

CSLP

Request for Proposal

for **Literature Review, Meta-analysis, and White Paper**
on the **value of library summer reading programs**

Please respond by 3:30PM CST on June 20, 2014 to Karen Day at karen.day@cslpreads.org with:

- Letter of interest
- Budget
- Resume or CV
- Two (2) writing samples
- Three (3) references

Background

The Collaborative Summer Library Program (CLSP) is a non-profit consortium consisting of all fifty state library agency associations along with the District of Columbia, American Samoa, Mariana Islands and the Cayman Islands. The members of this consortium work together to provide a comprehensive, high quality, effective, and efficient summer reading program to public libraries nationwide. Approximately 16,056 public libraries across the nation are currently members of CSLP.

Scope of Work

CSLP seeks a researcher to conduct a comprehensive overview of literature from the last ten years and meta-analysis (combining pertinent qualitative and quantitative study data from several selected studies to develop a single conclusion that has greater statistical power) to create a white paper on the value of summer reading in public libraries including:

How children learn to read, especially anything that shows or builds upon success, or that the ongoing exposure to new words helps children build their vocabularies and their foundation of “experience” learning; also exploring what happens if this ongoing exposure is interrupted for a long period of time (summer, for example). Should address early literacy skills of what children need to know before they learn to read and write, including the amount of time needed practicing reading to develop proficiency in decoding and increased comprehension.

The effects of summer slide on reading skills. In order to establish the need for summer library programs, the researcher should document the effects of summer, or time away from formal education, on reading skills, i.e., summer slide. This section will include a definition of summer learning loss. A literature review should break down the degrees of influence summer learning loss has on children in various life circumstances (if the information is available): poverty, single parent homes, parents with low educational attainment, rural/suburban/urban communities, and proximity to a public library, book store, or another access point for books. The researcher should present and discuss any other life circumstances having an effect on summer learning loss encountered in conducting the literature review and analysis. The effects of summer learning loss should be discussed in relation to youth of different age groups, providing information about the unique needs of each age/grade (if available): ages 5 and under, elementary age to grade 3 (learning to read fluently); grades 4-8; high school. Youth at different life stages will experience summer very differently. Is there a stage/age at which the effects become more dire/noticeable?

Documented ways of combating summer slide. In order to determine the most valuable summer learning program components and/or family behaviors to aid youth in maintaining/gaining reading skills over the summer months, a thorough search for summer programs that have demonstrated positive reading outcomes for youth will be conducted and discussed. The report should include sample case studies of effective programs and an analysis of program characteristics shared by these effective programs, focusing specifically on reading outcomes. In addition, the researcher should answer the question, “What can guardians or family members do at home to combat summer slide?” Particularly in

this section, the researcher should focus on innovative family outreach programs and parent engagement strategies, including efforts by public libraries.

What makes a life-long reader (practice of reading, access to materials, and the culture of reading)? In re-modeling summer library programs to be more effective and to reach more youth, the researcher should search the literature for home/community/school life elements that motivate youth to read for pleasure and/or information. What are the elements of family/home life? What are the practices of teachers who nourish enthusiastic readers? What library programs and services have best engaged youth and fostered a love of reading? Are there after school and/or summer learning programs that have had success developing avid readers? What are the shared characteristics?

What are the implications of this research for summer library programs? In this section, the researcher will analyze all of the information that has been gathered and make specific recommendations for the collaborative summer library program: effective outreach/marketing strategies; program requirements for completion (i.e., time spent reading, number of books read, game card vs. reading log, etc.); recommended activities and suggestions for implementation; recommended partnerships; and, prizes/incentives, or, what motivates youth to read over the summer. In addition, a discussion of how to evaluate the effectiveness of the summer library program should be included, including potential outcomes, how to design a program to achieve the outcomes, and how to measure the results. Include a thorough review of summer library programs and how they have either documented success, or not. The researcher should look for what libraries are currently measuring as changes in knowledge, skill, attitude, behavior, or life status as a result of participation in summer reading.

