerns about these programs, specifically with regard to the funding of summer reading programs, the diversity of activities or services within the program, and access to the reading programs. Though there were unique aspects to the second case study, specifically involving the demographics of the area, as well as the demographics of the respondents to the teacher survey, the overall findings are similar to findings from the first case study. Most of the participants, including parents/guardians, educators, and a library employee, appreciate and approve of summer reading programs. However, concerns remain about the sustainability and viability of the summer reading programs.

Results: Case Study #3 – quan

The quan data set in the third case study included 10 closed-ended questions from the parent/guardian surveys. Unlike the first and second case studies, the quan data set does not include web survey responses. However, the quan data set for this case study is unique in that it includes an aggregated sample of standardized test scores comprised of 24 students who participated in the school's summer reading program, as well as an aggregated sample of 24 non-participants.

Data collection and analysis

Collection of the quan data for the third case study occurred at the elementary school with the distribution of the parent/guardian surveys in the school's library and computer lab, as well as a collection of test scores that were retrieved at a later time. The collection period for the

parent/guardian surveys was approximately two weeks. At a later time, the test scores were compiled by the principal with the help of an assistant, and were then submitted to the author of this report.

Analysis of the quan data with regard to the parent/guardian surveys involved the tabulation of the responses to each of the 10 closed-ended survey questions (Appendix C). The Excel spreadsheet program was utilized in order to compile the answers and represent responses in a graphical format.

Data analysis of the standardized test scores involved the input of scores and the utilization of the SPSS program for purposes of analysis and interpretation of the test results.

Parent/guardian library surveys: quan data set

There were a total of 100 parent/guardian surveys collected from participants in the three case studies. For the third case study, 10 respondents submitted surveys, accounting for approximately 10% of the total number of survey responses. As in the first and second case studies, the first 10 questions of the parent/guardian survey were closed-ended questions with a choice of responses. The final closed-ended question allowed for an answer of “other.” Given that the respondents were encouraged to write a specific response, and that survey respondents could choose more than one answer, a few participants in the third case study submitted specific responses to this question, and supplied more than one answer to this question. These responses are transcribed verbatim within this report. The complete results for the parent/guardian survey closed-ended responses in Case Study #3 are presented in the form of bar graphs (Appendix X).

MAP scores: quan data set

In contrast to the first and second case studies, a unique component of the third case study is the inclusion of a data set of standardized test scores in the form of the Measures of

Academic Progress (MAP) test which are quarterly tests administered in Fayetteville elementary, middle, and junior-high schools. The corporation that develops these tests defines the MAP test as computerized tests that are adaptive, and that are offered in Reading, Language Usage, and Mathematics. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions (Northwest Evaluation Association, 2011).

The scores used for the purposes of this study represent an aggregated, random sample of 24 students who participated in the school's summer reading program, and an aggregated, random sample of 24 students who did not participate in the summer reading program. Identifying information about the students with regard to age, sex, race, SES status, and grade levels is unknown.

Paired samples t-test – participants and non-participants

Using the SPSS program, a paired samples t-test was conducted using the data set of test scores from the group of summer reading program participants in order to compare the means of the two dependent samples, that being the spring and fall test scores. In this case, the same groups of students were tested at two different times.

The Spring MAP scores were considered as the pretest scores, and the Fall MAP scores were considered as the posttest scores. As such, participation in the summer reading program was considered to be the intervention that occurred between the pretest and the posttest.

| Paired Samples Statistics | | | | | |
|---------------------------|------------------|--------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | MAPS Spring 2011 | 186.71 | 24 | 16.596 | 3.388 |
| | MAPS Fall 2011 | 191.96 | 24 | 13.460 | 2.748 |

| Paired Samples Correlations | | | |
|-----------------------------|-----------------------------------|----|------|
| | | N | Sig. |
| Pair 1 | MAPS Spring 2011 & MAPS Fall 2011 | 24 | .000 |

| Paired Samples Test | | | | | | | | | |
|---------------------|-----------------------------------|--------------------|----------------|-----------------|---|-------|--------|-----------------|-------|
| | | Paired Differences | | | | t | df | Sig. (2-tailed) | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | | | | Upper |
| Pair 1 | MAPS Spring 2011 - MAPS Fall 2011 | -5.250 | 10.242 | 2.091 | -9.575 | -.925 | -2.511 | 23 | .020 |

Figure 7. Paired samples t-test report: Summer reading participants.

The paired samples t-test was conducted to evaluate if there was an effect on test scores after participation in the summer reading program. The results indicated that the mean test scores after the intervention ($M = 191.96$, $SD = 13.460$) was significantly greater than the mean test scores before the intervention ($M = 186.71$, $SD = 16.596$).

The standardized effect size index, d , was $-.51$. The standardized effect size, d , was calculated by dividing the mean, M , by the standard deviation, SD ($d = M/SD$). The 95% confidence interval for the mean difference between the before and after intervention was -9.575 to $-.925$.

The significant (Sig) 2-tailed value for the participants was $.020$. Given that this value is less than $.05$, it can be concluded that there is a statistically significant difference between the mean pretest and posttest scores. The results for the paired samples t-test for summer reading participants is presented as follows:

Table 10.

Paired Samples T-Test Results: Summer Reading Participants

| <u>Pretest</u> | | <u>Posttest</u> | | t | d | Sig(2-tailed) |
|----------------|--------|-----------------|--------|--------|------|---------------|
| N | Mean | N | Mean | | | |
| 24 | 186.71 | 24 | 191.96 | -2.511 | -.51 | .003386 |

p < .05

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|------------------|--------|----|----------------|-----------------|
| Pair 1 | MAPS Spring 2011 | 191.00 | 24 | 18.195 | 3.714 |
| | MAPS Fall 2011 | 193.58 | 24 | 15.371 | 3.137 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|-----------------------------------|----|-------------|------|
| Pair 1 | MAPS Spring 2011 & MAPS Fall 2011 | 24 | .893 | .000 |

Paired Samples Test

| | | Paired Differences | | | | t | df | Sig. (2-tailed) | |
|--------|-----------------------------------|--------------------|----------------|-----------------|---|------|--------|-----------------|-------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | | | | Upper |
| Pair 1 | MAPS Spring 2011 - MAPS Fall 2011 | -2.583 | 8.251 | 1.684 | -6.067 | .901 | -1.534 | 23 | .139 |

Figure 8. Paired samples t-test report: Summer reading non-participants.

The results for non-participants indicated that the posttest mean scores (M = 191.00, SD = 18.195) were not statistically significant compared to the pretest mean scores (M = 193.58, SD 15.371).

The standardized effect size index, d, was -.31. The standardized effect size, d, was calculated by dividing the mean, M, by the standard deviation, SD ($d = M/SD$). The 95% confidence interval for the mean difference between the pretest and posttest scores was -6.067 to .901.

The significant (Sig.) 2-tailed value for the non-participants was .139. Given that this value is greater than .05, it can be concluded that there is not a statistically significant difference between the mean pretest and posttest scores.

Table 11.

Paired Samples T-Test Results: Summer Reading Non-Participants

| <u>Pretest</u> | | <u>Posttest</u> | | t | d | Sig(2-tailed) |
|----------------|--------|-----------------|--------|--------|------|---------------|
| N | Mean | N | Mean | | | |
| 24 | 191.00 | 24 | 193.58 | -1.534 | -.31 | .139 |

p > .05

Independent samples t-test – participants and non-participants

An independent samples t-test was conducted using the pretest and posttest of summer reading participants and non-participants in order to ascertain differences between the two sample means. Unlike the paired samples t-test, the independent samples test involves two groups. The independent samples t-test can be used to see if two means are different from each other when the two samples that the mean are based on were taken from different individuals who have not been matched (Elvers, 2006).

With the independent samples test, there are typically three assumptions: firstly, it is assumed that the scores in both populations are normally distributed, secondly, there is an assumption that the variances for the two populations are equal, and thirdly, it is assumed that the samples are randomly drawn from the population, and the two samples are independent (W. Lo, personal communication, May 2, 2011).

The research question that frames the hypothesis is whether participation in the summer reading program will enhance the achievement test score. Given that there are two different

groups that were compared, the test will be a two-tailed test with regard to the significant value, and the alpha level was set at .05. Accordingly, H_0 represents the null hypothesis, and H_1 represents the alternative hypothesis whereas μ_1 represents the mean of the test scores for the participant group, and μ_2 represents the mean of the test scores for the non-participant group.

This relationship between variables is presented as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

$$\alpha = .05$$

Spring test scores: The independent samples t-test for the spring test scores of participants and non-participants is presented as follows:

| Group Statistics | | | | |
|---------------------|----|--------|----------------|-----------------|
| Who participated | N | Mean | Std. Deviation | Std. Error Mean |
| MAPS Spring 2011 | | | | |
| Participated | 24 | 186.71 | 16.598 | 3.388 |
| Did not participate | 24 | 191.00 | 18.195 | 3.714 |

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| MAPS Spring 2011 | Equal variances assumed | 240 | .626 | -.854 | 46 | .398 | -4.292 | 5.027 | -14.410 | 5.827 |
| | Equal variances not assumed | | | -.854 | 45.616 | .398 | -4.292 | 5.027 | -14.413 | 5.829 |

Figure 9. Independent samples t-test report: Summer reading participants and non-participants.

The descriptive statistics are presented for each group: students who participated, and students who did not participate. N represents the total number of students in each group. With regard to the pretest scores, the mean for the group that encompassed summer reading program participants is 186.71. The mean for the group that encompassed non-participants is 191.00.

The Levene's Test for Equality of Variances was conducted as part of the independent samples t-test in order to determine if the two sets of conditions have about the same (or different) amounts of variability between scores. For the spring test scores, the significant value of .626 is greater than .05. Thus, one can conclude that the variability in the two conditions is not significantly different.

Given that the variability of the two conditions was not significantly different, the first row of variables labeled "Equal variances assumed" was utilized for the remainder of the analysis. The spring mean scores for participants were 185.71, with a standard deviation of 16.596. The spring mean scores for non-participants were 191.00, with a standard deviation of 18.195.

The spring test scores are presented in this study strictly for purposes of comparison between the two groups of students. Accordingly, a full analysis was conducted with regard to the Fall test scores, as these are the scores that were submitted after the summer break, which was the time period when the reading program occurred.

Fall test scores: In order to determine whether participation in the summer reading program had an effect on the fall test scores for summer reading program participants as compared to non-participants, a second independent samples t-test was conducted to analyze the mean difference between pretest scores and posttest scores for the two groups of students.

The independent samples t-test for the fall test scores is presented as follows:

| Group Statistics | | | | | |
|------------------|---------------------|----|--------|----------------|-----------------|
| Who participated | | N | Mean | Std. Deviation | Std. Error Mean |
| MAPS Fall 2011 | Participated | 24 | 191.96 | 13.460 | 2.748 |
| | Did not participate | 24 | 193.58 | 15.371 | 3.137 |

| Independent Samples Test | | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|--|
| | | Levene's Test for Equality of Variances | | t-Test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | | | | | | Lower | Upper | |
| MAPS Fall 2011 | Equal variances assumed | .188 | .667 | -.390 | 46 | .699 | -1.625 | 4.170 | -10.020 | 6.770 | |
| | Equal variances not assumed | | | -.390 | 45.213 | .699 | -1.625 | 4.170 | -10.024 | 6.774 | |

Figure 10. Independent samples t-test report: Fall test scores for summer reading participants and non-participants.

The descriptive statistics are presented for each group: students who participated, and students who did not participate. N represents the total number of students in each group. With regard to the pretest scores, the mean for the group that encompassed summer reading program participants is 191.96. The mean for the group that encompassed non-participants is 193.58.

As in the case of the Spring test scores, the Levene's Test for Equality of Variances was conducted to determine if the two sets of conditions have about the same (or different) amounts of variability between scores. For the fall test scores, the significant value of .667 is greater than .05. Thus, one can conclude that the variability in the two conditions is not significantly different.

Given that the variability of the two conditions was not significantly different, the first row of variables labeled "Equal variances assumed" was utilized for the remainder of the analysis.

Analysis: An independent samples t-test was conducted in order to determine the effects of a summer reading program on student participants compared to student non-participants. Based on a directional independent samples t-test at $\alpha = .05$, the null hypothesis that the means are equal, $t(46)$, $p = .69$ is not rejected.

Thus, an independent samples t-test failed to reveal a statistically reliable difference between the mean number of Fall test scores from summer reading program participants ($M = 191.96$, $SD = 13.460$) compared to the mean number of Fall test scores from non-participants ($M = 193.58$, $SD = 15.371$). The 95% confidence interval for the difference of the means was wide, ranging from -10.020 to 6.770.

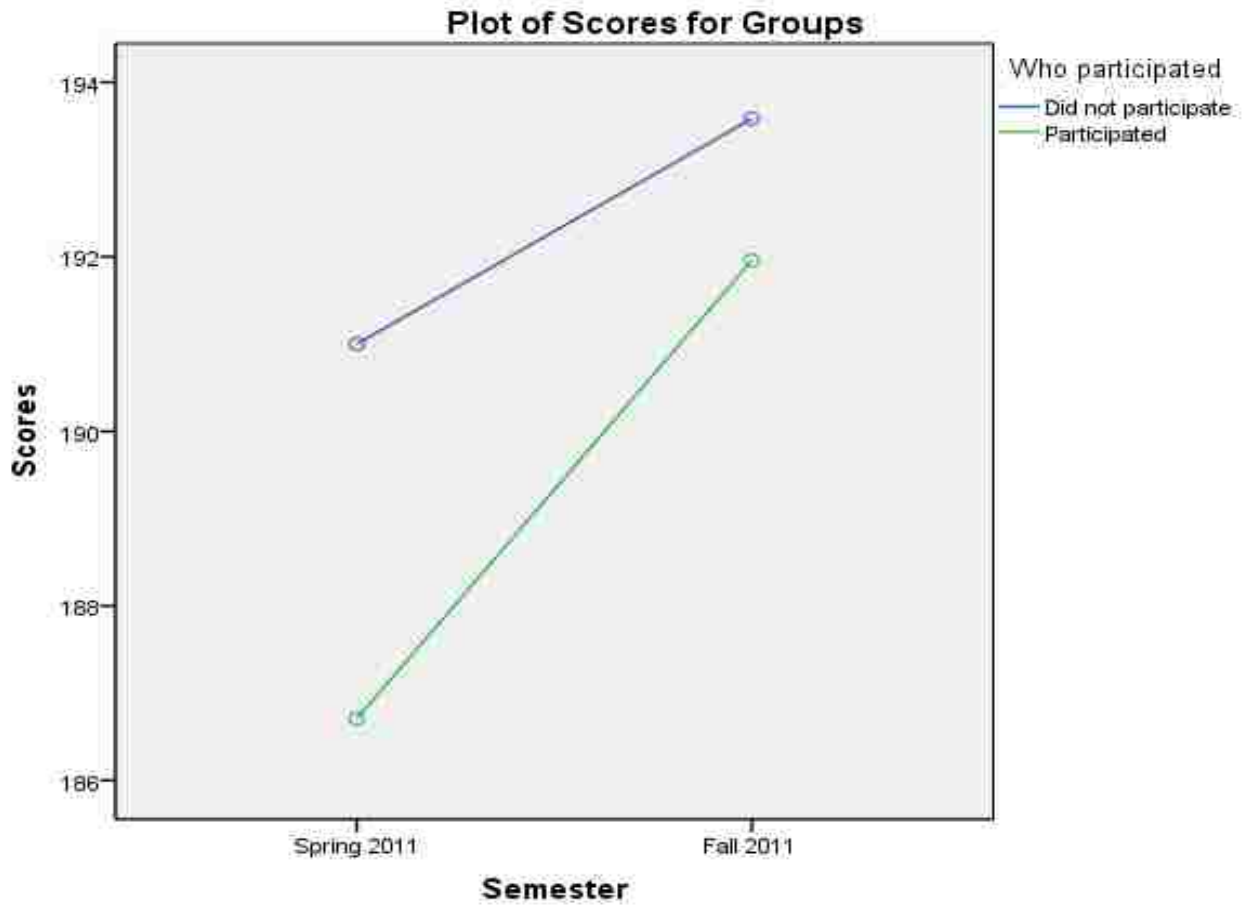
Table 12.

Independent Samples T-Test Results: Fall Test Scores of Summer Reading Participants and Non-Participants

| <u>Posttest: Participants</u> | | <u>Posttest: Non-participants</u> | | t | d | Sig(2-tailed) |
|-------------------------------|--------|-----------------------------------|--------|-------|------|---------------|
| N | Mean | N | Mean | | | |
| 24 | 191.96 | 24 | 193.58 | -.390 | -.31 | .667 |

$p > .05$

Profile plot – participants and non-participants: A plot of scores was created using the Spring and Fall mean test scores from reading program participants and non-participants:



Analysis: Based on a review of the mean scores from the Spring and Fall semesters, it can be suggested that the mean scores of students who participated in the summer reading program increased by a greater margin than students who did not participate.

Results: Case Study #3 – QUAL

The QUAL portion of the third case study is comprised of a series of open-ended questions from the parent/guardian survey, as well as an informal employee interview. As in the first two case studies, a content analysis of the QUAL data for the surveys, as well as for an informal employee interview, was conducted. Based on the findings of the content analysis, the data were then subscribed to typologies with predetermined categories purposes of further analysis, and to address the primary and secondary research questions.

Parent/guardian library surveys: QUAL data set

Participants in the third case study submitted 10 parent/guardian surveys accounting for 10% of the total number of surveys from the first, second, and third case studies. Of these surveys, eight participants in this case study chose to answer at least one of the three open-ended survey questions, accounting for 9% of the total number of open-ended survey responses. Two participants chose not to answer any of the open-ended questions.

Unlike the first and second case studies, the location of the summer reading program for the third case study was located in a local elementary school. Thus, the third case study represents a community that was successfully able to initiate a summer reading program within the confines of a neighborhood school. There was a computerized component as to this summer reading program in the form of the Accelerated Reader (AR) program. Several of the survey respondents referred to this program. Finally, given the small sample size of this case study, emergent themes and patterns, as well as repeated words, were not as apparent. A selected set of responses to the open-ended parent/guardian survey questions for Case Study #3 is presented in a table format. These responses are presented verbatim (Appendix X).

School employee – informal interview: QUAL data set

The author of this study conducted an informal interview with a worker who was employed at the elementary where the summer reading program was conducted. The employee assisted the children who came to the school with their parents/guardians in order to participate in the summer reading program. The employee also helped the children login to computers for the purposes of the children being able to complete the AR tests. Typically, children completed AR tests after reading one of their designated AR books.

Berg (2009) states that field notes should be completed immediately following every excursion into the field. Berg (2009) also suggests that field notes can provide accounts of verbal exchanges. As such, the author of this study completed field notes soon after speaking with the employee about the summer reading program and its inception at the school. The content analysis of this informal interview is based on the author's field notes, which were immediately transcribed upon conclusion of the interview. The school employee's interview responses are presented verbatim in a table format (Appendix X).

Content and typological analysis: QUAL

In contrast to the first and second case studies, there was a smaller sample size of respondents in the third case study, with a total of 11 participants, including 10 parents/guardians and one school employee. As such, the QUAL analysis involved a reduced number of responses that were subscribed to typologies. Also, a unique aspect regarding the parent/guardian respondents in this case study is that the summer reading program that their children participated in took place at the neighborhood school instead of the city library.

The reading program in the school was similar to the city library reading program in that the children self-selected their books, and could read as many books as they chose to. However,

unlike the city's library reading program, the students in the third case study utilized the Accelerated Reader (AR) program. The students also utilized a computer program to complete AR tests once a book was completed. It is not known by the researcher whether the parents/guardians who submitted responses to the survey commented on the school's summer reading program, or the city library summer reading program, or whether the parents/guardians referenced both programs.

Comments regarding the benefits of the summer reading program were the most frequent, followed by the challenges of the reading program. One of the participants in the this case study was the lead organizer among parents with regard to petitioning the principal in order to implement the summer reading program within the school. Given the parental demographics of this particular group of participants, as well as given the results of the QUAL findings, it can be suggested that participants in this case study represented a group of parents/guardians who may have been more active with regard to parental involvement issues involving summer reading programs and neighborhood schools. Firstly, the parents/guardians in this case study were required to be with their children at all times while the children participated in the program at the school.

Secondly, as to issues of parental involvement, the parents/guardians in this case study were familiar with the AR program, approved of the program, and favored extending the AR program to the summer months by way of the summer reading program. The lobbying efforts of several of these parents/guardians resulted in the reading program being implemented at the neighborhood school once the principal of the school was able to secure the necessary funds for infrastructure and staffing.

Table 13.

Typological Content Analysis: Case Study #3

| | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|--------------|
| Typology 1: Attitudes/perceptions about summer reading programs. | | | | | |
| Typology 2: Socioeconomic (SES) issues or concerns. | | | | | |
| Typology 3: Benefits of summer reading programs. | | | | | |
| Typology 4: Challenges/disadvantages of summer reading programs. | | | | | |
| Survey Responses: Case study #3 | Typology 1 | Typology 2 | Typology 3 | Typology 4 | Total |
| Cumulative Total | 1 | 1 | 3 | 2 | 7 |

Application of concurrent triangulation model: quan + quan + QUAL

quan – Surveys: The quan results in the third case study involved a series of closed-ended questions from the parent/guardian library surveys, as well as an aggregated data set of standardized test scores from a group of students who participated in the school’s summer reading program, and an aggregated set of test scores from a group of students who did not participate. The third case study is the only one of the three case studies that includes a quan data set of this type.

The sample size of the parent/guardian group in the third case study was smaller as compared to the first and second case study, with a participant rate of 10 individuals. The quan results of the parent/guardian survey indicate that most parents/guardians have a strong familiarity with the summer reading program. Also, a majority of the participants responded “0-2” regarding the question of how many summer reading programs their children participated in (Questions #1-2). As to their child’s level of participation, an equal number of respondents stated that the participation rates were “high” or “moderate” (Question #3).

All of the respondents believe that the summer reading program positively enhances their child's academic skills (Question #4). Also, a majority of the respondents, believe that the summer reading program improved their child's reading grades, while the remaining respondents stated "maybe" (Question #5). The responses regarding whether the summer reading program enhanced their child's math grades were divided, with four persons stating "maybe," four persons stating "do not know," one person stating "yes," and one person stating "no" (Question #6).

All respondents indicated that the summer reading program is effectively promoted at their child's school (Question #7). Also, a majority of respondents agree with the idea of expanding summer reading programs to neighborhood schools (Question #8). Half of the respondents stated that they believe that most children in the area have sufficient access to the library during the summer, while the remaining respondents stated "maybe," "no," or "do not know" (Question #9). Finally, a majority of responses for the final question suggest that fundraisers were the preferred source of additional funding for summer reading programs, followed by donations/contributions, and participation fees (Question #10).

quan – MAP scores: A paired samples t-test, as well as an independent samples t-test was conducted using the Spring and Fall MAP scores of 24 students who participated in the school's summer reading program, and 24 students who did not participate. The paired samples t-test was conducted to compare the means of the two groups. The independent sample t-test was conducted to analyze whether the intervention of the summer reading program had an effect on the mean of the scores of the participant group compared to the non-participant group.

The mean value of the reading program participant group was less than .05. As such, the results from the paired samples t-test suggest that there was a significantly statistical difference

between the Spring MAP test scores and the Fall MAP test scores. The mean value of the non-participant group was greater than .05, which suggests that there was not a statistically significant difference between the Spring MAP test scores and the Fall MAP test scores.

For the independent samples t-test, and whether there were significant differences between the means of the two groups, the significant value (2-tailed) of the means was greater than .05. This finding suggests that there was not a statistically significant difference between the two means, and that the differences between the means was not likely due to the intervention of the summer reading program.

Finally, the means of the Spring and Fall MAP test scores were represented in the form of a profile plot chart. Essentially, this chart is a representation of the paired-samples t-test. A review of the mean scores from the two groups suggests that the participant group improved their scores by a greater margin than the non-participant group.

QUAL: The QUAL results in the third case study involved a series of open-ended questions from the parent/guardian surveys, as well as the responses from a school employee who participated in an informal interview session with the researcher.

Based on a tabulation of the coded responses with respect to the content analysis and subsequent typologies, comments regarding the benefits of summer reading programs (Typology 3) were the most frequent in nature, followed closely by comments regarding the challenges of said programs (Typology 4).

In the first and second case studies, Typology 4 received the most responses, followed by Typology 3. However, given the small sample size of the third case study, and the lower number of responses subscribed to the typologies in the case study, it can be suggested that the results

from this case study are similar to the first and second case studies as there is Typology 3 and 4 are separated only by a degree of one.

Merging and interpretation of results: In response to the primary question of “Do summer reading programs enhance the achievement levels of elementary school-aged students?,” it can be suggested that based on an interpretation of the quan + quan + QUAL results that participation in summer reading programs does improve the academic achievement of many elementary students.

With respect to the quan data from the parent/guardian surveys, all of the parent/guardian participants answered the specific question of whether summer reading programs improve academic skills in the affirmative. However, based on an analysis of the quan data using the MAP test scores, the primary question cannot be answered in the affirmative, as the results are inconclusive.

As to the QUAL analysis, and with respect to the secondary question of “What are the perceptions of parents/guardians and educators regarding summer reading programs?,” a review of the data suggests the participants strongly approved of the summer reading program, and would like for the program to continue at the neighborhood school. Also, a review of participant comments suggests that while the reading program was appreciated, there were concerns about the procedural requirements of the AR program, as well as concerns about the scheduling of the school’s reading program and funding.

In conclusion, a review of the closed and open ended questions, as well as analysis of the quan + quan + QUAL data, suggest that a majority of participants approve of the reading program and believe that the program enhances academic skills. Likewise, a review of the test

score data suggests that the participation in the summer reading program may improve scores, but this cannot be proven with statistically significant results.

Limitations of the study

The purpose of this study was to answer the question of whether summer reading programs enhanced the academic achievement of elementary students, as well as to answer the question of what are the perceptions and attitudes of parents/guardians, educators, and library staff members as to the effects of summer reading programs.

In order to analyze the effects of summer reading programs, and discuss these programs, the author of this study conducted a mixed methods analysis involving three case studies. Accordingly, a concurrent-triangulation model was applied to the quantitative and qualitative elements of each case study. Also, a content and thematic analysis was applied to the qualitative data in the study for purposes of identifying emergent themes and patterns.

Given the parameters of the study, there were several limitations to the study. First, access to specific information was restricted in some areas. For example, the names of children who participated in the city library reading programs were not made available to the researcher. Such information, if provided, may have allowed for more consistency regarding compiling additional information, such as test scores, or other academic information which could provide insight as to whether participation in the program positively affected academic achievement. Specifically, in the second case study, officials at the public library informed the author of this study that the names of summer reading program participants were not recorded/saved, and that most of the information pertaining to participants (such as submitted applications for the summer reading program) was discarded at the close of the program. In the first case study, a library official was in the process of meeting with counsel in order to determine whether the names of

student participants could be divulged to the author of this study. In the interim, there was a change of leadership at the library. As such, the author of this report chose instead to pursue additional data from officials in the third case study, as the work environment in the first case study was in a state of temporary flux.

In the third case study, given that the summer reading program took place at an elementary school, the sample size of student participants was much smaller as compared to participants in the public library reading programs. As such, the results of the third case study, both quantitative and qualitative, should not be generalized larger populations.

With respect to sample sizes, a second limitation of the study involved the use of aggregated versus disaggregated data. With the use of disaggregated data, there may be more opportunities to assess differences involving the effects of summer reading programs on academic achievement on specific groups of students, such as students categorized by gender, race, or income levels (i.e. free and reduced lunch students). Such specificity of information would be helpful in order to assess whether participation in the program was helpful for certain students who are not able to participate in the library reading programs as compared to other groups of students (such as students who have easier access to the library, or students of families in higher-income groups).

Finally, another limitation involves issues of testing, and the most effective ways to analyze the effects of summer reading programs on academic achievement. In many school districts, students complete a major standardized test once a year, usually in the spring semester. Unfortunately, this time period is not optimal with respect to measuring the effects of summer reading programs, as the spring semester takes place at least five to six months after the summer reading program has ended. Arguably, any academic gains made by the student after that time

period made have had more to do with the child's participation in regular school activities and instruction from the classroom teacher. As such, the timing of assessments in order to gauge the effects of summer reading programs in relation to student achievement should be considered as a relevant and pertinent factor.

Conclusion

The purpose of this study was to examine the effects of summer reading programs on the academic achievement skills of elementary school-aged students, as well as to analyze the perceptions of parents and educators with regard to the effects of summer reading programs. In this chapter, findings were presented suggesting that participation in summer reading programs positively enhanced students' academic skills particularly in the content area of reading. Also, findings were presented suggesting that most parents, educators, and library employees have positive feelings about the summer library reading program, and that they support an expansion of these programs. Concerns from participants in this study about the program involved issues regarding access, costs, as well as the diversification of activities within the program.

Consequently, and with reference to the theoretical grounding of this study, a discussion regarding pragmatic remedies to the problem of access to summer reading programs may be appropriate. With regard to implementing summer reading programs for the purposes of increasing accessibility, solutions that are practical and cost-effective may allow for the possibility of extending summer reading programs beyond county libraries to areas that are of easier access to students, including neighborhood schools. Increased access and additional venues allows for the possibility that more students would be able to participate in summer reading programs, particularly disadvantaged children.

Chapter V

Discussion, Analysis, and Policy Implications

Part I – Discussion and Analysis

The best predictor of summer loss or summer gain is whether or not a child reads during the summer (McGill-Franzen & Allington, 2003). The primary research question of this study was whether student participation in summer reading programs positively enhanced academic achievement skills. Secondary research questions pertained to the attitudes and perceptions of parents/guardians, educators, and library staff members as to the effectiveness of summer reading programs. Additionally, the author of this study sought to contribute to the existing body of research regarding summer learning and enrichment programs, as well as propose suggestions and recommendations as to the implementation and administration of summer reading programs.

Recommendations, implications, and suggestions for future research

In the previous chapter, limitations to the study were reviewed, specifically with regard to issues of data collection and sample sizes. With reference to this study, student information from entities such as schools and libraries was limited given the parameters of the study. For future studies, a larger group consisting of student participants and non-participants of summer reading programs, combined with a data set of their pre and post norm referenced test (NRT) scores, or criterion referenced test (CRT) scores for purposes of comparison, may allow for a more comprehensive analysis of whether participation in summer reading programs enhances academic achievement. In CRTs, the examinee's performance is compared to an external standard of competence or mastery, and in NRTs, the examinee's performance is typically compared to that of other examinees (Professional Testing, Inc., 2010). Also, a disaggregated set of data involving participants and non-participants may allow for analysis that is more significant

in terms of reliability and validity. Specifically, a disaggregated set of student data with analysis involving different groups of students, such as students categorized as free and reduced lunch, or ESL students, may provide a researcher with more explicit information regarding the effects of summer reading programs on academic achievement.

Given the comments from some educators about highly-skilled children who attend summer reading programs, and comments about students considered to be below grade level who do not attend, disaggregated data may be helpful for purposes of comparison. For example, data involving students considered below grade level who participated in summer reading programs could be compared to below grade level students who did not participate. Conceivably, these same students (below grade level reading program participants) could be compared to other groups of students, as well. Thus, this information could then be used to assess whether participation in summer reading programs enhanced academic achievement for students in specific demographic groups.

With regard to the issue of testing and timing, a more effective way to determine the effects of summer reading programs in relation to academic achievement might involve the use of quarterly assessment tests that are administered at the close of the fourth quarter of the spring semester, and at the beginning of the first quarter in the subsequent fall semester. A comparison of the fourth quarter and first quarter test results may allow for a more accurate determination of whether active reading during the summer enhances academic achievement, as these time periods are more closely matched to the start and closure of the summer reading program. In addition to providing a more accurate assessment of the effects of summer reading programs, the use of quarterly assessments could also help determine whether active and engaged reading during the summer tempers the effects of the so-called “summer slide.” Additional data,

specifically from quarterly NRTs or CRTs administered at the close and beginning of the school year, would be helpful for purposes of analysis in order to compare summer reading program participants and non-participants.

With regard to test data, one of the limitations of this study is that such data is a challenge to document and acquire due to issues involving privacy and consent. As such, in order to analyze and compare students who attend summer reading programs and students who do not attend, the author suggests that studies be conducted involving alternative-type summer reading programs and a select group of students. These studies should be conducted for a period of time lasting until a relevant collection of data is compiled, and with the appropriate measures in place to address issues of privacy and consent.

Such a project would involve multiple participants specifically students, teachers, parents/guardians, and administrators from an elementary school. Though there may be challenges involving issues of consent, disclosure, and student attrition, if quantitative data from a cogent sample of summer reading program participants could be collected, this information may provide more concrete data as to whether summer reading activity enhances overall student achievement. Additionally, a quantitative data set of quarterly standardized test scores, pre and post, from the spring and subsequent fall semesters may provide evidence suggesting that sustained reading activity during the summer months improves academic performance, thus lessening the effects of summer learning loss. According to many participants in this study, summer learning loss is a problem of significance and relevance at the start of the school year.

The author of this study also suggests further inquiry and discussion of alternative-type reading programs, specifically because participation in traditional library reading programs may present challenges for many students and their families due to financial and logistical reasons.

Several participants in this study espoused such concerns. Alternative-type reading programs include programs that involve book distribution to certain students at the close of the school year allowing for these students to engage in recreational reading during the summer break.

Typically, these books are self-selected by the students, but may also be books selected by educators. For example, students in the “Dominican Study” were allowed to self-select and keep books to read during the summer.

An alternative summer reading program could also involve a project in which a teacher, or group of teachers in collaboration, send books via mail to a targeted group of students during the summer break. The teacher(s) could then communicate with the students, or request reading logs, and subsequently, track the student’s academic progress upon the student’s return to school in the fall.

Educators in some school districts have initiated alternative summer reading programs in which students are given books to read during the summer. According to Buckley (2012), 12 of 13 elementary schools in the Rogers (AR) school district sent books home with students to read during the summer break. Similarly, the previous year, a teacher in this same school district was awarded grant monies to support a summer reading project involving a group of her students in which these students were given one fiction book, as well as one non-fiction book to read during the summer break. According to a staff report in the Northwest Arkansas Times (2011), this teacher received a \$200 grant from an online teacher community, as well as recognition from her peers.

However, in order for this type of project or program to be successful, educators may need to devise a system upon which student participants or parents document the number of books read and time spent reading. Such a system would be helpful as to determining the overall

effectiveness of the program. To that end, there may be challenges involving how to track this information, as well as analyze the quality of the books being selected by the students, as self-selected books may be too simplistic or too challenging for the student participant, thus negating the effects of the reading activity.

Another suggestion for additional research as to the effectiveness of summer reading programs involves the possibility of a collaborative project between educators who could track the progress of certain students who read books during the summer. Specifically, this type of project would involve teachers of different grade levels. For example, a third-grade teacher could choose up to five students who, based on test scores compiled during the school year, are designated as below grade level readers. Before the summer break, these students would then be allowed to self-select up to six books to take home for the summer break.

The teacher could attempt to track the progress of these students by asking the students to record entries in a reader response journal about the books that they read, or by asking the parents/guardians to track the progress of the students as they read the books. After the summer break, the third-grade teacher could then collaborate with the fourth-grade teachers of these students in order to establish whether there was improvement in the students' reading proficiency levels as to classroom related activities or assessments. The teachers could also assess if there was an increase in the students' standardized test scores, if any, specifically test scores from the first quarter of fourth-grade semester.

For teachers who seek their National Board Certification, a collaborative project of this sort might be appropriate as an action research project. A project of this sort is usually a requirement of the National Board Certification for Professional Teacher Standards (NBPTS). According to the NBPTS (2012), National Board Certification is an advanced teaching credential

and National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers. In the state of Arkansas, during the 2010-2011 school year, there were 311 teachers with National Board credentials, an increase of 18.4% during the past five years (NBPTS, 2012). Arkansas Act 1803 of 2003 stipulates that educators in Arkansas who receive National Board Certification are eligible to receive an annual bonus of \$5000 for up to 10 years.

The benefits of a collaborative project of this type, besides the opportunity to contribute additional research about the effectiveness of summer reading, is that elementary teachers are in a unique position to gather evidence of students' increased academic proficiency by having access to their students' class work, standardized test scores, as well as the ability to collect anecdotal records based on classroom observations of their students.

If certain challenges can be sufficiently addressed, and if data can be collected about a group of student reading program participants, the pre and post quarterly test scores of these students can be compared to a random sample of student non-participants. If there are significant positive differences between the pre and post test scores during the research period, especially with respect to scores compiled during the first quarter of the fall semester, it can then be inferred that the differences may be due to active reading during the summer breaks. Such a project must involve the consent of parents/guardians, as well as the cooperation and collaboration of educators and administrators from different grade levels, as students would have advanced from one grade level to the next between the spring and fall semesters.

Furthermore, with respect to the recommendations from parents/guardians, educators, and library staff about summer reading programs, the author of this report suggests further study as to specific complaints or concerns that these individuals have espoused about the quality of, and

access to summer reading programs. Based on the comments/suggestions of participants in this study, concerns about summer reading programs centered on the diversity of these programs with regard to timing, activities, and differentiated learning. Also, many educators who participated in the study expressed concerns about students considered to be below grade level, and their access to summer reading programs.

Such comments from parents, educators, and library staff may provide rich data that can be utilized in such a way as to provide additional context and clarification of the quantitative data from test scores. In the case of summer reading programs, comments from participants are helpful as a means of analyzing whether the community values these programs. This information can then be used by researchers, teachers, education administrators, and policymakers, as to the future and expansion of summer reading programs either in libraries or alternative locations, such as neighborhood schools, as well as the Boys' and Girls' clubs which are numerous throughout the United States.

Given that the research questions of this study were answered in the affirmative, the implications of this study may include the potential for additional research, as well as the potential for increased funding for existing summer reading programs, funding for the initiation of new summer reading programs, specifically within neighborhood schools, or funding for alternative reading programs within public schools or at other locations. Accordingly, and given that the findings of this study suggest a positive causal relationship as to participation in summer reading programs and academic achievement, the potential benefits include a continuation of these programs, or an expansion of these programs to facilities beyond the public library. As such, with additional access to summer reading programs, many students who participate in these

programs may increase their levels of academic achievement, and extend their educational experiences beyond the school calendar year.

Part II – Policy Implications

With reference to this study, the issue of access to summer reading programs is directly related to the much larger problem of the academic achievement gap (AAG), which can be succinctly described as the negative gap in test scores that exists among minority and non-minority students. Given the concerns raised by educational stakeholders about the harmful effects of the AAG, and the lack of educational resources for students that are affected by the AAG, the topic of summer reading programs and access to these programs may be a policy problem requiring further inquiry and discussion within the context of the public policy process.

Policy theory as applied to the policy problem: Statement of the policy problem

Numerous experts have identified the academic achievement gap as an educational policy problem of significant relevance and consequence. Accordingly, the concurrent-triangulation model employed here reveals two significant themes involving the challenges of summer reading programs, specifically with regard to children who are considered at-risk or below grade level. Based on the content and thematic analysis conducted for this report, the most prominent emergent themes and patterns are presented as follows:

1. Concerns among parents/guardians, educators, and library employees about student access to summer reading programs.
2. Concerns among parents/guardians, educators, and library employees about the management of summer reading programs specifically involving costs, staffing, and scheduling issues.

Given the nature of the policy problem, it may be appropriate to analyze this problem through the lens of one of the major public policy theories. Accordingly, the multiple streams framework will be discussed regarding the complexities of the policy problem, analysis of the problem, and possible solutions.

Policy theory as applied to the policy problem: Multiple streams

With reference to the Multiple Streams (MS) framework, the policy process is illustrated as collusion of activity, actors, and opportunistic moments in time. As to the flow of the policy system, three streams are identified: problems, politics, and policies. Each stream has its own dynamic and rules. When all three streams combine into a single entity, there is a significant chance that policymakers will adopt a specific policy. The structural elements of the framework include the three streams, as well as the concepts of policy entrepreneurs, and policy windows.

A graphical representation of the MS framework is presented as follows:

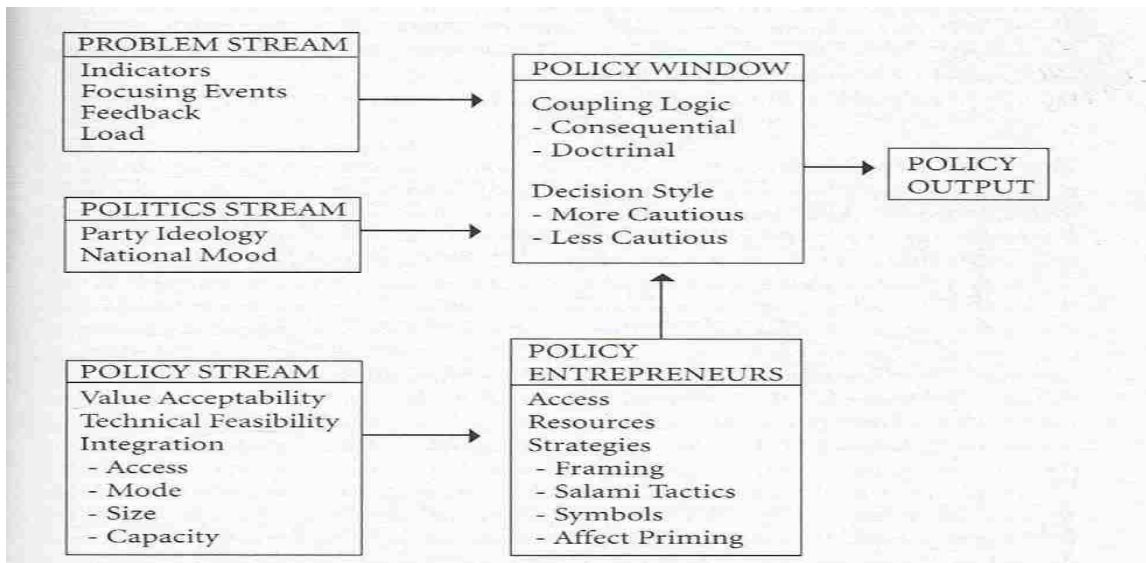


Figure 11. Structural elements of the multiple streams framework. Reprinted from “Theories of the Policy Process,” by P.A. Sabatier, p. 71. Copyright 2007 by Westview Press. Reprinted with permission.

Multiple streams: Problem, policy, and politics streams

As applied to the policy process and the topic of summer reading programs, the problem stream would involve the academic achievement gap, and resultant problems including the lack of access to summer reading programs. Subsequent issues involving that lack of access include funding and staffing complications, as well as scheduling issues. All of these problems have the potential to negatively affect some students as to their advancement in the academic careers, as well as their overall academic achievement and readiness levels.

Politics are a relevant factor with respect to educational outcomes due to the fact that local, state, and federal funds are a major source of revenue for public education. As such, politics and education are increasingly intertwined. Consequently, elected officials are an obvious presence within the educational arena, either as members of local school boards, or as elected officials who are beholden to the public regarding legislation and votes relating to educational issues.

