

# BROWN COUNTY SUMMARY REPORT 2012-2013

Survey of Early  
Childhood Learning  
Experiences and  
Kindergarten Readiness



# Contents

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- Early Childhood Learning Experiences and Kindergarten Readiness 2
  
- Brown County Survey Results: Early Childhood Learning Experiences 4
  - I. Learning Experiences Birth through Age 2 4
  - II. Learning Experiences between the Ages of 3 and 5 5
  - III. Learning Experiences Birth through Age 5 6
  - IV. Program Access 6
  
- KRA-L Performance for Brown County School Districts and Survey Participants 8
  
- Demographic Comparisons of KRA-L Performance 9
  - I. KRA-L Scores and Gender 9
  - II. KRA-L Scores and Income 10
  
- Early Childhood Learning Experiences Compared to KRA-L Performance 11
  - I. Center-Based Program Participation from Birth through Age 2 and KRA-L Performance 11
  - II. Home Visitation Participation from Birth through Age 2 and KRA-L Performance 13
  - III. Center-Based Program Participation from Ages 3 to 5 and KRA-L Performance 13
  - IV. Home Visitation Participation Ages 3 to 5 and KRA-L Performance 15
  - V. Head Start Participation from Ages 3 to 5 and KRA-L Performance 15
  - VI. Center-Based Program Participation, Income, and KRA-L Performance 16
  - VII. Program Access, Income, and KRA-L Performance 17
  
- Report Summary 18

# Early Childhood Learning Experiences and Kindergarten Readiness

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Research continues to demonstrate strong links between high quality preschool programs and long-term benefits for children and the communities in which they live.<sup>1,2,3</sup> Positive early learning experiences contribute to later academic success, laying the foundations for social-emotional growth<sup>4</sup>, literacy<sup>5</sup>, and quantitative<sup>6</sup> skills. However, while there have been many studies supporting these findings, far fewer have examined the differences between varied early childhood learning experiences,<sup>7</sup> and most have focused on individual program initiatives. Broader regional analyses articulating the impact of diverse early childhood learning experiences with school readiness are in short supply. A regional view of preschool experiences could assist in coordinating quality improvement efforts of early care and learning programs and facilitate greater access to early learning experiences that promote healthy child development, ease transitions to kindergarten, and ensure continued academic growth in school.

Through the collaboration of school superintendents and early childhood program directors, a regional view of early childhood learning experiences and school readiness in Brown County is steadily emerging. This effort is intended to identify community needs and develop practical solutions for preparing the young children of Brown County for school and a lifetime of success. Each year, in partnership with United Way of Greater Cincinnati, Success By 6®, and INNOVATIONS in Community Research, data is collected, compiled and analyzed to identify trends in responses to the Preschool Experience Survey and the Kindergarten Readiness Assessment – Literacy (KRA-L).

The **Preschool Experience Survey** is distributed to kindergarteners in the first two months of each school year. The survey has been in use for the past 4 years and asks parents about their child’s exposure to a range of services and programs both between birth and three years of age and from the ages of three to five. Parents were also asked to provide the approximate duration of their child’s program participation so that connections between kindergarten readiness and program engagement can be evaluated. They were also asked if they encountered barriers to preschool enrollment, and if so, what factors limited their access to preschool programs. In addition, the survey requested demographic information including free and reduced lunch status (used as a proxy for income), and primary language, in order to place early learning experiences in appropriate context. **384** surveys were collected from participating districts in 2012-13. The results of this survey were coordinated with KRA-L scores to provide a closer look at those factors with the greatest impact on school readiness in Brown County communities.

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<sup>1</sup> Melhuish, E.C. (2011). Preschool matters. *Science*, 333, 299-300.

<sup>2</sup> Heckman, J.J., Moon, S.H., Pinto, R., Savelyev, P., Yavitz, A. (2010). *A new cost-benefit and rate of return analysis for the Perry Preschool Program: A summary*. Working Paper 16180. Cambridge, MA: National Bureau of Economic Research.

<sup>3</sup> e.g. Belsky, J., Vandell, D.L., Burchinal, M., Clarke-Stewart, K.A., McCartney, K., Owen, M.T., (2007). Are there long-term effects of early child care? *Child Development*, 78(2), 681-701.

<sup>4</sup> Votruba-Drzal, E., Coley, R. L., & Chase-Lansdale, P. L. (2004). Child care and low-income children’s development: Direct and moderated effects. *Child Development*, 75(1), 296-312.

<sup>5</sup> Barnett, W.S. (2002). Preschool education for economically disadvantaged children: Effects on reading achievement and related outcomes. In S. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy* (pp. 421-443). New York: Guilford Press.

<sup>6</sup> Barnett, W.S., Jung, K., Wong, V., Cook, T., Lamy, C. (2005). *Effects of five state prekindergarten programs on early learning*. The National Institute for Early Education Research.

<sup>7</sup> Pierrehumbert, B., Ramstein, T., Karmaniola, A., Milijkovitch, R., Halfon, O., (2002). Quality of child care in the preschool years: A comparison of the influence of home care and day care characteristics on child outcome.

The **Kindergarten Readiness Assessment – Literacy (KRA-L)** is an assessment mandated by the Ohio Department of Education for all kindergarteners. It is administered in the first month of the school year and measures six elements or essential indicators of early literacy success: answering questions, sentence repetition, rhyming identification, rhyming production, letter identification, and initial sounds. Students receive a composite score (on a scale from 0-29). The composite scores may fall within three score bands. Each of the score bands has been designed to guide decisions about further assessment and instruction for individual students and groups of students. The composite score bands are as follows:

<b>Band 1: 0-13</b>	Assess broadly for intense instruction.
<b>Band 2: 14-23</b>	Assess for targeted instruction.
<b>Band 3: 24-29</b>	Assess for enriched instruction.

KRA-L data has been analyzed for **384** participating children, considering each of the following criteria:

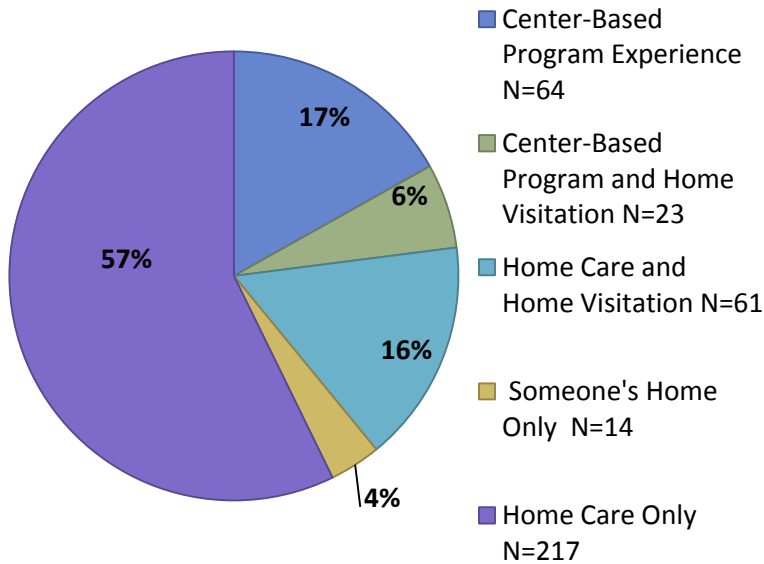
- **Demographic Comparisons of KRA-L Performance**
- **Early Childhood Experiences Compared to KRA-L Performance**
- **Early Childhood Experiences, Socioeconomic Status and KRA-L Performance**

The findings summarized in this report are consistent with the literature that describes children entering kindergarten with diverse early experiences, skills, knowledge, language, culture and family background. It is important to acknowledge the significance of early education and enrichment experiences, both in formal child care and education, as well as in home settings. There is strong research to support the connection between program participation and later academic success.

# Brown County Survey Results: Early Childhood Learning Experiences

## Learning Experiences Birth through Age 2:

**Figure 1: Early Childhood Learning Experiences Birth through Age 2**



**379** survey participants (98.7% of all surveys collected) provided information regarding child participation in center-based programs from birth through 2 years of age. Figure 1 summarizes their diverse learning experiences.

