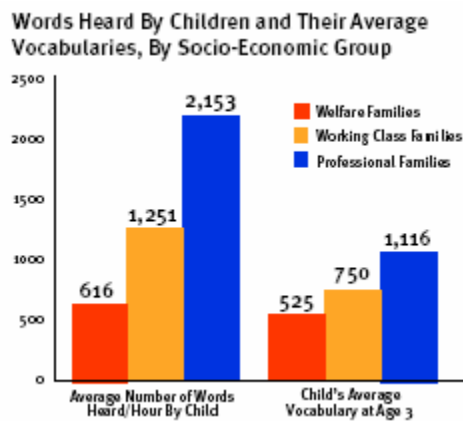


Early Learning Research & Sources

Early Learning: What the Research Tells Us

- 46% of kindergarteners are coming to school at risk for failure. (Source: Zill & West (2001). *Entering Kindergarten: A Portrait of American Children When They Begin School.*)
- Economically disadvantaged children enter Kindergarten 1-2 years behind in language and other skills important to school success. (Source: Urahn (2001). *Promoting Universal Access to High Quality Early Education for Three and Four Year Olds.*)
- 1 in 3 children is born into poverty. (Source: Children's Defense Website. (August 2004). "Key Facts About American Children.")
- The typical middle-class child is read to 1,000 to 1,700 hours before entering 1st grade, whereas a child from a low-income family is read to an average of just 25 hours. (Marilyn Jager Adams. 1990. *Beginning to read: thinking and learning about print.* Cambridge, MA: MIT Press.)
- Young children whose parents respond to them verbally at a high rate develop greater vocabularies. These differences tend to persist over time, impacting school readiness and success. (Source: Dr. Craig Ramey, Director of the Center for Health & Education, Georgetown University)



- By age 3, the observed cumulative vocabulary for children in the professional families was 1,116, for the working class families it was about 750, and for the welfare families it was 525.
- In professional families, children heard an average of 2,153 total words in an hour; in working class families 1,251 total words in an hour and in welfare families only 616 total words in an hour. Extrapolating these figures to cover 4 years of experience would give 11 million total words heard by a child in a professional family, 6 million total words for a child in working class family and 3 million total words for a child in a welfare family.

(Source: Betty Hart, PhD & Todd R. Risley, PhD. *Meaningful Differences in the Everyday Experience of Young American Children.* Baltimore: Paul H. Brookes Publishing Co., 1995.)

- The quality of child care has significant impact on a child's early learning, and yet studies show that 87% of child care in America is of poor quality, while the majority of parents think their children receive good care. (Source: Cost, Quality and Child Outcome # Study (1995))

Investing in Our Future

- According to the 40-year High Scope/Perry Preschool Study, every \$1 invested in high-quality education produces a \$17 return. (Source: Bruner, C. (December 2004). *Many Happy Returns: Three Economic Models that Make the Case for School Readiness Resource Brief*; L. Schweinhart (2004). *The High/Scope Perry Preschool Study Through Age 40*.)
- Nobel Laureate and University of Chicago Economist James Heckman argues that **investments in high-quality early education programs have the highest rate of return of any social investment.** (Source: Heckman, J. (Jan. 2005). *Lessons from the Technology of Skill Formation*.)
- We must close the gap between what we know and what we do to promote the healthy development of young children. (Source: Dr. Jack Shonkoff, Pediatrician, Co-Author, *Beyond Neurons to Neighborhoods*.)



Contact United Way of America Success By 6 for more information at successby6@unitedway.org.