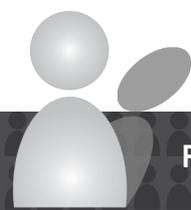


# RESEARCH: EARLY LITERACY

## What the Research Says About Early Literacy

- Children who live in print-rich environments and who are read to during the first years of life are much more likely to learn to read on schedule.
- Reading aloud to young children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity, and memory.
- Early language skills, the foundation for reading ability and school readiness, are based primarily on language exposure - resulting from parents and other adults talking to young children.
- Research shows that the more words parents use when speaking to an 8-month-old infant, the greater the size of their child's vocabulary at age 3. The landmark Hart-Risley study on language development documented that children from low-income families hear as many as 30 million fewer words than their more affluent peers before the age of 4.
- Books contain many words that children are unlikely to encounter frequently in spoken language. Children's books actually contain 50% more rare words than primetime television or even college students conversations.
- The nurturing and one-on-one attention from parents during reading aloud encourages children to form a positive association with books and reading later in life.
- Reading aloud is a proven technique to help children cope during times of stress or tragedy.
- Reading difficulty contributes to school failure, which increases the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy - all of which perpetuate the cycles of poverty and dependency.



# RESEARCH: EARLY LITERACY

## Most American Parents Are NOT Reading to Children

- Fewer than half (48%) of young children in the U.S. are read to daily, meaning that more than 13 million children under 5 go to bed every night without a bedtime story.
- The percentage of children read to daily drops even lower (to 36%) among low-income families, whose children face the highest risk of literacy problems. Even among high-income families, however, more than 2 out of every 5 children are not read to daily.

## Why Aren't More Parents Reading Aloud to Children?

- Families living in poverty often lack the money to buy new books, as well as access to libraries. In fact, 61% of low-income families have no children's books in their homes.
- Parents who may not have been read to as children themselves may not realize the tremendous value of reading to their own children.
- Low literacy rates are not just the result of economic poverty; they are also the result of time poverty, something that affects nearly every parent in our country. Responsibilities at work, community activities, the television, and video games all make it difficult to carve out time for a parent and child to sit down together to read a favorite book.



# RESEARCH: FAMILY INVOLVEMENT

## What the Research Says About Family Involvement

- Research has demonstrated that schools can improve their students' educational outcomes by engaging parents in ways that directly relate to their children's academic progress.
- Sharing stories, rhymes, games, and daily talk in a family's home language supports language and literacy development, which in turn supports academic success (Strickland & Riley-Ayers, 2007).
- Recent research has brought to light the powerful link between social and emotional development and academic learning. Such findings underscore the importance of attending to and celebrating the diversity of each child's culture and home language, family makeup, learning style, interests, temperament, and any special needs (Zero to Three, 2003).
- Research has also revealed not only the dynamic learning potential of children when they are in responsive, nurturing, stimulating environments, but also the detrimental effect to children when they are deprived of these opportunities. Gaps in reading readiness can hamper literacy development throughout a child's school years and beyond—hindering career options when the child becomes an adult (NELP, 2009).
- Children need to be part of rich conversations in order to develop their skills at both receptive (listening) and expressive (speaking) language (Dickinson & Tabors, eds., 2001). It's best if these conversations can be guided and enriched by adults—through stories, rhymes, and songs, talking about experiences and wordplay (Swank & Landry, 2004).



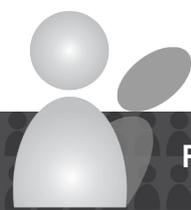
# RESEARCH: ACCESS TO BOOKS

## What the Research Says About Access to Books

- Children from a literacy-rich home environment enter school with more knowledge of reading than other children. (National Center for Education Statistics)
- Twenty minutes of daily trade reading beyond the regular reading program significantly increases student reading achievement. (Yankelovich, 2008)
- Findings show higher-than-average scores among students who reported more types of reading material at home:
  - 68% of students who had three or more different types of reading materials at home performed at the proficient level
  - Students with two or fewer types performed at the basic level
  - Students with four types of reading material at home performed at the highest level (Donahue, et al. 2001)
- Children with greater access to books and other print materials express more enjoyment of books, reading, and academics. (Children's Access to Print Material and Education Related Outcomes)
- Reading volume - the amount of reading that students do in and out of school—has significant impact upon word recognition, spelling, vocabulary development, reading comprehension, and general knowledge.