The policy stream includes the many ideas within the educational arena competing for advantage and acceptance within policy circles, such as issues involving accountability, standardized testing, or alternative school calendars. Accordingly, the academic achievement gap is considered to be one of the more urgent educational policy issues within recent years. As such, several remedies to the problems of the achievement gap have been proposed by interested parties within the educational arena, including the remedy of summer reading programs.

The role of policy entrepreneurs and policy windows

In the case of summer reading programs, and specifically with respect to this study, policy entrepreneurs can be described as active and engaged participants who are involved in the elementary education including parents/guardians, teachers, administrators, and policymakers

who seek solutions to specific problems such as the achievement gap or access to summer learning programs. Other policy entrepreneurs might include more organized or influential entities and individuals such as teacher's unions, business/community leaders, and politicians.

Policy entrepreneurs possess unique capabilities as to coupling the problem, policy, and politics streams. Policy entrepreneurs are also adept at using information as a means of manipulation, if needed. As to the issue of education and the role of policy entrepreneurs, there are many persons who may act as advocates of education, and who may be skilled at coupling the three streams. Those advocates include parents/guardians, teachers, administrators, elected officials, and lobbyists. If more actors are involved in bringing awareness to the policy problem, then their roles as policy entrepreneurs could be more productive. For example, the policy entrepreneurs could redefine the relevant issue in such a way as to mobilize interest, allowing for further advancement of the policy problem to the formal agenda.

With regard to the policy problem, windows of opportunity may exist for policy entrepreneurs to advance their agendas. As such, it may behoove entrepreneurs to take advantage of periods of instability in order to advance the issue in such a way as to benefit state department of educations, and ultimately, educators and students.

A graphical representation of this dynamic with respect to the Multiple Streams framework as applied to the policy process and summer reading programs is represented as follows:

The Multiple Streams Framework as Applied to Summer Reading Programs

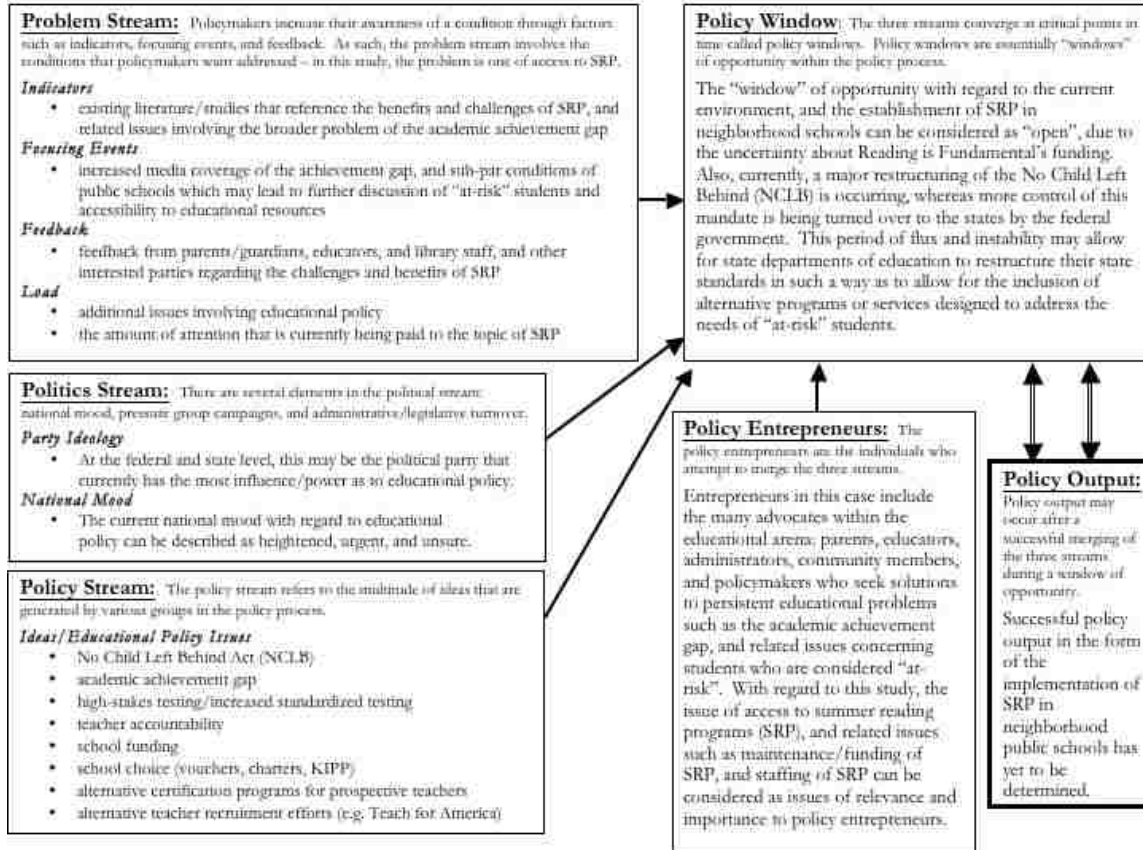


Figure 12. The MS framework as applied to the topic of summer reading program accessibility.

Adapted from “Theories of the Policy Process,” by P.A. Sabatier, p. 71. Copyright 2007 by Westview Press. Adapted with permission.

Policy proposal: The expansion of summer reading programs to neighborhood schools

With reference to patterns and themes that emerged during the course of this study, the issue regarding lack of access to summer reading programs may be considered more acute when considering the fact that neighborhood schools are usually closed during the summer.

Accordingly, children who have difficulties regarding transportation to local libraries during the summer are again at a disadvantage as the school library is not available to them. Thus, during

the summer, these children are unable to utilize the educational resources that are accessible during the traditional school year.

To address this issue, the author of this study recommends that libraries in neighborhood public schools be opened and available to young students and their families during the summer. Roman, Carran, and Fiore (2010), concluded that 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. With respect to the policy problem, that being access to summer reading programs, this recommendation is based on the model of policy advocacy as opposed to policy analysis.

In order to facilitate the expansion of summer reading programs to neighborhood schools, the author of this study also proposes the creation of a public-private partnership between the non-profit entity, Reading is Fundamental (RIF), and the Arkansas State Department of Education (ADE). With a public-private partnership between these two entities, and by establishing summer reading programs in neighborhood schools, the problems of summer learning loss, as well as lack of access to educational resources, can be addressed in three distinct ways.

First, allowing children access to the neighborhood school during the summer may result in their ability to read more books during that same time period. Also, these students may participate in other learning activities that may facilitate the learning process, or sustain skills learned during the previous academic year.

Second, the increased availability of school libraries during the summer may be a possible solution regarding lack of access, as many students and their families are within walking or shorter driving distances to their neighborhood schools.

Finally, the successful implementation of summer reading programs in local schools may allow for increased funding from the local, state, or federal government for the purposes of maintaining or expanding these programs. Additional funding could facilitate the purchase of more books, or other educational materials and resources. Also, funds may be allotted for purposes of communication, in order to increase awareness about summer reading programs among members of the local community. Finally, increased funding from sources such as the ADE could offset the costs to school districts with regard to opening school libraries for summer reading programs, particularly expenses involving staff and infrastructure.

With such a partnership, the possibility of expanding summer reading programs to neighborhood schools becomes more of a concrete idea. Consequently, the implementation of summer reading programs into neighborhood schools might allow for a practical remedy to the problem of the academic achievement gap, and may address issues regarding the decline in academic skills that occurs for many students during the summer break.

Specifics of policy proposal: Benefits of an ADE and RIF partnership and the “window of opportunity”

According to the U.S. Department of Education (2010), the RIF program is awarded a five-year contract, subject to review each year. In recent years, however, RIF’s federal funding, the main source of the program’s revenue, has been jeopardized. In 2002 and 2008, during the Bush administrations, the RIF program was eliminated entirely in the federal budget. According to the American Booksellers Administration (2008), for the second time during his

administration, President Bush proposed a budget in 2008 that eliminated RIF's inexpensive book distribution program. Subsequently, appeals from program administrators, as well as RIF's supporters within the community, resulted in a restoration of funds by Congress.

The threat of defunding, in conjunction with calls for a restoration of funds, has been ongoing resulting in a continuation of RIF's services. Though funding for RIF has been successfully restored in the past, the program's position remains tenuous with regard to federal monies. On March 2, 2010, funding for RIF was discontinued in a stopgap federal spending bill that was signed into law by President Barack Obama. According to Strom (2011), changes in the way the federal government plans to allocate money to increase and improve literacy pose a severe threat to RIF. It is conceivable that in the future, instead of receiving direct funds from the government, RIF's program administrators may be compelled to compete for state funds, as monies previously designated for RIF and other programs might be sent to state governments in the form of block grants. According to Finegold, Wherry, and Schardin (2004) block grants are fixed-sum federal grants to state and local governments that give them broad flexibility to design and implement designated programs.

In order to implement or expand additional summer reading programs in the state of Arkansas, the author of this report suggests the initiation of a public-private between the ADE and RIF. As such, each of these institutions, in the event of a substantial change involving the distribution of federal monies, can utilize their unique resources, as well as staff experience, in order to expand summer reading programs to neighborhood public schools.

Based on the results of this mixed-methods study, specifically as to the QUAL portion, most participants have positive feelings about summer reading programs, and are receptive to the idea of expanding these programs. Alternatively, participants, particularly student educators,

expressed concerns about the success of summer reading programs if these programs were implemented in neighborhood schools. Generally, these educators had concerns regarding supervision, costs, and maintenance of the program. A plurality of educators agreed that below grade level students would probably benefit from participation in such a program, but typically lack the supports to actively participate. A summary of the three main concerns/challenges as expressed by participants in this study as to summer reading programs in neighborhood schools is presented as follows:

1. Costs – supplies (costs for books, replacements costs, snacks, etc.), salaries, utility bills, etc.
2. Staffing/scheduling.
3. Infrastructure issues – security issues regarding the opening of the school library in relation to its location in the schools; issues with regard to the cooling of the building.

Given the history of RIF's funding challenges, there is a distinct possibility that their funding may cease due to federal budget cuts. According to Chen (2012), RIF's government funding of \$25.2 million per year is currently at risk, and that a bill in March 2011 was passed that eliminated funding for RIF. Also, the author states that while funding for national literacy programs was restored in December 2011 and \$28 million will be awarded through a competitive grant process, funding for RIF was not included in the 2013 budget. Additionally, Chen (2012) states that RIF had a 44% decline in personal and charity donations from 2009 to 2010, and the significant drop hinders RIF's ability to provide children with free books.

The Elementary and Secondary Education Act (ESEA) was reauthorized as the No Child Left Behind Act in 2001, and was signed into law by President Bush in 2002. An overriding premise of NCLB is that all students must achieve the level of "proficient" in state assessment

systems by the 2013–2014 school year (NCLB, 2002). Consequently, with the implementation of NCLB, educators and administrators have struggled to develop practical intervention methods that can be administered to students who require additional help, as well as choose effective tools to assess students, and measure for levels of proficiency.

On September 23, 2011, President Barack Obama signed legislation essentially allowing states to opt-out of the most controversial and tedious aspects of NCLB, particularly sections such as Title IV. According to Dillon (2011), Mr. Obama invited states to reclaim the power to design their own school accountability and improvement systems, upending the centerpiece of the Bush-era No Child Left Behind law, a requirement that all states be proficient in math and reading by 2014. Per U.S. Department of Education requirements, states must submit requests for Elementary and Secondary Education Act (ESEA) flexibility. According to the U.S. Department of Education (2012), the Department will monitor each state approved for ESEA flexibility to ensure the state implements its plan fully, effectively, and in a manner that is consistent with the approved request and the requirements of ESEA flexibility, while supporting the state in their work to improve achievement for all students.

On June 29, 2012, the federal government, in response to a petition from the state of Arkansas, granted the state a waiver to “opt-out” of the No Child Left Behind Act. According to the U.S. Department of Education (2012), Arkansas is currently one of 34 states, and the District of Columbia, approved for ESEA flexibility. This flexibility refers to the specific requirements of the No Child Left Behind Act (NCLB). Arguably, the combination of these recent developments thus presents a “window of opportunity” in order to establish summer reading programs in neighborhood schools. Given the fact that the state of Arkansas was required to submit a plan of action to the federal government in the form of an submitted request for ESEA

flexibility (Appendix Y), the expansion of summer reading programs could conceivably be presented as a program designed as a form of academic support for at-risk students, as well as an extension of learning services, or as an alternative learning program that takes place during the summer. As such, the expansion of summer reading programs, by design, may act as an intervention that may possibly increase student proficiency levels, specifically in reading.

With regard to the three challenges that emerged as suggested by participants in this study, it is suggested that a public-private partnership between the ADE and RIF may resolve some of these issues. RIF, under the supervision of the ADE, could operate the summer reading programs in the neighborhood schools, thus addressing many of the challenges involving costs, maintenance, staffing, and scheduling. A summary as to the benefits of a public-private partnership, and how such a partnership could resolve existing challenges is presented as follows:

Challenges – Emergent themes from the research regarding summer reading programs in neighborhood schools

1. Costs

Participant comment:

“There would be limitations to a summer reading program because there could only be as many students in the program as teachers could work for the program. Funds and teacher-availability would limit the size of the program and number of students who could participate. I think a summer reading program would be really excellent if we could provide a breakfast or lunch for the participants, which would also require funds. Of course there must be books for a reading program, which all school libraries can probably supply.”

Many participants in this study expressed reservations about the expansion of summer reading programs in neighborhood schools. The general consensus among these participants is that the costs of such a program could be prohibitive given the uncertainty regarding the salaries of staff members, as well as costs involving supplies (purchase and replacement of lost books, a snack program, etc.). Also, many participants expressed interest in the creation or revitalization of a

bookmobile or mobile van program in order to bring books to students who would not have access to summer reading programs in public or school libraries.

2. Staffing/Scheduling

Participant comment:

“...facilities, expenses and staffing would be a financial concern. Most school librarians are unable to volunteer coordinating such services without support from the district”

Several participants in this study stated that while there are many benefits of summer reading programs, one of the challenges that may arise might involve who would be available to supervise the summer reading program, as well as the availability of support staff members. Many educators who teach during the traditional school calendar year are not available during the summer months, and school district officials may be reluctant to spend limited funds in order to hire individuals on a temporary basis in order to oversee the program, who are not affiliated with the public school system, as there would be costs involved with hiring, training, background checks, etc.

Also, given the chances that staff members would be scarce in numbers, some educators expressed concerns about when a summer reading program in the neighborhood school would be open and available to students. Similarly, some parents and guardians expressed frustration about the scheduling hours of the library summer reading program with regard to activities, and specifically, several parents in the third case study (summer reading program in the local school), stated that they would be interested in their summer reading program being available more than 2 days per week.

3. Infrastructure

Participant comment:

“...who would run the programs and who would replace lost/stolen materials. Custodians need time in summer to wax floors, make repairs and do deep cleaning of rugs, carpets and things like that”

Some participants in this study expressed concerns about issues involving the school building and the summer reading program. Specifically, some participants spoke of logistics issues involving how to manage the program efficiently in the midst of major cleaning/repairs that usually take place during the summer months when most students and teachers are not in the building. Also, a few participants spoke of security issues. Given the fact that many school libraries are located as a hub in the center of the school, there may be concerns about open access to the entire school during the summer months, and the security issues that may arise as a result.

ADE/RIF Public Private Partnership – Possible resolutions to challenges

1. Costs

The melding of ADE's and RIF's services and expertise could facilitate the expansion of summer reading programs in several ways, thus allowing for increased flexibility and efficiency, specifically as to the costs of the program.

Accordingly, in the future, if federal monies previously designated for RIF are returned to the state in the form of a block grant, this infusion of cash at the state level may allow more opportunities for state officials to create or sustain additional educational programs. It is conceivable that additional funds would also be available to distribute to local school districts for the creation of new educational programs. The creation of summer reading programs in neighborhood schools could be considered as a type of supplemental program designed to provide additional academic support to at-risk students.

With reference to revitalization efforts of the bookmobile program, a public-private partnership between ADE and RIF may be a remedy to this specific issue. For example, after the establishment of summer reading programs in the neighborhood schools, ADE and RIF officials could then discuss the possibility of satellite programs involving the implementation of the bookmobile/mobile van program to service children who are unable to attend either formal library summer reading programs or the summer reading program at the neighborhood school. In past years, the RIF foundation provided bookmobile services to some communities, however, according to the director of RIF, this service was discontinued due to a lack of funds. With a partnership between RIF and the ADE, and with the infusion of monies therein, there is an increased likelihood of allocating funds to revitalize the bookmobile program.

2. Staffing/Scheduling

A public-private partnership between the ADE and RIF could possibly resolve many staffing and scheduling issues as RIF would be responsible for the hiring and training of staff, as well as the scheduling of summer reading programs hours in the neighborhood school. As such, the ADE would provide the majority of funds for expenses, as well as provide the physical location for the summer reading program in the form of the neighborhood school. However, RIF would be responsible for the supervision, staffing, and maintenance of the programs. Though ultimately, the costs of the program would be financed primarily by the ADE, RIF would be responsible for the distribution of payments to staff members, as well as the ordering of supplies, replacement costs, training, snacks, and other accounting/bookkeeping issues.

The benefits of such an arrangement is that staff members would be employed by RIF, thus freeing the ADE and local school districts from the burdens of hiring, training, and supervision of employees. Also, with regard to support staff, RIF's officials could take advantage of their extensive network of volunteers, and outreach programs, a system within RIF that is currently established. Accordingly, many RIF officials are familiar with outreach programs that are designed to encourage support and volunteer opportunities from community members. The supervision of these volunteers would also be managed by RIF.

Several participants mentioned the value of a summer reading program, and the benefits to the community therein. One participant specifically mentioned the concept of "cultural capital," which is similar to the concept of "human capital." The concept of human capital can be generally defined as the health, capacity, and skills of others in relation to the community (Hunt, personal communication, 2011).

Similarly, Heyns' (1978) referenced the concept of "human capital" with regard to the Great Society programs in relation to poverty.

3. Infrastructure

Custodians, as well as other workers who maintain the school buildings, are typically employed by the school district, and usually work throughout the summer, as the summer break allows for optimal timing and convenience for deep cleaning and maintenance (such as floor waxing and carpet cleaning), as well as repair work, construction, and the set-up of new equipment. This work arrangement involving school district employees could be maintained in a public-private partnership between the ADE and RIF, as these workers may be long-term employees who possess extensive and specialized skills (such as familiarity with the layout of the school, skills with equipment, and knowledge of school district policies).

Security, however, is a unique issue that can be handled differently in a public-private partnership between the ADE and RIF. Given the open layout of many schools, it may be necessary for the ADE to provide funding to RIF in order to obtain the services of an outside agency to manage security at the school for the duration of the summer reading program. If such an arrangement is not possible, school district officials may also seek the services of the local police department. Many school district officials already have experience with services and partnerships of this type, as some police officers act as security forces, mentors, or resource officers in junior high and high schools.

For example, according to information listed at the website of Fayetteville Public Schools, the School Resource Officers (SROs) are members of the Fayetteville Police Department who are stationed at the high school (FPS, 2012). The district also states that these officers enforce the law as necessary, but also serve a broader role by serving as positive role models for students.

As such, school district officials could seek to extend this type of partnership with the local police department throughout the summer months. With regard to security, such an arrangement may be preferred as opposed to security from an outside agency, as the mere presence of an official police car near a school entrance may act as a deterrent to those who may engage in suspicious or criminal activity.

Specifics of policy proposal: Possible challenges of ADE and RIF partnership

In the preceding chart, several benefits to a public-private partnership between the ADE and RIF were analyzed. However, there could be challenges to a partnership as issues may emerge with the implementation of summer reading programs into neighborhood schools. As such, it would behoove ADE and RIF officials to anticipate these challenges, and discuss remedies to the problems that may arise.

One of the more relevant and difficult challenges of maintaining a summer reading program within the local school would be the possible threat of some parents/guardians who would attempt to use the summer reading program and the employees as a daycare service provider for their children, rather than as an educational/enrichment activity, which is the primary purpose of the summer reading program. Consequently, these parents/guardians may drop off their children at the school during the hours that the program is available, while they engage in other activities be it work-related or recreational.

As such, there is also a possibility that some of these children who are not there to engage in educational activities may behave in an unruly manner, thus compromising the time and consideration of employees who manage the summer reading program, and who are there to work with the students. Unruly behavior may also distract and frustrate the efforts of students

who visit the summer reading program to read and participate in the other educational activities that are offered within the program.

The threat of a summer reading program being utilized by others for unintended purposes such as a babysitting service is real, and could have the potential of rendering the entire effort as futile. To remedy this challenge, there should be rules and regulations set forth by ADE and RIF officials in order to facilitate the functionality and efficiency of the summer reading program. For example, in the third case study, the school principal required parents/guardians to be present at all times while their child/children participated in summer reading activities at the local school. While a requirement of this type would frustrate the efforts of parents/guardians who would attempt to use the summer reading program as a daycare facility, it may also have the unfortunate effect of excluding children who may need the program the most from participating, as parents/guardians who could not stay with their children would simply not bring their children to the program.

To that end, a system of rewards and sanctions for model behavior could be implemented by managers of the summer reading program in order to encourage active participation, good behavior, and compliance on the part of parents with regard to proper use of the summer reading program. To facilitate this model of rewards and consequences, a registration system may need to be implemented, similar to the type that is used in most public libraries for summer reading programs. In this way, managers of the school's summer reading program could track attendance levels of participants, as well as have access to contact information.

Given the brevity of the summer break, a system of rewards for good behavior and consequences for negative behavior would need to be implemented shortly after the commencement of the summer reading program. Communication efforts should be made with parents/guardians

and students to ensure that they are aware of this system, and that appropriate behavior is expected within the library, and for the duration of the summer reading program.

Parental/guardian contact information should be provided for purposes in case of emergencies, and also in the cases of student misbehavior whereas, parents/guardians would be contacted for the purposes of retrieving their child(ren). Parents/guardians and students should also be informed that continued misbehavior might result in expulsion from the summer reading program.

Another challenge could involve the scheduling and timing of the school summer reading program. Several participants in the study submitted commentary regarding the desire for increased hours of the summer reading program. In order to ensure flexibility of the reading program, specifically with regard to timing and availability, RIF and ADE officials could discuss options as to morning/afternoon, as well as evening hours. For example, the hours of the reading program could be arranged in such a way to allow for availability during the day for a set number of hours per week, as well as a set number of evening hours, if possible. In this way, the timing of the school summer reading program could accommodate parents/guardians who work during the day, and thus are unable to bring their children to access resources, as well as participate in daytime program activities. A more accommodating schedule of evening, or perhaps hours of availability during the weekend, could be of some benefit to these families.

Specifics of policy proposal: Opinions from RIF and ADE officials

In order to evaluate the feasibility and practicality of the policy proposal as to a public-private partnership between the Arkansas Department of Education (ADE) and Reading is Fundamental (RIF), the author of this study solicited opinions from representatives of these

entities in the form of informal written and telephone interviews. With regard to RIF, the author of this study interviewed Ms. Carol Rasco, the president and CEO of Reading is Fundamental.

According to information at RIF's website, Ms. Rasco submitted answers to written interview questions (Appendix Z). In her e-mail response to the written interview, Ms. Rasco also volunteered to be available at a later time to answer additional questions. As such, a follow-up phone interview was arranged. The author of this report prepared questions to be asked during the phone-interview and took extensive notes with regard to Ms. Rasco's responses which were immediately transcribed at the conclusion of the phone interview (Appendix AA). The purpose of the follow-up phone interview questions was to provide additional information with regard to the written interview questions, as well as to obtain further information regarding the specifics of the policy proposal.

Ms. Rasco's responses to the written interview questions are presented verbatim as follows:

| Questions: | Ms. Rasco's Responses: |
|---|--|
| <p>1. <i>What are the primary goals of the Reading is Fundamental (RIF) program?</i></p> <p>2. <i>Approximately how many RIF programs are functioning in the United States?</i></p> | <p>It is important I first preface this whole piece by saying that in the FY12 budget process President Obama recommended the abolishing of the 34-year federal grant listed in ESEA for RIF to purchase (<i>sic</i>) books and this passed. They assured Congressional members who needed ways to cut money but were feeling heat that a ESEA reauthorization would have the administration's support to insert a competition for these funds. However, we all knew ESEA would not be undergoing reauthorization any time soon, certainly not before the Presidential election. RIF and two other groups taking the leadership with support from many did get a competition written into the FY12 budget bill but as yet, no RFP to have the competition. RIF has downsized and will be carrying out our mission through private dollars alone. The grant provided 14 million free new books primarily to children of low economic status in FY11; by FY13 when we are into totally private funds we hope to be able to distribute 2 million new free books for ownership.</p> <p>Vision: Our vision is a literate America with children obtaining access to books and discovering the joy and value of reading.</p> <p>Mission: Our mission is to motivate young children to read by working with them, their parents, and community members to make reading a fun and beneficial part of early life.</p> <p>Prior to the loss of the federal grant we had 16,000 plus local sites with sites in all 50 states and the territories as well as the District of Columbia. Our most recent Annual Report which reports on FY10 is shown at http://www.rif.org/documents/us/RIF_Annual_Report_2010.pdf with the sites shown by state on page 4, totals as to books, children, site on page 5.</p> |

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| <p>3. <i>How is RIF funded?</i></p> <p>4. <i>Have there been challenges with funding for RIF in recent years, and if so, what are those challenges, and have those challenges been resolved?</i></p> <p>5. <i>If the federal government were to issue funds previously designated for RIF directly to the states instead, would RIF's officials still be able to apply for a portion of these funds?</i></p> <p>6. <i>If state department of education officials were to designate a set amount of funds specifically for RIF, would RIF's officials consider a public-private partnership with the state (that is, would it be possible for the RIF program to be integrated into, as well as supervised, by the state's Department of Education)?</i></p> <p>7. <i>What would be the benefits or limitations of a public-private partnership with the state government rather than the federal government? Is such a partnership realistic or feasible?</i></p> | <p>Pages 26 and 27 of the Annual Report show the distribution of funds raised and expended with the federal grant.</p> <p>As noted, yes, there have been challenges and no, the federal funding is not back into the picture yet. We do not know what the federal competition will bring us.</p> <p>This would all depend on what the states wrote in their applications to the Federal govt. in applying for the funds which in turn would be based on what the Federal law designating it as a state competition outlined as Federal rules.</p> <p>This is an option RIF would certainly be willing to discuss with interested states. We have 45 years of history with public/private partnerships as our local sites under the Federal grant were required to pay a 25% match and the majority of that match came from private sources to the local groups. RIF has also done private fundraising throughout its history.</p> <p>Limitations: The overhead for RIF could potentially be more than we had with a federal grant as each state might wish to run the partnership pattern differently which could increase the costs.</p> <p>Benefits: We could potentially better target the children whose need is greatest.</p> |
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| <p>8. <i>If a public-private partnership were to take place, and if state officials stipulated that summer reading programs be implemented in neighborhood public schools, would RIF's officials be in a position to coordinate or supervise such a program?</i></p> | <p>RIF would certainly be interested in discussing this with local/state officials. However, due to financial constraints on state and local governments with no clear end in sight, we believe the chances of them doing a program that is labor intensive and that utilizes buildings to be cooled, kept clean, etc. may not be possible. For that reason we are putting together a model for a summer program that would work through programs held with parents and teachers prior to school letting out and using technology to send for example cell phone messages to parents daily or weekly as reminders; students would be given a bag of books and notebook for writing prior (<i>sic</i>) to school dismissing. If this model fits at all the RFP forthcoming from the Dept of ED we hope to try it out on a limited scale the summer of 2013.</p> |
| <p>9. <i>What would be the benefits or challenges involved with RIF supervising summer reading programs in local public schools?</i></p> | <p>Funding for adequate personnel and good research would be the biggest challenge initially I believe.</p> |
| <p>10. <i>Do you have other comments or suggestions about how to best serve the needs of underprivileged children with regard to summer reading programs or access to books?</i></p> | <p>The issue is so pressing that we all must continue to work on it. One additional component of the rough draft model described above for potential wide scale use would be for a group like RIF to draw together other national groups with local chapters to enlist their support and help. Groups like PTA, Communities in Schools, Scouts, 4-H...all youth serving, family focused groups.</p> |

In the subsequent follow-up phone interview, Ms. Rasco expanded on the topic of RIF's funding and services. She spoke extensively about these topics, and also spoke of RIF's success partnering with the Macy's corporation with regard to funding from private entities. During the Macy's promotional period, customers can choose to donate to the RIF foundation at the time of purchase (Appendix AB). Additionally, during the phone interview, Ms. Rasco also spoke about

specific community outreach efforts and programs. Ms. Rasco’s responses to the follow-up phone interview questions are presented verbatim in a table format (Appendix AA).

With regard to opinion about the public side of a public-private partnership, the author of this study also contacted officials with the ADE in order to solicit opinions regarding the policy proposal. After consulting with several departments within the ADE, the author was instructed to seek the approval of the department’s counsel, who then required the author to submit the questions to him for approval. The questions were distributed to two ADE officials who completed the questionnaire and submitted responses to the author of this study (Appendix AC). The responses from the ADE officials to the written interview are presented verbatim as follows:

| Questions: | Arkansas Department of Education (ADE) Response: |
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| <p>At the present time, most summer reading programs take place in city libraries. However, based on comments from parents and educators, there is interest in expanding programs of this type to neighborhood schools.</p> | |
| <p>1. <i>If school district officials wanted to implement summer reading programs in local schools, are state funds currently available to the district for special programs of this type?</i></p> | <p>No educational state funds are designated for local summer reading programs in local schools.</p> |
| <p><i>If so, what is the protocol for officials to request these funds from the state?</i></p> | <p>Not applicable</p> |

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| <p>Reading is Fundamental (RIF) is a non-profit literacy organization involved in book distribution and reading awareness programs for at-risk children, and other children. Federal funding for RIF is tentative in nature, and there is a possibility that funding for RIF and other literacy programs will end in the future.</p> <p>2. <i>If funds previously designated for RIF are instead returned to the state in the form of a block grant, how would those funds then be allocated?</i></p> <p>3. <i>Are there currently state officials or offices within the Arkansas Department of Education that are affiliated with any Reading is Fundamental programs?</i></p> <p>With regard to summer reading programs and comments from educators, officials, and parents, there are concerns about the costs and maintenance of summer reading programs being managed by local school districts.</p> <p>4. <i>In order to address some of these challenges, and if federal monies were available, would officials with the Arkansas Department of Education consider the possibility of a public-private partnership with Reading is Fundamental to manage summer reading programs in neighborhood schools? (Please feel free to explain if answered in the affirmative or the negative).</i></p> | <p>Allocation of funds would depend on the federal grant guidelines.</p> <p>Not that we know.</p> <p>This would be a decision made by the State Board of Education and the Commissioner of Education.</p> |
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| <p>5. <i>If a public-private partnership with RIF is not an option with regard to implementing summer reading programs in neighborhood schools, are there other remedies available to school district officials who are interested in starting a summer reading program in their schools?</i></p> | <p>The local school board and local school district superintendent make the decisions as to how local funds are used.</p> |
| <p><i>How can the state support such programs?</i></p> | <p>Support would be determined by the State Board of Education.</p> |
| <p>6. <i>Do you have other comments or suggestions about summer reading programs and how the Arkansas Department of Education supports such programs, or programs of a similar nature?</i></p> | <p>The Arkansas Department of Education (ADE) Curriculum and Instruction unit Library Media Specialist works with the Arkansas State Library and school district libraries to support the public summer reading programs. Various grant opportunities are available on the ADE website at http://www.arkansased.org/divisions/communications/grants</p> |

Specifics of policy proposal: Analysis of responses from RIF and the ADE

As to the private aspect of a public-private partnership involving RIF and the ADE with the goal to establish summer reading programs in neighborhood schools, it can be inferred, based on Ms. Rasco’s responses, that RIF officials would be amenable to the idea of partnering with state department of educations for the purposes of implementing summer reading programs. However, in both the written interview, and particularly in the follow-up interview, Ms. Rasco did discuss the challenges of such an arrangement, specifically with reference to staffing issues. In that regard, Ms. Rasco’s comments are similar to the concerns voiced by many participants in

the study, who also spoke of staffing and infrastructure issues which may arise if summer reading programs are implemented in neighborhood schools.

With regard to the comments from ADE officials, the responses were more perfunctory. As such, it is slightly more difficult to gauge whether state officials view a public-private partnership as practical, cost-efficient, and feasible at this time. Given the top-down structure of the ADE (Appendix A), it is understandable that the respondents referred to management and how, ultimately, certain decisions would be made by upper management officials. Also, it can be suggested that given the recent activity involving the state's waiver from NCLB (Appendix Y), as well as the implementation of the Common Core standards, officials with the ADE may feel that there are more pressing issues to contend with at this time. The Common Core standards are a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt (Common Core State Standards Initiative, 2012). Arkansas adopted these standards in 2010, and full implementation of the standards is planned for the 2013-2014 school year (CCSS, 2012).

Given the responses from RIF and ADE officials, as well as an analysis of these responses, it can be suggested that while a public-private partnership involving these entities is not yet in practice, the possibility exists for such a partnership to take place in the future. The uniqueness of this arrangement may present challenges, but the benefits of a public-private partnership of this type may involve the expansion of summer reading programs to neighborhood schools, thus increasing availability and access.

Conclusion

Previous literature suggests that students of all income levels benefit academically by reading an assortment of self-selected books during the summer break. Further research

indicates that these students return to school in the fall more prepared for their school subjects, and are more enthusiastic about reading. Accordingly, Heyns (1978) states that educational policies that increase access to books, perhaps through increased library services, stand to have an impact on achievement, particularly for less advantaged children.

By addressing the research question of whether participation in summer reading programs enhances students' academic skills, as well as the perceptions of parents/guardians and educators, the author of this study sought to determine whether students who participate in library summer reading programs perform at higher levels of academic achievement than students who do not participate, and suggest remedies to the problem of academic achievement gap. Accordingly, the author of this study also sought to contribute to existing research regarding summer learning programs and academic achievement.

By answering the primary and secondary research questions in the affirmative, the author of this study concludes that participation by elementary students in summer reading programs positively enhances academic achievement, and that the perceptions of parents, guardians, educators, and library staff members are mostly positive as to the effects of summer reading programs on elementary students.

With reference to educational policy, and specifically, the Multiple Streams (MS) framework, the author of this study concludes that recent activity with federal and state government, as well as local communities, allows for a "window of opportunity" in order to expand summer reading programs beyond the local libraries, as well as to initiate alternative summer reading programs. Given recent news reports, which in the context of the MS framework could generally be described as focusing events/feedback, it is apparent that the topic

of summer reading programs is becoming more widespread, and that there is an increased amount of attention and consideration among interested parties in the educational arena.

On September 28, 2012, the U.S. Department of Education announced an award of \$28 million dollars for 46 first-time grants that aim to improve literacy skills for students in high-need districts and schools (U.S. Department of Education, 2012). Two of the recipients for a portion of this award include Reading is Fundamental, which was awarded \$4,181,555, and the North Little Rock school district, which was awarded \$473, 691. The “window of opportunity” may exist to expand summer reading programs, however, the challenge remains as to whether to education officials, community members, policymakers, and other interested parties can ultimately succeed in maximizing the time and resources in order to implement additional summer reading programs in such a way as to assist our neediest students, and ultimately, to combine efforts for the purposes of closing the achievement gap, and enhancing the academic careers of all students.

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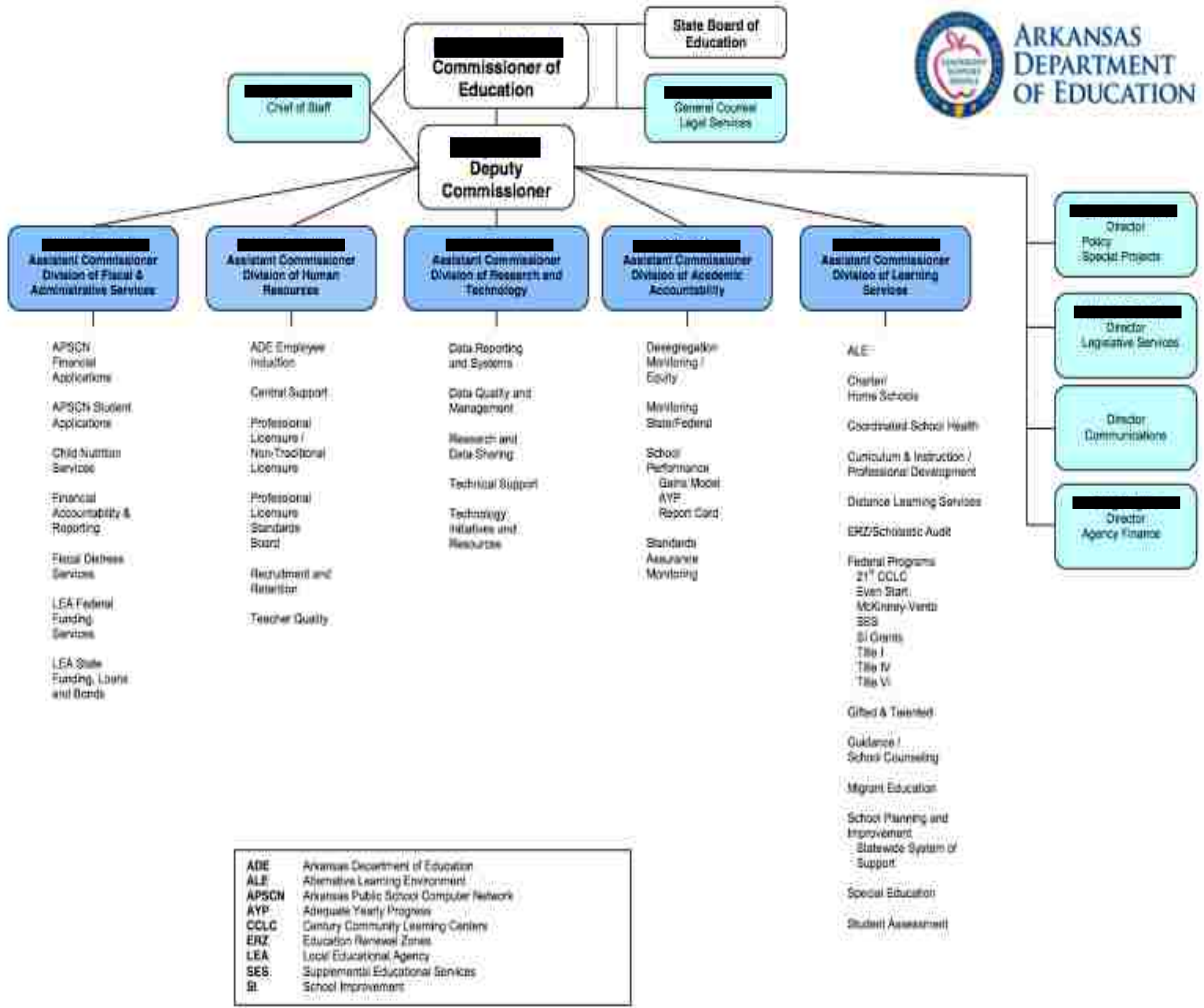
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Appendix A



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Appendix B

| | |
|------------------------------|---|
| Name (optional) _____ |  |
| Name of Library _____ | |
| Date _____ | |

Interview Questions – Library Summer Reading Programs

The information gathered in this survey/interview will be used to determine the effects of summer reading programs on students' academic achievement skills. Participation in this survey/interview is voluntary. By agreeing to participate in this survey/interview, you are providing consent for your answers to be used in this study. Identifying names will not be used in this study, and all information will be kept confidential to the extent allowed by law and University policy. Thank you for your participation. – Renee Deshommes (redacted@uark.edu)

1. Has participation in the summer reading program increased or decreased in recent years?

Follow-up question – What are the reasons why this is so?

2. What do think the benefits are of the summer reading program for children?
3. Do you think that there are any limitations of the summer reading program?

Appendix B

4. Do you believe that there are many children in the community who do not have adequate access/transportation to the library and the reading program?

Follow-up question (if answered in the affirmative) – How can this situation be changed?

5. Would it be helpful (or not helpful) for summer reading programs to be expanded to neighborhood elementary/middle schools?

Follow-up question – Why (would it be helpful or not helpful)?

6. Do you have any other comments/suggestions/criticisms?

Thank you for your participation.

Appendix C

Survey For Parents/Guardians

Library Summer Reading Programs



1. Is this your child's first time participating in the summer reading program?

Yes No

2. How many library summer reading programs has your child participated in?

0-2 3-4 5+

3. Rate your child's participation level in the summer reading program (the number of books your child has read while in the program).

** If this is your child's first time in the program, how many books do you believe your child will read while in the program?*

High (10+ books read during the summer)
 Moderate (5 - 10 books)
 Low (0 - 4 books)
 Do Not Know/Not Applicable

4. Do you believe that the library's summer reading program positively affects your child's overall academic skills?

Yes
 Maybe
 No
 Do Not Know/Not Applicable

5. Do you believe that the summer reading program improves your child's reading grades in school?

Yes
 Maybe
 No
 Do Not Know/Not Applicable

6. Do you believe that the summer reading program improves your child's math grades in school?

Yes
 Maybe
 No
 Do Not Know/Not Applicable

7. Is the library's summer reading program advertised or promoted at your child's elementary/middle school?

Yes
 Maybe
 No
 Do Not Know/Not Applicable

8. Would you like for summer reading programs to be expanded to your neighborhood school (school library open during the summer)?

Yes
 Maybe
 No
 Do Not Know/Not Applicable

9. Do you believe that most children in the area have sufficient access/transportation to the library during the summer?

Yes
 Maybe
 No
 Do Not Know/Not Applicable

10. What would be the best way to fund summer reading programs in order to expand the program to other locations, or to accommodate more children?

Higher taxes
 Participation fees
 Donations/Contributions
 Fundraisers
 Other (please specify)

Open-Ended Questions (optional)

1. What are ways that the summer reading program can be improved?

2. What are some of the benefits (or limitations) of the summer reading program for your child?

3. How can we get more children to participate in the summer reading program (For example, children who do not have enough access/transportation to the library)?

Contact Information (please print):

Name _____

Phone Number or E-mail address: _____

Disclosure: The information gathered in this survey/interview will be used to determine the effects of summer reading programs on students' academic achievement skills. Participation in this survey/interview is voluntary. Upon completion and return of this survey, your name will be included with other participants in a drawing for a gift card (this drawing will take place at the end of the summer reading program). By agreeing to participate in this survey/interview, you are providing consent for your answers to be used in this study. Identifying names will not be used in this study, and all information will be kept confidential to the extent allowed by law and University policy. Thank you for your participation.

Renee D. Deshommes – University of Arkansas

Appendix D

Disclosure: The information gathered in this survey/interview will be used to determine the effects of summer reading programs on students' academic achievement skills. Participation in this survey/interview is voluntary. By agreeing to participate in this survey/interview, you are providing consent for your answers to be used in this study. If you choose to participate in the gift drawing, your name will be separated from survey response answers. Identifying names will not be used in this study, and all information will be kept confidential to the extent allowed by law and University policy.

