



# Why Early Language and Literacy From Birth: A Seamless Continuum of Services

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Children Who Have Attended  
High Quality Early Childhood Programs



- *Perform better in reading and math throughout the elementary grades*
- *Less likely to be held back a grade*
- *Less likely to require special education*
- *Less likely to present discipline problems*
- *More likely to be enthusiastic about school and have good school attendance*

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Cost Benefit Analysis



**Economic analysis demonstrates that for every dollar invested in early childhood programs, savings of \$3.78 to \$17.07 can be expected.**

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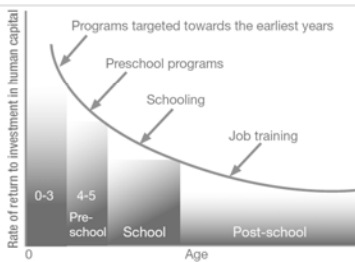
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Cost Benefit of Investing Early



Rates of Return to Human Capital Investment at Different Ages; Return to an Extra Dollar at Various Ages



Hoxby, J. "Investing in Disadvantaged Young Children in Good Economics and Good Public Policy" Testimony before the Joint Economic Committee, Washington D.C., June 27, 2007. Reprinted with permission.

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### Economist Viewpoint



Early interventions for young at-risk children promote:

- School retention
- Improve the quality of the workforce
- Help schools to be more productive
- Raise earnings
- Strengthen social attachments
- Reduce crime, teenage pregnancy, and welfare dependency.

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***Although most children learn to read and write, many still do not learn to read and write well enough to get along in our complex world of communication and technology.***



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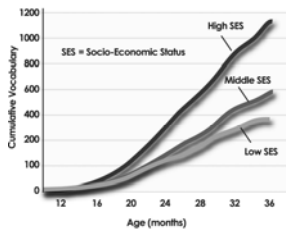
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### Hart and Risley Study (1995)



Poorest children hearing 13 million fewer words than children in middle socio-economic group

32 million fewer words than children in highest socio-economic group

Parents in the lowest socio-economic group exhibited using fewer vocabulary words than the children in the highest socio-economic group.

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**Benefits are especially strong for our most vulnerable children—the *youngest* and those who live in *high risk* environments.**

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**Why Begin With Infants?**

- Brain Development
- Narrative
- Communication and Language
- Social-Emotional Development
- Culture
- Appreciation for Print and Pleasure in Reading

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***In the first three years of life, a child's brain will make thousands of neural connections and grow to about 85% of its adult size.***

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**Healthy brain connections depend  
on healthy human connections**

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***“While good early experiences help the brain to develop well, poor early experiences can literally cause a genetically normal child to become mentally retarded or a temperamentally easy-going child to develop serious emotional difficulties.”***

Starting Smart: How early experiences affect brain development, Ounce of Prevention Fund and ZERO TO THREE, 1998

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**“Noncognitive” skills**



- Self-Confidence as a Learner
- Curiosity and Motivation
- Self-Regulation of Attention, Behavior, Thinking
- Persistence
- Awareness of Ability
- Empathy, Happiness, Hopefulness and Resiliency

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**What Does This Mean For Quality?**



- What does this mean for workforce development (pre and in-service)?
- Difference between quality and effective programs

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**Landscape: Early Childhood Workforce**



- Qualifications vary across states, settings, and positions, with a decline in formal education reported in recent years—as well as generally lower levels of education among providers of care for infants and toddlers.
- Geographic isolation and scarce fiscal and educational resources defy efforts to train, recruit, and retain well-qualified teachers in many areas of the United States.

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**Landscape: Early Childhood Workforce**



- Requirements for directors of early childhood vary, with some states requiring college-level work and competence in child development and administration, and others with no education or training pre-service qualifications.
- Compensation for early childhood practitioners remains stubbornly low. Annual average wages for child care workers and preschool teachers in 2009 were \$20,940 and \$27,450, respectively.
- Compensation is a significant barrier to attaining higher education, especially for family child care and other home-based caregivers, many of whom are low-income, living below 200 percent of the federal poverty line

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**Indicators of Quality**

- Environment
- Fiscal resources
- Regulatory factors
- Interactions
- People
- Human resources
- Experiences
- Relationships

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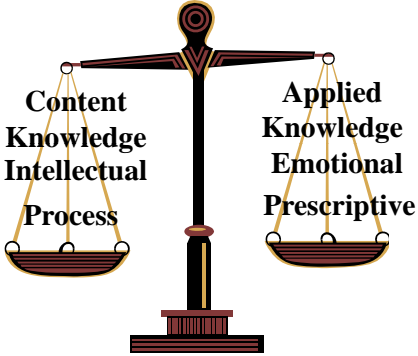
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**Professional Development: Infant/Toddler Teachers**



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**Team Planning & Processing**

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