

**Imagination Library Program
Fall 2007 Survey of Pre-kindergarten Teachers
Report of Findings**

**Tennessee Board of Regents
January 2008**

**Imagination Library Program
Fall 2007 Survey of Pre-kindergarten Teachers
Report of Findings**

Introduction

During November 2007, pre-kindergarten teachers were asked to participate in an Internet web-based survey about students participating in the Imagination Library. The purpose of the survey was to gather teachers' professional judgments about the readiness and performance of students in their pre-kindergarten classes who participated in the Imagination Library Program, also known as the Governor's Books from Birth Foundation Program. The survey was a revision of one administered as part of a field test during the previous spring.

The survey asked questions about pre-kindergarten preparedness skills for two groups of students in a teacher's class: those who participated in the Imagination Library program and those who did not participate in this program. The survey instructions requested that teachers consider all students in each group as a whole rather than individually. Since teachers may not know which students in their classes participated in the Imagination Library Program, they were instructed to either identify participants through the school's database, if available, or through self-identification. If information from the database was unavailable, teachers were instructed to ask each child if he/she received the book The Little Engine that Could in the mail, and if he/she also received monthly books in the mail. Teachers were also provided a copy of the Imagination Library logo to show students. The teachers were instructed that if a child received these books by mail until age 5, then he/she participated in the program. For schools that did not have participant identifiers in place, this identification method was the best option available. A copy of the survey can be found in the appendix of this report.

Although the school and school system names were requested, respondents remained anonymous. 153 pre-kindergarten teachers responded to the survey with over 1,600 program participants and 874 non-participants identified. Teachers also identified 288 children who could not be determined whether they participated in the program. This group was not included in the survey questions. To minimize potential bias, only teachers who had at least five or more children in each of the participant and non-participant groups were considered in the survey question analysis. After adjustments, 67 teachers were included in the survey question analysis with 636 program participants and 564 non-participants. No adjustments could be made for a student's length of time in the program. This was a potential problem since many pre-kindergarten teacher enrolled students in the Imagination Library Program at the age of 4. Thus, many have only been in the program for a few months and were recorded as program participants in the survey results. This short length of time could impact the results for this group. All teachers were included when reviewing comments, procedures, and suggestions.

The survey was divided into six parts. The first part asked for the number in each group, the teacher's years of experience, the school, the school system, and the identification method used. The second part asked teachers to rate each group independently by various readiness skill and performance expectations. The third part asked for general demographics of the children (number who participated in early childhood programs such as head start, gender, etc.). The fourth part asked for a comparison of program participants to past pre-kindergarten classes in performance and skill levels. The fifth section asked for comments about the Imagination Library Program and comments for improving the survey. The last section contained an optional field test for determining the feasibility of having teachers respond to readiness questions by identifying the number of students for each scale category rather than considering responses as a single group of students. If feasible, counting responses by number of students falling under each scale item would provide more detailed information.

Independent Group Ratings of Expectations

For various readiness skill and performance statements, teachers were asked to rate Imagination Library participants and non-participants separately, on an average, as to expectations. The following scale was used with “1” being “much worse than expected” and “5” being “much better than expected”:

Much Worse than Expected 1	Worse than Expected 2	As Expected 3	Better than Expected 4	Much Better than Expected 5
-------------------------------------	--------------------------------	---------------------	---------------------------------	--------------------------------------

Table 1 shows the mean scores for the groupings made by the 67 teachers in the analysis. The questions address readiness skills and performance for children entering pre-kindergarten. The table shows that as a group, teachers believed that children who participated in the Imagination Library Program were above what was expected of them in preparation for entering pre-kindergarten or performing in pre-kindergarten. For those not participating in the program, as a group, they were slightly below expectations.

Table 1
Expectations of Pre-kindergarten Students

<u>Question</u>	<u>Mean for Imagination Library Group</u>	<u>Mean for Non-Imagination Library Group</u>
1. Preparation when beginning pre-kindergarten	3.42	2.73
2. Can stay on task	3.23	2.69
3. Can look at pictures and tell stories	3.62	2.77
4. Can enjoy stories, poems, and rhymes	3.88	3.08
5. Can answer questions about short stories	3.58	2.76
6. Can speak in complete sentences	3.48	2.83
7. Can understand that print carries a message	3.51	2.73
8. Can follow directions	3.24	2.64
9. Can make up pretend stories	3.37	2.66
10. Level of reading skills	3.47	2.61
11. Level of speaking skills	3.40	2.79
12. Level of thinking skills	3.46	2.73
13. Level of social skills	3.31	2.80
14. Level of overall performance	3.61	2.83

Tables 2 and 3 show the percent by expectation for each group of students.

