

# AN IMPACT ANALYSIS

Dolly Parton's Imagination Library in Tennessee, 2004 - 2014



**BILL HASLAM**  
GOVERNOR  
STATE OF TENNESSEE

During the last decade, Dolly Parton's Imagination Library has had a significant and positive effect on Tennessee's children, as you can see in this summary of the program's impact results. Tennessee was the first and remains the only state with this unique public-private partnership model that gives all of our state's children access to receiving and enjoying these books.

With the Governor's Books from Birth Foundation providing half of the cost of these books through a grant approved by our legislature, hundreds of volunteers across all 95 counties raising the other half while enrolling children in their communities, and the Dollywood Foundation managing book selection and distribution, it's clear why Tennessee's Imagination Library model is going strong after its first decade. It is truly a grassroots effort, and we continue to be grateful for the people in every county whose commitment to this program makes it a reality for their children.

Dolly Parton's Imagination Library in Tennessee matters to every child who receives these books, turns the pages, learns new words and begins a lifelong love of books. And it matters to parents and other caregivers who hold that child while they read the story and understand how life-changing it can be to both when adults and children read together.

This program matters to children, their families, teachers, and communities. It matters for ALL of us.

*Bill Haslam*      *Crissy Haslam*  
Bill Haslam                      Crissy Haslam



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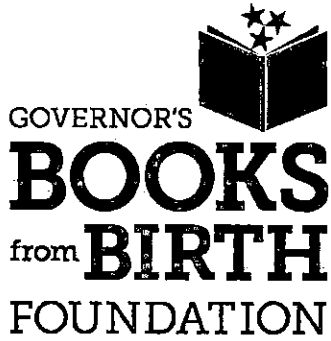
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**This impact analysis summarizes research led by Dr. Olga D. Ebert for Governor's Books from Birth Foundation**

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Dr. Olga D. Ebert has over 15 years of experience in education and research related to early childhood and family literacy. Dr. Ebert received her doctorate in Education and her master's in Leadership Studies in Education from the University of Tennessee, Knoxville. She continued her training at the National Even Start Family Literacy Association, the National Center for Education Statistics and the Commission on Adult Basic Education's Regional Institute on Adolescent Literacy. Her areas of expertise include data analysis related to early and family literacy and evaluating the efficacy of literacy programming. Dr. Ebert has co-authored numerous articles on education as well as published several research papers on the subject.

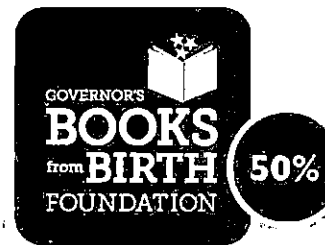


## We are preparing children for lifelong learning through reading.

Governor's Books from Birth Foundation, in partnership with Dolly Parton's Imagination Library and our statewide county affiliate programs, builds a foundation for reading and learning through books for Tennessee's children. All children from **birth to age five** are eligible to receive books at **no cost to families**. Providing books in the home is a unique opportunity for family engagement, vocabulary and reading skills development.



- Raise 50% of funds for books & mailing
- Enroll children, promote program



- Raises 50% of funds for books & mailing
- Supports affiliate programs

### How this works

Each local affiliate program enrolls children, promotes the program in its community and raises funds for half of the cost of books and mailing.

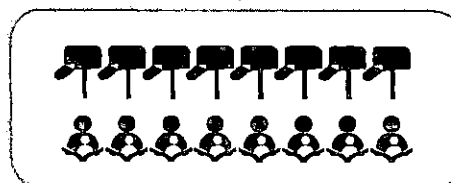
Through an annual state grant, the **GBBF** funds the other half of the cost of books and mailing and supports local affiliate programs through fundraising, volunteer training and public relations.

The **Dollywood Foundation** manages selection, pricing and distribution of the books.

This is a dynamic public-private partnership unlike any other in the U.S. today.



Manages selection, pricing and distribution of books



Books arrive in the mailboxes of Tennessee's children

**The Imagination Library program is built on decades of reading research consistently demonstrating that having books at home helps children develop literacy skills.**

# Introduction

The Governor's Books from Birth Foundation (GBBF) was created in 2004 and charged with the statewide implementation of Dolly Parton's Imagination Library (DPIL) program in each of Tennessee's 95 counties. The GBBF works to support and sustain these county programs by providing fundraising, public relations, strategic communications, and volunteer training support.

## 10 Years and 20 Million Books

2014 marked the 10th anniversary of the GBBF and its delivery of the 20 millionth book. Several impact studies of Tennessee's statewide Imagination Library have been conducted during the past decade, with some recent and very noteworthy results.

