

One-Year Evaluation on Alaska's Imagination Library Program

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"... parents hold the key that can open the door to excitement, adventure, and learning. And it's never too soon to begin. Experts all agree that by reading with your child every day, you can spark their imagination and inspire their early education. These moments with your child will last a lifetime, because each time you read with your child, you help them to dream more, learn more, care more, and be more."

Dolly Parton



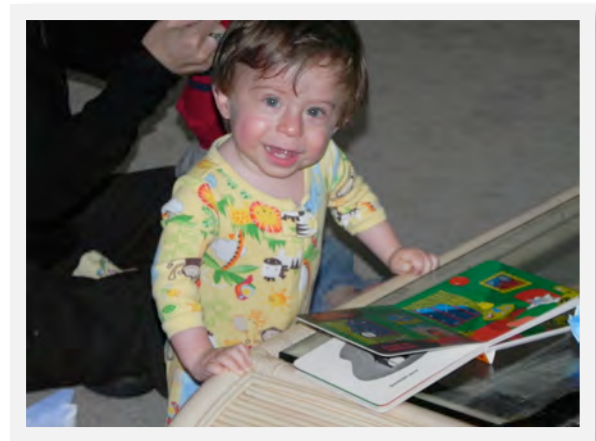
A Report on Alaska's Imagination Library Program

Executive Summary

June 2011

The Alaska Imagination Library program is working to provide books to families of young children at no charge throughout the state. The intent is to bring books into homes of Alaska's youngest citizens from birth through age five and to encourage the families to read to and interact with their children so children can be better prepared for formal schooling experiences. The project is voluntary and provides books to children from birth to age five on a monthly basis through mailings directly to the home. The Alaska Imagination Library project was first evaluated in January 2010. Key findings of the first evaluation indicated that many Alaskan communities were enrolling children in the Imagination Library programs and these programs were having an effect on families receiving monthly books. Findings included an increase in the amount of books in the home, more families were feeling their children were ready for kindergarten, and more children and families were enthusiastic about reading children's books.

Best Beginnings is helping communities around Alaska create or expand the program in their area with the financial support of the Rasmuson Foundation, the Alaska Department of Education & Early Development (DEED), and The Children's Hospital at Providence. In 2010 there were 11 Imagination Library affiliates in the state of Alaska. Today this has been expanded to over 70 communities participating in Alaska through 21 affiliates under the Best Beginnings umbrella. See map for Imagination Libraries in the state of Alaska.



Early Childhood Partnerships & Imagination Libraries in Alaska

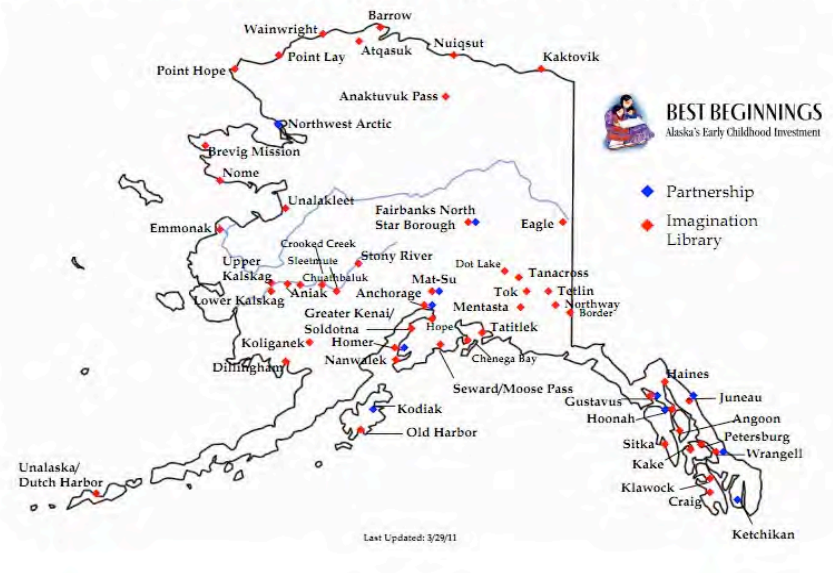


Figure 1. Alaska Imagination Library programs

As of May 2011, there were 13,146 Alaskan children enrolled in the Dolly Parton Imagination Library.

Comments regarding the IL program are overwhelmingly positive and suggest that the IL program is making a meaningful difference in the lives of the participating families:

- families are very enthusiastic about receiving books
- families are reading more together, more often
- families can see the impact the books have made in their children's interests and imagination, and feel that it will help prepare their children for kindergarten
- families have increased the size of their children's libraries in their home
- families have encouraged other families to participate in the Alaska Imagination Library programs

Alaska's Imagination Library Program

In 2004, Alaska's Ready to Read, Ready to Learn Task was convened with 27 members that were leaders in business, nonprofits, education, government, civic organizations, and philanthropic organizations with support from Alaska Humanities Forum, CIRI Foundation, and Rasmuson Foundation. The task force learned about pertinent issues and research related to early literacy, brain development, practices in early childhood, and school success. The task force later became known as Best Beginnings, a public-private partnership. They released a report in 2006 with recommendations that were divided into three categories:



1. Supporting parents as a child's first and most important teachers
2. Advocating for high quality, affordable, and accessible childcare
3. Alaska will have a sustainable system to help prepare children for success in school (sustainability, financing, and workforce)

Best Beginnings vision is: **All Alaska children begin school ready to succeed.**

The Report from Best Beginnings states that we will have succeeded when:

- Parents and extended family are engaged in their children's learning from birth on.
- Most Alaskans know that early learning and literacy are important to society.
- Most Alaskans understand that investments in early learning pay big dividends to the state as a whole.



- Sufficient funds are committed – from public and private sources – to ensure that every Alaska child has the opportunity to begin school ready to succeed.

Best Beginnings committed itself to support the creation of Dolly Parton's Imagination Library (IL) in April of 2008. This initiative is supportive of Best Beginning's first recommendation of supporting parents as their child's first and most important teacher.

IL Enrollment

Based on 2010 Alaska Census data (<http://live.laborstats.alaska.gov/cen/dp.cfm>), there are approximately 53,996 children under 5 years in age (birth – age 4) in the state of Alaska. Currently not all communities in Alaska have an IL program. As funding and information about the Imagination Library project grows, new IL programs are started in communities. As programs and funding increase, the enrollment rises as well.

IL enrollment is very high in some rural communities where nearly all the eligible children ages birth to five are enrolled in the IL program. This suggests that IL is particularly successful in supporting these families who wish to enhance and enrich their children's early learning and future school success.

The state of Alaska is divided into five distinct regions. Over half of the state’s population lives in the Anchorage and Matanuska-Susitna Borough (54%) which is in the Southcentral region.

	Total	Male	Female
Total AK Population	710,231	369,628	340,603

	Number	Percent	Male	Female
Under 5 years	53,996	27.0%	27,896	26,100

Figure 2. Alaska Children by Age and Sex in 2010 (Alaska Census Data)

IL Evaluation

Previous evaluation completed for 2009-2010 showed significant success in meeting the goals of the Imagination Library as well as Best Beginnings (Seitz & Capuozzo, 2010). The present round of evaluation used a similar procedure with different communities. Several specific areas were looked at to show the effect the Imagination Library (IL) has on children and their parents’ early literacy behaviors and attitudes. In an effort to gauge the effect the IL has on children and families, a pre-post-test design was implemented. The pre-test, hereafter referred to as Survey 1 (see appendix 1) was administered at the time of enrollment. The post-test, hereafter referred to as Survey 2 (see appendix 2), was administered after a family had been in the IL for one full year.