Table 2
Percent of Group by Expectation: Imagination Library Participants

Question	Students Who were Imagination Library Participants				
	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected
1. Preparation when beginning pre-kindergarten	1.5%	1.5%	58.2%	31.3%	7.5%
2. Can stay on task	1.5%	6.0%	70.1%	16.4%	6.0%
3. Can look at pictures and tell stories	1.5%	1.5%	40.3%	50.7%	6.0%
4. Can enjoy stories, poems, and rhymes	0.0%	0.0%	26.9%	58.2%	14.9%
5. Can answer questions about short stories	0.0%	3.0%	41.8%	49.3%	6.0%
6. Can speak in complete sentences	0.0%	1.5%	56.7%	34.3%	7.5%
7. Can understand that print carries a message	0.0%	3.0%	50.7%	38.8%	7.5%
8. Can follow directions	1.5%	4.5%	67.2%	22.4%	4.5%
9. Can make up pretend stories	0.0%	7.5%	49.3%	41.8%	1.5%
10. Level of reading skills	1.5%	4.5%	50.7%	35.8%	7.5%
11. Level of speaking skills	0.0%	4.5%	56.7%	32.8%	6.0%
12. Level of thinking skills	0.0%	0.0%	59.7%	34.3%	6.0%
13. Level of social skills	0.0%	6.0%	62.7%	25.4%	6.0%
14. Level of overall performance	4.5%	1.5%	43.3%	41.8%	9.0%

Table 3
Percent of Group by Expectation: Non-participants

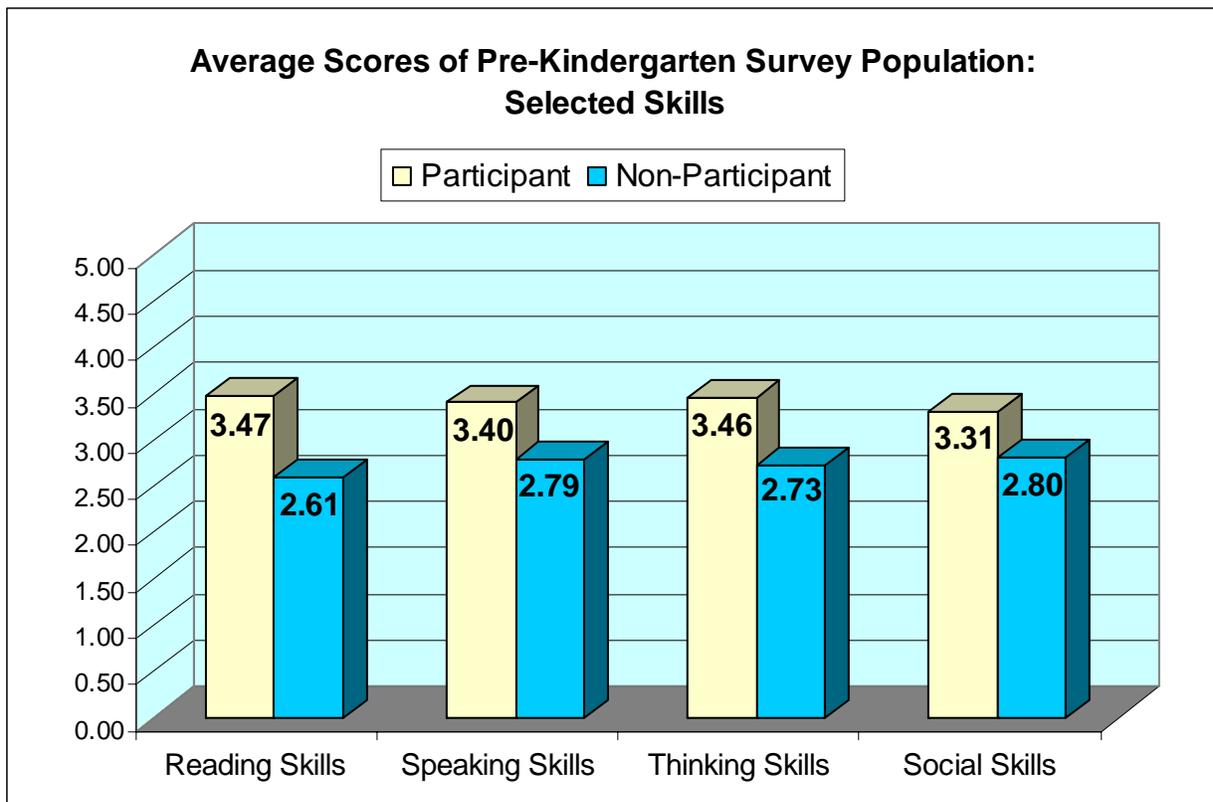
Question	Students Who were Not Imagination Library Participants				
	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected
1. Preparation when beginning pre-kindergarten	3.0%	27.3%	65.2%	3.0%	1.5%
2. Can stay on task	3.0%	28.8%	66.7%	1.5%	0.0%
3. Can look at pictures and tell stories	3.0%	24.2%	65.2%	7.6%	0.0%
4. Can enjoy stories, poems, and rhymes	1.5%	10.6%	68.2%	18.2%	1.5%
5. Can answer questions about short stories	1.5%	25.8%	68.2%	4.5%	0.0%
6. Can speak in complete sentences	1.5%	15.2%	81.8%	1.5%	0.0%
7. Can understand that print carries a message	1.5%	27.3%	68.2%	3.0%	0.0%