As part of its 10th anniversary, the GBBF commissioned this impact analysis report to review results of the studies conducted in Tennessee as well as in other states and to add new qualitative data that helps provide insight into the DPIL's impacts in the lives of Tennessee's students, families, and communities.

Since inception, Tennessee's Imagination Library has grown by leaps and bounds

## How is Tennessee's Imagination Library growing?

In 2013, the GBBF began partnering with the Tennessee Department of Health's "Welcome Baby" Program to send an Imagination Library enrollment form to **every child born in the state** – some 80,000 brochures annually, representing Tennessee's average annual birth rate. Additionally, local Health Department home visitation specialists educate parents about the program and may enroll children during their home visits.

**In many communities, hospital nurses register children for the program the very day they are born.** Also, local pediatricians and family physicians offer parents of their preschool patients a "prescription to read." The American Academy of Pediatrics (AAP) has endorsed the Imagination Library and is encouraging adults to read to young children as a vital part of their healthy brain development (American Academy of Pediatrics, 2008). The GBBF partners with the Tennessee Chapter of AAP on these education efforts.

**Parents enroll their children** online or by completing enrollment brochures that are available from the GBBF and from each county's Imagination Library affiliate.

The GBBF provides enrollment brochures for its **partner organizations**, like Head Start and the TN Library Association.

As of December 31, 2014:

**22 Million**

books and counting have been delivered since October 2004.

More than

**410,000**

five-year-olds have graduated from the Imagination Library.

All of Tennessee's

**407,000**

children under the age of five have access to the Imagination Library.

More than

**235,000**

Tennessee children are receiving books currently.

Approximately

**One million**

children have participated in Tennessee's Imagination Library.

# Dolly Parton's Imagination Library

Simple. Effective.

Even a child who hails from a home with 25 books will, on average, complete two more years of school than would a child from a home without any books at all.

Evans, Kelley, Sikora, and Treimand (2010)

**Reading research** encompasses many issues across several disciplinary fields including basic research into literacy skills for typically developing and struggling readers and investigations of prevention and intervention methods and assessment design. Quality literacy programs for young children, including **Dolly Parton's Imagination Library (DPIL)**, are grounded in the relevant aspects of reading research, particularly that on supporting literacy development.

Decades of scientific inquiry into literacy development have resulted in a uniform and reliable conclusion that having books in the home helps children acquire reading skills.

## Several characteristics make DPIL unique among all children's reading programs:

- Focuses on **preschool-age children**, birth to five years old
- Is available to **every child**, birth to five, without regard to socio-economic status, helping families create home libraries
- Promotes **adult engagement** through provided interactive literacy activities
- Utilizes the **local community as a stakeholder** for support

Dolly Parton's Imagination Library is designed to help families create home libraries, establish reading routines and encourage literacy activities.

Research and evaluation studies that define and highlight the outcomes of DPIL have been collected by the Governor's Books from Birth Foundation. The GBBF commissioned Olga D. Ebert, Ph.D., an independent education researcher, to **summarize these findings and obtain a broad picture of the program's effectiveness**. The highlighted **results and sustainable impacts** are of utmost importance in understanding how **Dolly Parton's Imagination Library in Tennessee strengthens the educational journeys of its participants and graduates**. Systematic review methods were employed to synthesize findings of several studies conducted in Tennessee and to substantiate them with the results of research from other states. This process relied on qualitative research methods and on the systematic review approach described by Harden et al. (2003) and consisting in three steps: locating and classifying studies, comparing findings, and thematic analysis.

The results of the review are presented in these sections of the report:

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# U.S. Studies of Dolly Parton's Imagination Library

Dolly Parton's Imagination Library has grown nationally as well as internationally since its beginning in 1996 in Sevier County, TN. Of the evaluations and impact studies conducted in the United States, one of the earliest was carried out by High/Scope in 2003 and included programs from three states: Tennessee, Georgia, and North Dakota (*High/Scope Educational Research, 2003*).

The important themes that emerged from the report were:



*including more frequent reading together and more comfort in sharing books.*

The High/Scope report is the only multi-state analysis conducted to date. Studies conducted in other states during the past eight years are summarized in a table located in the Appendix. Below is a summary of these findings.

