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# The Trust for Early Education

Presentation at  
the Council of Chief State School Officers meeting

Indianapolis, Indiana  
November 7, 2003

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*Children are eager and capable learners...*

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**Pre-kindergarten aged children are capable of starting to learn  $\frac{3}{4}$**

- **how to recognize the letters of the alphabet**
- **to connect sounds to the letters of the alphabet**

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*Children are eager and capable learners...*

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**Pre-kindergarten aged children are capable of starting to learn  $\frac{3}{4}$**

- **that we read from the top of a page to the bottom**
- **from the left of the page to the right**
- **from the front of a book to the back**

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*Children who start behind, stay behind*

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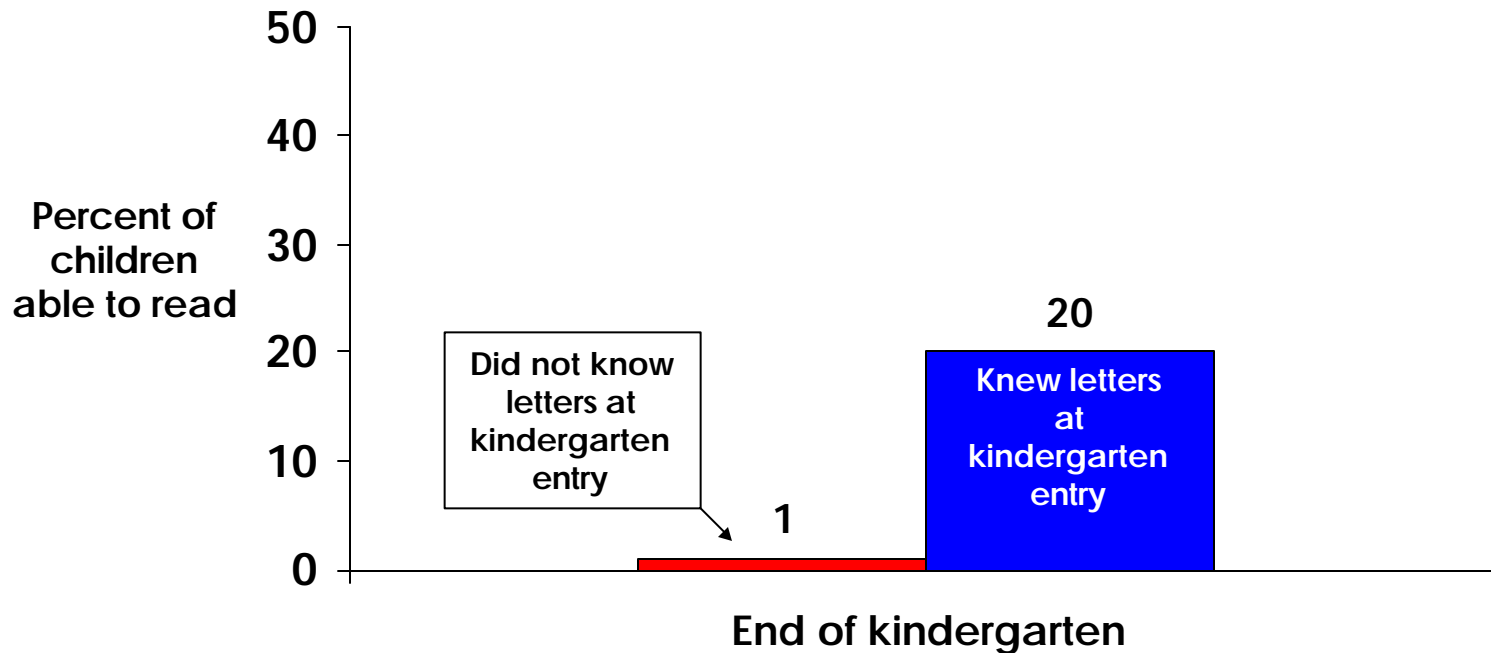
Children who enter kindergarten who know their letters, are familiar with print, are familiar with the letter-sound relationships (phonics) and who recognize some words achieve higher in reading in kindergarten, first grade and second grade than those children who do not have these skills.

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## Children who start behind, stay behind

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Children who know the alphabet when they enter kindergarten are 20 times as likely to be able to read simple words aloud at the end of kindergarten

