

Cumulative Impact

Increasing age appropriate books at home inspires parents/caregivers to read more with their child(ren)



Significantly increases Kindergarten readiness



Produces lasting impacts on 3rd grade reading proficiency



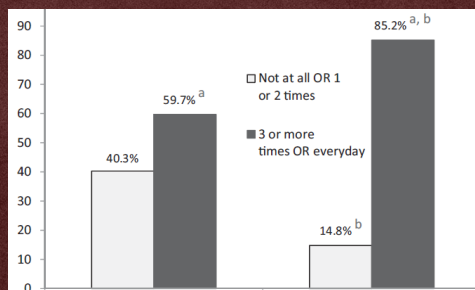
WITH
Dolly Parton's
Imagination Library



HOME

25% INCREASE
in reading 3 or more times per week

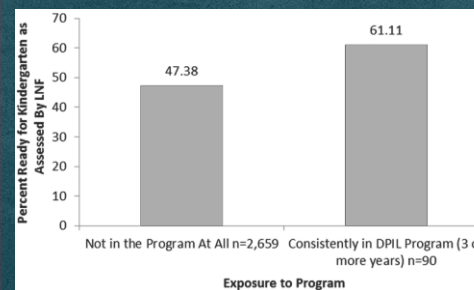
30% INCREASE
in daily reading



Singh, S., Sylvia, M. R., Ridzi, F. (2014). The Imagination Library Program: Increasing Parental Reading Through Book Distribution. *Reading Psychology*

KINDERGARTEN

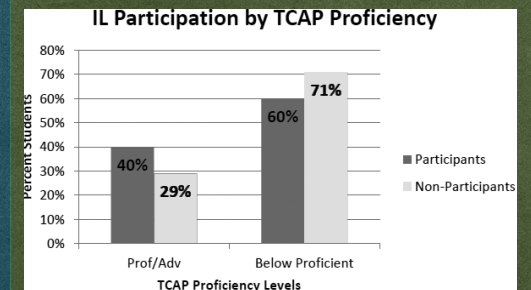
28.9% INCREASE
in children ready for Kindergarten



Sylvia, M., R., Ridzi, F., Qiao, Xiaofen, Craig, Jeff (2016). The Imagination Library Program and Kindergarten Readiness: Evaluating the Impact of Monthly Book Distribution. *The Journal of Applied Science*

3RD GRADE

11% INCREASE
in students' overall reading scale scores at the end of 3rd grade



Sell, M. A. (2015). Comparisons of Academic Date for Imagination Library Participants vs Non-Participants. Research Brief, Office of Strategy and Innovation, Dept. of Performance Management and Research, Shelby County Public Schools



Cumulative Impact

HOME LITERACY ENVIRONMENT

After 10 months of Imagination Library implementation, 170 families responded to a survey. Comparing those enrolled for 4 months or less versus more than 4 months found:

Reading 3 times a week or more jumped from 59.7% to 85.2%.

The percent that read to their child daily doubled from 29% to 59.3%.

Each month a child is enrolled increases the likelihood that they will be read to daily.

Findings were statistically significant at the 99% confidence level, even after controlling for the influences of:

- Child age, Gender, Family income, Parental education, Race, Parental nation of birth and Primary language

Singh, S., Sylvia, M. R., Ridzi, F. (2014). The Imagination Library Program: Increasing Parental Reading Through Book Distribution. **Reading Psychology**

KINDERGARTEN READINESS

Nationally normed AIMSweb test of early literacy's Letter Naming Fluency (LFN) screening tool was given to incoming Kindergarteners

Finding: For those consistently enrolled in Dolly Parton's Imagination Library (i.e. 3-4 years), there was a **28.9% increase in children ready for Kindergarten** according to the LFN measurement*.

**Letter Naming Fluency is identified frequently as the best single indicator of risk for reading failure and it has been shown to have strong ability to predict future grade reading, vocabulary and language.*

Findings were statistically significant (at p<.05 confidence level), even after controlling for:

- Race, Gender, ESL status, Special Education status, Free and Reduced Lunch Status

Sylvia, M., R., Ridzi, F., Qiao, Xiaofen, Craig, Jeff (2016). The Imagination Library Program and Kindergarten Readiness: Evaluating the Impact of Monthly Book Distribution. **The Journal of Applied Science**

3RD GRADE GRADE LEVEL READING

Two cohorts of children: one whose parents reported they had participated in the Imagination Library (IL) prior to school registration and another whose parents reported they had not participated.

Time of Assessment	Measure	Outcome Comments
Kindergarten (Fall 2011)	Kindergarten Readiness Indicator	IL participants performed better on a kindergarten readiness measure of early literacy and language skills compared to non-participants
Second Grade (Fall 2013)	Istation Early Reading	IL participants performed better on a measure of grade-appropriate early reading skills compared to non-participants
Second Grade (Spring 2014)	SAT 10 Achievement Test	More IL participants earned a proficient/advanced score on the 2nd grade SAT 10 reading achievement scale compared to non-participants
Third Grade (Fall 2014)	Istation Early Reading	IL participants performed better on a measure of grade-appropriate early reading skills compared to non-participants
Third Grade (Spring 2015)	TCAP Achievement Test	More IL participants earned a proficient/advanced score on the 3rd grade TCAP reading achievement scale compared to non-participants

"The consistency of the findings is striking. Students who had participated in Imagination Library demonstrated stronger reading skills than non-participating students on multiple measures of reading at multiple time periods. This difference remained even when controlling for outside factors known to influence reading, such as student race, level of English proficiency, and pre-kindergarten early education experiences...And notably, the difference was maintained throughout the entire early childhood period, which is generally considered to be from birth through age eight years."

Sell, M. A. (2015). Comparisons of Academic Date for Imagination Library Participants vs Non-Participants. . Research Brief, Office of Strategy and Innovation, Dept. of Performance Management and Research, Shelby County Public Schools