

# ILKIS\* BASELINE YEAR

## Background:

**152** parent-child dyads

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

Children:

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

**23.2%** of parents reported reading to child every day

- 39.7% report reading to child 3 or more times a week
- 28.5% report reading to child 1 or 2 times a week
- **8.6%** not reading to child **at all**

## Key Findings:

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

Interest in Reading

Narrative Retelling

Narrative Comprehension

Print Concepts & Reading Behaviors

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

Performance on composite measure of Letter Naming Fluency and Phonemic Segmentation

## Implications and Next Steps:

Sharing with community partners for conversations about:

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

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

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