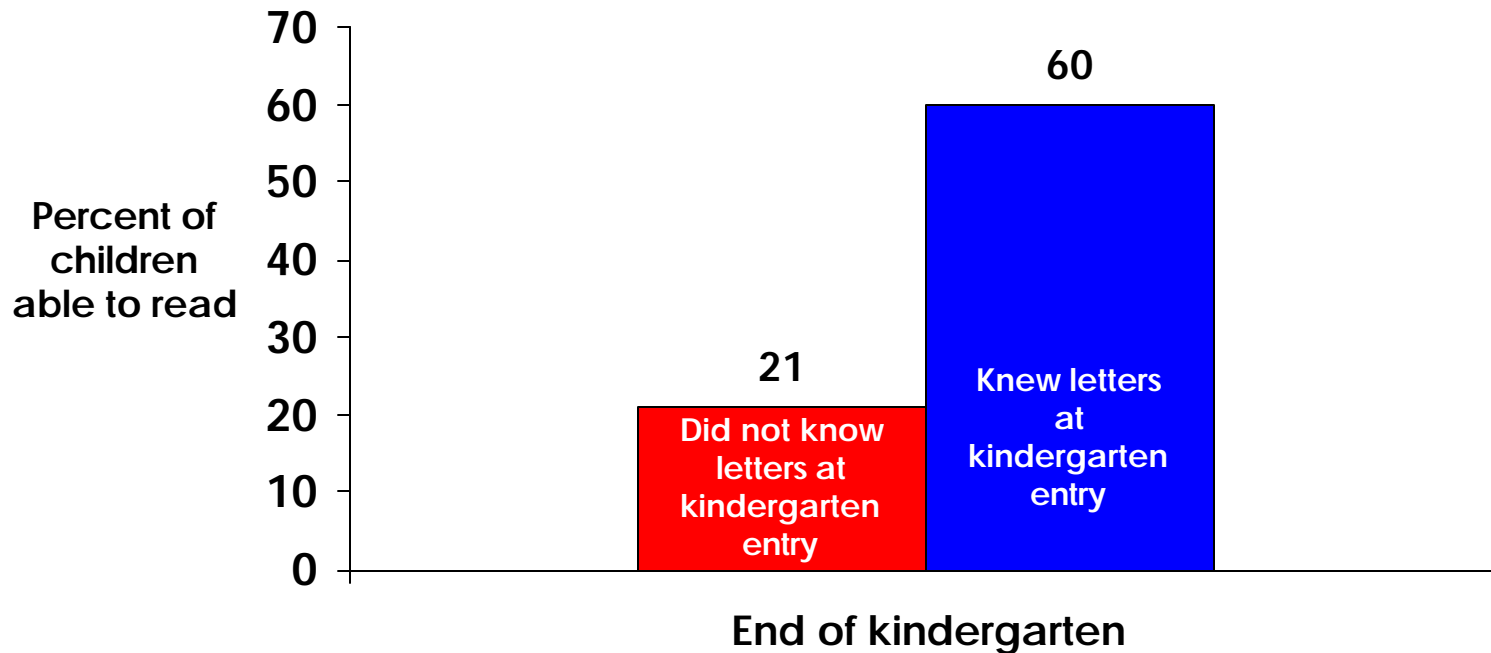


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## *Children who start behind, stay behind*

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Children who know the alphabet when they enter kindergarten are 3 times as likely to be able to read and understand words in the context of simple sentences by the end of first grade



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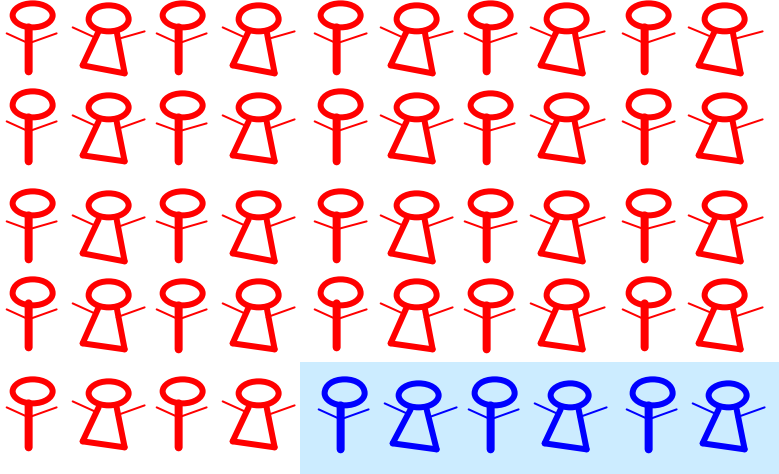
*Children who start behind, stay behind*

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If 50 first graders have problems reading, then 44 of them still have problems reading in fourth grade.



First Graders



Fourth Graders

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*Children who start behind, stay behind*

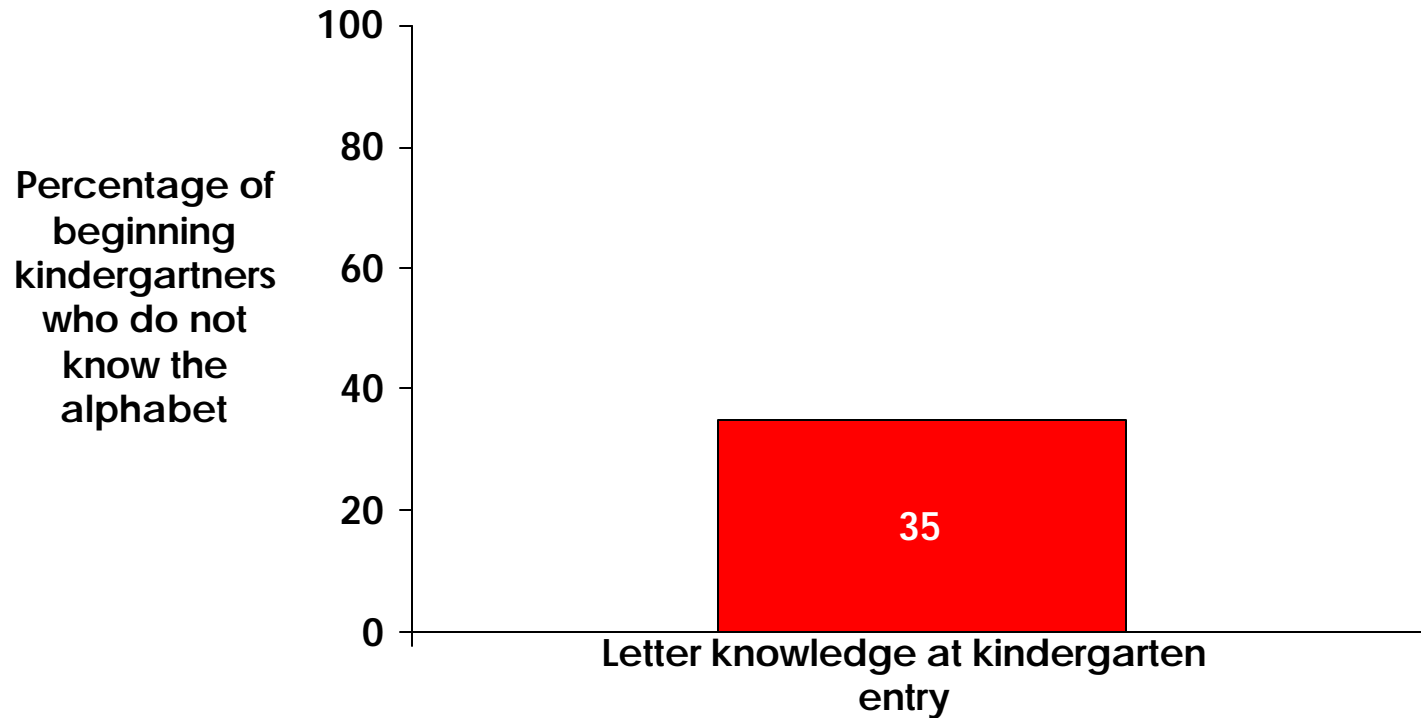
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**“Children who are not at least modestly skilled readers by the end of third grade are unlikely to graduate from high school.”**

