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Impact of Virginia Public Libraries' Summer Reading Program

Library of Virginia Year 1 Report

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Executive Summary

McREL International (formerly Edvantia, Inc.) was contracted by the Library of Virginia in April 2013 to study the impact of the 2013 Summer Reading Program offered by Virginia public libraries to children and teens and, to a lesser extent, young children (i.e., preschool age and below) who participate. The study will provide crucial information for library systems in Virginia to help them understand the impact of summer reading programs on their school-age patrons and to provide insights for improving future programming.

Overall, the main purposes of this 33-month evaluation study are to: (1) understand how young children, children, and teens use the summer reading program; (2) understand how the summer reading program influences reading skills and outcomes; (3) understand how the summer reading program may differentially impact different groups of participants, and (4) examine the long-term impact on reading outcomes for participants.

The Year 1 report (first of three annual reports to be delivered to the Library of Virginia) is formative and descriptive in nature and focuses on the first evaluation purpose cited above and answers the following three evaluation questions:

1. How do children and teens participate in the summer reading program sponsored by Virginia public libraries?
2. What are the characteristics of the participating library systems?
3. How do public libraries in Virginia operate and implement the summer reading program?

Four data collection methods inform the Year 1 report. Extant data collected from the 2012 Bibliostats Survey and the 2013 Evanced™ Summer Reader database were made available to McREL evaluators in fall 2013. To gather data related to the reading level of books read by participating children, the evaluation team secured the Lexile Framework® for Reading database from MetraMetrics, Inc. The evaluation team also developed and administered the online Library of Virginia Summer Reading Program 2013 Library Survey in late summer/early fall 2013. The survey was administered at the building level for the 46 library systems participating in the 2013 Summer Reading Program study. Representatives from 91 library buildings representing 38 library systems responded to the survey. The reader should be cautious when interpreting the results as findings may not be generalizable to the overall Virginia library system. Yet, the depth of the survey data does provide valuable information on how the participating libraries implemented and operated the 2013 Summer Reading Program.

The following is a summary of key findings for each of the three primary evaluation questions and 11 subquestions answered in the Year 1 report. Also included are preliminary conclusions and recommendations for future research and improving the quality of the summer reading program participation data.

How do children and teens participate in the summer reading program sponsored by Virginia public libraries? (Data sources: Evanced™ Summer Reader database and Lexile Framework® for Reading database)

Using data collected from the Evanced™ Summer Reader database and Lexile Framework® for Reading database, the evaluators addressed two research questions to understand how children and teens participated in the 2013 Summer Reading Program. Findings are summarized in bullets as follows.

How many books do participating children and teens read during the summer reading program timeframe?

- The 2013 Summer Reading Program participants read an average of 10 books ($SD = 12.96$) throughout the timeframe of the program.
- The range of the number of books read varied widely across age groups: the young children's group read an average of 20 books ($SD = 32.32$); the children's group read an average of 10 books ($SD = 12.75$); and the teen's group read an average of seven books ($SD = 8.83$). Such variations are expected given the fact that older children are more likely to read lengthier books that contain more text as compared to young children whose primary reading materials are likely to be short and with more pictures.

What are the reading levels of the books read by summer reading program participants? To what extent are participants reading books at or above their age level?¹

- Eighty-one percent of the 2013 Summer Reading Program participants (ages 6 to 17) were reading at or above their grade level.²
- The percentage of summer reading program participants reading books above their grade level was much larger in the children's group (83%) as compared to the teen's group (34%).

What are the characteristics of the participating library systems? (Data source: 2012 Bibliostats Survey)

According to the data collected by the 2012 Bibliostats Survey, participating library systems varied significantly in terms of size, resources, technology accessibility, number of ongoing programs offered on a regular basis, as well as the characteristics of the 2012 Summer Reading Program. Because the data collected from the Bibliostats Survey are at the system level and the data collected from the Library of Virginia Summer Reading Program 2013 Library Survey are at the library building level, it is not appropriate to directly compare the results of the 2012 Summer Reading Program and 2013 Summer Reading Program. Yet, one important finding from the 2012 and 2013

¹ Readers should take caution when interpreting these findings as the analysis is based on several assumptions. See Data Cleaning Procedures under the *Data Collection Methods and Analysis* section, p. 8.

² After converting the Lexile® scores into grade level scores, the meaning of these scores for participants who were younger than first grade were inconsequential; hence, in this section, the analysis was conducted for the children's and teen's groups.

Summer Reading Programs is that participating library systems were well aware of the importance of providing information for parents with regard to the summer reading program.

How do public libraries in Virginia operate and implement the summer reading program? (Data source: 2013 Library Survey)

The Library of Virginia Summer Reading Program 2013 Library Survey served as the data source in response to the evaluation question and subquestions related to the operation and implementation of the summer reading program. Representatives from 91 library buildings representing 38 library systems responded to the survey. Key findings are presented by subquestion.

What are some of the key features of libraries and their summer reading programs?

- The majority of libraries have separate reading and activity areas for young children, children, and teens.
- The most popular methods utilized by libraries to advertise and disseminate information about the 2013 Summer Reading Program included announcements during library activities, flyers, websites, posters, program brochures, social media, and visits to local schools.
- The average length of the 2013 summer reading programs was eight weeks.

What program support materials were used for the summer reading program?

- Nearly all of the libraries used the Library of Virginia supported summer reading program theme for their 2013 Summer Reading Program.
- Very few libraries use the Virginia Standards of Learning in planning for their 2013 Summer Reading Programs.

How did the libraries track summer reading program participation? How were incentives awarded to summer reading program participants?

- Approximately half of the libraries provided a reading list for at least one of the three age groups (i.e., young children, children, or teens).
- Less than two thirds of libraries encouraged summer reading program participants to keep track of the time they spent reading.
- Libraries were most likely to award incentives to summer reading program participants based on the number of the books they read. Generally, incentives were awarded to summer reading program participants intermittently throughout the program.

What types of program activities did the libraries offer as a part of the summer reading program?

- The libraries offered a variety of activities to summer reading program participants throughout the summer. The majority of the libraries provided the following activities: arts and crafts; film, video, or movie programs; live animal visits and related programs; musical performances or sing-alongs; puppet shows or theatre performances; read-alouds; and storytellers, magicians, or comedians.
- Read-alouds and arts and crafts activities were most likely to be offered to young children.
- Activities most likely to be offered to children were arts and crafts; storytellers, magicians or comedians; live animal visits and related programs; musical performances or sing-alongs; and film, video, or movie programs.
- Activities generally offered to teens were arts and crafts; film, video, or movie programs; and video game, computer game, board game, or Lego time.

Who was involved in the implementation of the summer reading program?

- The majority of the libraries involved youth volunteers to assist with the summer reading program. Approximately a third of the libraries asked parents to assist with summer reading program activities and events.

How did local schools collaborate with the libraries in offering the summer reading program?

- Less than half of the libraries collaborated with local schools for their 2013 Summer Reading Program. For the libraries that did report school collaboration, approximately half indicated that they specifically collaborated with teachers or school library staff.

How did the libraries involve parents as a part of the summer reading program?

- Nearly all of the libraries reported providing information about the importance of the 2013 Summer Reading Program to parents.
- The majority of libraries provided parents with reading resources to support their children's reading activities at home.

What were the successes of the summer reading program?

- Survey respondents cited a number of summer reading program successes. The top two were that the summer reading programs motivated children to read more books and to spend more time on reading.

What program support factors were important for the success of the summer reading program?

- The survey respondents indicated that the three most important program support factors for the success of the summer reading program were parent involvement at home, the variety of program activities at the library, and community support for the program.

Conclusions

Collectively, children from all age groups were exposed to a large number of reading materials throughout the summer via the 2013 Summer Reading Program, and the majority of children ages 6 to 17 (78%) read books at or above their grade level. However, differences across subgroups (i.e., percentage of children reading at or above grade level varied significantly across age groups and grade levels) and differences in program implementation across library buildings (i.e., participating libraries varied in the number of available resources as well as program implementation) raised more questions that require further investigation.

Data quality is the key to the validity and reliability of research findings and interpretations. This report provides valuable information with regard to the characteristics and implementation of the 2013 Library of Virginia Summer Reading Program and preliminary findings of participants' reading behaviors (e.g., number of books read) and reading levels. Yet, one should understand that as a result of extensive data cleaning (i.e., 35% of the books read and 76% of the reading level data from the Evanced™ Summer Reader database records were removed from analyses due to missing data, data entry inconsistencies, data entry errors, etc.), findings may not be generalizable to the overall 2013 Summer Reading Program. As such, findings should be interpreted with caution. Regardless, findings of this study add valuable preliminary data to the recent literature that could help guide future research as noted earlier.

Recommendations

Recommendations for future research are provided as follows:

- Explore whether the libraries implement evidence-based practices (e.g., providing developmentally appropriate reading lists, involving parents and the community, using developed summer reading program support material, or aligning programming with the state academic standards) in the summer reading programs to support better outcomes (i.e., children reading at or above their grade level and other achievement measures).
- Consider collecting data on the same reading behaviors across all participating libraries. During the 2013 Summer Reading Program, the participating libraries measured children's reading behaviors in a variety of ways (e.g., number of books read, number of minutes or hours spent on reading, and number of chapters read). For this report, evaluators were able to create a proxy reading behavior measure by counting number of book titles read regardless of whether a participant read the whole book or not. As such, findings of this report should be considered preliminary.
- Examine the effectiveness of collaborating with local schools in offering the summer reading program. Some library buildings (less than 50% of the participating libraries)

collaborated with local schools for their 2013 Summer Reading Program. While, in practice, collaboration among public libraries and school systems is valued and encouraged, more studies are needed to examine the effectiveness of such practice.

- Engage in research to identify best practices in supporting parental involvement in public library systems. It is interesting that library staff rated parental involvement at home as the most important item that supports the success of the summer reading programs, followed by the variety of program activities offered at the library. This finding suggests that library staff value and understand parents' role in supporting children's reading outcomes. Yet, more research is needed in this area.

The following recommendations are based on lessons learned from cleaning the Evanced™ Summer Reader database so that subsequent data could be used to better answer the evaluation questions.

- Involve evaluators or researchers in the early stages of database design and development to ensure that data collection methods are aligned to answer the key research questions.
- Integrate the reading level information at the database programming stage. Post-hoc database merging is time consuming and inefficient.
- Human and typographical errors are the key challenges that evaluators encountered during the data cleaning process. For future database improvement, it is recommended to use drop-down menus in database item design whenever possible to avoid entering data (e.g., birthdays and book titles) manually.

In closing, the Year 1 report was descriptive in nature and focused on understanding how young children, children, and teens use the summer reading program; characteristics of the library systems participating in the study; and how the libraries operate and implement the summer reading program. In Year 2, McREL evaluators will study the influence of the summer reading program on children's reading outcomes and examine the extent to which summer reading program participants and nonparticipants demonstrate different levels of reading ability as measured by state assessment scores. Additionally in Year 2, McREL evaluators will explore whether participants of diverse backgrounds experience the program and its outcomes differently.

Introduction

McREL International (formerly Edvantia, Inc.) was contracted by the Library of Virginia in April 2013 to study the impact of the 2013 Summer Reading Program offered by Virginia public libraries to children and teens and, to a lesser extent, young children (i.e., preschool age and below) who participate. The study will provide crucial information for library systems in Virginia to help them understand the impact of summer reading programs on their school-age patrons and to provide insights for improving future programming. Further, the study can contribute to the larger collection of research literature about the impact of summer programs on students' academic achievement. Funding for the evaluation study is provided by the Library of Virginia through the Institute of Museum and Library Services, which serves as the primary source of federal support for the nation's 123,000 libraries and 17,500 museums.

To encourage summer reading and prevent summer reading loss, the Library of Virginia provides support and materials for the summer reading program to each of the 91 public library systems in the Commonwealth of Virginia. The summer reading program is offered for four target populations: young children (birth to age 5), children (ages 6 to 12), teens (ages 13 to 17), and adults (age 18 and older)³. The goals of the summer reading program are to

- encourage children and teens to continue reading during the summer with the hope that they will discover that reading can be fun and enjoyable;
- provide safe and fun activities for children and teens to enjoy while they are out of school; and
- build healthy communities by offering programs and services to develop the Search Institute's 40 Developmental Assets.

Research indicates that the summer months when children are not involved in formal education are particularly critical to students' reading achievement. For instance, Matthews (2010) reports that the difference in reading gains between low- and high-income students does not occur during the school year, but rather during the summer months. Cooper, Nye, Charlton, Lindsay, and Greathouse (1996) conducted a meta-analysis of 39 studies and indicated that the achievement loss occurring over summer break is equivalent to one month of grade-level instruction. McGill-Franzen and Allington (2004) discovered that summer loss during the elementary grades accumulates to an achievement gap of 18 months by the end of sixth grade, and such a lag accumulates to two or more years in reading achievement by the end of middle school. Other researchers have found that achievement gains in reading were significantly higher from fall to spring than from spring to spring when the summer months are included in analyses (Borman & D'Agostino, 1996). Furthermore, the summer learning loss is even greater for low-achieving students and students from economically disadvantaged backgrounds, such as those whose parents did not pursue postsecondary education and those with limited access to reading materials at home (Matthews, 2010; McGill-Franzen & Allington, 2004; Mraz & Rasinski, 2007).

³ Although adults are encouraged to participate in the summer reading program, they are not the main population of interest for this study.

The research on summer reading loss supports the need to provide students—particularly low-achieving students from low-income families—with opportunities to engage in reading and have access to reading materials during the summer months. These findings have led stakeholders to consider alternative solutions that attempt to level the playing field for reading achievement and prevent reading loss over the summer months. The research on these alternatives indicates that summer reading programs offered by public libraries have positive impacts on students’ reading skills and enthusiasm about reading (Matthews, 2010). An experimental study comparing library summer reading programs to traditional summer camps without a reading component suggests that students in summer reading programs read significantly better than students attending summer programs not focused on reading (Celano & Neuman, 2001), indicating that library time enhances student reading achievement and skills more than recreational types of summer programs. Another study that investigated the effects of a school-based summer reading program for kindergarten and first-grade students at risk for poor reading achievement found significant results favoring summer reading programs (Luftig, 2003).

Although the literacy community strongly encourages and advocates the use of summer reading programs, more studies are needed to understand program effectiveness and the impact on children from various backgrounds (e.g., those students with varying socioeconomic status or achievement status) and grade levels (e.g., K-12), and whether program effects are moderated by these demographic and achievement differences. The evaluation study commissioned by the Library of Virginia is designed to further the research in this area.

Evaluation Purpose and Questions

Overall, the main purposes of this 33-month evaluation study being conducted by McREL are to: (1) understand how young children, children, and teens use the summer reading program; (2) understand how the summer reading program influences reading skills and outcomes; (3) understand how the summer reading program may differentially impact different groups of participants, and (4) examine the long-term impact on reading outcomes for participants. Four primary evaluation questions and several subquestions guide the study:

1. How do children and teens participate in the summer reading program sponsored by Virginia public libraries?
 - a. How many books do participating children and teens read during the summer reading program timeframe?
 - b. What are the reading levels of the books read by summer reading program participants? To what extent are participants reading books at or above their age level?
2. What influence does the summer reading program have on participants' reading outcomes?
 - a. What are the reading outcomes for children and teens who participate in the summer reading program?
 - b. To what extent do participants and nonparticipants demonstrate different levels of reading ability?
 - c. To what extent does participation in the program moderate participants' reading trajectory (gain versus loss) in comparison to their nonparticipating peers?
3. Do children and teens of different backgrounds (e.g., age, gender, socioeconomic status, and geographic locale) experience the program and its outcomes differently?
4. What is the long-term impact of participation in the summer reading program on children and teen reading outcomes?
 - a. Does the program's impact on reading outcomes last more than one year following participation?
 - b. How many children participate in the summer reading program for more than one year, and what are the characteristics of these repeat participants?
 - c. How do the reading outcomes and growth patterns of repeat participants differ from nonparticipants and from those participating only during a single summer?

This report, which is formative and descriptive in nature, focuses on the first evaluation question and its two subquestions. Two additional evaluation questions (and subquestions), which are included in this Year 1 report, were added to the original study in order to ascertain more contextual information about the resources and services available within each library system and the summer reading program programming being offered by the libraries participating in the study.

5. What are the characteristics of the participating library systems?

6. How do public libraries in Virginia operate and implement the summer reading program?
 - a. What are some of the key features of libraries and their summer reading programs?
 - b. What program support materials were used for the summer reading program?
 - c. How did the libraries track summer reading program participation? How were incentives awarded to summer reading program participants?
 - d. What types of program activities did the libraries offer as a part of the summer reading program?
 - e. Who was involved in the implementation of the summer reading program?
 - f. How did local schools collaborate with the libraries in offering the summer reading program?
 - g. How did the libraries involve parents as a part of the summer reading program?
 - h. What were the successes of the summer reading program?
 - i. What program support factors were important for the success of the summer reading program?

Findings for questions 2 and 3 will be reported in the Year 2 report, which will focus on the project's impact on children's reading outcomes (i.e., reading achievement and reading loss). This report will be delivered to the Library of Virginia in December 2014. Findings for question 4 will be reported in the final evaluation report focusing on the longitudinal investigation of the extent to which the summer reading program may have a long-term impact on children's reading outcomes and trajectories. This report will be delivered to the Library of Virginia in December 2015.

During the summer of 2013, a total of 46 public library systems (20 county, 15 city, and 11 multi-jurisdictional) agreed to participate in the Library of Virginia summer reading program evaluation study. These 46 public library systems, as shown in Table 1, include 180 buildings (60 county, 66 city, and 54 multi-jurisdictional) that are participating in the study. Each participating public library system executed a memorandum of agreement with the Library of Virginia that documented the requirements for participation in the study.

Table 1. Library of Virginia Summer Reading Program Evaluation Study Participating Library Systems

COUNTY (building numbers)	CITY (building numbers)	MULTI-JURISDICTIONAL (REGIONAL) (building numbers)
Allegheny County (1)	Alexandria City (5)	Albemarle County, Greene County,
Amherst County (2)	Chesapeake City (7)	Louisa County, Nelson County, Charlottesville
Augusta County (5)	Hampton City (4)	City (8)
Bedford County (6)	Newport News City (4)	Brunswick County, Greenville County,
Buchanan County (1)	Norfolk City (12)	Emporia City (2)
Campbell County (4)	Petersburg City (3)	Clarke County, Frederick County,
Caroline County (4)	Poquoson City (1)	Winchester City (3)
Chesterfield County (9)	Portsmouth City (4)	Floyd County, Montgomery County (4)
Cumberland County (1)	Radford City (1)	Goochland County, Hanover County, King and
Essex County (1)	Richmond City (9)	Queen County, King William County (10)
King George County (1)	Roanoke City (7)	James City County, Williamsburg City (2)
Lancaster County (1)*	Salem City (1)	Mecklenburg County and Lunenburg County (2)
Orange County (3)	Staunton City (1)	New Kent County, Charles City County (2)
Pittsylvania County (5)	Virginia Beach City (9)	Patrick County and Henry County,
Powhatan County (1)	Waynesboro City (1)	Martinsville City (6)
Pulaski County (2)		Prince George County, Dinwiddie County,
Roanoke County (6)		Hopewell City (7)
Russell County (2)		Stafford County, Westmoreland County,
Washington County (5)		Spotsylvania County, Fredericksburg City (8)
Number = 20 (60)	Number = 15 (66)	Number = 11 (54)

* Lancaster County Public Library decided not to continue participation in the study.