In Alaska, a handful of communities have been participating in IL for more than two years, but quite a few came on in 2009, including Anchorage, Seward/Moose Pass, and Angoon. Families from these three communities completed Survey 1 upon enrollment and were a part of the first AK IL evaluation (Seitz & Capuozzo, 2010).

Evaluation Procedure

Survey 1 was administered to newly enrolled participants in Group 1. Group 1 consists of families living in Anchorage, Brevig Mission, Dillingham, Emmonak, Homer, and Point Hope. These communities represent the newest to engage in the Alaska IL project. Survey 1 was administered by enrollment volunteers in each community and consisted of 4 simple questions and demographic information that were either asked by the volunteer or filled out on a form by the enrollee. Data were entered into Survey Monkey software.

Group 1 Communities	Total Population (2010 census)	Total Population under the age of 5 (2010 census)	Percent of the population	# of newly enrolled families who completed Survey 1
Anchorage	291,826	21,961	7.5%	1098
Brevig Mission	388	55	14.1%	21
Dillingham	2,329	199	8.5%	114
Emmonak	762	68	8.9%	54
Homer	5,003	309	6.1%	117
Point Hope	674	85	12.6%	31

Figure 3. Group One Communities

Survey 2 was administered to participants in Group 2 who had been enrolled in the program for more than one year. Group 2 consists of families living in Anchorage, Seward/Moose Pass, and Angoon. Evaluators, utilizing email addresses, conducted the majority of Survey 2 by emailing a link to Survey 2 to participants in Group 2. The evaluators also attempted to contact participants by telephone in Anchorage. A community volunteer in Angoon collected Survey 2 responses. See Figure 4. Survey 2 had 10 questions many of which were identical or closely related to Survey 1 to allow for comparisons. Data were entered into Survey Monkey software.

Anchorage

The participant list provided for survey selection for the Anchorage IL program contained 4,515 participants, some of whom were siblings living in the same household. There were 1,722 participants who had been receiving books for one full year (cut-off enrollment date utilized was March 31, 2010). Of the 1,722 participants, 1,198 listed an email address. This group was emailed an invitation explaining the evaluation project and a link to Survey 2. A follow-up email 2 weeks later was sent to these same participants. Three-hundred and seven online surveys were completed. This equates to a 26% return rate.

Of the remaining 524 participants who met Survey 2 criteria, 502 listed a telephone number. Twenty-two participants did not list an email or a telephone number. Evaluators attempted to contact 50 participants (selecting every fifth on the list) of the 502 that listed a telephone number. Of the 50 attempts only 6 successful surveys were collected. This equates to a 12% return rate. The other 44 participants either did not answer the telephone call, or more commonly, the telephone number had been disconnected.

There were 1,722 eligible Survey 2 participants from the Anchorage IL program, a total of 314 participants completed Survey 2. This represents 18% of the participants, from the Anchorage IL program, that have been enrolled for more than one year.

Angoon

Of the 8 eligible participants in the Angoon IL program who had been receiving books for one full year, 6 participants completed Survey 2 (cut-off enrollment date utilized was March 31, 2010). This represents 75% of the participants from the Angoon IL program. A community volunteer from Angoon facilitated the completion of Survey 2.



Seward and Moose Pass

The participant list provided for survey selection for the Seward/Moose Pass IL program contained 148 participants, all of whom met the March 31, 2010 cut-off enrollment date for Survey 2. Of the 148 participants, 128 listed an email address. This group was emailed an invitation explaining the evaluation project and a link to Survey 2. A follow-up email 2 weeks later was sent to these same participants. No telephone inquiries were attempted. Twenty-eight online surveys were completed. This represents 19% of the participants from the Seward and Moose Pass IL program who have been enrolled for more than one year.

Group 2 Communities	Total Population (2010 census)	Total Population under the age of 5 (2010 census)	Percent of Population	# of participants who completed Survey 2
Anchorage	291,826	21,961	7.5%	314
Angoon	459	36	7.8%	6
Seward and Moose Pass	2,912	149	5.1%	28

Figure 4. Group Two Communities

Findings

The data suggests that the IL program has supported one of Best Beginnings recommendations of *supporting parents as their child's first and most important teacher* by sending books into homes for parents to read with their children. The survey data suggests that more parents are reading to children and this is a valuable experience that will help their children succeed in kindergarten.

The summary is as follows:

Survey 1 Findings

Survey 1 was administered to six communities (Anchorage, Point Hope, Dillingham, Homer, Emmonak, and Brevig Mission) for a total of 2,435 participants. Data gathered from this group included: *the number of books in the home; the child's enthusiasm toward books and reading;*

the frequency of parent reading to child in a week; and the perceived parental importance of reading and books. The findings from these questions are presented in the data chart on Figure 5, Survey 1 results.

Survey 1 was administered to new IL participants in Anchorage, Point Hope, Homer, Emmonak, Brevig Mission, and Dillingham during the 2010 period. This was the same Survey 1 that was administered during the 2009 period to three communities (Anchorage, Seward/Moose Pass, and Angoon).

Three areas from Survey 1 showed important findings about the value of having children’s books delivered to Alaskan children’s homes through the Imagination Library programs. The IL programs are supporting growth in Alaskan family’s children’s libraries (number of books), the program is helping to support young children’s enthusiasm towards reading, and parents believe reading is important for their child’s development.

Survey 1 Results 2010-2011

	# Children’s books at home (#1)		# Times parent reads to child in a week (#2)		Enthusiasm for books (#3)		Importance of reading (#4)	
Anchorage N= 1098	None	79 (7.3%)	None	35 (3.2%)	Not	24 (2.3%)	Not	3 (0.3%)
	1-10	426 (39.1%)	Once	150 (13.9%)	Some	180 (16.9%)	Some	13 (1.2%)
	10-20	218 (20%)	2-6	432 (39.9%)	Enthusiastic	284 (26.7%)	Important	97 (8.9%)
	20+	366 (33.6%)	7	465 (43%)	Very	574 (54%)	Very	974 (89.6%)
Point Hope N= 31	None	2 (6.7%)	None	1 (3.2%)	Not	1 (3.3%)	Not	0 (0)
	1-10	12 (40%)	Once	5 (16.1%)	Some	10 (33.3%)	Some	0 (0)
	10-20	7 (23.3%)	2-6	17 (54.8%)	Enthusiastic	10 (33.3%)	Important	4 (12.9%)
	20+	9 (30%)	7	8 (25.8%)	Very	9 (30%)	Very	27 (87.1%)
Homer N= 117	None	2 (1.7%)	None	1 (0.9%)	Not	7 (6%)	Not	2 (1.7%)
	1-10	21 (18.1%)	Once	2 (1.7%)	Some	15 (12.9%)	Some	0 (0)
	10-20	21 (18.1%)	2-6	34 (29.3%)	Enthusiastic	27 (23.3%)	Important	3 (2.6%)
	20+	72 (62.1%)	7	79 (68.1%)	Very	67 (57.8%)	Very	111 (95.7%)
Emmonak N= 54	None	0 (0)	None	1 (2%)	Not	1 (1.9%)	Not	0 (0)
	1-10	19 (35.2%)	Once	2 (4%)	Some	10 (18.5%)	Some	1 (1.9%)
	10-20	20 (37%)	2-6	31 (62%)	Enthusiastic	18 (33.3%)	Important	3 (5.6%)
	20+	15 (27.8%)	7	16 (32%)	Very	25 (46.3%)	Very	50 (92.6%)
Brevig Mission N= 21	None	4 (19%)	None	4 (19%)	Not	1 (5%)	Not	1 (5.3%)
	1-10	11 (52.4%)	Once	8 (38.1%)	Some	7 (35%)	Some	1 (5.3%)
	10-20	4 (19%)	2-6	8 (38.1%)	Enthusiastic	8 (40%)	Important	5 (26.3%)
	20+	2 (9.5%)	7	1 (4.8%)	Very	4 (20%)	Very	12 (63.2%)
Dillingham N= 114	None	0 (0)	None	2 (1.8%)	Not	0 (0)	Not	0 (0)
	1-10	28 (24.8%)	Once	8 (7%)	Some	26 (23%)	Some	0 (0)
	10-20	27 (23.9%)	2-6	53 (46.5%)	Enthusiastic	43 (38.1%)	Important	7 (6.1%)
	20+	58 (51.3%)	7	51 (44.7%)	Very	44 (38.9%)	Very	107 (93.9%)
								Total N=1435

