



School Readiness: State and National Data and Issues

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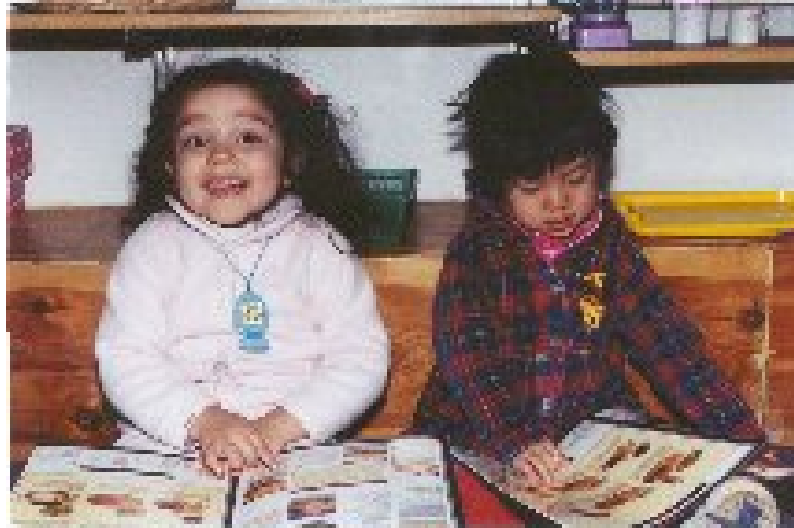
Center for Family Policy & Research

University of Missouri

May 29, 2008



GOAL # 3: Missouri's children enter school ready to succeed.





Major Topics

1. Research to Help Us Understand Needs of All Children
2. The State of Pre-K in the U.S. and MO
3. Opportunities and Challenges



School Success takes...

- Ready Children
- Ready Families
- Ready Services
- Ready Schools
- Ready Communities
- Sound Policies