Table 3
Percent of Group by Expectation: Non-participants (cont)

Question	Students Who were Not Imagination Library Program Participants				
	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected
8. Can follow directions	4.5%	31.8%	59.1%	4.5%	0.0%
9. Can make up pretend stories	4.5%	27.3%	65.2%	3.0%	0.0%
10. Can use descriptive words	3.0%	36.4%	57.6%	3.0%	0.0%
11. Level of speaking skills	1.5%	24.2%	68.2%	6.1%	0.0%
12. Level of thinking skills	1.5%	27.3%	68.2%	3.0%	0.0%
13. Level of social skills	0.0%	24.2%	71.2%	4.5%	0.0%
14. Level of overall performance	1.5%	16.7%	78.8%	3.0%	0.0%

Chart 1 provides graphically a view of selected skills important to pre-kindergarten readiness. (Questions B10-B13)

Chart 1
Average Score for Selected Skills



Charts 2 and 3 graphically show the results of question B14.

Chart 2
Overall Pre-kindergarten Performance of Imagination Library Participants

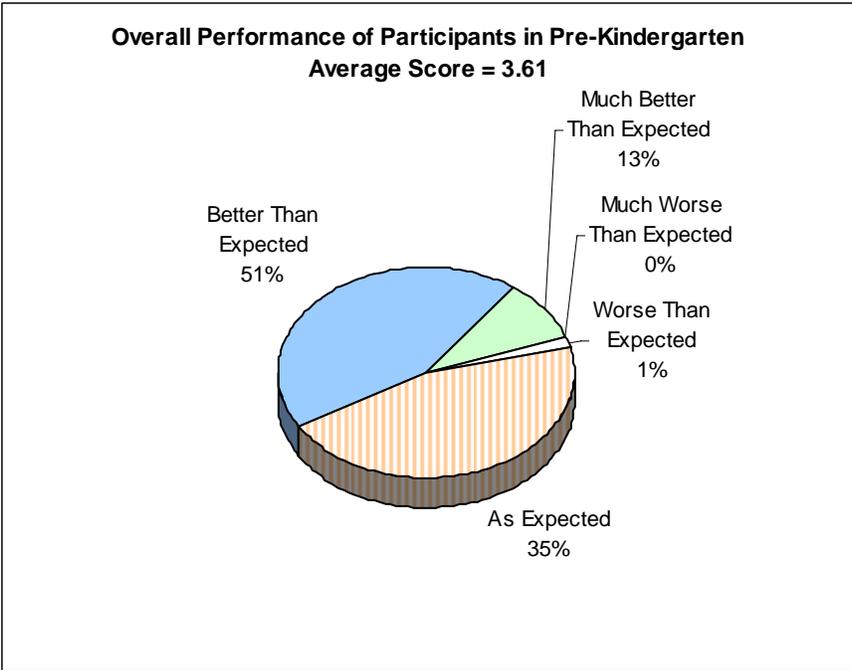
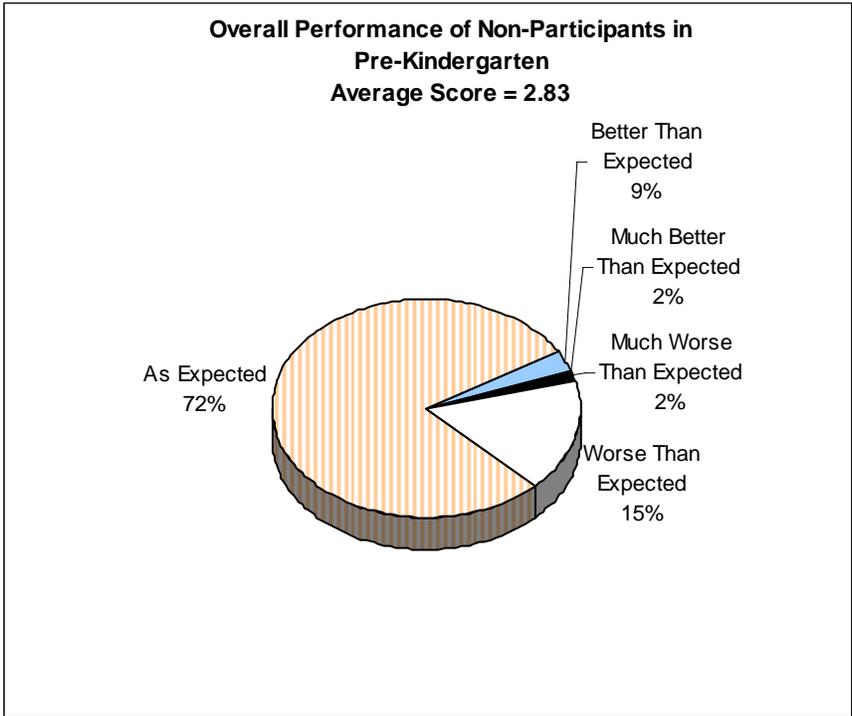