Figure 5. Survey 1 Results

Number of children's books in the home

The question *how many books do you have at home*, was asked of participants on Survey 1. There were 1,423 participants (out of the 1,435 enrollees who filled out survey 1) who answered this question about the size of their children's book library. The same percentage was found for two categories: the number of families having either 20 children's books or more and libraries with 1-10 children's books at home (figures 6 and 7).

# of Children's Books	# of responses	Percentage
20 or more books in home	522	36.6%
10-20 books in home	297	20.8%
1-10 books in home	517	36.3%
0 books in home	87	6.1%
Total	1423	

Figure 6. Books in the Home

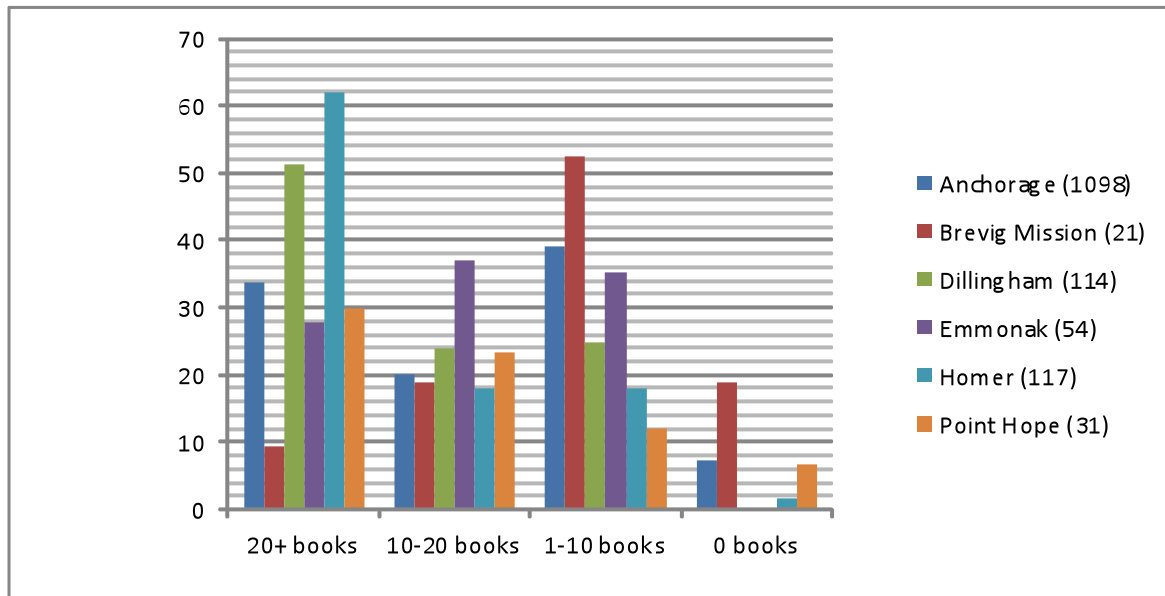


Figure 7. Percentages of Books in the Home

Child's enthusiasm towards books and reading

Another important finding in Survey 1 was *enthusiasm towards books and reading*. A total of 1,395 of the 1,435 participants answered this question on the survey. Of those, 51.8% said their child was “very enthusiastic” about books and reading. Many of the comments also addressed how excited children were to receive books in the mail. See figures 8 and 9.

Enthusiam for Books	# of responses	Percentage
Not	34	2.4%
Some enthusiasm	248	17.7%
Enthusiastic	390	27.9%
Very enthusiastic	723	51.8%
Total	1395	

Figure 8. *Enthusiasm towards Books and Reading*

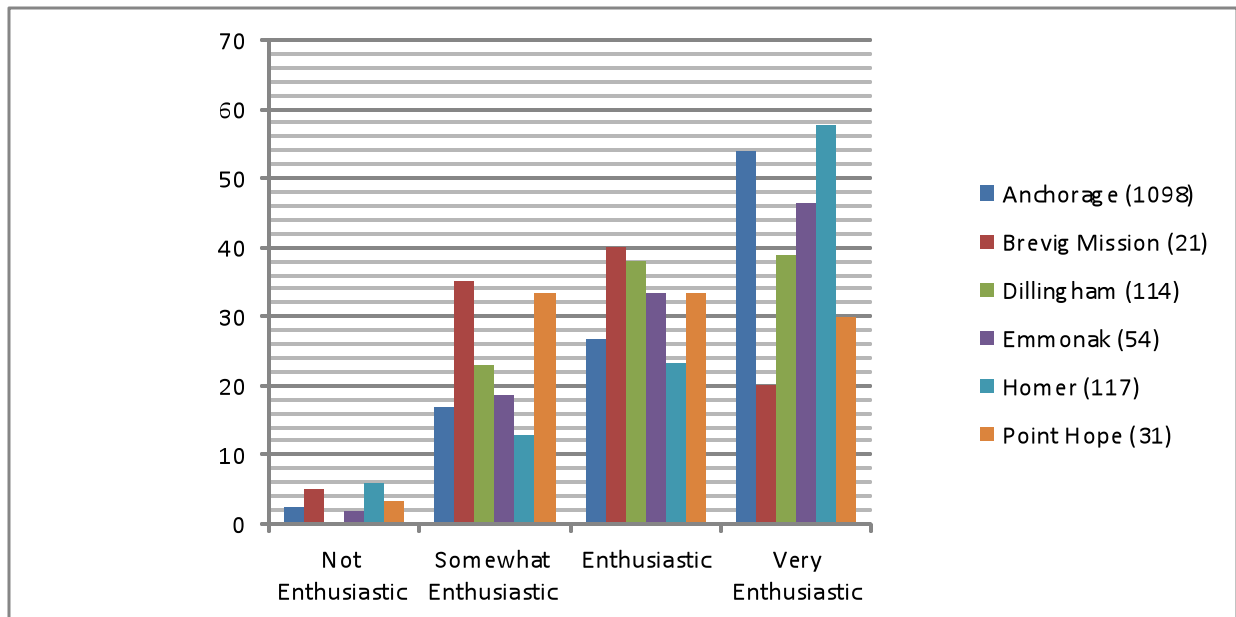


Figure 9. *Percentages of Enthusiasm towards Books and Reading*



Importance of Reading

The third interesting finding on Survey 1 was from question #4 that asked parents about the *importance of reading to their children*. The purpose of this information is to see if parents value the time reading with children and if this supports their development. If this action is valued, then parents may want to read more and be supportive of the IL programs.