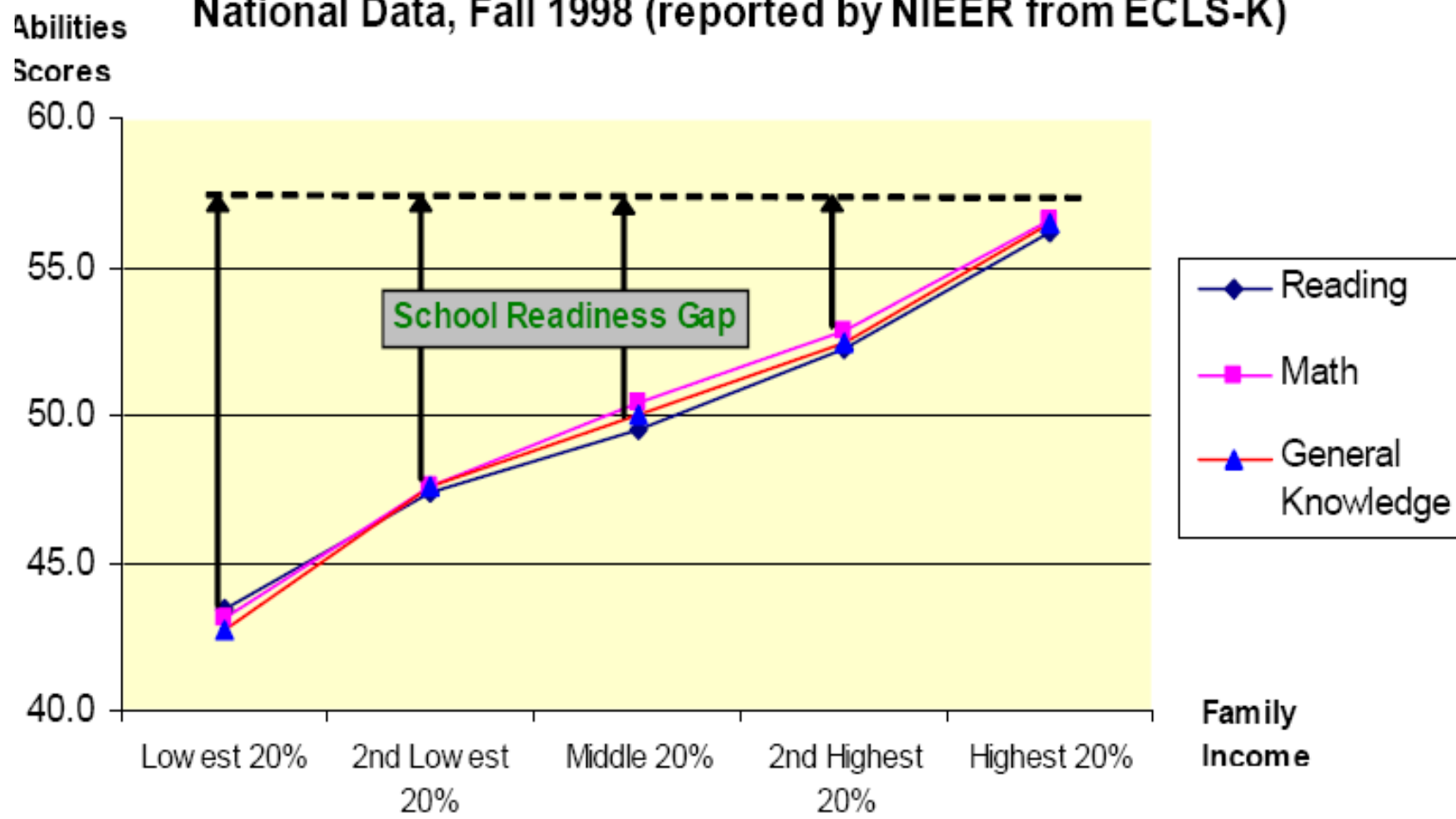
Socioeconomic Status

Socioeconomic status is one of the strongest predictors of performance differences in children at the beginning of 1st grade.



Cognitive Readiness Gap

Abilities of Entering Kindergarteners by Family Income--
National Data, Fall 1998 (reported by NIEER from ECLS-K)





What does the research tell us
about reading and literacy
experiences?



Verbal interactions between young children and their parents...

- 2 1/2 year study
- recorded hours of interactions
- professional, working class, and families on welfare

Hart and Risley, 1995



Vocabulary

...there was a difference of almost 300 words spoken per hour between professional and welfare parents.



Vocabulary

The professional families' children at age 3 had a larger recorded vocabulary than the parents on welfare.



By age 3—vocabulary for children from various types of families:

Professional	1,100 words
Working Class	750 words
Welfare	500 words



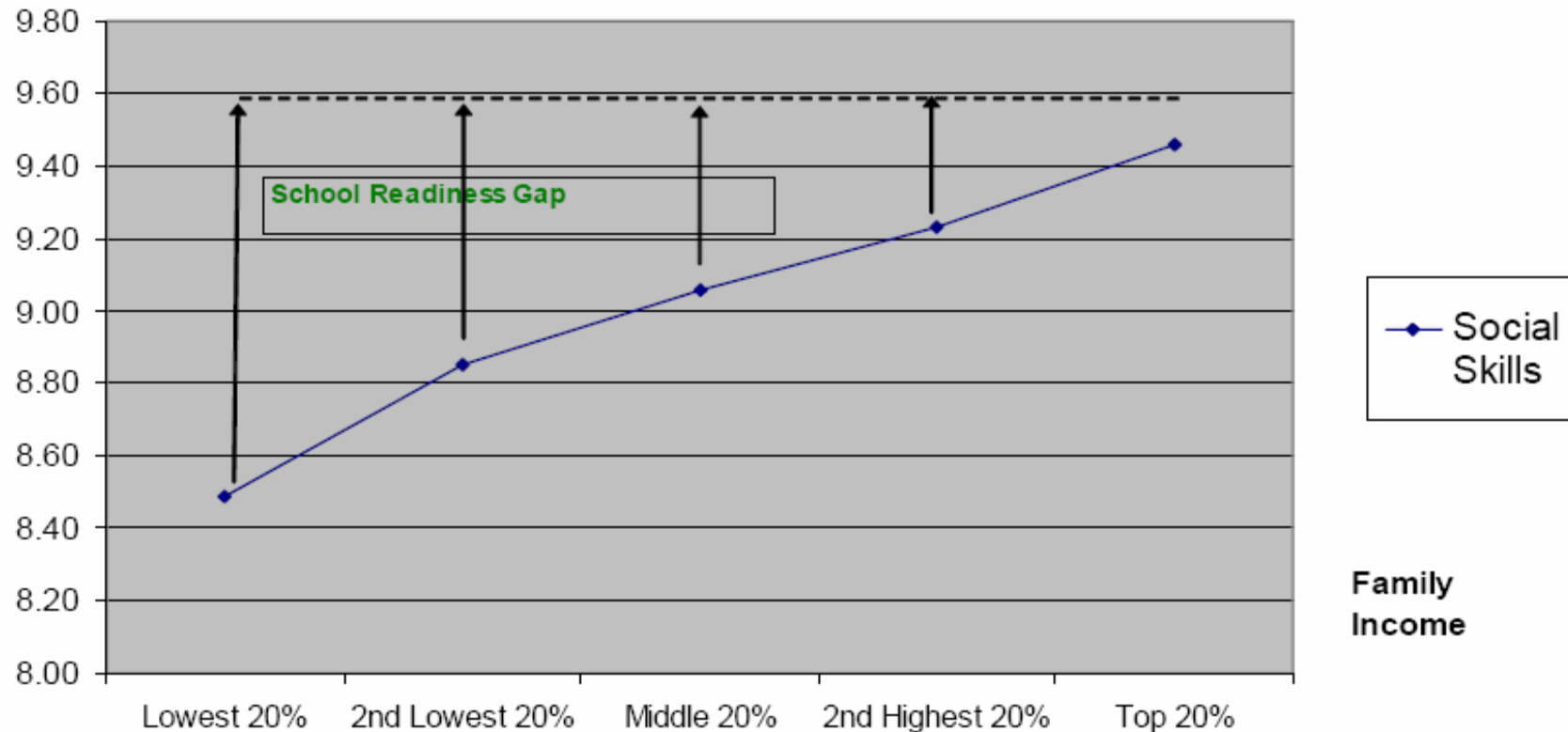
... the probability that a child will remain a poor reader at the end of the 4th grade if he or she is a poor reader at the end of the first grade is .88