## Significant program impacts seen in U.S. studies *(Appendix)*

### Research shows:

Increased frequency and duration of family reading and children's interest in reading

Longer enrollment in DPIL correlated with stronger home literacy practices

DPIL participants outperformed non-participants on language and literacy measures

### Parents reported:

More verbal interaction  
Being more comfortable reading with their children

Employing reading strategies  
Being more conscious of children's reading skills and interest

Observing children's desire to engage in independent reading (which persisted in those who had graduated from DPIL)

# Tennessee Research and Evaluations of Imagination Library

During 2005 – 2008, the Tennessee Board of Regents (TBR) conducted the first statewide large-scale study and reported positive results on the Imagination Library's impact on the learning-preparedness of children enrolled in public schools.

Locally, several regional and district-wide evaluation efforts took place during the last decade. West and East Tennessee independent analyses of student outcomes are of the largest scale to date.

In its 2014 KIDS COUNT Data Snapshot, the Tennessee Commission on Children and Youth (TCCY) acknowledged the GBBF, among other successful early childhood education initiatives, as a public/private partnership that has placed age-appropriate books in the hands of Tennessee's children from birth to age 5.

TCCY Press Release, January 2014, Tennessee Fourth Graders' NAEP Reading Scores Improved over 10 Year Period

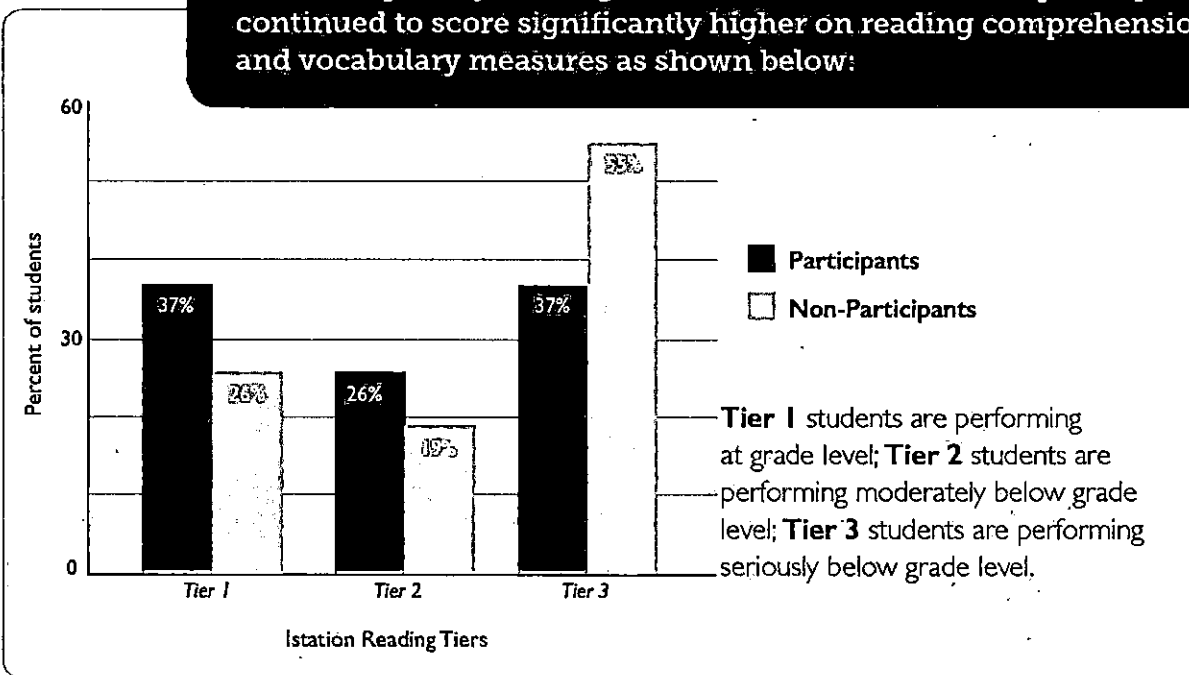
## West Tennessee Study

A major regional effort in West Tennessee, and rural Mississippi, spearheaded by the Urban Child Institute (TN) in partnership with Shelby County Schools during 2011-2014.

### Findings

Compared to children who did not participate in the program, **DPIL participants performed better on the Kindergarten Readiness measures** even after controlling for demographic and socioeconomic factors, family reading habits, and enrollment in early education programs (Samiei, Bush, Sell, & Imig, 2013).

A follow up study at 2nd grade found that former DPIL participants continued to score significantly higher on reading comprehension and vocabulary measures as shown below:



Children who participated in the Imagination Library program are more likely to be in the strongest tier (Tier 1) and least likely to be in the weakest tier (Tier 3) of readers in 2nd grade.