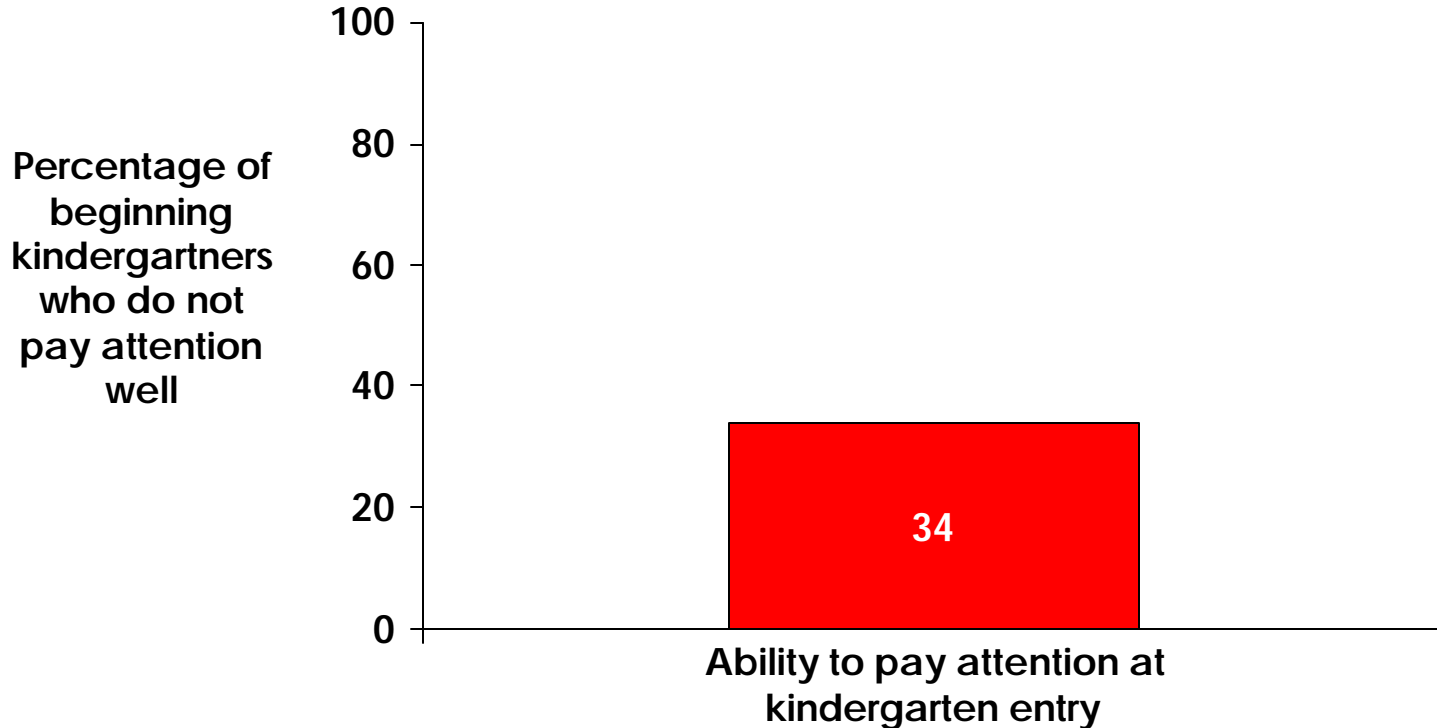
—Preschool for All, 2003

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## When entering kindergarten, one-third of children do not know the alphabet



About 1 in 3 children enter kindergarten not knowing how to pay attention well in class.



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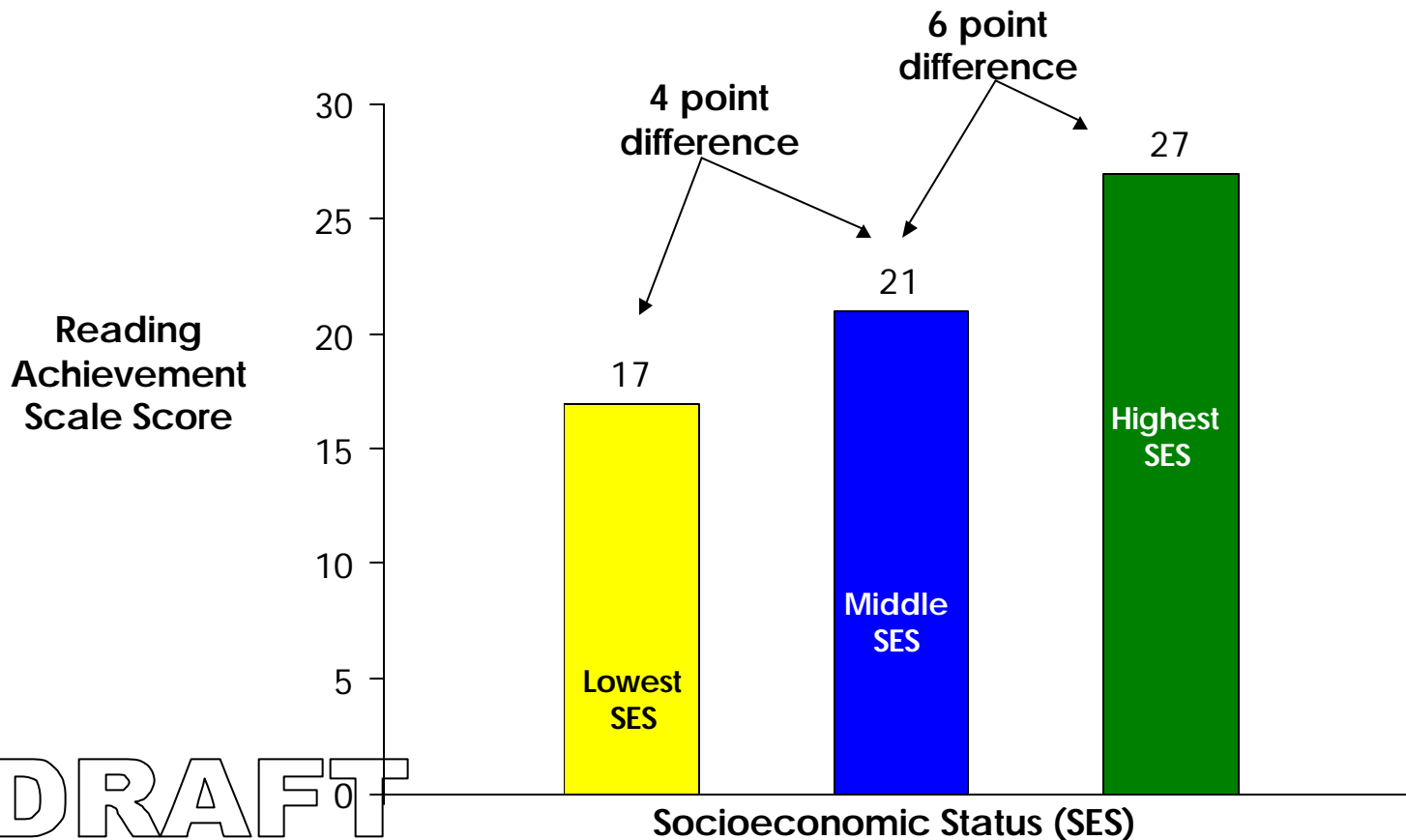
The school readiness problem is not limited to low-income children, minority children, and children “at-risk”.

