



**Earning by
Learning**
OF DALLAS
Discover the joy. Read.

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Harvard Study Results Summary

Dr. Roland Fryer of Harvard University's EdLabs recently completed a study on financial incentives in education. Earning by Learning (EBL) of Dallas was one of four financial incentive education programs studied.

Dr. Fryer's independent study affirms that EBL's model positively influences student's desires to read and has a significant effect on their academic performance. The study's major findings are summarized below.

- Students who participate in EBL show a substantial increase in reading comprehension, overall language development, report card grades and standardized test scores versus non-EBL students.
- In just 15 weeks of voluntary reading through EBL's program, students achieved the equivalent of four months of full-time classroom learning!
- EBL's Latino and African American male students showed an even higher gain than their female counterparts. As cited in numerous studies, Hispanics and African American males score dramatically lower on national assessments. Earning by Learning has the capability to radically improve the academic success of this at-risk group thus radically improve the future of our city.
- EBL students also received the Intrinsic Motivation Inventory and the results showed that incentivizing students does not ruin a child's love for learning. The intense argument and anxiety expressed by some educators and social psychologists regarding incentives seems unwarranted. A year after paying students to read and pass a comprehension test, EBL students are still significantly outperforming the students in the control group, which demonstrates that the students continue to enjoy learning.
- The students' academic performance resulted in an almost two point standard deviation improvement compared to the control group. What does this mean? It means that the EBL program significantly improves student learning and academic performance compared to the control group, far more than almost any programs attempting to improve the results of the standard educational process.
 - There have only been only three other programs studied that demonstrated an equally powerful impact on student performance: Headstart, Classroom Size Reduction, and Incentives for Quality Teachers To Go Into Urban Districts. This study affirms that EBL stands alongside these other groundbreaking programs in achieving outstanding results.
- However, there is the BIG difference between EBL and the rest of these programs. The results are achieved at a substantially lower cost than these other three programs. Our program is easy to add to a school's reading program, and once the upfront costs are paid, it is very inexpensive to maintain. A year or two after implementation, the EBL program takes on a life of its own, and a school-wide reading culture begins to take root, building success upon success.

To read the complete results of the Harvard study, go to: <http://www.edlabs.harvard.edu/pdf/studentincentives.pdf>