## Summer Reading

- Summer learning shortfall experienced by low-income children in the elementary grades has consequences that reverberate throughout children's schooling, and can impact whether a child ultimately earns a high-school diploma and continues on to college. (Alexander et al, 2007)



# RESEARCH: ACCESS TO BOOKS

- New research indicates that sending books home with children over the summer yields greater achievement gain and is less expensive and less extensive than providing summer school or engaging in comprehensive school reform. (Allington, Richard and McGill-Franze, A. Educational Leadership, April 2008)
- The amount of reading done out of school is consistently related to gains in reading achievement. (National Institute of Education, 1988)
- The amount and quality of students' access to reading materials is substantively related to the amount of reading they engage in, which in turn is the most important determinant of reading achievement. (McQuillan, 1998)



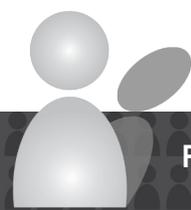
# RESEARCH: EXPANDED LEARNING

## What the Research Says About Expanded Learning

- More than 15 million school-age children (26 percent) are on their own after school. Among them are more than 1 million are in grades K through 5. (Afterschool Alliance, 2009)
- More than 27 million parents of school-age children are employed, including 23 million who work full time. (U.S. Department of Labor, 2010)
- Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community. (Afterschool Alliance, 2009)
- The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002)
- Eight in 10 Americans want all children and teens to have some type of organized activity or safe place to go after school. (Afterschool Alliance & Lake, Snell, Perry & Associates Inc., 2008)
- Currently, the federal government contributes only 11 percent of the cost of afterschool while 29 percent of the children in afterschool meet the federal government's definition of low-income and in need of federal assistance. (Afterschool Alliance, 2009)

## Afterschool Programs Benefit Youth, Families & Communities

- Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also three times more likely to use marijuana or other drugs, and are more likely to drink, smoke and engage in sexual activity. (YMCA of the USA, March 2001)

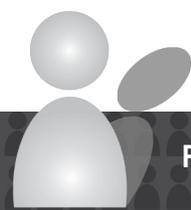


# RESEARCH: EXPANDED LEARNING

- Early childhood education expert James Heckman concludes that a compliment of early education and participation in afterschool programs can reduce initiating drug use among youth by nearly 50 percent (45.8) while reducing the likelihood of them skipping school by half. (Investing in Our Young People, University of Chicago, 2006)
- An analysis of 73 afterschool studies concluded that afterschool programs using evidence-based approaches were consistently successful in producing multiple benefits for youth, including improvements in children's personal, social and academic skills as well as their self-esteem. (The Collaborative for Academic, Social, and Emotional Learning, 2007)
- The Promising Afterschool Programs Study found that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. (University of California at Irvine, 2007)
- Students in programs supported by The After-School Corporation improved their math scores and regular school day attendance compared to non participants. High school participants passed more Regents exams and earned more high school credits than non-participants. (Policy Studies Associates, July 2004)

## Proven Afterschool Outcomes:

- Improved School Attendance and Engagement in Learning
- Improved Test Scores and Grades
- Students at Greatest Risk Show Greatest Gains
- Afterschool Programs Keep Kids Safe, Healthy and On Track for Success
- Afterschool Programs Help Working Families



# RESEARCH: MENTORING PARTNERSHIPS

## What the Research Says About Mentoring Partnerships

- New research from David DuBois, Ph.D., and his coauthors confirms that mentoring programs not only seem to improve outcomes for young people in the areas of academic achievement, behavior, and social and emotional health, but they also can improve these outcomes simultaneously.
- A study of a youth development program with a strong mentoring component — revealed that members were more likely to be high school graduates (63% of members vs. 42% of control group) and were less likely to drop out of school (23% drop out vs. 50% of control group) (Center for Human Resources, 1994.)
- Mentees who are the most disadvantaged and/or at-risk are especially likely to gain from mentoring programs (Jekielek et al, 2002)
- Middle school students involved in an intergenerational mentoring program had positive outcomes including increased attendance at school. (LoSciuto, et al., 1996.)
- Young people with mentors were more likely to stay in school, attend classes, achieve and aspire to better grades, and go to college. (Proctor and Gamble study, 1988,)

