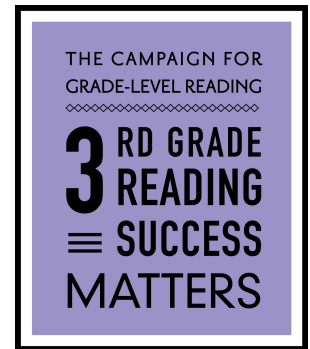


# SCHOOL READINESS MATTERS

## RESEARCH CONFIRMS AND CITATIONS



- Low income children are twice as likely to experience developmental delays as their higher-income peers. Poverty-associated trauma and toxic stress exacerbate these developmental delays and compromise social-emotional health.

U.S. Department of Health and Human Services. (2014). *Birth to Five: Watch Me Thrive*. Washington DC: Administration for Children and Families. <http://www.acf.hhs.gov/programs/ecd/watch-me-thrive>

Center on the Developing Child. (2014). *Key Concepts: Toxic Stress*. Cambridge, MA: Harvard University. [http://developingchild.harvard.edu/key\\_concepts/toxic\\_stress\\_response/](http://developingchild.harvard.edu/key_concepts/toxic_stress_response/)

- Low-income children are significantly more likely to be in poor health and are less likely to receive adequate treatment for vision, hearing, dental caries and other health conditions that could compromise physical and cognitive development.

The Children's Defense Fund. (2014). *The State of America's Children*. [http://www.childrensdefense.org/child-research-data-publications/state-of-americas-children/documents/2014-SOAC\\_child-health.pdf](http://www.childrensdefense.org/child-research-data-publications/state-of-americas-children/documents/2014-SOAC_child-health.pdf)

Sawhill, I.V., & Ludwig, J. (2007). *Success by Ten: Intervening Early, Often, and Effectively in the Education of Young Children*. Washington, DC: The Brookings Institution. <http://www.brookings.edu/research/papers/2007/02/education-ludwig>

- By 18 months, low-income toddlers are already several months behind more advantaged children in language proficiency. By age 4, low-income children have heard 30 million fewer words than their more affluent peers.

Hart, B., & Risley, T. (1995). *Meaningful Differences in the Everyday Experiences of Young Children*. Baltimore, MD: Brookes. [http://www.strategiesforchildren.org/eea/6research\\_summaries/05\\_MeaningfulDifferences.pdf](http://www.strategiesforchildren.org/eea/6research_summaries/05_MeaningfulDifferences.pdf)

- Low-income children have few if any age-appropriate books in their homes — there is one book per 300 children in low-income neighborhoods versus 13 books per child in middle-income neighborhoods.

Neuman, S.B., & Dickinson, D.K., ed. (2006). *Handbook of Early Literacy Research, Volume 2*. New York, NY, p. 31. [www.serve.gov/toolkits/book-drive/index.asp](http://www.serve.gov/toolkits/book-drive/index.asp)

Sawhill, I.V., & Ludwig, J. (2007). *Success by Ten: Intervening Early, Often, and Effectively in the Education of Young Children*. Washington, DC: The Brookings Institution.  
<http://www.brookings.edu/research/papers/2007/02/education-ludwig>

- Low-income children have less access to high-quality developmentally appropriate early care and learning opportunities.

Isaacs, J. (2012). *Starting School at a Disadvantage: The School Readiness of Poor Children*. Washington, DC: Brookings Institution, Center on Children and Families.  
<http://www.brookings.edu/research/papers/2012/03/19-school-disadvantage-isaacs>

KIDS COUNT Data Center. (2014). "Children ages 3 and 4 not attending preschool by poverty status." Baltimore, MD: The Annie E. Casey Foundation. <http://datacenter.kidscount.org/data/tables/7876-children-ages-3-and-4-not-enrolled-in-preschool-by-poverty-status?loc=1&loct=1#detailed/1/any/false/995,116/4172,4173/15190,15189>