Data Collection Methods and Analysis

Four data collection methods inform the Year 1 report. Extant data collected from the 2012 Bibliostats Survey and the 2013 Evanced™ Summer Reader database were made available to McREL evaluators in fall 2013. To gather data related to the reading level of books read by participating children, the evaluation team secured the Lexile Framework® for Reading database from MetraMetrics, Inc. The evaluation team also developed and administered the online Library of Virginia Summer Reading Program 2013 Library Survey.

Table 2 shows the relationship between the evaluation questions, subquestions, and data collection methods. Each of these methods is described in greater detail on page 7.

Bibliostats Survey

Annually, the Library of Virginia collects statistical information from Virginia public libraries through the Bibliostats Survey. The data are reported for the fiscal year (July 1 to June 30). Library of Virginia staff made available to McREL evaluators the raw data in an Excel spreadsheet from the 2012 administration of the Bibliostats Survey (reporting period was July 1, 2011 – June 30, 2012). Several survey items were considered relevant in understanding contextual factors such as available resources that may influence a library system's operation of its summer reading program. Bibliostats Survey items in the following categories were selected for inclusion in the Year 1 report: population served by the library system, library system resources and size, types of programs offered in 2012, characteristics of the 2012 Summer Reading Program, and technology. Data from the Bibliostats Survey were included for 45 of the 46 library systems that are a part of the Library of Virginia summer reading program evaluation study; one of the library systems did not have data available. Therefore, Bibliostats Survey data from the 45 library systems are reported in the Findings section.

Evanced™ Summer Reader Database

The Evanced™ Summer Reader database, an online tracking system developed by Evanced Solutions LLC, is the primary data source for this evaluation study to answer the critical question on how many books were read by the students participating in the summer reading program (evaluation question 1a). Prior to commissioning the evaluation study, the Library of Virginia ensured that all of the appropriate state and federal regulations, policies, and practices were followed. A privacy policy statement was reviewed and approved by the state attorney general's office, which parents accessed when they enrolled their children in the Evanced™ Summer Reader database; this policy (found at <http://readvirginia.org/parents.htm>) described what data would be collected, how it would be collected, and how it would be used in the study.

Table 2. Year 1 Evaluation Questions, Subquestions, and Data Collection Methods*

Evaluation Questions and Subquestions	Data Collection Methods
<p>1. How do children and teens participate in the summer reading programs sponsored by Virginia public libraries?</p> <p>a. How many books do participating children and teens read during the summer reading program timeframe?</p> <p>b. What are the reading levels of the books read by summer reading program participants? To what extent are participants reading books at or above their age level?</p>	<p>2013 Evanced™ Summer Reader Database</p> <p>Lexile Framework® for Reading Database</p>
<p>2. What are the characteristics of the participating library systems?</p>	<p>2012 Bibliostats Survey</p>
<p>3. How do public libraries in Virginia operate and implement the summer reading programs?</p> <p>a. What are some of the key features of libraries and their summer reading programs?</p> <p>b. What program support materials were used for the summer reading program?</p> <p>c. How did the libraries track summer reading program participation? How were incentives awarded to summer reading program participants?</p> <p>d. What types of program activities did the libraries offer as a part of the summer reading program?***</p> <p>e. Who was involved in the implementation of the summer reading program?</p> <p>f. How did local schools collaborate with the libraries in offering the summer reading program?</p> <p>g. How did the libraries involve parents as a part of the summer reading program?</p> <p>h. What were the successes of the summer reading program?</p> <p>i. What program support factors were important for the success of the summer reading program?</p>	<p>Library of Virginia Summer Reading Program 2013 Library Survey</p>

* The Year 1 report answers study questions 1, 5, and 6 as described on pages 3-4.

*** The subquestion “In what other activities (e.g., library-based events) do children and teens participate?” was originally proposed as a subquestion to evaluation question 1. However, this subquestion could not be answered with the data collected through the Evanced™ Summer Reader database. Instead, data collected through the Library of Virginia Summer Reading Program 2013 Library Survey enabled evaluators to report on the activities provided to children and teens as a part of the 2013 Summer Reading Program. Therefore, the subquestion was reworded and relocated to evaluation question 6 (i.e., 6d).

In September 2013, through permission from and in collaboration with the Library of Virginia, the evaluators received the following summer reading program participation data (see a list of variables below) from Evanced Solutions. In this report, the evaluators calculated the number of book titles read by each participant to answer evaluation question 1a.

- Primary library (library name)
- School district name
- School name
- Student last name
- Student first name
- Student middle name
- Registration date
- Birthdate
- Book titles

Data Cleaning Procedures

Upon receipt of the Evanced™ Summer Reader data, McREL evaluators performed extensive data cleaning on the 520,075 records received from that database. The following is a summary of the data cleaning procedures that were employed.

- Summer reading program participants, parents, or library staff created separate records for each book read or the number of minutes a book was read by each participant. Records with multiple books entered were separated into unique records so that one book was entered for each record.
- Records that had no book titles were removed as this was a critical database variable.
- Records with invalid/missing birthdates or no patron (student) names were removed as these data were necessary for identifying each unique participant.
- The most significant data cleaning issue related to book titles. The book title field in the database allowed individuals to enter information in any way they chose, resulting in numerous variations. As such, this resulted in a necessary but time intensive effort to address each inconsistency in order to answer evaluation question 1a.
- Individuals who were not within the 62 school districts in which the participating library systems serve were further removed from the database.

As a result of the data cleaning procedures noted above, a total of 183,146 records remained in the database. The remaining records represented 14,575 cases from 144 library buildings and 40 library systems across 59 school districts.

However, one major limitation of the Evanced™ Summer Reader database is that it did not collect student grade level data, which is an essential variable to determine whether students were reading at or above their grade level (1b). Additionally, after a thorough examination of the Evanced™ Summer Reader data, the evaluators found that there might be birthday data entry errors

within the database (i.e., age data housed in the database were not consistent with participants' birthdates; a large portion of students with the same names within the same school districts and schools have different birthdays). Following a discussion with the Library of Virginia Summer Reading Program project coordinator, the evaluators merged the Evanced™ Summer Reader data with the Virginia Department of Education (VDOE) data to secure student grade level data and birthday data.⁴ As a result of data cleaning and data merging, the remaining records represented 4,657 individual students from 128 library buildings and 36 library systems across 51 school districts in the State of Virginia.

Lexile Framework® for Reading

Data related to the reading levels of books read by participating children were not available from the Library of Virginia extant database (i.e., the Evanced™ Summer Reader database). Hence, to answer evaluation question 1b, McREL evaluators made a formal request to MetraMetrics to obtain the Lexile Framework® for Reading database in order to secure book reading levels. Lexile® measures are the most widely used developmental scales to assess the reading levels of books. A Lexile® measure is based on two predictors of how difficult a text is to comprehend: word frequency and sentence length. Lexile® measures are correlated or related to the Virginia Standards of Learning (SOL) reading scores for grades 3 through 8. Higher Lexile® measures represent a higher level of reading ability.

Specifically, to identify participants' reading levels, McREL evaluators matched book titles from the cleaned database with the corresponding Lexile® levels.⁵ Additionally, when a participant read at least one book that was at or above his or her grade level, the participant was coded as reading at or above the grade level. Of the 4,657 cases remaining after a series of data cleaning and merging, 813 cases were removed due to missing Lexile® scores. Furthermore, because grade reading level data were only meaningful for participants who were first grade and/or older, participants who were younger than first grade were removed from further analyses (a total of 211 kindergarten patrons were removed). The remaining data include 3,633 individual students from 123 library buildings and 36 library systems across 51 school districts in the State of Virginia. The data were included to answer research question 1b.

Library of Virginia Summer Reading Program 2013 Library Survey

McREL evaluators developed an online survey to collect information related to various aspects of the 2013 Summer Reading Program, including library information; program support material, tracking, incentives, and activities; program staff and volunteers; collaboration with local schools; parental involvement; and respondents' perceptions of program success and support. The survey also included several questions regarding respondents' professional background. See the Appendix for the Library of Virginia Summer Reading Program 2013 Library Survey. The survey, not a part of the original study design, was added as a data collection method due to the limited information available in the 2013 Evanced™ Summer Reader database and the realization by evaluators during a meeting with Library of Virginia staff that participating libraries were not

⁴ When merging the Evanced™ Summer Reader data with VDOE data, the evaluators relied on the following identifiers for the matching: student first name, middle initial, last name, school district, and school building name.

⁵ The equation, guided by the Lexile Framework® for Reading, used to calculate grade level is: reading grade level = EXP (0.002 Lexile® score).

implementing the summer reading program in the same manner (e.g., varying ways of measuring reading and differing approaches used to make awards and prizes).

The evaluators requested that Library of Virginia staff provide a list of library staff who were involved in the implementation of the 2013 Summer Reading Program at each library building. Using the list provided by Library of Virginia staff, in early September, the evaluators invited 192 library staff from 142 buildings for whom e-mail addresses were provided to participate in the online Library of Virginia Summer Reading Program 2013 Library Survey. To encourage survey responses, two follow-up e-mail reminders were sent to nonrespondents in mid-September. A \$5 Starbucks gift card was also offered as an incentive to individuals who completed the survey. The survey administration period ended on September 30, 2013 with a response rate of 67% (128 of 192).

Survey Response Representation and Data Cleaning Procedures

Of 128 completed surveys, two respondents completed a survey for two different buildings, totaling four unique building surveys. Hence, 130 individual survey responses were collected. Before proceeding with data analyses, evaluators conducted a series of data cleaning and management procedures to ensure data quality and reliability. Of the completed surveys, 17 respondents did not indicate the building to which they referred their responses; hence, these responses were excluded from subsequent analyses.⁶ Furthermore, only one completed survey per building was included in the analyses. Evaluators used a two-step method to determine the most appropriate survey to include for each building with multiple responses. In instances of multiple building responses (i.e., more than one individual for the same building responded), the survey with the most missing data was excluded ($n = 5$). If the responses had similar completion percentages, a survey was excluded at random ($n = 6$). To ensure data reliability, survey responses missing 50% or more of the items were also excluded from analyses ($n = 9$). After data cleaning, 91 unique survey responses were included for analyses, each representing a library building. The 91 library buildings represented 38 library systems.

In summary, as shown in Table 3, from the 46 library systems participating in the 2013 Summer Reading Program study, 192 representatives from 142 buildings were invited to take the survey. Of those, data were collected for a total of 130 buildings. After data cleaning, survey data remained for 91 buildings for further data analyses. It is important to note that the data cleaning procedure was essential and critical to ensure data quality. **The reader should also be cautious when interpreting the results as findings may not be generalizable to the overall Virginia library system. Yet, the depth of the survey data does provide valuable information on how the participating libraries implemented and operated the 2013 Summer Reading Program.**

⁶ McREL evaluators determined that it was most appropriate to include the responses that specified the building in further analyses because the survey was designed to collect information about each individual library building's summer reading program.

Table 3. Library Building Survey Response Representation Rate

Region	# of Invitees	# of Respondents	Survey Response Representation Rate
Southwest (1)	23	14	61%
Southern (2)	20	14	70%
Tidewater (3)	37	20	53%
Piedmont (4)	31	24	77%
Northern (5)	9	3	33%
Northwest (6)	22	16	73%
Total	142	91	64%

Survey Respondent Characteristics

Of the 91 survey respondents, more than half have worked in public libraries for either six to 10 years (28%, $n = 25$) or 11 to 20 years (28%, $n = 25$); a fourth had 21 or more years of public library experience (25%, $n = 23$). Less than a fifth of the respondents worked in public libraries for one to five years (17%, $n = 16$), and 2% ($n = 2$) worked in public libraries for less than one year.

More than half of the survey respondents (59%, $n = 54$) reported having previous experience working with reading or literacy programs. The remaining 41% ($n = 37$) reported no prior experience. Of those with prior experiences, the mean number of programs in which survey respondents worked was 11.84 ($n = 51$, $SD = 11.80$). There was a large range in the responses to this item, with a low of one and a high of 52 programs.

Respondents were asked to specify their current position or title at the library. Upon a thematic analysis of responses, four broad response categories emerged: library services (39%, $n=35$), building manager (29%, $n =26$), children/youth services (24%, $n=23$), and director/department head (7%, $n =6$). One individual (1%) did not indicate a current position.

Less than half of the survey respondents (45%, $n = 41$) said they were the project manager for their 2013 Summer Reading Program; more than half (52%, $n = 47$) were not project managers. Three individuals (3%) did not respond to this survey item.

Most of the survey respondents have a master's degree (52%, $n =47$) or a bachelor's degree (24%, $n = 22$) in library science, while 10% ($n = 9$) possess a high school diploma. The remaining survey respondents have an associate's degree (4%, $n = 4$) or master's degree in an area other than library science (4%, $n =4$); 3% ($n = 3$) reported some other type of degree. Two (2%) individuals did not respond to this survey item.

Data Analysis

All three data collection methods utilized in the Year 1 report involved primarily quantitative data. Frequencies were tallied for the number of books read by students (i.e., young children, children, and teens) participating in the 2013 Summer Reading Program. When appropriate, subgroup analyses were conducted to examine differences in outcomes of interest by age groups (e.g., number of books read and reading levels). More specifically, regression analyses were conducted to examine group differences in the number of books read and differences in the

percentage of students reading at or above grade level.⁷ Analyses of the Bibliostats Survey and the Library of Virginia Summer Reading Program 2013 Library Survey data consisted of descriptive statistics such as frequencies, percentages, and measures of central tendency and dispersion (e.g., means and standard deviations). For the Library of Virginia Summer Reading Program 2013 Library Survey items that asked respondents to provide open-ended responses, the data were thematically analyzed.

⁷ Poisson regression was conducted to examine age group differences in the number of books read. This type of analysis is appropriate when the outcome variable is a numeric variable. Logistic regression was conducted to examine age group differences in the percentage of students reading at or above grade level. This type of analysis is appropriate when the outcome variable is a binary variable.

Findings

The findings are organized by the three primary evaluation questions being answered in the Year 1 report. As applicable, within the three questions, findings for each subquestion are presented. The four data sources informing the evaluation questions are the 2013 Evanced™ Summer Reader database, the Lexile® database, the 2012 Bibliostats Survey, and the Library of Virginia Summer Reading Program 2013 Library Survey.

How do children and teens participate in the summer reading program sponsored by Virginia public libraries? (Data sources: 2013 Evanced™ Summer Reader database and Lexile® database)

The first primary evaluation question of the Year 1 report was geared towards understanding how the summer reading program participants (i.e., young children, children, and teens) took part in the summer reading program. More specifically of interest were the number of books read, the reading level of the books, and whether the participants read books at or above their age level. The 2013 Evanced™ Summer Reader database and Lexile® database were used as the data sources for these questions.

How many books do participating children and teens read during the summer reading program timeframe?

As shown in Table 4, summer reading program participants read an average of 10 books ($SD = 12.96$) throughout the 2013 Summer Reading Program timeframe. However, the Poisson regression analysis indicates that the number of books read varied significantly by age group (Wald $\chi^2(2) = 394.85, p < 0.001$). Specifically, the number of books read by the young children's group was almost four times more than the teen's group ($B = 0.96, SE = 0.05, 95\% CI = 0.86 - 1.06, p < 0.001$). And, the number of books read by the children's group was 1.44 times more than the teen's group ($B = 0.38, SE = 0.03, 95\% CI = 0.33 - 0.43$).

Table 4. Average Number of Books Read During the Summer Reading Program Timeframe by Age Group

Youth Categories	<i>n</i>	Mean	Standard Deviation	Minimum	Maximum
Total Sample (Ages 4 to 17)	4,657	9.84	12.96	1	206
Young Children (Ages 4 to 5)	69	20.62	32.32	1	206
Children (Ages 6 to 12)	4,028	10.05	12.75	1	169
Teens (Ages 13 to 17)	560	7.02	8.83	1	79

Note. After data cleaning and merging, the youngest age group remaining in the dataset were four year olds.

What are the reading levels of the books read by the summer reading program participants? To what extent are participants reading books at or above their age level?

Overall, about 81% of the 2013 Summer Reading Program participants (Grade 1 to 12) were reading at or above their grade level.⁸ More specifically, 83% of the children’s group were reading at or above their grade level; however, only 34% of the teen’s group were reading at or above their grade level. Table 5 shows the percentages of summer reading program participants reading at or above grade level as well as the average Lexile[®] reading level for each grade. It is interesting to observe that the percentage of children reading at or above grade level was much lower for children from higher grade levels in comparison with children from lower grade levels. Results of logistic regression revealed that the percentage of participants reading at or above grade level was 4.78 times larger for the children’s group than the teen’s group ($B = 1.57, SE = 0.05, p < 0.001$).

Table 5. Percentage of Participants Reading At or Above Grade Level and Average Reading Level of the 2013 Summer Reading Program Participants by Age and Grade Level Group

Youth Categories	<i>n</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Minimum</i>	<i>Maximum</i>	<i>% Reading At or Above Grade Level</i>
Children	3,496	4.41	1.56	1.06	17.81	82.7%
1st Grade	144	3.03	1.34	1.32	10.59	100.0%
2nd Grade	77	3.71	1.77	1.44	12.68	97.4%
3rd Grade	1135	4.20	1.58	1.06	14.01	91.9%
4th Grade	986	4.47	1.51	1.06	12.68	90.9%
5th Grade	250	4.65	1.57	1.89	17.81	82.8%
6th Grade	515	4.78	1.43	1.30	12.68	65.2%
7th Grade	389	4.89	1.35	1.32	12.68	49.1%
Teens	137	5.56	2.69	2.20	23.57	34.3%
8th Grade	50	4.96	1.78	2.20	10.56	40.0%
9th Grade	--	--	--	--	--	--
10th Grade	2	4.78	.67	4.31	5.26	100.0%
11th Grade	85	5.93	3.08	2.41	23.57	31.8%
12th Grade	--	--	--	--	--	--
Total Sample	3,633	4.45	1.63	1.06	23.57	80.9%

What are the characteristics of the participating library systems? (Data Source: 2012 Bibliostats Survey)

The second primary evaluation question of the Year 1 report focused on the characteristics of the library systems participating in the Library of Virginia Summer Reading Program evaluation study. In particular, characteristics highlighted from the data collected through the 2012 Bibliostats Survey included the population served by the library system, library system resources and sizes of

⁸ Lexile[®] scores are only available for books with a reading level equal to and greater than first grade; hence, in this section, the analysis was conducted for only the children’s and teen’s groups.

printed materials, types of programs offered during the reporting period, and characteristics of the 2012 Summer Reading Program.

