

## HOUSE RESOLUTION No. 6016

A RESOLUTION urging the local school boards to maintain efforts to support early childhood education.

WHEREAS, “Early experience has a decisive and long-lasting impact on ability to learn and control emotions. Effective, timely interventions can improve results for children, especially those most at risk.” Material quoted from a power-point presentation made by staff from the Education Commission of the States before a legislative committee in September 2000; and

WHEREAS, “Young children exposed to high-quality early childhood settings exhibit better language and mathematics skills, better cognitive and social skills, and better relationships with classmates than do children in lower-quality care.” Executive Summary of Quality Counts, quoted in Education Week, January 10, 2002; and

WHEREAS, “Evaluations of well-run early-learning programs also have found that children in those environments were less likely to drop out of school, repeat grades, need special education or get into future trouble with the law than similar children who did not have such exposure.” Executive Summary of Quality Counts, quoted in Education Week, January 10, 2002; and

WHEREAS, “Families with low incomes, particularly the working poor, have the least access to high-quality early-childhood services.” Executive Summary of Quality Counts, quoted in Education Week, January 10, 2002; and

WHEREAS, “There is highly uniform evidence of long-term positive effects (of early childhood education) on school success as measured by rates of grade retention, special education, and high school graduation.” “Long-Term Cognitive and Academic Effects of Early Childhood Education on Children in Poverty,” W. Steven Barnett, Preventive Medicine, 1998; and

WHEREAS, “Programs that produce substantial improvements in the cognitive development and school success of children in poverty can be expected to produce substantial direct benefits through educational cost-savings and substantial indirect benefits as the result of increased productivity and social responsibility.” “Long-Term Cognitive and Academic Effects of Early Childhood Education on Children in Poverty,” W. Steven Barnett, Preventive Medicine, 1998; and

WHEREAS, A Michigan study compared students in their twenties who had had high-quality early childhood education with a group that had had none. The early childhood education group had: Higher monthly earnings; significantly higher percentages of home ownership; significantly higher level of schooling; significantly lower percentage of receiving social services at some time in the previous 10 years; and significantly fewer arrests by age 27. Significant Benefits; The High/Scope Perry Preschool Study Through Age 27, L.J. Schweinhart, H.V. Barnes, and D.P. Weikart. Monographs of the High/Scope Educational Research Foundation, No. 10, Ypsilanti, Michigan: High/Scope Press, 1993; and

WHEREAS, The No Child Left Behind Act holds schools accountable for performance. The law requires teacher quality standards and an increased emphasis on early childhood reading programs. States that fail to attain standards face sanctions that require local districts or the state to take corrective action: Now, therefore,

*Be it resolved by the House of Representatives of the State of Kansas:* That we urge the local school districts and parents, despite difficult financial times, to make every effort to continue supporting and maintaining early childhood education, pre-kindergarten through the third grade; and

*Be it further resolved:* That the Chief Clerk of the House of Representatives be directed to send enrolled copies of this resolution to the boards of education of the 303 school districts in the state of Kansas.

House Resolution No. 6016 was sponsored by Committee on Education.

I hereby certify that the above RESOLUTION originated in the HOUSE, and was adopted by that body

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*Speaker of the House.*

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*Chief Clerk of the House.*