**87** children (23.0%) participated in a center-based program from birth through 2 years of age.

**84** (22.2%) received home visitation services.

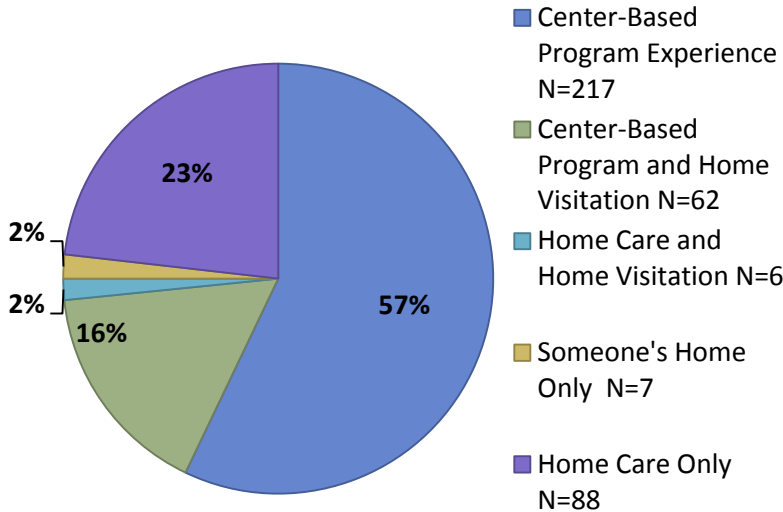
**231** (60.9%) parents indicated that children did not receive home visits and did not participate in any program, but instead received care from a family member, babysitter or other in-home care provider.

Table 1	
Names	Number of Children
Bear Lodge, Wylie, TX	1
Bethel Head Start	1
Biederman Educational Center	1
Big Bear Child Care	1
Early Head Start - Not Specified	7
Every Child Succeeds	3
Gingerbread House Daycare	17
Happy Days Preschool	2
Help Me Grow	11
Howard County Children's Center - Nashville, Arkansas	1
Jelly Bean Junction	2
Kid's Universe Learning Center	1

Learning Tree Day Care	3
Little Rascals Daycare	1
Little Red School House	2
Manchester Daycare	1
Mother Goose Learning Center	8
Paces Creek - Clay County Kentucky Head Start	1
Peebles Elementary Pre K	1
Riddles and Rhymes Day Care	5
Southern Hills Career Center Preschool	1
St. Mark Lutheran Preschool	1
Wee Care Learning Center	2
Wild About Kids	2
Wonderful Beginnings	2

## Learning Experiences between the Ages of 3 and 5:

**Figure 2: Early Childhood Learning Experiences  
Ages 3 to 5**



**380** survey participants (99.0% of all surveys collected) provided information regarding child participation in center-based programs between 3 and 5 years of age. Figure 2 summarizes their diverse learning experiences.

**279** (73.4%) participated in Head Start or center-based programs between the ages of 3 and 5 years.

**68** (17.9%) received home visitation services.

**95** (25.0%) parents indicated that children did not receive home visits and did not participate in any program, but instead received care from a family member, babysitter or other in-home care provider.

**Table 2**

Names	Number of Children
Adams Brown Head Start - Georgetown	10
Adams Brown Head Start - Greenbush	5
Adams Brown Head Start - Hamersville	7
Adams Brown Head Start Home Base	4
All About Kids (Wards Corner)	1
Bear Lodge, Wylie, TX	1
Bethel Tate Head Start	1
Biederman Educational Center	1
Big Bear Child Care	1
Brown County Preschool -Not Specified	2
Brown County Preschool -Western Brown Elementary	12
Brown County Preschool -Fayetteville - Perry Elementary	12
Brown County Preschool -Georgetown Elementary	18
Brown County Preschool -Mt. Orab Elementary	20
Brown County Preschool -Ripley Elementary	25
Brown County Preschool -Hamersville Elementary	5
Child Focus Head Start	3
Clermont YMCA Preschool	1
Collins Elementary Preschool Program	1

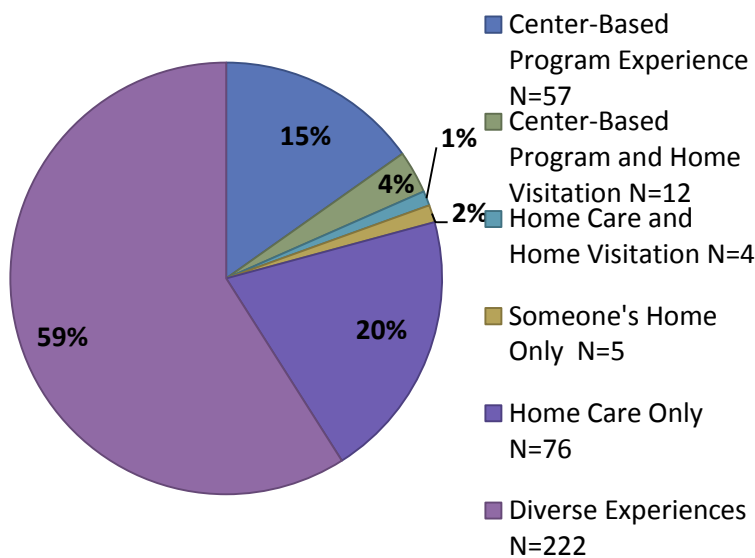
First Baptist Church Pre-school, Wylie, TX	1
Gingerbread House Day Care	18
Goshen Marr/Cook Elementary	1
Happy Days Preschool	13
Head Start - Not Specified	15
Head Start Maysville	1
Help Me Grow	1
Highland Christian Academy	1
HIPPY	4
Howard County Children's Center Nashville, Arkansas	1
Jelly Bean Junction Child Care	3
JVS Preschool	1
Kids Universe Learning Center	4
Learning Tree Day Care	1
Licking Valley Head Start	1
Little Lamb	1
Little Red School House	2
Manchester Elementary	1
Mason County Head Start	1
MCA Preschool	1
Miss Pam's Preschool	1
Mother Goose Learning Center	3
Nicholas County Preschool, Kentucky	1
Peebles Elementary Preschool	1

Rainbow Child Care	1
Riddles & Rhymes	6
Russellville Preschool	1
Saint Michael's Preschool	3
Southern Hills Jr. Vocational School - Preschool	4
St. Mark's Lutheran Preschool	1
St. Louis school	1
St. Veronica Pre-School	1

Tender Age Learning Center	1
The Little Anderson Day Care	1
Treehouse Learning Club	1
Wee Care Learning Center	2
Wild About Kids	4
Williamsburg Presbyterian Church Preschool	2
Withamsville Church of Christ	1
Wonderful Beginnings Day Care	6

### Learning Experiences from Birth through Age 5:

**Figure 3: Early Childhood Experiences Birth through Age 5**



**376** survey participants (97.9% of all surveys collected) provided information regarding child participation in center-based programs from birth through 5 years of age. Figure 3 summarizes their diverse learning experiences.

**69** children (18.4%) participated in a center-based program from birth through 5 years of age.

**16** (4.3%) received home visitation services from birth through age 5

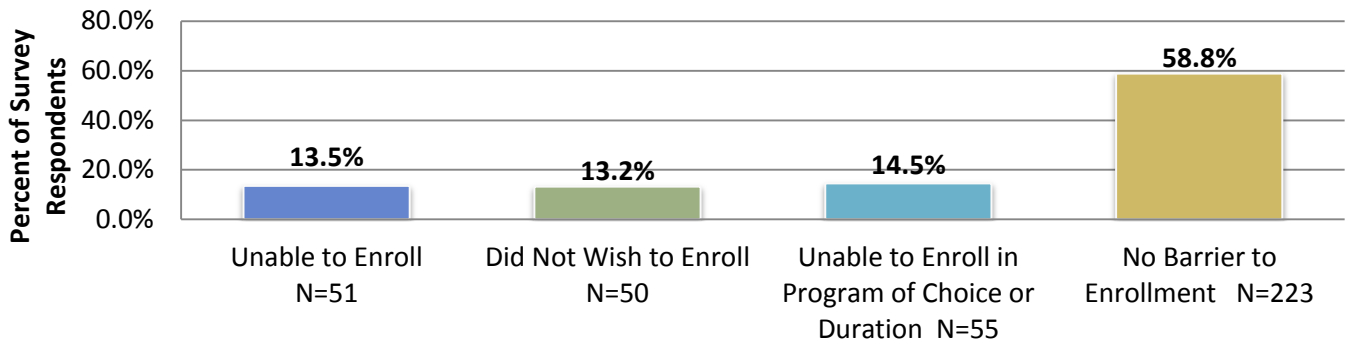
**81** (21.5%) parents indicated that children did not receive home visits and did not participate in any program, but instead received care from a family member, babysitter or other in-home care provider.