Research Brief 2014-01 Links between Books from Birth Participation and Second-Grade Reading Performance: Pathways to Success Partnership | Shelby County Schools | The Urban Child Institute

# Tennessee Research and Evaluations of Imagination Library

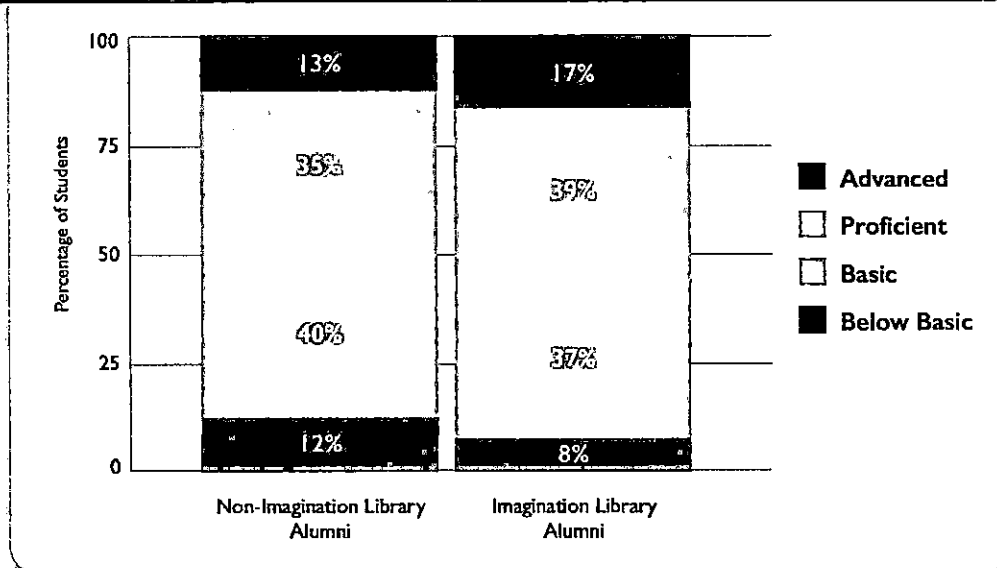
## East Tennessee Study

A statistical study spanning several years conducted by the Knox County Schools system during 2007-2013.

### Findings

A significant association was found between the participation in Imagination Library and performance on Kindergarten Literacy Assessment – **former participants scored higher than non-participants** (Knox County Schools, 2009). And **three years later, DPIL alumni performed better than non-participants** in almost every demographic category on the third grade Tennessee Comprehensive Assessment Program reading and language measures (Knox County Schools, 2013).

Of third graders who had participated in the Imagination Library program, more of them scored in the Advanced and Proficient categories on the Reading/Language Arts examinations than their non-participating peers, as shown below:



	Fall 2008 (K): % Met or Exceeded Expectations (K Literacy Assessment)	Spring 2009 (K): % Met or Exceeded Expectations (K Literacy Assessment)	Spring 2012 (3rd grade): % Proficient in TCAP Reading/Language
<b>Former Participants</b>	<b>65%</b>	<b>85%</b>	<b>56%</b>
<b>Non-Participants</b>	<b>30%</b>	<b>32%</b>	<b>43%</b>

**Children who participated in the Imagination Library program were more likely to score higher on literacy assessments, even into third grade.**

### Other Tennessee District Evaluations Included:

- **Hamblen County's HC\*Excell** (Hamblen County P-16 council, 2010) found DPIL participants outperformed non-participants on a pre-Kindergarten Reading Readiness assessment;
- **Kingsport City Schools** in 2013 (Cinnamon, 2014), parent surveys
- **Sevier County** data included in High/Scope 2003 study
- **Franklin County Schools** in 2013, teacher surveys
- **Hamilton County/United Way of Greater Chattanooga**, School Readiness and Early Grade study in process

# Focus groups and interview data

Perspectives from stakeholders across the state

Data was collected from:

## Focus groups

pre-Kindergarten teachers, East TN parents of DPIL recipients

## Interviews

families of past participants, donors, Tennessee Department of Education early learning staff, community partner organizations, and Dollywood Foundation staff

## “A Healing Effect on the Community”

Participants of these focus groups and interviews confirmed the results discovered from statistical methods and added their opinions on important points that go **beyond literacy** to the **program’s deeper impacts on whole communities**, including:

The “**healing effect on the community**” manifesting in **emerging neighborhood initiatives, increased library usage and literacy - child development program collaboration.**

The **establishment of reading routines** seeming to bring about **increased stability, emotional well-being and improved atmosphere in families facing difficulties** (such as poverty and stress experienced by families where parents work long hours and have limited support raising children).