Population Served by the Participating Library Systems

Based on the Bibliostats data collected in 2012, on average, the participating library systems ($n = 46$) served approximately 90,000 residences in the area ($M = 89,875$, $SD = 92,409$, $Min. = 9,995$, $Max. = 434,412$). The average total youth population (ages between 0 and 17) was 22,130 ($SD = 25,553$, $Min. = 1,953$, $Max. = 115,872$), which was approximately 23% of the total population served ($SD = 4\%$, $Min. = 12\%$, $Max. = 31\%$). Table 6 shows a detailed breakdown by age group. Overall, the participating library systems varied significantly in terms of the size of population served as well as percentage of youth population served.

Table 6. Youth Population Served by Participating Library Systems ($n = 46$) by Age Group

Youth Categories	<i>n</i>	Standard Deviation	Minimum	Maximum
Youth Population Served (Ages 0-17)	22,130	25,553	1,953	115,872
Ages between 0 and 9	10,723	12,519	973	57,830
Ages between 10 and 14	5,610	6,483	532	28,721
Ages between 15 and 17	5,797	6,851	386	29,321

Note. The age breakdowns reported in this table are from the 2012 Bibliostats Survey and differ from the age categories defined for the summer reading program and used in the Library of Virginia Summer Reading Program 2013 Library Survey (e.g., young children [birth to age 5], children [ages 6 to 12], and teens [ages 13 to 17]).

Library System Resources and Sizes of Printed Materials

On average, the participating libraries systems had an estimated 124,915 printed books ($SD = 107,511$, $Min. = 14,143$, $Max. = 423,276$). Of all printed books, the average percentage of printed youth (teens) and children books was 5% ($SD = 4\%$, $Min. = 2\%$, $Max = 27\%$) and 35% ($SD = 6\%$, $Min. = 17\%$, $Max. = 49\%$), respectively. In terms of circulation, the average number of books checked out in 2012 was 813,180 ($SD = 1,552,166$, $Min. = 24,500$, $Max. = 9,827,151$). Of all books circulated, 29% ($SD = 9\%$, $Min. = 13\%$, $Max = 48\%$) and 5% ($SD = 6\%$, $Min. = 1\%$, $Max. = 35\%$) were materials for children and youth (teens), respectively. Overall, participating libraries seem to have a larger collection of books available for children than for youth (teens), and the average circulation rate was higher for children than for youth. This is somewhat expected given that the population of children being served by participating libraries is larger than the youth population.

In terms of Internet access at libraries, the participating library systems had an average of 58 ($SD = 66$, $Min. = 5$, $Max. = 269$) and 81 ($SD = 86$, $Min. = 8$, $Max. = 406$) computers available for library staff and general public use, respectively. Overall, the participating library systems differed significantly in terms of the size of the printed collection available, the circulation of books, and technology (i.e., Internet accessibility).

Ongoing Programs Offered by the Participating Library Systems

All participating libraries for the Library of Virginia Summer Reading Program study offered ongoing programs for children and youth throughout the reporting period (July 1, 2011 –

June 30, 2012). Overall, 94% ($n = 43$) of the participating library systems offered ongoing programs for young children (birth to age 5). More specifically, 76% ($n = 35$) offered ongoing programs for the infant group (birth to 18 months old); 85% ($n = 39$) offered ongoing programs for the toddler group (two years old); and 94% ($n = 43$) offered ongoing programs for preschool children (three to five years old).

Across all 46 participating library systems, an average of 734 programs were offered by each library system in the reporting period ($SD = 839$, Min. = 66, Max. = 4,688). Preschool programs averaged 443 ($SD = 576$, Min. = 36, Max. = 3,438); children's programs averaged 258 ($SD = 374$, Min. = 4, Max. = 1,886), and teen programs averaged ($SD = 181$, Min. = 4, Max. = 1,139).

Of all programs offered, an average of 18,117 ($SD = 22,676$, Min. = 1,119, Max. = 107,422) participants between the ages of three and 18 participated in the programs and activities. Of those who participated, about 55% were the preschool children group (ages three to five), 43% were the children group (ages six to 11), and 6% were teens (ages 12 to 18).

In summary, the participating libraries (i.e., those responding to the 2013 Library Survey) provided various ongoing programs for all age groups. The number of programs offered as well as the number of participants per program varied by group across the library systems.

Characteristics of the 2012 Summer Reading Program by the Participating Library Systems

All participating library systems offered summer reading programs in 2012. The average length of the 2012 Summer Reading Program was 7.54 weeks ($SD = 1.83$, Min. = 5, Max. = 13). The average number of 2012 Summer Reading Program participants across the 46 library systems was 5,741 ($SD = 7,648$, Min. = 451, Max. = 34,793). Of those, an average of 82% attended family and children programs ($SD = 15\%$, Min. = 42%, Max. = 100%); 6% attended teen programs ($SD = 6\%$, Min. = 0%, Max. = 25%), and 12% attended outreach programs ($SD = 15\%$, Min. = 0%, Max. = 53%). Additionally, about 65% ($n = 30$) of the library systems offered off-site services, including services at child care centers (37%), schools (48%), recreation centers or similar locations (48%), faith-based sites (39%), and other sites (33%).

All library systems (100%) indicated providing information about the importance of the summer reading program to parents during the 2012 program. Ninety-eight percent ($n = 45$) provided information one-on-one at the library; 94% ($n = 43$) reported providing handouts; 91% ($n = 42$) provided information at programs; 59% ($n = 27$) directed parents to the parent section of the summer reading program website; and 37% ($n = 17$) indicated they provided information to parents using other means.

How do public libraries in Virginia operate and implement the summer reading program? (Data source: 2013 Library Survey)

The third primary evaluation question of the Year 1 report focused on understanding how each library building participating in the Library of Virginia Summer Reading Program study operated and implemented the summer reading programs in 2013. The data source used to inform this evaluation question was the Library of Virginia Summer Reading Program 2013 Library Survey. The reader is reminded that results are based on the 91 library building responses to the survey.

Caution should be made when interpreting the results as findings may not be generalizable to the overall Virginia library system. Yet, the depth of the survey data does provide valuable information on how the participating libraries implemented and operated the 2013 Summer Reading Program. Findings are presented below and organized by the accompanying subquestions.

What are some of the key features of libraries and their summer reading programs?

The Library of Virginia Summer Reading Program 2013 Library Survey asked several specific questions related to the key features of each library building and their summer reading programs, including whether there were reading and activity areas for different age groups, the length of the summer reading program, dissemination of information about the summer reading program, and the number of school districts the libraries served.

As shown in Figure 1, of the 91 survey respondents, only 12 (13%) did not have separate reading and activity areas for the three different age groups (e.g., young children [birth to age 5], children [ages 6 to 12], and teens [ages 13 to 17]). For each of the different age groups, more than two thirds of the responding libraries (68-74%, $n = 62-67$) reported that they provide separate reading and activity areas.

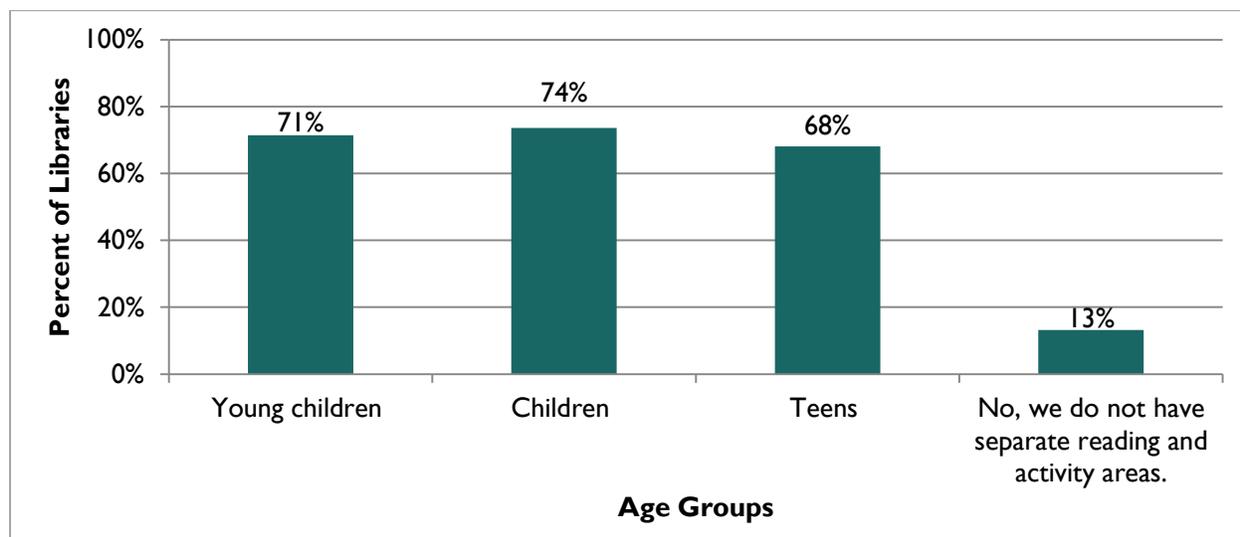


Figure 1. Reading and Activity Areas for Different Age Groups

Note: Respondents could select more than one response.

Many different methods were used by the survey respondent libraries to advertise and disseminate information about the 2013 Summer Reading Program (see Figure 2). Within the reported methods, there was a good mix of printed, electronic, and face-to-face sharing of information. The following tools were reported to be used by more than 75% (69 or more) of the libraries:

- announcement during library activities (96%, $n = 87$)
- flyers (93%, $n = 85$)
- website (89%, $n = 81$)
- posters (88%, $n = 80$)
- program brochure (86%, $n = 78$)

- social media (79%, $n = 72$)
- visits to local schools (76%, $n = 69$)

A small percentage (8%, $n = 7$) of the survey respondents reported other methods to advertise and disseminate information including responses such as afterschool events, an electronic board at a nearby stadium, and information sent to members of the chamber of commerce.

According to 86 survey respondents (five did not respond to the survey item), the mean length of the 2013 Summer Reading Program was 7.72 weeks ($SD = 2.06$, Min. = 4, Max. = 16). The mean number of school districts served by the 91 building libraries was 1.79 ($SD = 1.22$, Min = 1, Max = 6).

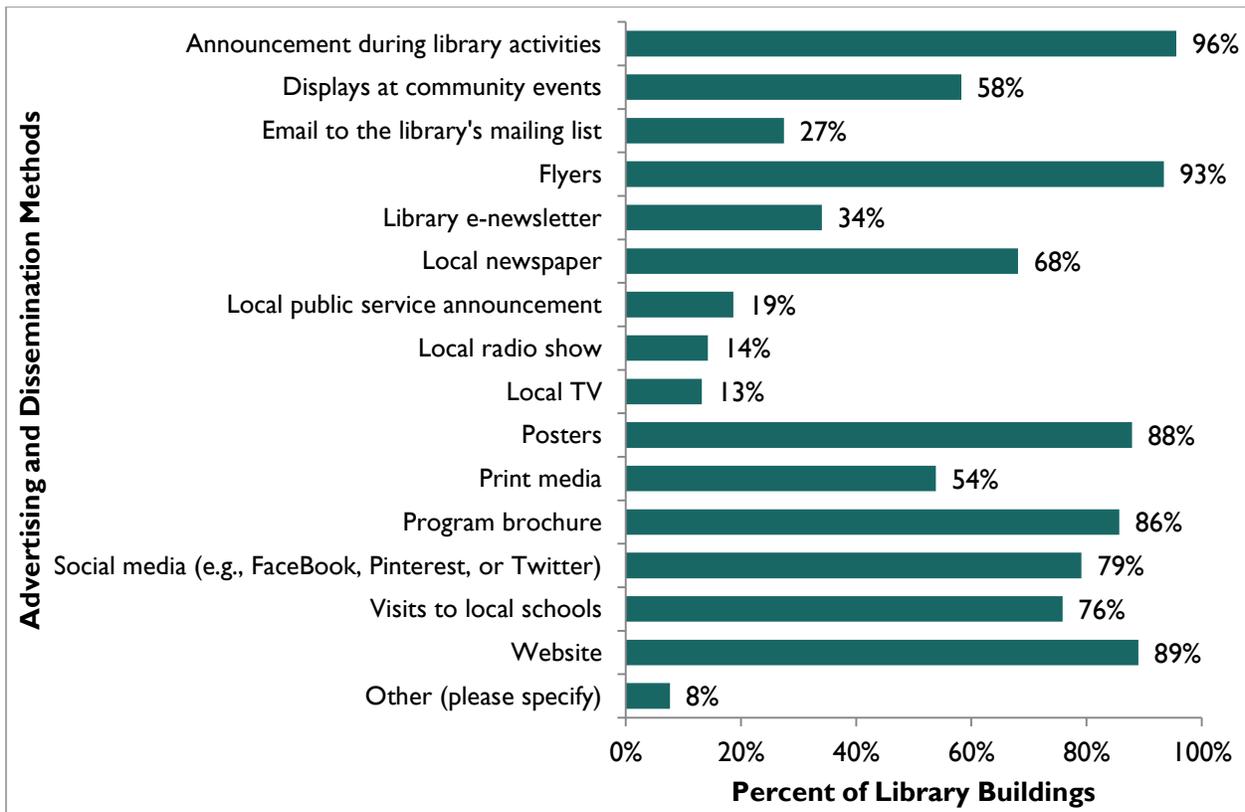


Figure 2. Library Advertisement and Dissemination

Note: Respondents could select more than one response.

In summary, the majority of library buildings responding to the 2013 Library Survey are similar in terms of library space structure and program structure, including space arrangement (i.e., provide reading areas for different age groups), summer reading program length, and number of schools served. The majority of the libraries used various means to advertise and disseminate program information to the public.

What program support materials were used for the summer reading program?

Most libraries (91%, $n = 83$) responding to the Library of Virginia Summer Reading Program 2013 Library Survey reported using the state supported reading program theme. Six libraries (7%)

used another state’s reading program theme. One library respondent (1%) reported the use of an “other” theme and another respondent was unsure of the library’s summer reading program theme.

The majority of the libraries that indicated the use of a manual reported using the state’s supported program theme manual. The state supported program theme manual was used by 56% ($n = 51$), 64%, ($n = 58$), and 48% ($n = 44$) of the young children, children, and teen age group programs, respectively (see Table 7). Between 14% to 18% of the survey respondents reported the use of other manuals for each of the three age groups, including responses such as the creation of an in-house guide and not being aware of the manuals used. Few respondents reported the use of another state’s reading program theme manual.

Table 7. Use of Manuals for the 2013 Summer Reading Programs by Age Group

Age Groups	Percent (Frequency by Number Responding to Survey Item)		
	State supported reading program theme	Another state’s reading program theme	Other
Young children	81% (51/63)	5% (3/63)	14% (9/63)
Children	83% (58/70)	4% (3/70)	13% (9/70)
Teens	77% (44/57)	5% (3/57)	18% (10/57)

Half of the libraries (50%, $n = 45$) responding to the 2013 Library Survey reported that they did not refer to the Virginia Standards of Learning (SOLs) in planning the 2013 Summer Reading Program and another 34% ($n = 31$) reported not knowing if they referred to the SOLs. Only 15% ($n = 14$) of libraries reported referring to the SOLs in planning for the 2013 Summer Reading Program.

The 14 libraries that reported using the Virginia SOLs in planning for their summer reading programs were asked to indicate with what age group they used the SOLs. Nearly all of the 14 libraries (93%, $n = 13$) said the SOLs were used in planning the children’s summer reading program (see Figure 3).

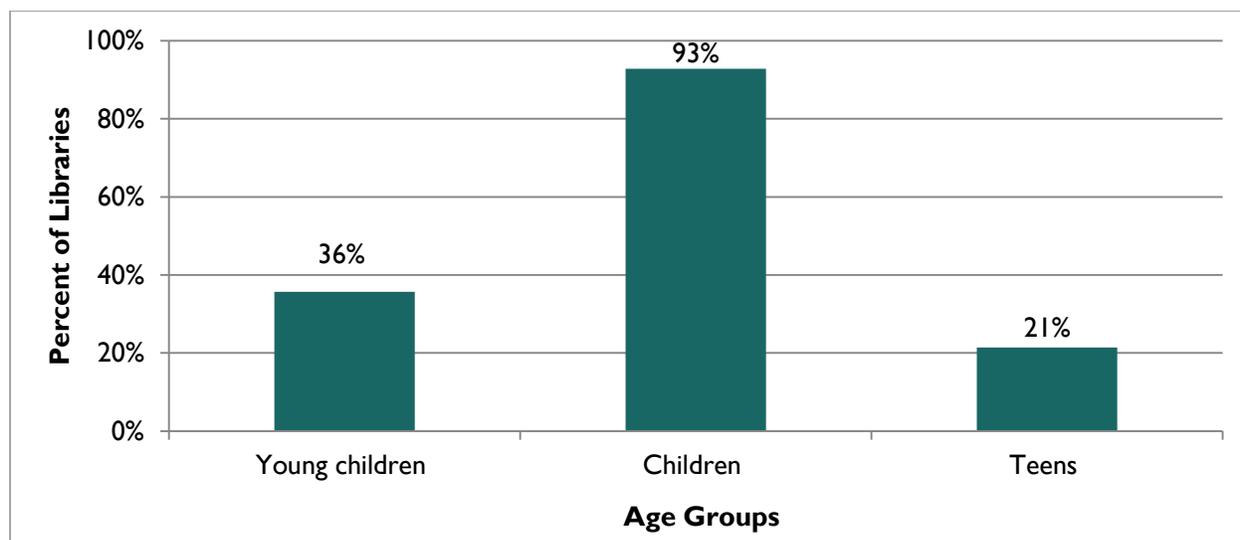


Figure 3. Use of Virginia SOLs in Libraries’ 2013 Summer Reading Programs by Age Group

Note: Respondents could select more than one response.

In summary, the majority of the participating libraries (i.e., those responding to the 2013 Library Survey) used the state-supported reading program and its manual to guide the programming of its 2013 Summer Reading Program. However, when asked whether the Virginia SOLs were used when planning the program, more than 80% indicated “No” or “I don’t know”.