If you have questions or concerns about this study, you may contact Renee Deshommes at 479 [REDACTED] ([REDACTED]@uark.edu) or Dr. Tom Smith at (479) [REDACTED] ([REDACTED]@uark.edu). For questions or concerns about your rights as a research participant, please contact [REDACTED], the University's IRB Coordinator, at (479) [REDACTED] or by e-mail at [REDACTED]@uark.edu.

1. What is your position with the school district?

Teacher (PreK-12)
Library Media Specialist
Principal/Administrator
Other (please specify)

2. What school district do you work in?

Fayetteville
Springdale
Rogers
Bentonville
Other (please specify)

3. How many years have you been teaching/or employed in the school district?

Less than 1 year
1-5 years
5-10 years
10 + years

Some of the following questions pertain to current teachers. However, please feel free to answer if you are not currently teaching, but had previous classroom experience as a teacher.

4. Do you believe that the academic skills of many students decline during the summer break (do many students suffer from "summer learning loss")?

Yes
Maybe
No
Do Not Know/Not Applicable

Appendix D

5. At the beginning of the school year, do you notice a decline in skills that were learned in the previous school year?

Yes

Maybe

No

Do Not Know/Not Applicable

6. At the beginning of the school year, how much time do you spend re-teaching material from the previous school year?

None

Only a few days

1-2 weeks

3-4 weeks

4+ weeks

Do Not Know/Not Applicable

7. Do you have a classroom library?

Yes

No

Other (please specify)

8. Do you believe that most of your students enjoy reading self-selected books from the classroom library?

Yes

Maybe

No

Do Not Know/Not Applicable

9. Are there book fairs at your school?

Yes

Sometimes

No

Do Not Know/Not Applicable

Appendix D

10. What is your students' overall level of interest in the school's book fair (e.g. Scholastic)?

High

Moderate

Low

Do Not Know/Not Applicable

Other

11. Do you believe that active reading during the summer break enhances academic achievement?

Yes

Maybe

No

Do Not Know/Not Applicable

Other

12. Are you aware of the local library summer reading program?

Yes

No

13. At the close of the school year, do you provide information to your students about participating in the local library summer reading program?

Yes

Sometimes

No

Other

14. Is the local library summer reading program advertised at your school?

Yes

Maybe

No

Do Not Know/Not Applicable

Appendix D

15. On average, how many of your students participate in the local library summer reading program?

0-2

3-5

5+

Do Not Know/Not Applicable

16. Do you feel that some of your students are not able to fully participate in the library's summer reading program, but could benefit from it?

Yes

Maybe

No

Do Not Know/Not Applicable

17. What do you think is(are) the reason(s) that some students are not able to participate in the local library summer reading program?

Lack of awareness about the summer reading program

Time constraints

Lack of transportation

Poverty/Concerns about costs

Other (please specify)

18. Would you be in favor of opening your school's library during the summer for a reading program?

Yes

Maybe

No

Do Not Know/Not Applicable

19. Do you think that a summer reading program at your school's library would be beneficial for students?

Yes

Maybe

No

Do Not Know/Not Applicable

Appendix D

20. If there is not a summer reading program at your school, what do you think the reason is?

Lack of funds

Too little interest in such a program/not much discussion about such a program

Program would be too costly (building costs/salaries, etc.)

Not enough staff members to oversee the program

Other (please specify)

21. If a summer reading program were to take place at your school's library, how should the program be funded?

With existing funds

Higher taxes

Donations/Contributions

Fundraisers

Other (please specify)

Open-ended questions (optional):

1. How would you describe "summer learning loss," and how does it affect your teaching at the beginning of the school year?
2. What do think the benefits are of a summer reading program for students?
3. Do you think that there are any limitations of a summer reading program?
4. Do you believe that there are many children in the community who do not have adequate access/transportation to the local library summer reading program?

Follow-up question (if answered in the affirmative) – How can this situation be changed?

5. Would it be helpful (or not helpful) for summer reading programs to be expanded to neighborhood elementary/middle schools?

Follow-up question – Why (would it be helpful or not helpful)?

6. Do you have any other comments/suggestions/criticisms?
7. If you would like to be considered for the random drawing of the gift card, please provide your contact information such as an e-mail address or phone number.

Appendix E

Reading Program Participants

| Student | MAP Spring 2011 | MAP Fall 2011 |
|---------|-----------------|---------------|
| | 190 | 190 |
| | 159 | 170 |
| | 202 | 208 |
| | 217 | 213 |
| | 168 | 179 |
| | 192 | 188 |
| | 191 | 195 |
| | 193 | 201 |
| | 198 | 192 |
| | 195 | 198 |
| | 171 | 182 |
| | 190 | 172 |
| | 211 | 215 |
| | 162 | 175 |
| | 170 | 197 |
| | 208 | 206 |
| | 186 | 199 |
| | 182 | 202 |
| | 208 | 202 |
| | 181 | 200 |
| | 195 | 191 |
| | 166 | 167 |
| | 183 | 185 |
| | 163 | 180 |
| | 186.71 | 191.96 |
| | | 2.73% |

Non-Participants

| Student | MAP Spring 2011 | MAP Fall 2011 |
|---------|-----------------|---------------|
| | 151 | 166 |
| | 169 | 174 |
| | 167 | 171 |
| | 175 | 185 |
| | 177 | 185 |
| | 205 | 210 |
| | 172 | 168 |
| | 206 | 198 |
| | 178 | 179 |
| | 218 | 221 |
| | 216 | 209 |
| | 188 | 191 |
| | 197 | 201 |
| | 190 | 187 |
| | 183 | 195 |
| | 191 | 192 |
| | 186 | 189 |
| | 202 | 191 |
| | 187 | 194 |
| | 181 | 205 |
| | 223 | 218 |
| | 207 | 204 |
| | 208 | 216 |
| | 207 | 197 |
| | 191.00 | 193.58 |
| | | 1.33% |

Appendix F

Teacher Report - Reading Spring 2010

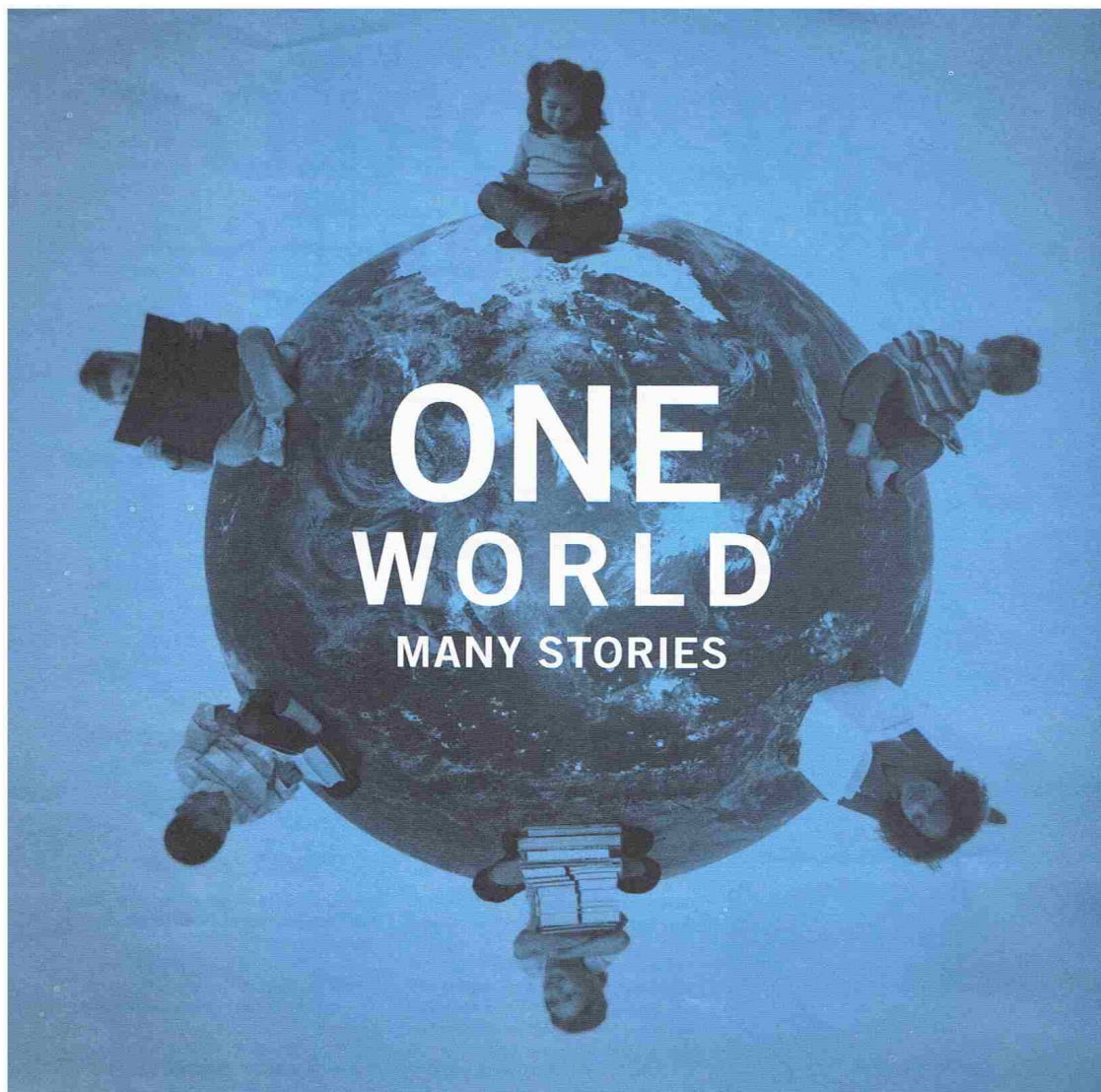
School: ██████████ ELEMENTARY (Fayetteville Public Schools)
 Class: 1868 DESHOMMES Class 1
 Teacher: DESHOMMES, RENEE
 Test: Reading Survey w/ Goals 2-5 AR V2.1

Goal Performance

| Student ID | Name | Grd | Test Type | Test Date | RIT | Std Err | RIT Range | %ile | %ile Range | Lexile Range | Goal Performance | | | | | |
|---|------|-----|-----------|-----------|-----|---------|-----------|------|------------|--------------|------------------------|---------------------------|----------------------|---------------------|------------------|-------|
| | | | | | | | | | | | Foundations of Reading | Connections / Questioning | Determine Importance | Summarize / Analyze | Variety of Texts | |
| 72030271 | | 3 | S/G | May 20 | 155 | 3.7 | 151-159 | 1 | 1-1 | BR | LO | LO | LO | LO | LO | |
| 72031025 | | 3 | S/G | May 20 | 169 | 3.9 | 165-173 | 2 | 1-4 | BR-94 | LO | LO | LO | LO | LO | |
| 72031430 | | 3 | S/G | May 20 | 169 | 3.5 | 166-173 | 2 | 1-4 | BR-93 | LO | LO | LO | LO | LO | |
| 72031053 | | 3 | S/G | May 20 | 174 | 3.6 | 170-178 | 4 | 3-7 | 42-192 | LO | LO | LO | LO | LO | |
| 72031542 | | 3 | S/G | May 20 | 179 | 3.4 | 176-182 | 8 | 6-13 | 131-281 | LO | LO | LO | LO | LO | |
| 72030844 | | 3 | S/G | May 20 | 184 | 3.3 | 181-187 | 14 | 10-19 | 215-365 | LO | LO | LO | LO | AV | |
| 72031289 | | 3 | S/G | May 20 | 187 | 3.3 | 184-190 | 19 | 13-25 | 261-411 | LO | LO | LO | AV | LO | |
| 72031070 | | 3 | S/G | May 20 | 189 | 3.3 | 186-192 | 23 | 17-29 | 301-451 | LO | AV | LO | LO | LO | |
| 72031533 | | 3 | S/G | May 20 | 194 | 3.3 | 191-197 | 34 | 25-42 | 387-537 | LO | LO | LO | HI | LO | |
| 72031093 | | 3 | S/G | May 20 | 194 | 3.2 | 191-197 | 34 | 27-42 | 394-544 | AV | AV | LO | HI | LO | |
| 72031055 | | 3 | S/G | May 20 | 195 | 3.2 | 192-198 | 36 | 29-45 | 414-564 | AV | LO | AV | AV | LO | |
| 72030903 | | 3 | S/G | May 20 | 199 | 3.3 | 196-202 | 48 | 36-57 | 474-624 | AV | LO | AV | HI | AV | |
| 72031056 | | 3 | S/G | May 20 | 200 | 3.5 | 197-204 | 51 | 42-63 | 508-658 | HI | AV | LO | LO | AV | |
| 72031750 | | 3 | S/G | May 20 | 201 | 3.3 | 198-204 | 54 | 45-63 | 518-668 | HI | LO | AV | AV | AV | |
| 72031054 | | 3 | S/G | May 20 | 201 | 3.5 | 198-205 | 54 | 45-63 | 519-669 | AV | AV | AV | AV | AV | |
| 72031055 | | 3 | S/G | May 20 | 203 | 3.4 | 200-206 | 60 | 51-69 | 553-703 | AV | HI | AV | LO | AV | |
| 72031065 | | 3 | S/G | May 20 | 205 | 3.5 | 202-209 | 66 | 54-74 | 587-737 | HI | AV | HI | HI | AV | |
| 72031066 | | 3 | S/G | May 20 | 205 | 3.3 | 202-208 | 66 | 57-77 | 594-744 | AV | HI | AV | HI | AV | |
| 72031063 | | 3 | S/G | May 20 | 207 | 3.4 | 204-210 | 72 | 60-80 | 621-771 | AV | AV | HI | HI | HI | |
| 72031751 | | 3 | S/G | May 20 | 209 | 3.6 | 205-213 | 77 | 66-86 | 662-812 | HI | AV | HI | HI | HI | |
| 72031128 | | 3 | S/G | May 20 | 210 | 3.3 | 207-213 | 80 | 72-88 | 688-838 | HI | HI | HI | HI | HI | |
| 72030999 | | 3 | S/G | May 20 | 212 | 3.4 | 209-215 | 84 | 77-90 | 716-866 | HI | AV | HI | HI | HI | |
| 72031066 | | 3 | S/G | May 20 | 216 | 3.3 | 213-219 | 91 | 86-95 | 787-937 | HI | HI | HI | HI | HI | |
| 72031673 | | 3 | S/G | May 21 | 216 | 3.5 | 213-220 | 91 | 84-95 | 787-937 | HI | HI | HI | HI | AV | |
| 72031055 | | 3 | S/G | May 20 | 222 | 3.3 | 219-225 | 97 | 95-98 | 900-1050 | HI | HI | HI | HI | HI | |
| Totals For Reading Survey w/ Goals 2-5 AR V2.1 | | | | | | | | | | | High: | 9 | 6 | 8 | 12 | 6 |
| | | | | | | | | | | | Avg: | 7 | 8 | 6 | 4 | 9 |
| | | | | | | | | | | | Low: | 9 | 11 | 11 | 9 | 10 |
| Students: 25 | | | | | | | | | | | Mean: | 196.9 | 193.1 | 194.9 | 199.3 | 193.9 |
| Mean RIT: 195.8 | | | | | | | | | | | Std Dev: | 17.3 | 18.2 | 18.1 | 17.0 | 18.7 |
| Std Dev: 16.7 | | | | | | | | | | | Median: | 202 | 198 | 200 | 203 | 197 |
| Median RIT: 200 | | | | | | | | | | | | | | | | |

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34
 Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.

Appendix G



FAYETTEVILLE PUBLIC LIBRARY SUMMER READING CLUB 2011



Presented by:
Walmart * Sams

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Appendix H



One World, Many Stories

It's time again for the Springdale Public Library Summer Reading Program! You can stay on top of your reading game this summer with weekly story times, independent reading, and special events. Check out all the other program offerings for children and teens in the remainder of this newsletter!

Summer Reading Program

Registration

**Weekly Story Times
June 8 - July 29**

Register in person, by fax (479-750-8182) or by phone (479-750-8180) beginning May 23rd.

Registration forms available at the Children's Desk or print one from the Library's website at www.springdalelibrary.org/kids

Independent/Read-To-Me Summer Reading Program

June 13—July 30, 2011

Register in person at the Children's Information Desk between the weeks of May 23 and June 28. Receive one reading log per child.

Children and their families are encouraged to read and keep track of the books read during the summer.



Participants have a chance to win tickets to the August 7 Northwest Arkansas Naturals baseball game and the opportunity to have their names announced at the game.

Older children must read at least seven hours OR five books per week and will receive a sticker for each hour they read or one sticker for reading five books. **Younger children** will receive a sticker for the ten books or more that are read to them. Additional details are available at the Children's Desk. **Grand prizes will be awarded the week of July 25th.** Original reading log with five stickers must be presented in order to receive prizes. Photocopies will not be eligible.

Special Event Thursdays

10:00 am – Library Courtyard

Events will be held each **Thurs., June 9 through July 30** at 10:00 am in the Library Courtyard. Special events are **FREE** and registration is not required.

June 9 – Institute of Jugglology

Hold on to your seats as you witness juggling as you've never seen before. A workshop follows in which you can learn to juggle and prove to yourself that you are capable of anything. (All Ages)

June 16 – World Tales, Activated Story Theatre

They don't just tell stories, they activate them with physical comedy, audience participation, imaginative props, and American Sign Language. (All Ages)

June 23 – Sugar Free Allstars

Let's rock into summer as we welcome back Boom and Dr. Rock for some fun and funky music! (All Ages)

June 30 – Scott Davis Magic for the Masses

Join the library as we welcome back Scott and his off-beat sense of humor and award-winning magical style. (All Ages)



July 7 – Adam Miller, American Folk Music

This interactive, educational and fun program brings history alive through sing alongs and storytelling. (All Ages)

July 14 – Tommy Terrific's Wacky Magic*

Get ready to laugh out loud with Tommy's side-splitting comedy and crazy-fun magic. (Preschool & Early Elementary)

* This program is supported by the Arkansas Arts Council, an agency of the Department of Arkansas Heritage, and the National Endowment for the Arts.


July 21 – Wild Goose Chase Puppets

Enjoy an amazing presentation of *The Legend of Walter Weirdbear* through the combination of hand-crafted rod and shadow puppetry. (All Ages)

July 28 – End-of-Summer-Celebration with Mariachi Amistad

The party kicks off in the courtyard with refreshments and festive mariachi music followed by more fun, food and lots of games and prizes!

The Summer Reading Program is made possible by a grant from the U.S. Institute of Museum and Library Services to the Arkansas State Library under the provisions of the Library Services and Technology Act.



Biblioteca Pública de Springdale

Verano 2011

Un Mundo, Muchas Historias

¡Es el tiempo nuevamente para el Programa de Lectura de Verano de la Biblioteca Pública de Springdale! Puedes retener todo lo que has aprendido de la lectura asistiendo durante el verano a la hora del cuento semanal, a la lectura independiente, y asistiendo a los eventos especiales. ¡Echa un vistazo a todos los programas para niños y jóvenes en este boletín de noticias!

Inscripción para el Programa de Lectura de Verano

Horario Semanal para los Relatos
Junio 8 - Julio 29

Comenzando Mayo 23, puedes inscribirte en persona, por fax (479-750-8182) o llamando al teléfono (479-750-8180.)

Los formularios de Inscripción estarán disponibles en el Mostrador del Departamento de Niños o puedes imprimirlo desde el sitio en la red de la Biblioteca visitando www.springdalelibrary.org/kids

Programa de Lectura Independiente de Verano

Léeme

Junio 13—Julio 30, 2011



Inscríbete en persona en el Mostrador de Información del Área de Niños entre las semanas del 23 de Mayo a Junio 28. Recibe un registro de lectura por cada niño.

Animamos a los niños y a su familia a leer y mantener un registro de los libros que leen durante el verano.

Los participantes tienen la oportunidad de ganar boletos para el juego de béisbol de los Naturales del Noroeste de Arkansas en Agosto 7 y tendrán la oportunidad de que sus nombres sean anunciados durante el juego.

Niños de mayor edad deben leer por lo menos siete horas o cinco libros por semana y recibirán una calcomanía por cada hora que leen o una calcomanía por leer cinco libros.

Los niños menores recibirán una calcomanía por diez libros o mas que le sean leídos. Detalles adicionales están disponibles en el Mostrador de Servicio a los Niños. **El premio mayor se otorga en la semana del 25 de Julio.** Para recibir premios debe presentar el registro original con las cinco calcomanías. Las fotocopias del registro no son elegibles.

Jueves de Eventos Especiales

10:00 am – En el Patio de la Biblioteca

Los eventos se llevan a cabo cada **Jueves, Junio 9 hasta Julio 30** a las 10:00 am en el patio de la Biblioteca.

Estos eventos especiales son completamente GRATIS y no tienes que inscribirte para participar.

Junio 9 – Instituto de Malabarismo

El mejor malabarista nunca antes visto. Después participa de un taller en la cual puedes aprender a hacer malabares y demostrarte a ti mismo que eres capaz de cualquier cosa. (Todas las Edades)

Junio 16 – Cuentos del Mundo, Teatro Activado de Cuentos

Ellos relatan cuentos y los complementan con comedia física, participación de la audiencia, apoyo para la imaginación, y Lenguaje en Señas Americano. (Todas las Edades)

Junio 23 – Sugar Free Allstars

¡El rock llega en el verano y damos la bienvenida nuevamente a Boom y el Dr. Rock traen diversión y música funky!

Junio 30 – La Magia de Scott Davis

Únete a la Biblioteca para recibir a Scott y su sentido de humor fuera de lo común y un estilo de magia ganadora de premios.

Julio 7 – Adam Miller, La Música Folclórica de América

Un programa interactivo, educacional y divertido revive la historia a través de relatos y canciones con participación de la audiencia.



Julio 14 – La Magia de Tommy el Genial*

Disfruta a carcajadas con magia sensacional. (Pre-escolares & Primer año de Primaria) * Este programa es auspiciado por el Consejo de Artes de Arkansas, una agencia del Departamento de Patrimonios de Arkansas, y por la Dotación Nacional para las Artes.

Julio 21 – Los Titeres Wild Goose Chase


Disfruta de esta asombrosa presentación de *La Legenda de Walter Weirdbear* a través de una combinación marionetas. (Todas las Edades)

Julio 28 – Celebración de Fin-del-Verano con el Mariachi Amistad

¡Celebración con música de mariachi, diversión, refrigerios, juegos y premios.!

El Programa de Lectura de Verano es posible gracias a una beca del Instituto de EE.UU. de Servicios de Museos y Bibliotecas del Estado de Arkansas en virtud a las provisiones de la ley de Servicios de Bibliotecas y Tecnología.

Appendix I

| <h2 style="margin: 0;">Encuesta para los Padres/Tutores</h2> <h3 style="margin: 0;">Biblioteca de Programas de Lectura de Verano</h3> | |  |
|--|---|---|
| <p>1. Es primera vez que este de su hijo participar en el programa de lectura de verano?</p> <p style="text-align: center;">_____ Sí _____ No</p> <p>2. ¿Cuántos programas de la colección de lectura de verano de su hijo ha participado?</p> <p style="text-align: center;">_____ 0-2 _____ 3-4 _____ 5+</p> <p>3. Tasa de su hijo el nivel de participación en el programa de lectura de verano (el número de libros que su hijo ha leído, mientras que en el programa).</p> <p style="padding-left: 20px;">* Si es la primera vez de su hijo en el programa, ¿cuántos libros cree usted que su hijo va a leer, mientras que en el programa?</p> <p>_____ Alta (más de 10 libros leídos durante el verano)</p> <p>_____ Moderado (5 - 10 libros)</p> <p>_____ Bajo (0 - 4 libros)</p> <p>_____ No sabe / No aplica</p> <p>4. ¿Cree usted que el programa de la biblioteca de lectura de verano afecta positivamente a su niño las habilidades académicas en general?</p> <p>_____ Sí</p> <p>_____ Quizás</p> <p>_____ No</p> <p>_____ No sabe / No aplica</p> <p>5. ¿Cree usted que el programa de lectura de verano mejora la lectura de las calificaciones de su hijo en la escuela?</p> <p>_____ Sí</p> <p>_____ Quizás</p> <p>_____ No</p> <p>_____ No sabe / No aplica</p> | <p>6. ¿Cree usted que el programa de lectura de verano mejora las calificaciones de su hijo matemáticas en la escuela?</p> <p>_____ Sí</p> <p>_____ Quizás</p> <p>_____ No</p> <p>_____ No sabe / No aplica</p> <p>7. Es el programa de la biblioteca de lectura de verano de una publicidad o promovidos a primaria de su hijo / escuela media?</p> <p>_____ Sí</p> <p>_____ Quizás</p> <p>_____ No</p> <p>_____ No sabe / No aplica</p> <p>8. ¿Quieres que los programas de lectura de verano que se expandió a su escuela del barrio (biblioteca de la escuela abierta durante el verano)?</p> <p>_____ Sí</p> <p>_____ Quizás</p> <p>_____ No</p> <p>_____ No sabe / No aplica</p> <p>9. ¿Cree usted que la mayoría de los niños en la zona tienen suficiente acceso y transporte a la biblioteca durante el verano?</p> <p>_____ Sí</p> <p>_____ Quizás</p> <p>_____ No</p> <p>_____ No sabe / No aplica</p> <p>10. ¿Cuál sería la mejor manera de financiar programas de lectura de verano con el fin de ampliar el programa a otros lugares, o para dar cabida a más niños?</p> <p>_____ Los impuestos más elevados</p> <p>_____ Derechos de inscripción</p> <p>_____ Donaciones / Contribuciones</p> <p>_____ Recaudación de fondos</p> <p>_____ Otro (especificar)</p> | |
| <p>Preguntas abiertas (opcional)</p> | <p>3. ¿Cómo podemos conseguir más a los niños a participar en el programa de lectura de verano (Por ejemplo, los niños que no tienen suficiente acceso y transporte a la biblioteca)?</p> <p>Información de Contacto (en letra de imprenta):</p> <p>Nombre _____</p> <p>Número de teléfono o dirección de correo electrónico:</p> <p>_____</p> | |
| <p>1. ¿Qué son las formas en que el programa de lectura de verano se puede mejorar?</p> <p>2. ¿Cuáles son algunos de los beneficios (o limitaciones) del programa de lectura de verano para su hijo?</p> | | |

Revelación: La información recogida en esta encuesta / entrevista se utilizará para determinar los efectos de los programas de lectura de verano en las habilidades de los estudiantes los logros académicos. La participación en esta encuesta / entrevista es voluntaria. Al terminar y volver de esta encuesta, su nombre será incluido con los demás participantes en el sorteo de una tarjeta de regalo (este dibujo se llevará a cabo al final del programa de lectura de verano). Al aceptar participar en esta encuesta / entrevista, usted está proporcionando consentimiento para que sus respuestas sean utilizadas en este estudio. La identificación de los nombres no serán utilizados en este estudio, y toda la información se mantendrá confidencial en la medida permitida por la ley y política de la Universidad. Gracias por su participación. Renee D. Deshombres - Universidad de Arkansas



What is your opinion of library summer reading programs? Please complete the survey which will be used to gather research about the effectiveness of summer reading programs for children. Those who complete this survey will have a chance to win a gift card. The drawing for the gift card will take place at the end of the summer reading program, and the winner will be contacted by phone or e-mail (please read the survey for more details).

Thank you for your participation and Happy Reading to all!



¿Cuál es su opinión sobre los programas de lectura de la biblioteca de verano? Por favor, complete la encuesta que se utilizarán para recopilar la investigación sobre la eficacia de los programas de lectura de verano para niños. Aquellos que completen esta encuesta tendrá la oportunidad de ganar una tarjeta de regalo. El sorteo de la tarjeta de regalo se llevará a cabo al final del programa de lectura de verano, y el ganador será contactado por teléfono o correo electrónico (por favor lea la encuesta para obtener más detalles).

Gracias por su participación y la buena lectura a todos!

Dissertation Topic – Summary

Problem:

According to Mraz and Rasinski (2007), the achievement gap between high-socioeconomic and low-socioeconomic students has long been a source of concern for educators and policymakers. With the implementation of the No Child Left Behind Act (NCLB), there is now a federal role with regard to issues of academic standards and accountability. As such, and given the current environment within the educational arena, there is a sense of urgency about what interventions are needed to address the problem of the academic achievement gap. Accordingly, recent research suggests that summer reading programs may enhance the academic skills of students who participate in such programs.

Proposed Topic:

The effects of summer reading programs on the academic achievement skills of elementary students.

Independent Variable: summer reading programs

Dependent Variable: MAP test scores

Purpose of the Study:

The purpose of this study will be to determine whether the participation in summer reading programs, specifically those conducted by local libraries, have a positive effect on students' academic skills.

Data Instruments and Methodology:

- parent surveys
- teacher surveys
- interviews
- test scores

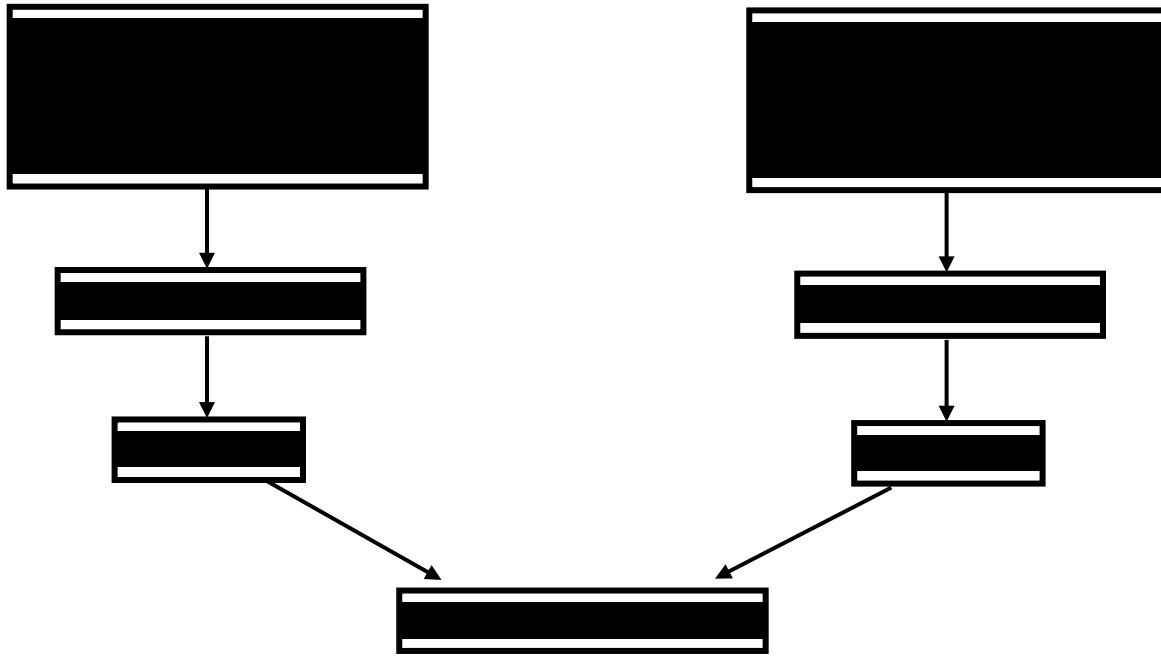
A mixed methods approach will be utilized for this study. The quantitative part of the study will involve the collection of closed-ended survey questions, and standardized test scores. The qualitative part of the study will consist of open-ended survey questions, and interviews.

Implications:

The author of this study hopes to contribute to existing research by attempting to explain the effects of summer reading programs on students' learning experiences within the traditional classroom environment. If a positive causal relationship can be shown as to summer reading and academic achievement, additional research may lead to further changes in regard to education policy and practices (i.e. additional funding for school libraries/county libraries; restored funding for RIF – Reading is Fundamental; the creation of school reading programs initiated before the start of summer vacation).

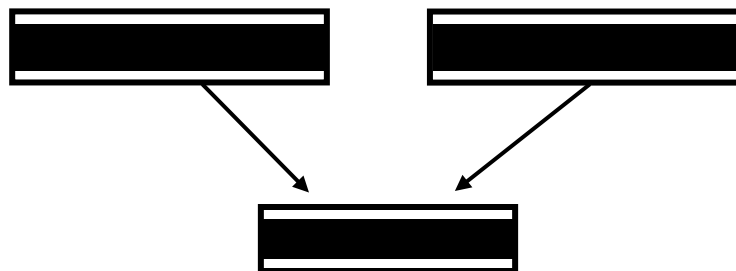
Primary Question:

What are the effects of summer reading programs on the academic achievement of students?*



Secondary Question:

What are parents' and educators' perceptions about summer reading programs? *



**Data collected in regard to participants, non-participants, as well as survey/interview responses will be anonymous in compliance with IRB protocol.*

Appendix L

RE: Reading Program Survey
RENEE DESHOMMES
Sent: Monday, January 16, 2012 2:36 PM
To: [REDACTED]
Cc: [REDACTED]
Attachments: IRB Approval-11-04-586 Ini~1.doc (632 KB)

Dear Mr. [REDACTED] and Ms. [REDACTED],

Thank you for your responses last summer with regard to a survey that I planned on sending to library media specialists. I am now in the dissertation phase of my program, and I am still eager to collect feedback from my fellow educators regarding summer reading programs.

One of my advisors suggested that I gather input from classroom teachers, as well as library media specialists, and I agree that more feedback will be helpful. I would be most grateful for the opportunity to send the summer reading program survey to Fayetteville teachers via SurveyMonkey, and below is letter to FPS employees with a link to the survey. If it is acceptable to send the survey, please feel free to copy and paste this letter into an e-mail to everyone. The participants should be able to click on the link directly from the e-mail.

I've also attached a copy of my approval letter from the University's Institutional Review Board regarding my area of research.

Thank you so much again for all of your help and consideration. Feel free to contact me if you have any questions or concerns, and I hope that you have a good afternoon.

Sincerely,
Renee Deshommes

Dear Fellow Teachers/Colleagues of FPS,

I hope that the start of new semester is going well for you and your students. I'm sure that this is a busy and exciting time for all of you.

Currently, I am a student at the University of Arkansas in the Public Policy program, and an aide with [REDACTED]. My area of research is the effects of summer reading programs on student achievement.

Appendix L

I would like to invite you to participate in a survey regarding summer reading. The survey consists of 20 closed-ended questions, as well as 6 open-ended questions, and should take about 15-20 minutes to complete.

At the conclusion of the survey period, there will be a drawing for a \$50 Walmart gift card. If you would like to participate, feel free to provide your contact information (such as an e-mail address) at the end of the survey. Here is a link to the survey:

[https://\[REDACTED\]
HjnH3njlPPYOvfM6bg88lrIB8Ex9zbEsacok5kK1_BYyeQdPgvVn9QEPENaaG-wY.&URL=https%3a%2f%2fwww.surveymonkey.com%2fs%2f7VQ75HJhttps://www.surveymonkey.com/s/7VQ75HJ](https://www.surveymonkey.com/s/7VQ75HJ)

I know how busy you are every day, so I appreciate your taking the time to read this letter. Please feel free to contact me at any time if you have additional questions, or feedback to provide. Thank you so much for your time, patience, and consideration. I've learned so much from students and teachers over the past few years, and each day is an opportunity to learn even more.

Good luck to all of you this school year, and I hope that you have a wonderful week.

Renee Deshommnes

[REDACTED]@fayar.net

From: [REDACTED]
Sent: Monday, July 18, 2011 3:54 PM
To: RENEE DESHOMMES; [REDACTED]
Subject: Survey to Media Specialists

Hi Renee-[REDACTED] forwarded your email to me to follow up with our library media specialists.

I hope we can find them this time of year; I have copied [REDACTED], our Library Council Chair, who can make sure your survey is distributed to each schools' library/media specialist. I'm not sure if she is in town at the moment, but I know she will follow up with you when she returns.

Please let me know if you need anything else.

[REDACTED]
[REDACTED]
Fayetteville Public Schools
479-[REDACTED]

Appendix L

From: RENEE DESHOMMES
Sent: Wednesday, July 06, 2011 5:00 PM
To: [REDACTED]
Subject: Re: 7/6/11

Dear Mr. [REDACTED],

My name is Renee Deshommies, and I am an assistant at [REDACTED]. I was a 3rd grade teacher at [REDACTED], but last year, I went back to school full-time. Pam Kiser suggested that I contact you in regard to information about surveys.

My area of research is the effects of summer reading programs on elementary students' academic achievement. My topic was approved in April by the UA's Institutional Review Board. Currently, I am conducting research at the Fayetteville Public Library and the Springdale Public Library regarding parents' and library employee perceptions about summer reading programs.

At least two of my advisors suggested that I try to gather opinions about summer reading programs from teachers, and I was interested in sending a survey to media specialists, as well as a few teachers, as to their perceptions about summer reading programs. I went to see Ms. [REDACTED] today because I was unsure of the protocol regarding sending out surveys, and permission to do so. Currently, my surveys are paper-based, but I was thinking of using SurveyMonkey to utilize an electronic version.

Thank you for your consideration, as well as your e-mails. I look forward to hearing from you, and I hope that you have a good afternoon.

Sincerely,
Renee Deshommies

Appendix M

RE: research at the library

1 message

████████████████████@springdalelibrary.org>

Tue, Jun 7, 2011 at 8:55 AM

To: rdeshomm <rdeshomm@uark.edu>

Cc: ████████████████████@springdalelibrary.org>, ████████████████████@springdalelibrary.org>

Hi Renee,

I spoke with our director about the state of your project, and we will be able to accommodate your research under the following conditions:

1. We will need you to be present to distribute the surveys (we cannot distribute them on your behalf).
2. You're welcome to attend three or four sessions to conduct your surveys. I'd recommend choosing different age groups to get the broadest response - for example, attend one pre-school session, one school age session, and one Special Event Thursday. You might also consider translating the survey into Spanish to get responses from Spanish-speaking parents.
3. You'll need to wear some sort of name tag with your university affiliation.
4. Your surveys will need language stating that you are not affiliated with the library.
5. We cannot allow you to approach patrons unsolicited.

Please let me or ██████ know if you have any questions and which programs you plan to attend. Below are links to the program and special events schedules for the summer.

<http://www.████████████████████.programs.php>

<http://www.████████████████████.events.php>

Thanks, and good luck with the study!

██████

Appendix N

Re: 1/16/12

[1 message](#)

██████████@sdale.org>
To: "rdeshomm@uark.edu" <██████████@uark.edu>

Wed, Jan 18, 2012 at 10:01 AM

Renee,

I will be your contact for your research. Would you be available to meet with me on January 26, around 1:30 pm, in my office at the Professional Development Center at 509 E. Emma ██████████?

██████████
(479) ██████████ Cell

Sent from my iPad

On Jan 16, 2012, at 4:53 PM, "██████████@sdale.org" wrote:

██████████ please assist this researcher as appropriate. Thanks, ██████████-----Original

Message-----

From: "██████████@sdale.org" <██████████@sdale.org>

To: "██████████@sdale.org" <██████████@sdale.org>

Date: Mon, 16 Jan 2012 16:17:57 -0600

Subject: Fwd: Re: 1/16/12

-----Original Message-----

From: rdeshomm <██████████@uark.edu>

To: ██████████@sdale.org

Date: Mon, 16 Jan 2012 16:07:41 -0600

Subject: Re: 1/16/12

Dear Mr. ██████████,

My name is Renee Deshomm, and I am a doctoral student at the University of Arkansas in the Public Policy program. Previously, I interned at ██████████ Elementary in Springdale, and was also a 3rd grade teacher with Fayetteville Public Schools.

My area of research is the effects of summer reading programs on students' academic achievement. Last summer, I gathered information at Fayetteville and Springdale public libraries from parent/guardians, and employees. One of my advisors suggested that I also gather input from educators, and I agree that more feedback will be helpful.

I would be most grateful for the opportunity to send the summer reading program survey to Springdale teachers via SurveyMonkey, and below is letter to SPS employees with a link to the survey. If it is acceptable to send the survey, please feel free to copy and paste this letter into an e-mail to everyone. The participants should be able to click on the link directly from the e-mail.

Appendix N

If you have any questions for me, or concerns, please feel free to contact me. Thank you so much for your consideration. I look forward to hearing from you, and I hope that you have a good afternoon.

Sincerely,
Renee Deshommes

Dear Fellow Teachers/Colleagues,

I hope that the start of new semester is going well for you and your students. I'm sure that this is a busy and exciting time for all of you.

Currently, I am a student at the University of Arkansas in the Public Policy program, and an aide with Fayetteville [REDACTED] of research is the effects of summer reading programs on student achievement.

I would like to invite you to participate in a survey regarding summer reading. The survey consists of 20 closed-ended questions, as well as 6 open-ended questions, and should take about 15-20 minutes to complete.

At the conclusion of the survey period, there will be a drawing for a \$50 Walmart gift card. If you would like to participate, feel free to provide your contact information (such as an e-mail address) at the end of the survey. Here is a link to the survey:

[https://www.\[REDACTED\]](https://www.[REDACTED])

I know how busy you are every day, so I appreciate your taking the time to read this letter. Please feel free to contact me at any time if you have additional questions, or feedback to provide. Thank you so much for your time, patience, and consideration. I've learned so much from students and teachers over the past few years, and each day is an opportunity to learn even more.

Good luck to all of you this school year, and I hope that you have a wonderful week.

Renee Deshommes

[REDACTED]@uark.edu

Appendix O

Request for survey participation

[1 message](#)

[REDACTED]@sdale.org> Wed, Feb 29, 2012 at 10:08 AM
To: "[REDACTED]@sdale.org Mailing List" <[REDACTED]@sdale.org>
Cc: "[REDACTED]@uark.edu" <[REDACTED]@uark.edu>, "[REDACTED]org Mailing List" <[REDACTED]@sdale.org>

Elementary Teachers,

Renee Deshommes is a doctoral candidate at the University of Arkansas. She has asked us to help her by completing a survey about the impact of summer reading programs. Your answers will be kept confidential. If you wish to participate in her drawing, you may choose to include your email address at the end. If you would like to have a copy of the results, please contact Ms. Deshommes.

Your participation in the survey is completely optional and is not a requirement of the District. If you choose to participate, please scroll to the end of this email, read Ms. Deshommes's message, and click on the survey link.

Thank you for your consideration.

[REDACTED]
[REDACTED]
Springdale Public Schools
Office: 479.750.8735
Fax: 479.[REDACTED]
Cell: 479.[REDACTED]

[REDACTED] Street
Springdale, AR 72764

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does."

- Margaret Mead

Dear Fellow Teachers/Colleagues,

I hope that the start of new semester is going well for you and your students. I'm sure that this is a busy and exciting time for all of you.

Currently, I am a student at the University of Arkansas in the Public Policy program, and an aide with [REDACTED] area of research is the effects of summer reading programs on student achievement.

I would like to invite you to participate in a survey regarding summer reading. The survey consists of 20 closed-ended questions, as well as 6 open-ended questions, and should take about 15-20 minutes to complete.

At the conclusion of the survey period, there will be a drawing for a \$50 Walmart gift card. If you would like to participate, feel free to provide your contact information (such as an e-mail address) at the end of the survey.

