

Team Project 2

Team 1

Barney, Cowham, Gallardo

November 7, 2010

Fall 2010

LIBR 285-05

Evaluation of CCPL's Summer Reading Program

Ruth Barney, Rachael-Joy Cowham, and Sarah Gallardo

San Jose State University

Abstract

The Central City Public Library (CCPL) is the recipient of a grant awarded by the state library to study and determine all possible outcomes associated with the library's annual Summer Reading Program. Through a review of the literature it has been determined that SRPs, along with socioeconomic status, incentives, access, and parental support all play vital roles in the development of early literacy and an interest in reading for pleasure. It has also been established that successful SRPs help to prevent summer learning loss, and children who contribute to program book selections read more throughout the summer. We will focus on two evaluation methods to collect and assess our data: focus groups and Astin's Input-Environment-Outcome model.

Evaluation of CCPL's Summer Reading Program

Problem Statement

The CCPL has recently become the recipient of a grant to study our Summer Reading Program (SRP). The CCPL is a medium-sized main branch location in a county library system that consists of eight separate branches. CCPL is located at the center of an urban community. The library's users are a mix of young families with 1-2 children, stay at home moms, local middle school and high school children, recent high school graduates attending college for the first time, senior citizens, and busy professionals from a variety of fields.

The SRP is our most popular program and represents hundreds of hours of staff time. The SRP serves well over 500 students each summer. Thus, it is important that we study the program to better understand the input, output, and outcome measures to ensure that we are accomplishing the goals of the program. The goals of the SRP are to improve literacy, help decrease summer learning loss, and foster a love of reading.

The SRP is an important outreach tool. Each year, hundreds of children participate. Parents expect their children to have fun, learn, and to have an educational activity that consumes a portion of their free time. If the children do not have fun, they will not wish to participate in the program in future years and their literacy skills may suffer as a result. Children may also begin to think that the library is not a place they can, or should, use. Similarly, parents who do not feel their children are learning will not encourage their children to participate in future library programs. Parents may begin to feel as though the library has failed them and their children and as a result they will be less likely to return for future information needs. Teachers would like their students to retain more of the school year curriculum and return to school with increased literacy rather than children returning after summer with stagnant or decreased reading levels.

Scope of Analysis

To determine the input, output, and outcome measures and their magnitude, we will consider both internal (library operations) and external (patrons' characteristics) perspectives. We will first conduct a literature review detailing how others have studied SRPs and the measures they have discovered through their research. This will give us a better understanding of the factors that impact our program and our program participants. We can also utilize methods in our analysis that others have found effective in previous research. We will best understand the factors involved in our SRP by using Astin's Input-Environment-Outcome model. This model allows us to list the various input, output, outcome, and environmental factors that affect our participants.

Because the focus of our SRP is our patrons, we will involve them in our analysis. We will conduct various focus groups using different patron groups affected by the SRP. First, we will conduct a focus group with a representative sample of our children participants. Next, we will conduct a focus group with the parents/guardians of these children. Finally, we will conduct a focus group with teachers after the beginning of the school year. Teachers have the most intimate knowledge of their students' abilities and can witness firsthand the effects of a SRP.

Literature Review

Studies indicate that low-income and minority children suffer greater reading setbacks over the summer than do higher-income and White students. Jimmy Kim (2004) studied summer reading, ethnicity, and the effects of summer reading on student performance. In this study, Kim sampled students from 18 elementary schools (chosen to reflect a wide range of ethnicities and incomes) in a large suburban school district that had recently implemented a program that required incoming sixth graders to read a book over their summer vacation. Rather than using

prizes as an incentive, which some studies have shown to be ineffective, the district required students to write a report about the book they read and several schools also asked parents to sign a form to confirm that their child had completed the assignment; the form was translated from English into Spanish “and four other languages” (Kim, 2004, p. 172). Using school test scores, demographic data, surveys, and focus groups, Kim determined that SRPs positively impact Fall test scores, regardless of the ethnic group. He also found that “reading four to five books had significantly larger effects than reading three or fewer books” (Kim, 2004, p. 184).