How did the libraries track summer reading program participation? How were incentives awarded to summer reading program participants?

Approximately one half of the libraries (51%, $n = 46$) responding to the 2013 Library Survey reported providing a reading list for at least one of the three age groups. More specifically, 43% of libraries ($n = 39$) reported providing reading lists for young children, 48% ($n = 44$) for children, and 40% ($n = 36$) for teens (See Figure 4).

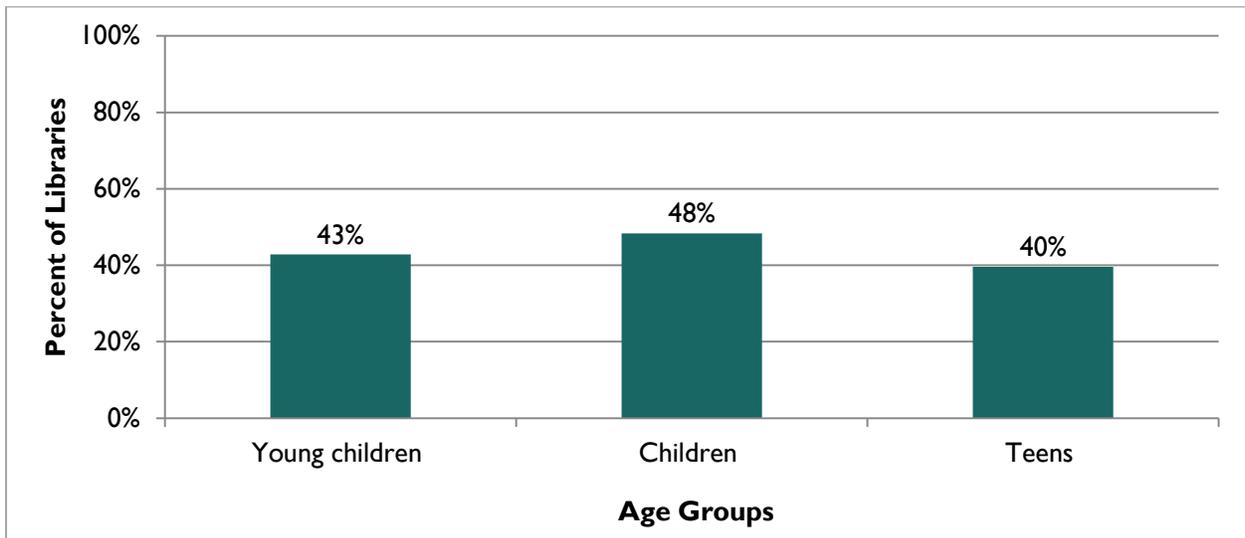


Figure 4. Provision of Recommended Reading Lists by Age Group

Note: Respondents could select more than one response.

Of the 56 libraries responding to the 2013 Library Survey that reported encouraging students to keep track of time spent reading, all of them (100%, $n = 56$) encouraged the children to keep track (see Figure 5). The majority of the 56 libraries also encouraged young children (96%, $n = 54$) and teens (86%, $n = 48$) to keep track.

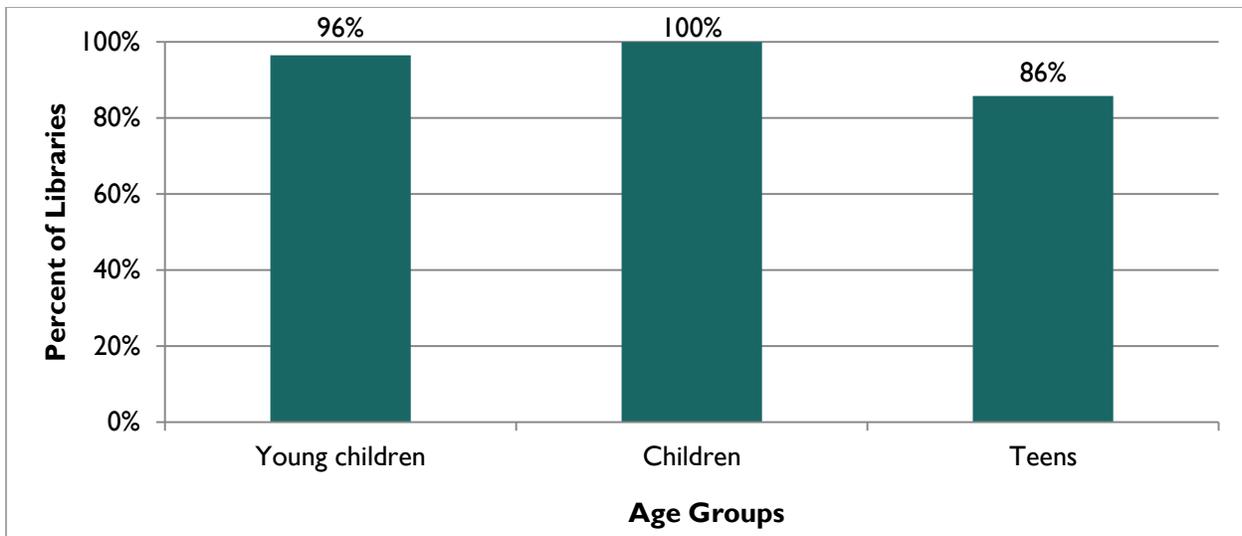


Figure 5. Encouragement to Keep Track of Reading by Age Group

Note: Respondents could select more than one response.

The most frequent method of awarding incentives to participants was by the number of books read (55%, $n = 50$). Also, as shown in Figure 6, it was noted frequently by the 91 survey respondents that awarding incentives was based on the number of minutes or hours spent reading (27%, $n = 25$ and 24%, $n = 22$, respectively). A small percentage of survey respondents (8%, $n = 7$) reported awarding incentives based on other metrics such as visits to the library, weekly library visits, for unspecified amounts of weekly reading, and as random drawings.

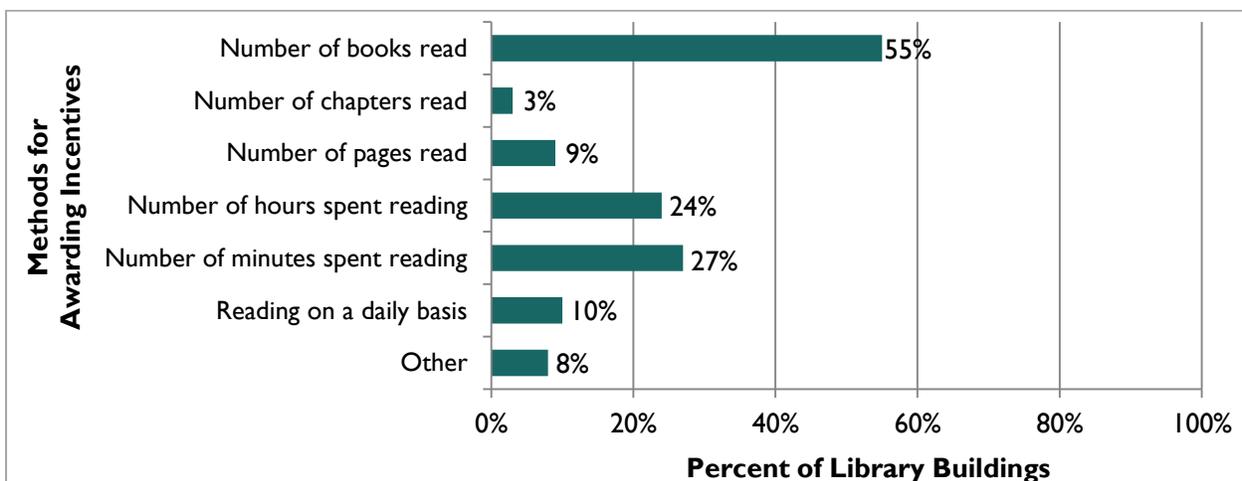


Figure 6. Methods for Awarding Incentives to Summer Reading Program Participants

Note: Respondents could select more than one response.

When asked how frequently incentives were awarded, the most common option selected by survey respondents was intermittent (63%, $n = 57$) as shown in Figure 7. Weekly (26%, $n = 24$) and at the conclusion of the program (25%, $n = 23$) were the next most frequently reported options, followed by after the conclusion of the program (18%, $n = 16$). Twelve percent ($n = 11$) of the respondents indicated other time points at which incentives were awarded including after a set date, but once participants reached 10 books; after reading 20 minutes for 15 days; prizes were always

available whenever people reached their hourly requirements; and raffles were held at the end of the program.

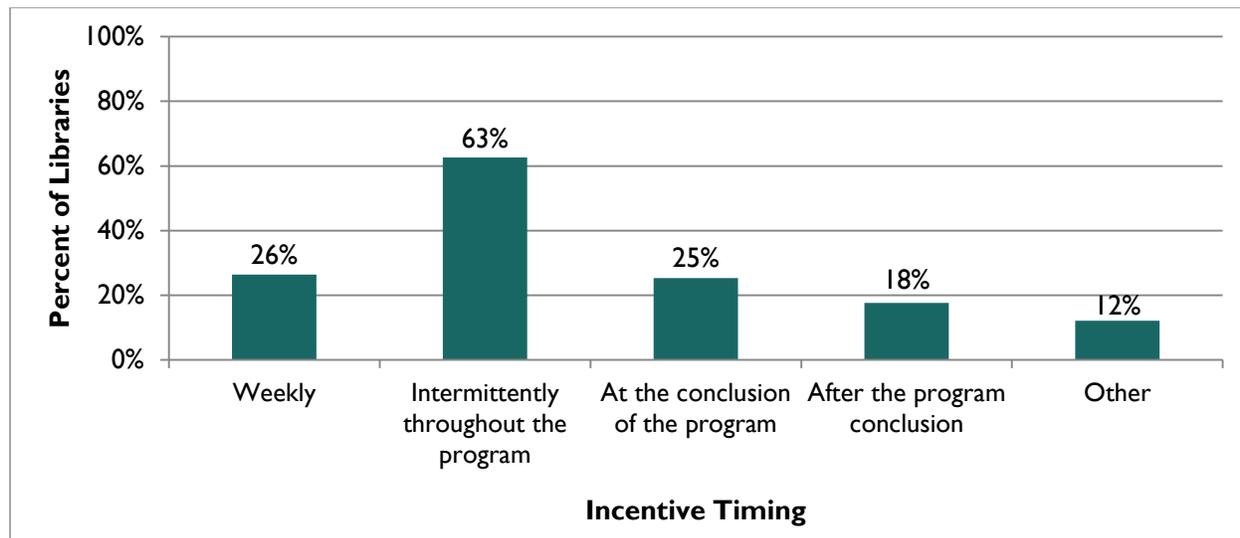


Figure 7. Timing of Incentives to Participants

Note: Respondents could select more than one response.

Overall, when asked about how the libraries support and encourage participant reading, approximately half of the library buildings (51%) responding to the 2013 Library Survey indicated providing an age-appropriate reading list for the participants. According to research, students who are given reading materials interesting to them and written at appropriate levels are more likely to engage in voluntary reading than those who are provided materials that are too difficult and less desirable (McGill-Franzen & Allington, 2004). To validate this hypothesis, the evaluators will examine the differences in participant outcomes between the libraries that provided reading lists and those did not in the Year 2 report.

Additionally, the participating library buildings measured reading behaviors in various ways. The majority of library buildings encouraged participants to keep track of the number of books read; less than a third encouraged participants to track the number of minutes spent on reading; less than a fourth encouraged participants to track the number of hours spent reading; and so on.

What types of program activities did the libraries offer as a part of the summer reading program?

Respondents to the Library of Virginia Summer Reading Program 2013 Library Survey reported providing a variety of activities for summer reading program participants (see Figure 8). Across all age groups, arts and crafts was most frequently reported as being offered (90%, $n = 82$). Other activities offered to all age groups by more than half of the libraries included storytellers/magicians/comedians (86%, $n = 78$), live animal visits/programs (68%, $n = 62$), musical performances/sing-alongs (68%, $n = 62$), film/video/movie programs (63%, $n = 57$), puppet shows/theatre performances (62%, $n = 56$), and read-aloud (59%, $n = 54$). A small percentage of survey respondents (11%, $n = 10$) selected “other” and specified activities such as theme-based workshops for children, science shows, and reading with college baseball players.

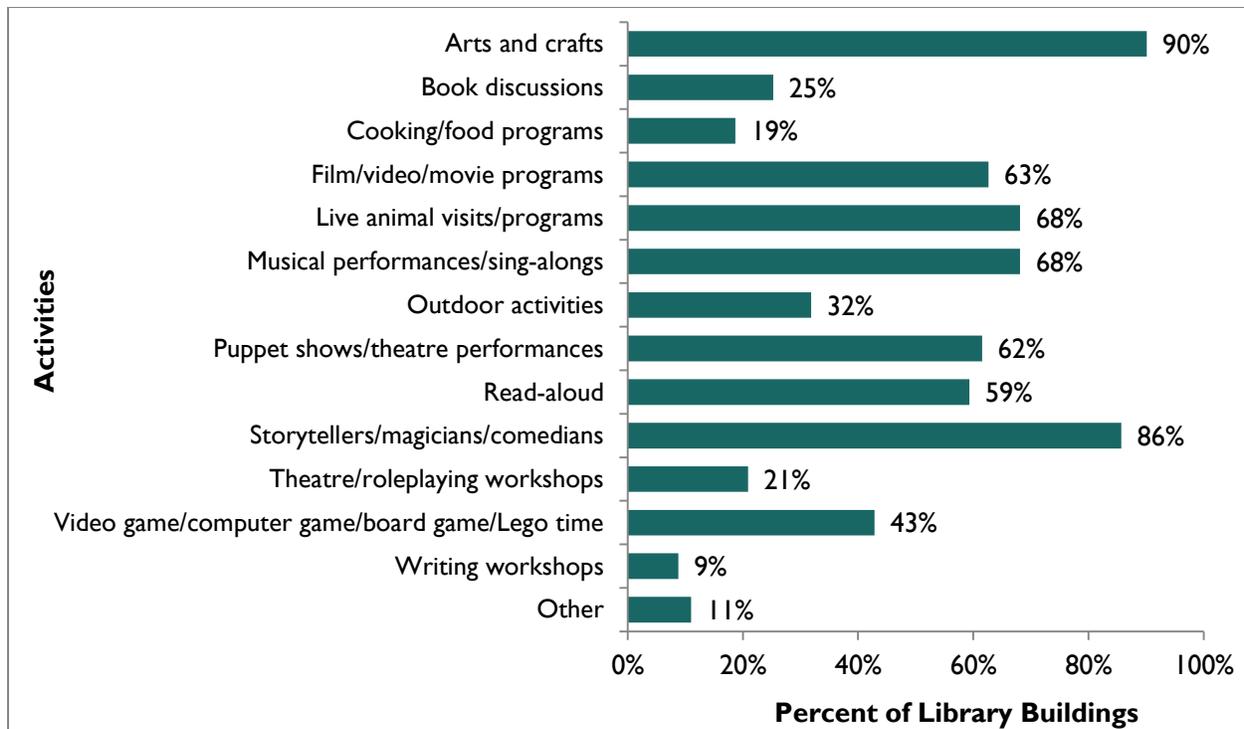


Figure 8. 2013 Summer Reading Program Activities Offered to All Age Groups

Note: Respondents could select more than one response.

Survey respondents were asked to indicate the frequency by which they offered the various activities using the following options: monthly, every other week, weekly, no scheduled time, or other. More than one half of the respondents (52%, $n = 47$) said there was no particular schedule by which activities were offered. One fourth of the respondents (25%, $n = 23$) said the activities occurred monthly. Other frequencies reported by the survey respondents included “other” (15%, $n = 14$) which consisted of every day, once or twice a week, or 10 programs per week; every other week (5%, $n = 4$); and once a week (2%, $n = 2$).

In terms of how many summer reading program participants took part in activities, the Library of Virginia Summer Reading Program 2013 Library Survey respondents reported that the activity with the greatest number of participants involved storytellers/magicians/comedians ($M = 82.02$, $SD = 91.30$) (see Table 8). The activity with the fewest number of participants was games ($M = 12.52$, $SD = 31.93$).

Table 8. Average Number of Participants in 2013 Summer Reading Program Activities*

Activity	N	Mean	Standard Deviation	Minimum	Maximum
Arts and crafts	85	45.42	65.30	0	443
Film/video/movie programs	85	22.87	39.40	0	300
Games	85	12.52	31.93	0	250
Live animal visits/programs	85	74.85	73.08	0	350
Musical performances/sing-alongs	85	72.28	147.35	0	1,200
Outdoor activities	85	18.92	42.28	0	250
Puppet shows/theatre performances	85	57.11	96.39	0	600
Read-aloud	85	36.24	74.40	0	389
Storytellers/magicians/comedians	85	82.02	91.30	0	450

* Respondents were asked to indicate the number of participants for these nine activities.

Ninety percent (90%, $n = 82$) of survey respondents said they provided separate activities for the different age groups being assessed by this evaluation study. The remaining 10% ($n = 9$) of survey respondents reported that they do not provide separate activities by age groups.

Young Children (birth – age 5). More than half (59%, $n = 54$) of the Library of Virginia Summer Reading Program 2013 Library Survey respondents reported providing activities specifically for young children while approximately a third (31%, $n = 28$) said they do not provide activities for young children. The remaining 10% ($n = 9$) do not provide separate activities for different age groups.

For those 54 survey respondents who provide age-specific activities for young children, the two most frequently offered activities were read-alouds at 61% ($n = 33$) and arts and crafts at 50% ($n = 27$) as shown in Figure 9. “Other” responses reported by 20% of the survey respondents ($n = 11$) included activities such as drop in and play, an ice cream social, play time with parents/caregivers, and preschool story times.