Appendix O

Here is a link to the survey:

[https://www. \[REDACTED\]](https://www.surveymonkey.com/r/141011)

I know how busy you are every day, so I appreciate your taking the time to read this letter. Please feel free to contact me at any time if you have additional questions, or feedback to provide. Thank you so much for your time, patience, and consideration. I've learned so much from students and teachers over the past few years, and each day is an opportunity to learn even more.

Good luck to all of you this school year, and I hope that you have a wonderful week.

Renee Deshommes

[\[REDACTED\]@uark.edu](mailto:[REDACTED]@uark.edu)

Appendix P

RE: library programs

Sent: Monday, July 18, 2011 1:28 PM
To: RENEE DESHOMMES

That would be fine. However, I'm not actually running the program, but you are welcome to go. There are many parents that would be happy to complete your survey. My principal is usually there and she would answer some questions. The library is open Monday night and Thursday morning. You can check the website to be sure. Hope this helps!

██████████, *Librarian*
██████████ *Elementary*
██████████ *N Old Missouri Road*
479-██████████
██████████@fayar.net

From: RENEE DESHOMMES
Sent: Sunday, July 17, 2011 11:18 PM
To: ██████████
Subject: Re: library programs

Dear Ms. ██████████,

My name is Renee Deshommies, and Ms. ██████████ at the Fayetteville Public Library referred me to you. I used to be a 3rd grade teacher at ██████████, however, I currently work as an assistant at ██████████ and the University of Arkansas full-time. I am in the process of conducting research for my dissertation, and my topic is the effects of library reading programs on the academic achievement skills of elementary students. One of the areas of my research has been to gather the opinions of parents/guardians and library employees using surveys/interviews (the questions are in regard to perceptions about summer reading programs). One of the areas I hope to discuss is the possibility of extending summer reading programs to neighborhood schools, and I am currently conducting research at FPL and the Springdale Public Library.

Ms. ██████████ mentioned that Butterfield's library has been available during summer hours, and I was wondering if it was possible to attend one of these sessions to meet with you, and ask parents/guardians to voluntarily complete a survey.

Thank you so much, and I look forward to hearing from you. I hope that you have a good evening.

Sincerely,
Renee Deshommies

Appendix P

Re: reading program

RENEE DESHOMMES

Sent: Monday, July 25, 2011 6:42 PM

To: [REDACTED]

Attachments:UA(Dissertation)-ParentSur~1.doc (58 KB) ; UA(Dissertation)-Interview~1.doc (85 KB)

Dear Mrs. [REDACTED],

My name is Renee Deshombres, and I attended last week's and tonight's reading program sessions at Butterfield. [REDACTED] for allowing me to speak to parents regarding the summer reading surveys. Currently, I work as a part-time assistant at [REDACTED], and I am also a full-time student at the University of Arkansas. My area of research is the effects of summer reading programs on the academic achievement skills of elementary students. Part of my research involves gathering the opinions of parents/guardians as well as library workers as to how they feel about reading program, and my topic was approved by the University's Institutional Review Board in April.

Throughout the summer, I have been conducting research at Fayetteville and Springdale Public Libraries. Ms. [REDACTED] at FPL informed me about Butterfield's summer program, and I was very interested, as I hope to address the issue of extending reading programs to neighborhood schools during the summer (specifically for children who do not have access to county libraries). I contacted Ms. Webb, and asked her about attending the reading sessions at Butterfield.

I've attached a copy of the survey, as well as a copy of the questionnaire for library professionals. Later this fall, I hope to have the questionnaire distributed to media specialists in the district. I have already requested and been granted permission from administration for this task.

I appreciate everyone's consideration. Mrs. [REDACTED] has been very helpful and I've learned a great deal from observing everyone. I realize that the new school year will begin soon, but I hope to have a chance this fall, at your convenience, to meet with you about Butterfield's summer reading program. I spoke with one of the parents this afternoon, and she talked about how she and other parents requested the summer reading program. I would be interested to find out more about the initiation of the program, as well as the effects of the program (in regard to children who participated this summer).

Thank you so much again for your consideration, and I hope that you have a good evening.

Sincerely,
Renee Deshombres

Appendix Q

RE: Summer Reading Program

Sent: Friday, November 04, 2011 2:29 PM
To: RENEE DESHOMMES

Would Monday at 3:15 work?

██████████, Principal
██████████ Elementary
479-██████████
479-██████████

From: RENEE DESHOMMES
Sent: Friday, November 04, 2011 2:15 PM
To: ██████████
Subject: Re: Summer Reading Program

Dear Mrs. ██████████,

Earlier this summer, I spoke with parents and distributed surveys at ██████████ in regard to the reading program, and I thank you for your consideration in allowing me to be there. Later that month, I contacted you about possibly meeting with you to discuss my project (the draft of that initial letter is attached below), and to find out more about Butterfield's program.

I am writing to you to find out if it would be possible to meet with you next week at your convenience. I am available most afternoons throughout the week. I realize how busy you are, so I truly appreciate your time and consideration if a meeting is possible.

Thank you so much again, and I hope that you have a good afternoon, as well as a good weekend.

Sincerely,
Renee Deshommnes

Appendix R

RSSP Project Number

UNIVERSITY OF ARKANSAS INSTITUTIONAL REVIEW BOARD PROTOCOL FORM

The University Institutional Review Board recommends policies and monitors their implementation, on the use of human beings as subjects for physical, mental, and social experimentation, in and out of class. . . . Protocols for the use of human subjects in research and in class experiments, whether funded internally or externally, must be approved by the (IRB) or in accordance with IRB policies and procedures prior to the implementation of the human subject protocol. . . . Violation of procedures and approved protocols can result in the loss of funding from the sponsoring agency or the University of Arkansas and may be interpreted as scientific misconduct. (*see Faculty Handbook*)

Supply the information requested in items 1-14 as appropriate. **Type** entries in the spaces provided using additional pages as needed. In accordance with college/departmental policy, submit the original **and** one copy of this completed protocol form and all attached materials to the appropriate Human Subjects Committee. In the absence of an IRB-authorized Human Subjects Committee, submit the original **and** one copy of this completed protocol form and all attached materials to the IRB, Attn: Compliance Officer, OZAR 118, 575-3845.

1. Title of Project **The Effects of Summer Reading Programs on the Academic Achievement Skills of Elementary Students in Grades 3-5.**

2. (Students **must** have a faculty member supervise the research. The faculty member must sign this form and all researchers and the faculty advisor should provide a campus phone number.)

| | Name | Department | Email Address | Campus Phone |
|----------------------|---------------------------|-------------|---------------------|----------------|
| Principal Researcher | Renee D. Deshommes | PUBP | ██████████@uark.edu | 479 ██████████ |
| Co-Researcher | | | | |
| Co-Researcher | | | | |
| Co-Researcher | | | | |
| Faculty Advisor | Dr. Tom Smith | CIED | ██████████@uark.edu | 479 ██████████ |

3. Researcher(s) status. Check all that apply.

Faculty Staff Graduate Student(s) Undergraduate Student(s)

4. Project type

Faculty Research Thesis / Dissertation Class Project Independent Study /
Staff Research M.A.T. Research Honors Project Educ. Spec. Project

5. Is the project receiving extramural funding?

No Yes. Specify the source of funds

Appendix R

RSSP Project Number

6. Brief description of the purpose of proposed research and all procedures involving people. Be specific. Use additional pages if needed. (**Do not** send thesis or dissertation proposals. Proposals for extramural funding must be submitted in full.)

Purpose of research: **The purpose of this study is to determine whether students who participate in library summer reading programs perform at higher levels of academic achievement based on a review of standardized test scores in comparison to students who do not participate in library summer reading programs.**

Procedures involving people: **The persons involved in this study will include adults who choose to voluntarily complete a written survey comprised of questions regarding summer reading programs, and adults who voluntarily choose to participate in an interview with the researcher regarding summer reading programs. During the course of the summer reading program (approximately 8-9 weeks), a survey will be available for adults to complete. In order to promote the return rate of the surveys, there will be a degree of reciprocity in the form of a drawing for one gift card (at each participating library). During this same period, the researcher will attempt to interview 5-10 adult library employees. The researcher will also collect approximately 5-8 years of previous data regarding state standardized test scores in order to compare levels of academic achievement of reading program participants compared to non-participants.**

7. Estimated number of participants (complete all that apply)

100 Children under 14 _____ Children 14-17 _____ UA students 75 Adult non-students
(18yrs and older)

8. Anticipated dates for contact with participants:

First Contact **June 2011**

Last Contact **February 2012**

9. Informed Consent procedures: The following information must be included in any procedure: identification of researcher, institutional affiliation and contact information; identification of Compliance Officer and contact information; purpose of the research, expected duration of the subject's participation; description of procedures; risks and/or benefits; how confidentiality will be ensured; that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled. See *Policies and Procedures Governing Research with Human Subjects*, section 5.0 Requirements for Consent.

Signed informed consent will be obtained. **Attach copy of form.**

Modified informed consent will be obtained. **Attach copy of form.**

Other method (e.g., implied consent). **Please explain on attached sheet.**

Not applicable to this project. **Please explain on attached sheet.**

10. Confidentiality of Data: All data collected that can be associated with a subject/respondent must remain confidential. Describe the methods to be used to ensure the confidentiality of data obtained.

Confidentiality will be maintained by the researcher procedures involving the random assignment of a number to each participant in order to establish a code. All data will be recorded and reported confidentially. Names will not be used to report findings. The researcher will have sole access to the code and data, and the code will be destroyed upon publication of the research. In regard to anonymity, parental survey forms will be separated from the signed consent forms, and individual student Benchmark scores of program participant children will be de-identified after collection. The identifiers of the student non-participants' group Benchmark scores will be stripped to ensure confidentiality of data.

11. Risks and/or Benefits:

Risks: Will participants in the research be exposed to more than minimal risk? Yes No

Minimal risk is defined as risks of harm not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. Describe any such risks or discomforts associated with the study and precautions that will be taken to minimize them.

There is minimal to no risk involved with this study.

Appendix R

Benefits: Other than the contribution of new knowledge, describe the benefits of this research.

The implications and benefits of this study involve the potential for additional research, as well as increased funding in regard to summer reading programs. If a positive causal relationship can be suggested by the researcher as to summer reading programs and academic achievement, the potential benefits for many school-aged children include enhanced academic achievement skills as a result of participation in the summer reading program. Benefits for those who complete and return the written survey include the opportunity to participate in a drawing for a gift card.

12. Check all of the following that apply to the proposed research. Supply the requested information below or on attached sheets:

- A. Deception of or withholding information from participants. Justify the use of deception or the withholding of information. Describe the debriefing procedure: how and when will the subject be informed of the deception and/or the information withheld?
- B. Medical clearance necessary prior to participation. Describe the procedures and note the safety precautions to be taken.
- C. Samples (blood, tissue, etc.) from participants. Describe the procedures and note the safety precautions to be taken.
- D. Administration of substances (foods, drugs, etc.) to participants. Describe the procedures and note the safety precautions to be taken.
- E. Physical exercise or conditioning for subjects. Describe the procedures and note the safety precautions to be taken.
- F. Research involving children. How will informed consent from parents or legally authorized representatives as well as from subjects be obtained?
- G. Research involving pregnant women or fetuses. How will informed consent be obtained from both parents of the fetus?
- H. Research involving participants in institutions (cognitive impairments, prisoners, etc.). Specify agencies or institutions involved. Attach letters of approval. Letters must be on letterhead with original signature; electronic transmission is acceptable.
- I. Research approved by an IRB at another institution. Specify agencies or institutions involved. Attach letters of approval. Letters must be on letterhead with original signature; electronic transmission is acceptable.
- J. Research that must be approved by another institution or agency. Specify agencies or institutions involved. Attach letters of approval. Letters must be on letterhead with original signature; electronic transmission is acceptable.

13. Checklist for Attachments

The following are attached:

- Consent form (if applicable) or
- Letter to participants, written instructions, and/or script of oral protocols indicating clearly the information in item #9.
- Letter(s) of approval from cooperating institution(s) and/or other IRB approvals (if applicable)
- Data collection instruments

14. Signatures

I/we agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects/respondents are protected. I/we will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I/we agree to request renewal of approval for any project when subject/respondent contact continues more than one year.

Principal Researcher _____ Date

Co-Researcher _____ Date

Co-Researcher _____ Date

Faculty Advisor _____ Date

Appendix R

PROTOCOL APPROVAL FORM

(To be returned to IRB Program Manager with copy of completed protocol form and attachments)

Human Subjects Committee Use Only (In absence of IRB-authorized Human Subjects Committee, send protocol to IRB.)

Recommended Review Status

_ Human Subjects Committee can approve as exempt because this research fits in the following category of research as described in section 9.02 of the IRB policies and procedures (Cite reasons for exempt status.):

Printed Name and Signature of the HSC Chair _____ Date

_ Expedited Review by a designated member of the IRB because this research fits in the following category of research as described in section 9.03 of the IRB policies and procedures (Cite reasons for expedited status.):

Printed Name and Signature of the HSC Chair _____ Date

_ Requires Full Review by the IRB because this research fits in the following category of research as described in section 9.04 of the IRB policies and procedures (Cite reasons for full status.):

Printed Name and Signature of the HSC Chair _____ Date

IRB/RSSP Use Only

Project Number _____ Received RSSP

Sent to: _____ Date:

Final Status

_ Approved as Exempt under section 9.02 of the IRB Policies and Procedures (Cite reasons for exemption.):

_ Approved as Expedited under Section 9.03 of the IRB Policies and Procedures because (Cite reasons for expedited status.)

Printed Name and Signature: _____ Date _____
IRB (for the Committee)

_ Approved by Full review under Section 9.04 of the IRB as meeting requirements of the IRB Policies and Procedures.

Printed Name and Signature: _____ Date

IRB Chairperson

Appendix R

Attachment – Part 9 of IRP Protocol Form (Informed Consent Procedures):

Script (written survey participants):

“The information gathered in this survey/interview will be used to determine the effects of summer reading programs on students’ academic achievement skills. Participation in this survey/interview is voluntary. Upon completion and return of this survey, your name will be included with other participants in a drawing for a gift card (this drawing will take place at the end of the summer reading program). By agreeing to participate in this survey/interview, you are providing consent for your answers to be used in this study. Identifying names will not be used in this study, and all information will be kept confidential to the extent allowed by law and University policy. Thank you for your participation.”

Script (interview participants):

“The information gathered in this survey/interview will be used to determine the effects of summer reading programs on students’ academic achievement skills. Participation in this survey/interview is voluntary. By agreeing to participate in this survey/interview, you are providing consent for your answers to be used in this study. Identifying names will not be used in this study, and all information will be kept confidential to the extent allowed by law and University policy. Thank you for your participation.”

Appendix S



210 Administration • Fayetteville, Arkansas 72701 • (479) 575-2208 • (479) 575-3846 (FAX)
Email: irb@uark.edu

Research Compliance Institutional Review Board

April 27, 2011

MEMORANDUM

Renee Deshommes
Tom Smith

FROM: [REDACTED]
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 11-04-586

Protocol Title: *The Effects of Summer Reading Programs on the Academic Achievement Skills of Elementary Students in Grades 3-5*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 04/26/2011 Expiration Date: 04/24/2012

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Compliance website (<http://www.uark.edu/admin/rsspinfo/compliance/index.html>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 175 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior* to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at [REDACTED] Administration Building, 5-[REDACTED], or [REDACTED]@uark.edu.

The University of Arkansas is an equal opportunity/affirmative action institution.

Appendix T

University of Arkansas Mail - Re: IRB #11-04-586 (Memo: Ch...

<https://mail.google.com/mail/u/0/?ui=2&ik=b073348d3a&view...>



Renee Deshommès <[REDACTED]@email.uark.edu>

Re: IRB #11-04-586 (Memo: Changes to protocol)

1 message

rdeshomm <[REDACTED]@uark.edu>
To: IRB Coordinator <[REDACTED]@uark.edu>


Dear [REDACTED],

Thank you for taking the time to meet with me today. Attached please find a copy of the memo requesting the changes to my initial protocol. Also, the teacher survey is attached with the corresponding disclosure notice (regarding the separation of participating names from responses for those who would like to participate in the gift card drawing).

Please feel free to contact me if there are any additional changes or corrections that I will need to make. Thank you so much again, and I hope that you have a good afternoon, and a good weekend.

Sincerely,
Renee Deshommès

2 attachments

 IRB-amendments.doc
52K

 UA(Dissertation)-TeacherSurvey.doc
54K

Appendix T

Memo

To: [REDACTED]
From: Renee Deshommes
Date: [REDACTED]
Re: IRB #11-04-586

Dear [REDACTED]

With regard to my initial IRB protocol, I would like to amend the protocol to include the following changes:

1. New title (Page 1, question 1):

"The Effects of Summer Reading Programs on the Academic Achievement Skills of Elementary Students".

2. Inclusion of teacher survey responses, inclusion of 1 year of test scores, and exclusion of 5-8 years of previous test score data (Page 2, question 6)

The persons involved in this study will include adults who choose to voluntarily complete a written survey comprised of questions regarding summer reading programs, and adults who voluntarily choose to participate in an interview with the researcher regarding summer reading programs. During the course of the summer reading program (approximately 8-9 weeks), a survey will be available for adults to complete. In order to promote the return rate of the surveys, there will be a degree of reciprocity in the form of a drawing for one gift card (at each participating library). During this same period, the researcher will attempt to interview 5-10 adult library employees. The researcher will also collect survey responses regarding summer reading programs from adults who are employed as educators. Additionally, the researcher will collect 1 year of previous data regarding district computer-based assessment scores in order to compare levels of academic achievement of reading program participants compared to non-participants.

3. Number of Participants (Page 2, question 7):

200 Adult non-students (for a total of 300 participants)

4. Last contact (page 2, question 8):

April, 2012

5. The inclusion of MAP scores instead of Benchmark scores (page 2, question 10)

Confidentiality will be maintained by the researcher procedures involving the random assignment of a number to each participant in order to establish a code. All data will be recorded and reported confidentially. Names will not be used to report findings. The researcher will have sole access to the code and data, and the code will be destroyed upon publication of the research. In regard to anonymity, parental survey forms will be separated from the signed consent forms, and individual student MAP scores of program participant children will be de-identified after collection. The identifiers of the student non-participants' group MAP scores will be stripped to ensure confidentiality of data.

6. Additional data collection instrument – Teacher Survey (page 3, question 13)

(See attached teacher survey and disclosure notice)

1

Appendix T

University of Arkansas Mail - IRB #11-04-586 Effects of Summ...

<https://mail.google.com/mail/u/0/?ui=2&ik=b073348d3a&view...>



Renee Deshombres <[REDACTED]@email.uark.edu>

IRB #11-04-586 Effects of Summer Reading...

1 message

irb <[REDACTED]@uark.edu>

To: "Renee D. Deshombres" <[REDACTED]@uark.edu>

Cc: Thomas E C Smith <[REDACTED]@uark.edu>

The modification request for your protocol (now) titled *The Effects of Summer Reading Programs on the Academic Achievement Skills of Elementary Students* has been reviewed. The reviewer had the following comments regarding the protocol:

- Please move the disclosure information from the end of the survey to the beginning.

Please send your response to the comments and any revised forms to me by email. Do not begin your project until you receive final approval from this office.

Please be aware that we have moved to our new offices at 210 Administration. J

Thank you,

[REDACTED]

[REDACTED] CIP

IRB/RSC Coordinator

Research Compliance

210 Administration Building

Fayetteville, AR 72701

Ph: [REDACTED]

Fax: [REDACTED]

Appendix T

University of Arkansas Mail - Re: IRB #11-04-586 Effects of ...

https://mail.google.com/mail/u/0/?ui=2&ik=b073348d3a&view...



Renee Deshommes <[REDACTED]@email.uark.edu>

Re: IRB #11-04-586 Effects of Summer Reading...

1 message

rdeshomm <rdeshomm@uark.edu> [REDACTED]
To: irb <[REDACTED]@uark.edu>

Dear [REDACTED]

Thank you for your e-mail, and for meeting with me last week. Attached please find a copy of the teacher survey with the disclosure notice placed at the beginning of the survey.

I appreciate all of your help and guidance throughout this process. Thank you again, and I hope that you have a good weekend.

Renee Deshommes

Quoting [REDACTED]@uark.edu>:

> The modification request for your protocol (now) titled The Effects
> of Summer Reading Programs on the Academic Achievement Skills of
> Elementary Students has been reviewed. The reviewer had the following
> comments regarding the protocol:
>
>
>
> * Please move the disclosure information from the end of the
> survey to the beginning.
>
>
>
> Please send your response to the comments and any revised forms to me
> by email. Do not begin your project until you receive final approval
> from this office.
>
>
>
> Please be aware that we have moved to our new offices at 210
> Administration. J
>
>
>
> Thank you,
>
>
>

Appendix U



Renee Deshommès <[REDACTED]@email.uark.edu>

IRB #11-04-586 Modification Approval

1 message

irb <[REDACTED]@uark.edu>

To: "Renee D. Deshommès" <[REDACTED]@uark.edu>

Cc: Thomas E C Smith <[REDACTED]@uark.edu>

Hello,

Your modification of the IRB protocol titled *The Effects of Summer Reading Programs on the Academic Achievement Skills of Elementary Students* received approval on 2/3/12. Please be aware that your expiration date has not changed. Your official approval letter is attached.

If you have any questions, please do not hesitate to contact me.

Please be aware that we have moved to our new offices at 210 Administration. J

Thank you,

[REDACTED]

[REDACTED] CIP

IRB/RSC Coordinator

Research Compliance

210 Administration Building

Fayetteville, AR 72701

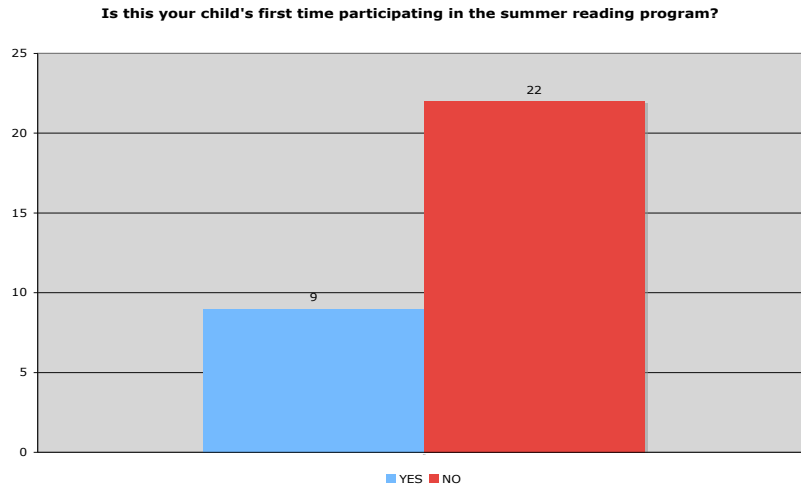
Ph: [REDACTED]

Fax: [REDACTED]

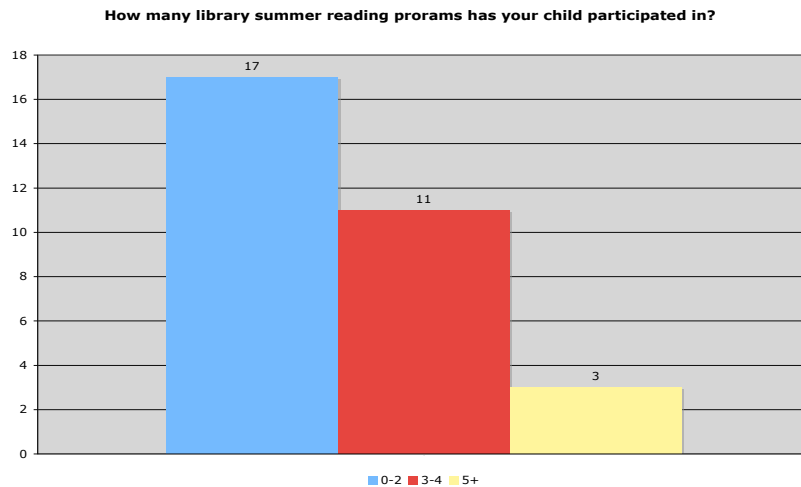
Appendix V

Parent/guardian library surveys: quan data set

Question #1: A total of 31 participants answered the first survey question, accounting for all participants in the first case study. Twenty-two persons answered “Yes” to this question, while nine persons responded “No.” The following graph depicts the responses to the first parent/guardian survey question.

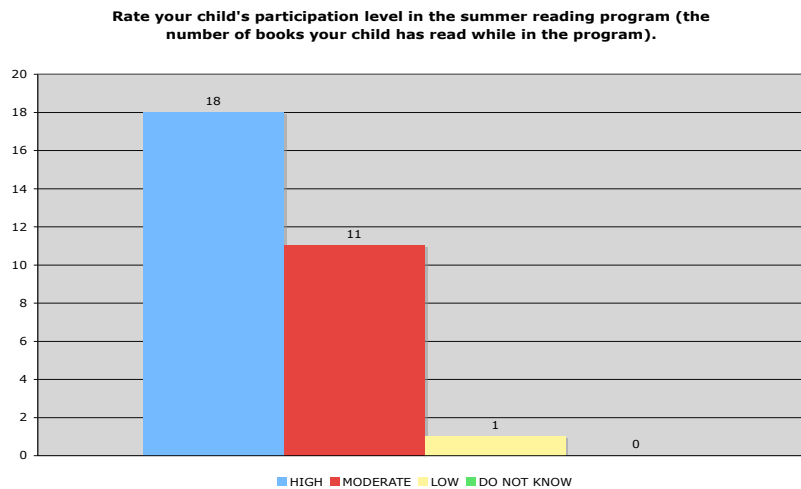


Question #2: Thirty-one participants answered the second survey question, accounting for all participants in the first case study. Seventeen persons answered “0-2” as to the number of summer reading programs their child had participated in. Eleven persons responded “3-4,” and three persons responded with the answer of “5-plus.” The following graph depicts the responses to the second parent/guardian survey question.

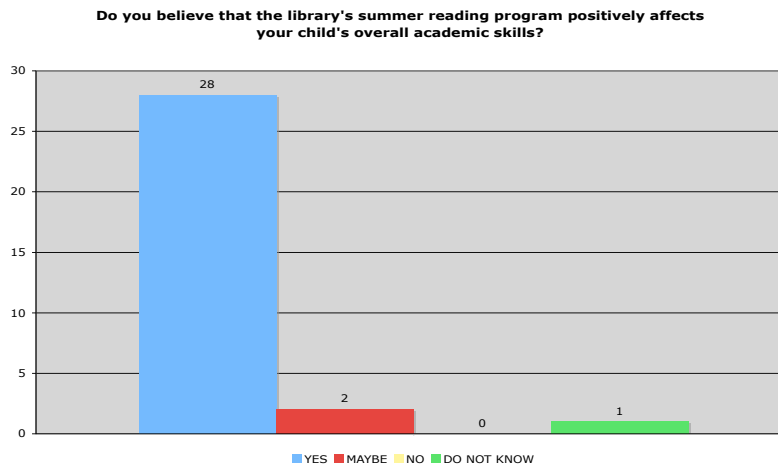


Appendix V

Question #3: Thirty participants submitted answers to the third survey question. One person chose not to answer this question. Eighteen persons reported that their child’s level of participation in the summer reading program was “High.” Eleven persons responded “Moderate.” One person responded “Low,” and there were zero responses for the answer “Do not know.” The following graph depicts the responses to the third parent/guardian survey question.

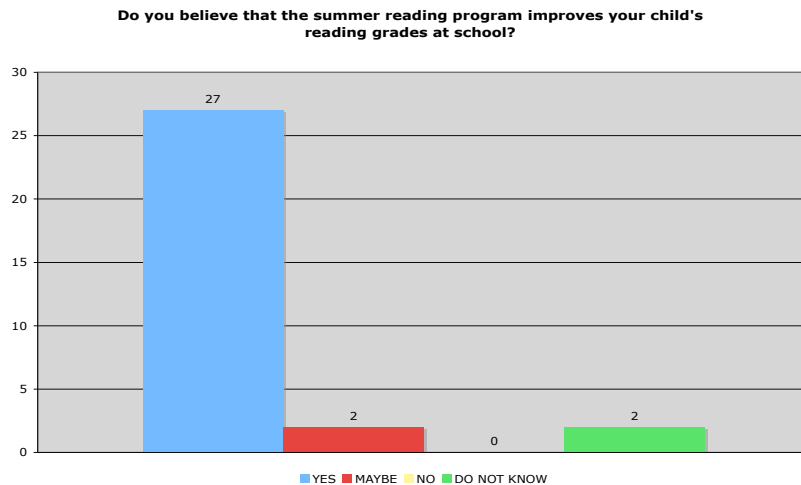


Question #4: A total of 31 participants answered the fourth survey question, accounting for all participants in the first case study. Twenty-eight persons answered “Yes” to this question. Two persons responded “Maybe.” Zero participants answered “No,” and one person responded “Do not know.” The following graph depicts the responses to the fourth parent/guardian survey question.

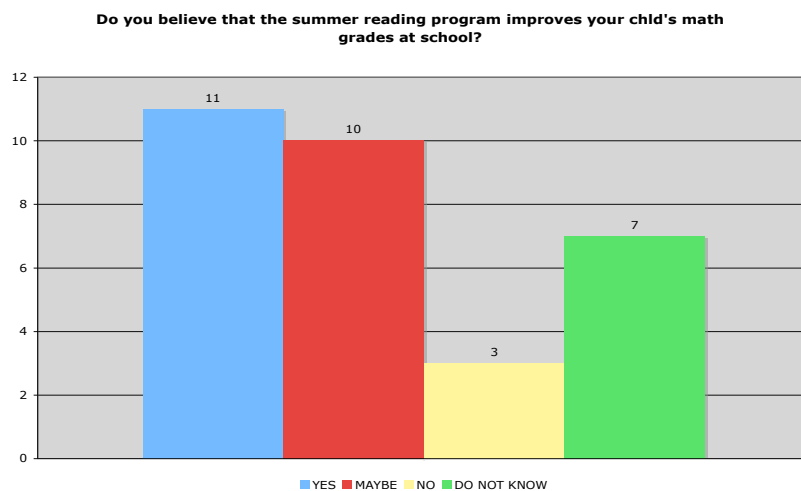


Appendix V

Question #5: Thirty-one participants answered the fifth survey question, accounting for all participants in the first case study. Twenty-eight persons answered “Yes” to this question. Two persons responded “Maybe.” Zero participants responded “No,” and two persons responded with the answer “Do not know.” The following graph depicts the responses to the fifth parent/guardian survey question.

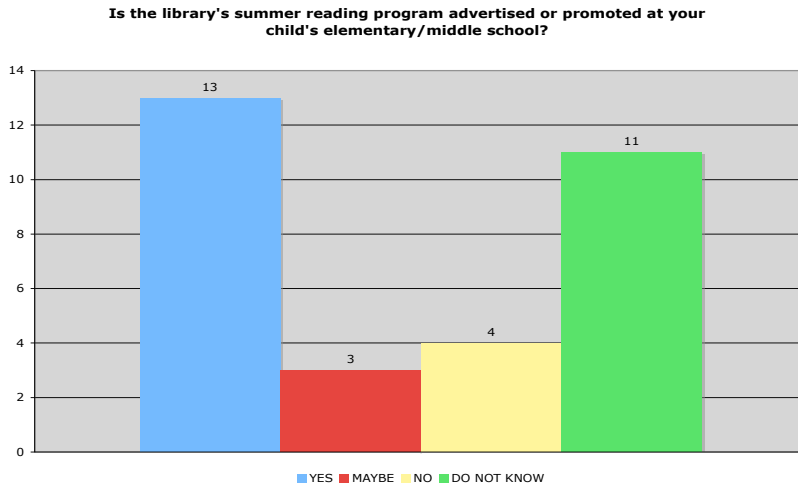


Question #6: A total of 31 participants submitted responses for the sixth survey question, accounting for all participants in the first case study. Eleven persons answered “Yes” to this question. Ten persons responded “Maybe.” Three participants answered “No,” and seven persons responded “Do not know.” The following graph depicts the responses to the sixth parent/guardian survey question.

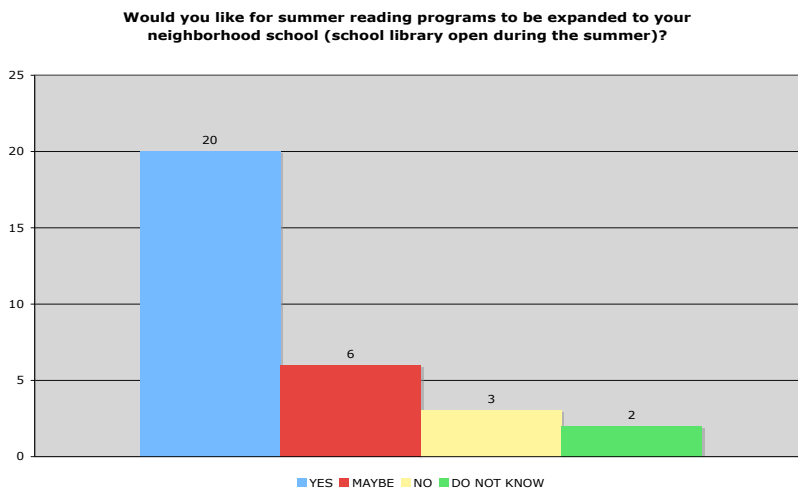


Appendix V

Question #7: Thirty-one participants answered the seventh survey question, accounting for all participants in the first case study. Thirteen persons answered “Yes” to this question. Three persons responded “Maybe.” Four participants answered “No,” and 11 persons responded “Do not know.” The following graph depicts the responses to the seventh parent/guardian survey question.

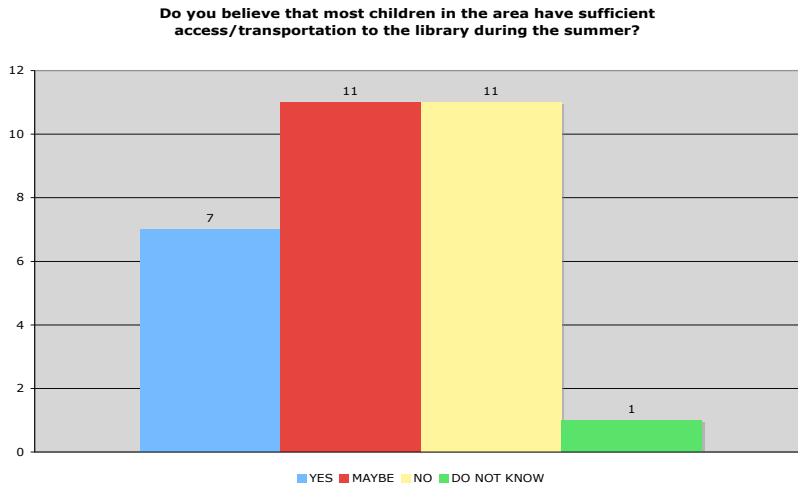


Question #8: A total of 31 participants answered the eighth survey question, accounting for all participants in the first case study. Twenty persons answered “Yes” to this question. Six persons responded “Maybe.” Three participants answered “No,” and two persons responded “Do not know.” The following graph depicts the responses to the eighth parent/guardian survey question.



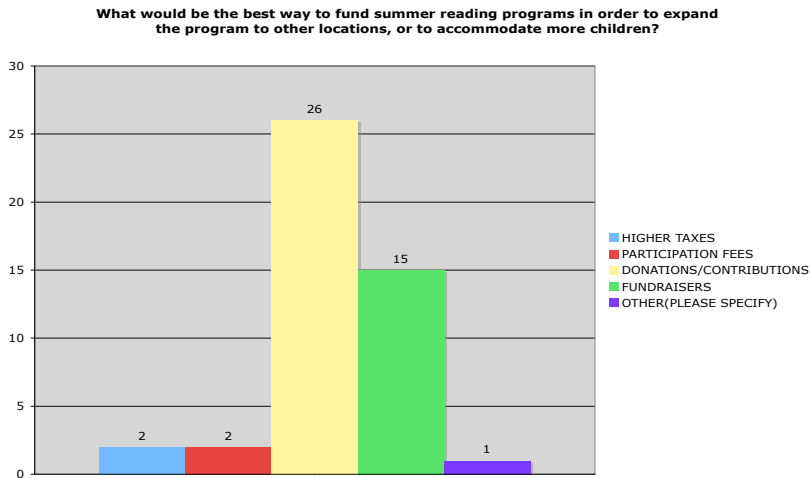
Appendix V

Question #9: Thirty participants answered the ninth survey question. One person chose not to answer this question. Seven persons answered “Yes” to this question. Eleven persons responded “Maybe.” Eleven participants answered “No,” and one person responded “Do not know.” The following graph depicts the responses to the ninth parent/guardian survey question.



Question #10: There were 46 responses to the final survey question. Several participants chose to provide more than one answer to this question. As such, the tabulated responses indicate the survey responses answers that were chosen more often than the other responses for this particular question. There were two answers submitted for the choice of “Higher taxes.” two answers were submitted for “Participation Fees.” There were 26 responses for “Donations/Contributions.” There were 15 responses for “Fundraisers.” Finally, one person responded with “Other,” and submitted a specific answer to this question. The following graph depicts the responses to the tenth parent/guardian survey question.

Appendix V



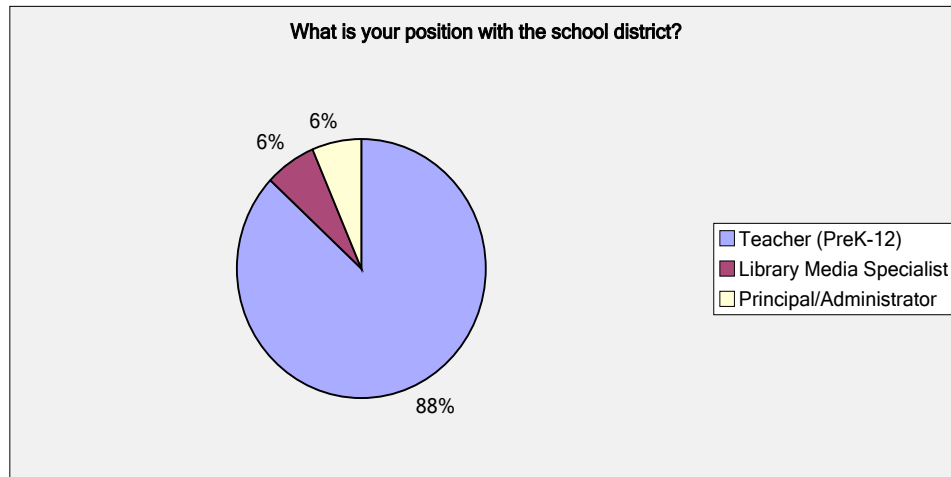
Response of person who replied with an answer of “other:”

| Response | Other (please specify) |
|----------|--|
| 1 | People buy books as donation. Put sticker with name in book stating that it was a donated buy that person. People choose from books library needs. |

Appendix V

Teacher web surveys: quan data set

Question #1: There were a total of 62 responses to the first survey question, with four choices of responses including identifying oneself as a teacher, library media specialist, principal/administrator, or as “other.” Ten persons chose not to answer this question. Fifty-four persons identified themselves as teachers, four persons as library media specialists, four persons as principal/administrator, and 12 persons identified themselves as “other.” The following chart depicts the responses to the first web survey question.

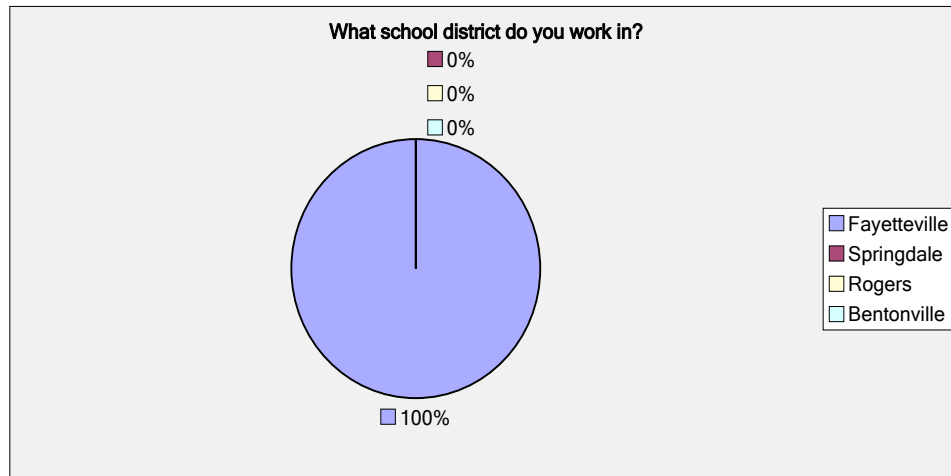


Responses of persons who identified as “other:”

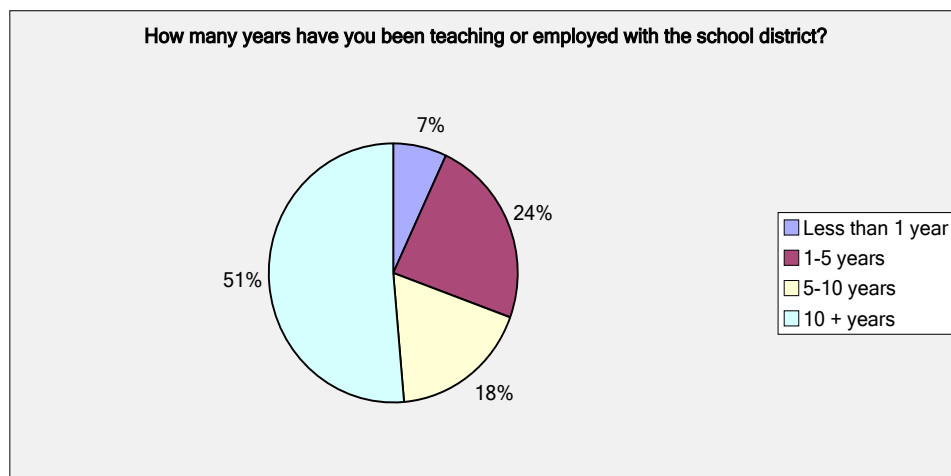
| Response | Other (please specify) |
|----------|------------------------------|
| 1 | Adult Education teacher |
| 2 | Instructional Facilitator |
| 3 | GED teacher Adult Education |
| 4 | counselor |
| 5 | adult ed teacher |
| 6 | Counselor |
| 7 | school counselor |
| 8 | Certified Interventionist |
| 9 | Art |
| 10 | Instructional facilitator |
| 11 | PE |
| 12 | Data & Assessment Specialist |

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Question #2: There were a total of 72 responses to the second survey question, representing all survey participants in the first case study. This particular question was used by the researcher to identify employees of only Fayetteville Public Schools with regard to all of the web survey responses. The following chart depicts the responses to the second web survey question.