Chart 3
Overall Pre-kindergarten Performance of Non-program Participants



Comparison of Imagination Library Participants with Past Pre-kindergarten Classes

For various readiness skill and performance statements, experienced teachers were asked to rate Imagination Library participants compared to students in past pre-kindergarten classes, on an average, as to expectations. The following scale was used with “1” being “much worse” than past classes and “5” being “much better” than past classes:

Much Worse 1	Worse 2	About the Same 3	Better 4	Much Better 5
-----------------	------------	---------------------	-------------	------------------

Table 4 shows the mean scores for Imagination Library Program participants from 55 experienced teachers in the analysis. The questions address skills and performance for children who participated in the program compared to children in past pre-kindergarten classes. The table shows that as a group, teachers believed that children who participated in the Imagination Library Program excelled above past pre-kindergarten classes in performance and skills.

Table 4
Comparison of Imagination Library Participants to Past Pre-kindergarten Classes

<u>Question</u>	<u>Mean</u>
1. Compared to pre-kindergarten classes in the past, how ready for pre-kindergarten were the students who participated in the Imagination Library?	3.55
2. Compared to pre-kindergarten classes in the past, how was the overall performance of students who participated in the Imagination Library?	3.56
3. Compared to pre-kindergarten classes in the past, how were the reading skills of students who participated in the Imagination Library?	3.58
4. Compared to pre-kindergarten classes in the past, how were the speaking skills of students who participated in the Imagination Library?	3.60
5. Compared to pre-kindergarten classes in the past, how were the thinking skills of students who participated in the Imagination Library?	3.53
6. Compared to pre-kindergarten classes in the past, how were the social skills of students who participated in the Imagination Library?	3.44
7. Compared to pre-kindergarten classes in the past, how well did students who participated in the Imagination Library understand the spoken word?	3.60

Respondent Comments

The following pages provide a brief summary of representative comments and the appendix contains all comments made. In general, the respondents were very positive about the imagination library program.

Summary of Comments from Pre-kindergarten Teachers

As a part of the fall 2007 Imagination Library survey, teachers were given the option to make observations about the program. Of the 153 pre-kindergarten teachers responding to the survey, 80 made comments or recommendations in this optional section. In order to better understand teachers' perceptions of the program, responses were cataloged using the categories described in the table below.

<u>Comment Category</u>	<u>Description</u>
General Program Remarks	Comments based on teaching/general observations.
Personal Program Remarks	Comments based on observations as parent/family member.
Remarks on Logistics	Comments based on logistics and time-table for book distribution
Recommendation to Help Parents	Recommendation that parents need help understanding their role in reading.
Recommendation for Advertising	Recommendation that advertising increase in hospitals, libraries, etc.
Recommendation to Increase Age	Recommendation that eligibility be extended to older ages.
Recommendation for Spanish	Recommendation that program better involve Spanish speaking population.
Survey Comment	Comment about survey or process of identifying participants.
Other Recommendation/Comment	Comment or Recommendation that is not otherwise defined.

Results

<u>Comment Category</u>	<u>Responses</u>
General Program Remarks	36
Personal Program Remarks	3
Remarks on Logistics	4
Recommendation to Help Parents	4
Recommendation for Advertising	14
Recommendation to Increase Age	5
Recommendation for Spanish	3
Survey Comment	3
Other Recommendation/Comment	8

Examples

General Program Remarks

- I am a pre-school teacher and an elementary librarian. The books are not only good stories, but popular titles. Many of my children will tell me that they have that book at home.
- I am very pleased with the books provided with this program. The state gave us a pack for our class and we very much enjoy it. We are very pleased with the program and how it promotes literacy.
- I think it is a wonderful program. I give out information at the beginning of every school year to all of my families!!
- I think it is an excellent program, especially for the children who do not have any other print at home.
- It's wonderful! The children love having books of their own and the selection of books is very good.
- We love the Imagination Library. It is WONDERFUL for our students. Some of our students would not have any books in their home if they were not a part of the Imagination Library.