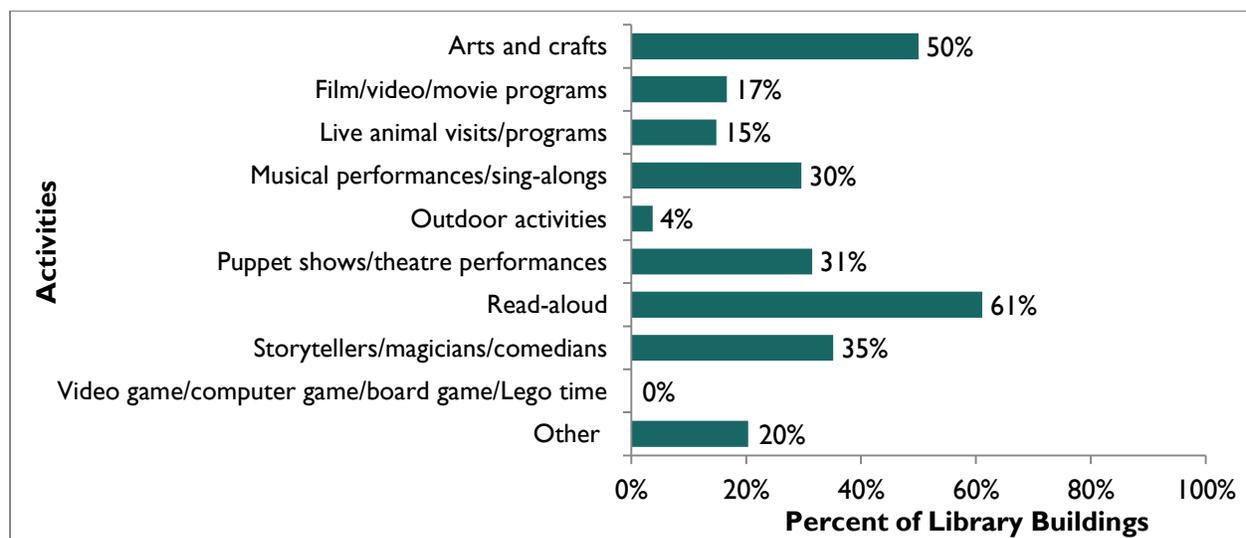


Figure 9. 2013 Summer Reading Program Activities Provided to Young Children

Note: Respondents could select more than one response.

More than half of the 54 library survey respondents (56%, $n = 30$) that provide specific summer reading program activities to young children reported that there is no particular scheduled time that those activities occur (see Figure 10). Approximately a fourth of the survey respondents (26%, $n = 14$) said they offer summer reading program activities for young children every month. Nine percent (9%, $n = 5$) of the respondents reported other frequencies for offering summer reading program activities to young children including four times a week and beginning of the program only.

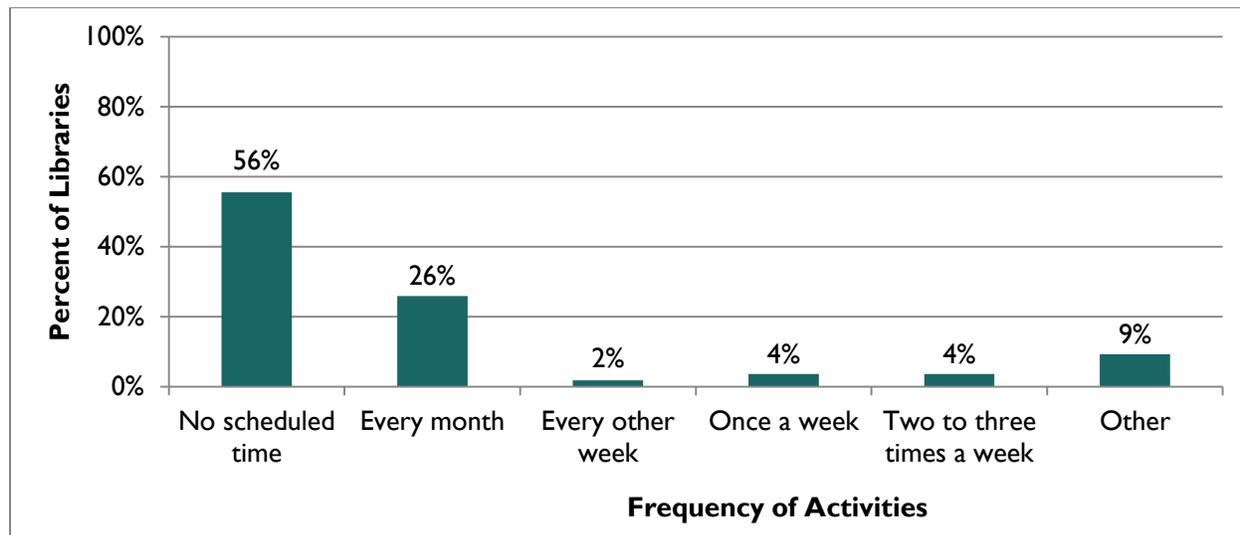


Figure 10. Frequency of Summer Reading Program Activities for Young Children

Children (ages 6 – 12). Nearly three fourths (71%, $n = 65$) of the Library of Virginia Summer Reading Program 2013 Library Survey respondents reported providing activities specifically for children while approximately a fifth of survey respondents (19%, $n = 17$) said they do not provide activities for children. The remaining 10% ($n = 9$) do not provide separate activities for different age groups.

For those 65 survey respondents who provide age-specific activities for children, 80% ($n = 52$) provided arts and crafts (see Figure 11), followed by storytellers, magicians, and comedians (65%, $n = 42$); musical performances and sing-alongs (54%, $n = 35$); and live animal visits and programs (54%, $n = 35$). Fourteen percent ($n = 9$) of survey respondents indicated “other” and specified activities such as cartooning, fun informational programs, private investigator, and role play.

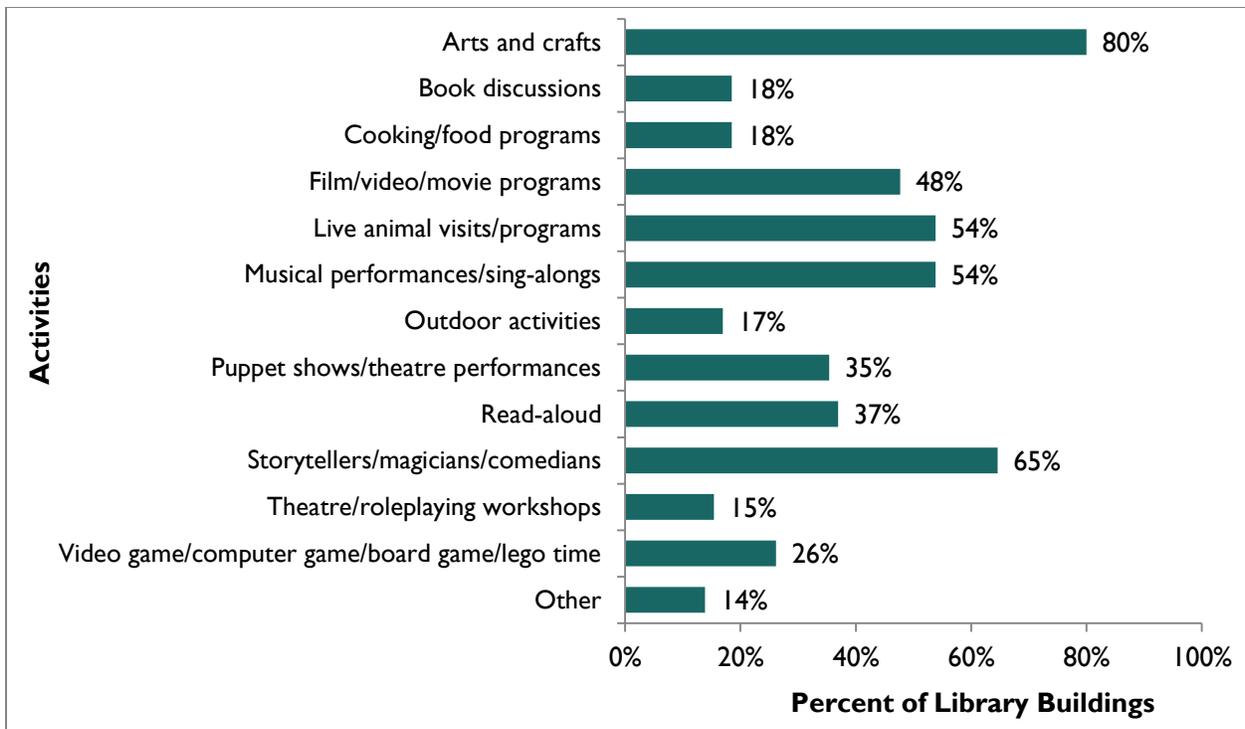


Figure 11. 2013 Summer Reading Program Activities Provided to Children

Note: Respondents could select more than one response.

Less than half of the 65 library survey respondents (45%, $n = 29$) who provide specific summer reading program activities to children reported that there is no particular scheduled time that those activities take place (see Figure 12). More than a fourth (28%, $n = 18$) said they offer summer reading program activities for young children every month. Twelve percent ($n = 8$) of the respondents reported “other” frequencies of offering summer reading program activities to children, including five programs in nine weeks for 8- to 12-year-olds, four to five times a week, more than three times a week, and once or twice a week.

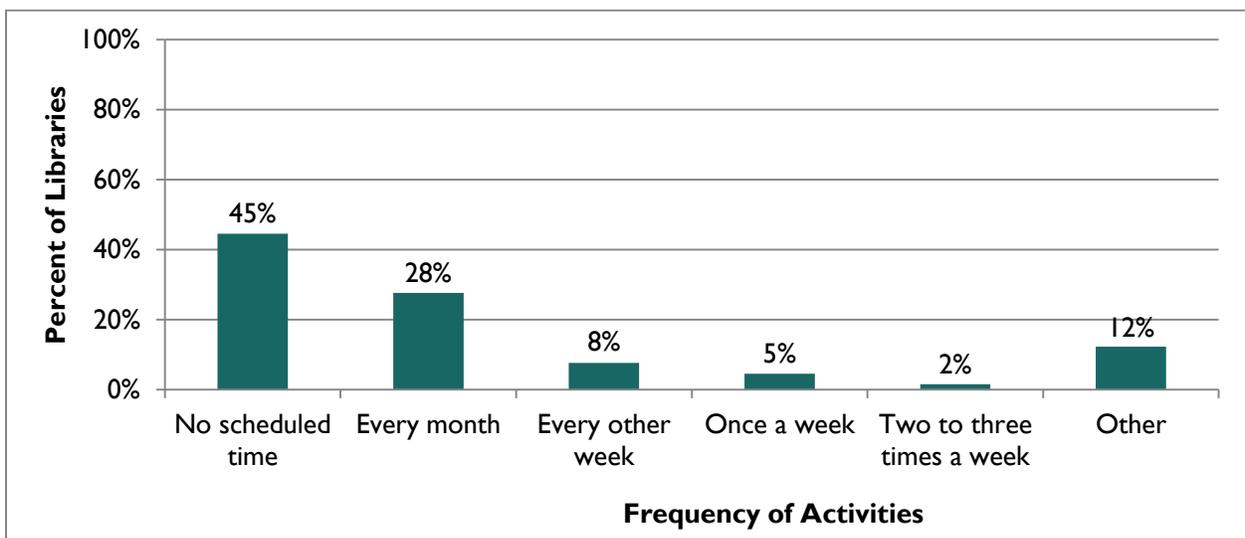


Figure 12. Frequency of Summer Reading Program Activities for Children

Teens (ages 13 - 17). Two thirds (66%, $n = 60$) of the Library of Virginia Summer Reading Program 2013 Library Survey respondents reported providing activities specifically for teens and approximately a fourth (24%, $n = 22$) said they do not provide activities for teens. The remaining 10% ($n = 9$) do not provide separate activities for different age groups.

For those 60 survey respondents that provide age-specific activities for teens, nearly three fourths (70%, $n = 42$) provided arts and crafts (see Figure 13). Other activities provided by at least half of the libraries responding were film, video, and movie programs (55%, $n = 33$) and video game, computer game, board game, and Lego time (50%, $n = 30$). Approximately a fifth of the respondents (18%, $n = 11$) provided other activities such as a babysitting program, book-related programs, graphic novel/comic giveaway, an ice cream social, and interactive group games.

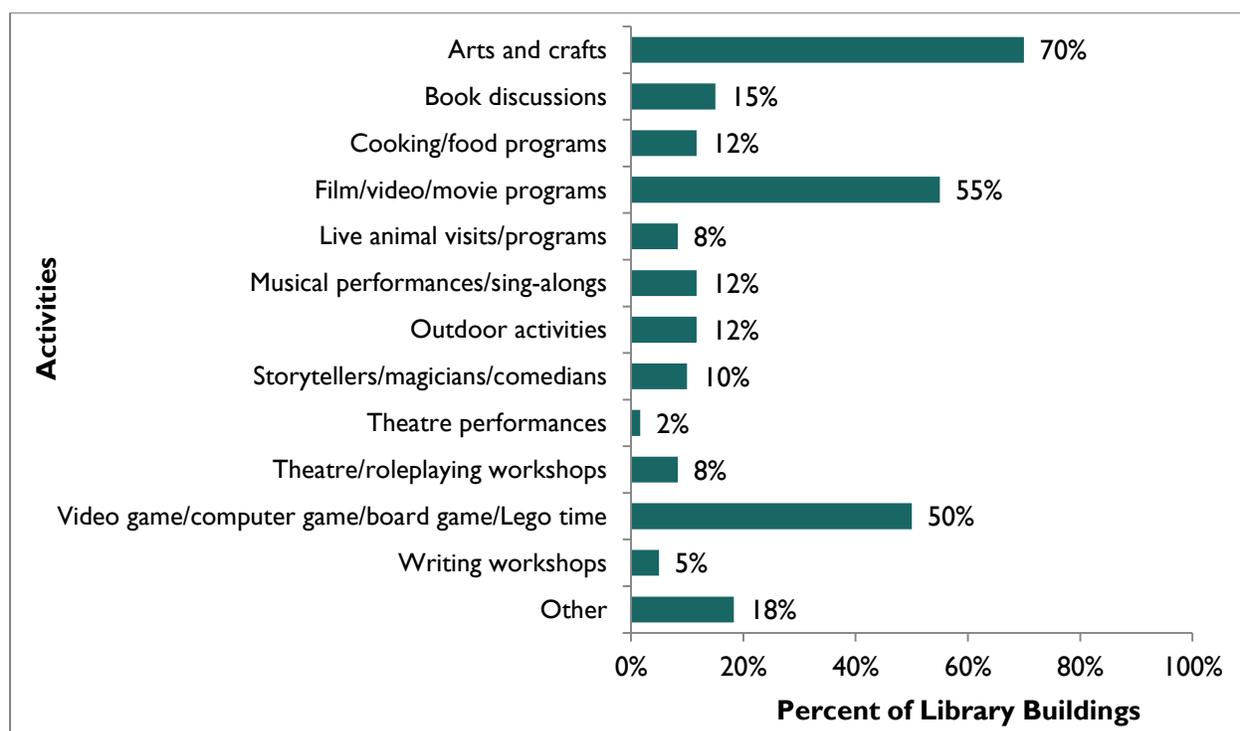


Figure 13. 2013 Summer Reading Program Activities Provided to Teens

Note: Respondents could select more than one response.

As shown in Figure 14, between one fourth and one fifth of the 60 library survey respondents that provide specific summer reading program activities to teens reported that the activities take place every month (25%, $n = 15$), at other time intervals than the options provided on the survey (22%, $n = 13$), and every other week (20%, $n = 12$). The “other” frequencies that were given by 22% of the respondents included additional explanations such as two times per month, two times over the summer reading program, once or twice a week, and one program only.

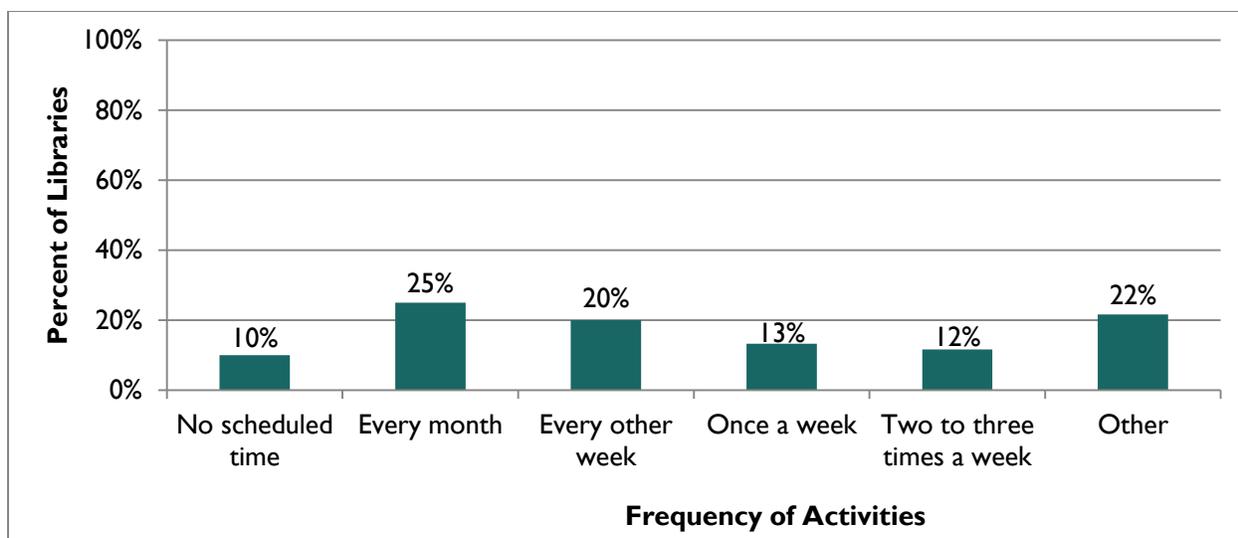


Figure 14. Frequency of Summer Reading Program Activities for Teens

In summary, the participating libraries (i.e., those responding to the 2013 Library Survey) provided various types of activities to encourage participant involvement in summer reading program activities. Additionally, the activities offered to different age groups were age appropriate with more arts/crafts, read-aloud, and storytelling for younger children and more films and games for older children.

Who was involved in the implementation of the summer reading program?

The number and type of staff and volunteers who worked with the summer reading program varied considerably across the 91 survey respondents. An average of five staff members were assigned to work with the 2013 Summer Reading Program ($SD = 4.57$), with the lowest number of assigned staff members being one and the highest number of assigned staff members being 20.

According to the survey respondents, parents were asked to assist with program activities and events for a third of the summer reading programs (33%, $n = 30$). The mean number of parents recruited to assist with the summer reading program was 3.00 ($SD = 3.57$); although there was a wide range of parents recruited (a low of 0 to a high of 18).

The survey respondents reported involving various community members in the summer reading program. For example, as shown in Table 9, of the 66 libraries that involved youth volunteers, the mean youth volunteer group size was 14.94 ($SD = 17.70$); yet, the group size ranged from 1 to 75. Of all community members, youth volunteers are often the largest group assisting with the summer reading program activities. The second largest group was school teachers ($M = 5.57$, $SD = 4.60$), with respondents reporting having at least one to as many as 15 teachers involved in the summer reading program.