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*Too many children from all families are not ready for school...*

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The gap in reading skills between middle class children and their more affluent peers is greater than the gap between middle class and poor children

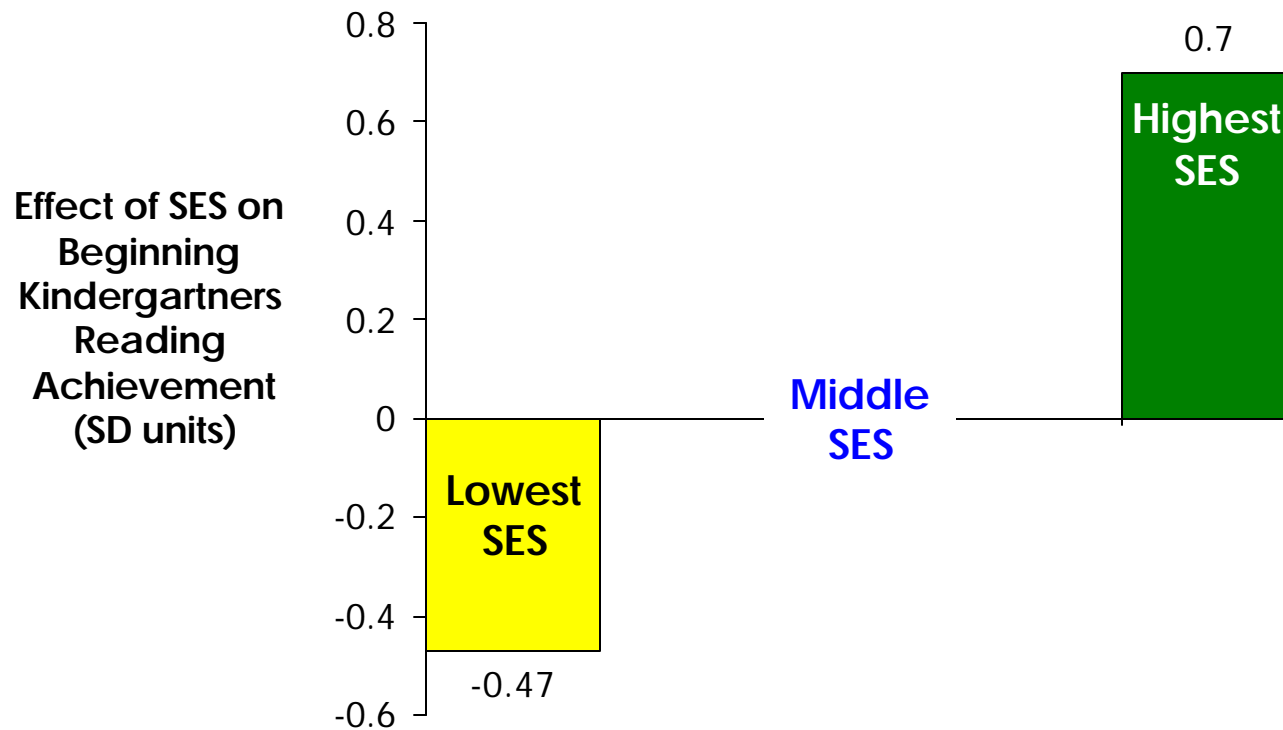


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*Too many children from all families are not ready for school...*

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The gap in reading skills between middle class children and their more affluent peers is greater than the gap between middle class and poor children