**222** (59.0%) children were reported as having diverse early learning experiences.

### Program Access:

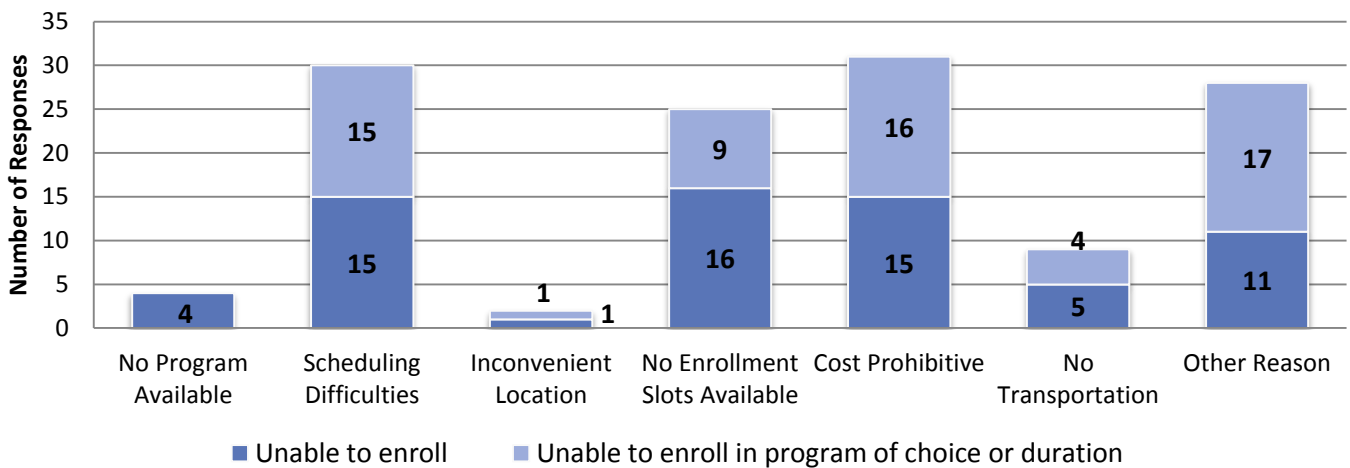
**379** survey respondents (98.7% of all survey participants) indicated whether they encountered barriers to enrolling their child in preschool. **106** (28.0%) survey participants responded that they had encountered at least one barrier to preschool enrollment. **55** (51.9%) of these participants also reported program participation between the ages of 3 and 5, suggesting that these families may have been unable to access enrollment in their preferred program or were unable to enroll their child in a program for their intended duration. Similarly, **273** (72.0%) survey participants responded that they did not encounter significant barriers to enrollment. **50** (18.3%) of these participants reported no center-based program participation between the ages of 3 and 5. These responses were regarded as consistent with families' preference not to enroll their child in a program between the ages of 3 and 5. Figure 4 summarizes these preferences and barriers in terms of reported limitations in access and program participation for **379** (98.7% of all survey participants) who provided a response to this question and who also provided information on center-based program participation between the ages of 3 and 5.

**Figure 4: Program Access**



The 2012-13 survey queried specific reasons for barriers to program access. **102** (26.6%) survey participants responded to this section of the survey. Many survey participants reported more than one specific barrier to enrollment while **45** (45.0%) of these respondents also reported participation in a center-based program between the ages of 3 and 5. The number of responses to individual questions is represented in figure 5 with respect to reported level of program involvement.

**Figure 5: Factors Limiting Access to Programs**



**10** (2.6%) of those reporting limited access to preschool provided a written response detailing other specific barriers to enrollment. These responses were diverse and no trend could be identified. Anecdotally, additional barriers were identified in the timing of residential moves, and physical or developmental delays that prevented or limited enrollment options.



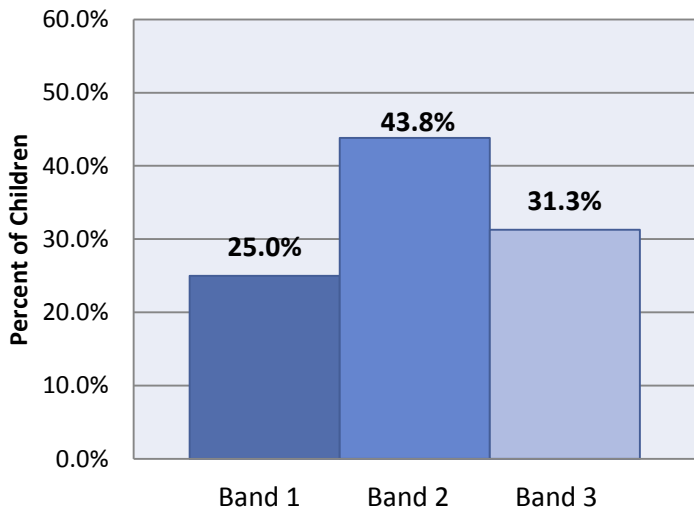
# KRA-L Performance for Brown County School Districts and Survey Participants:

Table 3 below compares the average 2011-12 KRA-L scores for Brown County school districts to the average found for this year’s survey participants. This includes a summary of the total number of surveys matched with KRA-L scores and their contribution to the total sample mean.

County	Districts	ODE Reported Number of Children 2011-12*	ODE Reported Mean KRAL Score for year 2011-12*	Population Weight	Number of Surveys matched to KRA-L Scores for year 2012-13	Contribution of Surveys to Total Sample for year 2012-13
<b>Brown</b>	Fayetteville-Perry	64	21.9	13.8%	<b>20</b>	5.2%
	Georgetown	86	18.6	18.6%	<b>64</b>	16.7%
	Ripley-Union	74	17.1	16.0%	<b>76</b>	19.8%
	Western Brown	239	19.0	51.6%	<b>224</b>	58.3%
<b>TOTALS</b>		<b>463</b>	<b>19.2</b>	<b>19.0</b>	<b>384</b>	<b>18.8</b>
			Non-weighted average	Weighted Average		Survey Average

\*Mean KRA-L scores for academic year 2012-2013 were not yet available from the Ohio Department of Education at the time of this report. Means reported here are for the previous academic year (2011-2012).

**Figure 6: 2012-13 Overall Band Distribution Brown County Participants**



The average KRA-L score for these children is **18.8**, which falls within Composite Score Band 2.

Figure 6 indicates the distribution of Brown County survey participants within ODE performance bands.