Patricia Froehlich (2004) discusses the effects of outcome-based evaluations (OBEs) and how OBEs can be applied to public libraries’ SRPs. First, Froehlich advises that public libraries should take the following steps before implementing their SRP:

1. Set the targets first: they will drive what you do;
2. Plan the outcomes: pick something that you want to extend your program;
3. Count the numbers: count numbers of children, partnerships, or community activities, and do a quick survey;
4. Tell the stories: record stories of memorable happenings;
5. Send it on: tell it to your library and others in the community (Froehlich, 2004, Introduction, para. 4).

Evaluation forms, surveys, and programming should be designed once the above five steps are completed. By following the OBE model, libraries were able to show the concrete results of their SRPs and libraries were able to direct their programs in the desired way. “OBE,” according to Froehlich, “compels the planner to think precisely about the desired accomplishments before embarking on a program or activity” (Froehlich, 2004, Something New or Different, para. 7).

While most SRPs focus on elementary school students, Ya-Ling Lu (2009) examined a SRP at a Massachusetts high school. Teachers and the school librarian teamed up to work collaboratively with students to create a unique and meaningful SRP that offered book selections in which students were interested. Students were surveyed to learn what they were currently reading and what books they were interested in reading, and then they were asked to write a short annotation about the books they recommended. Teachers also made recommendations, and the list ultimately included a broad selection of classics, adult best-sellers, and young adult titles. At the end of the program, teachers were interviewed and students were surveyed. While some students felt the book lists offered too many choices, most students liked the book lists and reported reading more books than in previous summers because they found books that were of interest to them. Students commented on the surveys that because of the program, “they now read and write with more confidence” (Lu, 2009, Student Achievements in Relation to Summer Reading, para. 2). Teachers had mixed reviews of the program; of the eleven interviewed, “five expressed satisfaction, four dissatisfaction, and three remained neutral, commenting ‘it is just different.’” (Lu, 2009, Responses From Teachers, para. 1). Ultimately, this research supports “the importance of free choice in motivating students to read” (Lu, 2009, The Importance of Free Choice, para. 1).

Most librarians unquestioningly offer prizes and other rewards as reading incentives during their SRPs. Suzanne M. Stauffer (2009) writes about research conducted from the 1950s to the present that indicates that offering rewards as incentives can take the pleasure out of things that people might normally enjoy. While verbal rewards heighten intrinsic motivation, tangible rewards lessen intrinsic motivation. Ken Haycock (2005) reports that “rewards made no difference in the reading motivation of fourth-grade students,” and that students were more

impacted by their ability to choose, their interests, and the potential for knowledge (Stauffer, 2009, Introduction, para. 13). Stauffer recommends that libraries continue with praise and programming in conjunction with books as an incentive, along with allowing children an opportunity to share their reading experiences with others. Allowing children to collaborate in terms of choosing their own reading goals and reading materials (including magazines and comic books) is also rewarding and encourages intrinsic motivation.

Krashen and Shin (2004) report that children of varying socio-economic backgrounds make similar gains during the academic year; any loss that occurs happens during the summer. The key difference, they write, is children's access to books. The authors cite studies that show that while children with a higher socio-economic background have easy access to reading material, children from a poorer background must exert a great effort to find print material. Even if a library is in a poorer neighborhood, that library is likely to offer a limited selection of children's materials and often is not staffed by a children's librarian. Studying test scores, demographic data, and library's collections and staffing levels, Krashen and Shin (2004) have determined that to improve student's learning retention over the summer, public libraries must improve their services. They should do this by being open when children can visit the library, offering a wide variety of books, and by being user-friendly. "Reluctant readers" are often children without access to books, the authors conclude.

