



May 22, 2007

REPORT FROM THE STATE CENTER FOR EARLY CHILDHOOD DEVELOPMENT

The research validates that TEEM closes the achievement gap to prepare young children for learning in Kindergarten.

Finding: Children from low-income families in well-implemented TEEM Pre-K classrooms have comparable reading and higher social competence outcomes in Kindergarten to children from middle- and upper-middle income families in non-TEEM childcare settings.

School readiness information on TEEM early childhood classrooms has been collected in response to Senate Bill 23. The Texas School Readiness Certification System includes information on school readiness indicators in Pre-K settings as well as reading and social competence screening outcomes for the same children once they enter Kindergarten. This information was also collected on a large group of children attending non-TEEM childcare centers that only serve children from middle- and upper-middle income backgrounds. The above findings pertain to the 7000 children with this recently collected information in both Pre-K and Kindergarten.

Susan H. Landry, Ph.D.
Michael Matthew Knight Professor of Pediatrics, Director, State Center

Susan B. Gunnewig, M.Ed., Associate Director, State Center



Director, Children's Learning Institute
7000 Fannin UCT 2300
Houston, TX 77030
(713) 500-3710 Phone | (713) 500-3705 Fax