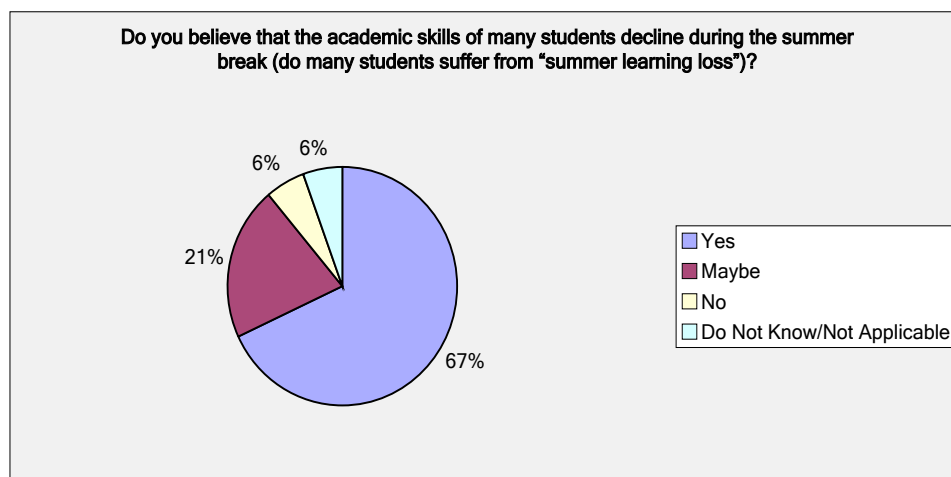


Question #3: Seventy-two responses were recorded for the third survey question, representing all survey participants in the first case study. Five persons responded that they were employed with the Fayetteville School District for less than one year. Seventeen persons replied that they were employed 1-5 years. Thirteen persons replied that they were employed with Fayetteville for 5-10 years. Finally, 37 respondents stated that they were employed with Fayetteville for 10-plus years. The following chart depicts the responses to the third web survey question.

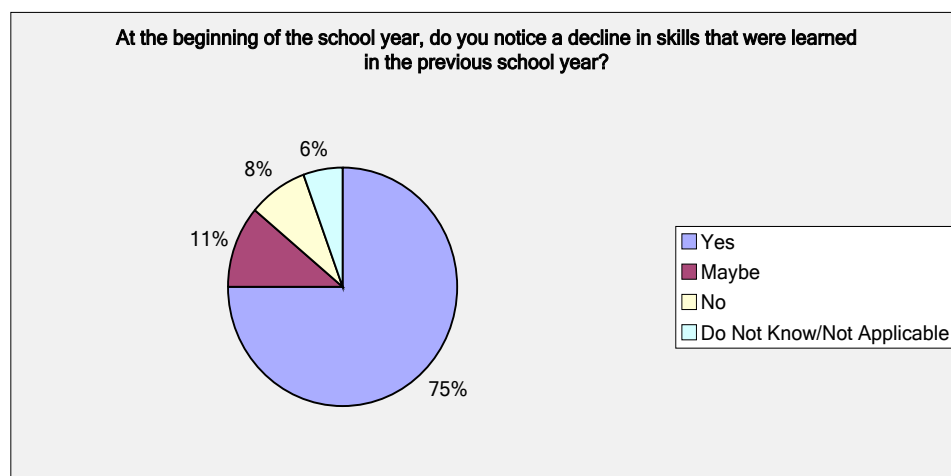


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Question #4: There were a total of 72 responses to the fourth survey question, representing all survey participants in the first case study. Forty-nine persons responded with an answer of “Yes” to this question. 15 persons answered “Maybe.” Four persons answered “No,” and four persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the fourth web survey question.

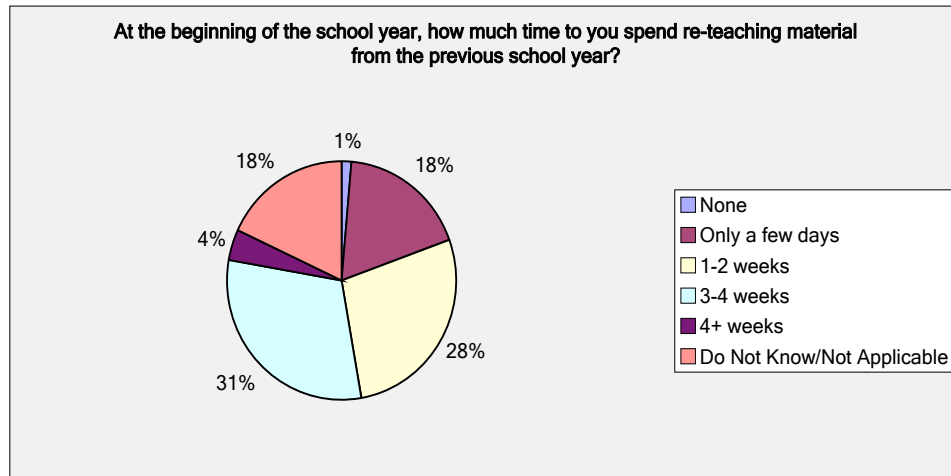


Question #5: Seventy-two responses were recorded for the fifth survey question, representing all survey participants in the first case study. Fifty-four persons responded with an answer of “Yes” to this question. Eight persons answered “Maybe.” Six persons answered “No,” and four persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the fifth web survey question.

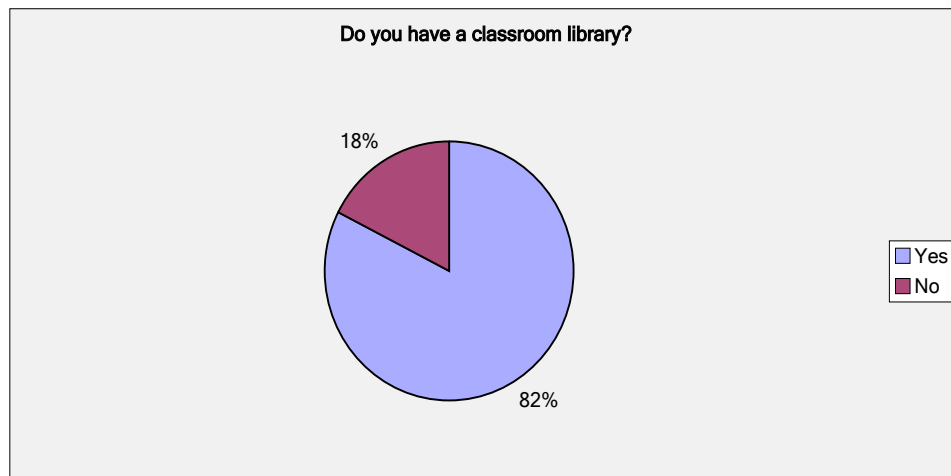


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Question #6: Seventy-two responses were tabulated for the sixth survey question, representing all survey participants in the first case study. One person responded with an answer of “None” as to the amount of time spent re-teaching academic material. Thirteen persons responded with “Only a few days,” and 20 persons responded “1-2” weeks. Twenty-two persons responded “3-4 weeks.” Three persons responded “4-plus weeks,” and 13 persons responded “Do not know/Not applicable.” The following chart depicts the responses to the sixth web survey question.



Question #7: There were a total of 68 responses to the seventh survey question. Four persons chose not to answer this question. Fifty-six persons responded with an answer of “Yes” to this question, and 12 persons answered “No.” Four persons responded with “other” to this question, and submitted specific answers. The following chart depicts the responses to the seventh web survey question.

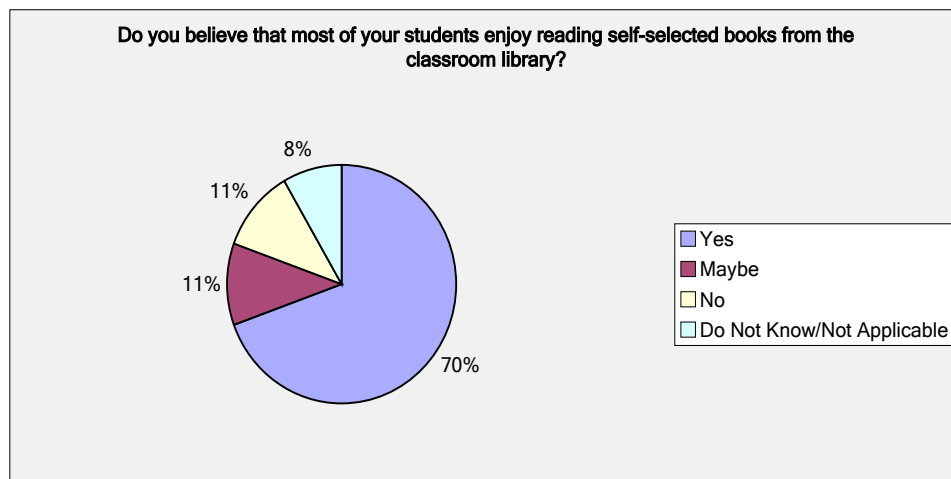


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Responses of persons who replied with an answer of “other:”

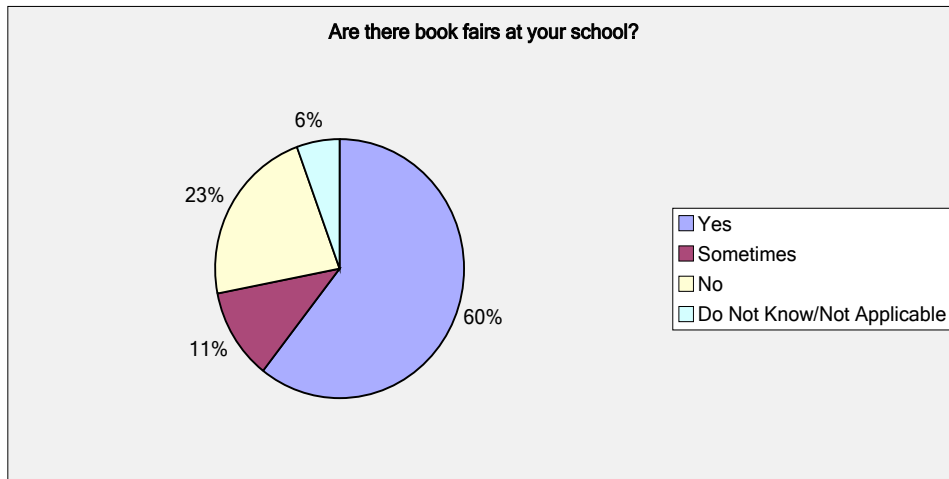
| Response | Other (please specify) |
|----------|------------------------------|
| 1 | Does not apply to me. |
| 2 | I operate the school library |
| 3 | I am the librarian |
| 4 | school library grades 6-7 |

Question #8: Seventy-two responses were recorded for the eighth survey question, representing all survey participants in the first case study. Fifty persons responded with an answer of “Yes” to this question. Eight persons responded “Maybe.” Eight persons answered “No,” and six persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the eighth web survey question.

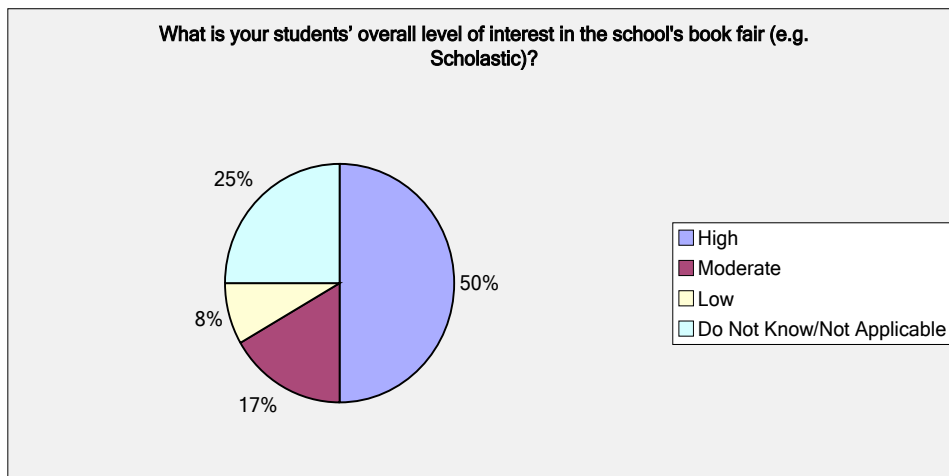


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Question #9: Seventy-one responses were tabulated for the ninth survey question. One participant chose not to answer this question. Forty-three persons responded with an answer of “Yes.” Eight persons responded “Sometimes.” Sixteen persons answered “No,” and four persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the ninth web survey question.



Question #10: There were a total of 72 responses to the tenth survey question, representing all survey participants in the first case study. Thirty-six persons responded with an answer of “High” to this question, and 12 persons responded with an answer of “Moderate.” Six persons responded “Low,” and 18 persons responded with “Do Not Know/Not applicable.” Finally, one person responded with “other” to this question, and submitted a specific answer. The following chart depicts the responses to the tenth web survey question.

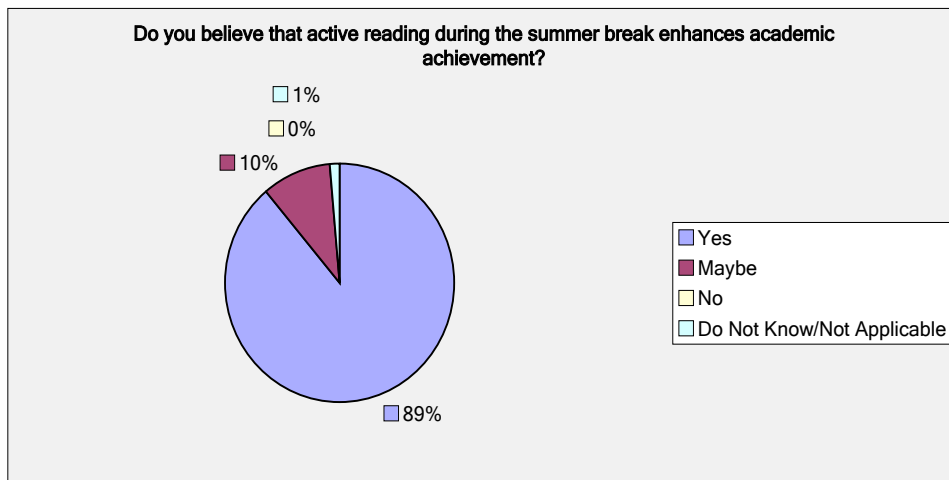


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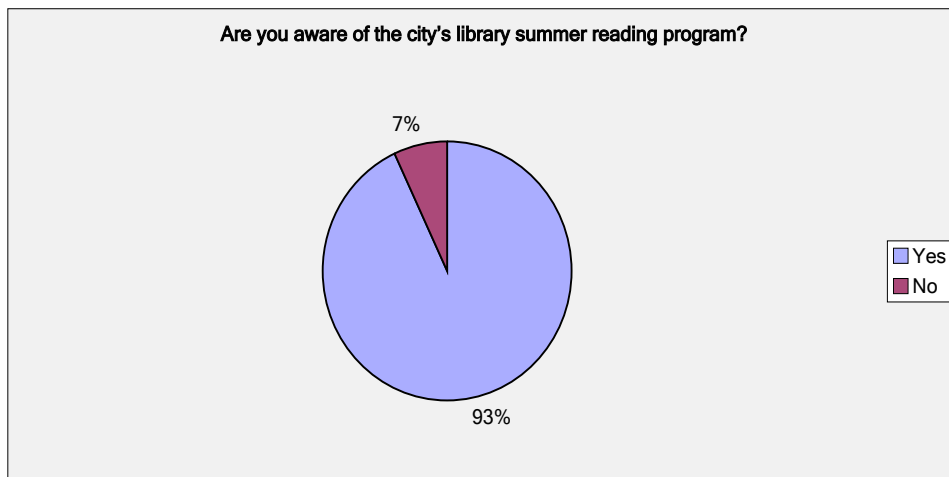
Response of person who replied with an answer of “other:”

| Response | Other (please specify) |
|----------|--|
| 1 | low due to lack of money to purchase books |

Question #11: Seventy-two responses were recorded for the eleventh survey question, representing all survey participants in the first case study. Sixty-four persons responded with an answer of “Yes”. Seven persons responded “Maybe.” Zero persons answered “No,” and one person answered with “Do not know/Not applicable.” The following chart depicts the responses to the eleventh web survey question.

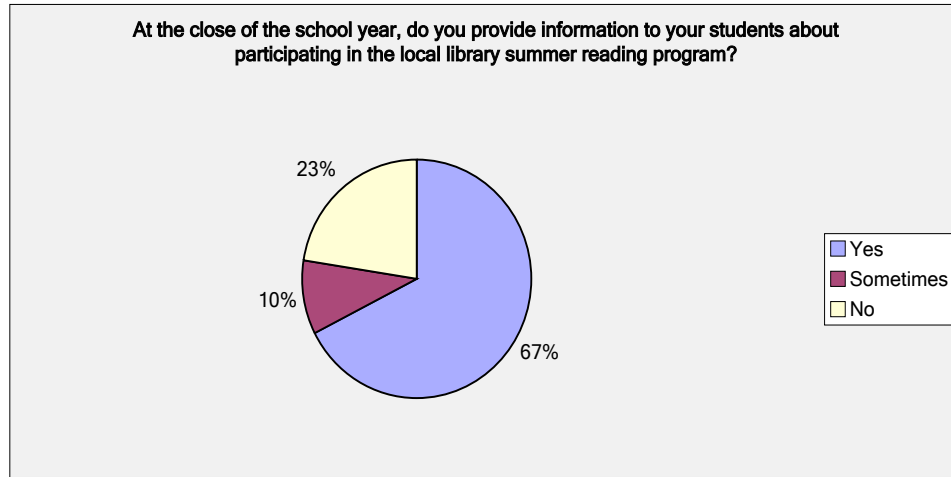


Question 12: There were a total of 72 responses to the twelfth survey question, representing all survey participants in the first case study. Sixty-seven persons responded with an answer of “Yes,” and five persons answered “No.” The following chart depicts the responses to the twelfth web survey question.



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Question #13: Seventy-one responses were recorded for the thirteenth survey question. One participant chose not answer this question. Forty-eight persons responded with an answer of “Yes.” Seven persons responded “Sometimes.” Sixteen persons answered “No,” and five persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the thirteenth web survey question.

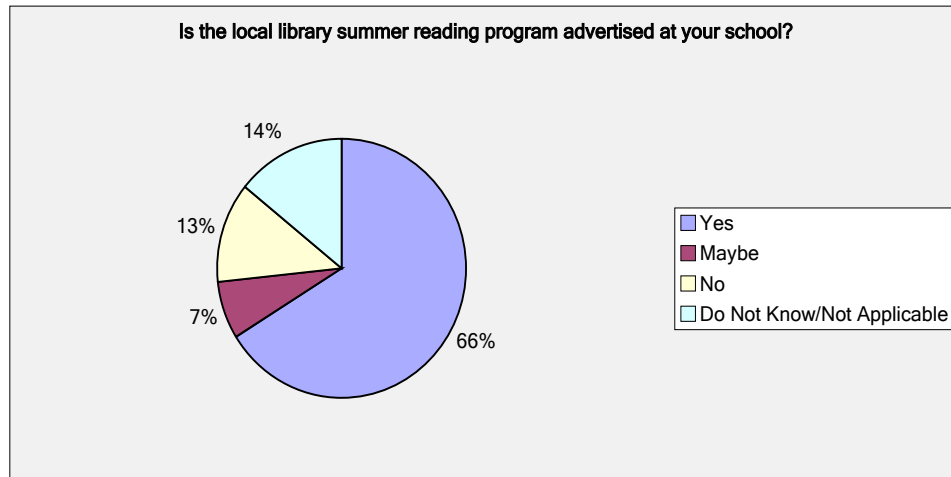


Responses of persons who replied with an answer of “other:”

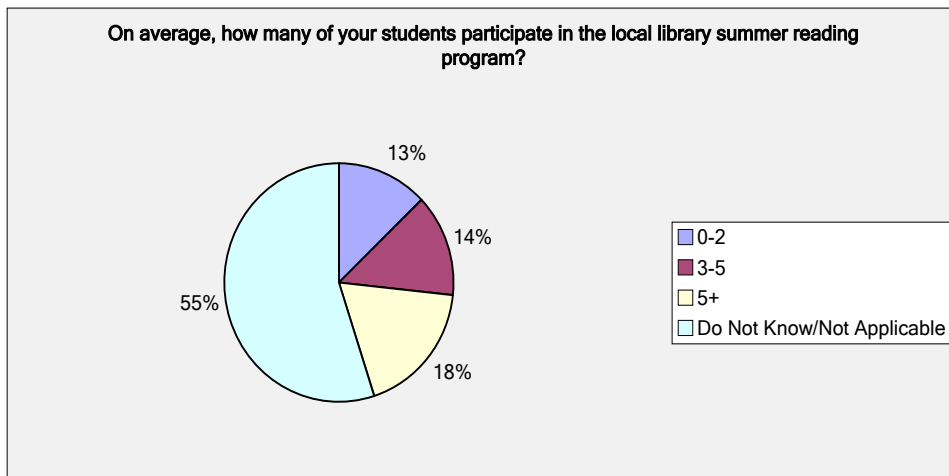
| Response | Other (please specify) |
|----------|--|
| 1 | they come and present |
| 2 | Since my students are adults, I give them the information for their children. |
| 3 | No, these are high school students. |
| 4 | Students even sign up for the program at our school library before the last day of school. |
| 5 | I don't provide it, but the school does |

Question #14: There were a total of 71 responses to the fourteenth survey question. One participant chose not answer this question. Forty-seven persons responded with an answer of “Yes.” Five persons responded “Maybe.” Nine persons responded “No,” and five persons responded with an answer of “Do not know/Not applicable.” The following chart depicts the responses to the fourteenth web survey question.

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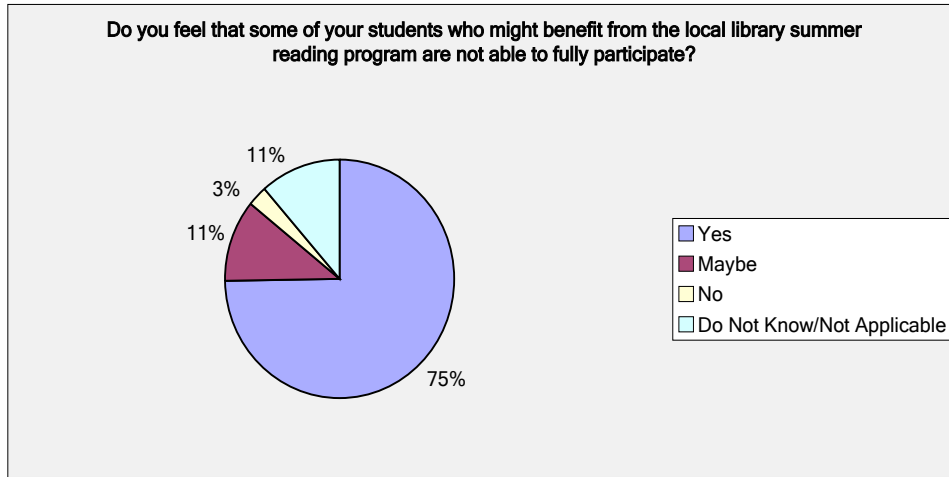


Question #15: Seventy-one responses were recorded for the fifteenth survey question. One participant chose not to answer this question. Nine persons responded with an answer of “0-2” regarding the number of students who participated the public library summer reading program. Ten persons responded “3-5.” Thirteen persons responded with an answer of “5-plus,” and 39 persons responded with an answer of “Do not know/Not applicable.” The following chart depicts the responses to the fifteenth web survey question.

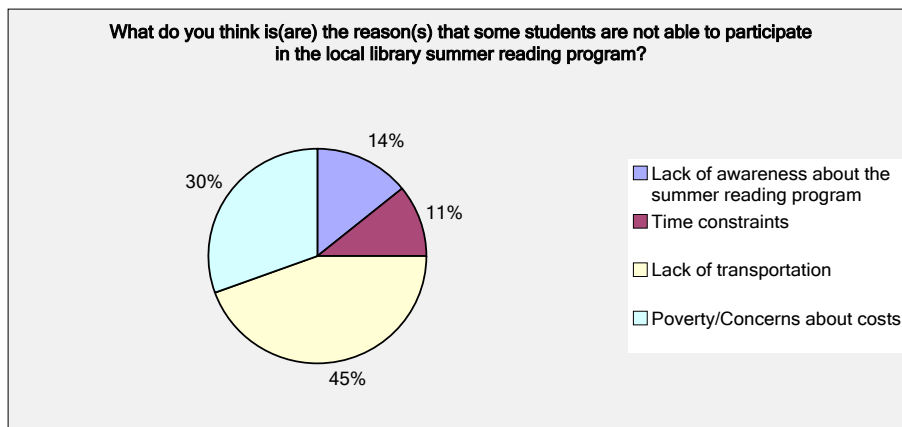


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Question #16: There were a total of 71 responses to the sixteenth survey question. One participant chose not to answer this question. Fifty-three persons responded with an answer of “Yes.” Eight persons responded “Maybe.” Two persons responded “No,” and eight persons responded with “Do not know/Not applicable.” The following chart depicts the responses to the sixteenth web survey question.



Question #17: Sixty-six responses were tabulated for the seventeenth survey question. Six participants chose not to respond to this question. Eighteen persons responded with the answer of “Lack of awareness about the summer reading program,” and 14 persons responded “Time constraints.” Fifty-seven persons answered “Lack of transportation,” and 39 persons responded “Poverty/Concerns about costs.” Finally, 10 persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the seventeenth web survey question.

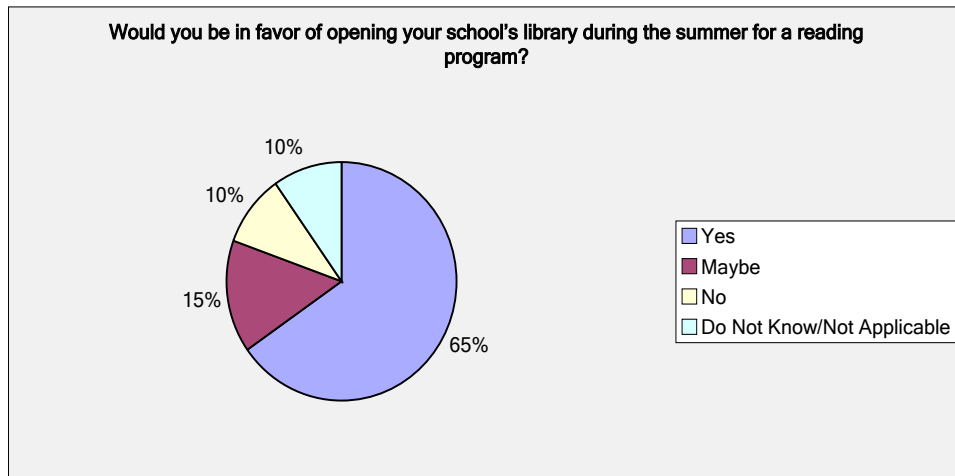


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Responses of persons who replied with an answer of “other:”

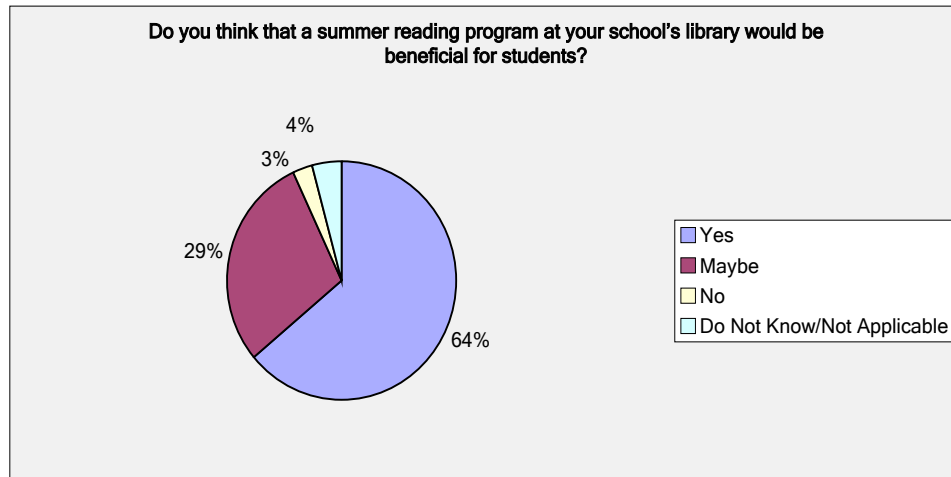
| Response | Other (please specify) |
|----------|--|
| 1 | they come and present |
| 2 | Since my students are adults, I give them the information for their children. |
| 3 | No, these are high school students. |
| 4 | Students even sign up for the program at our school library before the last day of school. |
| 5 | I don't provide it, but the school does |

Question #18: There were a total of 72 responses to the eighteenth survey question, representing all survey participants in the first case study. Forty-seven persons responded with an answer of “Yes” to this question. Eleven persons responded “Maybe.” Seven persons answered “No,” and seven persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the eighteenth web survey question.

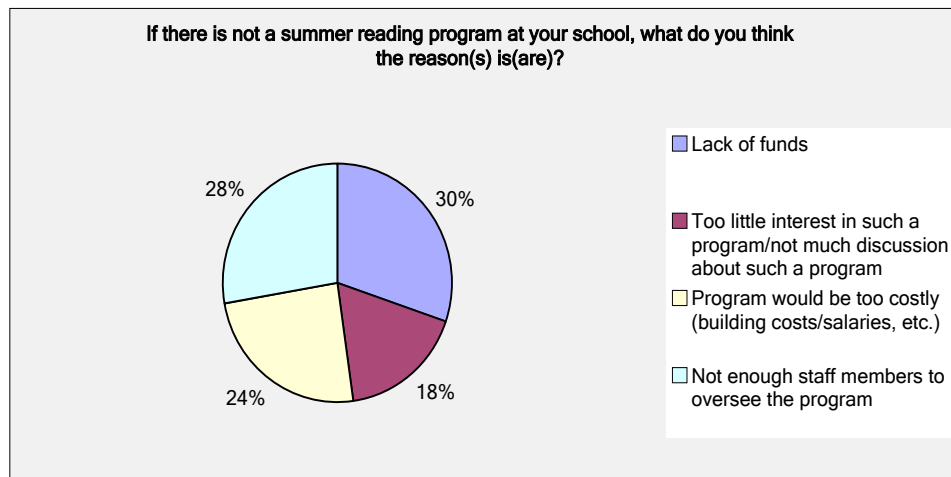


Question #19: Seventy-two responses were recorded for the nineteenth survey question, representing all survey participants in the first case study. Forty-six persons responded with an answer of “Yes” to this question. Twenty-one persons responded “Maybe.” Two persons answered “No,” and three persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the nineteenth web survey question.

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Question #20: There were a total of 63 responses to the twentieth survey question. Nine participants chose not to answer this question. Thirty-six persons responded with the answer of “Lack of funds,” and 21 persons responded “Too little interest in such a program/not much discussion about such a program.” Twenty-nine persons answered “Program would be too costly (building costs/salaries, etc.)” Thirty-three persons responded with “Not enough staff members to oversee the program.” Finally, seven persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the twentieth web survey question.

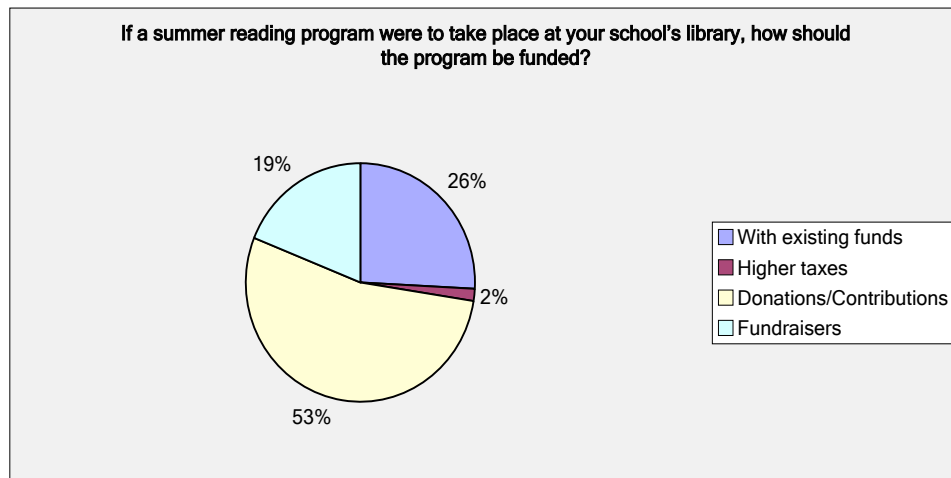


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Responses of persons who replied with an answer of “other:”

| Response | Other (please specify) |
|----------|--|
| 1 | The public libraries are available. Plus, it would be costly to open a school library during the summer. |
| 2 | transportation |
| 3 | The school libraries are currently working with the public library to bring programming to the school libraries in the summer. |
| 4 | All of the above, thus my negative responses to the previous items. |
| 5 | Never mentioned before that I am aware of. |
| 6 | Fayetteville Summer Reading Program at the Public Library offers this service. |
| 7 | Logistical issues with Maintenance During Summer |

Question #21: Fifty-eight responses were recorded for the twenty-first survey question. Fourteen participants chose not answer this question, and 15 persons responded with the answer of “With existing funds.” One person responded with “Higher taxes.” Thirty-one persons answered “Donations/contributions,” and 11 persons responded “Fundraisers.” Finally, 15 persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the twenty-first web survey question.



Responses of persons who replied with an answer of “other:”

| Response | Other (please specify) |
|----------|---|
| 1 | I don't know |
| 2 | I don't feel knowledgeable enough about the logistics [<i>sic</i>] to be able to answer this question |
| 3 | and donations |
| 4 | don't know |
| 5 | Not sure... |
| 6 | That is a question for an administrator. |
| 7 | Grants |

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| 8 | The School System should fund it for all of their buildings. |
| 9 | PTO |
| 10 | If I had an answer I would be doing it |
| 11 | I do not have a solution to this issue. We offer summer and recommend reading options. |
| 12 | grants |
| 13 | grants |
| 14 | don't know |
| 15 | There are no existing funds and fundraisers are hard without the parent support |

Appendix V

Parent/guardian library surveys: QUAL data set

Question #1: There were 15 responses to the first open-ended parent/guardian survey question. With this question, participants were asked to explain ways that the summer reading program could be improved. Emergent themes and patterns as to this question involved positive comments about the overall program, as well as suggestions regarding additional activities, and expanding the program to local schools. The following chart depicts the open-ended responses to the first parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|--|---|
| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| What are ways that the summer reading program can be improved? | RW Two references to advertising/publicity. PI Zero references SD Zero references SES Zero references T One reference YR Zero references |
| Selected response #1 | “Bring it to the kids who ca’nt (<i>sic</i>) make it to the librays (<i>sic</i>)” |
| Selected response #2 | “I love the idea of expanding program to local elementaries for summer programming” |
| Selected response #3 | “More publicity – otherwise its (<i>sic</i>) great!” |

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| Selected response #4 | “Have kids ✓ in at desk each visit + get assist with book choices and get a stamp for books read/returned each visit” |
| Selected response #5 | “More activities for middle readers. Kickoff seems geared toward little kids + teens.” |

Question #2: Twenty-one responses were recorded for the second open-ended parent/guardian survey question. Most respondents cited the benefits of the program, while 6 participants commented as to the limitations of the summer reading program. Emergent themes involved issues of access to the program, and comments regarding the benefits of the program as to encouraging children to read more. The following chart depicts the open-ended responses to the second parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|--|--|
| What are some of the benefits (or limitations) of the summer reading program for your child? | <p>RW Three references to encourage/encouragement. Four references to motivation/motivates. Five references to love/loves (i.e. summer reading program or reading).</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES One reference</p> <p>T Two references</p> <p>YR Zero references</p> |
| Selected response #1 | “Access to materials in Spanish.” |
| Selected response #2 | “Transportation is a problem for many area children (not my own).” |

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| Selected response #3 | “Having the motivation to read increases (<i>name redacted</i>) interest to read which has raised his reading level each summer – I am so pleased!” |
| Selected response #4 | “Not all kids who want to do the extra activities can sign up because of #s” |
| Selected response #5 | “understand the American culture” |

Question #3: There were 13 responses to the third open-ended parent/guardian survey question. This question was designed to solicit commentary regarding ways that more children could participate in the summer reading program. There were several instances of the word transportation, however, this may be due to the fact that there was a reference to access/transportation in the wording of this question. The following chart depicts the open-ended responses to the third parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|--|---|
| How can we get more children to participate in the summer reading program (For example, children who do not have enough access/transportation to the library)? | <p>RW Three references to schools. Two references to online. Two references to bookmobiles. Two references to Boys & Girls club</p> <p>PI One reference</p> <p>SD Zero references</p> <p>SES One reference</p> <p>T Four references</p> <p>YR Zero references</p> |
|--|---|

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| Selected response #1 | “Have kids in the Boys + Girls Club Summer programs come to the library once wkly (<i>sic</i>)” |
| Selected response #2 | “If you are asking about the reading and not the programs, children could somehow be able to log their hours online” |
| Selected response #3 | “bookmobile” |
| Selected response #4 | “More publicity...I found out through word of mouth.” |
| Selected response #5 | “open the school libraries” |

Appendix V

Teacher web survey: QUAL data set

Question #22: Forty-five open-ended responses were recorded for the twenty-second web survey question. Twenty-eight participants chose not to answer this question. With this question, participants were asked to describe “summer learning loss” and its effects on teaching in the classroom. The following table depicts selected responses to the twenty-second open-ended teacher web survey question. Selected responses to this question are presented verbatim.

| | |
|--|--|
| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| How would you describe “summer learning loss,” and how does it affect your teaching at the beginning of the school year? | RW Twelve references to review/re-teach/re-introduce. Two references to difficulty/frustrated. PI Three references SD Five references SES Zero references T Zero references YR Zero references |
| Selected response #1 | “I am not totally convinced that "summer learning loss" happens in more than 85% of students. I teach what ever our curriculum (<i>sic</i>) requires. I would only review what I determine they need.” |

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| Selected response #2 | <p>“Summer learning loss is when a child loses (<i>sic</i>) basic knowledge (<i>sic</i>) that has been previously taught during the time they are out of school. It affects (<i>sic</i>) a teacher's teaching at the beginning of the year because they must cover information a child is expected to know. Therefore, the teacher is losing (<i>sic</i>) time to teach the required standards in their grade level.”</p> |
| Selected response #3 | <p>“Students must put out some of their own initiative. The public libraries are open during the summer. Also, many of my students are heavily involved with computer gaming during the summer and are less interested in reading the books.”</p> |
| Selected response #4 | <p>“Have no idea.”</p> |
| Selected response #5 | <p>“I think that students are not severely affected by summer break bc¹ our summers are barely 2 months long now.”</p> |
| Selected response #6 | <p>“I don't know that summer learning loss is any greater than the loss would be without a break. Switching between teachers seems to trigger a fair amount of loss, and the fact that we can't cover the same material every day leads to a fair amount of memory lapse. I have taught the same topic several times in a single school year, a few months apart, and been frustrated with the lack of familiarity shown by my students.”</p> |
| Selected response #7 | <p>“Students who do not have access to programs and activities over the summer or parental support of reading in general, often lose ground over the break. This is compounded for students with a language barrier, and at-risk readers in non-supportive environments during the summer.”</p> |

¹ because

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Question #23: There were 50 open-ended responses to the twenty-third web survey question. Twenty-two participants chose not to answer this question. Themes and patterns that emerged as to this question involved specific benefits of a summer reading program including improved academic skills. Selected responses to this question are presented verbatim. The following table depicts selected responses to the twenty-third open-ended teacher web survey question. Selected responses to this question are presented verbatim.

| | |
|---|---|
| <p>What do think the benefits are of a summer reading program for students?</p> | <p>RW Six references to improved fluency. Eight references to improved comprehension. Nine references to improved vocabulary. Two references to consistency</p> <p>PI Three references</p> <p>SD Two references</p> <p>SES Zero references</p> <p>T Zero references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“Build their vocabulary; improve their reading fluency, comprehension; create a love for reading as the child is reading stories they want to read - their interests, rather than something which is selected for them to read.”</p> |
| <p>Selected response #2</p> | <p>“adds cultural capital”</p> |
| <p>Selected response #3</p> | <p>“Students who enjoy reading can continue their active learning during the summer. Although, I do not think that at-risk kids will attend voluntarily.”</p> |

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| Selected response #4 | “It would make a significant difference in the first few weeks of school.” |
| Selected response #5 | “Consistency, especially for ESL students.” |
| Selected response #6 | “Summertime is a great time for students to explore their own reading interests, without all the stress and the fast pace of English class assignments.” |
| Selected response #7 | “Increase in vocabulary, fluency, comprehension, and other reading skills.” |

Question #24: Forty-seven open-ended responses were recorded for the twenty-fourth web survey question. Twenty-five participants chose not to answer this question. Seven participants answered “yes” to this question, or implied that their answers was in the affirmative. Two persons answered “might” or “not sure,” and 5 persons answered “no” or implied that that their answer was in the negative. Recurrent themes that emerged for this question involved issues with funds, transportation, and student demographics. The following table depicts selected responses to the twenty-fourth open-ended teacher web survey question. Selected responses to this question are presented verbatim.

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| <p>Do you think that there are any limitations of a summer reading program?</p> | <p>RW Six references to staff/staffing/personnel.</p> <p>Two references to time.</p> <p>Twelve references to funds/funding/money.</p> <p>PI Six references</p> <p>SD Two references</p> <p>SES Zero references</p> <p>T Eight references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“The limitations would mainly involve the amount of staff willing to oversee the program and the level of interest from the students and their families.”</p> |
| <p>Selected response #2</p> | <p>“Yes, there probably is limitations of a summer reading program. I am not sure of them.”</p> |
| <p>Selected response #3</p> | <p>“It would not reach all students. The ones that need it the most may not access the program.”</p> |
| <p>Selected response #4</p> | <p>“Are you kidding? Think big!!!”</p> |
| <p>Selected response #5</p> | <p>“ "Preaching to the choir." The kids who really need to come the most probably won't come, and the ones who come religiously will be the good readers!”</p> |
| <p>Selected response #6</p> | <p>“Yes--parents are not aware of the programs or think they cost money or else are not able/willing to transport their children to the library.”</p> |

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| Selected response #7 | “Many! funding, transportation, management of children that are in daycares because parents work, staffing, keeping the entertainment, program meaningful yet fun. Children not thinking they are "working." ” |
|-----------------------------|--|

Question #25: There were 52 open-ended responses to the twenty-fifth web survey question. Twenty participants chose not to answer this question. Of these responses, 38 participants answered “yes” to this question, or implied that they agreed to this question. Repeated words and themes which emerged for this question included several references to public transportation, as well as bookmobile-type programs. The following table depicts selected responses to the twenty-fifth open-ended teacher web survey question. Selected responses to this question are presented verbatim.

| | |
|---|---|
| Do you believe that there are many children in the community who do not have adequate access/transportation to the city library’s summer reading program (if answered in the affirmative, how can this situation be changed)? | <p>RW Twenty-one references to buses/vans/public transportation/regional-university buses.</p> <p>Six references to bookmobile/traveling library-vans.</p> <p>PI Five references</p> <p>SD Six references</p> <p>SES Two references</p> <p>T Ten references</p> <p>YR Zero references</p> |
| Selected response #1 | “Yes, I believe that this is a big issue with many families. If there were opportunities for the students to attend the program at their own school and the library would hold several sessions at different schools that would be closer to their neighborhood.” |

Appendix V

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| Selected response #2 | “I believe it would be too costly to transport kids to the school libraries in the summer. I do not believe that it would be cost effective. It might be about as cheap to provide all the kids with ‘kindles’.” |
| Selected response #3 | “In Fayetteville yes, in my school only a few. Possibly a mobile bookmobile focused on children” |
| Selected response #4 | “Yes this is a problem, perhaps the summer reading program could be tied to the free lunch program available.” |
| Selected response #5 | “Yes, I do believe there are many children/families that do not have adequate transportation to our city's library. I would love for the U of A ² buses to help with this problem.” |
| Selected response #6 | “Absolutely. Promotion might help change this, but it is a cultural problem.” |
| Selected response #7 | “Yes, due to working parents. I do not know how this situation could be changed.” |

Question #26: Forty-seven open-ended responses were tabulated for the twenty-sixth web survey question. Twenty-five participants chose not to answer this question. Of these responses, 26 participants answered “yes” to this question, or implied that their answer was in the affirmative as to the helpfulness of summer reading programs. For this question, eight persons implied that they were unsure, or answered “maybe/might.” Recurrent themes that emerged for this question involved student demographic or parental involvement issues. The following table depicts selected responses to the twenty-sixth open-ended teacher web survey question. Selected responses to this question are presented verbatim.

