



Texas Education Grantmakers Advocacy Consortium

### ***Why did the Consortium commission Children at Risk to produce a study of pre-k quality?***

Before Texas spends scarce taxpayer dollars on improving pre-kindergarten, policymakers must first understand where those investments will achieve the biggest return. The Texas Education Agency does not collect data on pre-k class sizes or student to staff ratios. To fill a gap in available data and ensure that Texans have clear information about the quality of Texas pre-kindergarten programs – especially concerning class sizes, adult-to-student ratios, and full-day programs.

### ***What were the key findings of the pre-k research?***

- Local communities across Texas and the school districts they support want to expand full-day pre-kindergarten, but state funding is unavailable and local funds are tapped out.
- Texas school districts understand that class sizes and adult to student ratios are critical to student learning and success. School districts are choosing to pay for pre-k quality.
  - 82% of districts had average class sizes of 20 students or less.
  - Most frequently reported adult to student ratio was 1 to 10.
- Many Texas school districts offer pre-k beyond state requirements because pre-k saves money.
  - 47% of districts reported offering a full-day pre-kindergarten.
  - 64% reported offering pre-k outside of TEA eligibility criteria, including 3 and 4 year olds.
- 73% of respondents reported inadequate funding as a barrier to pre-k expansion.

### ***How does the research define quality pre-K?***

- Strong curriculum and qualified teachers
- Appropriate adult-to-student ratios and class sizes
- Sufficient hours dedicated to learning (full-day vs. half-day)
- **Many Texas school districts are moving mountains to provide quality pre-k. These ISDs are the most likely to achieve success in implementing a Gold Standard pre-k program.**

### ***What policy recommendations were included in Children at Risk's report?***

- Ensure transparency of prekindergarten assessments and program quality by increasing data available to taxpayers, parents, educators and policy makers about pre-kindergarten programs.
- Expand funding to school districts that limit staff-to-student ratios by requiring new funding for pre-kindergarten to be contingent upon the implementation of a staff-to-student ratio of 1:10.
- Create incentives for school districts to offer full-day pre-kindergarten by providing additional funding through the school funding formula or by establishing a sustainable grant program for districts wishing to expand to full-day.

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**Member Information Available at [www.tegac.org](http://www.tegac.org)**