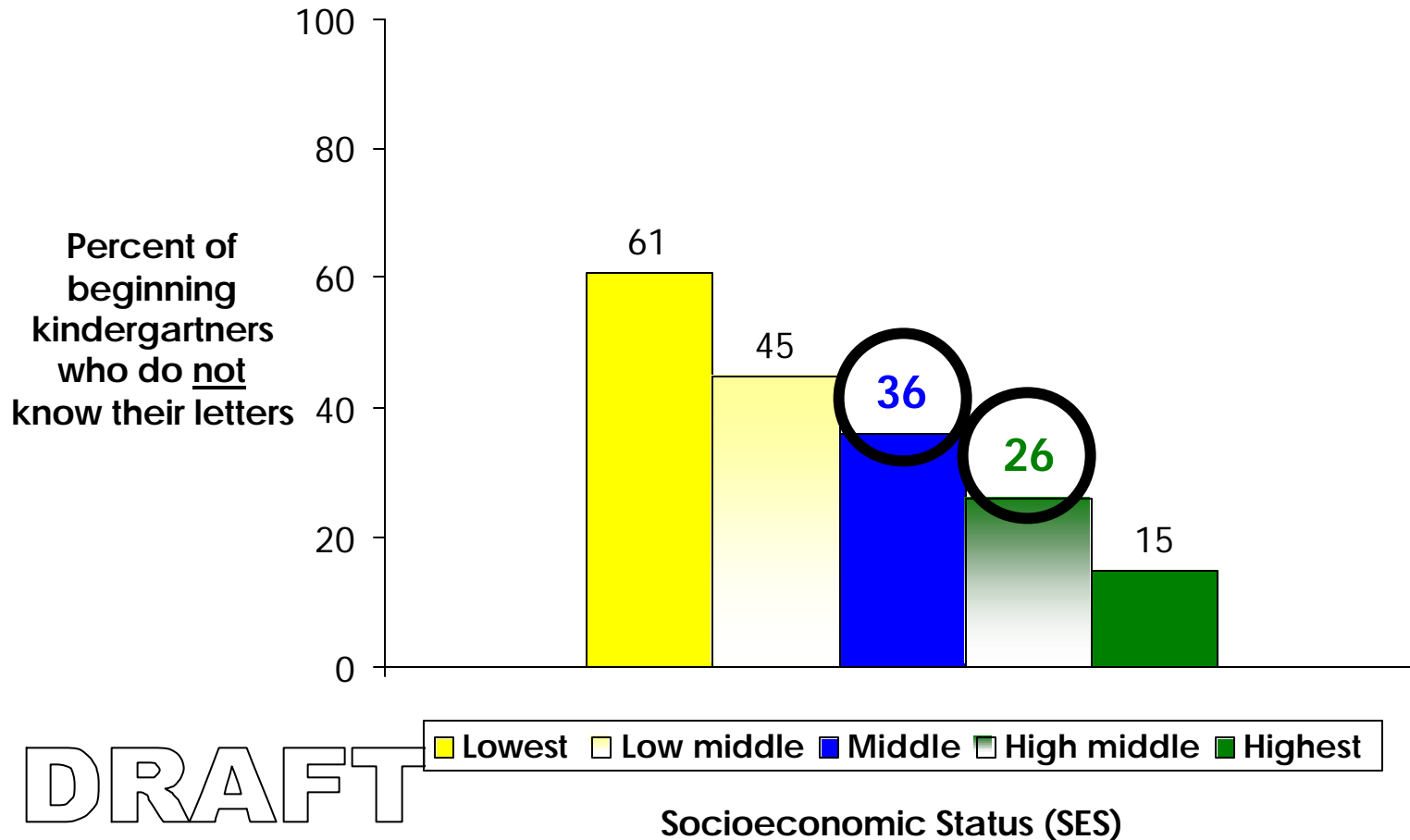
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*Too many children from all families are not ready for school...*

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## As children enter kindergarten

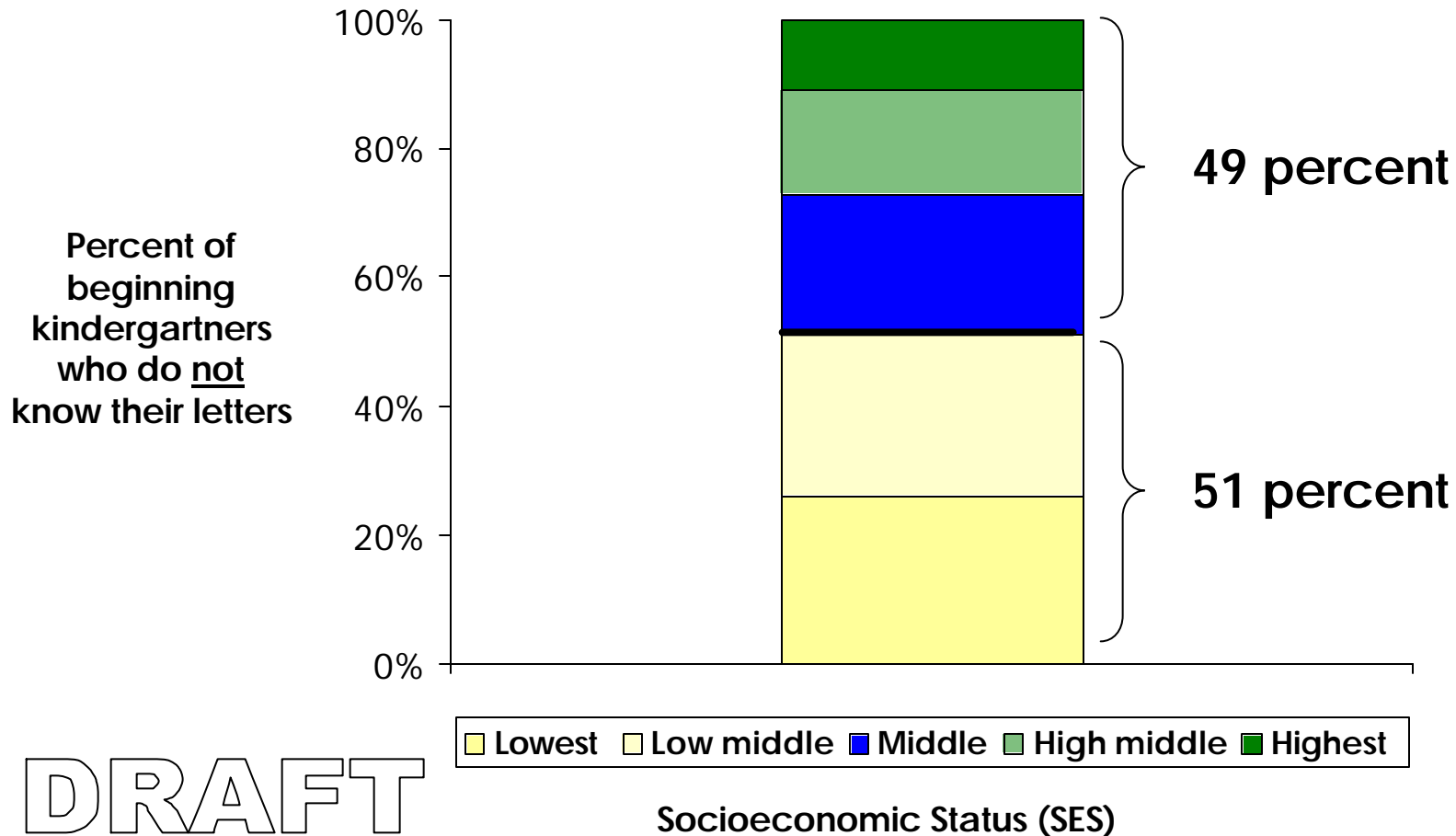
- about one-third of middle class children do not know the alphabet
- about one-quarter of upper-middle class children do not know the alphabet



