

POSTDOCTORAL RESEARCH FELLOW:  
SCALING UP AND SUSTAINING EVIDENCE-BASED PROGRAMS

The Harvard University Graduate School of Education (HGSE) seeks a post-doctoral fellow to conduct research on the factors that influence the successful adoption, scale up, and sustainment of evidence-based programs, with a focus on the READS for Summer Learning program as it is being implemented across multiple school districts in North Carolina. This is a full-time position based in Cambridge, Mass.

**Background**

READS for Summer Learning ("READS," which is an acronym for Reading Enhances Achievement During Summer) is a summer reading program that aims to improve reading comprehension and combat summer loss by fostering children's engagement with books over the summer, by providing matched books, classroom lessons, and parent participation in school-based events. READS is an evidence-based program that encourages use of data in district adoption decisions, district and school selection for program implementation, and program improvement.

With funding from the U.S. Department of Education's Investing in Innovation (i3) program, and with the assistance of an intermediary organization, Communities In Schools of North Carolina and its local affiliates, READS for Summer Learning is currently being implemented in 59 schools across seven school districts in North Carolina. The i3 grant also funds an evaluation and ongoing research for program development and scale-up/sustainability. The five-year project includes three randomized control trials (experimental investigations of the impact of READS on reading comprehension), and non-experimental quantitative and qualitative studies to guide post-grant scale up of the most cost effective version of READS across the state. The core team includes researchers from HGSE, the University of Virginia Center for Advanced Study of Teaching and Learning, and the Institute for Policy Research of Northwestern University, along with key staff from Communities In Schools of North Carolina, Communities In Schools of Durham, and Durham Public Schools.

**Responsibilities will include:**

- Review effective models of scale-up and sustainability, including studies of the scale-up and sustainability of social and healthcare programs and interventions, with an emphasis on educational programs and interventions.
- Make research-based recommendations for program implementation and data collection in Years 4 and 5 of the grant (October 1, 2013-September 30, 2015).
- Serve as a member of the READS Scale-Up and Sustainability Committee
- Assist with the presentation to READS partners of Year 3-4 research results and data collection during fall data shares.
- Advise the READS Scale-Up and Sustainability Committee on the internal use of data to guide scale up strategies, and formulate guidance for decision makers in local school district, non-profit partners, and funding agencies on the use of data to guide decisions about program adoption and implementation.
- Work with project PIs to conduct a retrospective study of the scale-up of READS that occurred in Years 2 and 3 of the i3 grant.
- Co-design and conduct a prospective study of the sustainability and implementation capacity of READS beginning in Year 4 of the grant.
- Prepare papers and presentations for peer-reviewed journals, conferences, or other publication outlets.
- Identify potential new funders and co-author grant proposals for future funding.

**Minimum Qualifications and Application Process:**

Candidates must have a doctoral degree in a relevant discipline (e.g., education, psychology, sociology, implementation sciences, non-profit management, public policy) and graduate level training in quantitative and qualitative research methods or program evaluation. The successful applicant will have demonstrated prior experience and/or interest in conducting research on scale-up and sustainability.

Additional information: Preference given to applicants with experience working with public school districts, non-profit organizations, and/or multi-partner collaborations.

This appointment is for up to two years, ending no later than September 30, 2015. Travel to North Carolina will be required. The position will be filled without regard to race, age, gender, religion, color, national origin, or physical disability.

Application review will begin immediately and will continue until the position is filled. Prospective applicants should email a letter of interest describing their qualifications and professional interests, a curriculum vita, and references to:

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Note: This position is being co-listed with a staff research analyst position. Only one will be hired.

**About the Harvard Graduate School of Education**

Many choose to work at the Harvard Graduate School of Education because they believe in our mission and are excited by our vision for the future. We take pride in being a strong community which values diversity, and have a reputation as a great place to work, with excellent leadership. For more information about HGSE, its programs, research, and faculty, please visit: [www.gse.harvard.edu](http://www.gse.harvard.edu)