



**PNC Study of Early Childhood Education**

# **Home and Classroom: Views of Parents and Teachers**

**August 2007**

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# Methodology

**Harris Interactive conducted national surveys of teachers and parents to provide the quantitative information for the PNC Study of Early Childhood Education.**

The study was commissioned by The PNC Financial Services Group, Inc., as part of its PNC Grow Up Great initiative, a 10-year, \$100 million investment to help prepare children from birth to age five - with a focus on underserved children - for success in school and life.

Through grants, employee volunteerism and advocacy, PNC seeks equal access to quality preschool programs, which can result in long-term benefits for our children, society, workforce and economy.

**Parents:** A total of 1,001 interviews with parents of children ages 8 and younger were conducted via telephone during first quarter 2007.

**Teachers:** A total of 516 interviews with teachers in pre-kindergarten through 3rd grade were conducted via telephone during first quarter 2007.

NOTE: Significant differences between sub-groups at the 95% confidence level are noted where appropriate. The notation (shaded oval) indicates the sub-group is significantly higher compared to at least one other sub-group.

# WHO'S READY?: Few Parents and Teachers Describe Children In The U.S. As Being Extremely Or Very Prepared To Learn Upon Entering Kindergarten

AUDIENCE		Q. How prepared to learn do you think children in the U.S. are when they enter kindergarten – meaning they know the basics like counting and spelling their name and they are prepared to listen in class?
Parents % (1001)	Teachers % (516)	
<b>25%</b>	<b>7%</b>	<b>EXTREMELY / VERY PREPARED (NET)</b>
3%	1%	Extremely prepared
21%	6%	Very prepared
57%	66%	Somewhat prepared
<b>15%</b>	<b>25%</b>	<b>NOT VERY / NOT AT ALL PREPARED (NET)</b>
13%	24%	Not very prepared
2%	1%	Not at all prepared

# WHO'S READY?: Teachers See Room For Improvement, Especially in Social Skills

Social skills  
 Academic skills

PARENTS AND TEACHERS						<b>Q. How well would you say your child was prepared in each of the following areas before entering kindergarten?</b> <i>Base: Parents of children in kindergarten or higher</i>
Extremely / Very Well Prepared		Somewhat Well Prepared		Not Very / Not At All Well Prepared		
Parents % (1001)	Teachers % (516)	Parents % (1001)	Teachers % (516)	Parents % (1001)	Teachers % (516)	
78%	13%	18%	71%	3%	15%	<b>Q. How well prepared would you say today's children are prepared in each of the following areas so that they are ready to learn?</b> <i>Base: All Pre-K – 3rd grade teachers</i>
84%	20%	15%	68%	1%	11%	Being able to interact, play, and share well with others
74%	8%	22%	59%	4%	33%	Being able to understand the difference between right and wrong
78%	24%	18%	66%	3%	9%	Being able to listen and follow rules and directions
79%	24%	17%	66%	3%	9%	Having a good sense of confidence/self-esteem
80%	22%	16%	63%	2%	14%	Having a desire for learning
62%	10%	26%	58%	11%	31%	Being able to sort and identify objects by shape, size and color
61%	10%	30%	63%	8%	26%	Being able to recognize common words or signs (like Walk, Stop, or their own name)
57%	8%	32%	53%	11%	37%	Being able to recognize numbers, count and do simple math
						Being able to read and write the letters of the alphabet

# OUTCOMES: Teachers Say Children Are Lacking The Two Most Important Skills: Play and Share + Listen and Follow Directions

## TEACHERS

Preparedness


More prepared  
Less important

More prepared  
More important

■ Being able to sort and identify objects by shape, size and color

■ Having a good sense of confidence/self-esteem ■ Have a desire for learning

■ Being able to understand the difference between right and wrong

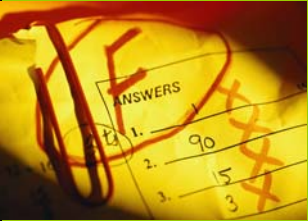


■ Being able to recognize numbers, count and do simple math ■ ■ Being able to recognize common words or signs (like Walk, Stop, or their own name)

■ Being able to read and write the letters of the alphabet

■ Being able to interact, play, and share well with others ■

■ Being able to listen and follow rules and directions



Less well-prepared  
Less important

Less well-prepared  
More important

Importance

# OUTCOMES: Teachers More Likely Than Parents To Perceive Difficulty For Unprepared Children To Catch Up And Do Well In School

AUDIENCE		Q. If a child is not prepared for school when they enter kindergarten, how difficult or easy would you say it is for them to “catch up” and do well in school as they get older?
Parents % (1001)	Teachers % (516)	
24%	15%	<b>VERY / SOMEWHAT EASY (NET)</b>
5%	1%	Very easy
19%	14%	Somewhat easy
12%	10%	Neither difficult nor easy
62%	74%	<b>SOMEWHAT / VERY DIFFICULT (NET)</b>
42%	50%	Somewhat difficult
19%	23%	Very difficult

# OUTCOMES: Consequences Later in Life: Parents Recognize Benefits Of School Readiness; Teachers Make Stronger Correlation To Outcomes

SUMMARY OF STRONGLY / SOMEWHAT AGREE		
AUDIENCE		Q. How well do you agree or disagree with each statement: "Children who enter kindergarten ready to learn are..."
Parents % (1001)	Teachers % (516)	
84%	96%	More likely to have more self-confidence as adults
78%	94%	More likely to attend college
78%	93%	More likely to become responsible citizens
72%	87%	More likely to earn higher levels of income
61%	81%	Less likely to go on welfare
59%	79%	Less likely to go to prison
55%	76%	Less likely to become a teen parent
52%	75%	Less likely to try drugs