**96** (25.0%) of these children scored within Band 1.

**168** (43.8%) of these children scored within Band 2.

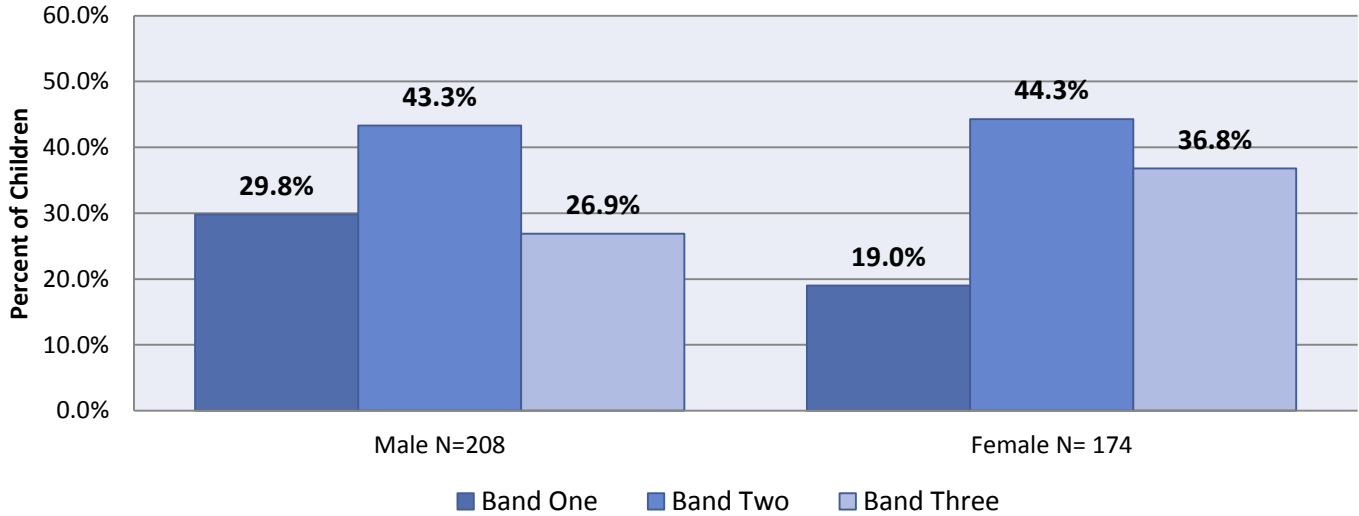
**120** (31.3%) of these children scored within Band 3.

# Demographic Comparisons of KRA-L Performance

## KRA-L Scores and Gender:

**382** children (99.5% of those with KRA-L scores) reported gender. **208** (54.5%) are male and **174** (45.5%) are female. Figure 7 summarizes the band distribution in scores for males and females and Figure 8 summarizes their mean KRA-L scores.

**Figure 7: Percent of Children Within KRA-L Bands Based on Gender**



### Males:

The average KRA-L score for male children was **17.8**.

**62** children with scores in Band 1.

**90** children with scores in Band 2.

**56** children with scores in Band 3.

### Females:

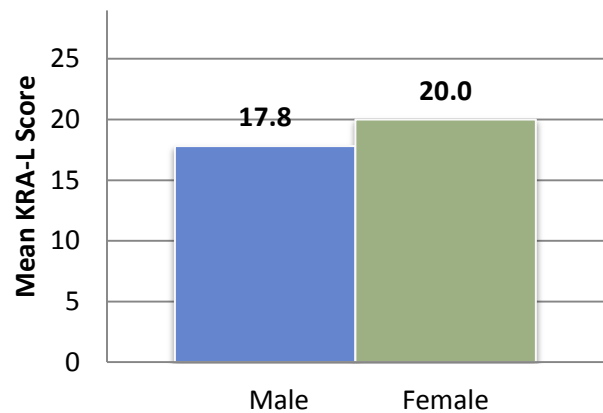
The average KRA-L score for female children was **20.0**.

**33** children with scores in Band 1.

**77** children with scores in Band 2.

**64** children with scores in Band 3.

**Figure 8: Mean Score by Gender**



This trend in KRA-L performance by gender is expected given well-documented performance differences between girls and boys. For example, girls have been found to be more proficient in early reading skills (i.e., letter recognition, recognition of beginning and ending word sounds<sup>8</sup>) as well as learning tasks<sup>9</sup>, which increase their chances of school success.

<sup>8</sup> Coley, R. J. (2002). An uneven start: Indicators of inequality in school readiness. *Policy Information Report*. Educational Testing Service, Princeton, NJ.

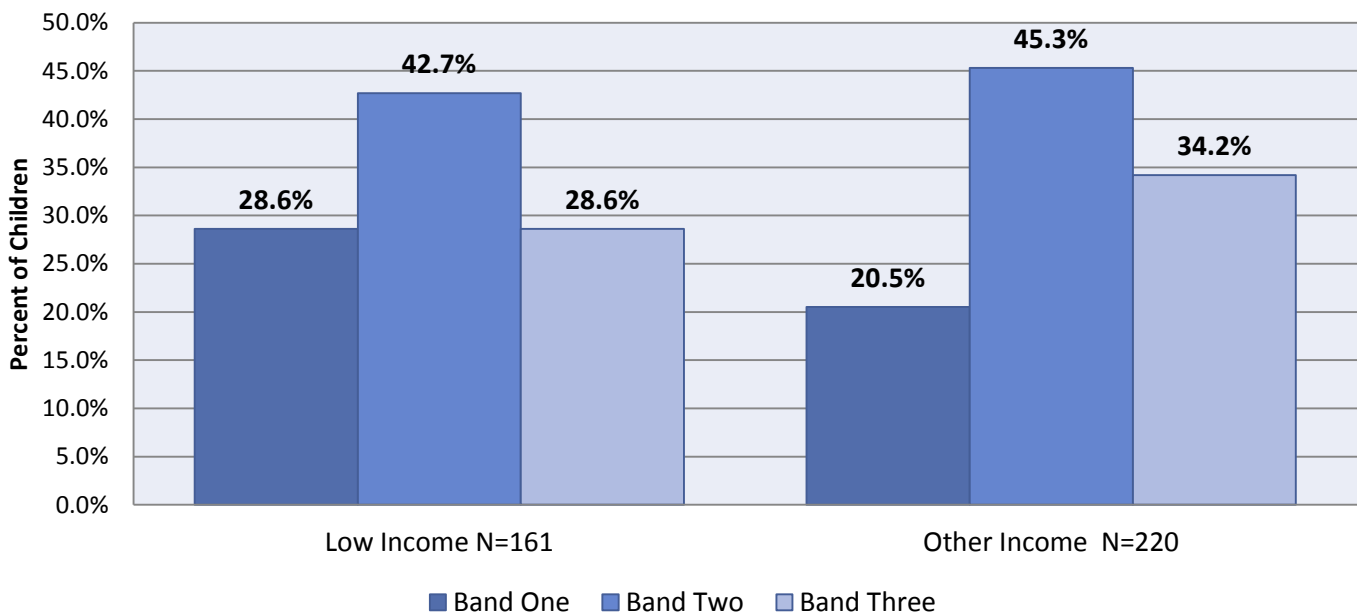
## KRA-L Scores and Income:

Survey participants reported their free and reduced priced lunch status. This information is used as a proxy for income. Low income is defined as those children and families whose income falls at or below 185% of federal poverty guidelines. Those children designated “free” receive meals at school with no cost to their family and are at 100%-130% of poverty guidelines; those designated “reduced” pay a partial fee for meal and are at 131%-185% of poverty guidelines. Children with “no designation” or “denied” do not meet the poverty guidelines or declined to participate in the program and pay for their meals. These children are designated as having “other income” in this report.

The effects of income on school performance are well-documented. For example, research has shown that children from disadvantaged households are at increased risk for emotional and behavioral problems and lower scores on standardized tests for verbal ability early in development.<sup>10 11</sup>

Lunch status was reported for **381** children (99.2%) with KRA-L scores. **220** (57.7%) children were reported as receiving either free or reduced price meals. **161** (42.3%) reported receiving no assistance. Figure 9 summarizes the band distribution in scores for low and other income, and Figure 10 summarizes their mean KRA-L scores. The differences in KRA-L performance for low-income as opposed to other-income children were significant [ $t(367.2) = 2.59, p = .01$ ].

**Figure 9: Percent of Children Within KRA-L Bands Based on Economic Status**



<sup>9</sup> West, J., Denton, K., & Germino-Hausken, E. (2000). *America’s kindergartners: Findings from the Early Childhood Longitudinal Study, kindergarten class of 1998-99, Fall, 1998*. Washington DC: U.S. Department of Education.