*Too many children from all families are not ready for school...*

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49 percent of children who do not know the alphabet as they enter kindergarten are middle class or higher

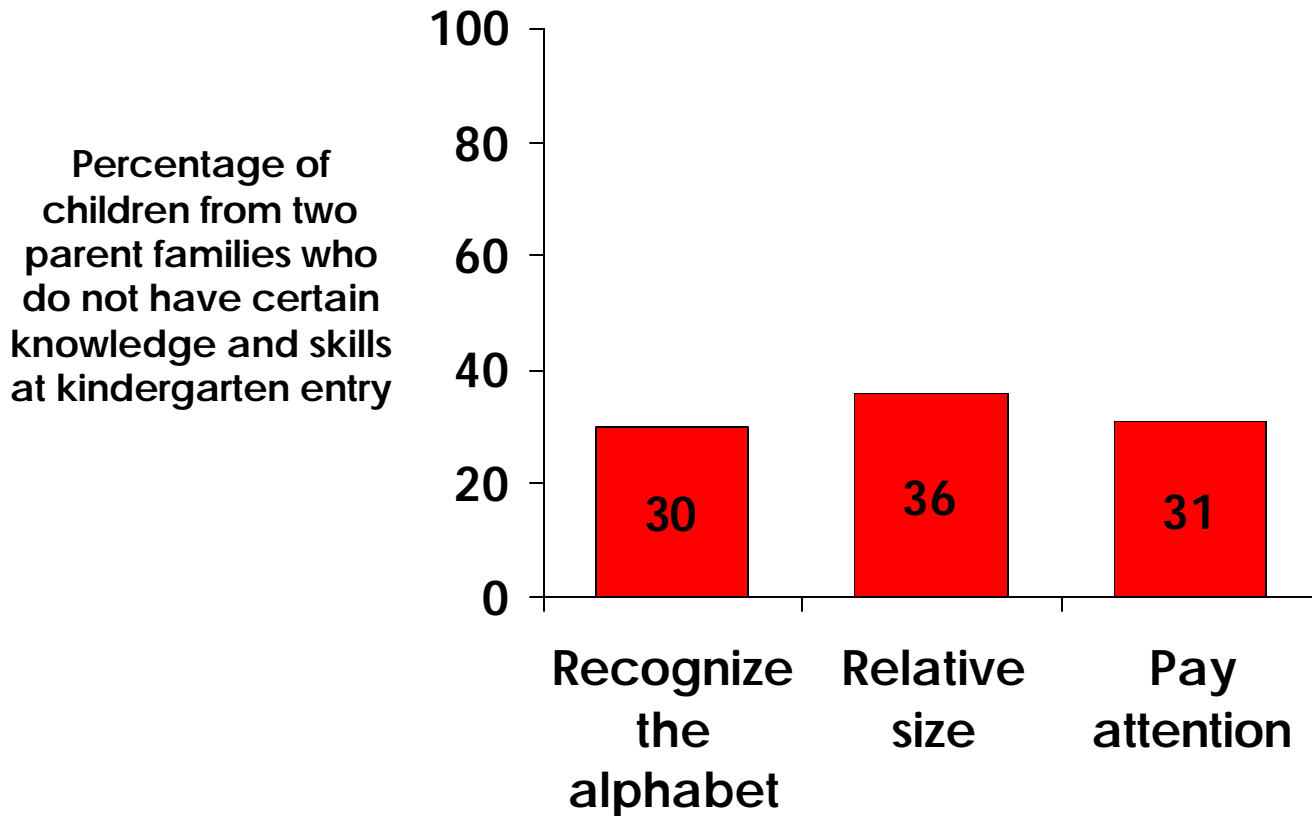


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*Too many children from all families are not ready for school...*

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Many children from two parent families are unprepared for school when they enter kindergarten.