Taylor and Hicks (2007) researched the Summer Reading Challenge 2006, held in the United Kingdom. The purpose of the research was to understand the impact of the program on knowledge, skills, attitude, enjoyment and behavior; to identify how libraries support the national educational goals; and to mass anecdotal evidence of how the schools support the program. The authors collected data from children and staff, sampling 821 children at the

beginning of the program and 704 children who completed the program; the students were surveyed with a questionnaire. The researchers found that the children who completed the program read more books and they read books with a wider subject range; they were more confident about their reading and were able to choose books independently; and younger children were better able to discuss how they felt about a book. Taylor and Hicks conclude that the SRP should attempt to attract children at a young age and that schools should do a better job of promoting the program; schools that had a follow-up program in the fall had more students complete the SRP; and parental support helps determine whether or not the child finishes the program.

Five Southern-California libraries surveyed children, parents, and teachers of children that participated in the SRP. The survey found that among children in kindergarten through third grade, children read more books and their parents were more involved in reading to them. Teachers report that, of students who participated in the SRP, 33% were reading above grade level, while 18% of non-participants were. Researchers have determined that public libraries must conduct more research to acquire hard data to demonstrate the importance of SRPs (Minkel, 2002).

Type of Analysis

A wide variety of evaluation models and tools are available for analysis of this project. We have narrowed our focus to five: surveys, focus groups, interviews, Griffith's and King's Evaluation Matrix, and Astin's Input-Environment-Outcome model.

Surveys

Surveys have the potential to be highly effective evaluative tools for libraries. Through surveys we can determine trends in library use, popularity of library programs, trends in reading, literacy levels, and we can gain insight into the different perceived benefits and outcomes of

specific library programs. The library has recognized several advantages of using surveys as an evaluative tool: respondent anonymity increases the likelihood that frank and sincere answers will be given; surveys eliminate the possibility of interviewer bias; quantitative data are easily collected and analyzed; and surveys are relatively inexpensive to administer. As well, the library has identified key disadvantages: surveys eliminate the personal contact between library staff and respondent; data is not easily qualified; and non-response rates for surveys (especially mail surveys) tend to be high (Matthews, 2007, p. 63).

So we are not “reinventing the wheel,” we will use our state library’s resources to develop a survey that can be use both remotely and in-house. The survey will be designed specifically to assess the magnitude of key input, output, and outcome measures related to the SRP. Surveys will be brief consisting of no more than ten questions. All data generated through the use of surveys will be considered quantitative in nature.

Focus Groups

Focus groups are an effective tool often used by public libraries to “learn about the beliefs and attitudes people hold and how those beliefs influence behavior” (Matthews, 2007, p. 54). Focus groups can be used to assess customer information needs, community awareness, and the value and utility of library collections and programming. To help us identify all possible outcomes associated with the SRP, we will design a series of intimate focus groups that will include no more than fifteen participants. So that we benefit from insight into several different perspectives, we will solicit involvement in the focus groups from SRP participants, parents, and teachers. Three sessions will be planned: one before the SRP begins, one half-way through the SRP, and one three months after the completion of the SRP. Sessions will be video recorded, and will last approximately 2 hours. The library will work with one in-house moderator and one

moderator from the State Library to develop a series of questions/topics that should be discussed. All data generated through the use of focus groups will be considered qualitative in nature.

Interviews

According to Matthews (2007), interviewing allows for the opportunity to gain a better and more in-depth understanding of a situation from the viewpoint of the library user (p. 51). For our purposes, we will interview program participants, parents, and teachers once before the start of the SRP, and once again three months after the program has been completed. The purpose of interviewing twice is so that we can compare the perceptions of users before and after the program to determine any variations. Three sets of interview questions will be designed – one for each user group (youth program users, parents, and teachers). The same questions will be used during both interviewing periods. All data generated through the use of interviewing will be considered qualitative in nature.

