Prekindergarten in Texas

EARLY CHILDHOOD EDUCATION DIVISION

JACQUIE PORTER, STATEWIDE DIRECTOR
Eligibility Criteria

- Be unable to speak and comprehend the English language
- Be educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program
- Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
- Be the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
- Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code;
- Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004).

Texas Education Agency, 2017
4-Year-Old Enrollment

67% of eligible 4-year-olds are enrolled

Data from Texas Public Education Information Resource (TPEIR) 2016-2017
3-Year-Old Enrollment

10% of eligible 3-year-olds are enrolled

Data from Texas Public Education Information Resource (TPEIR) 2016-2017
Prekindergarten in Texas

The Foundation School Program currently pays for ½ day prekindergarten. Full day prekindergarten programs are funded locally through other sources of revenue.
## Availability of Half-Day vs. Full-Day

### 2016-2017 School Year

<table>
<thead>
<tr>
<th>Student Instruction Type</th>
<th>Districts Providing Pre-k</th>
<th>Schools Providing Pre-k</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Day Only</td>
<td>452</td>
<td>1,464</td>
</tr>
<tr>
<td>Half Day Only</td>
<td>296</td>
<td>1,369</td>
</tr>
<tr>
<td>Full &amp; Half Day</td>
<td>303</td>
<td>519</td>
</tr>
<tr>
<td>Total</td>
<td>1,051</td>
<td>3,352</td>
</tr>
</tbody>
</table>

### TEA Public-Private Partnership Grant

- Districts and Charters: 16
- Schools: 25
- Students Enrolled: 594

Data from Texas Public Education Information Resource (TPEIR)
Texas Prekindergarten Guidelines

I. Health and Wellness
II. Language and Communication
III. Emergent Literacy Reading
IV. Emergent Literacy Writing
V. Mathematics
VI. Science
VII. Social Studies
VIII. Fine Arts
IX. Physical Development
X. Technology

Texas Prekindergarten Guidelines (Updated 2015).
The Foundational Years

By the age of 5, **90%**

of a child’s brain is developed

The Foundational Years

Children from low income homes, in particular, benefit from preschool education in comparison with their peers from high income homes.

Prekindergarten Attendance Leads to Long-Term Outcomes

- 2% Reduction in Likelihood of Dropping out of School
- 6% Increase in Likelihood of on Time High School Graduation
- 7% Increase in Likelihood of Enrolling in College
- 6% Increase in Likelihood of Attending a Second Year of College

Prekindergarten Increases Kindergarten Readiness

Prekindergarten Enrollment and Kindergarten Readiness

*Prekindergarten has a greater impact on eligible students*
Why Is Kindergarten Readiness Important?

E3 Alliance analysis of Ready, Set, K! and data at the Education Research Center at UT Austin; odds ratios from model with income, ELL, gender, ethnicity, Kinder ready status as predictors; Kindergarten in 2011-12
Kindergarten Readiness Status Strongest Predictor

Odds Ratios for Factors in Kindergarten that Predict Passing STAAR in 3rd Grade, Central Texas

Non-low income

- Math: 2.1
- Reading: 2.2

Odds of Passing 3rd Grade STAAR (Phase 1 Standard)

E3 Alliance analysis of Ready, Set, K! and data at the Education Research Center at UT Austin; odds ratios from model with income, ELL, gender, ethnicity, Kinder ready status as predictors; Kindergarten in 2011-12
Kindergarten Readiness Status Strongest Predictor

Odds Ratios for Factors in Kindergarten that Predict Passing STAAR in 3rd Grade, Central Texas

- Non-low income
  - Math: 2.1
  - Reading: 2.2

- Kindergarten Ready
  - Math: 4.4
  - Reading: 5.0

E3 Alliance analysis of Ready, Set, K! and data at the Education Research Center at UT Austin; odds ratios from model with income, ELL, gender, ethnicity, Kinder ready status as predictors; Kindergarten in 2011-12
Quality Matters

The magnitude of the benefits depends on the quality of the program: On average, due to the prevalence of low-quality preschool programs, preschool in the U.S. narrows the achievement gap by perhaps only 5% rather than the 30% to 50% that research suggests might be possible on a large scale if all preschool programs were of higher quality.
## National Institute of Early Education Research and Texas Prekindergarten (HB4)

<table>
<thead>
<tr>
<th>NIEER Benchmarks</th>
<th>Included in HB4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive early learning &amp; development standards</td>
<td>Yes</td>
</tr>
<tr>
<td>Curriculum supports</td>
<td></td>
</tr>
<tr>
<td>Teacher degree</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td></td>
</tr>
<tr>
<td>Staff professional development for teachers &amp; assistants (at least 15hr/yr)</td>
<td>Teachers only</td>
</tr>
<tr>
<td>Maximum class size (20 or lower)</td>
<td></td>
</tr>
<tr>
<td>Staff-child ratio (1:10)</td>
<td>Suggested 1:11</td>
</tr>
<tr>
<td>Vision, hearing, &amp; health screenings; &amp; referral</td>
<td>Yes</td>
</tr>
<tr>
<td>Meals (at least one meal/day)</td>
<td>Yes</td>
</tr>
<tr>
<td>Monitoring/Continuous quality improvement system</td>
<td></td>
</tr>
</tbody>
</table>
The Foundational Years

HB 2039
EC – 3 Certification
Peabody Picture Vocabulary Test Gains

Equivalent Growth in a 7-Month Period

English-Speaking
- Months of Actual Instruction: 7
- Gains in Equivalent Months: 14

Spanish-Speaking
- Months of Actual Instruction: 7
- Gains in Equivalent Months: 18

AISD Program Evaluation 2014
Austin ISD 3 PK

• Two campuses
• Funded within ½ day formula funding
• Low teacher-student ratio
• High-quality prekindergarten
Austin Prekindergarten Partnerships

• Nationally accredited child care centers
• High-quality components
• Professional development
• 80% of funding is passed through to centers
• Students are enrolled in both programs
Benefits of Prekindergarten Partnerships

• New facilities do not have to be built
• Reduces bond pressure
• Only pay for a few children, but all get benefits
• Wrap around services
• Families have increased access to programs that meet their needs
• Child care provides have access to a sustainable funding source to increase quality
• Increases collaboration within the early childhood education community
• Easier transition to kindergarten for children due to increased alignment between childcare and public schools
In Conclusion

1. Getting things right the first time is easier and more effective than trying to fix them later.
2. Early childhood matters because experiences early in life can have a lasting impact on later learning, behavior, and health.
3. All of society benefits from investments in early childhood programs.

FIRST THINGS FIRST (2017). THE FIRST FIVE YEARS. RETRIEVED AT HTTPS://WWW.FIRSTTHINGSFIRST.ORG
/WHY-EARLY-CHILDHOOD-MATTERS/THE-FIRST-FIVE-YEARS