Social Readiness Gap

Social Scores

Social Skills of Entering Kindergarteners by Family Income (NIEER Analysis of ECLS-K)





Social and Emotional Development

- The limbic system—network of interconnected structures just above the brain stem—processes social and emotional experiences.
- Birth to 3 is the critical period for the wiring of limbic system.





Emotions

- Children need predictable, attentive care-giving for proper socio-emotional development.
- Without it, the brain will be less likely to process the stimulation it receives to develop healthy cognitive and social skills.
- Resiliency is enhanced by the presence of even one supportive care-taking relationship.



Power of Early Experiences: Critical Periods

- Also known as *developmental windows* and *sensitive periods*.
- If the brain does not receive certain kinds of experiences, the circuits aren't wired properly.
- Scientists are still identifying what processes and skills appear to have such critical periods.



Windows of Opportunity

	<u>Wiring</u>	<u>Learning</u>
Vision	0-6 mos	6 mos-5 yrs
Music	0-3 yrs	3-10 yrs
Reading	0-2 yrs	2-7 yrs
2 nd Language	0-5 yrs	6-10 yrs
Motor	0-2 yrs	2-5 yrs



School Readiness Begins at Birth





Status of Pre-K in U.S. (38 states)

\$3.7 billion spent on just over 1 million children

States spend on average \$3,642 per child
(MO: \$2,632)

22% of 4 year olds and 3% of 3 year olds are served in state-funded programs in the 38 states



MO's "Pre-K" Programs

Pre-K (MPP) funded by HB 1519 (1998)

2006-07: **207 programs funded**

142 public schools (74%)

54 private and non-profit programs

1 Head Start

46% are open 12 months

80% are open school-day or full-day (at least 6 ½ hours/day)



Children Served in MPP

4972 children

- 34% are 3 year olds (2% of all 3's)
- 66% are 4 year olds (4% of all 4's)
- 46% are from families with low incomes
- 14% have special needs
- 79% attend public school programs



MO's Head Start Children

Head Start children (ages 3-5): **18,660**

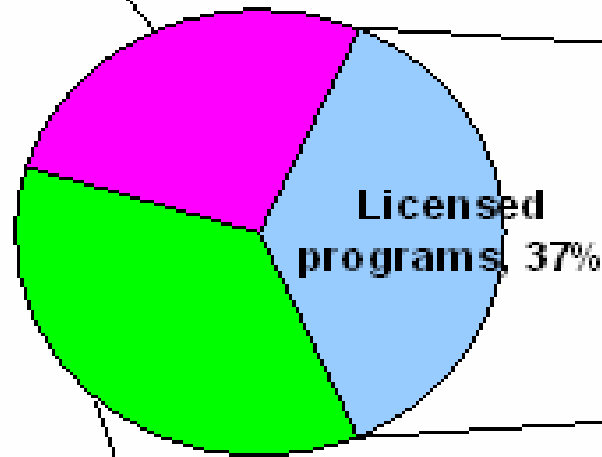
(1/3 attend full-day programs 4 or 5 days/week)