Griffiths' and King's Evaluation Matrix

The library believes the SRP to be the most beneficial program offered to its community members because of the potential to increase literacy and the development of lifelong learners. Because there are many stakeholders involved and potentially affected by the success or failure of the SRP (sponsors, library management, youth users, parents, community at large), it is important to thoroughly evaluate the service so that all benefits and outcomes can be exposed, evaluated, and improved upon. José-Marie Griffiths and Donald King have developed an evaluation matrix which incorporates the evaluation of five potential perspectives as well as examples of what could potentially be evaluated. The library will choose a perspective, or more than one, from which to analyze the SRP because it is understood that “no single view (or, implicitly, perhaps even dual views) will give a cohesive picture of library service” (Sparks, 2010, p. 5).

Astin's Input-Environment-Outcome Model

Using Astin's Input-Environment-Outcome Model (I-E-O) the library hopes to gain an understanding of the ways youth participants of the SRP change after participating in the program. To do this, we will compare participants' outcome characteristics with their input characteristics. Some input characteristics might include socioeconomic status, age, literacy level, and program expectations. Potential outcome characteristics might include improved reading proficiency, an enhanced desire to read for pleasure, retention of core reading and writing skills, improved vocabulary, and an increased interest in library programs and services. Along with input and outcome characteristics, the library will also take into consideration key environmental measures which can include the SRP itself, the tools used to facilitate the program, budget constraints, staffing, and technology.

Chosen Methodologies

Upon completion of our review of the five models and tools above, we have decided to employ two methods: Focus Groups and Astin's Input-Environment-Outcome Model. We have chosen focus groups because this method provides for a less intimidating environment than one-on-one interviewing. It was determined that surveys will be difficult for children to complete independently and without parental biases, and there is always the potential of surveys not being returned. Our decision to exclude interviewing was based on the perceived difficulty of getting honest or complete responses from youth patrons who might be shy or unwilling to expose their deficiencies to an adult who holds authority. The planned format of the focus groups will be as follows:

- A. Design three different discussions for focus groups to follow: (1) for parents (2) for teachers and (3) for children participants of the SRP.
- B. Focus groups will be held before the SRP, once during the

SRP, and again three months after the completion of the Summer Reading Program.

Our decision to utilize the Astin Model was based on its focus on input, environment, and outcome measures. Through our examination of the library's SRP we hope to identify all possible outcomes associated with it. We have been able to establish a baseline of measures through a review of the literature (see Appendix A), and our intent is to refine these measures to reflect actual data collected from our evaluation of the program.

Required Data

Through library-moderated focus groups, we will attempt to gather qualitative data from teachers, parents, and youth participants of the SRP. Questions will be designed to elicit perceptions of the SRP from the three different perspectives of parents, teachers, and children. We will attempt to gather data relating to participants' satisfaction with the program, expectations for the program, expected outcomes, reading levels before and after participation in the program, test scores, number of books read during the program compared to books read during previous summers when not enrolled in the program, participants' expressed desire to participate in the program again, participants' retention of reading/writing skills, and whether or not there has been a decrease in summer learning loss. In order to gather necessary demographic data from program participants, we will use the National Center for Education Statistics (NCES) website <http://nces.ed.gov/globallocator/>. We will also distribute a brief survey to collect demographic information from the parents who participate in the focus groups. The survey will be passed out after the first parent focus group session (see Appendix C).

Problems

One potential problem we might face when conducting the focus groups is an aversion to video recording; we may find that we garner fewer participants than we anticipated. Many

people may not be comfortable with having their answers recorded in such a permanent manner. Another potential issue is attrition due to the somewhat longitudinal nature of the study. Participants may not want to return for so many focus groups. We may be unable to use data from participants because of this. Also, participants may be uncomfortable sharing in a group. There may also be a tendency for groupthink, where participants agree with other members of the group without fully considering their true feelings. And finally, we might experience language barriers if participants or their supporting family members speak a language other than that of the program facilitators. We have not accounted for this, but in reality, the librarians will already have an idea of the community's language barriers and should already have taken this factor into consideration.