<sup>10</sup> Janus, M., & Duku, E. (2007). The school entry gap: Socioeconomic, family, and health factors associated with children’s school readiness to learn. *Early Education and Development, 18*(3), 375-403.

<sup>11</sup> Leventhal, T., & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin, 126*, 309-337.

**Low Income:**

The average KRA-L score for children with free and reduced price lunch was **18.0**.

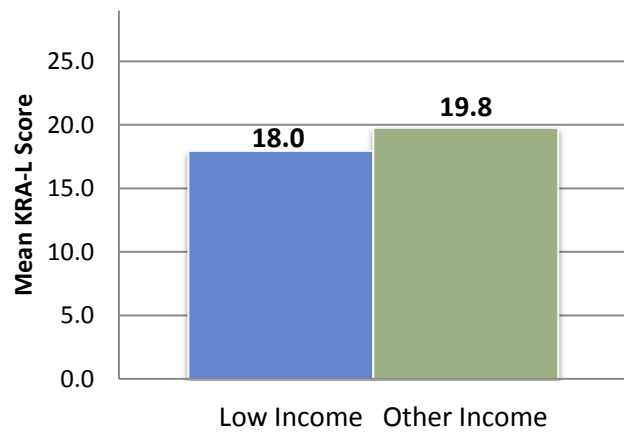
- 63** children with scores in Band 1
- 94** children with scores in Band 2
- 63** children with scores in Band 3.

**Other Income:**

The average KRA-L score for children with regular priced lunch was **19.8**.

- 33** children with scores in Band 1.
- 73** children with scores in Band 2.
- 55** children with scores in Band 3.

**Figure 10: Mean Score by Economic Status**



## Early Childhood Learning Experiences Compared to KRA-L Performance

### Center-Based Program Participation from Birth through Age 2 and KRA-L Performance:

**379** children with KRA-L scores (98.7%) provided information on early childhood learning experiences from birth through age 2. Many of these children were reported as having more than one type of early learning experience. Some children reported only home care while others reported at least some level of program participation. The average KRA-L score reported for varied types of early learning experiences includes scores reported in multiple categories. Figure 11 summarizes the band distribution in scores for children who stayed home between birth and 2 years of age and those with center-based program experience. Figure 12 summarizes their mean KRA-L scores.

**Home Care:**

This includes children who received home visitations, but did not report any other program participation. The average KRA-L score for these children was **18.8**

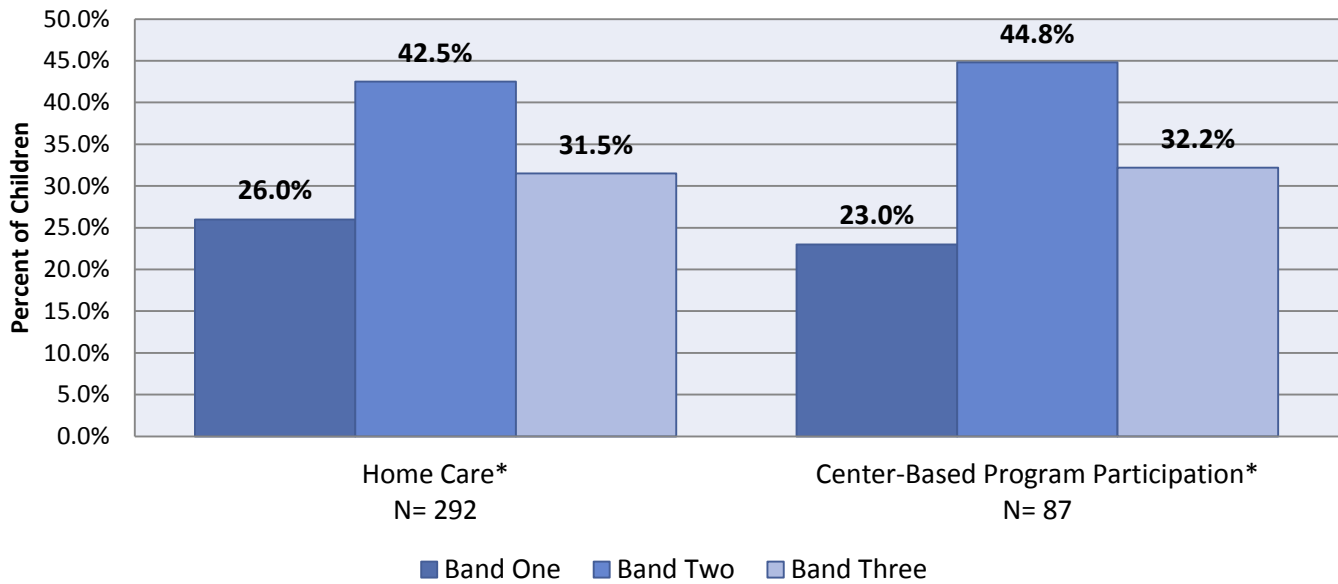
- 76** children with scores in Band 1.
- 124** children with scores in Band 2.
- 92** children with scores in Band 3.

**Center-Based Program Participation:**

This includes children who received home visitations, but also reported some level of program participation. The average KRA-L score for these children was **18.7**

- 20** children with scores in Band 1.
- 39** children with scores in Band 2.
- 28** children with scores in Band 3.

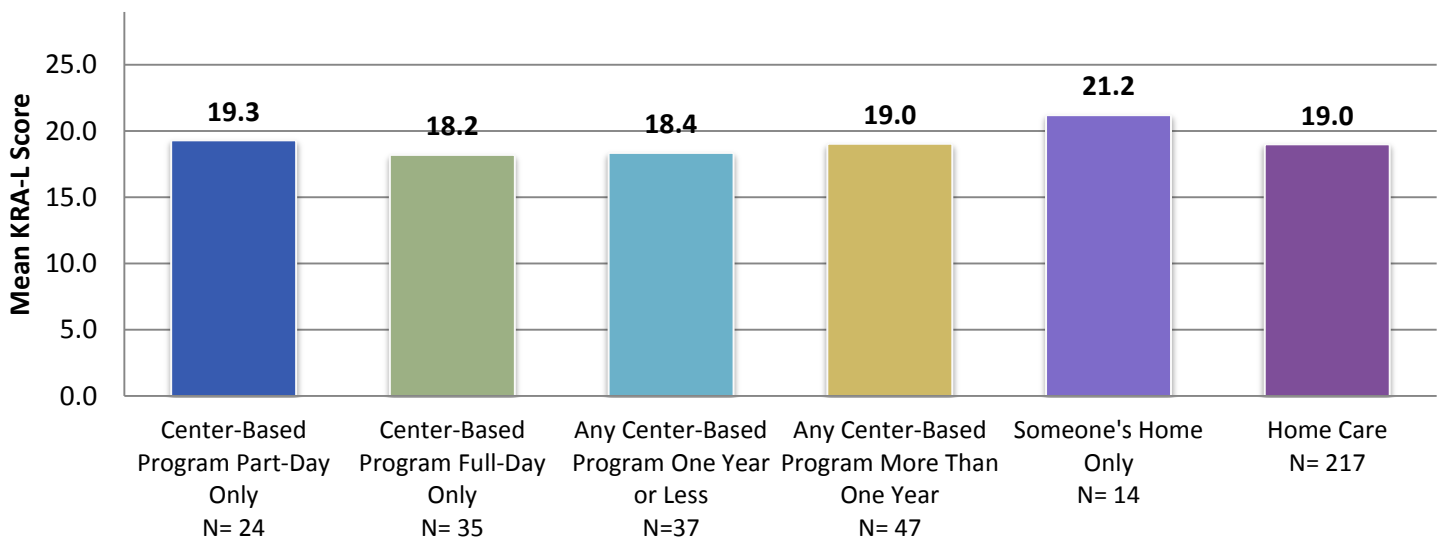
**Figure 11: Percent of Children Within KRA-L Bands Based on Early Learning Experiences from Birth through Age 2**



\* Includes children who also receive home visitation.

Mean KRA-L scores for diverse early learning experiences from birth to 2 years of age are often shaped more by the socio-economic composition of each group than by the type of experiences reported. More information regarding the impact of income on KRA-L scores is discussed on page 16.