Personal Program Remarks

- I receive free books for my children at home and I see how excited they are to get a new book in the mail! They want to read it right away. How encouraging to instill a love and excitement of reading in children at such a young age!

- My granddaughter receives books from the Imagination Library. She loves them and looks forward to receiving them. The books are very high quality.

Remarks on Logistics

- I have had parents say that after they signed up a 2nd child they didn't sign up a 3rd because they kept getting the same books for each child. Perhaps a little variety would be better.
- My personal child would get the same book in the mail a few times instead of new ones.

Recommendation to Help Parents

- I believe that the Imagination Library program is wonderful. However, some children receive the books and they are never read to.
- If, as part of the program, information could be mailed to the parents on how to read to their children, suggestions for using the books sent (age and developmentally appropriate), and the importance of literacy activities could be included in the package.

Recommendation for Advertising

- Advertise about the program more before pre-k. Parents are eager to join!
- Exposure to the program. We do not send any information home because we are not given any to send. Most of the students would join if they were given the option.
- I think it would be a good idea for the health dept., physicians and similar providers to have the registration forms for Imagination Library Program. Parents could fill out the form in the office while they are waiting with their child.
- I would suggest that the Imagination Library registration forms be passed out and explained as part of the discharge procedures in hospitals where babies are delivered.

Recommendation to Increase Age

- I think that it would be great if the age could be up to 6. That way the children could get the books their entire pre-k year.
- I would love for the program to extend at least until the age of 7.
- It is an excellent program that needs to be expanded through kindergarten age groups and, if possible, through 3rd grade. I would have loved this opportunity when I was a small child.

Recommendation for Spanish

- Send out more multi-cultural books.
- I think the Imagination Library Program is a great program that is very beneficial to children. I would like to see increased efforts to make Spanish speaking and other ESL students aware of this program.

Survey Comment

- Parents did not send in the questionnaires asking about The Imagination Library. I think that the Imagination Library is a wonderful program and it does make a difference. I'm sorry to say that the parents in my classroom didn't respond.

Other Recommendation/Comment

- It would be nice if the books represented cultures other than just English and Spanish speaking.

APPENDICES

1. Pre-kindergarten Survey
2. Teacher Comments
3. Gender of Students

Imagination Library (Books from Birth) Program Survey of PreKindergarten Teachers

A. Please complete the following information for your fall 2007 class:

1. Number of your prekindergarten students who participated in Imagination Library Program: 0
(Note: If you recently enrolled a student in the Imagination library, please count that student as a non-participant.)
2. Number of your prekindergarten students who did not participate in Imagination Library Program: 0
3. Number of your prekindergarten students who you cannot determine if they participated in the Imagination Library Program: 0
4. Number of years, including this year, you have taught prekindergarten: ****Select****
5. School System: _____
6. School: _____
7. How did you identify which students participated in the Imagination Library Program?:
 Identified through school records
 Student self-identification by my asking them
 Other: _____
Please specify

B. For each statement below, please mark the circle under each group column that best describes whether that group, on an average, met what is expected of a prekindergarten student. If you are not sure which group a child is in, please do not include that child in any grouping. If there are no children in a group, leave that grouping blank.

	Column 1 Students Who were Imagination Library Participants					Column 2 Students Who Did Not Participate in Imagination Library				
	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected
1. Were prepared as pupils when beginning prekindergarten	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
2. Can stay on task	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
3. Can look at pictures and tell stories	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
4. Can enjoy hearing stories, poems, and rhymes	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
5. Can answer questions about short stories	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
6. Can speak in complete sentences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
7. Can understand that print carries a message	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
8. Can follow directions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
9. Can make up pretend stories	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
10. PreReading skills of students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
11. Speaking skills of students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
12. Thinking skills of students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
13. Social skills of students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
14. Overall performance of students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

C. For each column grouping, complete the demographic categories below by indicating the number of your prekindergarten children in that group. If you are not sure of exact numbers, please estimate if possible, otherwise select the "don't know" option. If you are not sure which group a child is in, please do not include that child in any grouping.