“I am the mother of a 13 yr old girl and a newborn baby boy. As a working mom, I can’t always get new books for my son. I signed up for the program shortly after he was born. The selection of books is always age appropriate, colorful and on a variety of subjects. My daughter enjoys reading to her new little brother.”

“A child’s relationship with a consistent, caring adult in the early years is associated with healthier behaviors, more positive peer interactions, and increased ability to cope with stress. Through different activities that support positive parent-child interactions such as reading, children experience feelings of safety and security, learn to trust adults, and gain the confidence to explore and engage with their surrounding environment. Reading together is a concrete activity that encourages parents to provide warm, responsive and sensitive support to their children.”

*Lorraine Lucinski, MPH, Administrator of Early Childhood Initiatives, Tennessee Department of Health*

# Summary of Program Impacts

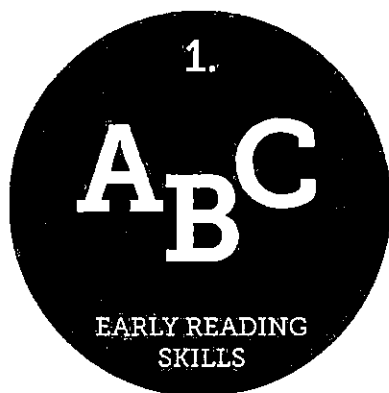
Dolly Parton's Imagination Library has provided high quality books to many thousands of children in the U.S. and several foreign countries for almost 20 years. At least six evaluations or impact studies were conducted in Tennessee, about a dozen in other states, and three abroad. While the studies conducted varied in their scope and methods, they all aimed at collecting and analyzing evidence of the effectiveness of the Imagination Library program.

The findings from across these studies revealed the following impacts.



Quotes used throughout the categories on the following pages are from focus groups and comment sections on surveys.

# Summary of Program Impacts



## Children have stronger early reading skills.

Learning to read in the early grades supports future academic success. Statistical studies conducted in Tennessee show that **Imagination Library participants outperform non-participants on kindergarten literacy assessments** and their **reading skills continue to surpass** those of non-participants even in **second and third grades**.

*Annie E. Casey Foundation, 2014; Sell, Imig, & Samiei, 2014; Knox County Schools, 2013; Hamblen County P-16 Council, 2010; Gordon (2010).*

From a parent, "His teacher tells me that he is so advanced, he reads all the time. The best part for me is that he is smart... and it's all from reading the books."



The Imagination Library has been a wonderful experience for my granddaughter. Each month, she would look for the mail to come with her book; she would be so excited. We had to read it several times that first day. All month, we had to read the new book daily. Sometimes these wonderful books ended up under her sheets at bedtime. Having turned five, she began kindergarten this past fall. Her teacher says she can tell that my granddaughter has had exposure to books and reading. Thank you for caring about the education of young children."

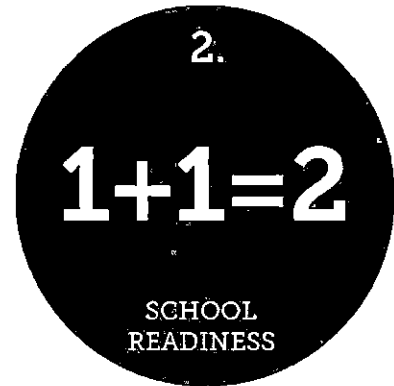
- a thankful grandmother

# Summary of Program Impacts

## Children are more prepared for school.

Literacy in the United States goes beyond learning to read and write. One national study found that children **whose parents read to them at age five performed better at school** at ages 10 and 16. Tennessee studies that followed a specific group of DPIL book recipients suggest that skills such as **math scores and cognitive skills are significantly improved with participation in the Imagination Library.**

*Greenberg, Dunleavy, & Kutner (2007); Sullivan and Brown (2013); Gordon (2010); Tennessee Board of Regents (2008a, 2008b); Samiei et al. (2013)*



"Because of Imagination Library and different types of books that are sent, it prepared the children for school. It's the variety of books. When they get to school, they are still associating what they are learning with what they read. Like Llama, llama, they come to school and see it, and say 'Look, it's Llama llama!' - I had that book."

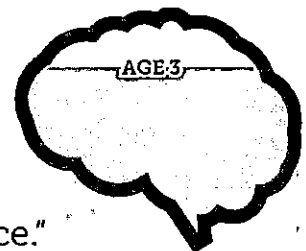


## Imagination Library fosters strong speech and vocabulary.

Closing the "language gap" early is vital for reading success in school. **A child's brain grows to 80% of its adult size by age three**, creating a critical window of opportunity for learning words and language. There is an important **connection** between adult-child reading and vocabulary development. Parents of children receiving Imagination Library books say they **read together more often** and this activity, coupled with close adult-child interaction using Imagination Library activities, **improves the child's speaking skills and vocabulary** according to studies in both Tennessee and beyond.