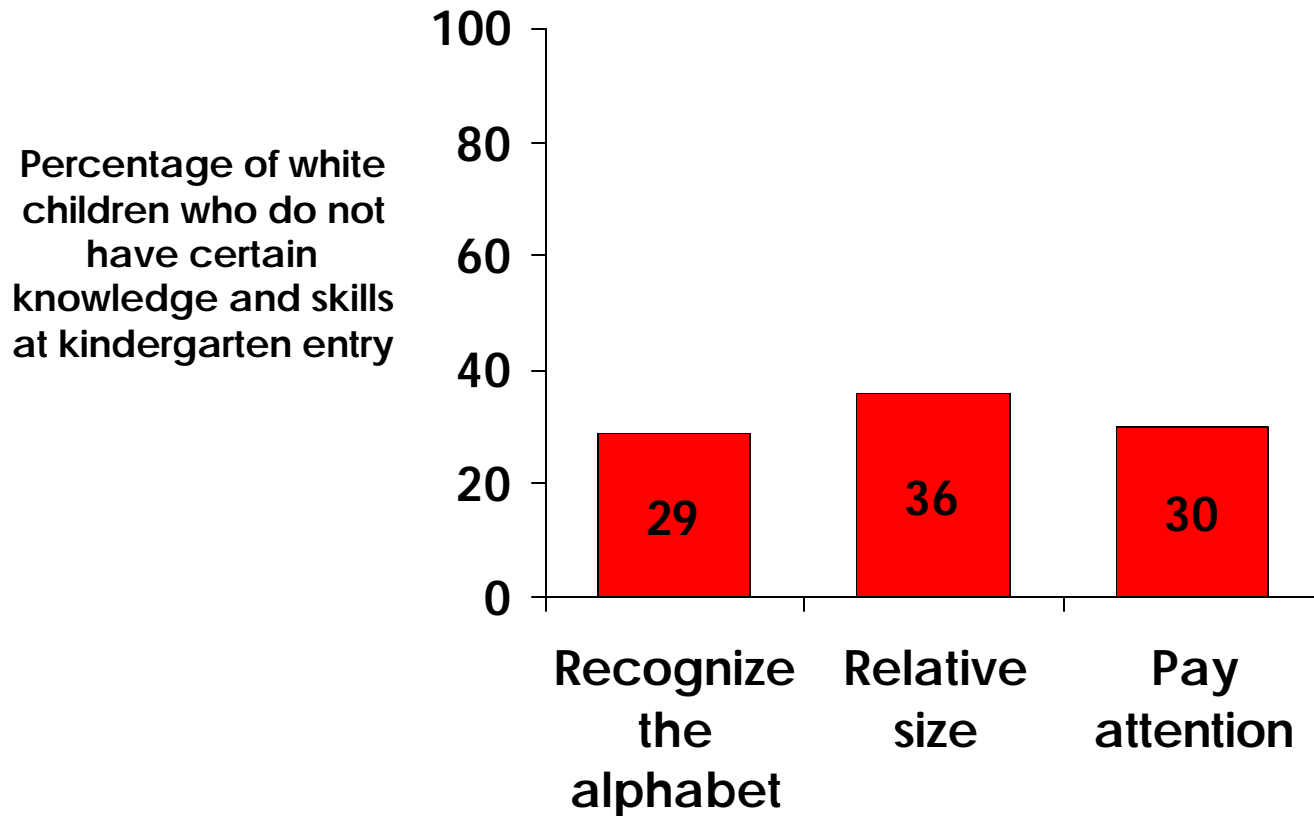


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*Too many children from all families are not ready for school...*

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Many white children are unprepared for school when they enter kindergarten.

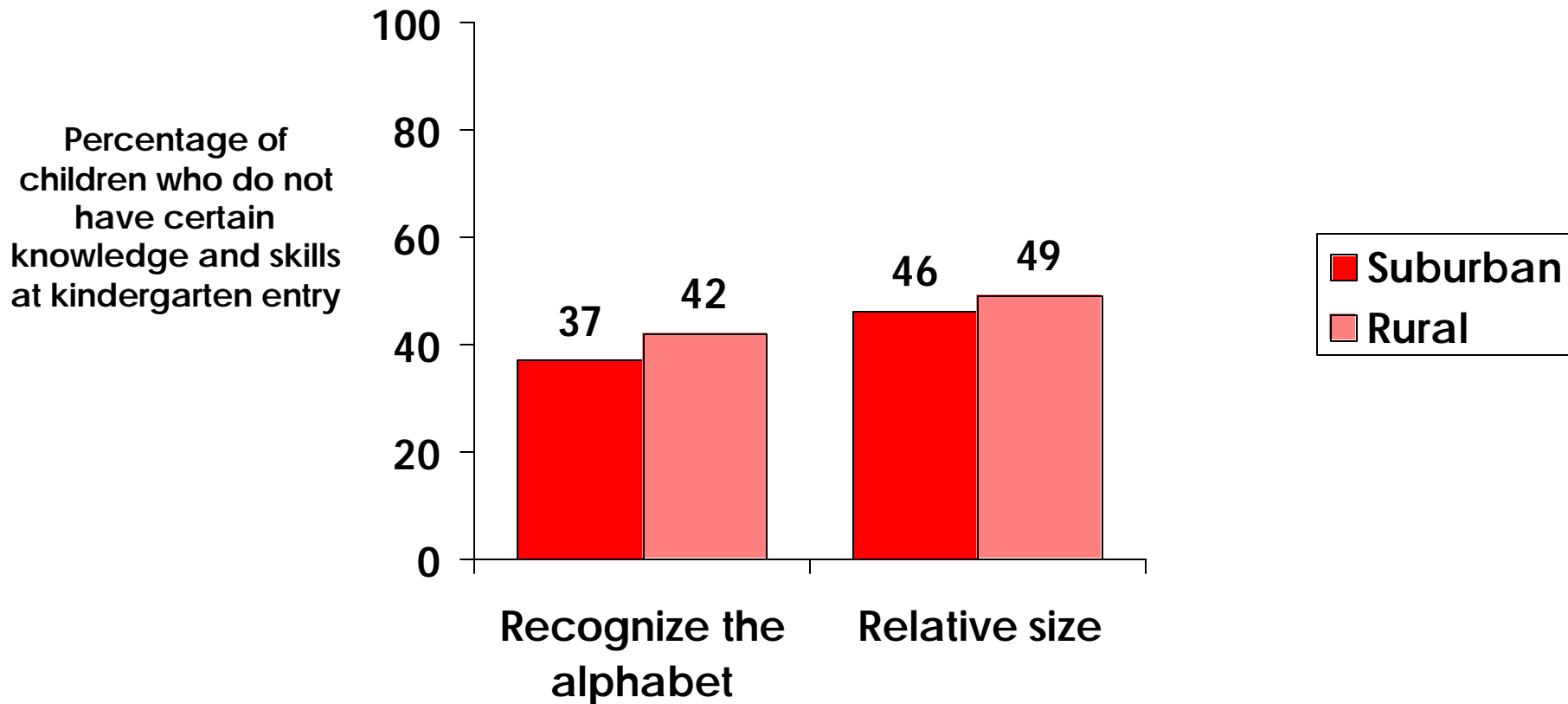


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*Too many children from all families are not ready for school...*

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Many suburban and rural children are unprepared for school when they enter kindergarten.



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The quality of  
current programs  
is not high enough.

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**High quality programs are scarce**

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**Average Quality Ratings (ECERS Scores) in four different studies**

*High quality programs are scarce*

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Only 21 states require their pre-kindergarten teachers have a 4-year-degree

Arkansas

District of Columbia

Illinois

Kansas

Louisiana

Maine

Maryland

Michigan

Minnesota

Nebraska

Nevada

New Jersey

New York

Oklahoma

Pennsylvania

Rhode Island

South Carolina

Tennessee

Texas

West Virginia

Wisconsin

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*High quality programs are scarce*

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**12 states either fail to regulate teacher-child ratios or have ratios higher than what experts recommend**

Arizona

District of Columbia

Kansas

Maine

Missouri

Nevada

New Mexico

Pennsylvania

Rhode Island

Texas

West Virginia

Wisconsin

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*High quality programs are scarce*

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17 states either fail to regulate group size or allow group sizes higher than what experts recommend

Alabama

Arizona

California

District of Columbia

Florida

Kansas

Louisiana

Maine

Nevada

New Jersey

New Mexico

Pennsylvania

Rhode Island

Texas

Washington

West Virginia

Wisconsin

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*High quality programs are scarce*

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**15 states directly link their pre-kindergarten standards to their K-12 system.**

Colorado

Florida

Illinois

Louisiana

Maine

Maryland

Massachusetts

Michigan

New Jersey

New York

Ohio

Pennsylvania

South Carolina

Vermont

Washington

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*High quality programs are scarce*

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Only 5 states have all four of the aforementioned quality standards in place (bachelor's degrees, class size, teacher-child ratio, pre-K standards directly aligned to K-12)

Illinois

Maryland

Michigan

New York

South Carolina

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**Access  
to current programs  
is too limited.**

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*High quality programs are scarce*

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**27 states limit access to pre-kindergarten by income.**

Alaska

Arizona

Arkansas

California

Connecticut

Delaware

Florida

Hawaii

Idaho

Iowa

Kentucky

Louisiana

Maine

Maryland

Massachusetts

Michigan

Nebraska

New Hampshire

New Jersey

North Carolina

Ohio

Oregon

Tennessee

Texas

Vermont

Virginia

Washington

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*High quality programs are scarce*

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21 states limit access to pre-kindergarten by risk factors.