	<u>Column 1</u> Students Who were Imagination Library Participants	<u>Column 2</u> Students Who Did Not Participate in Imagination Library								
1. Number coming from early childhood programs (e.g., Head Start)	**Select** <input type="text"/>	**Select** <input type="text"/>								
2. Number who have pre-existing health or pre-identified learning problems	**Select** <input type="text"/>	**Select** <input type="text"/>								
3. Number who have limited-English speaking ability	**Select** <input type="text"/>	**Select** <input type="text"/>								
4. Number of minorities	**Select** <input type="text"/>	**Select** <input type="text"/>								
5. Gender	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Boys</u></td> <td style="text-align: center;"><u>Girls</u></td> </tr> <tr> <td style="text-align: center;">0 <input type="text"/></td> <td style="text-align: center;">0 <input type="text"/></td> </tr> </table>	<u>Boys</u>	<u>Girls</u>	0 <input type="text"/>	0 <input type="text"/>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>Boys</u></td> <td style="text-align: center;"><u>Girls</u></td> </tr> <tr> <td style="text-align: center;">0 <input type="text"/></td> <td style="text-align: center;">0 <input type="text"/></td> </tr> </table>	<u>Boys</u>	<u>Girls</u>	0 <input type="text"/>	0 <input type="text"/>
<u>Boys</u>	<u>Girls</u>									
0 <input type="text"/>	0 <input type="text"/>									
<u>Boys</u>	<u>Girls</u>									
0 <input type="text"/>	0 <input type="text"/>									

Please skip this next section and go to Section E if this is the first year you have taught prekindergarten or if you do not have any prekindergarten students who participated in the Imagination Library.

D. For each of the statements below, please mark the radio button before the number to the right that best describes your experience or judgment.

	Much Worse	Worse	About the Same	Better	Much Better
1. Compared to prekindergarten classes in the past, how ready for prekindergarten are the students who participated in the Imagination Library?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
2. Compared to prekindergarten classes in the past, how is the overall performance of students who participated in the Imagination Library?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
3. Compared to prekindergarten classes in the past, how are the prereading skills of students who participated in the Imagination Library?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
4. Compared to prekindergarten classes in the past, how are the speaking skills of students who participated in the Imagination Library?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
5. Compared to prekindergarten classes in the past, how are the thinking skills of students who participated in the Imagination Library?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
6. Compared to prekindergarten classes in the past, how are the social skills of students who participated in the Imagination Library?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
7. Compared to prekindergarten classes in the past, how well do students who participated in the Imagination Library understand the spoken word?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

E. Input and feedback (optional)

1. In the space below, please provide any suggestions, recommendations, or comments about the Imagination Library Program.

2. In the space below, please provide any suggestions, recommendations, or comments about the survey.

Completing Section F below is optional. We are field testing this section, but also value your time. If you do have the opportunity to respond to items in this section, we would appreciate it. If not, please go to the end of the survey to click on the submit button.

F. For each statement below, please indicate the number of students under each group column that best describes whether those students met what is expected of a prekindergarten student. The totals for each statement should match the numbers in Part A, Items 1 and 2 above.

	Column 1 Students Who were Imagination Library Participants					Column 2 Students Who Did Not Participate in Imagination Library				
	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected	Much Worse than Expected	Worse than Expected	As Expected	Better than Expected	Much Better than Expected
1. Were prepared as pupils when beginning prekindergarten	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___
2. PreReading skills of students	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___
3. Speaking skills of students	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___
4. Thinking skills of students	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___
5. Social Skills of students	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___
6. Overall performance of students	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___	___ 1 ___	___ 2 ___	___ 3 ___	___ 4 ___	___ 5 ___

7. Please describe below any difficulty you had completing this Section, including the time it took.

If you wish to save a copy of your responses, please print the survey using "file" and then "print" from the top menu before you click on the SUBMIT button below

Teacher Comments

<p>I am very pleased with the books provided with this program. The state gave us a pack for our class and we very much enjoy it. We are very pleased with the program and how it promotes literacy. I can tell from your questions you truly understand how important storytelling is to these children in their literacy development. Thank you so much for all the effort you make to affect so many children so positively!!!</p>
<p>It is a great program. Keep it up.</p>
<p>We love it! It's a great resource for families and encourages appropriate pre-academic learning in the home.</p>
<p>I think it would be a good idea for the health dept., physicians and similar providers to have the registration forms for Imagination Library Program. Parents could fill out the form in the office while they are waiting with their child.</p>
<p>I think that it will be idea to have the imagination applications available during our school registration and screening process.</p>
<p>I love the program for kids! The books are quality literature and when we read the same stories in school they get so excited because they have that book at home. They in turn go home and find their book and read it again.</p>
<p>I think that the program is wonderful. If the parents would take advantage of the free books and read them to their children it would be even better.</p>
<p>This is a great program. Keep on having this program. It is very beneficial to the children including my own child.</p>
<p>I think it is a great program. I hope we can keep it for many years. I see the difference in students when they have had some experiences with books and literacy. It involves parents too. Parent involvement of these students that participated in the Imagination library is higher than students that did not participate in the program.</p>
<p>I think that the application should be included as part of the hospital paperwork for all children. I have heard that it was, but some of the parents this year had just had babies, and they did not receive the application.</p>
<p>I wish that the Imagination Library Program had been available years ago. It has given so many children an opportunity that their families may not have been able to give them before.</p>
<p>I have only taught for nine years and I think that all of my classes have had access to Imagination Library, therefore, I wasn't quite sure how to answer questions in section D.Imagination Library is a fantastic program. I am so thankful that Ms. Dolly decided to make this program one of her priorities. It is a godsend to all children, especially those that have illiterate parents. Their little eyes light up when they see me reading a book they have at home and they let me know right away that they have it. Wow! What a wonderful gift you have given our children. Thank you Ms. Parton for caring so much. :o)</p>
<p>I teach a special education preschool class, with four students who are typically developed.</p>
<p>I think that it would be great if the age could be up to 6. That way the children could get the books their entire pre-k year.</p>
<p>I believe that the Imagination Library program is wonderful. However, some children receive the books and they are never read</p>
<p>It is a wonderful program that gets books inside each child's home. All of my students receive free/reduced lunch and come from low income families. This gives them a change to have books in the home without the stress of trying to find a way to purchase them.</p>
<p>I would suggest that the Imagination Library registration forms be passed out and explained as part of the discharge procedures in hospitals where babies are delivered.</p>