Table 9. Mean Number of Community Members Assisting with the 2013 Summer Reading Program ($n = 85$)

Community Member	Percent (Number) of library buildings	Mean	Standard Deviation	Minimum	Maximum
Parent Volunteers	29% (26)	4.35	4.91	1	21
School Teachers	15% (14)	5.57	4.60	1	15
School Librarians	16% (15)	2.53	2.50	1	10
Youth Volunteers	73% (66)	14.94	17.70	1	75
Other Community Agencies (Organizations)	21% (19)	3.79	5.57	1	25
Other Community Members (Individuals)	20% (18)	5.33	4.35	1	16

In summary, the participating libraries (i.e., those responding to the 2013 Library Survey) actively engaged various groups of volunteers in assisting with the summer reading program activities. Some libraries were able to recruit more volunteers than others, and these volunteers came from a variety of community members.

How did local schools collaborate with the libraries in offering the summer reading program?

Approximately 43% ($n = 39$) of the Library of Virginia Summer Reading Program 2013 Library Survey respondents reported collaborating with local schools for their 2013 Summer Reading Programs. These 39 respondents represented 20 library systems. However, more than half (55%, $n = 50$) indicated that they do not collaborate with local schools and two individuals (2%) did not respond to this survey item. The average number of schools with which libraries collaborated for the 2013 Summer Reading Program was 3.34 ($SD = 2.76$). The range of responses varied from one to 14.

Survey respondents were also asked to describe the types of school personnel who assisted with the 2013 Summer Reading Program. Responses were thematically analyzed and results are presented in Figure 15. Half of the 34 respondents answering this survey item (50%, $n = 17$) reported collaborating with teachers and teacher aides. More than a third said they collaborated with library staff (e.g., librarians, library aides, and library specialists) (47%, $n = 16$), and media specialists (38%, $n = 13$).

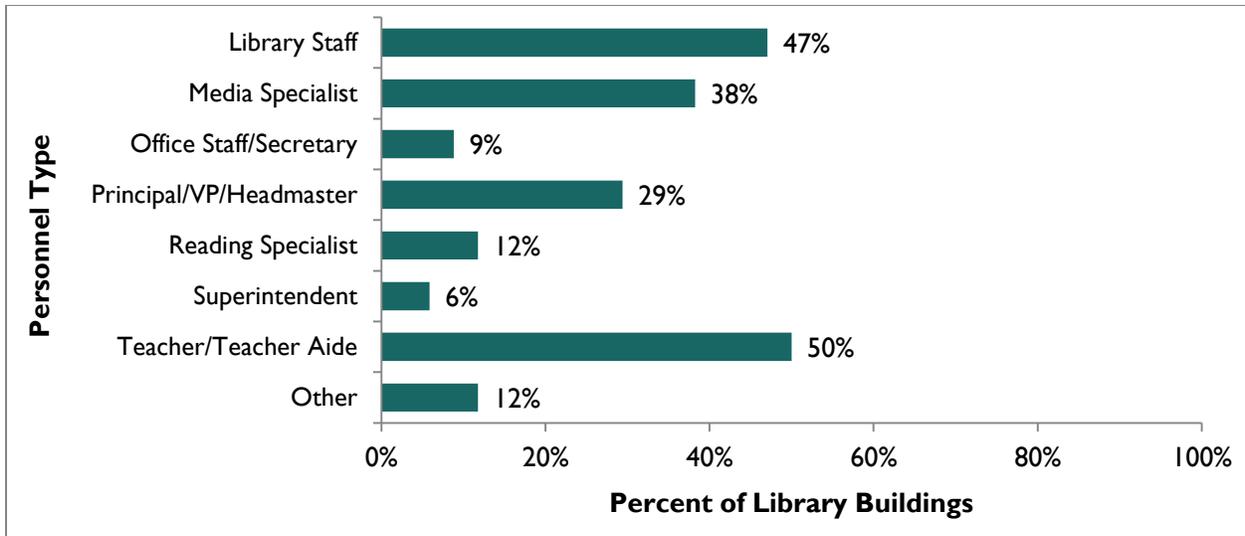


Figure 15. School Personnel Who Assisted with the 2013 Summer Reading Program

Note: Respondents could select more than one response.

The 34 survey respondents who reported collaborating with local schools were also asked to characterize the involvement that the school personnel referenced above had with the summer reading programs. A thematic analysis of survey respondents' narrative responses yielded nine broad categories. As shown in Figure 16, the two most common categories of involvement were promoting or advertising the program (41%, $n = 14$) and facilitating or hosting a program event (38%, $n = 13$).

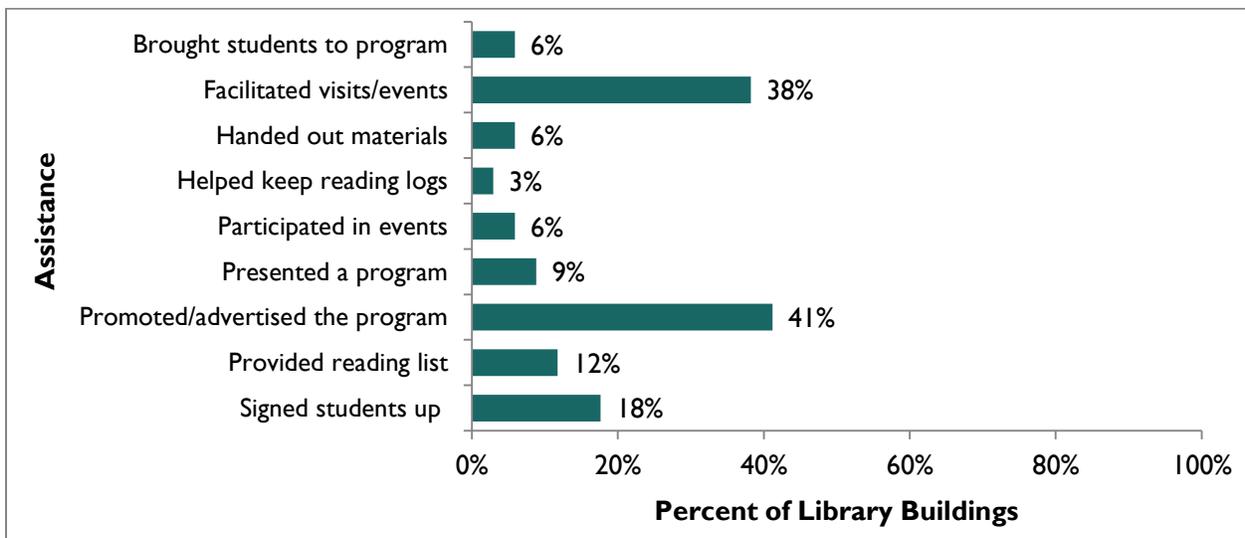


Figure 16. Ways School Personnel Assisted with the 2013 Summer Reading Program

Note: Respondents could select more than one response.

Of the 41 survey respondents who answered the question “To what extent do you agree or disagree that your library has a strong collaboration with one or more local schools?,” the majority reported that they either agreed or strongly agreed (75%, $n = 31$) that their library had a strong collaboration with local schools. The remaining 24% ($n = 10$) of respondents either disagreed or strongly disagreed (see Figure 17).

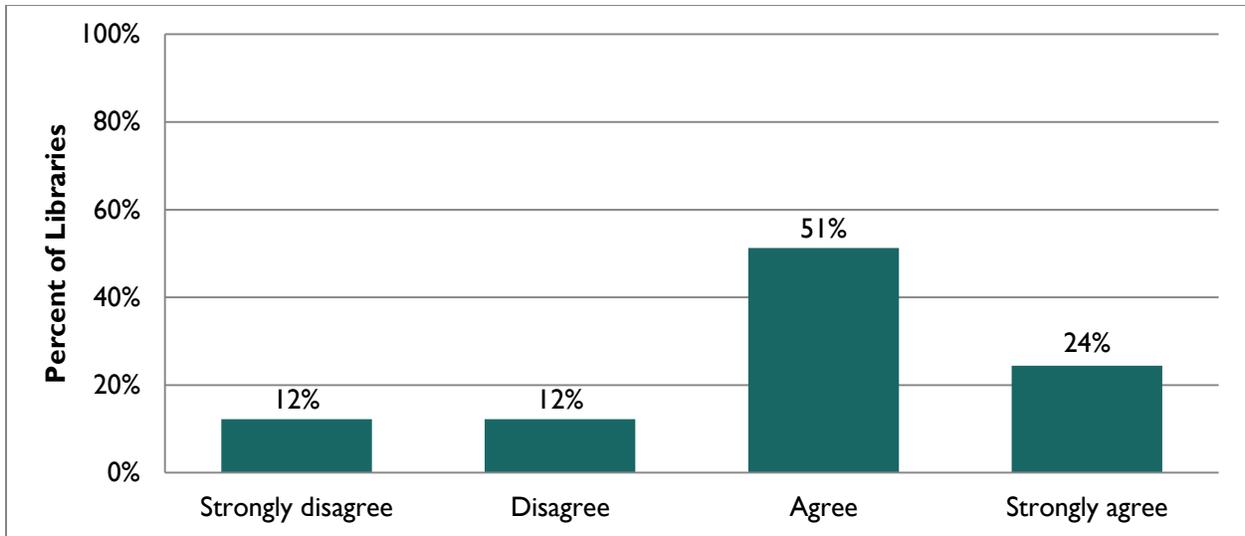


Figure 17. Respondents' Agreement of Strong Library Collaboration with Local Schools

In summary, less than 50% of the participating libraries (i.e., those responding to the 2013 Library Survey) collaborated with local schools for their summer reading programs. Of those collaborating with schools, about 50% collaborated with teachers and teacher aides and 47% worked with school library staff.

How did the libraries involve the parents as a part of the summer reading program?

The majority of the 91 Library of Virginia Summer Reading Program 2013 Library Survey respondents reported providing information about the importance of the summer reading program to parents (93%, $n = 85$). As shown in Figure 18, two thirds or more reported providing targeted information about the importance of the summer reading program to children (70%, $n = 64$) or young children (66%, $n = 60$).

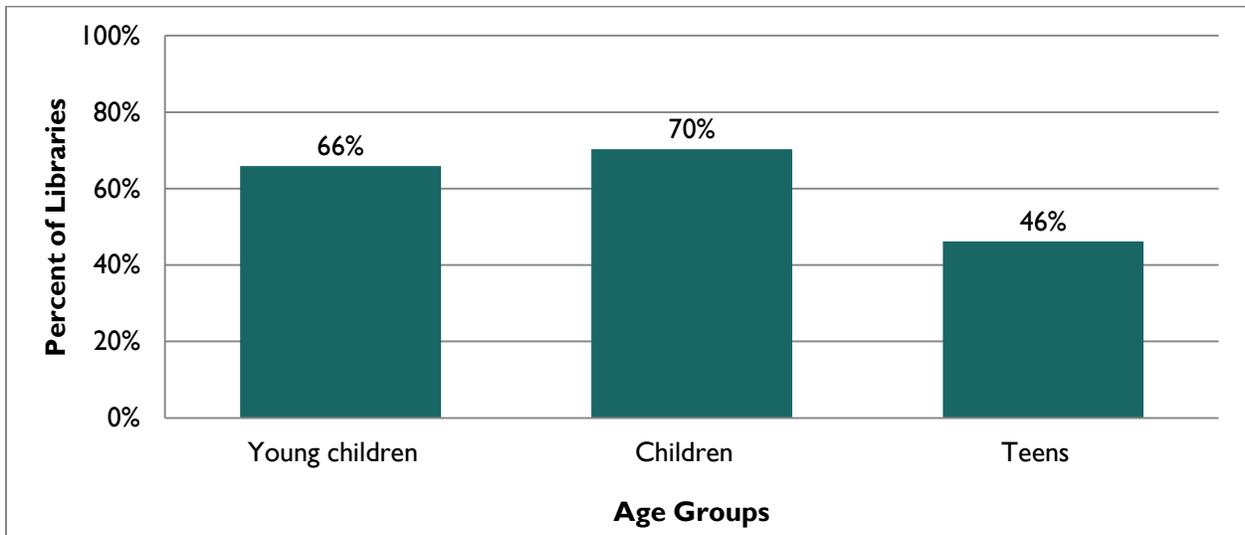


Figure 18. Provision of Information about the Importance of the Summer Reading Program

Note: Respondents could select more than one response.

More than three fourths of the survey respondents (78%, $n = 71$) said they provide parents with reading resources to support their children’s reading activities at home. Of the 71 respondents who provide parents with reading resources, 83% ($n = 59$) reported providing specific resources to support young children’s reading activities and 77% ($n = 55$) provided resources to support children’s reading activities (see Figure 19). Less than half (45%, $n = 32$) indicated that they provide parents with reading resources for teens.

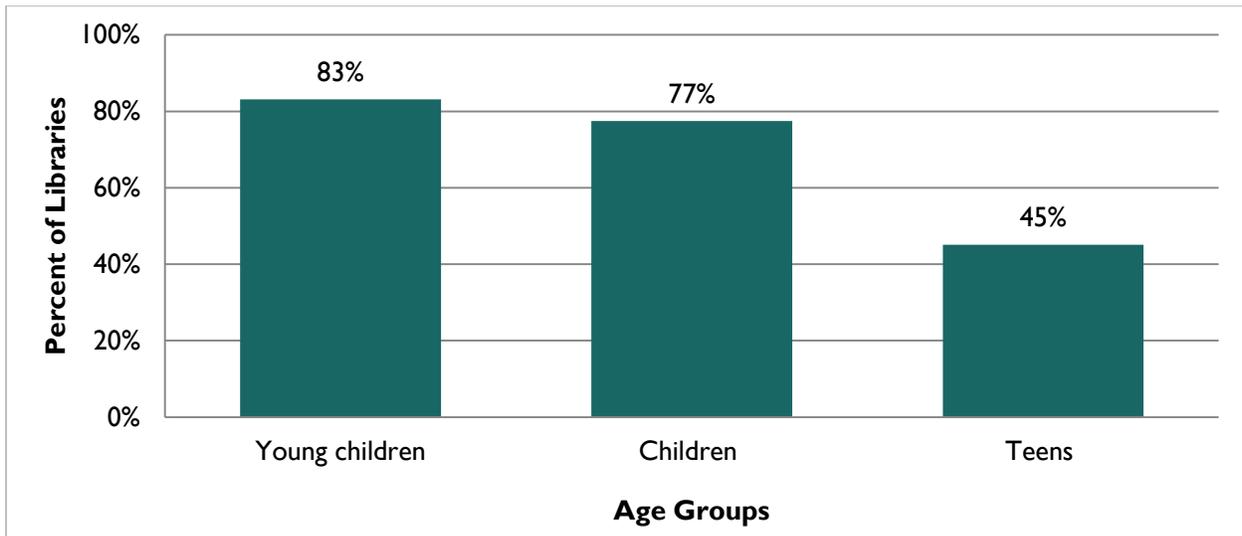


Figure 19. Provision of Reading Resources to Parents

Note: Respondents could select more than one response.

Survey respondents were also asked how many workshops were provided for parents of children participating in the summer reading program. More than 90% of survey respondents (92%, $n = 84$) reported that they did not provide parent workshops while the remaining 10% ($n = 8$) said they do provide parent workshops.

While almost all participating libraries (i.e., those responding to the 2013 Library Survey) indicated that library staff provided information about the importance of the summer reading program to parents, such practices seemed to be more common among young children and children as compared to teens. Such group difference may be partially explained by the general assumption that older children and teens are independent readers; hence, parental guidance or involvement in reading activities may not be necessary.

What were the successes of the summer reading program?

The Library of Virginia Summer Reading Program 2013 Library Survey respondents were provided a series of nine statements about the success of the summer reading program. For each statement, the response options were *strongly disagree* (1), *disagree* (2), *agree* (3), and *strongly agree* (4). Generally speaking, survey respondents agreed or strongly agreed with all nine statements (see Table 10). The statement receiving the highest mean rating was “The program motivated children to read more books” ($M = 3.38$, $SD = 0.49$). The lowest rated item was “Children participating in the program are willing to go beyond what is required in their free time” ($M = 3.01$, $SD = 0.61$). Overall, on average, library staff reported positive attitudes toward the summer reading program and perceived the program as being beneficial in supporting children’s learning and achievement.

Table 10. 2013 Summer Reading Program Successes

Statement	Frequencies				Mean	SD
	Strongly Disagree	Disagree	Agree	Strongly Agree		
The program motivated children to spend more time on reading. (<i>n</i> = 89)	0 (0%)	3 (3.3%)	58 (63.7%)	28 (30.8%)	3.28	0.52
The program increased children’s desire to read for pleasure. (<i>n</i> = 88)	0 (0%)	7 (7.7%)	63 (69.2%)	18 (19.8%)	3.13	0.51
The program motivated children to read more books. (<i>n</i> = 89)	0 (0%)	0 (0%)	55 (60.4%)	34 (37.4%)	3.38	0.49
Children participating in the program perceive reading to be important. (<i>n</i> = 90)	0 (0%)	8 (8.8%)	65 (71.4%)	17 (18.7%)	3.10	0.52
Children participating in the program are willing to go beyond what is required in their free time. (<i>n</i> = 89)	0 (0%)	16 (17.6%)	56 (61.5%)	17 (18.7%)	3.01	0.61
Children participating in the program will return to school ready to learn. (<i>n</i> = 88)	0 (0%)	6 (6.6%)	60 (65.9%)	22 (24.2%)	3.18	0.54
Children participating in the program improved their reading achievement. (<i>n</i> = 86)	0 (0%)	7 (7.7%)	62 (68.1%)	17 (18.7%)	3.12	0.52
Children participating in the program improved their reading skills. (<i>n</i> = 88)	0 (0%)	6 (6.6%)	60 (65.9%)	22 (24.2%)	3.18	0.54
Children participating in the program are more confident in their reading abilities. (<i>n</i> = 88)	0 (0%)	3 (3.3%)	65 (71.4%)	20 (22%)	3.19	0.48

What program support factors were important for the success of the summer reading program?

The Library of Virginia Summer Reading Program 2013 Library Survey respondents were provided a series of 10 program support factors that were important for the success of the summer reading program. For each factor, the response options were *not at all important* (1), *somewhat important* (2), *important* (3), *very important* (4), and *not applicable*. Not applicable responses were excluded from the calculation of means and standard deviations.

The three items with a mean of 3.5 or higher, as shown in Table 11, were parent involvement at home ($M = 3.71, SD = 0.55$), the variety of program activities at the library ($M = 3.60, SD = 0.56$), and community support for the program ($M = 3.53, SD = 0.67$). The lowest rated item was parent workshops ($M = 2.33, SD = 0.81$). However, there were also 39 “not applicable” responses for this question, indicating that parent workshops were not conducted.