Preschoolers in MO

Approximately 152,000 3-5 year olds

Not in care outside of home, 27%



Registered/unknown care, 36%

Head Start, 12%

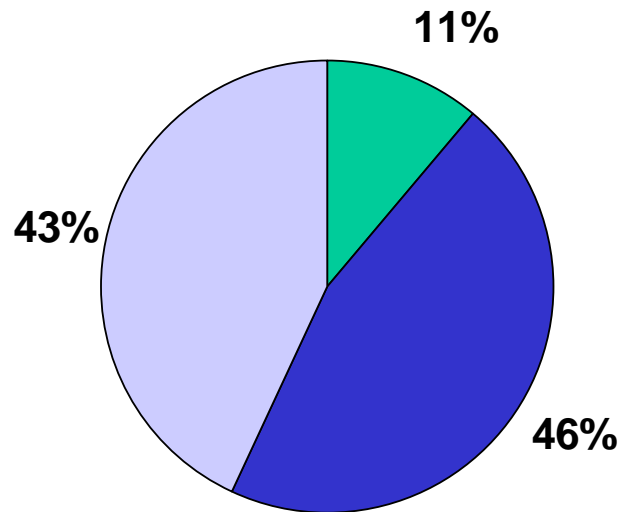
MPP, 3%

Other, 22%

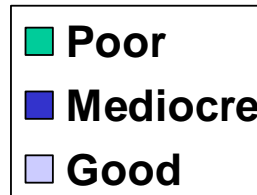
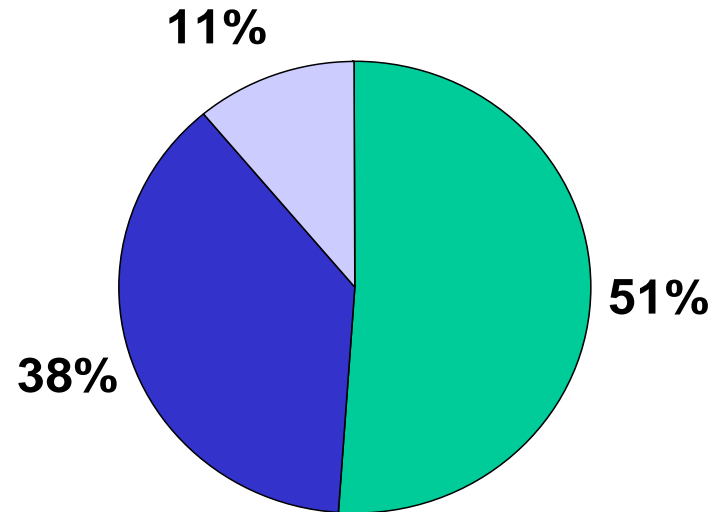


Child Care Quality in Missouri

Learning Environment



Teaching Practices



Learning environment scores ($n = 110$) and teaching practice scores ($n = 119$) from Midwest Child Care Research Consortium data.