These data represent individuals who have yet to receive their first IL book in the mail. Nearly all respondents to this question believe reading and books are of some importance to their child’s development. Over 89% of the respondents, felt reading and books are very important to their child’s development. See figures 10 and 11.

Importance of reading	# of responses	Percentage
Not	17	1.1%
Some important	19	1.3%
Important	115	8.0%
Very important	1270	89.4%
Total	1421	

Figure 10. Importance of Reading

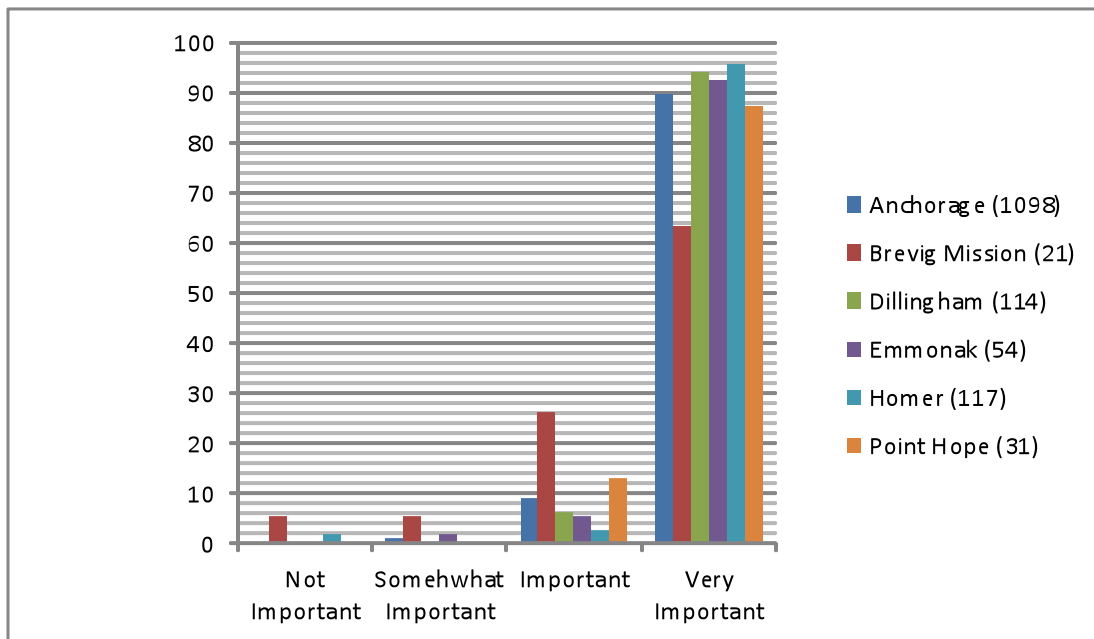


Figure 11. Percentages of Importance of Reading

Survey 2 Findings

Survey 2 was completed by 348 individuals enrolled in IL programs in the communities of Anchorage (n=314), Seward/Moose Pass (n=28), and Angoon (n=6). These families have been enrolled in the IL for a period of one or more years as of March 31, 2010. The purpose of Survey 2 is to understand any effect the program has on individual children and their families. Each of these communities completed Survey 1 in the 2009 evaluation cycle. This allows a group-to-group comparison.

Data generated from Survey 2 (questions 2-5 are on figure 12 and questions 6-10 are on figure 13) included four identical questions that mirror Survey 1. Additional questions were posed asking the participant if the IL will *help prepare their child for kindergarten*; if the parent has *encouraged others in the community to join the IL*; if the parent feels their child looks forward to the arrival of the book each month; and does the parent feel he or she reads more since joining the IL. One additional question asked the participant if they had *attended any events in their community that involved books for young children*.

Survey 2 Results 2010-2011 Questions 2-5										
	# Children's books at home (#2)	# Times parent reads to child in a week (#3)	Enthusiasm for books (#4)		Importance of reading (#5)		Kindergarten preparation (#6)			
Anchorage N= 314	1-10	7 (2.3%)	None	0 (0)	Not	0 (0)	Not	0 (0)	No	6 (1.9%)
	10-20	17 (5.5%)	Once	6 (1.9%)	Some	16 (5.1%)	Some	2 (0.6%)	Yes	288 (93.2%)
	20-50	78 (25.1%)	2-6	64 (20.6%)	Enthusiastic	54 (17.3%)	Enthusiastic	14 (4.5%)	N/A	15 (4.9%)
	50+	209 (67.2%)	7	241 (77.5%)	Very	242 (77.6%)	Very	295 (94.9%)		
Seward - Moose Pass N= 28	1-10	1 (3.6%)	None	0 (0)	Not	0 (0)	Not	0 (0)	No	2 (7.1%)
	10-20	2 (7.1%)	Once	0 (0)	Some	1 (3.6%)	Some	0 (0)	Yes	26 (92.9%)
	20-50	6 (21.4%)	2-6	7 (25%)	Enthusiastic	9 (32.1%)	Enthusiastic	2 (7.1%)	N/A	0 (0)
	50+	19 (67.9%)	7	21 (75%)	Very	18 (64.3%)	Very	26 (92.9%)		
Angoon N= 6	1-10	0 (0)	None	0 (0)	Not	0 (0)	Not	0 (0)	No	0 (0)
	10-20	0 (0)	Once	0 (0)	Some	0 (0)	Some	0 (0)	Yes	6 (100%)
	20-50	3 (50%)	2-6	2 (33.3%)	Enthusiastic	0 (0)	Enthusiastic	0 (0)	N/A	0 (0)
	50+	3 (50%)	7	4 (66.7%)	Very	6 (100%)	Very	6 (100%)		

Figure 12. Questions 2-5

Survey 2 Results 2010-2011								
Questions 6-10								
	Encouraged other families (#7)	Look forward to books (#8)	Read more (#9)	Community events (#10)				
Anchorage = 314	Yes	285 (91.3%)	Yes	250 (80.9%)	Yes	163 (52.8%)	Yes	182 (58.9%)
	No	22 (7.1%)	No	21 (6.8%)	No	127 (41.1%)	No	127 (41.1%)
	N/A	5 (1.6%)	N/A	38 (12.3%)	N/A	19 (6.1%)		
Seward - Moose Pass N= 28	Yes	22 (78.6%)	Yes	24 (85.7%)	Yes	16 (57.1%)	Yes	17 (63%)
	No	5 (17.9%)	No	1 (3.6%)	No	10 (35.7%)	No	10 (37%)
	N/A	1 (3.6%)	N/A	3 (10.7%)	N/A	2 (7.1%)		
Angoon N= 6	Yes	4 (66.7%)	Yes	6 (100%)	Yes	6 (100%)	Yes	6 (100%)
	No	0 (0)	No	0 (0)	No	0 (0)	No	0 (0)
	N/A	2 (33.3%)	N/A	0 (0)				

Figure 13. Questions 6-10

Number of Times Parent Reads to a Child in a Week

Survey 2 asked participants how many times a week they read to their child. In each of the Survey 2 communities of Anchorage, Seward/Moose Pass, and Angoon participants shared how many days a week they read to their child. There were 348 participants that completed this question; 248 or 77% of participants read to their child every day of the week. See figures 14 and 15.