Table 11. Program Support Elements Important to the Success of the Summer Reading Program

Factors	Frequencies					Mean	SD
	Not at All Important	Somewhat Important	Important	Very Important	N/A		
Parent involvement at the library (<i>n</i> = 87)	1 (1.1%)	11 (12.1%)	28 (30.8%)	47 (51.6%)	2 (2.2%)	3.39	0.75
Parent involvement at home (<i>n</i> = 90)	1 (1.1%)	1 (1.1%)	21 (23.1%)	67 (73.6%)	0 (0%)	3.71	0.55
School staff involvement at the library (<i>n</i> = 80)	5 (5.5%)	22 (24.2%)	35 (38.5%)	18 (19.8%)	8 (8.8%)	2.83	0.85
School staff support at school (<i>n</i> = 81)	1 (1.1%)	11 (12.1%)	30 (33%)	39 (42.9%)	8 (0%)	3.32	0.76
Participation prizes and awards (<i>n</i> = 88)	2 (2.2%)	16 (17.6%)	28 (30.8%)	42 (46.2%)	0 (0%)	3.25	0.83
The variety of program activities at the library (<i>n</i> = 90)	0 (0%)	3 (3.3%)	30 (33%)	57 (62.6%)	0 (0%)	3.60	0.56
The supporting materials for children (<i>n</i> = 84)	0 (0%)	11 (12.1%)	37 (40.7%)	36 (39.6%)	3 (3.3%)	3.30	0.69
The supporting materials for parents (<i>n</i> = 82)	1 (1.1%)	14 (15.4%)	41 (45.1%)	26 (28.6%)	6 (6.6%)	3.12	0.73
The workshops for parents (<i>n</i> = 48)	7 (7.7%)	21 (23.1%)	17 (18.7%)	3 (3.3%)	39 (42.9%)	2.33	0.81
Community support for the program (<i>n</i> = 87)	0 (0%)	8 (8.8%)	25 (27.5%)	54 (59.3%)	3 (3.3%)	3.53	0.67

Conclusions and Recommendations

The following is a summary of key findings for each of the three primary evaluation questions and 11 subquestions answered in the Year 1 report. Also included are preliminary conclusions and recommendations for future research and improving the quality of the summer reading program participation data.

How do children and teens participate in the summer reading program sponsored by Virginia public libraries? (Data sources: Evanced™ Summer Reader database and Lexile Framework® for Reading database)

Using data collected from the Evanced™ Summer Reader database and Lexile Framework® for Reading database, the evaluators addressed two research questions to understand how children and teens participated in the 2013 Summer Reading Program. Findings are summarized in bullets as follows.

How many books do participating children and teens read during the summer reading program timeframe?

- The 2013 Summer Reading Program participants read an average of 10 books ($SD = 12.96$) throughout the timeframe of the program.
- The range of the number of books read varied widely across age groups: the young children's group read an average of 20 books ($SD = 32.32$); the children's group read an average of 10 books ($SD = 12.75$); and the teen's group read an average of seven books ($SD = 8.83$). Such variations are expected given the fact that older children are more likely to read lengthier books that contain more text as compared to young children whose primary reading materials are likely to be short and with more pictures.

What are the reading levels of the books read by the summer reading program participants? To what extent are participants reading books at or above their age level?⁹

- Eighty-one percent of the 2013 Summer Reading Program participants (ages 6 to 17) were reading at or above their grade level.¹⁰
- The percentage of summer reading program participants reading books above their grade level was much larger in the children's group (83%) as compared to the teen's group (34%).

⁹ Readers should take caution when interpreting these findings as the analysis is based on several assumptions. See Data Cleaning Procedures under the *Data Collection Methods and Analysis* section, p. 8.

¹⁰ After converting the Lexile® scores into grade level scores, the meaning of these scores for participants who were younger than first grade were inconsequential; hence, in this section, the analysis was conducted for the children's and teen's groups.

What are the characteristics of the participating library systems? (Data source: 2012 Bibliostats Survey)

According to the data collected by the 2012 Bibliostats Survey, participating library systems varied significantly in terms of size, resources, technology accessibility, number of ongoing programs offered on a regular basis, as well as the characteristics of the 2012 Summer Reading Program. Because the data collected from the Bibliostats Survey are at the system level and the data collected from the Library of Virginia Summer Reading Program 2013 Library Survey are at the library building level, it is not appropriate to directly compare the results of the 2012 Summer Reading Program and 2013 Summer Reading Program. Yet, one important finding from the 2012 and 2013 Summer Reading Programs is that participating library systems were well aware of the importance of providing information for parents with regard to the summer reading program.

How do public libraries in Virginia operate and implement the summer reading program? (Data source: 2013 Library Survey)

The Library of Virginia Summer Reading Program 2013 Library Survey served as the data source in response to the evaluation question and subquestions related to the operation and implementation of the 2013 Summer Reading Program. Representatives from 91 library buildings representing 38 library systems responded to the survey. The reader should be cautious when interpreting the results as findings may not be generalizable to the overall Virginia library system. Yet, the depth of the survey data does provide valuable information on how the participating libraries implemented and operated the 2013 Summer Reading Program. Key findings are presented by subquestion.

What are some of the key features of libraries and their summer reading programs?

- The majority of libraries have separate reading and activity areas for young children, children, and teens.
- The most popular methods utilized by libraries to advertise and disseminate information about the 2013 Summer Reading Program included announcements during library activities, flyers, websites, posters, program brochures, social media, and visits to local schools.
- The average length of the 2013 summer reading programs was eight weeks.

What program support materials were used for the summer reading program?

- Nearly all of the libraries used the Library of Virginia supported summer reading program theme for their 2013 Summer Reading Program.
- Very few libraries use the Virginia SOLs in planning for their 2013 Summer Reading Programs.

How did the libraries track summer reading program participation? How were incentives awarded to summer reading program participants?

- Approximately half of the libraries provided a reading list for at least one of the three age groups (i.e., young children, children, or teens).
- Less than two thirds of libraries encouraged summer reading program participants to keep track of the time they spent reading.
- Libraries were most likely to award incentives to summer reading program participants based on the number of the books they read. Generally, incentives were awarded to summer reading program participants intermittently throughout the program.

What types of program activities did the libraries offer as a part of the summer reading program?

- The libraries offered a variety of activities to summer reading program participants throughout the summer. The majority of the libraries provided the following activities: arts and crafts; film, video, or movie programs; live animal visits and related programs; musical performances or sing-alongs; puppet shows or theatre performances; read-alouds; and storytellers, magicians, or comedians.
- Read-alouds and arts and crafts activities were most likely to be offered to young children.
- Activities most likely to be offered to children were arts and crafts; storytellers, magicians or comedians; live animal visits and related programs; musical performances or sing-alongs; and film, video, or movie programs.
- Activities generally offered to teens were arts and crafts; film, video, or movie programs; and video game, computer game, board game, or Lego time.

Who was involved in the implementation of the summer reading program?

- The majority of the libraries involved youth volunteers to assist with the summer reading program. Approximately a third of the libraries asked parents to assist with summer reading program activities and events.

How did local schools collaborate with the libraries in offering the summer reading program?

- Less than half of the libraries collaborated with local schools for their 2013 Summer Reading Program. For the libraries that did report school collaboration, approximately half indicated that they specifically collaborated with teachers or school library staff.

How did the libraries involve parents as a part of the summer reading program?

- Nearly all of the libraries reported providing information about the importance of the summer reading program to parents.
- The majority of libraries provided parents with reading resources to support their children's reading activities at home.

What were the successes of the summer reading program?

- Survey respondents cited a number of summer reading program successes. The top two were that the summer reading program motivated children to read more books and to spend more time on reading.

What program support factors were important for the success of the summer reading program?

- The survey respondents indicated that the three most important program support factors for the success of the summer reading program were parent involvement at home, the variety of program activities at the library, and community support for the program.

Conclusions

Collectively, children from all age groups were exposed to a large number of reading materials throughout the summer via the 2013 Summer Reading Program, and the majority of children ages 6 to 17 (81%) read books at or above their grade level. However, differences across subgroups (i.e., percentage of children reading at or above grade level varied significantly across age groups and grade levels) and differences in program implementation across library buildings (i.e., participating libraries varied in the number of available resources as well as program implementation) raised more questions that require further investigation.

Data quality is the key to the validity and reliability of research findings and interpretations. This report provides valuable information with regard to the characteristics and implementation of the 2013 Library of Virginia Summer Reading Program and preliminary findings of participants' reading behaviors (e.g., number of books read) and reading levels. Yet, one should understand that as a result of extensive data cleaning (i.e., 35% of the books read and 76% of the reading level data from the Evanced™ Summer Reader database records were removed from analyses due to missing data, data entry inconsistencies, data entry errors, etc.), findings may not be generalizable to the overall 2013 Summer Reading Program. As such, findings should be interpreted with caution. Regardless, findings of this study add valuable preliminary data to the recent literature that could help guide future research as noted earlier.

Recommendations

Recommendations for future research are provided as follows:

- Explore whether the libraries implement evidence-based practices (e.g., providing developmentally appropriate reading lists, involving parents and the community, using

developed summer reading program support material, or aligning programming with the state academic standards) in the summer reading programs to support better outcomes (i.e., children reading at or above their grade level and other achievement measures).

- Consider collecting data on the same reading behaviors across all participating libraries. During the 2013 Summer Reading Program, the participating libraries measured children’s reading behaviors in a variety of ways (e.g., number of books read, number of minutes or hours spent on reading, and number of chapters read). For this report, evaluators were able to create a proxy reading behavior measure by counting number of book titles read regardless of whether a participant read the whole book or not. As such, findings of this report should be considered preliminary.
- Examine the effectiveness of collaborating with local schools in offering the summer reading program. Some library buildings (less than 50% of the participating libraries) collaborated with local schools for their 2013 Summer Reading Program. While, in practice, collaboration among public libraries and school systems is valued and encouraged, more studies are needed to examine the effectiveness of such practice.
- Engage in research to identify best practices in supporting parental involvement in public library systems. It is interesting that library staff rated parental involvement at home as the most important item that supports the success of the summer reading program, followed by the variety of program activities offered at the library. This finding suggests that library staff value and understand parents’ role in supporting children’s reading outcomes. Yet, more research is needed in this area.

The following recommendations are based on lessons learned from cleaning the Evanced™ Summer Reader database so that subsequent data could be used to better answer the evaluation questions.

- Involve evaluators or researchers in the early stages of database design and development to ensure that data collection methods are aligned to answer the key research questions.
- Integrate the reading level information at the database programming stage. Post-hoc database merging is time consuming and inefficient.
- Human and typographical errors are the key challenges that evaluators encountered during the data cleaning process. For future database improvement, it is recommended to use drop-down menus in database item design whenever possible to avoid entering data (e.g., birthdays and book titles) manually.

In closing, the Year 1 report was descriptive in nature and focused on understanding how young children, children, and teens use the summer reading program; characteristics of the library systems participating in the study; and how the libraries operate and implement the summer reading program. In Year 2, McREL evaluators will study the influence of the summer reading program on children’s reading outcomes and examine the extent to which summer reading program participants and nonparticipants demonstrate different levels of reading ability as measured by state assessment scores. Additionally in Year 2, McREL evaluators will explore whether participants of diverse backgrounds experience the program and its outcomes differently.

References

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Appendix: Library of Virginia Summer Reading Program 2013 Library Survey

LVASRP 2013 Library Survey

Informed Consent

Library of Virginia Summer Reading Program (LVASRP)

2013 Library Survey

Edvantia, an education research company with offices in Charleston, West Virginia, and Nashville, Tennessee, is working with the Library of Virginia to evaluate the 2013 Summer Reading Program, funded by the the Library of Virginia and the Institute of Museum and Library Services. We are asking the individual most familiar with the Summer Reading Program at each library to complete the survey. Data from this survey will be summarized in a report provided to Library of Virginia staff. The survey should take approximately 20-25 minutes to complete. Please complete by **Wednesday, September 25, 2013**.

Purpose of the Survey: This survey collects information related to various aspects of the 2013 Summer Reading Program, including: library information; program curriculum, tracking, incentives, and activities; program staff and volunteers; collaboration with local schools; parental involvement; and your perception of the program's success and support. The survey also includes several questions regarding your professional background. Edvantia evaluators are not using any of the information collected to assess how well you, as an individual, are implementing the program. Rather, the data obtained from this survey will be used by the Library of Virginia to make program-wide adjustments and improvements to future summer reading initiatives and similar literacy-focused interventions.

Protecting Your Rights: Participation in this survey is voluntary and should not involve any known risks above those normally encountered in daily life. Please note that there are no right or wrong answers. There will be no retribution of any sort for any response you provide. If you feel uncomfortable about responding to some questions, you may skip those questions. You may also choose to discontinue participation altogether without penalty or reprisal.

About Your Confidentiality: Survey responses will be collected via SurveyMonkey utilizing secure sockets layer (SSL) encryption. SSL encryption is an enhanced security feature that encrypts the survey link and data as it moves across the Internet. Identifiable technical data (e.g., your IP address) will not be collected. Edvantia evaluators will handle the data and do everything they can to ensure its security.¹ All information collected on this survey will be confidential. Also, survey information will only be accessible by the evaluation team conducting this project. Library of Virginia staff and other Summer Reading Program personnel will not have access to your individual responses. Further, you will not be identifiable in any report and no one will be able to "guess" your identity from reports or presentations.

Benefits: While there may be no direct benefits to individuals for participating, the survey is one of several data sources that will be used to study the impact of the Library of Virginia's Summer Reading Program. The study will provide crucial information for library systems in Virginia to help them understand the impact of summer reading programs on their young patrons. Further, the study can contribute to the larger collection of research literature about the impact of summer programs on students' academic achievement. By the end of 2013, Edvantia will deliver to the Library of Virginia a report that includes preliminary findings from the library survey as well as the participation data for summer 2013.

In appreciation of your time and effort to finish the survey, you will receive a \$5 Starbucks gift card. Gift cards will be distributed by LVA staff after October 4, 2013. Edvantia will only provide LVA staff with the names of those who completed the survey so that they can distribute the gift cards. Again, LVA staff will not have access to your survey responses. If you prefer that your name not be shared, you will be given the opportunity to opt out of receiving a gift card at the end of the survey.

LVASRP 2013 Library Survey

Questions: If you have any questions about this survey, please contact Dr. Kimberly Good, Director of Evaluation Services (304.347.0449; kim.good@edvantia.org). For information on protection of your rights as a participant, contact Dr. Kim Cowley, the Institutional Review Board (IRB) chair (304.347.0418; kim.cowley@edvantia.org).

¹Please note that the Edvantia Institutional Review Board (IRB) has the authority to inspect consent records and data files only to assure compliance with approved procedures. Data collected for research purposes are stored in compliance with Edvantia requirements for access, security, and redundancy. Data are stored in an encrypted format in a centralized, electronically and physically secure server at Edvantia for a period of at least five (5) years from the final audit of the project. All electronic data of a personal nature are safeguarded and available only to those project leaders, staff, and technologists having a need to know within the specific criteria set forth in the approved project plan. If, during the process of collecting data, a threat of violence against an individual or entity is uncovered, Edvantia cannot guarantee anonymity or confidentiality to any party involved.

***Electronic Consent**

If you agree to participate in this survey, please click "Yes, I agree" below. By doing so, you are indicating that you have read the information on this page, are at least 18 years of age, and that you voluntarily agree to participate in the survey.

If you decline to participate in the survey, click "No, I do not agree" below.

- Yes, I agree to participate in the survey.
- No, I do not agree to participate in the survey.

LVASRP 2013 Library Survey

Navigating the Survey

Basic Navigation Instructions

- Do NOT use your browser's 'Back' and 'Forward' buttons to navigate through the survey questions.
- After you enter or select your answer(s), click on the 'Next' button at the bottom of the screen to continue to the next page.
- To go back to the previous page, click on the 'Previous' button at the bottom of the screen.
- You may stop the survey at any time and resume where you left off. To re-enter and resume the survey, you will need to use your unique survey link provided in the survey invitation e-mail.
- Once you submit your survey by clicking the 'Done' button, you will not be able to access it again.

Answering Questions

Most of the questions can be answered by simply clicking on a "button" (circle) or a "box" (square).

To change an answer marked with a "button" (circle), click on another answer.

To "uncheck" an answer marked with a box (square), click on that box again and the check mark will disappear.

Some questions can be answered by entering numbers or short answers in a designated textbox.

Click anywhere inside the box and begin typing. When you reach the limit of the open space, keep typing and the box will automatically expand.

Exiting and Re-entering the Survey

You can **exit** the survey at any time by closing your browser.

You can always **return** later to continue to answer new responses or to change previous ones. The survey will restart where you last clicked the 'Next' button. To re-enter and resume the survey, simply click on your [unique survey link](#) provided in the survey invitation e-mail.

LVASRP 2013 Library Survey

Library Information

We would like to learn more about how your library implemented the 2013 Summer Reading Program.

Please respond to each item based on your knowledge and your own experience with the 2013 Summer Reading Program.

***1. Select the name of your library system (e.g., Appomattox Regional Library System, Norfolk Public Library) from the drop-down list.**

***2. What is your library *building* name?**

3. Does your library *building* have separate reading and activity areas for the following age groups? *Select all that apply.*

- Young children (e.g., birth to age 5)
- Children (e.g., ages 6 to 12)
- Teens (e.g., ages 13 to 17)
- No, we do not have separate reading and activity areas.