² University of Arkansas

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| <p>Would it be helpful (or not helpful) for summer reading programs to be expanded to neighborhood elementary/middle schools, and if so, why?</p> | <p>RW Eleven references to walking. Three references to access. Two references to neighborhood schools.</p> <p>PI Nine references</p> <p>SD Three references</p> <p>SES One reference</p> <p>T Seven references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“Students with transportation problems would probably have same problem getting to school. Our school does open library a couple of times during summer”</p> |
| <p>Selected response #2</p> | <p>“Would not know”</p> |
| <p>Selected response #3</p> | <p>“Yes, it would be more comfortable for them in a familiar environment”</p> |
| <p>Selected response #4</p> | <p>“Might be, but who would run the programs and who would replace lost/stolen materials. Custodians need time in summer to wax floors, make repairs and do deep cleaning of rugs, carpets and things like that.”</p> |
| <p>Selected response #5</p> | <p>“It would be helpful because it would eliminate some of the transportation problems.”</p> |

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| Selected response #6 | “This library has opened for summer checkout in the past. It did not bring in a large number of students. The difficulties involved scheduling around building cleaning dates (hallways being waxed and classrooms being emptied into hallways for cleaning). A/C had to be provided. The lack of attendance could be contributed to students with very full calendars of activities.” |
| Selected response #7 | “Yes although if the goal is to reach below grade-level readers, it will have to be mandatory.” |

Question #27: There were 23 open-ended responses to the twenty-seventh web survey question. Of these responses, seven persons responded “no,” or implied that they had no further comments. Additionally, 25 participants chose not to answer this question. For this particular question, participants were invited to contribute additional comments or suggestions. The following table depicts selected responses to the twenty-seventh open-ended teacher web survey question. Selected responses to this question are presented verbatim.

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| <p>Do you think that there are any limitations of a summer reading program?</p> | <p>RW Four references to funding/money/pay.</p> <p>PI One reference</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T One reference</p> <p>YR One reference</p> |
| <p>Selected response #1</p> | <p>“Good luck helping change a culture that does not value education except by way of lip service. Good luck with actual education in a climate where too many people have figured out that it can be lucrative. Good luck removing administrators to free up wasted money that could be used for the programs you suggest here.”</p> |
| <p>Selected response #2</p> | <p>“The program should include math.”</p> |
| <p>Selected response #3</p> | <p>“If funding was available, I think it is a great idea. However, I am also in favor of a continuous learning calendar for the entire school district.”</p> |
| <p>Selected response #4</p> | <p>“None at the moment”</p> |
| <p>Selected response #5</p> | <p>“Open school libraries in the summer”</p> |
| <p>Selected response #6</p> | <p>“1. Pay for supervision 2. How to get books back if checked out. 3. Most libraries are not connected to the outside doors so the whole school would be open.”</p> |

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| Selected response #7 | <p>“Operating a summer program in a school sounds like a great idea. There are some things to consider such as walking distance to the school (otherwise, transportation becomes an issue) and advertising it to parents. Staffing can also be an issue when teachers are required to attend numerous inservices during the summer and do not have "extra" days to devote. Buildings undergo major cleaning in the summer and that can also be a difficulty in scheduling for events - floors being waxed, carpets being cleaned, etc. It also would depend on the school librarian's willingness to open the library if checkout is involved. During an inventory year, it is not advisable to open the room due to the need for shelves to remain intact until inventory is complete. The Fayetteville Public Library has a fantastic summer reading program and they do a great job promoting it through the Fayetteville schools.”</p> |
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Appendix V

Library employee questionnaires: QUAL data set

Question #1: All five employees submitted a response to the first question. With this question, the author sought to gain insight from employees about the rates of participation in the library summer reading program, and whether participation had recently increased. The following table depicts the responses to the first question from the library employee questionnaire. Responses to this question are presented verbatim.

| | |
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| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| Has participation in the summer reading program increased or decreased in recent years? <i>Follow-up question:</i> What are the reasons why this is so? | RW Five references to increased. PI Two references SD Zero references SES One reference T Zero references YR Zero references |
| Response #1 | “Increased, for certain.” <i>Follow-up response:</i> “I believe it is in direct relation to the rise in unemployment and the ever-widening socio-economic gap. As families have less money to spend, they will continue to seek out cheaper forms of entertainment/recreation. Public libraries = FREE” |

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| <p>Response #2</p> | <p>“If participation has increased, it is a minimal amount.* Attendance at teen programs has improved even though actual registration numbers have not. Increases are really difficult to track for those of us who don’t have all of the stats. There are <u>more</u> programs than there used to be which translates into higher numbers automatically. Also, need to know if population in the city overall is higher.”</p> <p>*Consistently large!</p> |
| <p>Response #3</p> | <p>“Increased”</p> <p><i>Follow-up response:</i></p> <p>A combination of increase in area population and the downturn in the economy. Parents are looking for free activities for their kids, and more families are always moving in the region.</p> |
| <p>Response #4</p> | <p>“Increased”</p> <p><i>Follow-up response:</i></p> <p>“- Heightened awareness through publicity and school visits. - school libraries promote & encourage the program - growing population”</p> |
| <p>Response #5</p> | <p>“Increased”</p> |

Question #2: All of the employee participants submitted a response to the second question. Emergent themes for this question included maintenance of reading skills and habits, as three of the employees cited this as a specific benefit of the reading program. One employee alluded to summer learning loss by suggesting that reading prevented this type of loss. The following table depicts the responses to the second question from the library employee questionnaire. Responses to this question are presented verbatim.

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| <p>What do you think the benefits are of the summer reading program for children?</p> | <p>RW Two references to active. Two references to engaged. Two references to habit/habits. Two references to activity/activities.</p> <p>PI Zero references</p> <p>SD One reference</p> <p>SES Zero references</p> <p>T Zero references</p> <p>YR Zero references</p> |
| <p>Response #1</p> | <p>“By reading throughout the summer, it keeps their minds active and engaged – keeping their reading skills, vocabulary, etc. sharp”</p> |
| <p>Response #2</p> | <p>“It provides continuity in reading habits over the summer.”</p> |
| <p>Response #3</p> | <p>“Maintain reading skills throughout the summer. Summer reading prevents loss – less to recoup after a summer off.”</p> |

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| <p>Response #4</p> | <p>“(1) Great brain exercise (2) Keeps children and teens active and engaged in an activity unlike being brainwashed by television (3) capable of increasing learning (4) something fun to do alone or with friends (5) free (6) save \$\$\$ earn prizes – including free books (7) enhances prep for return to school in the fall (8) SRC3 provides an easy “take it with you anywhere” summer activity; the kids don’t have to do it at FPL – they can do it while on vacation in China or at camp or at home on the back porch. Even if they suffer from motion sickness, they can listen to an audiobook in the car or on a bus ride. (9) Tracking time spent reading levels the playing field and all kids can feel good about themselves when they turn in their reading logs – good for self-esteem”</p> |
| <p>Response #5</p> | <p>“Keeps the kids in the habit of reading and participating in social/educational activities.”</p> |

Question #3: All five employees submitted a response to the third question. Each employee suggested that there were specific limitations to the library summer reading program. Emergent themes for this question included issues of access and transportation. The following table depicts the responses to the fifth question from the library employee questionnaire. Responses to this question are presented verbatim.

³ Summer Reading Camp

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| <p>Do you think that there are any limitations of the summer reading program?</p> | <p>RW Two references to transportation.</p> <p>PI Two references</p> <p>SD Two references</p> <p>SES Zero references</p> <p>T Two references</p> <p>YR Zero references</p> |
| <p>Response #1</p> | <p>“Not of the program itself, but in accountability to it – the kids likely to benefit the most from it don’t always have the means to get to the library (working parents, no transportation, etc.)”</p> |
| <p>Response #2</p> | <p>“Funding and staffing.”</p> |
| <p>Response #3</p> | <p>“Not all kids who need the program come to the library. Lots of competition with other summer camps, i.e. sports, etc.”</p> |
| <p>Response #4</p> | <p>“Yes – mostly access. Many kids can’t come because they don’t have transportation, can’t come to day programs because of working parents, etc.”</p> |

Appendix V

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| Response #5 | (1) We track time spent reading, not what was read (2) we don't evaluate comprehension of what was read (3) participants are on an honor system – some are eager to win prizes and lie about what they've done (4) arrangement of SRC ⁴ may teach some youth that reading is only worthwhile if you can get physical/tangible rewards for doing this activity (5) libraries don't talk to participants/discuss the books, magazines, etc that were read (6) it would be great to incorporate some type of writing component to SRC |
|--------------------|---|

Question #4: All of the employee participants submitted a response to the fourth question, and each employee answered this question in the affirmative. Also, each of the employees provided a follow-up answer to this question. Emergent themes and patterns involved additional staff/volunteers, as well as the possibility of opening branch libraries. The following table depicts the responses to the fourth question from the library employee questionnaire. Responses to this question are presented verbatim.

| | |
|--|---|
| <p>“Do you believe that there are many children in the community who do not have adequate access/transportation to the library and the reading program?</p> <p><i>Follow-up question (if answered in the affirmative):</i></p> <p>How can this situation be changed?</p> | <p>RW 2 references to bookmobiles.</p> <p>2 references to gas/fuel.</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T One reference</p> <p>YR Zero references</p> |
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⁴ Summer Reading Club

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| <p>Response #1</p> | <p>“Yes”</p> <p><i>Follow-up response:</i></p> <p>“a (<i>sic</i>) partnership between between the city and the schools to provide bussing (designated <u>specifically</u> for children) – schools provide vehicles while city pays fuel costs”</p> |
| <p>Response #2</p> | <p>“Yes”</p> <p><i>Follow-up response:</i></p> <p>“Either work with agencies to bring kids here, or have enough FPL staff & volunteers to implement a program off-site, at their locations.”</p> |
| <p>Response #3</p> | <p>“Yes.”</p> <p><i>Follow-up response:</i></p> <p>“More outreach opportunities, bookmobile, etc. Also, cost of gas and/or availability of cheap public transportation.”</p> |
| <p>Response #4</p> | <p>“Yes”</p> <p><i>Follow-up response:</i></p> <p>“Book mobiles Branch Libraries”</p> |
| <p>Response #5</p> | <p>“YES”</p> <p><i>Follow-up response:</i></p> <p>“(1) branches of the library around the city, even if they are just temporary summer locations at local stores, apt clubhouses, recreation ctrs (<i>sic</i>) (2) bookmobile/van o’ books to travel to outlying locations (3) program w/ORT for special library routes”</p> |

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Question #5: All five employees submitted a response to the fifth question. Four of the employees submitted follow-up responses, and four of the five employees answered this question in the affirmative. One employee, suggested that the expansion of summer reading programs would be helpful, but with certain conditions. Emergent themes and patterns for this question included issues involving access and transportation. The following table depicts the responses to the fifth question from the library employee questionnaire. Responses to this question are presented verbatim.

| | |
|--|--|
| <p>Would it be helpful (or not helpful) for summer reading programs to be expanded to neighborhood elementary/middle schools?</p> <p><i>Follow-up question:</i></p> <p>Why (would it be helpful or not helpful)?</p> | <p>RW Two references to access.</p> <p>PI One reference</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T Two references</p> <p>YR One reference</p> |
| <p>Response #1</p> | <p>“I don’t think that it would be detrimental, except for the increased burden it would put on the organizations responsible for funding and staffing such an expansion.”</p> |
| <p>Response #2</p> | <p>“Yes”</p> <p><i>Follow-up response:</i></p> <p>“I totally support summer programs in the schools. Several elementary schools opened their libraries last summer and offered AR testing through the summer months.”</p> |

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| <p>Response #3</p> | <p>“Yes, helpful (very!)”</p> <p><i>Follow-up response:</i></p> <p>“Location, location, location. More readily/easily accessible than getting to FPL for many families. Parents have time, \$\$, and transportation constraints, especially if they have three or more children living in the home and both parents work or they are single parents. If SRC was also set-up in the local schools, more families would know about it and participate. Parents would believe SRC was more legit, simply because it would appear that the Board of Education was endorsing the program by allowing it in the schools. I’m not sure who would ‘man’ the program in the schools, but there would be an opportunity to improve/enhance relationships with the youth year-round. Consistency in their lives is important! Keep it relaxed so the kids don’t feel pressured to read and they will see SRC as one more fun thing to do every summer. JOY OF READING is key.”</p> |
| <p>Response #4</p> | <p>“Yes”</p> <p><i>Follow-up response:</i></p> <p>“More facilities across the area hosting such programs would increase the likelihood that children could access summer offerings via the ability to walk to the schools or ride a designated shuttle/school bus.”</p> |
| <p>Response #5</p> | <p>“Helpful”</p> <p><i>Follow-up response:</i></p> <p>“The more access a child has to books and reading the better”</p> |

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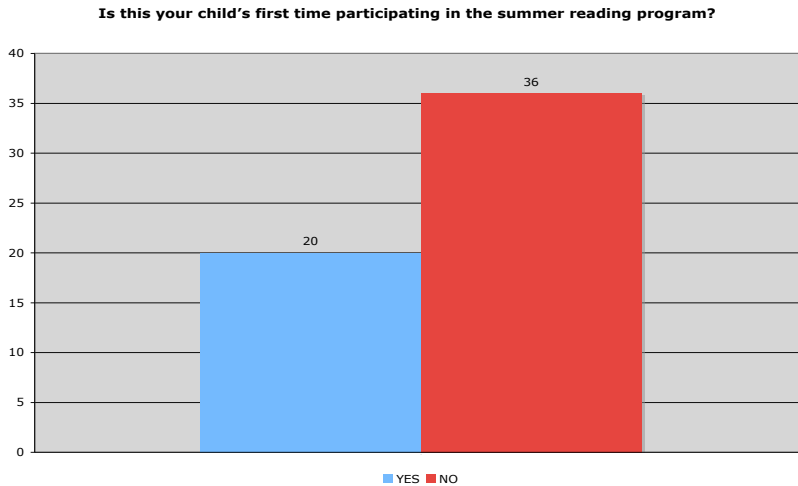
Question #6: Two employees submitted responses to the final question, which was a question designed to solicit additional suggestions or commentaries about the summer reading program. Given the response rate with regard to this question, emergent themes/patterns, as well as repeated words, were not a factor. The following table depicts the responses to the sixth question from the library employee questionnaire. The two responses to this question are presented verbatim.

| | |
|--|--|
| Do you have any other comments/suggestions/criticisms? | <p>RW Zero</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T Zero references</p> <p>YR Zero references</p> |
| Response #1 | “I noticed in Jr. High & Highschool (<i>sic</i>), that the summers when I read extensively, when I went back to school my essay and story writing was of a much higher quality than when I didn’t read very much.” |
| Response #2 | “Even with all we do to spread the word about SRC, there are many, many families who don’t know the program exists. I wish teachers would do more to promote SRC and understand the value of the program for their students. More help (donations of prizes and manpower) from local businesses would also be great! |

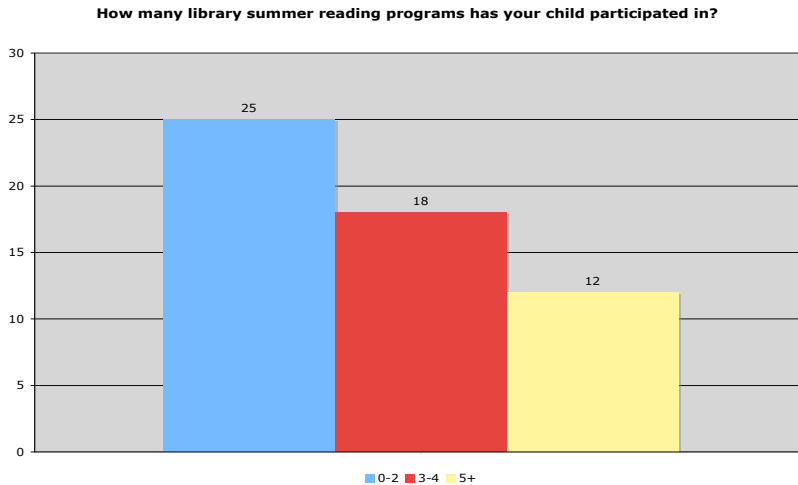
Appendix W

Parent/guardian library surveys: quan data set

Question #1: Fifty-six participants submitted responses to the first survey question, accounting for all participants in the first case study. Thirty-six persons answered “Yes” to this question, while 20 persons responded “No.” The following graph depicts the responses to the first parent/guardian survey question.

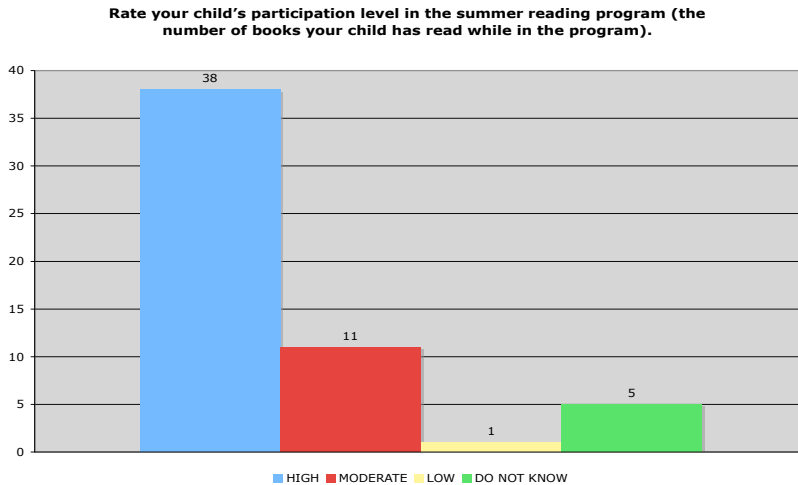


Question #2: 55 participants answered the second survey question. One person chose not to answer this question. Twenty-five persons answered “0-2” as to the number of summer reading programs their child had participated in. Eighteen persons responded “3-4,” and 12 persons responded with the answer of “5-plus.” The following graph depicts the responses to the second parent/guardian survey question.

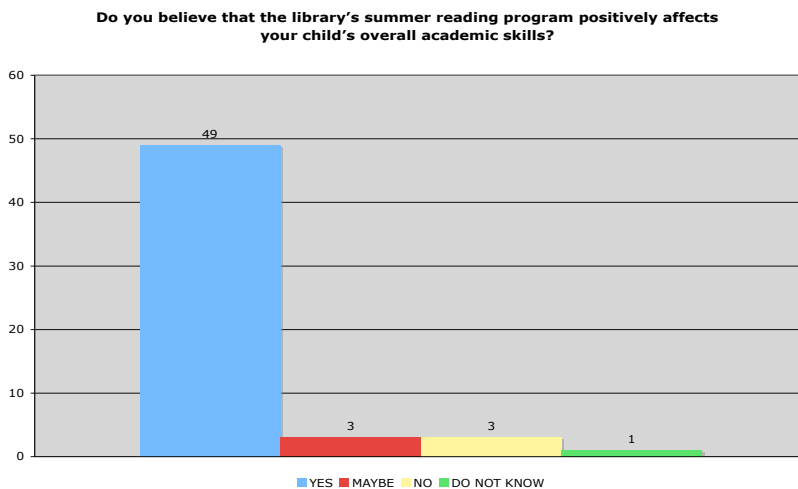


Appendix W

Question #3: Fifty-five participants submitted responses to the third survey question. One person chose not to answer this question. Thirty-eight persons reported that their child’s level of participation in the summer reading program was “High.” Eleven persons responded “Moderate.” One person responded “Low,” and 5 persons responded “Do not know.” The following graph depicts the responses to the third parent/guardian survey question.

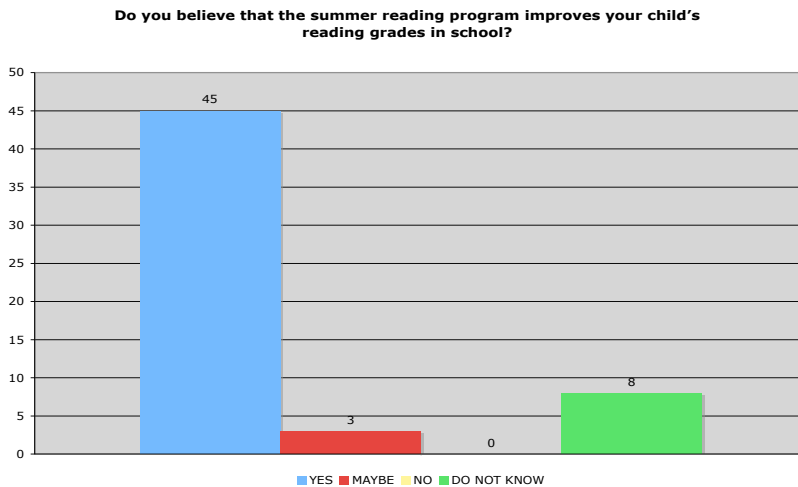


Question #4: Fifty-six participants responded to the fourth survey question, accounting for all participants in the second case study. Forty-nine persons answered “Yes” to this question. Three persons responded “Maybe.” Three participants responded “No,” and one person responded “Do not know.” The following graph depicts the responses to the fourth parent/guardian survey question.

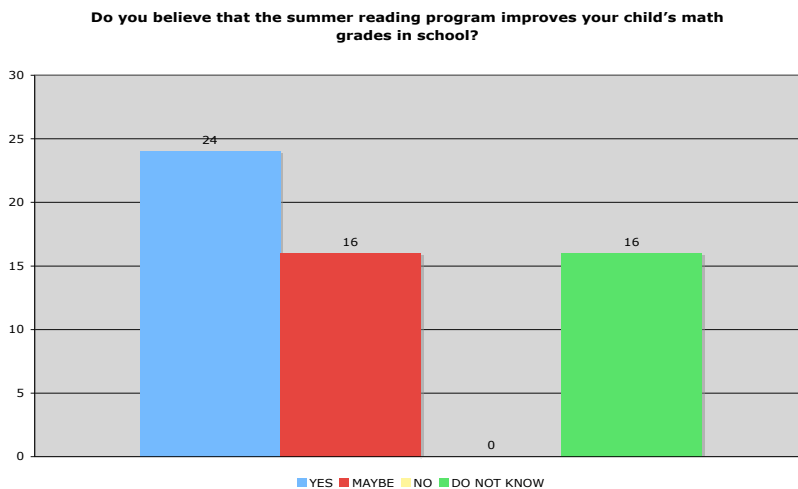


Appendix W

Question #5: Fifty-six participants submitted responses to the fifth survey question, accounting for all participants in the second case study. Forty-five persons answered “Yes” to this question. Three persons responded “Maybe.” Zero participants responded “No,” and eight persons responded with the answer “Do not know.” The following graph depicts the responses to the fifth parent/guardian survey question.

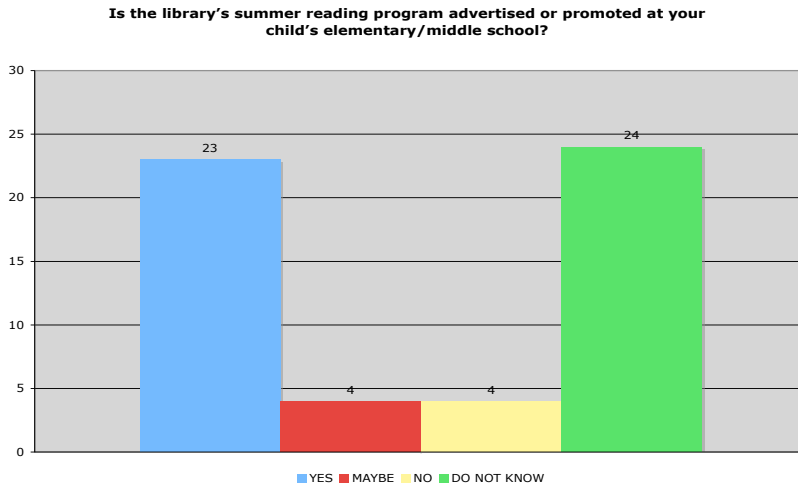


Question #6: Fifty-six participants answered the sixth survey question, accounting for all participants in the second case study. Twenty-four persons answered “Yes” to this question, and 16 persons responded “Maybe.” Zero participants answered “No,” and 14 persons responded “Do not know.” The following graph depicts the responses to the sixth parent/guardian survey question.

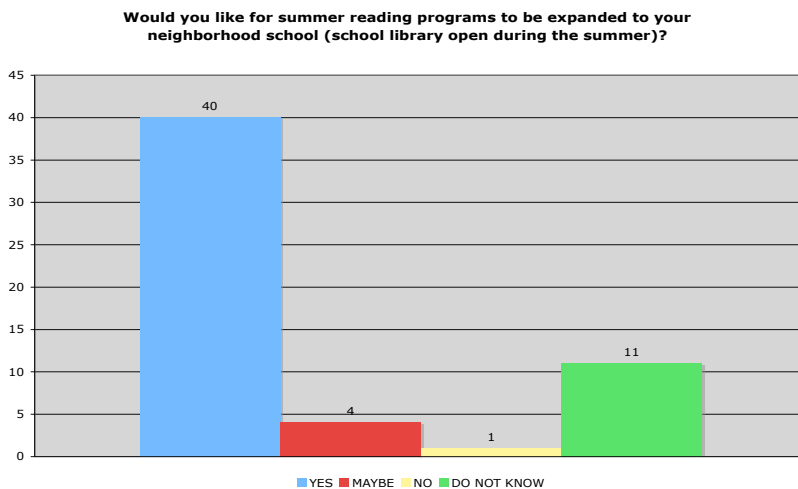


Appendix W

Question #7: Fifty-five participants submitted responses to the seventh survey question. One person chose not to answer this question. Twenty-three persons answered “Yes” to this question. Four persons responded “Maybe.” Four participants answered “No,” and 24 persons responded “Do not know.” The following graph depicts the responses to the seventh parent/guardian survey question.

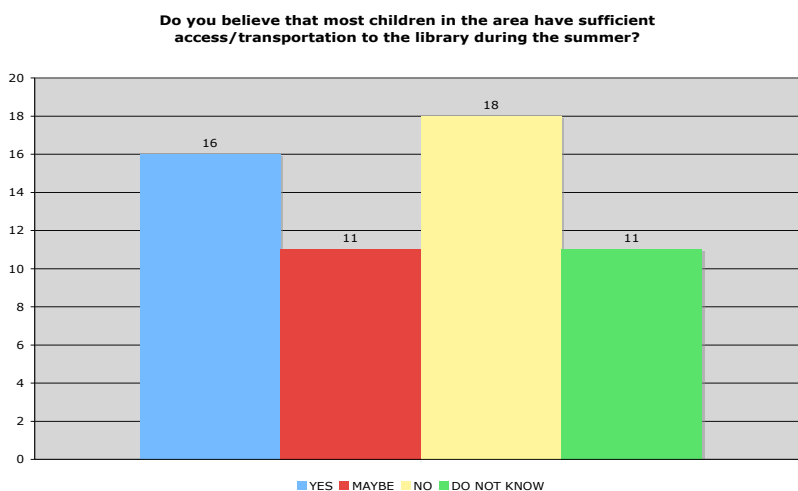


Question #8: Fifty-six participants answered the eighth survey question, accounting for all participants in the second case study. Forty persons answered “Yes” to this question. Four persons responded “Maybe.” One participant answered “No,” and 11 persons responded “Do not know.” The following graph depicts the responses to the eighth parent/guardian survey question.



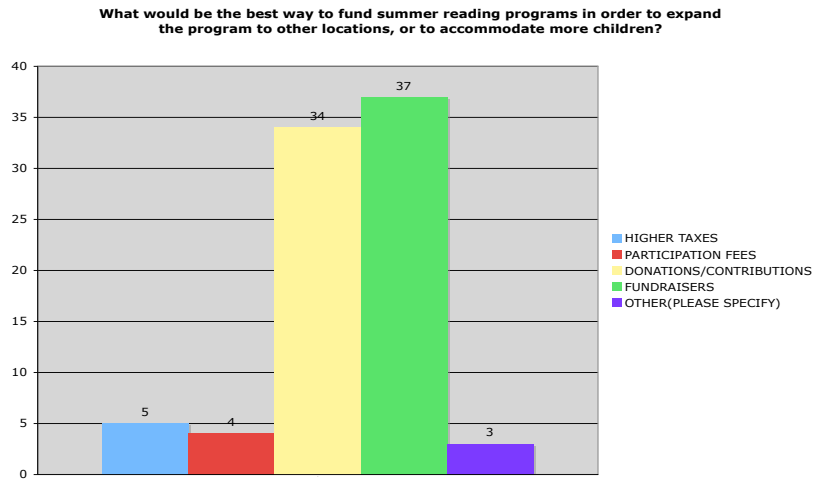
Appendix W

Question #9: Fifty-six participants submitted responses to the ninth survey question, accounting for all participants in the second case study. Sixteen persons answered “Yes” to this question, and 11 persons responded “Maybe.” Eighteen persons answered “No,” and 11 persons responded with “Do not know.” The following graph depicts the responses to the ninth parent/guardian survey question.



Question #10: There were 83 responses to the final survey question. Several participants chose to submit more than one answer to this question. As such, the tabulated responses represent the survey responses that were chosen more often than other answers for this particular question. There were five answers submitted for the choice of “Higher taxes.” Four answers were submitted for “Participation fees.” There were 34 responses for “Donations/contributions.” Thirty-seven answers were submitted by participants for “Fundraisers.” Finally, two persons responded with “Other,” and submitted a specific answer to this question. The following graph depicts the responses to the tenth parent/guardian survey question.

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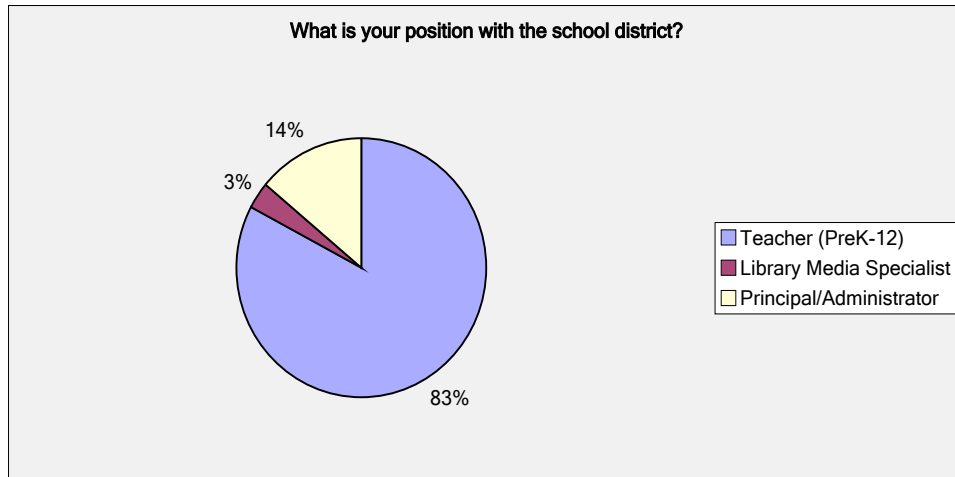
Responses of persons who replied with an answer of "other:"

| Response | Other (please specify) |
|----------|------------------------|
| 1 | T-shirt sales |
| 2 | Don't know |

Appendix W

Teacher web surveys: quan data set

Question #1: There were a total of 58 responses to the first web survey question. Four persons chose not to respond to this question. Forty-eight persons identified themselves as teachers, two persons as library media specialists, eight persons as principal/administrator, and four persons identified as “other.” The following chart depicts the responses to the first web survey question.

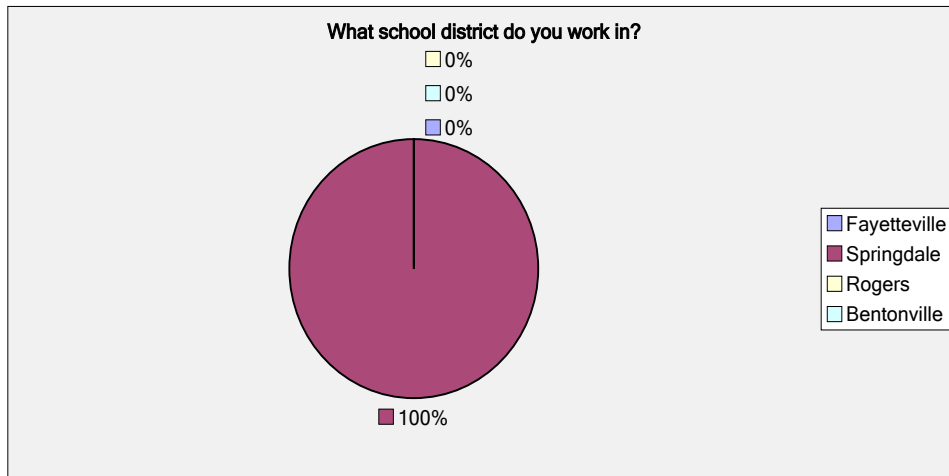


Responses of persons who identified as “other:”

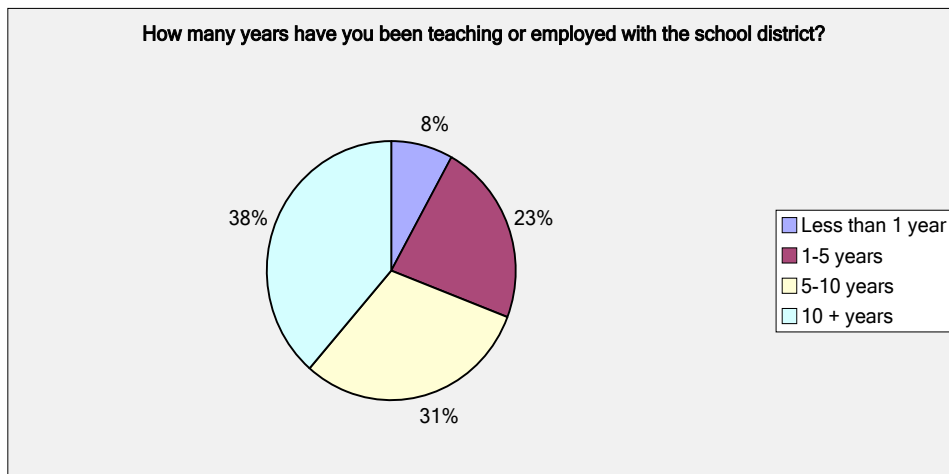
| Response | Other (please specify) |
|----------|---------------------------|
| 1 | Instructional Facilitator |
| 2 | Pre-K Certified Aid |
| 3 | Computer lab manager |
| 4 | GT K-5 |

Appendix W

Question #2: Sixty-two Springdale educators submitted responses for the second survey question, representing all survey participants in the second case study. The researcher used this particular question in order to identify employees of only Springdale Public Schools for the web survey responses. The following chart depicts the responses to the second web survey question.

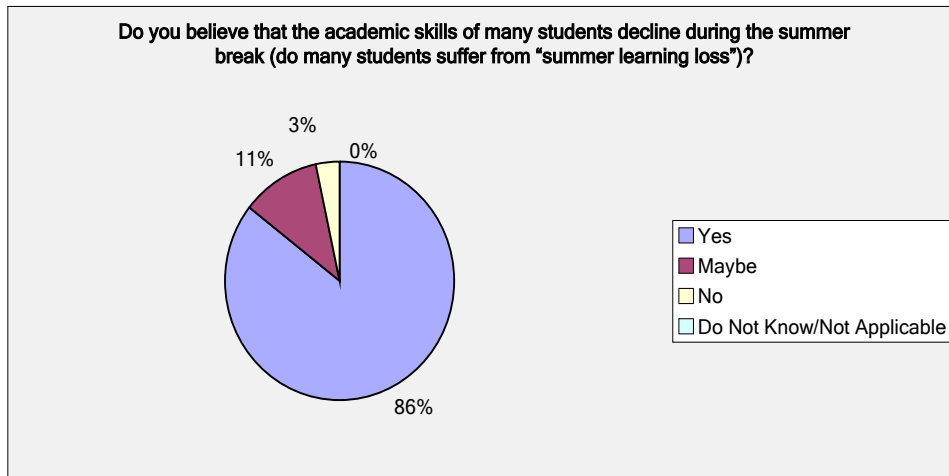


Question #3: There were a total of 62 responses to the third survey question, representing all survey participants in the second case study. Five persons responded that they were employed with the Springdale School District for less than one year. 14 persons replied that they were employed 1-5 years. Nineteen persons replied that they were employed with Springdale for 5-10 years. Finally, 24 respondents stated that they were employed with Springdale for 10-plus years. The following chart depicts the responses to the third web survey question.

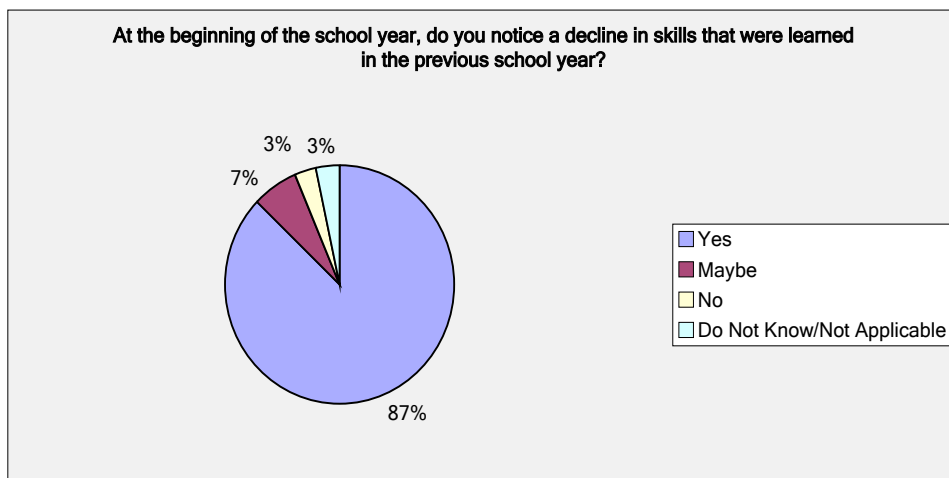


Appendix W

Question #4: Sixty-two responses were submitted for the fourth survey question, representing all survey participants in the second case study. Fifty-three persons responded with an answer of “Yes” to this question. Seven persons answered “Maybe.” Two persons answered “No,” and zero participants answered “Do not know/Not applicable.” The following chart depicts the responses to the fourth web survey question.

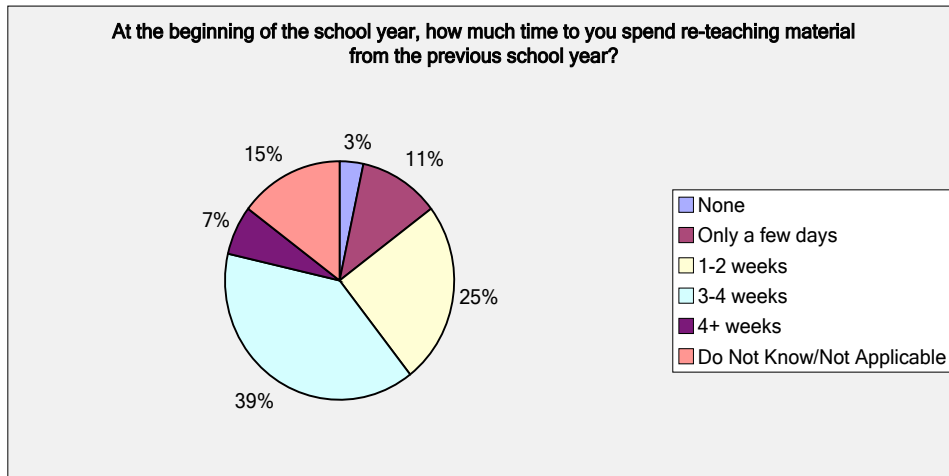


Question #5: There were a total of 62 responses to the fifth survey question, representing all survey participants in the second case study. Fifty-four persons responded with an answer of “Yes” to this question. Four persons answered “Maybe.” Two persons answered “No,” and two persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the fifth web survey question.

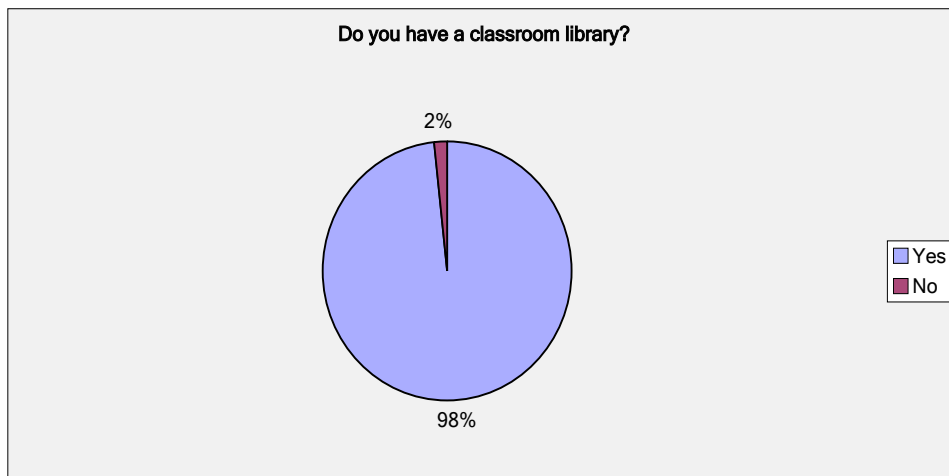


Appendix W

Question #6: Sixty-one responses were submitted by educators for the sixth survey question. One participant chose to not answer this question. Two persons responded with an answer of “None” as to the amount of time spent re-teaching academic material. Seven persons responded with “Only a few days.” Fifteen persons responded “1-2” weeks, and 24 persons responded “3-4 weeks.” Four persons responded “4-plus weeks,” and nine persons responded with “Do not know/Not applicable.” The following chart depicts the responses to the sixth web survey question.



