

52% 51% 50% 48% 45% 44% 45% 39% 2002 2004 2006 2008 2010 2012 2014 2015 3-year-olds ■ 4-year-olds

PERCENT OF STATE POPULATION ENROLLED*

STATE SPENDING PER CHILD ENROLLED* (2015 DOLLARS)



n 1985, Texas began offering half-day preschool to at-risk 4-year-olds through the Texas Public School Prekindergarten initiative. Districts that have 15 or more 4-year-olds are required to offer the program. Districts that have 15 or more eligible children who are at least 3 years old can also offer the program, but are not required to do so. The Texas Education Agency (TEA) oversees the program, which is financed by both state and local dollars which flow directly to school districts who can collaborate with Head Start programs and licensed child care centers to provide preschool services. Funding for half-day preschool services is based on Average Daily Attendance (ADA) and is provided through the Foundation School Program as part of the K–12 funding system. In 2014-2015, an additional \$30 million in supplemental funding was appropriated for eligible students.

Students are eligible to participate if they meet at least one of the following risk factors: qualifying for free or reduced-price lunch (185% of FPL), homelessness, participation in foster care, parent on active military duty or who was injured or killed on active duty, or an inability to speak or comprehend the English language.

The Texas Public School Prekindergarten initiative provides several supports to ELLs, including professional development for teachers around supporting ELLs, screening and assessing children in their home language, providing information to parents in their primary language, and sending a home language survey home at the beginning of the school year. State policy permits bilingual, monolingual non-English, and dual-language immersion classes in pre-K. It also requires that the quality of bilingual instructions be monitored. Transitional bilingual programs and summer language programs are also available and children are permitted to be pulled out of the classroom for English language instruction. Other supports for ELLs are determined locally.

The Early Childhood Data Systems (ECDS) is a state reporting feature that is part of the Texas Student Data System (TSDS). Using the ECDS, early childhood data is collected and used to inform school districts, early childhood programs, and communities about the effectiveness of prekindergarten programs in preparing children to be successful in kindergarten. The ECDS is being implemented using a two-phase process in which kindergarten data is submitted first, and then voluntary prekindergarten data will be submitted.

In 2015, the Texas Legislature passed House Bill 4 to increase the quality of the Texas Public School Prekindergarten programs, which included a \$118 appropriation over two years. Funds are to be implemented in the 2016-2017 school year. Districts and open-enrollment charter schools can apply for grants to implement a High-Quality Prekindergarten Grant Program in an amount not to exceed \$1,500 per student. The bill includes new data reporting requirements for school districts about pre-K class size, student to staff ratios, curriculum, and the type and results of assessments.



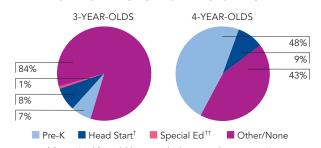
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TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment219,488
School districts that offer state program
Income requirement
Hours of operation
Operating scheduleSchool or academic year
Special education enrollment, ages 3 and 422,692
Federally funded Head Start enrollment, ages 3 and 465,518
State-funded Head Start enrollment, ages 3 and 40

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



[†] Some Head Start children may also be counted in state pre-K. ^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY Early learning standards	STATE PRE-K REQUIREMENT Comprehensive	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	
Teacher degree	•			
Teacher specialized training	Generalist; Bilingual; ESL; Special Education (public); None (nonpublic)	Specializing in pre-K		
Assistant teacher degree	HSD or equivalent (public); None (nonpublic)	CDA or equivalent		TOTAL BENCHMARKS MET
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	\checkmark	
Maximum class size 3-year-olds 4-year-olds	No limit	20 or lower		2
Staff-child ratio 3-year-olds 4-year-olds	No limit	1:10 or better		
Screening/referral and support services	Vision; hearing; immunizations ¹	Vision, hearing, health; and at least 1 support service		
MealsDe	pends on length of program day ²	At least 1/day		
Monitoring	None	Site visits		

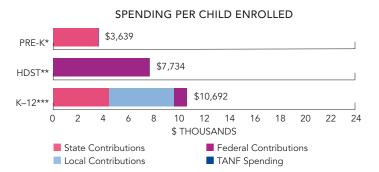
RESOURCES

Total state pre-K spending	\$786,601,324
Local match required?	No
State spending per child enrolled	\$3,584
All reported spending per child enrolled*	\$3,639

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K–12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.



¹ Some support services are required, but specific services are determined locally.

² Districts are not required to offer meals to pre-K students. However, many do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.