ILKIS*: Dolly Parton’s Imagination Library (DPIL) Year 1

Background:

- 25-item Parent Survey:
  - Demographic items
  - DPIL-specific items:
    - Enrollment
    - Use of parent suggestions provided with books
  - Shared Book Reading (SBR) items:
    - SBR frequency (times in last week)
    - SBR practices (e.g., asking child to read along or rereading books)
    - Child’s interest in reading (e.g., child asks to be read to or looks at books by self)

- 117 parent-child dyads:
  - 64% female; 36% male children
  - 84% African American; 6% White; 6% Hispanic; 4% Other
  - All children attended NCPK
  - 69% of children were enrolled in DPIL for at least part of year
  - 31.6% parents reported reading to child every day
  - 44.4% read to child 3 or more times a week
  - 23.1% read to child 1 or 2 times a week
  - 0.9% did not read to child

Key Findings:

DPIL enrollment of NCPK attendees outpaced enrollment in community at large.

When compared to baseline year, DPIL Year 1 parents reported:

- Greater children’s interest in being read to
- Greater frequency of SBR
- Greater engagement with children during SBR

Need for additional strategies to support full enrollment of NCPK students in DPIL and maximize effectiveness of SBR practices in all families.

Parents with 2 or 3 children receiving DPIL books reported more frequent SBR (46% read to child every day in past week), compared to households with one child or more than 3 children receiving DPIL books.

Implications and Next Steps:

Continued collaborations with NCPK, the United Way, and Pitt County Schools:

- Maximize DPIL enrollment, so that 100% of NCPK families have opportunity to enroll
- Design sustainable and scalable strategies to support shared book reading in families
  - Create a flyer about SBR to be distributed widely throughout the community, including PCS
  - Create a quarterly newsletter to be distributed digitally through UW to all families enrolled in DPIL
    - Include community calendars for free, literacy-focused events
    - Reflect the needs of the community and incorporate knowledge gained through parent surveys
- Explore possibilities for developing SBR-focused opportunities for NCPK parents, using the DPIL books to personalize the reading experience and connect to each family’s worldview, values, and cultural practices.

*Learn more about Imagination Library Kindergarten Impact Study (ILKIS) at http://blog.ecu.edu/sites/ilkis