I think that it is a wonderful program and opportunity. The families of At Risk Pre-kindergarten students are not always informed of the program since they either do not get a paper to read about the program, they do not speak English as their primary language, or they have transportation issues which prevents them from getting the necessary paperwork. Possibly advertise at pediatricians offices, grocery stores, health department, Goodwill stores, banks, etc or places that these people will eventually be visiting.
I receive free books for my children at home and I see how excited they are to get a new book in the mail! They want to read it right away. How encouraging to instill a love and excitement of reading in children at such a young age!
Continue this outstanding program!
I think that this is a wonderful program. Freely giving books to students who are considered "at risk" is a great way to get them involved in literacy by giving them something that often times they can't get on their own. I love the program and hope that it continues for many years.
When answering some of the questions, I found that when I answered negatively it had nothing to do with the imagination program. Especially when comparing to kids in the past. Children are coming in worse I think due to drugs.
I think the program is excellent. It is a wonderful opportunity to help children build a love for reading. The only thing I think it should be advertised more. Some of my parents knew nothing of the program until their children were almost five. Otherwise it is great!
It's wonderful! The children love having books of their own and the selection of books is very good.
I think it is a wonderful program. I am afraid that the families that really need it do not know or receive information about it.
I think it is a great program and would love to see it offered to older children as well!
Exposure to the program. We do not send any information home because we are not given any to send. Most of the students would join if they we given the option. Last year the only reason I had students join was because an assistant's child was sending home information about the program for her class.
My class is an ELL classroom with 12 Spanish speaking 3-year-olds. It is very difficult to communicate with the parents also.
We love the Imagination Library. It is WONDERFUL for our students. Some of our students would not have any books in their home if they were not a part of the Imagination Library.
Love the program
This is a wonderful program and introduces listening, reading, and parent/child interaction at an early level.
Wonderful program!!!! It is nice to see kids receive books.
..I think this is a wonderful program. My class this year has a short attention span and do not listen.
We still have several students that come to Perk that are not enrolled. We enroll them at registration, but we can see a difference in those who have been enrolled prior to coming to Perk. There needs to be some way to catch these that are not enrolled before they turn 4.
I have a very immature group this year.
Could use better communication about when it takes place and other details to give to parents.
I think it is a wonderful program. Thank you.
The Program is wonderful! I wish more parents would get involved. The difference it makes is amazing.
None at this time.
Thank you for giving our classrooms asset!