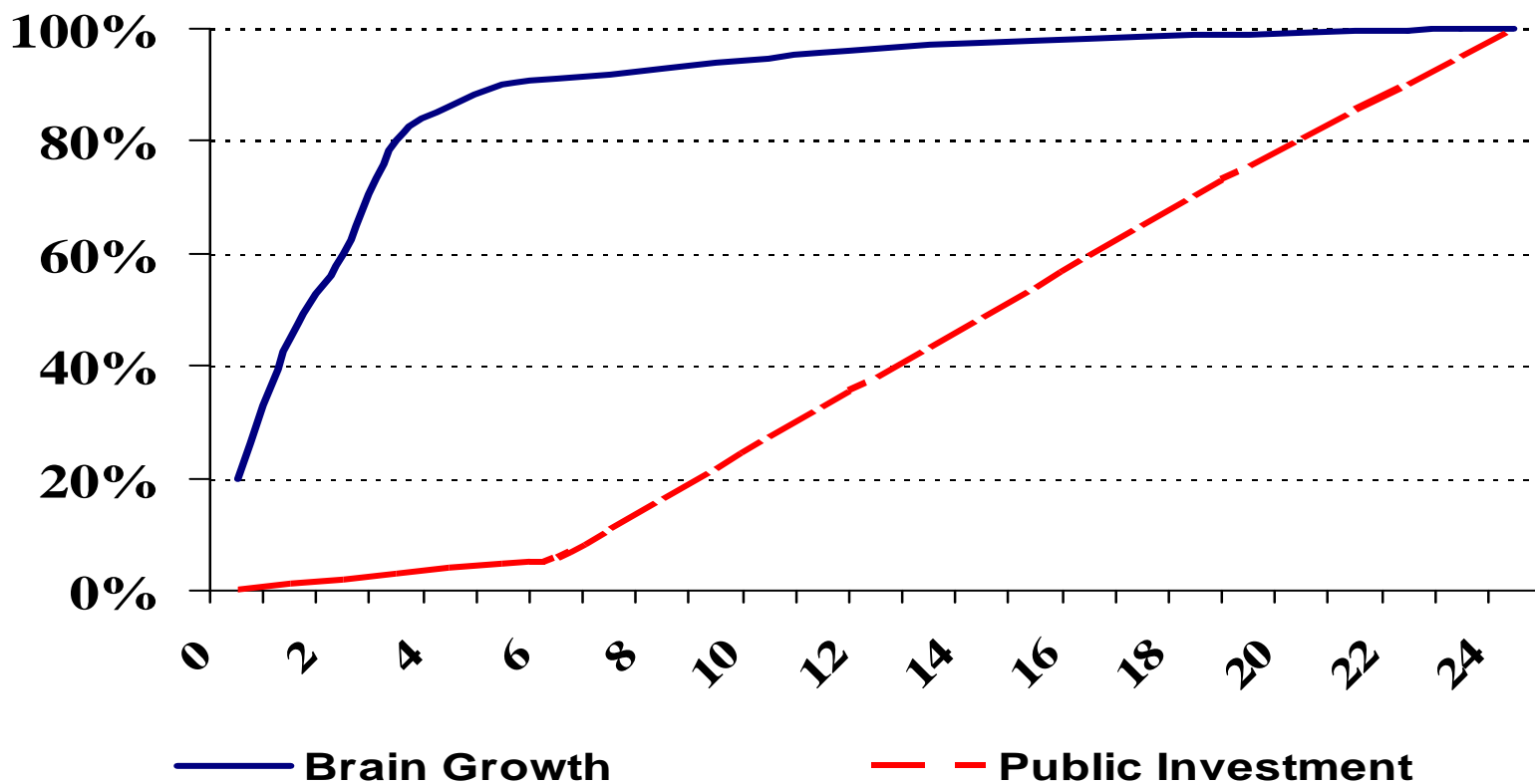
Building a System of Early Childhood Programs

Opportunities and Challenges

- State Perspective
- Community Perspective
- Child and Family Perspective



Brain Growth and Public Investments in Missouri by Child Age





State Perspective

- Investment
- Accountability



Considerations

Delivery system:

All programs in public schools vs.
mixed delivery system



Case Study

KANSAS CITY, MO SCHOOL DISTRICT

- purchased materials and furniture for classrooms (left some furnished classrooms in the community with no children)
- hired teachers away from community-based programs (some programs had to close, which meant a decrease in the number of infants and toddlers served)
- loss of Head Start children, which meant a loss of federal money and loss of comprehensive services for those children

SHOULD IT HAVE BEEN A PARTNERSHIP?



Community Perspective

System: Birth to 5 years of age
(ECCS framework)

Roles of the public schools and
community-based programs

Workforce issues



Child and Family Perspective (Issues for Your Consideration)

At-Risk Children Only vs. All Children

(At-Risk: Poverty; English Language Learners; Special Needs Children; Other?)

4-year olds only vs. 3-and 4-year olds

Transitions

- part day, school day, full day
- mixed age groups

Standards for Quality



“Today’s early childhood system is fragmented and haphazard with some children qualifying for more than one program and other families unable to find high-quality services even if they can afford them.”

(Pre-K Now, 2008)



Remember why you are doing this work...