# Times child is read to in a week	Anchorage	Seward/Moose Pass	Angoon
None	0	0	0
Once	1.9	0	0
2-6	20.6	25	33.3
7	77.5	75	66.7
Total	N=314	N=28	N=6

Figure 14. Number of Times a Parent Reads to a Child in a Week

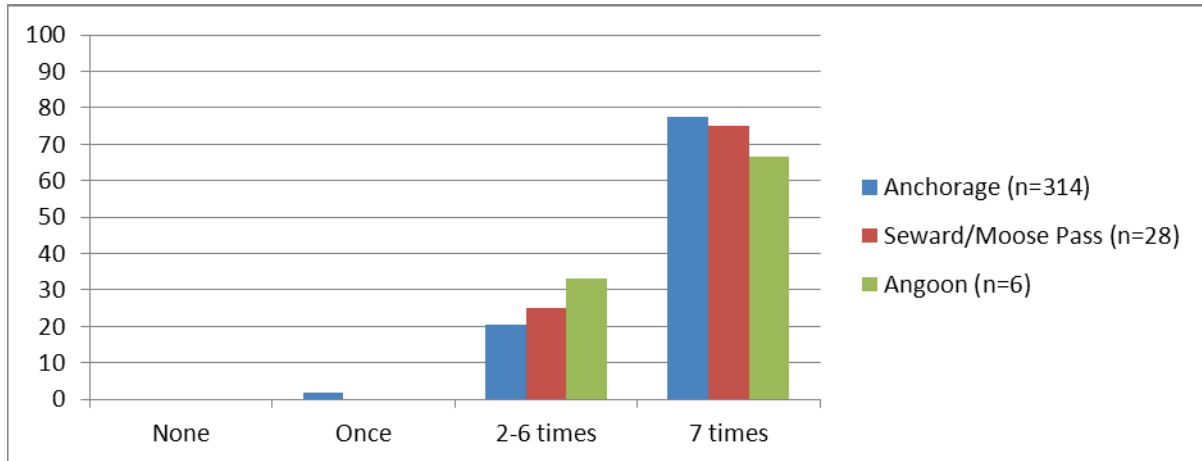


Figure 15. Number of times Parents Reads to Child in a Week

Reading is Important

Survey 2 asked participants how important they believed reading and books are to their child’s development. In each of the Survey 2 communities of Anchorage, Seward/Moose Pass, and Angoon participants overwhelmingly state their belief that reading is important to their child’s development. There were 345 participants that completed this question; 327 or 94.7% of the participants believe reading is very important to their child’s development. (See figures 16 and 17).

Reading is important	Anchorage	Seward/Moose Pass	Angoon
Not Important	0	0	0
Somewhat Important	0.6	0	0
Important	4.5	7.1	0
Very Important	94.9	92.9	100
Total	N=314	N=28	N=6

Figure 16. Reading is Important

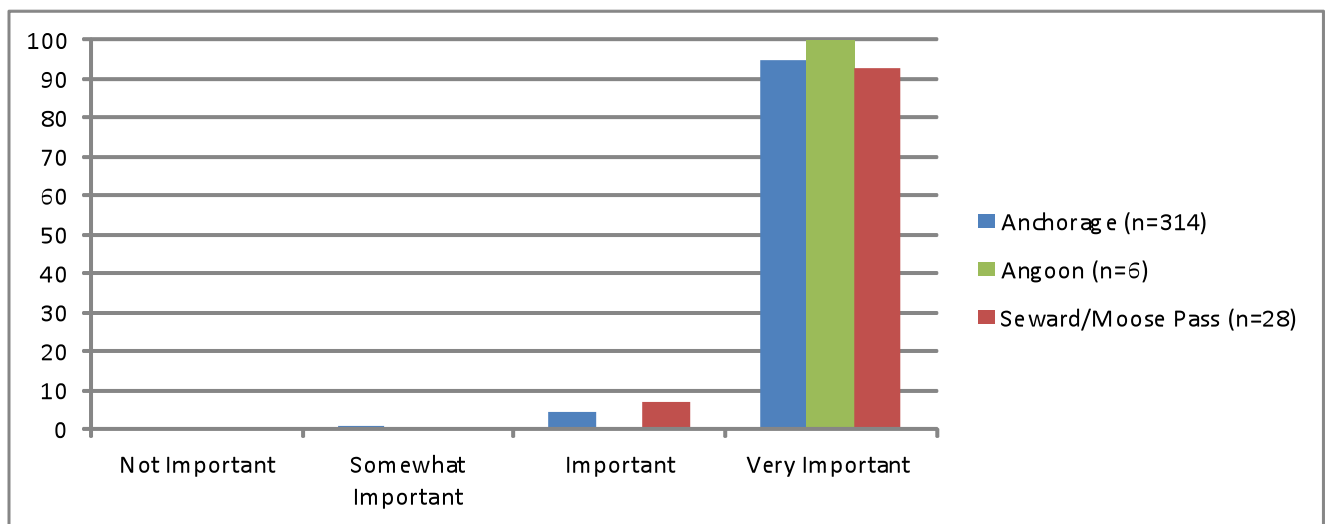


Figure 17. Percentages of Reading is Important

Imagination Library Helps Prepare Child for Kindergarten

Survey 2 asked participants if parents or guardians felt that the Imagination Library program *will help prepare their child for kindergarten*. There were 343 participants that completed this question; 320 or 93.2% of the participants believe their child is more prepared for kindergarten because of his/her involvement in the Imagination Library. Eight participants or 2.3% stated “No” to this question; 15 participants or 4.3% of the participants stated “N/A” to this question.

Preparation for kindergarten	Anchorage	Seward/Moose Pass	Angoon
N/A	4.9	0	0
No	1.9	7.1	0
Yes	93.2	92.9	100
Total	N=314	N=28	N=6

Figure 18. More Prepared for Kindergarten

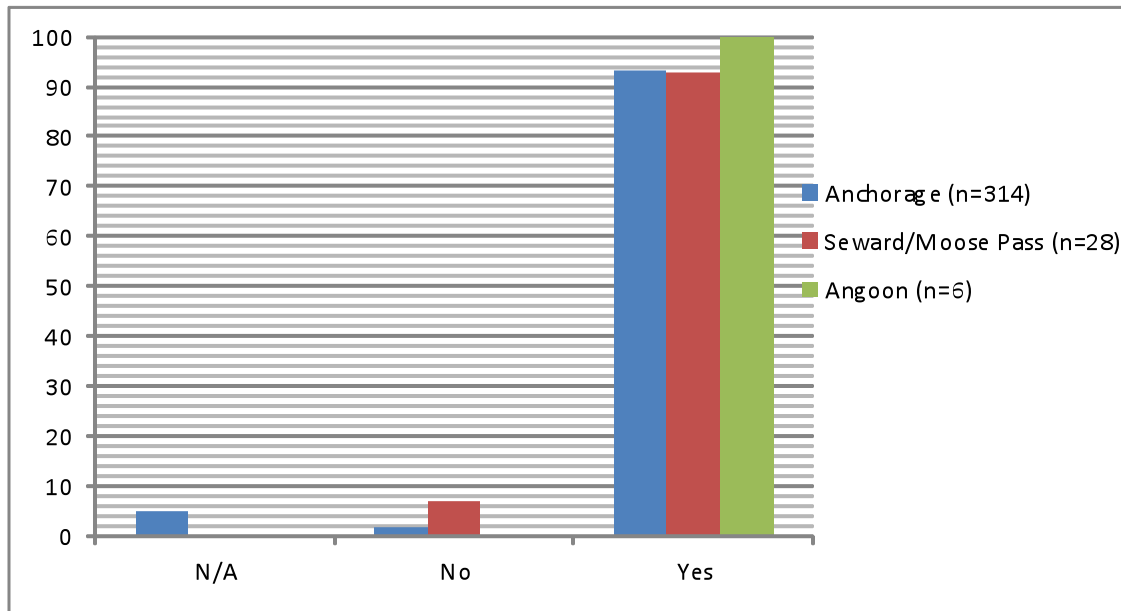


Figure 19. Percentages of More Prepared for Kindergarten

Reading More to Your Child since Receiving Imagination Library Books

Survey 2 asked participants if they *read more to their child* since receiving Imagination Library books. There were 343 participants that answered this question; 185 or 53.9% of the participants state they read more to their child since receiving Imagination Library books; 137 or 39.9% of the participants stated they do not read more since receiving the Imagination Library books; 21 participants or 6.1% of the participants answered “N/A” to this question.