*Duncan et al. (2007); Hart & Risley (2004); Glascoe & Leew (2010); Raikes et al. (2006); Surveys and interviews with Tennessee educators (2014); Tennessee Board of Regents (2008a, 2008b); Sell et al. (2014); and Samiei et al. (2013).*

"And when they do their homework, they know what this word means, and that. They can read the book and know the words in it. It builds their confidence."



# Summary of Program Impacts



## Children develop essential life skills.

Early grades are an important time in the **development of a child's self-image**, even impacting **social and emotional development**. **Reading experiences** shared by children from **diverse backgrounds** upon entering kindergarten can "level the playing field" and help them develop socialization skills. Young children naturally relate to books and draw important life lessons from them. A statewide survey of pre-K and kindergarten teachers in Tennessee, plus multiple regional interviews and focus groups conducted in 2014 with Tennessee early grades educators, emphasized that **participation in the Imagination Library program does help develop positive social-emotional and behavioral skills**.

*Erikson (1963); Reid Lyon (2009); Baroody and Dobbs-Oates (2011); Tennessee Board of Regents (2007, 2008a, 2008b).*

"Almost all the others said 'I have that too!' or 'I love this book.' It was a great ice breaker for the first week of school, and gave all the children something in common to share."



In the words of a former Imagination Library participant, age 9: "I want to be an author because I am already making books. You need to think what you are going to write about. You know – characters' names, and the title, and what the setting ought to be. You might want to draw pictures. Just writing words now, but when I am done with the story, I will go back and draw a picture. I would like my book to be 100 pages long!"

# Summary of Program Impacts



Children begin school with book handling skills and an understanding of letter and word concepts.

**Print awareness and basic book concepts are essential for literacy development.** Tennessee early grades educators participating in statewide surveys and in 2014 focus groups reported that Imagination Library participants are able to acquire **a basic understanding of print and book component concepts**, including separate words and letters and book-handling skills. Tennessee Department of Education staff interviewed for this project **described reading routines with DPIL books as an “important precursor for learning.”**

*Molfese et al (2006); Hausner (2000); Tennessee Board of Regents (2008a, 2008b).*

“[My son] is more drawn to books and words; he found his niche in books. Even when he was little, he would take construction paper and computer paper and fold them to try to make a book.”



“When I was growing up, it did not matter if we read or not. So I want my kids to have these opportunities, I sit down with them and teach them the importance of reading. If you don’t know how to read, how do you even know which way to go? At the zoo, I tell them – look, this way to the bears, and this way to the elephants, and if you cannot read, you do not know which is which. And if you can’t read, you will not know what you are signing, and if you want to be a doctor or a lawyer...”

# Summary of Program Impacts

## Families connect around books.

The **value parents place on reading** to children is a **strong influencer** in their **language and literacy development**. Imagination Library studies consistently demonstrate that program participation promotes one-on-one time for reading and nurturing between children and adults. These findings have been confirmed by Tennessee parent focus groups (2006 and 2014) and educators. In the DPIL model, parents are encouraged to read **with the child**, instead of **to the child**, and are encouraged to use **reading engagement activities** recommended by the GBBF and local libraries.

*Glascoe & Leew (2010); Snow et al (1998); HighScope Educational Research (2003); Gordon (2010); Ridzi, Sylvia, & Singh (2011); UpFront Organization Development Consulting (2013); (Samiei et al, 2013).*



"I see the difference in students when they have had some experiences with books and literacy... Parent involvement with these students that participated in the Imagination Library is higher than those who did not."



## Books in the home support a child's continued success.

**Having books in the home** has been consistently proven to be a **predictor of children's academic success**. In Tennessee, the GBBF helps each family build a library of as many as 60 books, **instilling pride and a sense of self-esteem** in the young recipients. Imagination Library books are **varied and age-appropriate**, introducing families to the concept of reading levels pre-kindergarten.

*Evans et al. (2010); McQuillan (1998); Snow et al (1998); Samiei et al (2013); Ridzi et al (2011); Thomason (2008); Tennessee Board of Regents (2007); and HighScope Educational Research (2003).*

"As an educator, this inclusive pre-school literature program not only educates parents on how important quality time is with their child, but how vital listening skills are for young ears. I am passionate about this program because it enables *all* children to have equal access to five years of premiere educator-chosen literature of the highest quality."