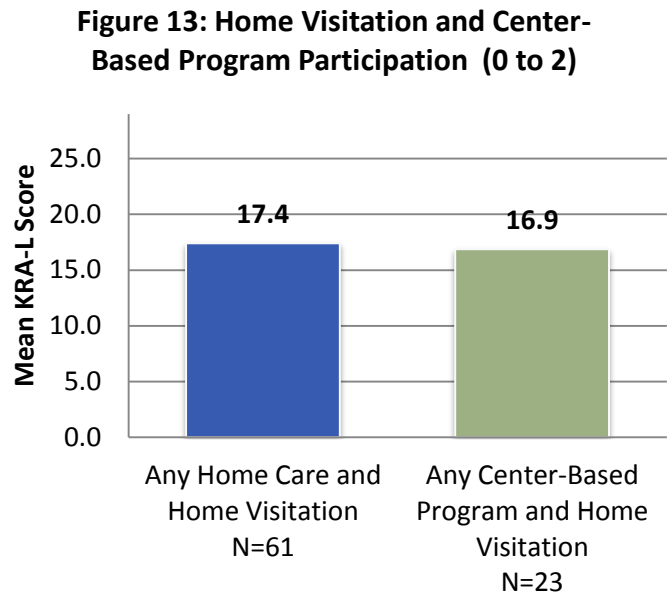
**Figure 12: Mean Score by Early Learning Experiences from Birth through Age 2\***



\*There is some overlap between categories of early learning experiences.

## Home Visitation Program Participation from Birth through Age 2 and KRA-L Performance:

84 children with KRA-L scores (21.9%) indicated some level of participation in a home visitation program. These programs serve among the most at-risk children and their families. Participant’s mean KRA-L scores are highly influenced by demographic and other social factors, not all of which are captured by the survey. In addition, a large majority of participants in home visitation programs report receiving free and reduced priced lunch (77.4%). For this reason, the KRA-L scores of home visitation participants cannot be directly compared to those with other early learning experiences (Figure 13).



## Center-Based Program Participation from Ages 3 to 5 and KRA-L Performance:

380 children with KRA-L scores (99.0%) provided information on early childhood learning experiences from ages 3 to 5. Many of these children were reported as having more than one type of early learning experience. Some children reported only home care while others reported at least some level of program participation. The average KRA-L score reported for varied types of early learning experiences includes scores reported in multiple categories. Figure 14 summarizes the band distribution in scores for children who stayed home between ages 3 and 5 and those with center-based program experience. Figure 15 summarizes their mean KRA-L scores.

### Home Care:

This includes children did not report any program participation. The average KRA-L score for these children was **17.2**.

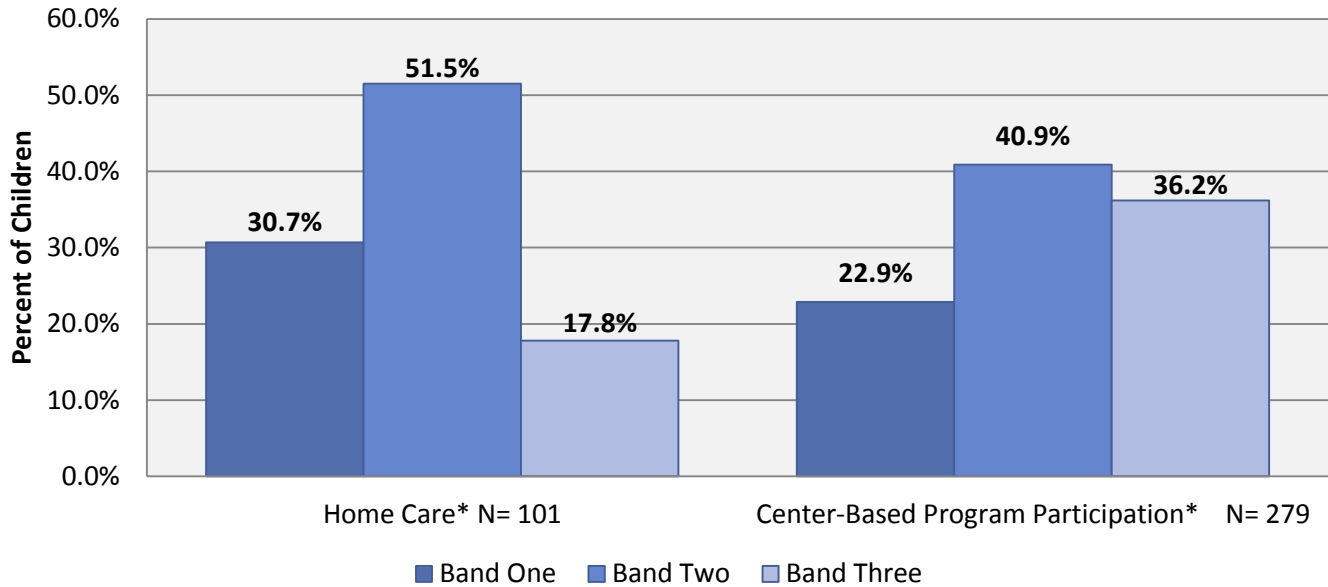
- 31** children with scores in Band 1.
- 52** children with scores in Band 2.
- 18** children with scores in Band 3.

### Center-Based Program Participation:

This includes children who reported some level of program participation. The average KRA-L score for these children was **19.4**.

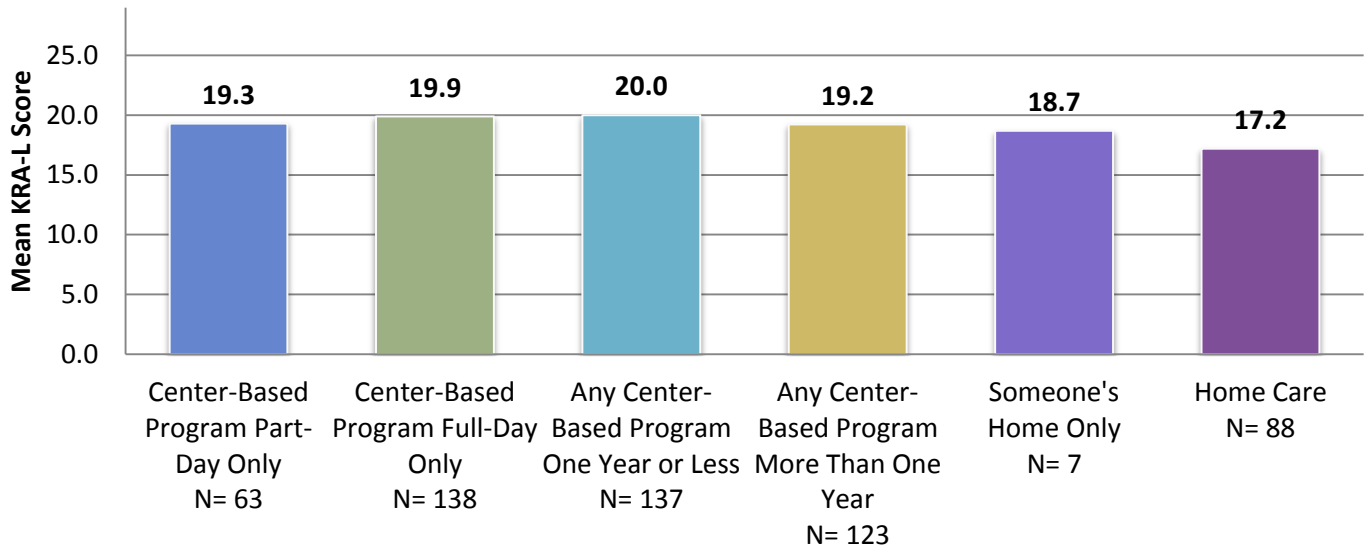
- 64** children with scores in Band 1.
- 114** children with scores in Band 2.
- 101** children with scores in Band 3.