Variations on the Script

The focus group scripts (see Appendix B) will need to be altered according to the group in attendance. Alterations from the parent session script to the teacher session script will be minor and will include replacing the phrases "your children" with "your students" among other changes. Also, the parent questions will need to be replaced with the teacher questions. The consent form will also need rephrasing similar to that mentioned above. However, we will need to make major edits to the script and consent form for the children's sessions. The consent form will need to be put into simpler language. We will strive to make the consent form at a 2nd-3rd grade reading level to ensure that all children can read and understand it. Similarly, we will simplify the information in the "Welcome and Overview" section to assist the children's comprehension. The parent questions will be replaced with the children questions. Also, it may be prudent to offer the children more breaks as their attention span is shorter than that of an

adult. Finally, it may be better to conduct an ice-breaking activity rather than having children introduce themselves.

Because we plan on having a before and after session for both the parents and children, some questions will need to be altered. For example, questions like "What are you looking forward to most about the SRP?" should be changed to "What did you enjoy the most about the SRP?" The second session can also include questions about perceived improvements in literacy. For instance, the children can be asked "Did you learn any new words from the SRP?" or "Do you feel better about your reading after the SRP?" The parents can also be asked if they notice an improvement in their child's abilities after completion of the program.

Conclusion

The librarians at CCPL have designed a strategy to evaluate the annual SRP in order to determine all possible outcomes associated with it. By using the tools and methods described above, we expect to identify key student learning achievements and participant, parent, and teacher perceptions of the success of the program in helping to decrease summer learning loss. While it has already been established that summer reading programs help to increase literacy and children's interest in reading generally, we are also aware that each community is affected differently by the programs its library offers. Our hope is to gain some insight into the success (or failure) of our SRP, and how it can be improved to meet the needs of the families in our community.

Appendix A

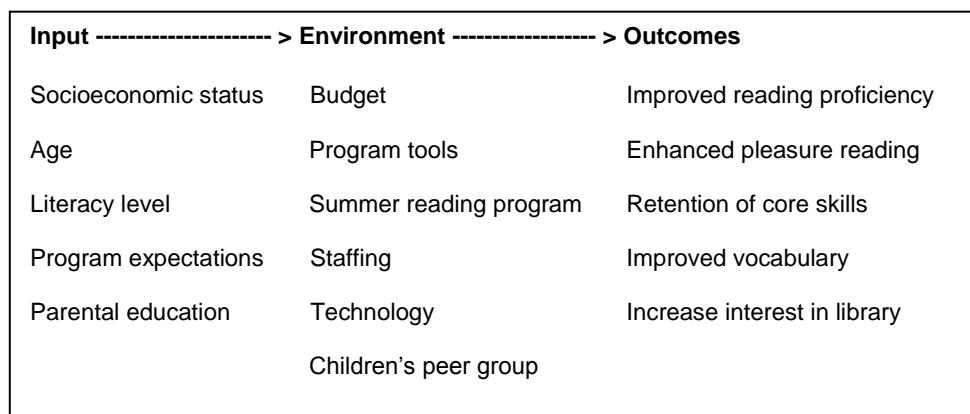


Figure 1. Astin's Input-Environment-Outcome Model

Appendix B

Instructions for Focus Group Facilitators

All focus group sessions will be preceded by a welcome and brief introduction. At each session you **MUST** read the statement of the participants' rights as set forth in the scripts. Please be sure to read the consent form aloud. Make sure that the participants understand and sign the consent forms before beginning. Collect consent forms once signed.

As a facilitator, your role is to ask each question and ensure that everyone is volunteering information. Please be aware that there may be participants who naturally dominate the conversation. If this occurs, call on others for their opinions. You may ask appropriate follow-up questions as necessary to move the conversation forward. If there is time, you may also explore other ideas brought up in the focus group that were not initially anticipated by the questions given. Use your judgment. Time allotted for each question will be given in parentheses () next to each question. Please try to keep discussion within this time frame.

Consent Form

Summer Reading Program Focus Group
Central City Public Library
Consent Form

I understand that I have been asked to participate in a focus group designed to improve the Summer Reading Program at the Central City Public Library.