# Summary of Program Impacts



## Children are excited about books and reading!

Love and understanding of reading is shared among children, families and communities participating in the Imagination Library – this was the common finding across many studies about the program in Tennessee and in other states. On all levels, from a child jumping by the mailbox **thrilled by the sight of a book with her name on it** (and - early on - revealing desire and motivation to read independently), to a parent looking forward to **reading with a child** in his lap, to a group of community volunteers partnering with a health clinic for a literacy event, the Imagination Library creates a model for early learning that is **unsurpassed in its simplicity, outreach and outcomes.**

*Knax County Schools (2013); Cinnamon (2014); Tennessee Board of Regents (2008a and 2008b); Hamilton County Community Research Council (2008); HighScope Educational Research (2003); Gordon (2010); Thomason (2008); Malo and Ill (2007).*

"I think this program is a powerful program. I know the simple excitement it creates is worth the money. I have seen my students and my own child get truly ecstatic when receiving a new book in the mail. Students who are this excited become readers."



# Summary of Findings

## Collective voice in support of the program

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Over ten years have passed since publication of the High/Scope study – the first rigorous effort to document effectiveness of the Imagination Library model. Information is now available from about 20 additional effectiveness studies (about a third of them in Tennessee) undertaken by local programs, school districts, community organizations, and professional researchers in public and private organizations. **Concrete evidence exists about the effectiveness of this program.**

Findings from **four statistical studies conducted in TN all demonstrated DPIL participants performed higher than non-participants on kindergarten assessments.** Two of these have conducted followup studies and concluded that the former participants **continue to outperform non-participants through the third grade.**

### **Qualitative findings from focus groups and interviews corroborate these statistical results.**

Results of multiple teacher and parent surveys from this report included responses from several cohorts of early grades teachers across Tennessee who participated in the Tennessee Board of Regents study. The teachers appear to strongly believe in the effectiveness of the program based on their observations of participants' classroom performance. Numerous parent/family surveys in Tennessee and beyond suggest that parents found the program beneficial to their children and to the entire family.

**Three main impact areas that emerged from results of family surveys, beginning with the High/Scope study are:**

- 1. Children's excitement about and interest in reading**
- 2. Expanded home literacy practices**
- 3. Increased parental engagement, confirming that Imagination Library participation may affect the overall amount and quality of parent-child interactions and lay the foundation for adults' consistent involvement in their children's learning and development.**

**Two themes have consistently been present in the interviews with program staff and community partners:**

- 1. The role of DPIL in bringing community together.**
- 2. The positive impacts of DPIL participation on the health and development of young children.**

# Concluding Statement

Over the past 10 years, Dolly Parton's Imagination Library in Tennessee has been implemented and sustained with great success. **Tennessee is the only state in the nation utilizing this program model for a statewide children's literacy initiative** that provides monthly books to all families with young children. With over 22 million books delivered to young children since October 2004, **Tennessee's Imagination Library provides a crucial component in our state's educational pathway from "cradle to career"**.

The Governor's Books from Birth Foundation continues to support and sustain Dolly Parton's Imagination Library in Tennessee and remains committed, with the support of the Governor and First Lady, as well as statewide partners and supporters, to its **healthy growth for the benefit of Tennessee's families and children. The GBBF seeks to change Tennessee's early childhood literacy rate for the better**, thus building the critical foundation for each participating child's successful educational journey. The GBBF, in partnership with the Dollywood Foundation, will continue to collect and analyze data about Imagination Library impacts.

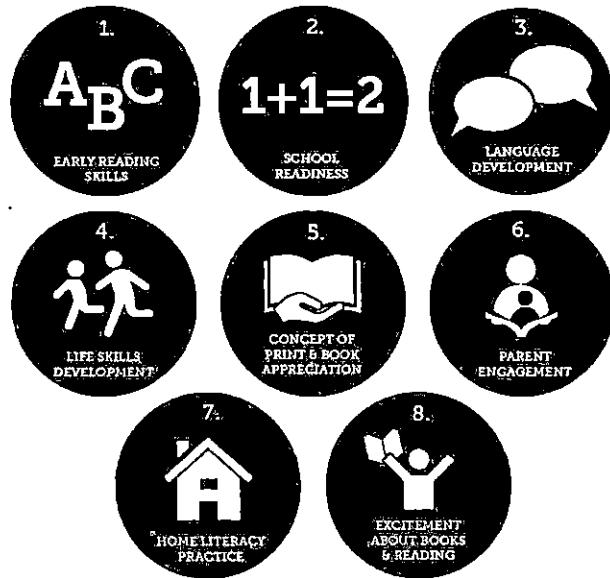
Over twenty studies were included in this review, with three focus groups and a dozen interviews conducted in 2014 to obtain perspectives of different stakeholders, including former participants and their families, parents of current participants, early grades teachers and other education professionals, as well as community members and program donors.