Read more	Anchorage	Seward/Moose Pass	Angoon
N/A	6.1	7.1	0
No	41.1	35.7	0
Yes	52.8	57.1	100
total	N=314	N=28	N=6

Figure 20. Read More often since Receiving Books from IL Program

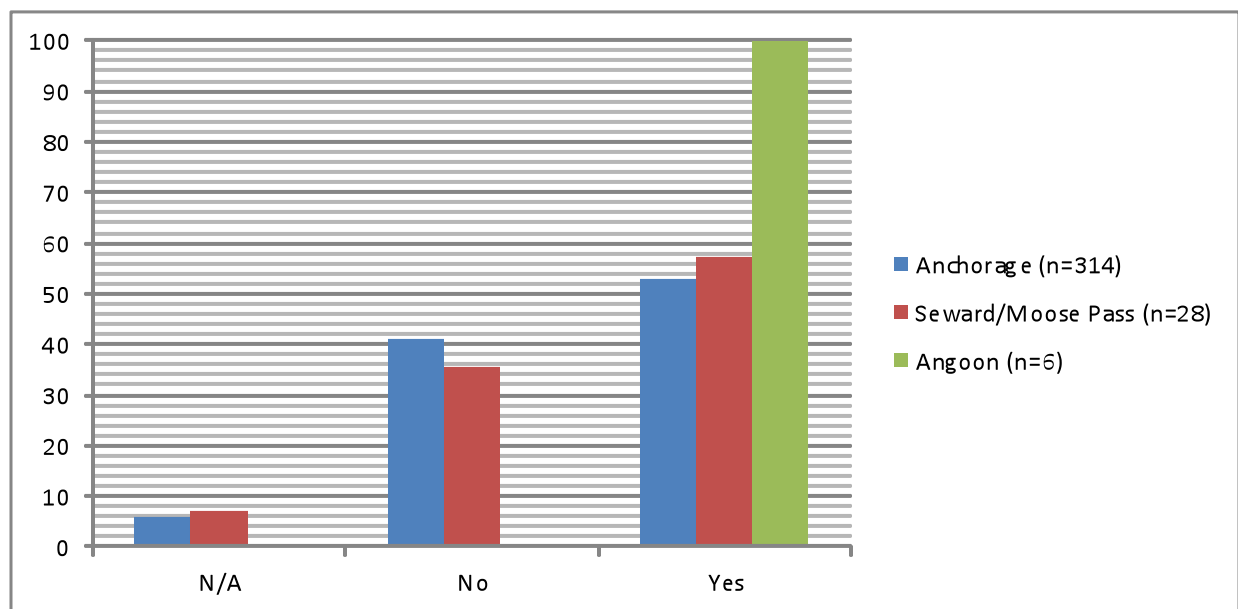


Figure 21. Percentages of Reading More since Receiving Books from IL Program

Comparing the Findings of Survey 1 (2009-2010) and Survey 2 (2010-2011)

In 2009, Survey 1 was completed by 509 newly enrolled participants in the communities of Anchorage (n=472), Seward/Moose Pass (n=29), and Angoon (n=8). Data gathered from this survey included: the amount of books in the home; the child's enthusiasm toward books; the frequency of parent reading to child in a week; and the perceived parental importance of reading and books to their child's development. Survey 2, in 2011 was completed by 348 participants in the communities of Anchorage (n=314), Seward/Moose Pass (n=28), and Angoon (n=6). Participants enrolled in IL for a period of at least one year as of March 31, 2011 were eligible to complete Survey 2. Please note that this comparison is not individual-to-individual; it rather is meant to compare a group of participants from each community in 2009 to a group in the same community in 2011. See figure 22.

Data from several questions showed important findings about the value of having children’s books delivered through the Imagination Library programs. The comparison of the same groups shows that children are more enthusiastic about receiving their monthly books and parents feel it is even more important to have books than they did a year ago. See figures 22-30.

Survey 1 and 2 Results Comparison

2009-2010 to 2010-2011

	# Children books in the home		# Times parent reads to child in a week			Enthusiasm for books			Importance of reading			
	2009	2011		2009	2011		2009	2011		2009	2011	
Anchorage 2009- N=472 2011 N=314	None	14 (3%)	0	None	11 (2.4%)	0 (0%)	Not	8 (1.7%)	0 (0%)	Not	0 (0%)	0 (0%)
	1-10	104 (22.1%)	7 (2.3%)	Once	28 (6%)	6 (1.9%)	Some	66 (14%)	16 (5.1%)	Some	6 (1.3%)	2 (0.6%)
	10-20	78 (16.6%)	17 (5.5%)	2-6	135 (26.8%)	64 (20.6%)	Enthusi astic	105 (22.3%)	54 (17.3%)	Importa nt	25 (5.3%)	14 (4.5%)
	20+	275 (58.4%)	287 (92.3%)	7	294 (62.8%)	241 (77.5%)	Very	291 (61.9%)	242 (77.6%)	Very	437 (93.4%)	295 (94.9%)
Seward – Moose Pass 2009- N=29 2011 N=28	None	0	0	None	0 (0%)	0 (0%)	Not	0 (0)	0 (0)	Not	0 (0%)	0 (0%)
	1-10	4 (13.8%)	1 (3.4%)	Once	2 (6.9%)	0 (0%)	Some	1 (3.6%)	1 (3.6%)	Some	1 (3.4%)	0 (0%)
	10-20	2 (6.9%)	2 (6.9%)	2-6	2 (6.9%)	7 (25%)	Enthusi astic	6 (21.4%)	9 (32.1%)	Importa nt	2 (6.9%)	2 (7.1%)
	20+	23 (79.3%)	26 (89.7%)	7	25 (86.2%)	21 (75%)	Very	21 (75%)	18 (64.3%)	Very	26 (89.7%)	26 (92.9%)
Angoon 2009- N=8 2011 N=6	None	0	0	None	0 (0%)	0 (0%)	Not	0 (0%)	0 (0%)	Not	0 (0%)	0 (0%)
	1-10	3 (37.5%)	0	Once	0 (0%)	0 (0%)	Some	0 (0%)	0 (0%)	Some	0 (0%)	0 (0%)
	10-20	0	0	2-6	3 (42.9%)	2 (33.3%)	Enthusi astic	2 (25%)	0 (0%)	Importa nt	0 (0%)	0 (0%)
	20+	5 (62.5%)	6 (100%)	7	4 (67.1%)	4 (66.7%)	Very	6 (75%)	6 (100%)	Very	8 (100%)	6 (100%)