Question #7: There were a total of 57 responses to the seventh survey question. Seven persons chose not to answer this question. Fifty-six persons responded with an answer of “Yes” to this question, and one person answered “No.” Three persons responded with “other” to this question, and submitted specific answers. The following chart depicts the responses to the seventh web survey question.

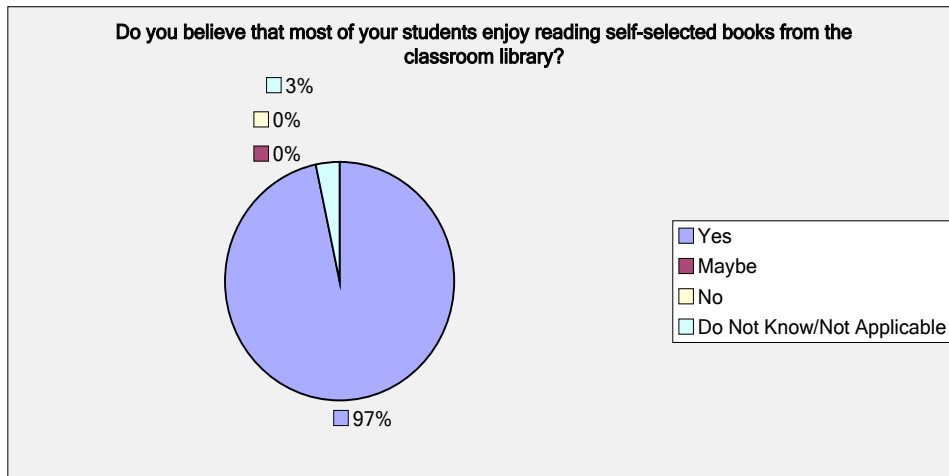


Appendix W

Responses of persons who replied with an answer of “other:”

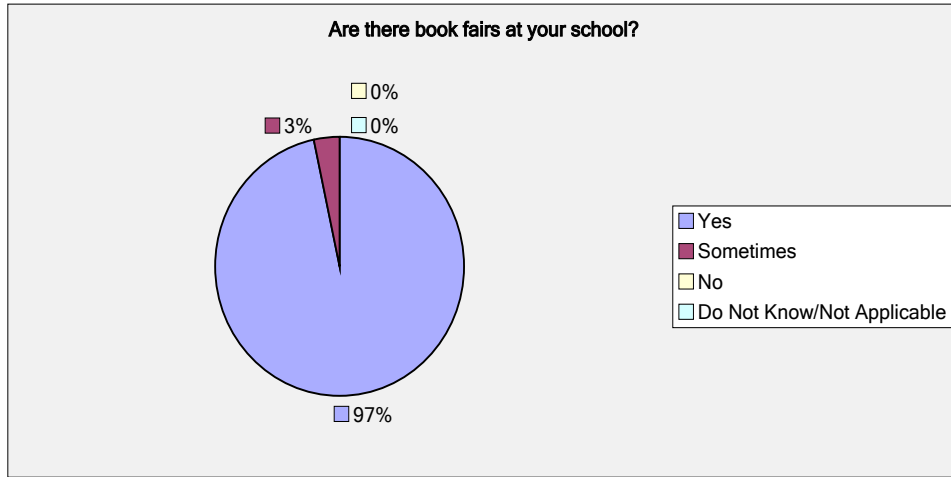
| Response | Other (please specify) |
|----------|---------------------------|
| 1 | school library |
| 2 | I do not have a classroom |
| 3 | librarian |

Question #8: Sixty responses were submitted by educators for the eighth survey question. Two persons chose not to answer this question. Fifty-eight persons responded with an answer of “Yes” to this question. Zero persons responded “Maybe” or “No,” and two persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the eighth web survey question.

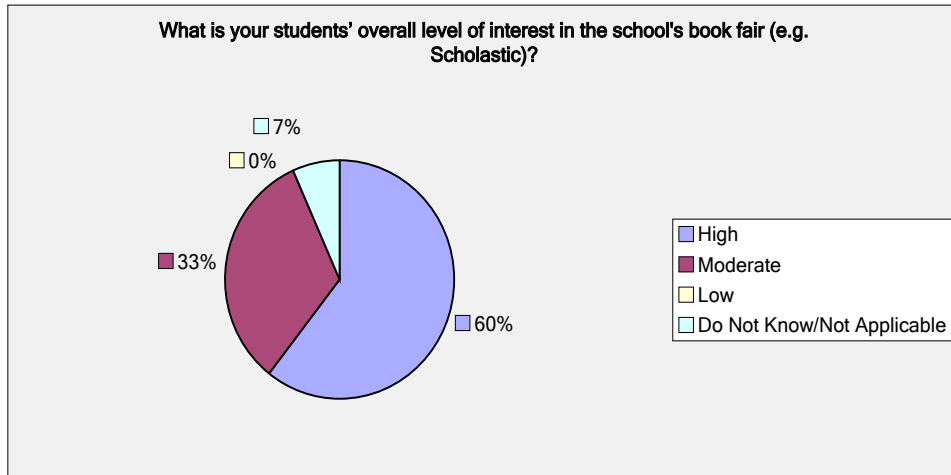


Question #9: There were a total of 61 responses to the ninth survey question. One participant chose not to respond to this question. Fifty-nine persons responded with an answer of “Yes.” Two persons responded “Sometimes.” Finally, zero persons answered “No” or “Do not know/Not applicable.” The following chart depicts the responses to the ninth web survey question.

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Question #10: Sixty-one responses were submitted for the tenth survey question. One participant chose not to answer this question. Thirty-seven persons responded with an answer of “High” to this question, and 20 persons responded with an answer of “Moderate.” Zero persons responded “Low,” and four persons responded with “Do Not Know/Not applicable. Finally, one person responded with “other” to this question, and submitted a specific answer. The following chart depicts the responses to the tenth web survey question.

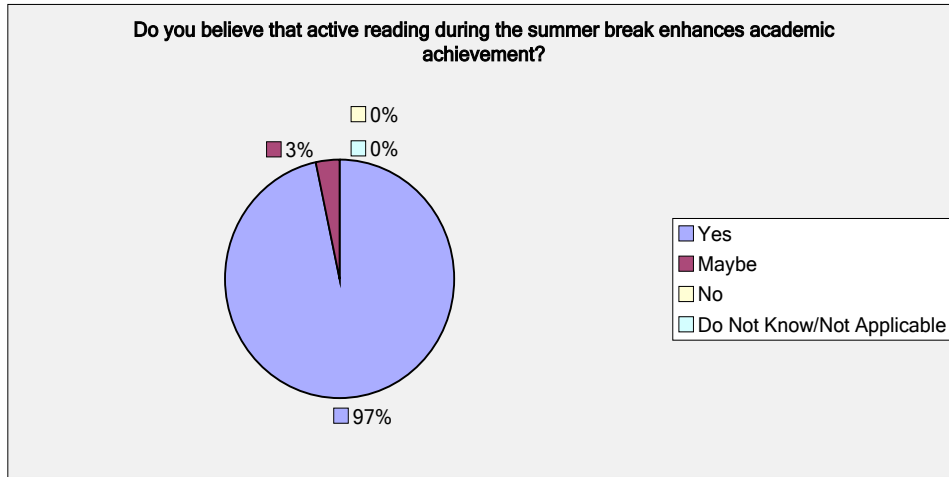


Response of person who replied with an answer of “other:”

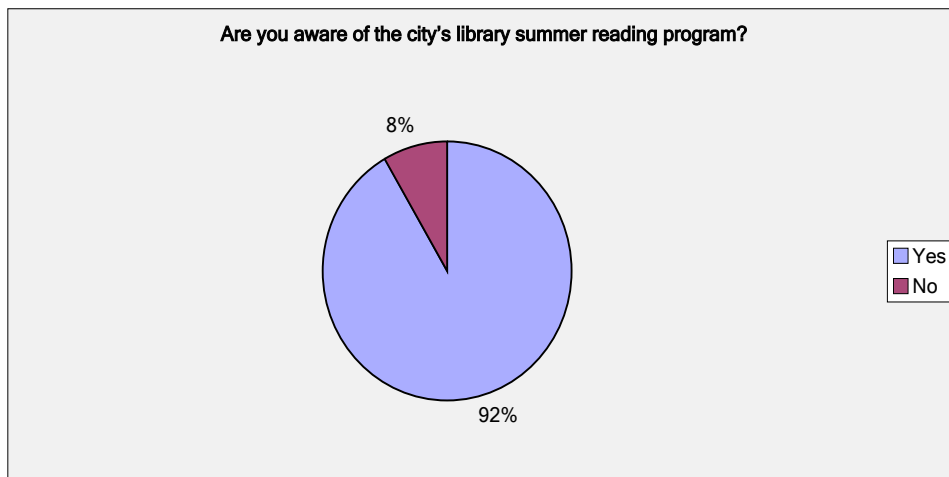
| Response | Other (please specify) |
|----------|---|
| 1 | If they provided less expensive books I think they'd be more excited. |

Appendix W

Question #11: There were a total of 60 responses to the eleventh survey question. Two participants chose not to answer this question. Fifty-eight persons responded with an answer of “Yes” to this question. Two persons responded “Maybe.” Finally, zero persons responded with “No” or “Do not know/Not applicable.” The following chart depicts the responses to the eleventh web survey question.

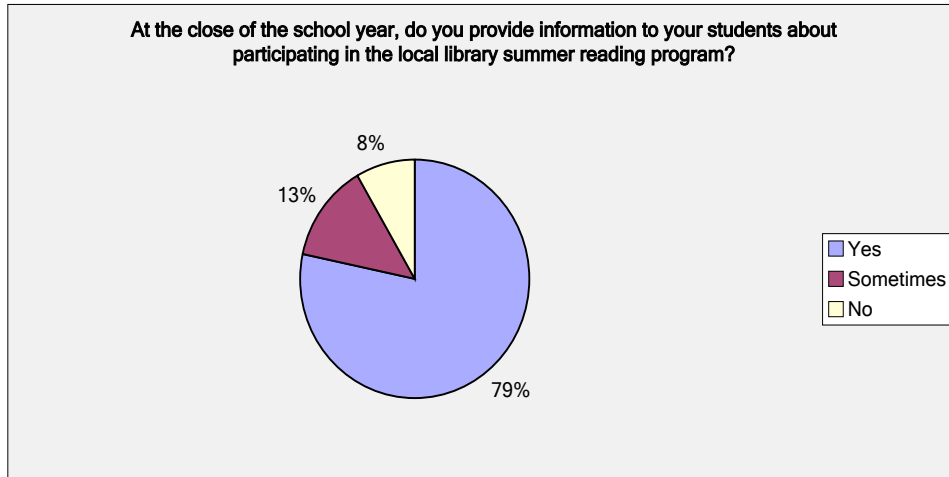


Question #12: Sixty-one responses were submitted by educators for the twelfth survey question. One participant chose not to answer this question. Fifty-six persons responded with an answer of “Yes,” and five persons answered “No.” The following chart depicts the responses to the twelfth web survey question.



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Question #13: There were a total of 60 responses to the thirteenth survey question. Two participants chose not to respond to this question. Forty-seven persons responded with an answer of “Yes.” Eight persons responded “Sometimes.” Five persons answered “No,” and one person responded with an answer of “other,” and submitted a specific answer. The following chart depicts the responses to the thirteenth web survey question.

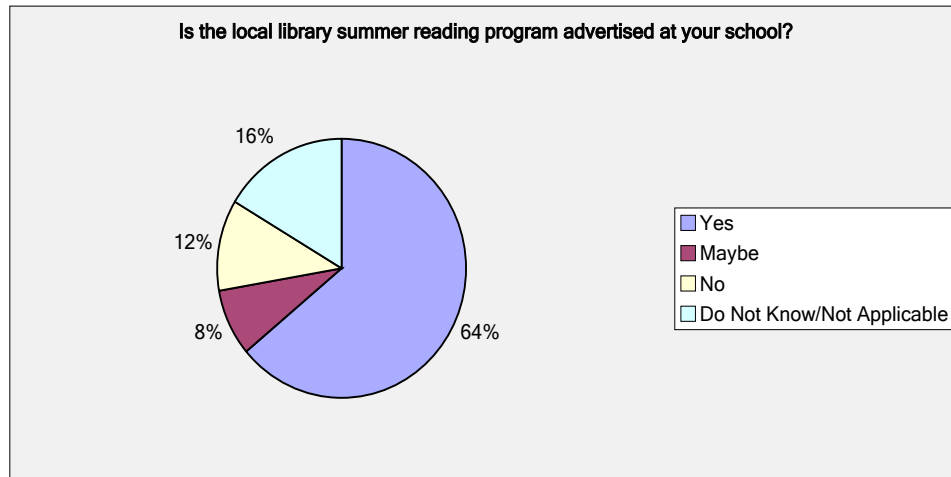


Response of person who replied with an answer of “other:”

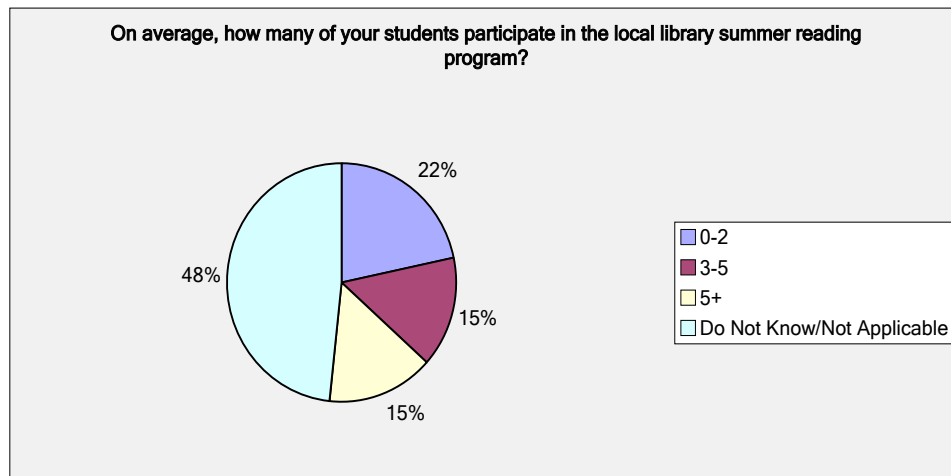
| Response | Other (please specify) |
|----------|--|
| 1 | somewhat I remind them of the library and how easy it is to get a card and the fun with the programs |

Question #14: Sixty-one responses were tabulated for the fourteenth survey question. One participant chose not to answer this question. Thirty-nine persons responded with an answer of “Yes.” Five persons responded “Maybe.” Seven persons responded “No,” and 10 persons responded with “Do not know/Not applicable.” The following chart depicts the responses to the fourteenth web survey question.

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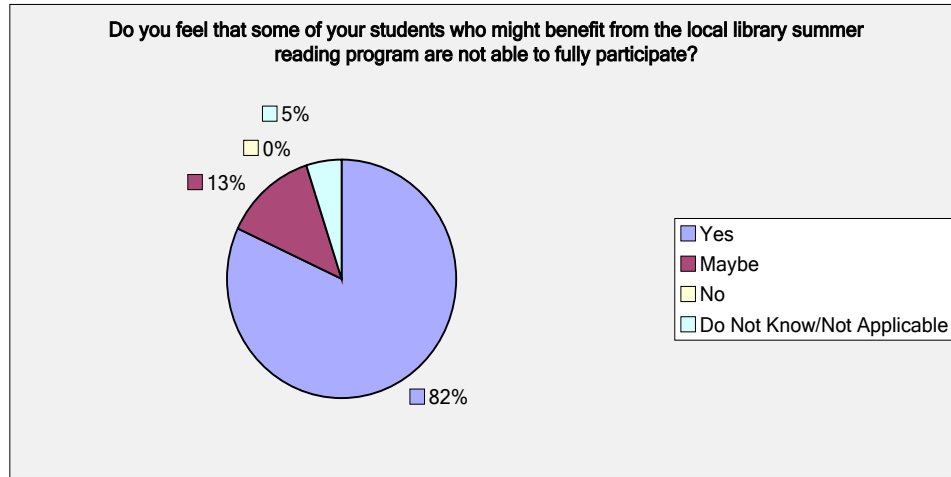


Question #15: There were a total of 60 responses to the fifteenth survey question. two participants chose not to answer this question. Thirteen persons responded with an answer of “0-2” regarding the number of students who participated the public library summer reading program. Nine persons responded “3-5.” Nine persons responded with an answer of “5-plus,” and 29 persons responded with an answer of “Do not know/Not applicable.” The following chart depicts the responses to the fifteenth web survey question.

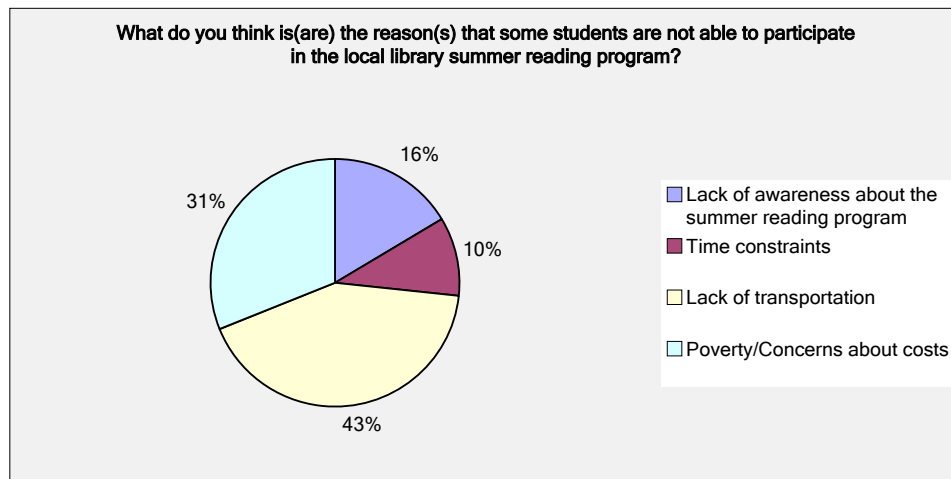


Appendix W

Question #16: A total of 61 responses were submitted for the sixteenth survey question. One participant chose not to answer this question. Fifty persons responded with an answer of “Yes.” Eight persons responded “Maybe.” Zero persons responded “No,” and three persons responded with “Do not know/Not applicable.” The following chart depicts the responses to the sixteenth web survey question.



Question #17: There were a total of 59 responses to the seventeenth survey question. Three participants chose not to answer this question. Twenty-two persons responded with the answer of “Lack of awareness about the summer reading program.” Fourteen persons responded “Time constraints,” and 57 persons answered “Lack of transportation.” Forty-two persons responded “Poverty/Concerns about costs.” Finally, eight persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the seventeenth web survey question.

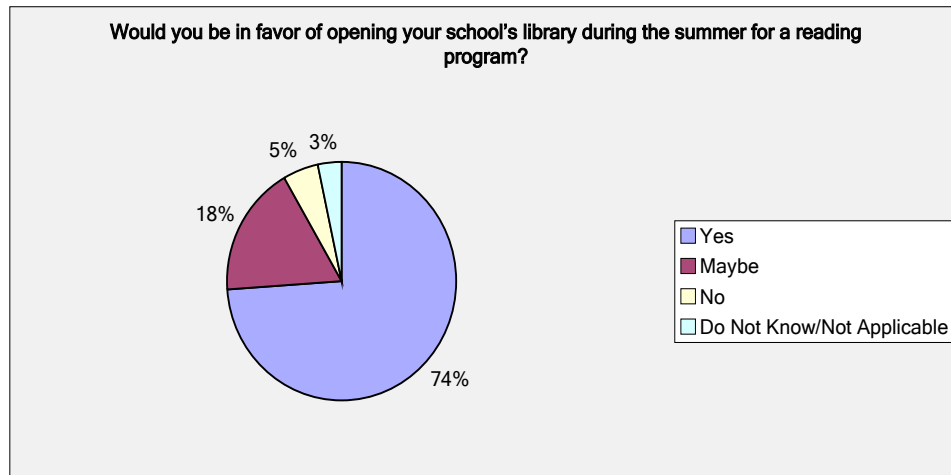


Appendix W

Responses of persons who replied with an answer of “other:”

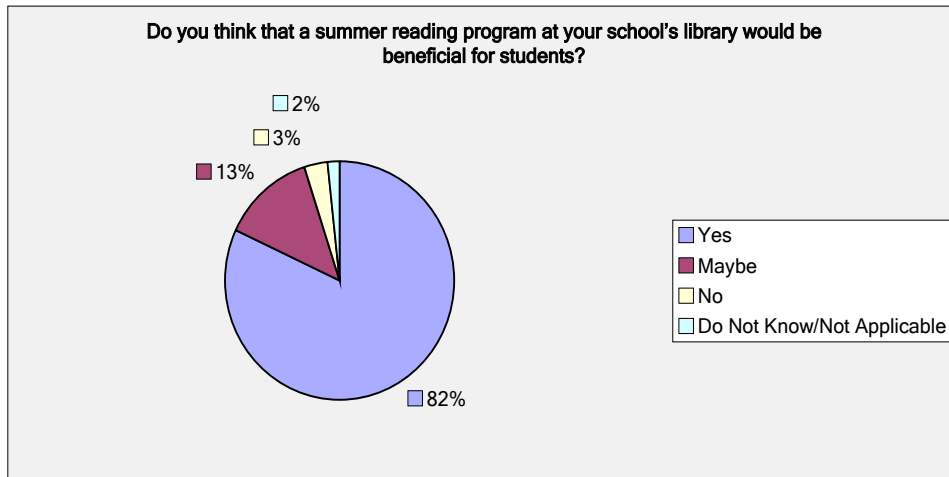
| Response | Other (please specify) |
|----------|--|
| 1 | Parents work and cannot get them to the library, Students do not have library cards. |
| 2 | language barrier |
| 3 | They go to the library to play games on the computer, not to read books |
| 4 | language |
| 5 | We provide a mobile library for our students |
| 6 | Parents unwillingly to take them |
| 7 | no parental support to do so |
| 8 | Disinterest |

Question #18: Sixty-one responses were submitted by educators for the eighteenth survey question. One participant chose not to answer this question. Forty-five persons responded with an answer of “Yes” to this question. Eleven persons responded “Maybe.” Three persons answered “No,” and two persons answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the eighteenth web survey question.

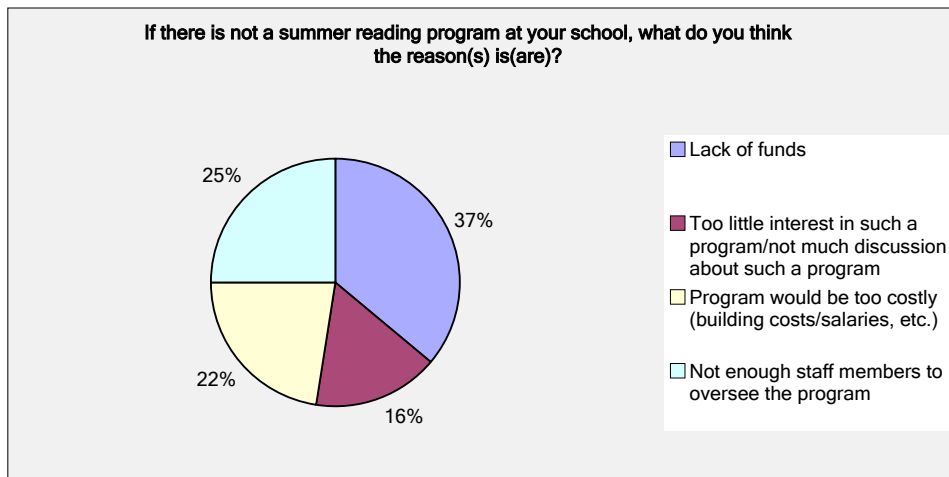


Question #19: There were a total of 61 responses to the nineteenth survey question. One participant chose not to answer this question. Fifty persons responded with an answer of “Yes” to this question. Eight persons responded “Maybe.” Two persons answered “No,” and one person answered with a response of “Do not know/Not applicable.” The following chart depicts the responses to the nineteenth web survey question.

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Question #20: Forty-six responses were submitted for the twentieth survey question. 16 participants chose not to answer this question. Twenty-nine persons responded with the answer of “Lack of funds,” and 13 persons responded “Too little interest in such a program/not much discussion about such a program.” Eighteen persons answered “Program would be too costly (building costs/salaries, etc.)” Twenty persons responded with “Not enough staff members to oversee the program.” Finally, 15 persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the twentieth web survey question.

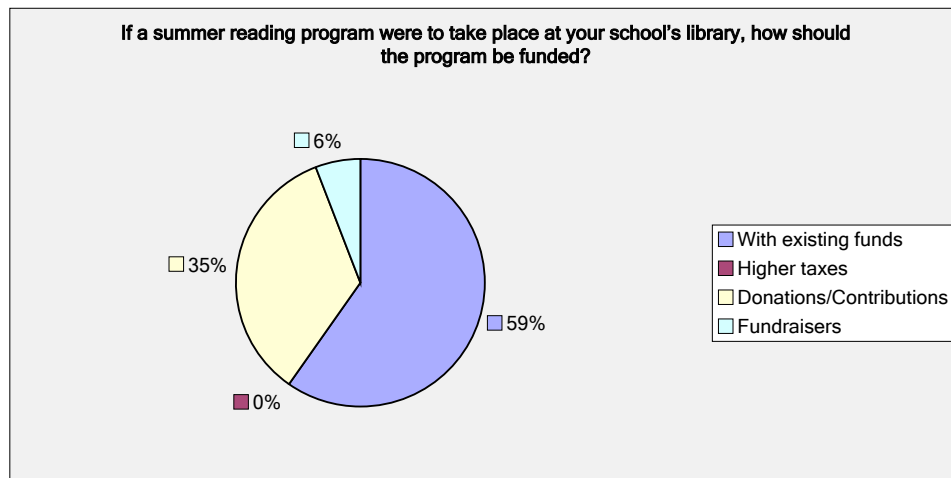


Appendix W

Responses of persons who replied with an answer of “other:”

| Response | Other (please specify) |
|----------|---|
| 1 | same lack of transportation on parent’s part |
| 2 | Our students are mostly bus riders. If you had bus transportation it may help some. |
| 3 | We have one established already. |
| 4 | We serve a socioeconomic level of families that travel and provide numerous activities during the summer. |
| 5 | Lack of transportation for students |
| 6 | transportation; we have no walking students |
| 7 | We have a summer reading program at our school. |
| 8 | Tried a summer program (computer) during the summer once and didn’t have much participation. |
| 9 | We had a VERY successful summer reading program last year at Parson Hills Elementary |
| 10 | not sure if we have one |
| 11 | . |
| 12 | We currently have one |
| 13 | We have summer school |
| 14 | Trying to begin a Mobile Library as I have done at a previous school |
| 15 | No students live within walking distance to our school. Our school library is no easier to access than the public library. And without transportation provided, we would have very few participants. Years ago I was in a neighborhood school where 100% of the students could walk to school and we did have a summer library/reading program. We had about 250 students a day participating in our program. |

Question #21: There were a total of 52 responses for the twenty-first web survey question. 10 participants chose not answer this question. Thirty-one persons responded with the answer of “With existing funds.” Zero persons responded with “Higher taxes.” Eighteen persons answered “Donations/contributions.” Three persons responded “Fundraisers.” Finally, nine persons responded with an answer of “other,” and submitted specific answers. The following chart depicts the responses to the twenty-first web survey question.



Appendix W

Responses of persons who replied with an answer of “other:”

| Response | Other (please specify) |
|-----------------|-------------------------------|
| 1 | Grants |
| 2 | I don't know |
| 3 | Any of the above. |
| 4 | grants |
| 5 | grants |
| 6 | summer school funds? |
| 7 | volunteers |
| 8 | don't know |
| 9 | Title Dollars |

Appendix W

Parent/guardian library surveys: QUAL data set

Question #1: Thirty-three responses were recorded for the first open-ended parent/guardian survey question. As in the first case study, emergent themes and patterns involved positive comments about the summer reading program at the library. Unlike the first case study, there were more references to supplemental activities, and differentiation among reading groups, based on age or interest level. Selected responses to this question are presented verbatim. A web-based translator tool was utilized by the researcher in order to translate the Spanish language responses. The following chart depicts the open-ended responses to the first parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|--|---|
| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| What are ways that the summer reading program can be improved? | RW Twelve references to more/mas (i.e. times, classes, hours). Two references to prizes. Two references to ads/promotions. PI Two references SD Zero references SES Zero references T One reference YR Zero references |

Appendix W

| | |
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| Selected response #1 | “Have all age groups on the same day for parents with multiple kids.” |
| Selected response #2 | “Leer mas seguido, tener diario lectura.” <i>“Read more often, have daily reading.”</i> |
| Selected response #3 | “This is a great program. Keep up the good work and keep the program going.” |
| Selected response #4 | “Make sure that children are in the correct program for their age. Lots of distractions from children to <i>(sic)</i> young for the program.” |
| Selected response #5 | “(Maybe) start book groups younger – 8 or 10? My son feels too old to be read to, but I want him to talk about what he needs.” |

Question #2: There were 37 responses to the second open-ended survey question. Themes and patterns which emerged as to this question included references to scheduling, as well as differentiated reading/activity groups. Several participants commented regarding the benefits of the summer reading program as to improved socialization opportunities for their children, as well as improved reading skills.

Conversely, references to schedules and lack of activities for children of specific age groups were cited by some participants as limitations of the summer reading program at that particular library. Selected responses to this question are presented verbatim. A web-based translator tool was utilized by the research in order to translate the Spanish language responses. The following chart depicts the open-ended responses to the second parent/guardian survey question. Selected responses to this question are presented verbatim.

Appendix W

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|---|--|
| <p>What are some of the benefits (or limitations) of the summer reading program for your child?</p> | <p>RW Five references to interested. Six references to socialize/socialization. Three references to improve.</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T One reference</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“Sometimes my kids feel the activities during Storytime are silly...more help with ind.⁵ book choice”</p> |
| <p>Selected response #2</p> | <p>“Socialization w/other children during the summer”</p> |
| <p>Selected response #3</p> | <p>“mejorar en la escuela”</p> <p><i>“better in school”</i></p> |
| <p>Selected response #4</p> | <p>“Need an (<i>sic</i>) hour toddler time to match the older kid program”</p> |
| <p>Selected response #5</p> | <p>“When my son got his certificate at school for summer library participation, it was all he could talk about that week – and he’s not a reader by choice!”</p> |

⁵ independent

Appendix W

Question #3: Thirty-one responses were submitted for the third open-ended survey question. Unlike the first case study, emergent themes as to this question involved the issue of daycares and access to the summer reading program, as well as several instances of the word “bus” or “van/church van.” Selected responses to this question are presented verbatim. A web-based translator tool was utilized by the research in order to translate the Spanish language responses. The following chart depicts the open-ended responses to the third parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|---|--|
| <p>How can we get more children to participate in the summer reading program (For example, children who do not have enough access/transportation to the library)?</p> | <p>RW Five references to daycares/babysitters. Nine references to bus/buses. Three references to advertise/media. Three references to bookmobile/bookcart</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES One reference</p> <p>T One reference</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“Haciendo una encuesta en cuanto a cual es el mejor horario, para que alguien los traiga.”</p> <p><i>“Conducting a survey as to which is the best time for someone to bring.”</i></p> |
| <p>Selected response #2</p> | <p>“Have a bus!”</p> |

Appendix W

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| Selected response #3 | “The only people that can’t get transportation are in DayCare. Maybe have a librarian + book cart that travels to them?” |
| Selected response #4 | “I like the idea of schools having access” |
| Selected response #5 | “transportation for the lower income famalies (<i>sic</i>)” |

Appendix W

Teacher web survey: QUAL data set

Question #22: Thirty-four responses were submitted by educators for the twenty-second web survey question. Twenty-eight participants chose not to answer this question. As with the first case study, words and themes that emerged as to this question involved issues regarding reviewing, reassessing, and reteaching of academic material. More participants in the second case study indicated that summer learning loss was a relevant factor that negatively affected their teaching at the beginning of the school year with regard to loss of time. Two participants responded that summer learning loss was not a factor for them due to the grade levels that they taught. The following table depicts selected responses to the twenty-second open-ended teacher web survey question. Selected responses to this question are presented verbatim.

| | |
|--|---|
| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| How would you describe “summer learning loss,” and how does it affect your teaching at the beginning of the school year? | RW Fourteen references to review/reteach/re-introduce. Two references to frustrating. PI One reference SD Seven references SES Zero references T Zero references YR One reference |

Appendix W

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| Selected response #1 | “I teach kindergarten, so this question is not applicable to me.” |
| Selected response #2 | “Summer learning loss is very frustrating! The first two to four weeks are used to guide students and reinforce concepts that have been taught the prior year. Peer tutors, small group guided instruction, one on one conferencing, and goal setting help to get students back on track, along with high expectations!” |
| Selected response #3 | “Year-round school would prevent most all of "summer learning loss." ” |
| Selected response #4 | “It negatively impacts my teaching because I spend too much time trying to play catch up. There is usually a much lower than expected reading level when tested the first two weeks and then a catch up jump by the time we are 5-7 weeks in school.” |
| Selected response #5 | “Prevents us from being able to jump right in and get started” |
| Selected response #6 | “The summer learning-loss happens across all areas of school performance. In my classroom of mostly ELL students, the students come back at significantly lower reading levels. Some students don't see a book all summer. Students often don't write all summer, and their writing ability is durastically (<i>sic</i>) lower at the beginning of the next year. Reading and writing both require continued upkeep and practice to maintain and grow in ability.” |
| Selected response #7 | “I looped with my students last year. Clearly I saw my students did not retain some of the content over the summer.” |

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Question #23: There were 36 open-ended responses to the twenty-third web survey question. Twenty-six participants chose not to answer this question. As in the first case study, themes emerged involving specific benefits of a summer reading. More educators in the second case study seemed to suggest that summer learning loss was a factor that negatively affected their teaching at the beginning of the school year, as only two participants stated that summer learning loss was less of a factor for them. The following table depicts selected responses to the twenty-third open-ended teacher web survey question. Selected responses to this question are presented verbatim.

| | |
|---|---|
| <p>What do think the benefits are of a summer reading program for students?</p> | <p>RW Two references to improved fluency. Four references to improved comprehension. Two references to improved vocabulary. Five references to maintain. Two references to consistent/constant. Two references to engaged. Two references to access/accessibility. Two references to book choice.</p> <p>PI Four references</p> <p>SD Three references</p> <p>SES Seven references</p> <p>T Three references</p> <p>YR One reference</p> |
|---|---|

Appendix W

| | |
|-----------------------------|---|
| Selected response #1 | “They develop a desire to read. They learn new knowledge from realistic literature. Vocabulary improves. Stamina reading becomes stronger. They have an opportunity to share books with others. Some children have families that can not (<i>sic</i>) afford to buy books.” |
| Selected response #2 | “Accessibility of good books and multiple books on their readiness level” |
| Selected response #3 | “The children would be exposed to books and have the opportunity to practice reading. There are many potential benefits of reading including : improved fluency, kids would stay out of trouble if they were reading, improved test scores- research about number of minutes spent reading and the projected percentile the kids will score in on tests, additional learning through non-fiction texts, improved comprehension...and the list goes on. :) ” |
| Selected response #4 | “Allowing for practice time with books that students self select according to their interest level, helps students' reading levels increase.” |
| Selected response #5 | “I think a summer reading program is a great idea but the students who need it the most are the students who do not have parental support or a way to be transported here for an hour or two. I think the parents who WANT their children to be reading are using the public library.” |
| Selected response #6 | “Overall I think we should go to year round school. That would be more beneficial.” |

Appendix W

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| Selected response #7 | “For our students in particular (in a very low socioeconomic school and very high ELL population) a summer reading program could make a world of difference for some kids. Our students love being at school! They would all love to participate in any summer programming, and how could we deny that!? Of course the academic benefits are great because the students would not only maintain reading ability in comprehension and fluency, they would probably gain reading ability because of naturally progressing as they spend more time reading.” |
|-----------------------------|---|

Question #24: Thirty-five open-ended responses were recorded for the twenty-fourth web survey question. Twenty-seven participants chose not to answer this question. Seven participants answered with a definitive “yes” to this question. Accordingly, most respondents indicated that they agreed in part to this question. Three persons answered “no” or implied that their answer was in the negative. Unlike the first case study, more participants in the second case study spoke about the scarcity of funds or administrative support with regard to the challenges of a summer reading program. The following table depicts selected responses to the twenty-fourth open-ended teacher web survey question. Selected responses to this question are presented verbatim.

Appendix W

| | |
|---|---|
| <p>Do you think that there are any limitations of a summer reading program?</p> | <p>RW 14 references to staff/administrative supports/staffing/personnel.</p> <p>Five references to time.</p> <p>19 references to funds/financing/money.</p> <p>Two references about book choice.</p> <p>PI Two references</p> <p>SD Zero references</p> <p>SES One reference</p> <p>T Seven references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“There usually is no specific reading instruction or tutoring.”</p> |
| <p>Selected response #2</p> | <p>“Not that I'm aware of”</p> |
| <p>Selected response #3</p> | <p>“Administrative support. Time. Money. Space - summer cleaning schedule.”</p> |
| <p>Selected response #4</p> | <p>“There would be limitations to a summer reading program because there could only be as many students in the program as teachers could work for the program. Funds and teacher-availability would limit the size of the program and number of students who could participate. I think a summer reading program would be really excellent if we could provide a breakfast or lunch for the participants, which would also require funds. Of course there must be books for a reading program, which all school libraries can probably supply.”</p> |

Appendix W

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| Selected response #5 | “If books are not selected carefully, levels, interests, etc... it will have little pos. impact” |
| Selected response #6 | “\$\$\$\$\$\$\$\$\$\$\$\$ & maybe interests (<i>sic</i>)” |
| Selected response #7 | “Yes. Students get bored and would rather be doing something else. Plus, the times that the teachers can work it, may not be the times that the children can come. |

Question #25: Thirty-six open-ended responses were submitted for the twenty-fifth web survey question. Twenty-six participants chose not to answer this question. Of these responses, 31 participants answered “yes” to this question, or implied that they agreed to this question. As in the first case study, repeated words and emergent themes involved references to public transportation, as well as bookmobile-type programs. There were several references to modes of transportation, however, the wording of this question referred to suggestions regarding transport to summer reading programs. The following table depicts selected responses to the twenty-fifth open-ended teacher web survey question. Selected responses to this question are presented verbatim.

Appendix W

| | |
|--|--|
| <p>Do you believe that there are many children in the community who do not have adequate access/transportation to the city library's summer reading program (if answered in the affirmative, how can this situation be changed)?</p> | <p>RW 10 references to buses/vans/public transportation/regional-university buses.</p> <p>10 references to bookmobile/traveling library-vans.</p> <p>Six references to walking.</p> <p>PI Two references</p> <p>SD Zero references</p> <p>SES One reference</p> <p>T 10 references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“YES. This situation could be helped by opening our school library for our children. We are a neighborhood school, I can visualize students walking to our school and spending many hours there during the summer.”</p> |
| <p>Selected response #2</p> | <p>“Children can walk to a neighborhood school. A traveling library could be started. Making a school website with books might be investigated.”</p> |
| <p>Selected response #3</p> | <p>“I believe there are many children who do not have adequate transportation. If transportation was provided, I believe the city library's summer reading program would be busting at the seams with children.”</p> |
| <p>Selected response #4</p> | <p>“We could run a bus to pick students up once a week. Or provide a book mobile to take books to neighborhoods.”</p> |
| <p>Selected response #5</p> | <p>“Yes, bus the students.”</p> |

Appendix W

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| Selected response #6 | “Our school is primarily a community school where most students can walk.” |
| Selected response #7 | “I absolutely believe that there are many children who do not have adequate access/transportation to the city library's summer reading program. I know that changing this situation is often fiscally challenging. One suggestion might be having the libraries investigate writing grants to receive money to fund a bus/van service. Another suggestion would be investigating the possibilities of a mobile library - a text truck instead of an ice cream truck.” |

Question #26: There were 38 open-ended responses to the twenty-sixth web survey question. Twenty-four participants chose not to answer this question. Thirty participants answered “yes” to this question, or implied that their answer was in the affirmative as to the helpfulness of summer reading programs. Four participants suggested that they were unsure about the potential of summer reading programs in neighborhood schools or indicated that it was “possible.” Recurrent themes that emerged for this question involved references to the benefits of students being able to walk to school to attend a summer reading program if such a program were available, as well as the benefits of accessibility. The following table depicts selected responses to the twenty-sixth open-ended teacher web survey question. Selected responses to this question are presented verbatim.