The final project will be a White Paper that CSLP can share with other institutions, such as the Institute of Museum and Library Services (IMLS), that are also looking to find and/or develop outcome measures that can identify the impact of summer reading. The final report should contain the following elements:

- Executive summary that may also be published in library journals and online
- List of sources accessed
- Submitted electronically to project manager in Microsoft Word-compatible format
- Chicago Manual of Style, 16th ed., should be used.

The white paper will be a “work for hire” and CSLP will hold the copyright; however, the author will receive byline acknowledgement and may seek permission from CSLP to use the white paper for other purposes.

Deliverables

- White paper, with a literature/research review; that addresses the points enumerated above, including best practices of library measurement; implications of the research; and a recommended course of action to move forward, appropriate graphics desired
- Bibliography of references broken down by section (how children learn to read; effect of the Summer Slide; influence of summer loss; combating the summer slide; life-long reader)
- Executive summary

Requirements

- Doctoral student, at an ALA-accredited school of Library and Information Science is preferred, however, any qualified researcher may apply
- Experience doing literature searches and conducting meta-analysis, and/or working under a professor who can assist (monitor) in the design and implementation of the study.
- Access to enough relevant journals or databases to complete a comprehensive review.
- Available from mid-June through October 15th, 2014
- Ability to work with representative of CSLP in the development of deliverables
- Strong communication skills, both verbally and in writing.
- Ability to establish and maintain effective working relationships with others.
- Ability to multi-task and prioritize.
- Computer literacy including Microsoft Office applications, the internet, Skype or other videoconferencing software
- Ability to email large documents, and have access and know how to use other kinds of collaboration software such as Prezi, Dropbox, Google Docs, etc.
- Demonstrates leadership skills; flexibility; initiative, and the ability to work under pressure.

While working on this project, responsibilities may include:

- Conduct literature reviews
- Collect and analyze data
- Prepare materials for submission to granting agencies and foundations
- Prepare materials for CSLP ad-hoc Committee review
- Manage and respond to project related email
- Attend project meetings – virtually or by phone
- Summarize project results
- Prepare progress reports and time sheets for CSLP Board
- Prepare other articles, reports, and presentations

Application

The below must be submitted in electronic format no later than 3:30PM CST, June 20, 2014 to Karen Day at: karen.day@cslpreads.org.

- Letter of interest
- Budget, including proposed hourly rate, number of hours per week and number of weeks anticipated for project completion
- Resume or CV
- Two (2) writing samples of similar previous work

- List of three (3) references; from a previous research project, an employer, and an additional professional reference of the applicant's choice.

All submissions will be reviewed by the CSLP ad hoc review committee who will make recommendations to the CSLP Executive Board for final approval. The Executive Board of CSLP reserves the right to reject any or all submissions.

Any questions regarding this project should be sent to:

Elizabeth Rafferty eraffert@bcpl.net

Projected Timeline

May 30, 2014	Call for submissions issued
June 20, 2014	First consideration given to applications received by this date
June 20-27, 2014	Review of application
July 3, 2014	Contract awarded
July 25, 2014	Progress report and time sheet
August 22, 2014	Progress report and time sheet
September 19, 2014	Progress report and time sheet
October 17, 2014	Final deliverable due

Payment

Payments will be made as follows: 20% upon receipt and acceptance of each progress report with time sheet (July/August/September), balance to be paid upon acceptance of deliverables.

Project Management

Elizabeth Rafferty will coordinate the release, review, and evaluation of the submissions and ensure deadlines are met. Designated members of the ad hoc committee will work with the chosen researcher to complete the project and provide guidance and feedback. CSLP will provide contact information for the project manager to the researcher when the researcher is notified of bid award.

With regard to this contract, the Project Manager, or her designated representative will determine acceptability of all work performed in writing. If the work is not acceptable, the researcher will be emailed to review and correct all problem areas without additional cost to CSLP. Upon notification by

the Project Manager, or her designated representative, the researcher will affect corrections to deficient work in accordance with a schedule jointly agreed upon.

As a nonprofit organization with variable funding sources and multiple constituencies, although unlikely, CSLP's plans can change. If plans change, CSLP reserves the right to terminate this project at any point and has no obligation to issue an award. For more information on CSLP see cslpreads.org.