Figure 22. Comparison Chart

Number of books in the home	2009-2010	2010-2011
None	2.7%	0
1-10 books	21.8%	2.3%
10-20 books	15.7%	5.4%
20 or more books	59.6%	92.1%
total	N=504	N=346

Figure 23. Comparison Number of Books in the Home

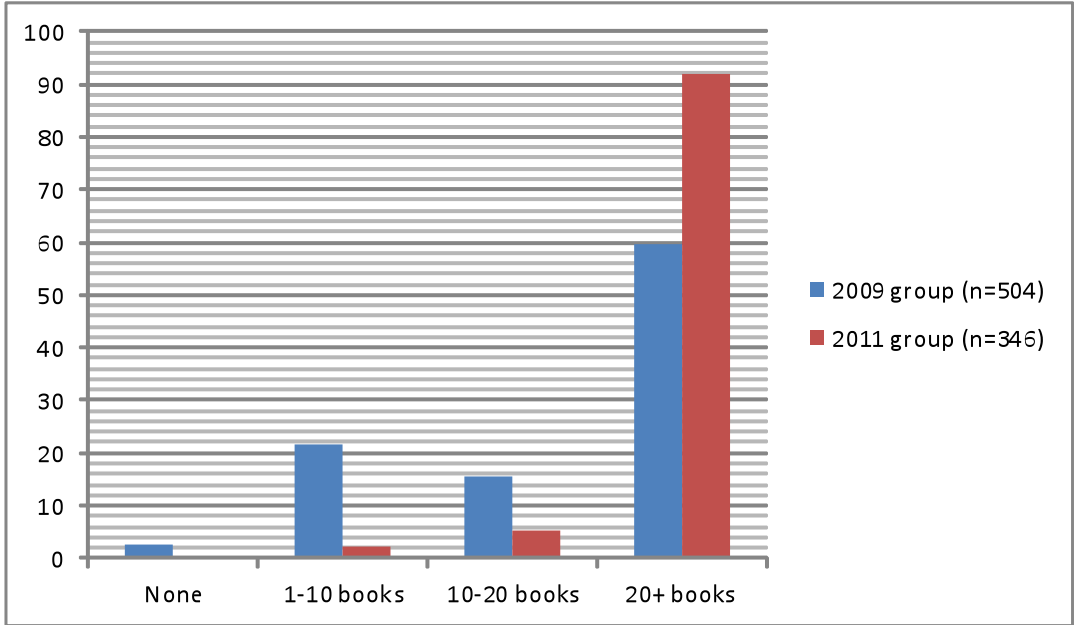


Figure 24. Percentages of Comparisons of Number of Books in the Home

Number of times parent reads to child	2009	2011
None	2%	0
Once a week	6%	2%
2-6 times a week	28%	21%
Daily	64%	77%
total	N=504	N=345

Figure 25. Comparison Number of times Parents Reads to Child in a Week

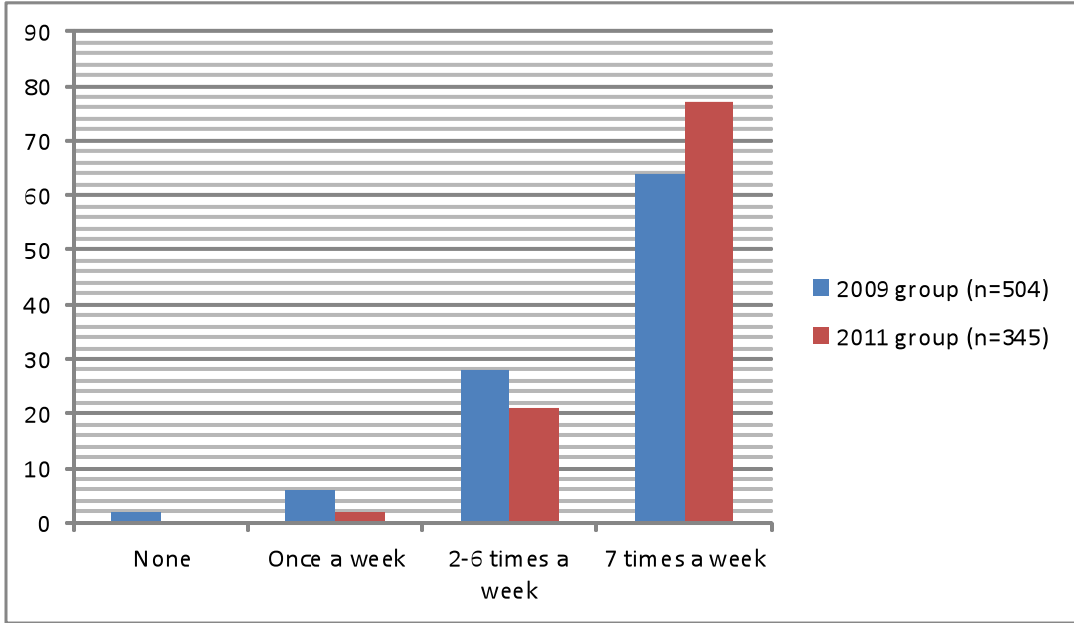


Figure 26. Percentages of Comparison of Number of times Parents Reads to Child in a Week

Enthusiasm towards reading	2009	2011
Not	1.5%	0
Some enthusiasm	13.2%	4.9%
Enthusiastic	22.4%	18.2%
Very enthusiastic	62.7%	76.8%
total	N=509	N=348

Figure 27. Comparison Enthusiasm Towards Reading

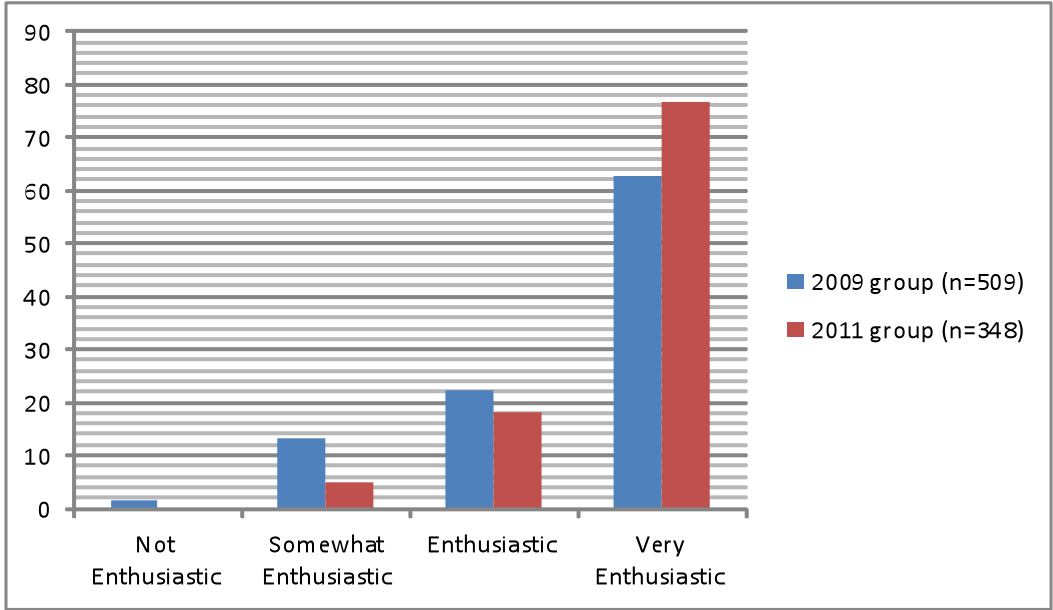


Figure 28. Percentages of Comparison of Enthusiasm Towards Reading

Importance of reading	2009	2011
Not	0	0
Some importance	1.3%	0.5%
Important	5.3%	4.6%
Very important	93.2%	94.7%
Total	N=509	N=348