Appendix W

| | |
|---|--|
| <p>Would it be helpful (or not helpful) for summer reading programs to be expanded to neighborhood elementary/middle schools, and if so, why?</p> | <p>RW 11 references walking. Eight references to access/accessibility. Two references to comfortable.</p> <p>PI Three references</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T Two references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“Possibly, but some schools are not within walking distance to all children (they are bussed in). Schools may see it as a liability to have children walking to school or present at school during the summer when there is not adequate supervision. It might be more helpful to take the summer reading program to the children's homes instead.”</p> |
| <p>Selected response #2</p> | <p>“I think it would be beneficial. Many parents are more comfortable going into their child's school to borrow books than perhaps going to an unfamiliar place like the public library.”</p> |
| <p>Selected response #3</p> | <p>“Helpful! My library was open through the month of June. I DRA⁶ tested participating students at end of 2011 year and beginning of 2012 and 90% showed no decline in DRA levels.”</p> |

⁶ Developmental Reading Assessment

Appendix W

| | |
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| Selected response #4 | “YES- easier access; however think city library has more resources and they need to be exposed to more than one library in order to know how to find info at a variety of places” |
| Selected response #5 | “Our school is not in an area that could be reached by foot, so I do not know.” |
| Selected response #6 | “It would be helpful for the school libraries to be open, because it is closer to the children's homes and many can walk with parents, baby-sitters, relatives or older siblings.” |
| Selected response #7 | “yes, better chances for selecting appropriate texts.” |

Question #27: There were 20 open-ended responses to the twenty-seventh web survey question. Forty-two participants chose not to answer this question. In addition, four participants responded “no” to this question, and one participant referred to the previous question numbered 26. The following table depicts selected responses to the twenty-seventh open-ended teacher web survey question. Selected responses to this question are presented verbatim.

| | |
|--|---|
| Do you think that there are any limitations of a summer reading program? | <p>RW Four references to funding/money/pay.</p> <p>PI One reference</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T One reference</p> <p>YR One reference</p> |
|--|---|

Appendix W

| | |
|-----------------------------|--|
| Selected response #1 | “I do not believe the majority of students suffer from summer learning loss, but I do believe summer reading programs are beneficial for all students.” |
| Selected response #2 | “I have worked at a school that used district funds to open the library for a few weeks during the summer in lieu of a traditional summer school. The program was very successful.” |
| Selected response #3 | “I think it would be imperative for the school library to only be open certain times and days. Also, it would have to be heavily advertised before the end of school and also perhaps during the summer.” |
| Selected response #4 | “Year round schooling would be BEST for the students but I know the community and parents would have a hard time with that, so to HELP the students who need it, I believe that a mobile library with English books and videos would serve our ELL students and poverty-stricken students the BEST.” |
| Selected response #5 | “Childrens " <i>(sic)</i> at home" libraries containing books at the right level and interest can have as much impact as summer school/reading programs.” |
| Selected response #6 | “I think we spend a lot of money on curriculum, testing materials, internal studies, etc. when that moeny <i>(sic)</i> could be used effectively and proactively with summer reading programs and summer school experiences for the kids who truly need them.” |
| Selected response #7 | “I believe that transportation is a major obstacle for our students to participate in summer reading programs. I think there are grants that would fund transportation for a summer reading program. One suggestion is Dollar General Grant Programs.” |

Appendix W

Library employee questionnaire: QUAL data set

Questions #1 - 6: Given the response rate of one participant, emergent themes/patterns, and repeated words were not a factor in this case study for the employee questionnaire. The participant answered submitted five responses to the questions, as well as two follow-up responses. The participant chose not to respond to the sixth question, which was designed to solicit additional suggestions/comments. Responses to the five questions from this employee are presented verbatim.

| | |
|---------------|---|
| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| | RW Zero PI One reference SD Zero references SES Zero references T One reference YR Zero references |

Appendix W

| | |
|---|--|
| <p>1. Has participation in the summer reading program increased or decreased in recent years?</p> <p><i>Follow-up question:</i></p> <p>What are the reasons why this is so?</p> | <p>“While I don’t have hard numbers to answer that question with, I can tell you that attendance and enthusiasm have been high every summer I’ve worked here!”</p> <p><i>Follow-up response:</i></p> <p>“I think that our children’s staff does a very good job of promoting and delivering their programs. The programs are fun and energetic, and the staff know their community and their patrons well enough to provide programming that attracts and keeps children’s interest. They also spend time getting to know their patrons individually, which I think brings in a lot of repeat attendees. As an example, our young adult librarian worked as a children’s librarian previously, and several of her young adult program attendees are former story time attendees. I think story time participants form reading and library habits.”</p> |
| <p>2. What do you think the benefits are of the summer reading program?</p> | <p>“I think that summer reading programs help instill the idea that reading isn’t just something that happens at school but can also be a social, pleasurable activity. I also think that the activities after the stories help extend material beyond the printed page and foster curiosity and experimentation with new knowledge. Again, I think it helps develop extremely good habits for lifelong learning.”</p> |
| <p>3. Do you think that there are any limitations of the summer reading program?</p> | <p>“I think it’s difficult for parents who both work full time to bring their children. We offer programming at several times during the day to try to counteract this, but it would be difficult for a parent who works 8-5 to regularly attend with their child, and the library doesn’t have the resources to supervise young children.”</p> |

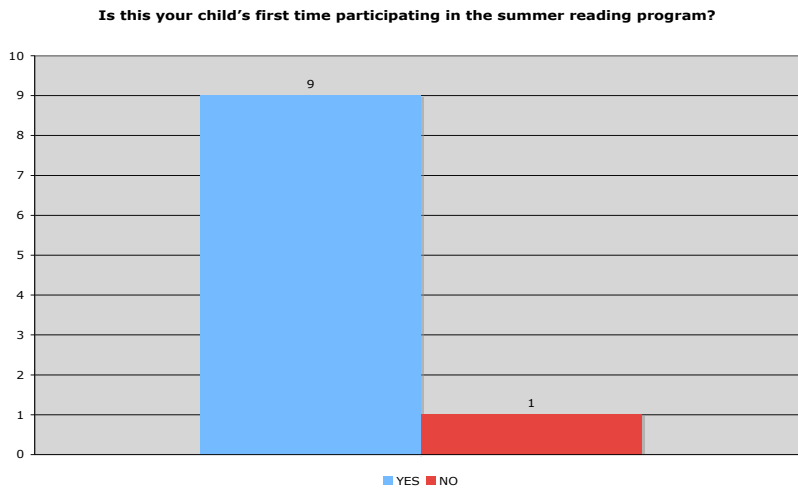
Appendix W

| | |
|--|--|
| <p>4. Do you believe that there are many children in the community who do not have adequate access/transportation to the library and the reading program?</p> <p><i>Follow-up question (if answered in the affirmative):</i></p> <p>How can this situation be changed?</p> | <p>“Yes. In addition to the transportation and access difficulties that could result from both parents working full time, children who live in more rural areas may not be as likely as the children in the nearby neighborhoods to attend.”</p> <p><i>Follow-up response:</i></p> <p>“Ideally, a greater variety of programming times, a safe transportation solution, and a daycare-esque (<i>sic</i>) administrative makeover for the children’s department might help change the situation. However, these solutions require resources the library simply doesn’t have.”</p> |
| <p>5. Would it be helpful (or not helpful) for summer reading programs to be expanded to neighborhood elementary/middle schools?</p> <p><i>Follow-up question:</i></p> <p>Why (would it be helpful or not helpful)?</p> | <p>“I think so. This sort of expansion might help working parents. The public library is a public facility, and we do ask that parents monitor young children in our building. Schools and teachers would be better equipped to monitor young children without requiring a parent’s presence in the building. Furthermore, it might increase access to summer reading programs, particularly if the school bus system could be involved.”</p> <p><i>Follow-up response:</i></p> <p>(see above)</p> |

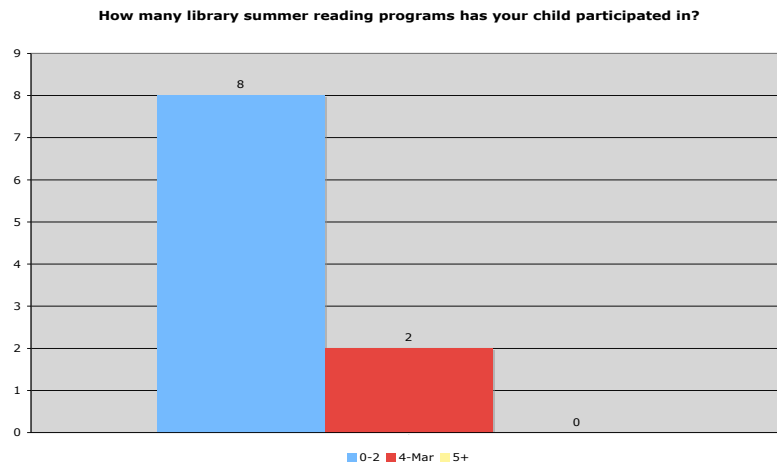
Appendix X

Parent/guardian library surveys: quan data set

Question #1: A total of 10 participants answered the first survey question, accounting for all participants in the third case study. Nine persons answered “Yes” to this question, while one person responded “No.” The following graph depicts the responses to the first parent/guardian survey question.

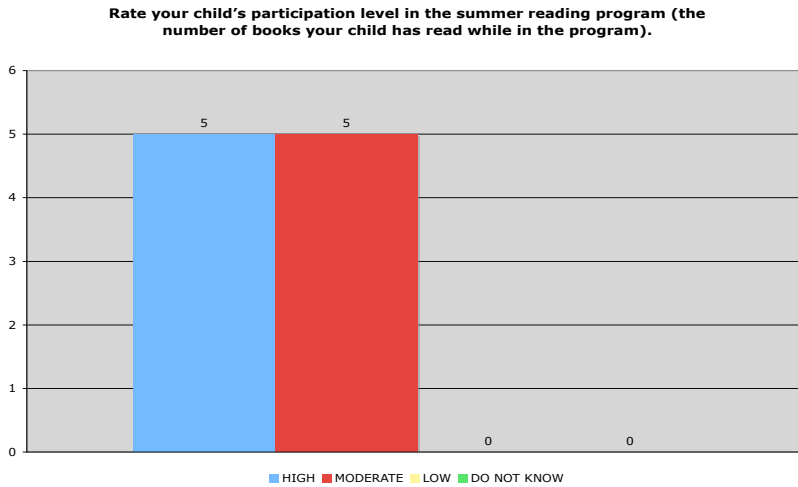


Question 2: Ten participants answered the second survey question, accounting for all participants in the third case study. Eight persons answered “0-2” as to the number of summer reading programs their child had participated in. Two persons responded “3-4,” and zero persons responded with the answer of “5-plus.” The following graph depicts the responses to the second parent/guardian survey question.

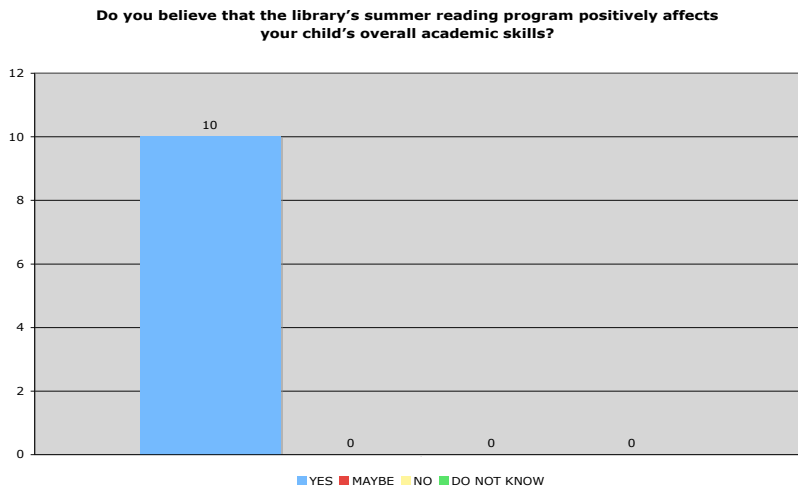


Appendix X

Question 3: Ten participants submitted responses to the third survey question, accounting for all participants in the third case study. Five persons reported that their child’s level of participation in the summer reading program was “High.” Five persons responded “Moderate.” Zero persons responded “Low” or “Do not know.” The following graph depicts the responses to the third parent/guardian survey question.

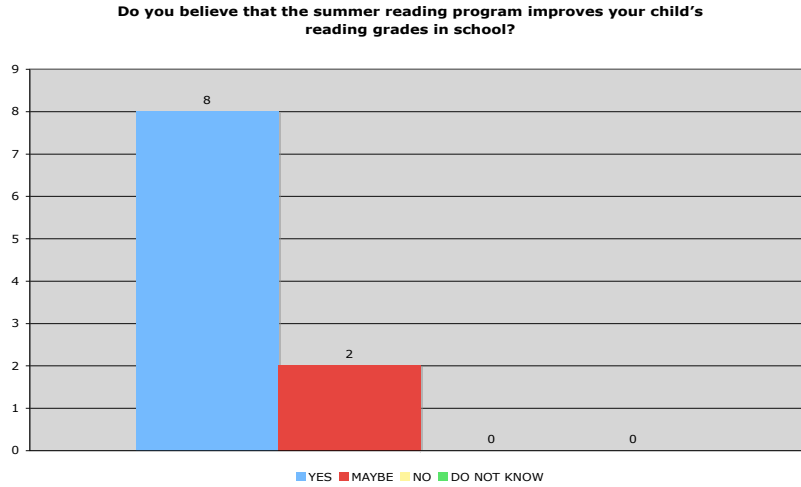


Question 4: 10 participants answered the fourth survey question, accounting for all participants in the third case study. All 10 participants answered “Yes” to this question. There were no answers of “No,” “Maybe,” or “Do not know.” The following graph depicts the responses to the fourth parent/guardian survey question.

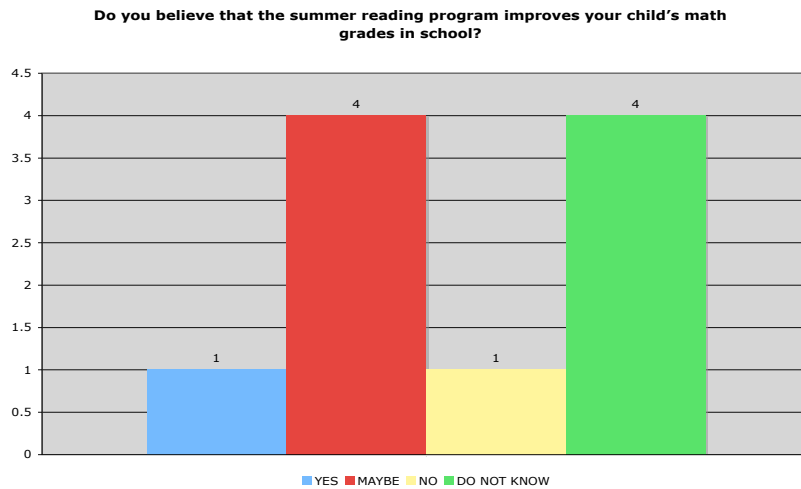


Appendix X

Question 5: All of the parent/guardian participants answered the fifth survey. Eight persons answered “Yes” to this question. Two persons responded “Maybe.” Finally, zero participants responded “No” or “Do not know.” The following graph depicts the responses to the fifth parent/guardian survey question.

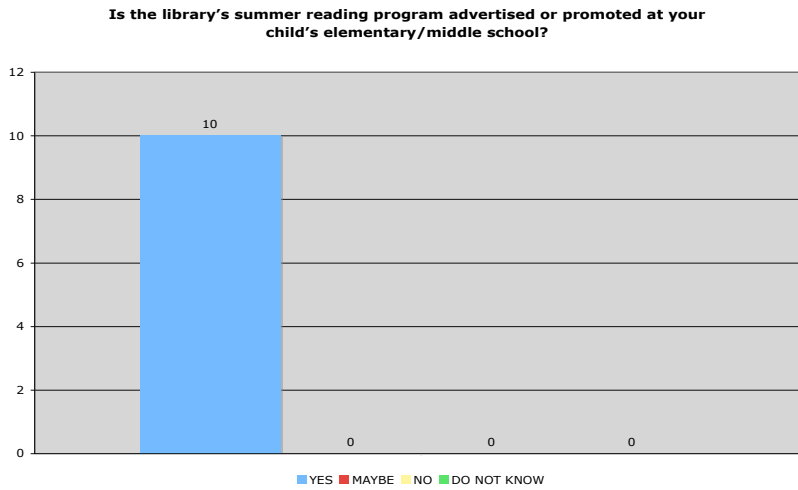


Question 6: All 10 participants answered the sixth survey question. One person answered “Yes” to this question. Four persons responded “Maybe.” One person responded “No,” and four persons responded “Do not know.” The following graph depicts the responses to the sixth parent/guardian survey question.

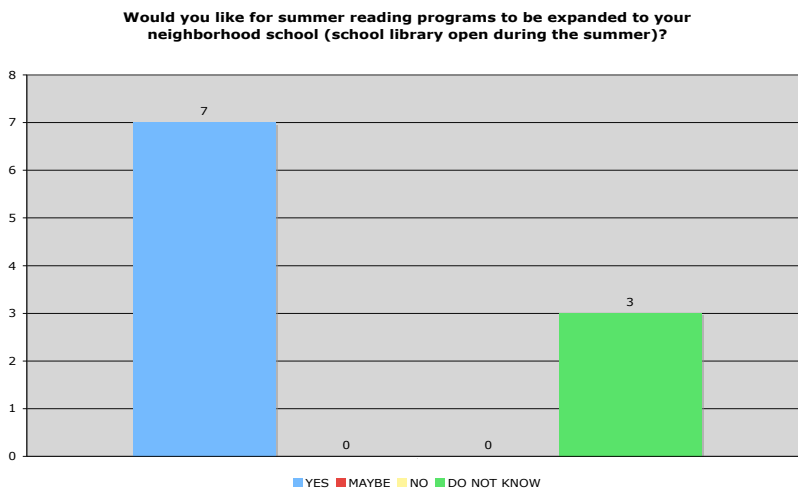


Appendix X

Question 7: Ten participants answered the seventh survey question, accounting for all participants in the third case study. All 10 participants answered “Yes” to this question. There were zero answers of “No,” “Maybe,” or “Do not know.” The following graph depicts the responses to the seventh parent/guardian survey question.

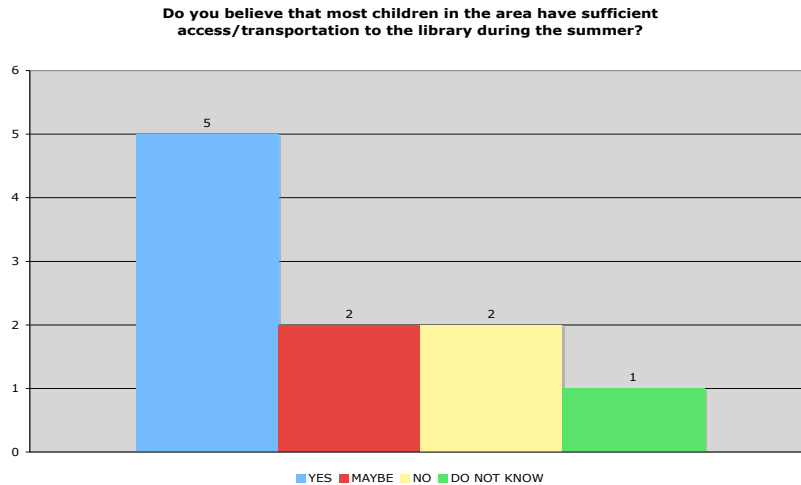


Question 8: All of the participants submitted responses for the eighth survey question. Seven persons answered “Yes” to this question. Zero participants responded “No” or “Maybe,” and three persons responded “Do not know.” The following graph depicts the responses to the eighth parent/guardian survey question.



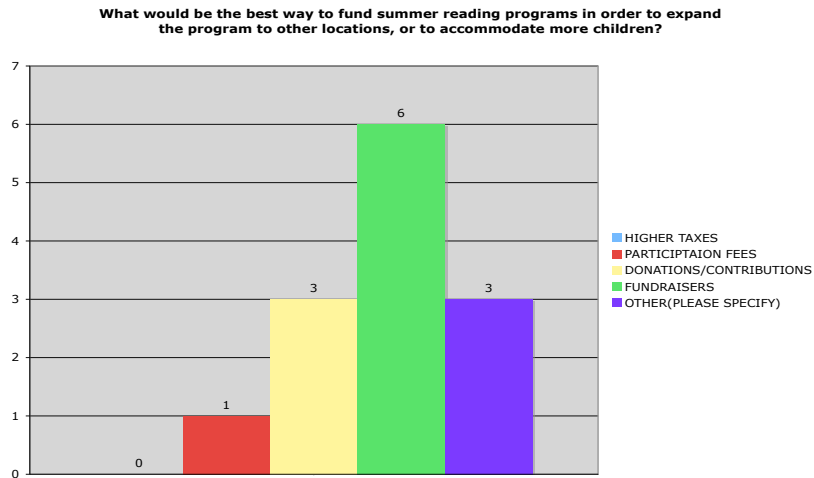
Appendix X

Question 9: Ten participants answered the ninth survey question, accounting for all participants in the third case study. Five persons answered “Yes” to this question. Two persons responded “Maybe.” Two persons responded “No,” and one person responded “Do not know.” The following graph depicts the responses to the ninth parent/guardian survey question.



Question 10: There were 13 responses to the final survey question. A few participants chose to submit more than one answer to this question. As such, the tabulated answers represent the responses that were chosen more often than other answers for this particular question. There were zero answers submitted for the choice of “Higher taxes.” One answer was submitted for “Participation fees.” There were three responses for “Donations/contributions.” Six answers were submitted by participants for “Fundraisers.” Finally, three persons responded with “Other,” and submitted specific answers to this question. The following graph depicts the responses to the tenth parent/guardian survey question.

Appendix X



Responses of persons who replied with an answer of “other:”

| Response | Other (please specify) |
|----------|---|
| 1 | Utilize neighborhood school libraries & AR ⁷ program District already pays for <u>AR</u> ! |
| 2 | district budget |
| 3 | grants |

⁷ Accelerated Reader

Appendix X

Parent/guardian library surveys: QUAL data set

Question #1: There were five responses to the first open-ended parent/guardian survey question. The following chart depicts the open-ended responses to the first parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|--|---|
| Coding | RW – repeated words PI – parental involvement SD – student demographics (i.e. below-grade level students; ESL students) SES – socioeconomic concerns T – transportation YR – year-round schooling/alternative calendar |
| What are ways that the summer reading program can be improved? | RW Three references to more. PI One reference SD Zero references SES Zero references T Zero references YR Zero references |
| Selected response #1 | “Get parents more involved. Parent volunteers.” |
| Selected response #2 | “more testing days” |
| Selected response #3 | “incentives that target children on the verge of participating, contest, etc.” |

Appendix X

Question #2: Seven responses were submitted for the second open-ended parent/guardian survey question.

Of the few responses submitted, a recurrent theme emerged regarding issues with scheduling and times of the summer reading program. The following chart depicts the open-ended responses to the second parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|---|---|
| <p>What are some of the benefits (or limitations) of the summer reading program for your child?</p> | <p>RW Two references to AR⁸. Two references to keep/keeps. Three references to summer.</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T Zero references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“easy access to new books”</p> |
| <p>Selected response #2</p> | <p>“My only concern is that the AR program may be making her lose her passion for reading for fun and curiosity.”</p> |
| <p>Selected response #3</p> | <p>“vacation + summer camp limited her ability to get to the school”</p> |

⁸ Accelerated Reader

Appendix X

Question #3: There were three responses to the third open-ended parent/guardian survey question. The following chart depicts the open-ended responses to the third parent/guardian survey question. Selected responses to this question are presented verbatim.

| | |
|---|--|
| <p>How can we get more children to participate in the summer reading program (For example, children who do not have enough access/transportation to the library)?</p> | <p>RW Zero</p> <p>PI Zero references</p> <p>SD Zero references</p> <p>SES Zero references</p> <p>T Zero references</p> <p>YR Zero references</p> |
| <p>Selected response #1</p> | <p>“some gifts (promotion)”</p> |
| <p>Selected response #2</p> | <p>“incentives/contests and they will solve their problem, maybe a crossing guard for walkers/bikers”</p> |
| <p>Selected response #3</p> | <p>“uncertain”</p> |

Appendix X

School employee – informal interview: QUAL data set

The transcript that follows is based on the author’s field notes after interviewing the school employee. For purposes of confidentiality, this employee is identified as “Employee-CS#3.”

| | |
|---|---|
| <p>RW Zero references</p> <p>PI One reference</p> <p>SD One reference</p> <p>SES Zero references</p> <p>T Zero references</p> <p>YR Zero references</p> | |
| Employee – CS#3 | The summer reading program at Butterfield was initiated by the PTO. ⁹ |
| Employee – CS#3 | The program is funded by Title I monies. From these funds, money is allotted to pay for 2 aides (including Employee-CS#3) to assist with the summer reading program for 4 hours per week. |
| Employee – CS#3 | The principle solicited funds and received permission from the district to start the summer reading program. |
| Employee – CS#3 | A summer reading program was initiated at Butterfield approximately 5-6 years ago, and began again in 2011. |
| Employee – CS#3 | Participation in the summer reading program has been high. |
| Employee – CS#3 | The principal is concerned that children who need the reading program the most are not coming to the program. |

⁹ Parent Teacher Organization

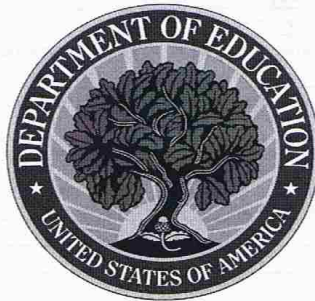
Appendix X

| | |
|------------------------|---|
| Employee – CS#3 | The principal chooses to spend Title I money on aides.* <i>*The employee told the researcher that she believes this to be a good decision.</i> |
| Employee – CS#3 | The summer reading program at Butterfield uses the AR program. Teachers like AR, but don't know if the program will remain since it is not widely used in the district. |
| Employee – CS#3 | If the summer reading program were expanded, the staff would be bigger. |
| Employee – CS#3 | Does not know if the summer reading program will be back at Butterfield in Summer, 2012. |

ARKANSAS

June 18, 2012 Resubmission

ESEA Flexibility Request



U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537

Appendix Y

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Appendix Z

University of Arkansas Mail - Information from Carol Rasco

<https://mail.google.com/mail/u/0/?ui=2&ik=b073348d3a&view...>



Renee Deshommes <rdeshomm@email.uark.edu>

Information from Carol Rasco

1 message

Carol Rasco <[REDACTED]>

To: "[REDACTED]@uark.edu" <[REDACTED]@uark.edu>

Cc: Carol Rasco <[REDACTED]>

Hello! Once you read this do you wish to try to talk this afternoon or this evening? I leave town tomorrow and return from out of the country to the office on Monday, June 25. I am more than happy to visit with you today, I am not working in the office and I am ready for my trip. Just let me know a good time.

Thank you,

Carol

It is important I first preface this whole piece by saying that in the FY12 budget process President Obama recommended the abolishing of the 34-year federal grant listed in ESEA for RIF to purchase books and this passed. They assured Congressional members who needed ways to cut money but were feeling heat that a ESEA reauthorization would have the administration's support to insert a competition for these funds. However, we all knew ESEA would not be undergoing reauthorization any time soon, certainly not before the Presidential election. RIF and two other groups taking the leadership with support from many did get a competition written into the FY12 budget bill but as yet, no RFP to have the competition. RIF has downsized and will be carrying out our mission through private dollars alone. The grant provided 14 million free new books primarily to children of low economic status in FY11; by FY13 when we are into totally private funds we hope to be able to distribute 2 million new free books for ownership.

Appendix Z

Questions:

1. What are the primary goals of the Reading is Fundamental (RIF) program?

2. Approximately how many RIF programs are functioning in the United States?

Prior to the loss of the federal grant we had 16,000 plus local sites with sites in all 50 states and the territories as well as the District of Columbia. Our most recent Annual Report which reports on FY10 is shown at http://www.rif.org/documents/us/RIF_Annual_Report_2010.pdf with the sites shown by state on page 4, totals as to books, children, site on page 5.

3. How is RIF funded?

Pages 26 and 27 of the Annual Report show the distribution of funds raised and expended with the federal grant.

4. Have there been challenges with funding for RIF in recent years, and if so, what are those challenges, and have those challenges been resolved?

As noted, yes, there have been challenges and no, the federal funding is not back into the picture yet. We do not know what the federal competition will bring us.

5. If the federal government were to issue funds previously designated for RIF directly to the states instead, would RIF's officials still be able to apply for a portion of these funds?

This would all depend on what the states wrote in their applications to the Federal govt. in applying for the funds which in turn would be based on what the Federal law designating it as a state competition outlined as Federal rules.

Appendix Z

6. If state department of education officials were to designate a set amount of funds specifically for RIF, would RIF's officials consider a public-private partnership with the state (that is, would it be possible for the RIF program to be integrated into, as well as supervised, by the state's Department of Education)?

This is an option RIF would certainly be willing to discuss with interested states. We have 45 years of history with public/private partnerships as our local sites under the Federal grant were required to pay a 25% match and the majority of that match came from private sources to the local groups. RIF has also done private fundraising throughout its history.

7. What would be the benefits or limitations of a public-private partnership with the state government rather than the federal government? Is such a partnership realistic or feasible?

Limitations: The overhead for RIF could potentially be more than we had with a federal grant as each state might wish to run the partnership pattern differently which could increase the costs.

Benefits: We could potentially better target the children whose need is greatest.

8. If a public-private partnership were to take place, and if state officials stipulated that summer reading programs be implemented in neighborhood public schools, would RIF's officials be in a position to coordinate or supervise such a program?

RIF would certainly be interested in discussing this with local/state officials. However, due to financial constraints on state and local governments with no clear end in sight, we believe the chances of them doing a program that is labor intensive and that utilizes buildings to be cooled, kept clean, etc. may not be possible. For that reason we are putting together a model for a summer program that would work through programs held with parents and teachers prior to school letting out and using technology to send for example cell phone messages to parents daily or weekly as reminders; students would be

Appendix Z

University of Arkansas Mail - Information from Carol Rasco

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given a bag of books and notebook for writing prior to school dismissing. If this model fits at all the RFP forthcoming from the Dept of ED we hope to try it out on a limited scale the summer of 2013.

9. What would be the benefits or challenges involved with RIF supervising summer reading programs in local public schools?

Funding for adequate personnel and good research would be the biggest challenge initially I believe.

10. Do you have other comments or suggestions about how to best serve the needs of underprivileged children with regard to summer reading programs or access to books?

The issue is so pressing that we all must continue to work on it. One additional component of the rough draft model described above for potential wide scale use would be for a group like RIF to draw together other national groups with local chapters to enlist their support and help. Groups like PTA, Communities in Schools, Scouts, 4-H...all youth serving, family focused groups.

Carol Hampton Rasco

President and CEO

Reading Is Fundamental, Inc.

[REDACTED]

Washington, DC [REDACTED]

202 [REDACTED]

202 [REDACTED] fax

Toll free: 877.RIF.READ

<http://www.rif.org/>

Blog: Quietly

Twitter: @ [REDACTED]

Book People Unite! I'm a Book Person. Are you? Watch RIF's new PSA and take the pledge at www.bookpeopleunite.org.

Appendix Z

University of Arkansas Mail - Information from Carol Rasco

<https://mail.google.com/mail/u/0/?ui=2&ik=b073348d3a&view...>

Carol is reading **The Friendship Doll** by Kirby Lawson.

5 of 5

9/21/12 10:46 PM

Appendix Z

University of Arkansas Mail - RE: Information from Carol Rasco

<https://mail.google.com/mail/u/0/?ui=2&ik=b073348d3a&view...>



Renee Deshommès <rdeshomm@email.uark.edu>

RE: Information from Carol Rasco

1 message

Carol Rasco <[REDACTED]>
To: [rdeshomm \[REDACTED\]@uark.edu](mailto:rdeshomm@[REDACTED].uark.edu)
Cc: Carol Rasco <[REDACTED]>

For some reason the "primary goals" answer did not go through on the answers I sent you. Here it is:

Vision: Our vision is a literate America with children obtaining access to books and discovering the joy and value of reading.

Mission: Our mission is to motivate young children to read by working with them, their parents, and community members to make reading a fun and beneficial part of early life.

From: Carol Rasco
Sent: Wednesday, June 13, 2012 12:56 PM
To: 'rdeshomm'
Cc: Carol Rasco
Subject: RE: Information from Carol Rasco

I will call you at 7 pm central time, 8 pm my time. Should you need to reach me my cell is best: [REDACTED]. I look forward to talking with you!

From: [rdeshomm \[mailto:rdeshomm@uark.edu\]](mailto:rdeshomm@uark.edu)
Sent: Wednesday, June 13, 2012 12:35 PM
To: Carol Rasco
Subject: Re: Information from Carol Rasco

Dear Ms. Rasco,

Thank you your e-mail, and for answering the interview questions, as well as for offering to speak with me today. Your input will be invaluable. I will be returning to work this afternoon, however, if possible, I can talk

1 of 4

9/21/12 10:48 PM

Appendix AA

Phone Interview Notes (follow-up to written interview)

Ms. Carol Rasco

6/13/12

Question #1:

You mentioned that in 2013, RIF will be totally funded by private dollars? Have federal funds for RIF been cut permanently, and who are your largest private benefactors?

- No idea if funding will be restored.
- \$28 million designated for funding.
- ½ of the funding (\$14 million has been received); the other ½ has been designated for competition (RFP's – Request for Proposals) among the literacy groups.
- The RFP's have not been made available, as of yet.
- According to CR¹⁰, if the RFP's are not distributed by November 2012, the money will be gone.
- CR has heard from insiders that it is possible the RFP's are now ready for distribution, but she has not seen the proof of this, yet.
- Congress is in the process of approving the budget for FY2013, but as it is an election year, there is uncertainty about whether the budget will be approved before 11/2012 (CR does not anticipate that the budget will be finalized before then).
- In anticipation of reduced funding, RIF has laid off 65 persons. CR does not anticipate that there will be a need for additional layoff/cutbacks in the near future.
- RIF's largest private benefactor is the Macy's corporation (CR acknowledged that there are no Macy's in AR). Macy's most recent donation was approximately 4.9 million dollars – funds gathered from a promotional/marketing campaign within the stores. The campaign has taken place for 6-7 years and last 5 ½ weeks at a time. The campaign has been very successful. Customers donate \$3 to RIF in exchange for a \$10 discount coupon applied to purchases over \$50 or more.

¹⁰ Carol Rasco

Question #2:

Who determines what schools in the state will receive RIF funding or donations?

- RIF does not have formal ties with any state departments of education at this time.
- Various groups apply directly to RIF in order to request funding.
- Some groups may not necessarily target low-income children, but are still interested in book distribution and want the prestige of the RIF label; RIF makes clear that to groups that low-income children are primarily a target group and that the funds should benefit disadvantaged children.
- According to CR, there is not a mandatory percentage of disadvantage children that should be served; CR referenced Dolly Parton's foundation with regard to a target of 80% free/reduced lunch children – the 80% number is used as an informal guideline.
- Groups must be committed to matching RIF's funds by 25%. Groups that are in a destitute situation can apply for a waiver, and upon review, CR may grant a waiver. CR spoke of an example of a typical destitute situation, such as the case of groups that applied for a waiver after Hurricane Katrina.
- Examples of groups that apply for RIF funds include schools, Boys & Girls Clubs, low income health clinics; There is currently a waiting list for RIF funds due to the loss of the grant.
- CR was formerly employed as a teacher in Fayetteville, AR, and also worked in the AR governor's office for over 10 years. CR is an AR native (Searcy), and spent time working in underprivileged areas in the AR Delta.
- Due to issues of accountability and security, RIF does not send checks directly to groups. CR stated that some of the various organizations may not have the personnel in place to adequately keep track of funds. Therefore, with regard to money at the local level, groups place orders and RIF handles the invoices by working directly with publishers to fulfill the order.
- CR stated that RIF is a 45 year-old organization and has received federal funding for 34 of those years. There are ½ million RIF volunteers who are highly committed to the program and to serving children.

Question #3:

Some of the challenges with operating a SRP that you mentioned were also discussed by many teachers (such as staffing and infrastructure costs). One teacher discussed the issue of the entire school being open as the school library is usually located deeper within the school. Are such issues, including liability issues, the greatest obstacles to opening SRP in schools, and would such issues be insurmountable for RIF?

- According to CR, it would be “very, very expensive” to operate a SRP in the neighborhood school, and to acquire the personnel to oversee the program.
- CR cited Jim Kim’s (Harvard) and Dr. White’s (University of VA) research regarding targeting 1 or 2 grade levels for summer reading efforts. (CR was unsure of what those grade levels would be).
- CR states that a pressing question is “How can cover lots of children in a SRP without having to worry about transportation?”
- RIF would like to expand upon Kim and White’s research by possibly developing a program in which 5-6 books are selected to give to a child.
- There would be site-training involving a series of (1 or more) parent meetings before the close of the school year (trainings would take place in the evenings).

Question #4:

Many teachers and parents expressed great interest in the bookmobile concept in order to reach underprivileged children. At one time, RIF utilized bookmobiles. Are these still available, and can this program be expanded with the help of private donations?

- Due to a lack of funding, RIF no longer operates bookmobiles.
- If the possibility of a RFP exists, CR is hopeful some of the monies can be used to expand SRP.
- CR spoke of alternative-type programs, and again, cited Kim and White’s research.
- For the summer of 2013, RIF will attempt to incorporate some of Kim and White’s research into reading programs and activities.

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- CR listed several resources that would be helpful such as additional monies (CR mentioned Macy's) for books, notebooks, and the utilization of personnel with Master's levels of education.
- CR cited the problem of the achievement gap (African-American children, Native Americans) and the "enormous" gap on tests such as NAEP (National Assessment of Educational Progress).
- Because of this gap, RIF is committed purchasing various multicultural books (40-50 hardbacks), the creation of parents' guides, and training with regard to reading activities that parents can do with their children.
- CR spoke of reports that a higher percentage of minority families utilize cell phones, and the possibilities that exist therein with regard to communication efforts with parents – a text message could be sent once a day to parents about reading activities.
- As far as activities, CR spoke of activities that do not necessarily revolve around competition, but could involve scavenger-hunt type activities (book hunts, etc.).
- With regard to parent outreach, CR is hopeful that a follow-up parent visit/meeting can be arranged in order to acquire feedback about the program.
- RIF would try to partner with libraries and PTO in order to get their support as to establishing programs of this type.
- Also, RIF would try to communicate with local mayors and Department of Recreation officials. For example, soccer and swimming coaches could promote RIF reading programs to families.
- CR also spoke of the clergy, and how members of the clergy could promote RIF programs to families in church, or in vacation Bible school.
- CR spoke of creating "awareness in the community" and wanting to figure out where there is a need.
- Within most communities, there is a ready-made audience of 80% or above.
- CR stated that researchers have contacted RIF and stated that they would help set up a research design as to studying the effects of these programs with children.
- CR also stated that many corporate officials in the business communities are realizing the benefits of investing in early childhood education efforts.

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- CR again spoke of multicultural outreach, and STEM (Science, Technology, Engineering, and Mathematics) education – CR spoke of the addition of an arts component to STEM.
- CR acknowledged that it is important to work with “programs that we already know about.”

Question #5 and #5a:

(#5) You discussed various SRP models in relation to addressing some of the challenges with operating a SRP within schools. A local school here in Fayetteville implemented a SRP with a limited schedule of 2 days a week, 4 hours at a time. There was also a requirement that a parent/guardian be present for the entire time that the child was there. Is this type of set-up a possibility for RIF?

(#5a) A second idea involves that of book bags. There have been a few programs, one that has also been implement locally, in which needy children are sent home, before the start of summer break, with several books to read during the summer. The children are usually allowed to keep these books. Is this another model that RIF could emulate?

- CR states that with regard to RIF overseeing SRP in neighborhood libraries, that this would be “really, really tough.”
- At this time, the programs need to continue to be handled primarily by city libraries.
- There have been several alternative reading programs that have been established within libraries that have been very successful and involve a collaboration with local early childhood programs/daycares.
- Many libraries have found such programs to be successful.
- These programs involve volunteers with local civic/women’s groups, the Junior League, or the Rotary Club. Volunteers go to daycares with “story tubs.” The story tubs typically contain paperback books, videos, parent guides, and 1-2 activities.
- At regular intervals, volunteers will deliver a new story tub to the daycare. On the day of delivery, a volunteer might conduct a read-aloud which provides modeling for daycare workers and parents.

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- Instructions and ideas, as well as activity sheets are placed in the story tub for parents.
- Expanding upon this point, CR posited about the possibility of using high school students (some of whom may be required to complete volunteer/community service hours) in order to deliver story tubs to daycares, and participate in read-alouds.
- CR stated that she has received feedback from a volunteer, and quoted that person saying that working within the daycares had “really stimulated me about what I should be doing, and just what kids needed.”
- Finally, CR spoke of a program which originated in Centerreach, NY: the concept of the “Family Place Library.”
- This concept is built around the belief that every age group needs their own place within the library (*later, CR provided additional information about this program, as well as a contact*).

Question #6:

What suggestions or advice would you offer for teachers or library officials who are concerned about their neediest students who do not have access to SRP or books during the summer?

- CR stressed the utilization of community partners in order to establish an element of trust and understanding with community members: “You have to get the trusted figures in the family’s lives, that is KEY.”
- CR spoke of personal experiences and her work in the AR Delta – 2 case studies.
- The first case study involved African-American women; the women were not visiting the doctor on a regular basis, which ultimately resulted in higher mortality rates for these women (CR mentioned the work of Jocelyn Elders as to this case study).
- CR stated that the problem was cultural in nature in that the men in the community did not want their wives/girlfriends to visit the OB/GYN.
- An outreach program was initiated with the help of local churches – Sunday afternoons with ministers.
- The ministers would counsel the men and women about the importance of preventative care – the ministers also instructed the men to listen to what the women and the professionals had to say.
- Women received coupons for mammograms.

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- As a result of the outreach program in the African-American community, there was a “dramatic decline” in the mortality rate.
- With regard to the second case study (the utilization of community partners), CR mentioned that there was a case involving a Hispanic community in which there was a lack of information about car seat usage – in this instance, car seats were not being utilized, not necessarily because of costs, but because for many families, the grandmothers were holding the children in their arms – the families felt that there was no need for car seats.
- An outreach program began in local churches in order to communicate the safety and effectiveness of car seats.
- Within the churches, there were homilies about “saving children” with car seats.
- Donations were given for car seats, and the priests blessed the car seats.
- As a result, car seat usage improved within this community.
- CR cited these 2 case studies as good examples of the benefits of using community partners, and stressed that with regard to community outreach, you “need to get the trust from parents.”
- CR stated that as far as the future of SRP, she would encourage teachers and parents to form community partnerships.

Appendix AB

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Appendix AC

ADE Written Interview Questions: Summer Reading Programs

Name:

Date:

At the present time, most summer reading programs take place in city libraries. However, based on comments from parents and educators, there is interest in expanding programs of this type to neighborhood schools.

1. If school district officials wanted to implement summer reading programs in local schools, are state funds currently available to the district for special programs of this type?

No educational state funds are designated for local summer reading programs in local schools.

If so, what is the protocol for officials to request these funds from the state?

Not applicable

Reading is Fundamental (RIF) is a non-profit literacy organization involved in book distribution and reading awareness programs for at-risk children, and other children. Federal funding for RIF is tentative in nature, and there is a possibility that funding for RIF and other literacy programs will end in the future.

2. If funds previously designated for RIF are instead returned to the state in the form of a block grant, how would those funds then be allocated?

Allocation of funds would depend on the federal grant guidelines.

3. Are there currently state officials or offices within the Arkansas Department of Education that are affiliated with any Reading is Fundamental programs?

Not that we know.

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Appendix AC

ADE Written Interview Questions: Summer Reading Programs

Name:

Date:

With regard to summer reading programs and comments from educators, officials, and parents, there are concerns about the costs and maintenance of summer reading programs being managed by local school districts.

4. In order to address some of these challenges, and if federal monies were available, would officials with the Arkansas Department of Education consider the possibility of a public-private partnership with Reading is Fundamental to manage summer reading programs in neighborhood schools? *(Please feel free to explain if answered in the affirmative or the negative).*

This would be a decision made by the State Board of Education and the Commissioner of Education.

5. If a public-private partnership with RIF is not an option with regard to implementing summer reading programs in neighborhood schools, are there other remedies available to school district officials who are interested in starting a summer reading program in their schools?

The local school board and local school district superintendent make the decisions as to how local funds are used.

How can the state support such programs?

Support would be determined by the State Board of Education.

6. Do you have other comments or suggestions about summer reading programs and how the Arkansas Department of Education supports such programs, or programs of a similar nature?

The Arkansas Department of Education (ADE) Curriculum and Instruction unit Library Media Specialist works with the Arkansas State Library and school district libraries to support the public summer reading programs. Various grant opportunities are available on the ADE website at <http://www.ade.state.ar.us>.

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