Research shows modest yet significantly improved educational outcomes in both short and long-term for students who attend public Pre-K. The more exposure a child has to educational instruction, the greater their educational gains will be. Most importantly, Pre-K programs benefit recipients into their adulthood.¹

Students who attend Pre-K are less likely to be arrested, more likely to graduate from high school, less likely to struggle with substance abuse, and may even be more likely to graduate from college.² Pre-K can even benefit parents and guardians as they can enter the workforce to benefit their families and their communities.³

For children who are significantly behind, exposure to high-quality Pre-K for extended periods is crucial for closing the achievement gap. This early interaction of Pre-K education is vital for students with greater needs.⁴

**The Texas Pre-K Program Is Targeted to Kids with Greater Needs**

Eighty-five percent of the state’s public Pre-K students are from economically disadvantaged households, while 37% of Pre-K students are emergent bilingual/English language learner (ELL) students. These programs predominately serve Hispanic/Latinx children who make up 63% of the Pre-K enrollment. Hence, the state’s public Pre-K program is important for low-income and children of color.

House Bill 3, the school finance and property tax cut bill passed in 2019, requires school districts to provide a full-day Pre-K program for eligible four-year-olds, while making it optional to provide full-day to eligible three-year-olds.
Out of the **1,077 districts** that provide Pre-K education, 64% provide a full-day program. An additional 32% of district providers have half- and full-day programs. Districts were able to apply for a waiver if they were unable to immediately implement a full-day program for four-year-olds. As a result of the Pre-K program expansion, **86% of four-year-olds** and **58% of three-year-olds** are in a full-day program.

The Legislature continues to fund Pre-K as a half-day program, even when districts are providing a full day. To fund the other half of the day, the Texas Education Agency directs districts to use revenue from the Early Education Allotment (EEA), also created as a part of HB 3. The goal of the EEA is to improve third-grade reading outcomes and is based on the number of economically disadvantaged and emergent bilingual students in grades kindergarten through 3rd grade. Using the Early Education Allotment for Pre-K denies districts the opportunity to be innovative and fully serve the students in kindergarten through 3rd grade who generate this funding.

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2. (Piper, 2018)
3. (Piper, 2018)
4. For Texas children to be eligible to enroll in a pre-kindergarten program, children must be 3 years-old before or on September 1 of the current school year or 4 years-old before or on September 1 of the current school year. They must also meet one of the following eligibility requirements:
   - Unable to communicate or comprehend English
   - Educationally disadvantaged/eligible to participate in the national school lunch program (NSLP)
   - Homeless
   - Child of an active or deceased duty member of the armed forces
   - Has been in conservatorship of the Texas Department of Family and Protective Services
   - Child of a person eligible for the Star of Texas Award