**Figure 14: Percent of Children Within KRA-L Bands Based on Early Learning Experiences between Ages 3 and 5**



\* Includes children who also receive home visitation.

**Figure 15: Mean Score by Early Learning Experiences between the Ages of 3 and 5\***

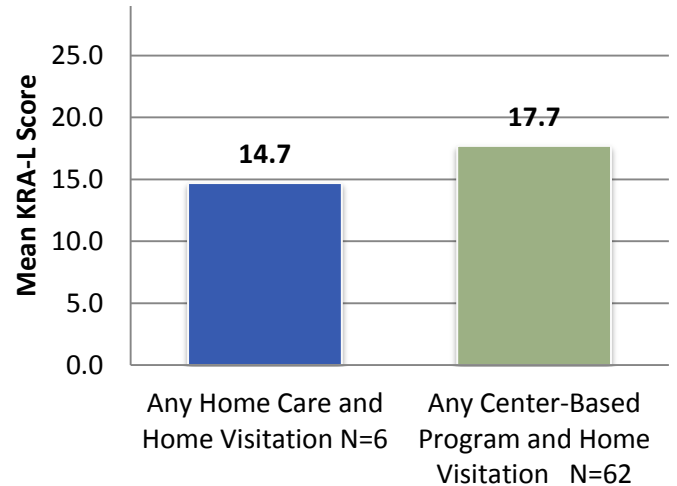


\*There is some overlap between categories of early learning experiences.

## Home Visitation Program Participation Ages 3 through 5 and KRA-L Performance:

68 children with KRA-L scores (17.9%) indicated some level of participation in a home visitation program between the ages of 3 and 5. As with participants in programs for children birth through age 2, home visitation programs for children ages 3 to 5 serve among the most at-risk children and their families. Participant’s mean KRA-L scores are highly influenced by demographic and other social factors, not all of which are captured by the survey. In addition, a large majority of participants in home visitation programs report receiving free and reduced priced lunch (88.1%). For this reason, the KRA-L scores of home visitation participants cannot be directly compared to those with other early learning experiences.

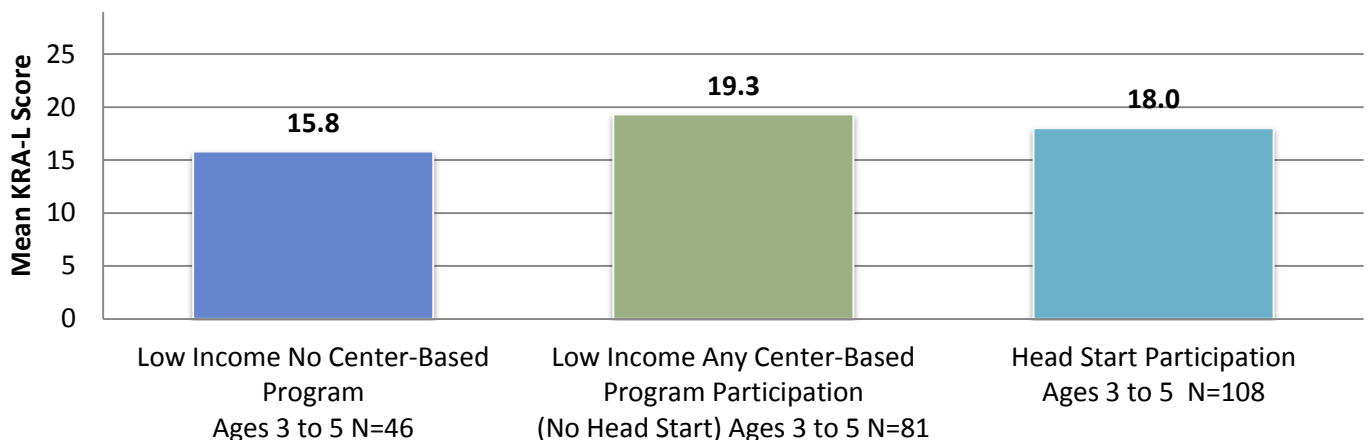
**Figure 16: Home Visitation and Center-Based Program Participation (3 to 5)**



## Head Start Participation from Ages 3 to 5 and KRA-L Performance:

345 survey participants with KRA-L scores (89.8%) indicated whether program participation between ages 3 to 5 included Head Start. 108 children (31.3%) participated in Head Start. The response rate for this question suggests the need for additional refinement of strategies for capturing Head Start participation. Because Head Start programs serve children from low-income families, their mean KRA-L score is summarized in context with means for children from low-income families both with and without center-based program experience between the ages of 3 and 5. The qualifying criteria for participation in Head Start include having a household income level at 100% or less of federal poverty guidelines. Conversely, free and reduced price lunch status used as a proxy for income in this survey relies on an eligibility cutoff of 185% or less of federal poverty guidelines. Comparisons in mean KRA-L scores between the respondents represented in Figure 17 should be considered in light of these differences.