I understand that participation includes answering questions out loud with a group of my peers. These answers will be video recorded by a librarian at the session. The questions will request information about my opinions on the Summer Reading Program, my child's reading habits, and my own reading preferences.

I understand that no one but the research team will view my data and that my name will not be associated with my responses on paper or in the data set created for analyses. I understand that group results will be presented publicly, but that my individual answers will remain completely confidential.

I understand that there are no possible risks of the study.

I understand that the possible benefits of the study are that I will assist librarians in learning more about my perceptions of the Summer Reading Program. Additional benefits include improving the Summer Reading Program for future participants.

I understand that participation is voluntary. I have the right to refuse to participate in, or to withdraw from, this focus group at any time without prejudice and without any negative consequences. I also have the right to refuse to answer any question that I may not wish to answer.

I understand that the focus group facilitators who can be reached at the Central City Public Library, Central City, CA 90240 (telephone (555) 555-5542) will answer any questions I may have at any time concerning details of the procedures performed as part of this study.

Participant's signature: _____

Participant's printed name: _____

Date: _____

Focus Group Script - Parents Session 1

Welcome and Overview

"Thanks for attending our focus group. Your participation is greatly appreciated. As most of you know, the Central City Public Library holds a Summer Reading Program every year. The goal of this focus group is to learn more about how you, the parents, feel about this program and your children's participation in it. I'm going to ask you some open-ended questions and I'd like you to respond and discuss them while my teammate takes notes. Please answer as honestly as you can. There are no right or wrong answers here and all opinions are welcome. We'd like to keep this session at a reasonable length and we would also like to hear everyone's opinion. As a result, we may need to cut certain discussions short. If this happens and you have more to offer, please feel free to approach one of us after the focus group. We will arrange a one-on-one meeting so that you can fully express your opinions.

This focus group is completely voluntary. You have the right to leave at any time for any reason. You can also refuse to answer any question if you are not comfortable. Your answers are confidential and will be kept completely anonymous. We will be recording your answers on video so they may be analyzed later. I'm going to read the consent form out loud now. Please follow along and sign when I am finished reading. If you have any questions, please ask.

By this point, you're probably wondering who we are. My name is _____ and my teammate there is _____. We are librarians here at the Central City Public Library. We, along with our coworkers, organize and run the Summer Reading Program every year. We are very interested to know how we can make it better for your children. I will be asking questions during this meeting and my teammate will be recording. I would like to point out the refreshments we have provided at the back. Please feel free to enjoy them at any time. Now we

will go around the group and I would like each person to briefly introduce themselves before we begin."

Discussion

"Now we will move on to the questions. Again, please answer as honestly as possible."

1. Why did you enroll your child or children in the Summer Reading Program at the Central City Public Library? (10 minutes)
2. Do you notice your children reading on their own or do you have to ask them to? (10 minutes)
3. Do you reward your children for reading? (10 minutes)
4. Do your children prefer to read books they find at home, at school, or at the library? (10 minutes)
5. Are there any types of books that you prefer your children not to read? (10 minutes)
6. Do you and your family members tend to buy more books or use the library more? (10 minutes)

"We will now take a 10 minute break. Feel free to get up and stretch your legs and help yourselves to the refreshments."

Return to Discussion

"Now that everyone is back, we will resume the discussion."

7. How often do you read and what types of books do you enjoy? (15 minutes)
8. Do your children see you reading? Do you read to your children? (10 minutes)
9. What do you hope your children will gain from participating in the Summer Reading Program? (15 minutes)
10. Are there any other comments you would like to make about your child's reading habits, your own reading habits, or the Summer Reading Program? (10 minutes)

"Thank you all very much for participating. This session revealed some important insights into the Summer Reading Program that we could not have known without your participation. Please feel free to take more refreshments and ask us any questions. We hope to see you again for the final two sessions. Have a great night."