Alabama

Arkansas

Colorado

Connecticut

Florida

Hawaii

Illinois

Kansas

Maryland

Massachusetts

Michigan

Minnesota

Missouri

Nebraska

New Mexico

North Carolina

South Carolina

Texas

Vermont

Virginia

Washington

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*High quality programs are scarce*

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**3 states offer universal pre-kindergarten programs within some school districts.**

**New Jersey  
Oklahoma  
Wisconsin**

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*High quality programs are scarce*

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2 states have not fully funded their universal pre-kindergarten program.

New York  
West Virginia

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*High quality programs are scarce*

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**Only Georgia has state-wide universal pre-kindergarten.**

**And, the District of Columbia offers universal pre-kindergarten on a first-come, first-served basis.**

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**“Retention in the early elementary school grades does not have long term benefits for students and may have unintended negative consequences”**

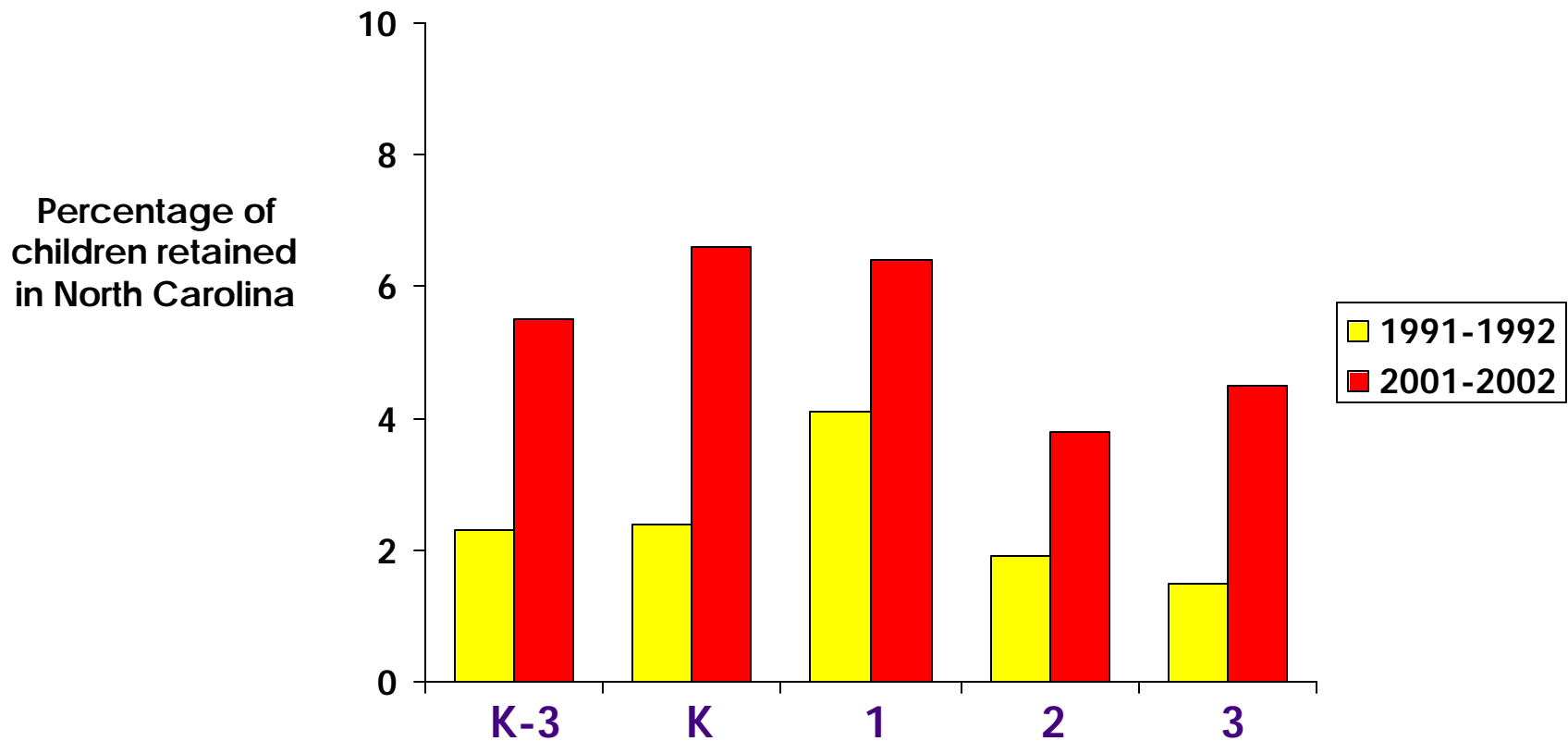
—Kindergarten Readiness Group, 2003

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*Too many children from all families are not ready for school...*

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Retention rates have increased dramatically in the early grades over the past 10 years.



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**Retaining a child to repeat a grade is a huge expense on the state**

<b>Grade</b>	<b>Number of Children Retained</b>	<b>Retention Costs</b>
<b>K</b>	<b>6,758</b>	<b>\$51,468,928</b>
<b>1</b>	<b>6,860</b>	<b>\$52,245,760</b>
<b>2</b>	<b>3,756</b>	<b>\$28,605,696</b>
<b>3</b>	<b>4,969</b>	<b>\$37,843,904</b>
<b>K-3 TOTAL</b>	<b>22,343</b>	<b>\$170,164,288</b>

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