**Figure 17: Comparison of Mean Score by Early Learning Experiences Ages 3-5 for Children from Low-Income Families**

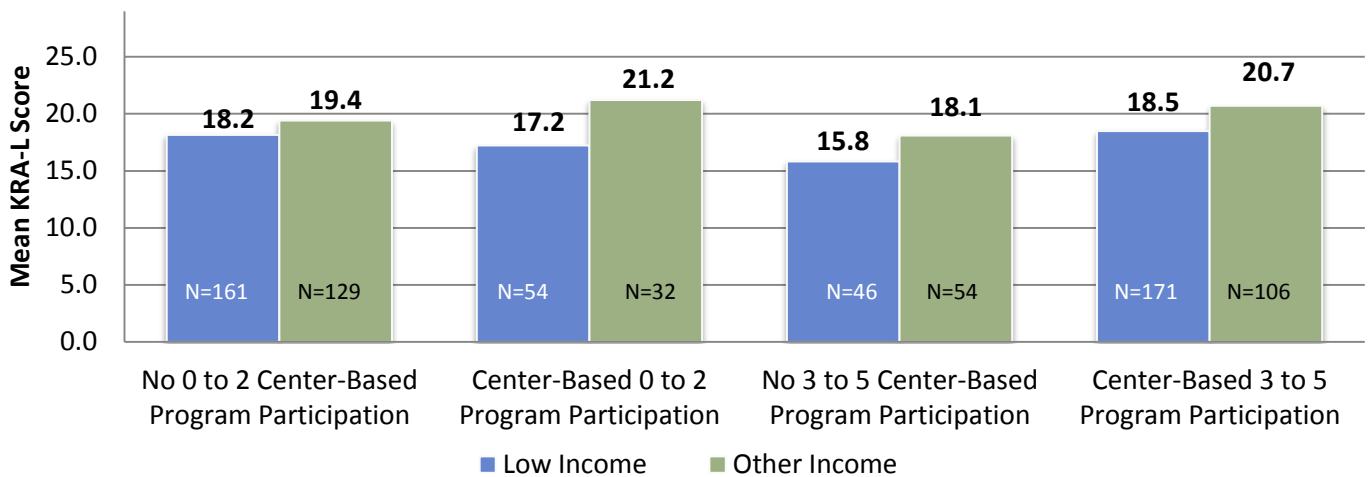




## Center-Based Program Participation, Income, and KRA-L Performance:

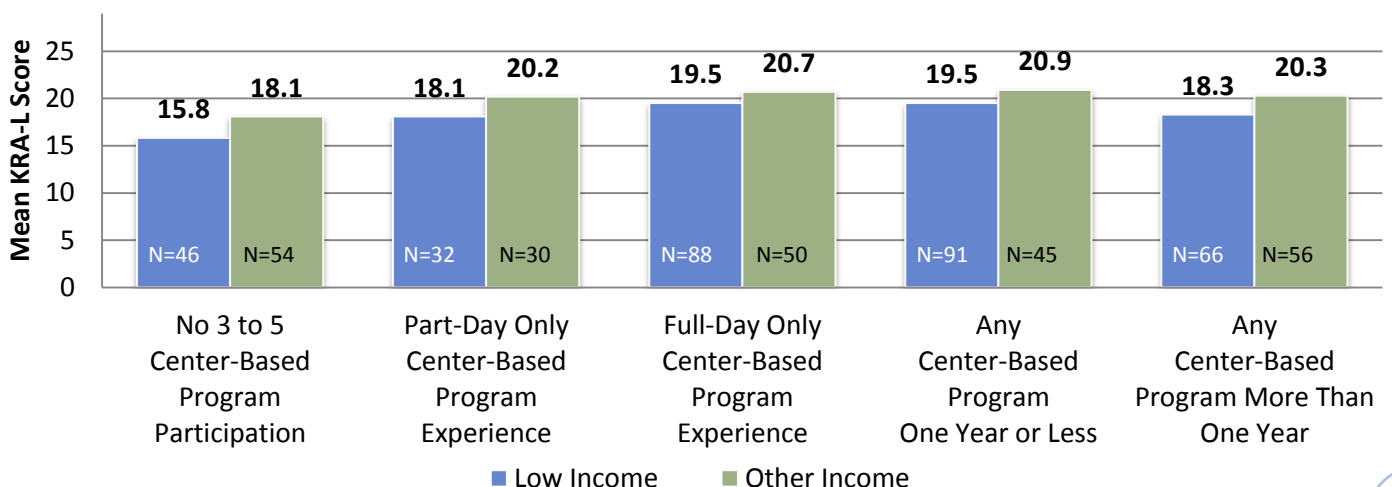
A comparison of KRA-L scores by both economic status and center-based program experience indicate a 2.7 point gain for children from low-income households who reported a center-based early learning experience between the ages of 3 and 5 (Figure 18). Children from other-income households also saw an increase in KRA-L scores of 2.6 points for those reporting a center-based early learning experience between the ages of 3 and 5. Continued longitudinal studies of these trends will provide a better understanding of the relative benefits of center-based program participation to children from low and other income households. The differences in KRA-L scores, for groups with varied income status and center-based program experience ages 3 to 5 continues to be statistically significant [ $F(3,373)=5.831, p<.001$ ].

**Figure 18: Mean Scores by Program Participation and Economic Status**



Another finding of note is the impact of program type and duration of enrollment for children from low-income families between the ages of 3 and 5 (Figure 19). Full-day center-based early learning experiences are associated with a narrower gap in KRA-L scores between children from low income and other-income families. Similarly, greater length of program enrollment is associated with an increase in KRA-L scores for children from low income households.

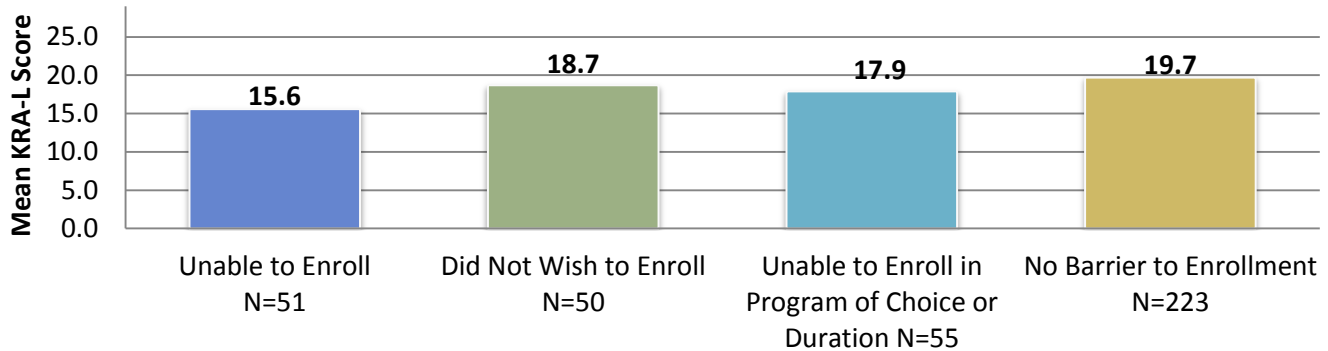
**Figure 19: Mean Scores by Program Type, Enrollment Duration and Economic Status between the Ages of 3 and 5**



## Program Access, Income, and KRA-L Performance:

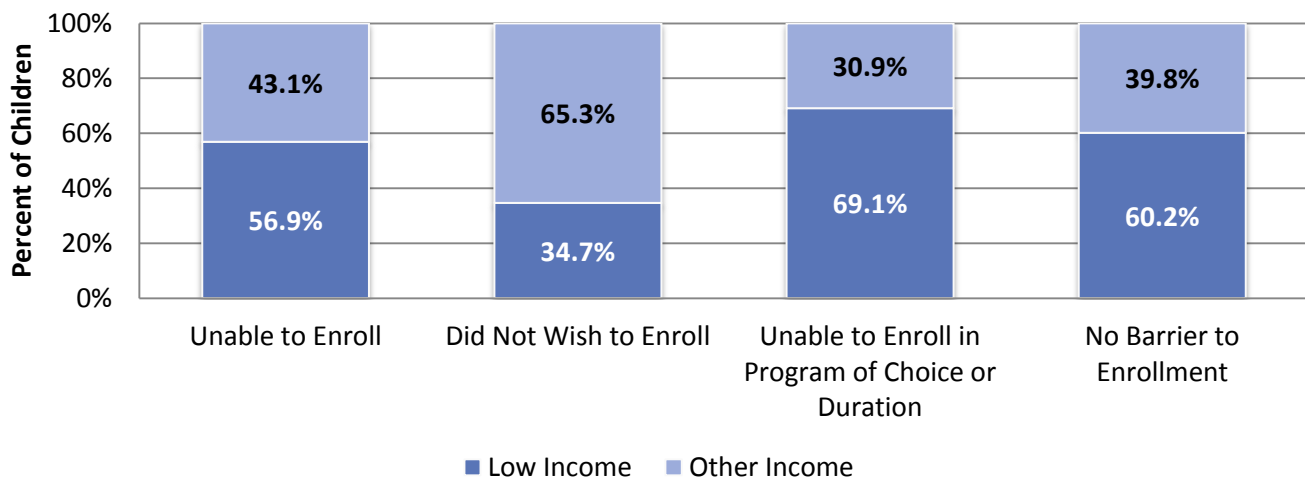
379 children with KRA-L scores (98.7%) provided information on program access. The intersection of enrollment preference and reported program access are reflected in mean KRA-L scores summarized in Figure 20. This distribution of scores is statistically significant [ $F(3,375)=5.332, p=.001$ ].

**Figure 20: Mean Score by Program Access**



Families with low incomes often disproportionately report the most barriers to center-based program enrollment as indicated in Figure 21.

**Figure 21: Income Disparities and Program Access**



# Report Summary

## The major findings from this report are as follows:

- 43.8 percent of all surveyed kindergarten children tested in Band 2 in 2012 and were considered to need targeted instruction; an additional 31.3 percent of children entering kindergarten tested in Band 3 and were considered ready for enrichment.
- 73.4 percent of children reporting early childhood experiences between the ages of 3 and 5 indicated participation in a center-based program education experience outside the home.
- 40.9 percent of children who had participated in a formal center-based program education experience between 3 and 5 years of age tested in Band 2; an additional 36.2 percent tested in Band 3.
- The average KRA-L score of children who had participated in a center-based program education experience between 3 and 5 years of age was 19.4; the average score of those children 3 to 5 who had not participated in a center-based program education experience was 17.2.
- Center-based programs continue to be important to KRA-L performance for children from low-income families. Economically disadvantaged children, who also reported center-based program experience, had a mean KRA-L score of 18.5, while those who did not have center-based program had a mean KRA-L score of 15.8. The difference of 2.7 points between these groups is statistically significant below  $p=.01$ .
- For the third year in a row, survey findings indicate that children from low income families who participate in a center-based program score slightly higher than children from other income households who did not participate in a center-based program.
- Enrollment preference and barriers to program access are reflected in mean KRA-L scores. The differences between these groups is statistically significant below  $p=.01$ .
- Families with low incomes disproportionately report the most barriers to center-based program enrollment