Dolly Parton's Imagination Library model in Tennessee works by connecting committed individuals with private and public investors around a dynamic mission to build a strong foundation of literacy for this state's next generation. **Volunteers and donations to help pay for these books are absolutely necessary to sustain the program's ability to continue to grow over the next decade. You can invest in the future of Tennessee by making a gift that will help purchase more books for Tennessee's children! Visit [www.GovernorsFoundation.org](http://www.GovernorsFoundation.org) today.**

**Contact:**

Theresa Carl, President, Governor's Books from Birth Foundation  
312 Rosa Parks Ave., Tennessee Tower, 27th Floor, Nashville, TN 37243

The impacts drawn from the review of existing studies and triangulated with the qualitative data, fell into eight categories:



This program has a unique potential to bring a community together because of its:

- **Inclusion of all children**, providing common ground at the start of kindergarten;
- Promotion of activities that have a **healing effect** on families regardless of their economic status;
- **Engagement of the entire community** in promoting literacy, enrollment, and fundraising;
- Allowance of each community's autonomy for growth and sustainability, while benefiting from **statewide and local partnerships**.

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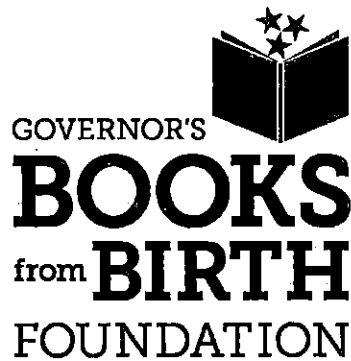
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# Appendix

U.S. Studies of Dolly Parton's Imagination Library Conducted in the United States, 2007-2014, excluding Tennessee

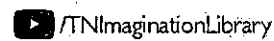
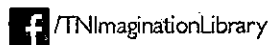
Year of completion	State	Location	Agency	Evaluator/ Researcher	Methods
2014	MS	Indianola and the Delta areas	Indianola Promise Community	Tennessee Urban Child Institute	Kindergarten literacy and math test scores (approx. 500 students)
2013	MN	Central MN	United Way of Central MN	UpFront Consulting	Parent and teacher focus groups; parent surveys (N=586)
2011	AK	Juneau		Juneau School District	Kindergarten literacy and math test scores (22 students)
	LA	Seven LA parishes	Louisiana Association of United Ways	M. Bryant (Univ. of LA at Lafayette)	Pre- (N=114) and post-enrollment (N=80) parent survey
	MI	Battle Creek	Partnership of the Battle Creek Educators' Task Force, the Felpausch Foundation, Summit Pointe, and Willard Co. Library	M. Lelle (for Kellogg Foundation)	Survey completed by approx. 200 parents
	NY	Syracuse/ Onondaga Co	Literacy Coalition of Onondaga County	Le Moyne College Center for Urban and Regional Applied Research	Survey completed by 170 parents in cohorts by length of DPIL enrollment
2010	AK	22 programs across 5 regions	Best Beginnings public-private partnership	H. Seitz and R. Capuozza, Univ. of AK, Anchorage	Survey completed by approx. 800 parents
	OH	Middletown	Middletown Community Foundation	D. Gordon (Middletown Community Foundation)	Parent survey (N=89); Kindergarten literacy test scores (N=69)
2009	WI	Douglas County	Douglas County United Way	L. Novek & K. Lesny (Univ. of WI-Superior)	Survey completed by 65 parents
2008	GA	46 counties and 4 communities	Ferst Foundation for Childhood Literacy	G. Thomason (dissertation, Liberty Univ.)	Survey completed by 1082 parents in cohorts by length of DPIL enrollment
	MN	Southwest MN	United Way of Southwest MN	United Way of Southwest MN	Survey completed by 90 parents
	TX	Wichita County	North Texas Area United Way	North Texas Area United Way	Survey completed by 333 parents
2007	HI	Four school complexes on O'ahu, Hawaii, Maui	Learning to Grow Project of the Univ. of HI Center on the Family	G. Fong (Univ. of HI Center on the Family)	Survey completed by 747 parents
	NC	Cleveland County	Cleveland County Partnership for Children	Cleveland County Partnership for Children	Survey completed by 236 parents
	MI	Allegan County	Allegan Area Educational Services Agency	C. Ill (Allegan Area Educational Services Agency)	Survey completed by 219 parents



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