4. What was the length of your 2013 Summer Reading Program?

Weeks

LVASRP 2013 Library Survey

5. How did your library advertise and disseminate information about the 2013 Summer Reading Program in the local community? *Select all that apply.*

- Announcement during library activities
- Displays at community events
- E-mail to the library's mailing list
- Flyers
- Library e-newsletter
- Local newspaper
- Local public service announcement
- Local radio show
- Local TV
- Posters
- Print media
- Program brochure
- Social media (e.g., FaceBook, Pinterest, or Twitter)
- Visits to local schools
- Website
- Other (please specify)

LVASRP 2013 Library Survey

Library Information

6. What school district(s) does your library building serve? *Select all that apply.*

- | | |
|---|---|
| <input type="checkbox"/> Accomack County Public Schools | <input type="checkbox"/> Lexington City Public Schools |
| <input type="checkbox"/> Albemarle County Public Schools | <input type="checkbox"/> Loudoun County Public Schools |
| <input type="checkbox"/> Alexandria City Public Schools | <input type="checkbox"/> Louisa County Public Schools |
| <input type="checkbox"/> Alleghany County Public Schools | <input type="checkbox"/> Lunenburg County Public Schools |
| <input type="checkbox"/> Amelia County Public Schools | <input type="checkbox"/> Lynchburg City Public Schools |
| <input type="checkbox"/> Amherst County Public Schools | <input type="checkbox"/> Madison County Public Schools |
| <input type="checkbox"/> Appomattox County Public Schools | <input type="checkbox"/> Manassas City Public Schools |
| <input type="checkbox"/> Arlington Public Schools | <input type="checkbox"/> Manassas Park City Schools |
| <input type="checkbox"/> Augusta County Public Schools | <input type="checkbox"/> Martinsville City Public Schools |
| <input type="checkbox"/> Bath County Public Schools | <input type="checkbox"/> Mathews County Public Schools |
| <input type="checkbox"/> Bedford County Public Schools | <input type="checkbox"/> Mecklenburg County Public Schools |
| <input type="checkbox"/> Bland County Public Schools | <input type="checkbox"/> Middlesex County Public Schools |
| <input type="checkbox"/> Botetourt County Public Schools | <input type="checkbox"/> Montgomery County Public Schools |
| <input type="checkbox"/> Bristol City Public Schools | <input type="checkbox"/> Nelson County Public Schools |
| <input type="checkbox"/> Brunswick County Public Schools | <input type="checkbox"/> New Kent County Public Schools |
| <input type="checkbox"/> Buchanan County Public Schools | <input type="checkbox"/> Newport News Public Schools |
| <input type="checkbox"/> Buckingham County Public Schools | <input type="checkbox"/> Norfolk Public Schools |
| <input type="checkbox"/> Buena Vista City Public Schools | <input type="checkbox"/> Northampton County Public Schools |
| <input type="checkbox"/> Campbell County Public Schools | <input type="checkbox"/> Northumberland County Public Schools |
| <input type="checkbox"/> Caroline County Public Schools | <input type="checkbox"/> Norton City Public Schools |
| <input type="checkbox"/> Carroll County Public Schools | <input type="checkbox"/> Nottoway County Public Schools |
| <input type="checkbox"/> Charles City County Public Schools | <input type="checkbox"/> Orange County Public Schools |
| <input type="checkbox"/> Charlotte County Public Schools | <input type="checkbox"/> Page County Public Schools |
| <input type="checkbox"/> Charlottesville City Public Schools | <input type="checkbox"/> Patrick County Public Schools |
| <input type="checkbox"/> Chesapeake Public Schools | <input type="checkbox"/> Petersburg City Public Schools |
| <input type="checkbox"/> Chesterfield County Public Schools | <input type="checkbox"/> Pittsylvania County Public Schools |
| <input type="checkbox"/> Clarke County Public Schools | <input type="checkbox"/> Poquoson City Public Schools |
| <input type="checkbox"/> Colonial Beach Public Schools | <input type="checkbox"/> Portsmouth City Public Schools |
| <input type="checkbox"/> Colonial Heights City Public Schools | <input type="checkbox"/> Powhatan County Public Schools |
| <input type="checkbox"/> Covington City Public Schools | <input type="checkbox"/> Prince Edward County Public Schools |

LVASRP 2013 Library Survey

- | | |
|--|---|
| <input type="checkbox"/> Craig County Public Schools | <input type="checkbox"/> Prince George County Public Schools |
| <input type="checkbox"/> Culpeper County Public Schools | <input type="checkbox"/> Prince William County Public Schools |
| <input type="checkbox"/> Cumberland County Public Schools | <input type="checkbox"/> Pulaski County Public Schools |
| <input type="checkbox"/> Danville City Public Schools | <input type="checkbox"/> Radford City Public Schools |
| <input type="checkbox"/> Dickenson County Public Schools | <input type="checkbox"/> Rappahannock County Public Schools |
| <input type="checkbox"/> Dinwiddie County Public Schools | <input type="checkbox"/> Richmond City Public Schools |
| <input type="checkbox"/> Essex County Public Schools | <input type="checkbox"/> Richmond County Public Schools |
| <input type="checkbox"/> Fairfax County Public Schools | <input type="checkbox"/> Roanoke City Public Schools |
| <input type="checkbox"/> Falls Church City Public Schools | <input type="checkbox"/> Roanoke County Public Schools |
| <input type="checkbox"/> Fauquier County Public Schools | <input type="checkbox"/> Rockbridge County Public Schools |
| <input type="checkbox"/> Floyd County Public Schools | <input type="checkbox"/> Rockingham County Public Schools |
| <input type="checkbox"/> Fluvanna County Public Schools | <input type="checkbox"/> Russell County Public Schools |
| <input type="checkbox"/> Franklin City Public Schools | <input type="checkbox"/> Salem City Public Schools |
| <input type="checkbox"/> Franklin County Public Schools | <input type="checkbox"/> Scott County Public Schools |
| <input type="checkbox"/> Frederick County Public Schools | <input type="checkbox"/> Shenandoah County Public Schools |
| <input type="checkbox"/> Fredericksburg City Public Schools | <input type="checkbox"/> Smyth County Public Schools |
| <input type="checkbox"/> Galax City Public Schools | <input type="checkbox"/> Southampton County Public Schools |
| <input type="checkbox"/> Giles County Public Schools | <input type="checkbox"/> Spotsylvania County Public Schools |
| <input type="checkbox"/> Gloucester County Public Schools | <input type="checkbox"/> Stafford County Public Schools |
| <input type="checkbox"/> Goochland County Public Schools | <input type="checkbox"/> Staunton City Public Schools |
| <input type="checkbox"/> Grayson County Public Schools | <input type="checkbox"/> Suffolk City Public Schools |
| <input type="checkbox"/> Greene County Public Schools | <input type="checkbox"/> Surry County Public Schools |
| <input type="checkbox"/> Greenville County Public Schools | <input type="checkbox"/> Sussex County Public Schools |
| <input type="checkbox"/> Halifax County Public Schools | <input type="checkbox"/> Tazewell County Public Schools |
| <input type="checkbox"/> Hampton City Public Schools | <input type="checkbox"/> Virginia Beach City Public Schools |
| <input type="checkbox"/> Hanover County Public Schools | <input type="checkbox"/> Warren County Public Schools |
| <input type="checkbox"/> Harrisonburg City Public Schools | <input type="checkbox"/> Washington County Public Schools |
| <input type="checkbox"/> Henrico County Public Schools | <input type="checkbox"/> Waynesboro City Public Schools |
| <input type="checkbox"/> Henry County Public Schools | <input type="checkbox"/> West Point Public Schools |
| <input type="checkbox"/> Highland County Public Schools | <input type="checkbox"/> Westmoreland County Public Schools |
| <input type="checkbox"/> Hopewell City Public Schools | <input type="checkbox"/> Williamsburg-James City Public Schools |
| <input type="checkbox"/> Isle of Wight County Public Schools | <input type="checkbox"/> Winchester City Public Schools |
| <input type="checkbox"/> King George County Public Schools | <input type="checkbox"/> Wise County Public Schools |

LVASRP 2013 Library Survey

King William County Public Schools

Wythe County Public Schools

King and Queen County Public Schools

York County School Division

Lancaster County Public Schools

I don't know

Lee County Public Schools

Other (please specify)

LVASRP 2013 Library Survey

Program Curriculum

7. What was the theme of your library's 2013 Summer Reading Program?

- Dig into Reading (Collaborative Summer Library Program)
- Have Book - Will Travel (iREAD)
- I don't know
- Other (please specify)

8. Did your library use a manual to guide the planning of the 2013 Summer Reading Program for the following age groups? If yes, which one?

	Collaborative Summer Library Program (CSLP)	iREAD	Other
Young children (e.g., birth to age 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children (e.g., ages 6 to 12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teens (e.g., ages 13 to 17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

9a. Did your library refer to the *Virginia Standards of Learning (SOL)* in planning the 2013 Summer Reading Program?

- Yes
- No
- I don't know

LVASRP 2013 Library Survey

Program Curriculum

9b. Did your library refer to the *Virginia Standards of Learning (SOL)* in planning the 2013 Summer Reading Program for the following age groups? *Select all that apply.*

- Young children (e.g., birth to age 5)
- Children (e.g., ages 6 to 12)
- Teens (e.g., ages 13 to 17)
- No, we did not refer to the *Virginia SOL*

LVASRP 2013 Library Survey

Program Tracking and Incentives

10. Did your library provide a list of recommended reading books for the following age groups? *Select all that apply.*

- Young children (e.g., birth to age 5)
- Children (e.g., ages 6 to 12)
- Teens (e.g., ages 13 to 17)
- No, we did not provide a reading list

11. Were the participants from the following age groups *encouraged* to keep track of the amount of time they read (e.g., hours or minutes)? *Select all that apply.*

- Young children
- Children
- Teens
- No, participants were not encouraged to document reading time

12. How were incentives awarded to participants? *Select all that apply.*

- Based on the number of books read
- Based on the number of chapters read
- Based on the number of pages read
- Based on the number of hours spent reading
- Based on the number of minutes spent reading
- For reading on a daily basis
- Other (please specify)

13. At what point in the program were the incentives awarded? *Select all that apply.*

- Weekly
- Intermittently throughout the program
- At the conclusion of the program
- After the program conclusion
- Other (please specify)

LVASRP 2013 Library Survey

Program Activities for All Age Groups

14. In general, what activities were provided for participants as part of your library's 2013 Summer Reading Program? *Select all that apply.*

- Arts and crafts
- Book discussions
- Cooking/food programs
- Film/video/movie programs
- Live animal visits/programs
- Musical performances/sing-alongs
- Outdoor activities
- Puppet shows/theatre performances
- Read-aloud
- Storytellers/magicians/comedians
- Theatre/roleplaying workshops
- Video game/computer game/board game/Lego time
- Writing workshops
- Other (please specify)

15. Overall, how frequently did your library offer activities for all participants as part of the 2013 Summer Reading Program?

- Two to three times a week
- Once a week
- Every other week
- Every month
- No scheduled time
- Other (please specify)

LVASRP 2013 Library Survey

16. On average, how many people participated in each activity provided by your library's 2013 Summer Reading Program?

Arts and crafts	<input type="text"/>
Film/video/movie programs	<input type="text"/>
Games	<input type="text"/>
Live animal visits/programs	<input type="text"/>
Musical performances/sing-alongs	<input type="text"/>
Outdoor activities	<input type="text"/>
Puppet shows/theatre performances	<input type="text"/>
Read-aloud	<input type="text"/>
Storytellers/magicians/comedians	<input type="text"/>

17. Did your library provide separate *activities* for participants from different age groups?

- Yes
- No

LVASRP 2013 Library Survey

Program Activities for Young Children (e.g., birth to age 5)

Please answer the following questions about the summer reading program activities your library provides to **YOUNG CHILDREN**.

18a. Did your library offer activities for only Young Children as part of the 2013 Summer Reading Program?

Yes

No

LVASRP 2013 Library Survey

Program Activities for Young Children (e.g., birth to age 5)

Please answer the following questions about the summer reading program activities your library provides to **YOUNG CHILDREN**.

18b. What activities were provided for only Young Children as part of the 2013 Summer Reading Program? Select all that apply.

- Arts and crafts
- Film/video/movie programs
- Live animal visits/programs
- Musical performances/sing-alongs
- Outdoor activities
- Puppet shows/theatre performances
- Read-aloud
- Storytellers/magicians/comedians
- Video game/computer game/board game/Lego time
- Other (please specify)

18c. How frequently did your library offer activities for only Young Children as part of the 2013 Summer Reading Program?

- Two to three times a week
- Once a week
- Every other week
- Every month
- No scheduled time
- Other (please specify)

LVASRP 2013 Library Survey

Program Activities for Children (e.g., ages 6 to 12)

Please answer the following questions about the summer reading program activities your library provides to **CHILDREN**.

19a. Did your library offer activities for only Children as part of the 2013 Summer Reading Program?

Yes

No

LVASRP 2013 Library Survey

Program Activities for Children (e.g., ages 6 to 12)

Please answer the following questions about the summer reading program activities your library provides to **CHILDREN**.

19b. What activities were provided for only Children as part of the 2013 Summer Reading Program? *Select all that apply.*

- Arts and crafts
- Book discussions
- Cooking/food programs
- Film/video/movie programs
- Live animal visits/programs
- Musical performances/sing-alongs
- Outdoor activities
- Puppet shows/theatre performances
- Read-aloud
- Storytellers/magicians/comedians
- Theatre/roleplaying workshops
- Video game/computer game/board game/Lego time
- Other (please specify)

19c. How frequently did your library offer activities for only Children as part of the 2013 Summer Reading Program?

- Two to three times a week
- Once a week
- Every other week
- Every month
- No scheduled time
- Other (please specify)

LVASRP 2013 Library Survey

Program Activities for Teens (e.g., ages 13 to 17)

Please answer the following questions about the summer reading program activities your library provides to TEENS.

20a. Did your library offer activities for only Teens as part of the 2013 Summer Reading Program?

Yes

No

LVASRP 2013 Library Survey

Program Activities for Teens (e.g., ages 13 to 17)

Please answer the following questions about the summer reading program activities your library provides to **TEENS**.

20b. What activities were provided for only Teens as part of the 2013 Summer Reading Program? *Select all that apply.*

- Arts and crafts
- Book discussions
- Cooking/food programs
- Film/video/movie programs
- Live animal visits/programs
- Musical performances/sing-alongs
- Outdoor activities
- Storytellers/magicians/comedians
- Theatre performances
- Theatre/roleplaying workshops
- Video game/computer game/board game/Lego time
- Writing workshops
- Other (please specify)

20c. How frequently did your library offer activities for only Teens as part of the 2013 Summer Reading Program?

- Two to three times a week
- Once a week
- Every other week
- Every month
- No scheduled time
- Other (please specify)

LVASRP 2013 Library Survey

Program Staff and Volunteers

21. How many library staff members were assigned to work on your 2013 Summer Reading Program?

Number of staff members

22a. Did the 2013 Summer Reading Program invite parents to assist with program activities and events (i.e., volunteer) at your library?

Yes

No

LVASRP 2013 Library Survey

Program Staff and Volunteers

22b. Approximately how many parents did your library *recruit* to assist with the 2013 Summer Reading Program?

Number of parents

23. Which of the following community members assisted with the 2013 Summer Reading Program?

Please indicate '0' if they did not provide any assistance.

If they did provide assistance, indicate an approximate number as to how many.

Parent volunteers	<input type="text"/>
School teachers	<input type="text"/>
School librarians	<input type="text"/>
Youth volunteers	<input type="text"/>
Other community agencies (organizations)	<input type="text"/>
Other community members (individuals)	<input type="text"/>

LVASRP 2013 Library Survey

Collaboration with Local Schools

24. Did your library collaborate with local partner schools on the 2013 Summer Reading Program?

Yes

No

LVASRP 2013 Library Survey

Collaboration with Local Schools

25. Please list the schools that your library collaborated with for the 2013 Summer Reading Program.

26. Please describe the school personnel who assisted with the 2013 Summer Reading Program. What was their position (i.e., job title)?

27. How did school personnel assist with the 2013 Summer Reading Program?

28. To what extent do you agree or disagree that your library has a strong collaboration with one or more local schools?

- Strongly disagree
- Disagree
- Agree
- Strongly agree

LVASRP 2013 Library Survey

Parental Involvement

29a. In general, did your library provide information to parents about the importance of summer reading programs?

Yes

No

LVASRP 2013 Library Survey

Parental Involvement

29b. Did your library provide information about the importance of summer reading programs to parents of the following age groups? *Select all that apply.*

- Young children (e.g., birth to age 5)
- Children (e.g., ages 6 to 12)
- Teens (e.g., ages 13 to 17)
- No, we did not provide different resources by age group

30a. In general, did your library provide parents with reading resources to support their child's reading activities at home?

- Yes
- No

LVASRP 2013 Library Survey

Parental Involvement

30b. Did the library provide reading resources for parents of the following age groups to support their child's reading activities at home? *Select all that apply.*

- Young children (e.g., birth to age 5)
- Children (e.g., ages 6 to 12)
- Teens (e.g., ages 13 to 17)
- No, we did not provide different resources by age group

31a. Did your library provide workshops for parents of children who participated in the 2013 Summer Reading Program to support children's reading activities at home?

- Yes
- No

LVASRP 2013 Library Survey

Parental Involvement

31b. How many workshops were provided for parents of children who participated in the 2013 Summer Reading Program?

Number of workshops

31c. On average, how many people attended the parent workshops?

Number of people

LVASRP 2013 Library Survey

Program Success

32. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
The program motivated children to spend more time on reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program increased children's desire to read for pleasure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program motivated children to read more books.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children participating in the program perceive reading to be important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children participating in the program are willing to go beyond what is required in their free time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children participating in the program will return to school ready to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children participating in the program improved their reading achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children participating in the program improved their reading skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children participating in the program are more confident in their reading abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LVASRP 2013 Library Survey

Program Support

33. Based on your experience with the 2013 Summer Reading Program, please rate the importance of the following elements in supporting the success of the program at your library.

	Not at all important	Somewhat important	Important	Very important	N/A
Parent involvement at the library	<input type="radio"/>				
Parent involvement at home	<input type="radio"/>				
School staff involvement at the library	<input type="radio"/>				
School staff support at school	<input type="radio"/>				
Participation prizes and awards	<input type="radio"/>				
The variety of program activities at the library	<input type="radio"/>				
The supporting materials for children	<input type="radio"/>				
The supporting materials for parents	<input type="radio"/>				
The workshops for parents	<input type="radio"/>				
Community support for the program	<input type="radio"/>				

LVASRP 2013 Library Survey

Personal Background

34. How many years have you been working in public libraries?

- Less than a year
- 1-5 years
- 6-10 years
- 11-20 years
- 21 years or more

35a. Do you have any previous experience working with reading or literacy programs for public libraries?

- Yes
- No

LVASRP 2013 Library Survey

Personal Background

35b. How many library reading or literacy programs have you *previously* worked with?

Number of programs

36. What is your current position/title at your library?

37. Are you the project manager for your library's 2013 Summer Reading Program?

Yes

No (please describe your role)

38. What is your highest degree?

High school diploma

Associate's degree

Bachelor's degree

Master's degree in Library Science

Master's degree – Other

Doctorate degree

Other (please specify)

LVASRP 2013 Library Survey

Thank You!

As a token of appreciation for completing the survey, you will receive a \$5 Starbucks gift card.

Gift cards will be distributed by LVA staff after October 4, 2013.

*** Gift Card Consent**

If you would like to receive a \$5 Starbucks gift card for completing this survey, please click "Yes, I want a \$5 Starbucks gift card" below. By doing so, you are indicating that you acknowledge that your name will be provided to a LVA staff member who will distribute the gift cards. As a reminder, LVA staff will not have access to your survey responses.

If you prefer that your name not be shared, or do not wish to receive a gift card, click "No, please do not send me a \$5 Starbucks gift card" below.

- Yes, I want a \$5 Starbucks gift card
- No, please do not send me a \$5 Starbucks gift card

To submit your survey, please click on the 'Done' button below.

Thank you for completing the survey!