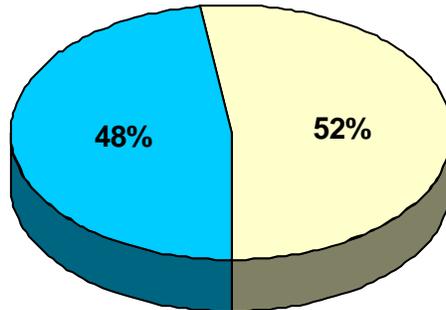
None at this time.
This is a wonderful opportunity for children to become exposed to a print rich environment. This is a great program.
Great Program
It is an excellent program that needs to be expanded through kindergarten age groups and, if possible, through 3rd grade. I would have loved this opportunity when I was a small child.
I think the Imagination Library program is very good for the children.
I believe this is an outstanding opportunity for low income children to receive books. It is amazing to me the number of homes I visit that do not have even a hint of the printed word. How can a child learn about print if their home does not have books, magazines, newspapers, etc.?
The parents of the children who are receiving the books love them and state how nice they are. However, some parents said they had not received their books after signing up for the program.
I think this is a great program.
I think it is a wonderful program; I give out information at the beginning of every school year to all of my families!!
I think that the imagination library is a great program and gets books into the hands of children who may not necessarily always be given books at home.
I would love for the program to extend at least until the age of 7.
A parent requested at the beginning of school that her child receive the books from the Imagination Library, but she never received any books.
My personal child would get the same book in the mail a few times instead of new ones.
This all really depends on the time the parents spend with the child reading the book. They do also benefit from using the eBook on their own when no one takes the time for them by making their own stories from the pictures.
Parents did not send in the questionnaires asking about The Imagination Library. I think that the Imagination Library is a wonderful program and it does make a difference. I'm sorry to say that the parents in my classroom didn't respond so I couldn't fill out the survey fully.
I think that the Imagination Library Program is a very good program!! It is hard for me to know exactly how much it did help them though because I think it depends a lot on the parents. Even though several of mine were involved in the program, their parents apparently didn't read them to the children because they still aren't as prepared as I expected them to be.
I have had parents say that after they signed up a 2nd child they didn't sign up a 3rd because they kept getting the same books for each child. Perhaps a little variety would be better.
The children need to be registered at birth for the library. When they come to Pre-k they may only receive 1 or 2 books before they turn 5 years old.
I think this is a wonderful program, however I wish there was a way to have children registered at birth so that they can receive all 60 books if they continue to live in Tennessee. There should be a change of address form included in each book.
My granddaughter receives books from the Imagination Library. She loves them and looks forward to receiving them. The books are very high quality.
I believe the imagination library is very beneficial and that all parents should take advantage of the opportunity.

<p>I think the program is a great asset to the parents and children. I hope this program can continue so that the children will continue to receive free books. This lets the children know how important it is to read and to be read to. Parents reading to the children is the most important step at this early age. Even if the children do not get read to they may just love to look at the pictures and pretend reading the story. Keep up the great work! The children love receiving things in the mail and what could be better than a book! Remember it is all about the children!</p>
<p>The Imagination Library Program is fantastic! I was thinking that in order for more families to participate, it may be helpful to have a public service announcement on television and/or to send applications through the U.S. mail service.</p>
<p>Advertise about the program more before pre-k. Parents are eager to join!</p>
<p>It would be nice if the books represented cultures other than just English-speaking and Spanish speaking. There are many wonderful books that are written by Native Americans, Cajuns, French, etc. There are Cinderella stories from various places of the world: Latin countries, Appalachian, Caribbean, Cajun, Inuit, Ojibwa, Zuni, Algonquin, Persian, Irish, Russian, African, Egyptian, Jewish, Korean, Pilippine, Vietnam, Indonesia, and India. It would be very enlightening for children to be exposed to a few of the Cinderella stories from other places in the word so that they could understand that all people are the same in some ways.</p>
<p>I am a pre-school teacher and an elementary librarian. The books are not only good stories, but popular titles. Many of my children will tell me that they have that book at home. I also think it is a great idea for the children to receive books in the mail -- they love to get mail. I would like to see more Eric Carle books added. My children love Brown Bear, Brown Bear, and I do not think they recieve this book.</p>
<p>Offer a way to sign up for this program at birth in the hospitals ob dept. Also, send sign up sheets to the schools preK/Kindergarten teachers so that they can sign up the kids that are not already receiving books.</p>
<p>Send out more multi-cultrual books</p>
<p>I think it is a wonderful program!</p>
<p>I think that this is a great program and it should continue</p>
<p>Sibling to get different books . (suggestion from Parents)</p>
<p>We thought it was wonderful</p>
<p>If, as part of the program, information could be mailed to the parents on how to read to their children, suggestions for using the books sent (age and developmentally appropriate), and the importance of literacy activities could be included in the package sent to parents, it would be helpful.I received a set of the books being sent out. It would be super if the kindergarten teachers would receive a set of years 3 and 4 to keep in their classroom. As emergent readers, they would start to look in them for things they knew and would take comfort in the familiar and perhaps try to read them to their parents at home.</p>
<p>This year my children in my class are very excited about reading! They are always bringing in their IMagination Library books for me to read to the class. My Hispanic students are especially excited to hear the stories read to them! I am so thankful that we have the Imagination Library in Tennessee!</p>
<p>I think the Imagination Library Program is a great program that is very beneficial to children. I would like to see increased efforts to make Spanish speaking and other ESL students aware of this program.</p>
<p>Have mor books about behaviors</p>
<p>It think it is an excellent program, especialy for the children who do not have any other print at home.</p>
<p>I think it is a great program. I am so glad that it is available.</p>

Gender of Pre-kindergarten Students

Gender of Imagination Library Participants: Pre-Kindergarten

■ Male ■ Female



Gender of Non-Imagination Library Participants: Pre-Kindergarten

■ Male ■ Female

