**ILKIS** BASELINE YEAR

**Background:**

- **152** parent-child dyads
  - 24-item Parent Survey
  - Child Measures at Kindergarten Entry:
    - Print Concepts and Reading Behaviors
    - Letter Naming Fluency and Phonemic Segmentation
    - Narrative Retelling and Comprehension

- **Children:**
  - 53% female; 47% male
  - 53% African American; 36% White
  - 5% Mixed; 4% Hispanic; 2% Asian

- **23.2%** of parents reported reading to child every day
  - 39.7% report reading to child 3 or more times a week
  - 28.5% report reading to child 1 or 2 times a week
  - 8.6% not reading to child at all

**Key Findings:**

**Greater frequency of Shared Book Reading (SBR) associated with better outcomes on:**

- Interest in Reading
- Narrative Retelling
- Narrative Comprehension
- Print Concepts & Reading Behaviors

**Stopping to ask child about words or letters while reading associated with:**

**Performance on composite measure of Letter Naming Fluency and Phonemic Segmentation**

**Implications and Next Steps:**

**Sharing with community partners for conversations about:**

- Emergent Literacy
- Constrained and Unconstrained Skills in Literacy Development
- Importance of Schools and Families Working Together

**Future recruitment at end-of-year public PreK sites:**

- Reduce variability in family income, parent education, and in-school SBR experiences
- Enrolling younger siblings to give more children SBR opportunities for several years prior to kindergarten

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