Figure 29. Comparison Importance of Reading

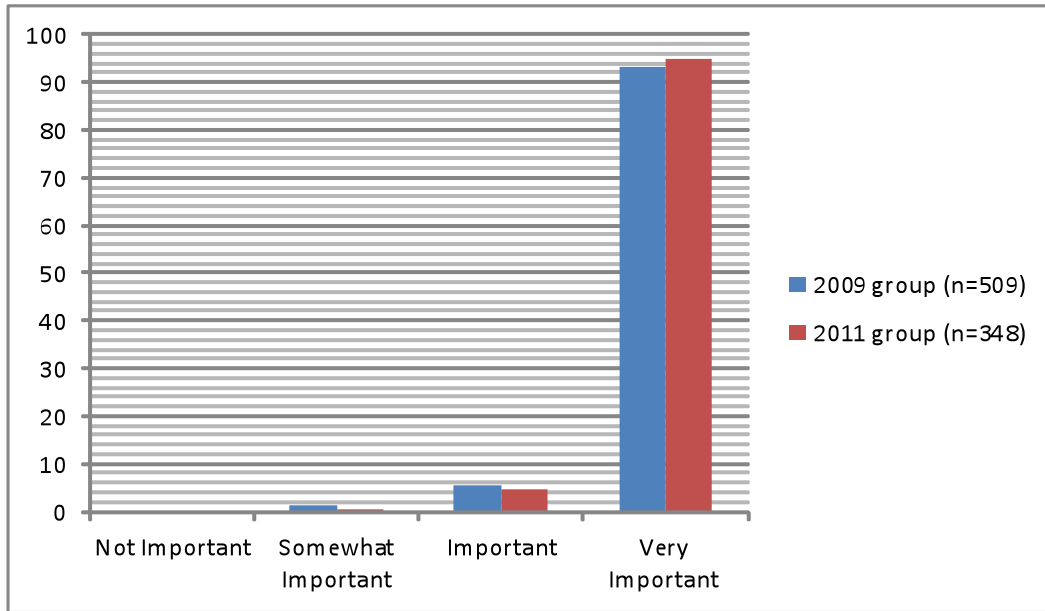


Figure 30. Percentages of Comparisons of Importance of Reading

Conclusions

The second year of data from the Alaska Imagination Library Evaluation has generated a wealth of data that provides a glimpse of the effectiveness of IL in Alaska. The data suggests that the IL programs, children birth-five receiving books on a monthly basis, is having an impact on several key areas in regards to children's early literacy development. Families are growing their children's library collections, children are enthusiastic about reading books, parents feel that reading is important in their child's development, and parents feel that their children will be better prepared for kindergarten.

One of the more interesting, and positive, findings from the comparison between Survey 1 (2009) and Survey 2 (2011) was in the Anchorage community and dealt with the amount of times the parent read to the child in a week. In 2009, 2.4% of the participants responded that they do not read to their child; in the follow-up survey not one individual responded that they do not read to their child in a week. This is a step forward in promoting family literacy in Alaska's largest community. More families are reading every day to their child based on these comparisons. In 2009, 62.8% of the respondents stated they read to their child everyday compared to 77.5% of respondents in 2011. It appears that participation in the IL program has, in part, lead to this increase.

Many families are participating in community events that are connected to the individual Imagination Library programs. Measuring the effect these events are having on the families and children is another area to explore.

Comments from Survey 2

Respondents from programs taking survey 2 were asked to provide any feedback they had about the IL program. Of the 349 respondents, 201 provided written comments.

The comments are overwhelmingly positive and suggest that the IL program is making a meaningful difference in the lives of the participating families:

- children and their families are excited about and look forward to receiving books and reading them
- families are reading more together, more often
- families enjoy using the additional resources on the website and at the community events

Concerns expressed about the IL program relate primarily to the problems associated with the placement of the mailing labels and several wanted to find a way for her child to continue to receive books after they were five.

A sampling of unedited comments are provided below:

We love getting the books every month!!! My son get so excited to read it right away. This program has compleatly given me the support (by sending book) to help my son have a life long love for reading. Without this program I could not afford to buy him new books. Thank you so much for this wonderful program!!!!

I really appreciate that this service is available and that it helps my children become more involved with books!

*I enjoy the emails with activities paired to some the books my child receives in the mail.
LOVE THE PROGRAM*

Thank you a very nice program

This is a great program! It is so much fun for my little one to get "mail." Thank you!

This is such a terrific program, there is absolutely no excuse to not read to your child with books provided for free to you!

Thank you for putting more books in the hands of children. My Lucky Day has been the all time favorite at our home!

I wish the books keep coming even after she turns 5 next month. She really enjoys seeing her name on the mailing label of the book, gives her the sense of ownership and loves to have the books read to her over and over. Thank you so much for this program I wish I've known about it sooner.

This is a fabulous program, I have gotten everyone I know to enroll- even in Canada, and other states!!!! We LOVE it!!!

I just want to say thank you for such a great program. My older two kids were above the cut off age when the program started here in Anchorage. My youngest is enrolled and absolutely loves getting books in the mail. He loves to point them out and point to his name on the address label. He is so proud and happy to have his very own books, they are special to him (many of our other books are "hand-me-downs" from his older siblings). I have always been a fan of children's literature, and I enjoy the title selections you send - they are unique, and I like being exposed to new books and authors. Thanks!!!!

I would be glad to receive more of your books especially my daughter that is just 2 yrs. of age and enjoyed every time I read the books with her. :-)

My son loves that the books are just for him. He then "shares" his book by letting his sisters read it to him. Great, wonderful, brilliant program! Love the program, especially the online guides for the books.

Awesome and valuable program, what a difference it makes for children to have quality literature available to them and their families.

Thank you so very much for the quality story books you have sent to my son! We really appreciate them.

The Spiffy Giant is still one of the favorites!

This is a wonderful service. Thank you for offering it to the community. Every book is different and we love the wonderful illustrations.

I love Imagination Library and what they are doing for kids. Reading opens up so many possibilities in a child's life and is of utmost importance in their development. Thanks for being part of this great project!

The Imagination Library is a great and valuable resource for parents, grandparents and child care givers. You can share the book that are received.

Some of the books that we have received are of questionable quality, I am referring to content. I think there could be some better choices. Some of the books my children do not care for at all.

IL is wonderful. My child is so excited every month when the books arrive. I want to give thanks. Steve.

Find a better place to stick the unpeelable address label than the actual book. It ruins the book and looks horrible. Why not stick it onto the plastic wrap the books come wrapped in? You should seriously consider changing that.

Is it really necessary to put that horrible address label directly onto the book? It ruins the book and looks awful. Why not stick it onto the plastic wrap the books come wrapped in? Just an idea . . .

I think it is an awesoem program, and the books we receive fill niches that we hadn't thought of. Her interests are also different than her brothers, so it's illuminating to see that what intrigued him may not work for her, and vice versa. Reading is very important to us, and we have loads of books, so we're not sure we're your ultimate target demographic, but we really appreciate your program (and typically donate as well). I answered N/A re #8, but she's too young to grasp the excitement of mail.