Focus Group Questions - Children Session 1

1. Do you like reading? How often do you read? (10 minutes)
2. What kind of books do you like to read? (10 minutes)
3. Why did you join the Summer Reading Program? (10 minutes)
4. What are you looking forward to most about the Summer Reading Program? (10 minutes)
5. Do you feel good about reading? (10 minutes)
6. Do your parents/guardians or teachers ask you to read books you don't want to? How do you feel about that? (10 minutes)
7. How often do you go to the library? (10 minutes)
8. Are there any other comments you would like to make about your reading or the Summer Reading Program? (10 minutes)

Focus Group Questions - Teachers Session 1

1. Do you promote the Summer Reading Program to your students? Why or why not? (15 minutes)
2. Do you offer incentives for students who participate in the Summer Reading Program? (10 minutes)
3. Are there any kind of books you prefer your students do not read? (10 minutes)
4. Do you feel the Summer Reading Program aids in decreasing summer learning loss? Why or why not? (15 minutes)

5. Has there been an improvement in literacy in the Summer Reading Program participants? (15 minutes)
6. Do you notice children who participate in the Summer Reading Program being more willing to read out loud in class? (10 minutes)
7. Has the public librarian engaged your students with class visits, library visits, or something similar? (10 minutes)
8. Are there any other comments you would like to make about your students' literacy, your preferences, or the Summer Reading Program? (10 minutes)

Appendix C

Demographic Survey

In an effort to collect accurate demographic statistics on the CCPL Summer Reading Program participants, we are asking that parents complete the brief, anonymous survey below. Please answer all questions, making sure to mark your answers clearly. You will only be asked to complete this survey once throughout the duration of the program.

1. What is the gender of the child participating the CCPL Summer Reading Program?

Male _____ Female _____

2. What is the participant's race? (check all that apply; if Other, please specify)

White ____

White, non-Hispanic ____

African American ____

Hispanic ____

Asian-Pacific Islander ____

Native American ____

Other (please specify) _____

3. What is the age of the child participating in the CCPL Summer Reading Program?

4. What grade in school has your child most recently completed? (check one)

3rd grade ____ 4th grade ____ 5th grade ____ 6th grade ____

5. What is your total household annual income? (check one)

___ Less than \$25,000

___ \$25,000 - \$50,000

___ \$50,000 - \$75,000

___ \$75,000 - \$100,000

___ \$100,000 - \$150,000

___ \$150,000 or more

6. What is your current marital status? (check one)

Single ___ Married ___ Separated ___ Divorced ___ Widowed ___

7. What is the highest level of education each parent has completed?

Mother:

Less than high school ___

High school/GED ___

Some college ___

2-year college Degree (Associates) ___

4-year college Degree (BA or BS) ___

Master's Degree ___

Doctoral Degree ___

Professional Degree (MD, JD) ___

Father:

Less than high school ___

High school/GED ___

Some college ___

2-year college Degree (Associates) ___

4-year college Degree (BA, BS) ___

Master's Degree ___

Doctoral Degree ____

Professional Degree (MD, JD) ____

End of survey

Thank you for your participation in the CCPL Summer Reading Program!

References

- Froehlich, P. (2004). How outcomes-based evaluations can help you: Summer reading program mini-grant project. *Colorado Libraries*, 30(4), 6-8.
- Kim, J. (2004). Summer reading and the ethnic achievement gap. *Journal of Education for Students Placed at Risk*, 9(2), 169-188.
- Krashen, S., & Shin, F. (2004). Summer reading and the potential contribution of the public library in improving reading for children of poverty. *Public Library Quarterly*, 23(3/4), 99-109.
- Lu Ya-Ling. (2009). Engaging students with summer reading: An assessment of a collaborative high school summer reading program. *Journal of Education for Library and Information Science*, 50(2), 90-106.
- Matthews, J. R. (2007). *The evaluation and measurement of library services*. Westport, CT: Libraries Unlimited.
- Minkel, W. (2002) Study: Summer reading helps students. *School Library Journal*, 48(2), 24.
- Taylor, L., & Hicks, D. (2007). Summer reading challenge 2006: Impact research. *New Review of Children's Literature and Librarianship*, 13(1), 1-12.