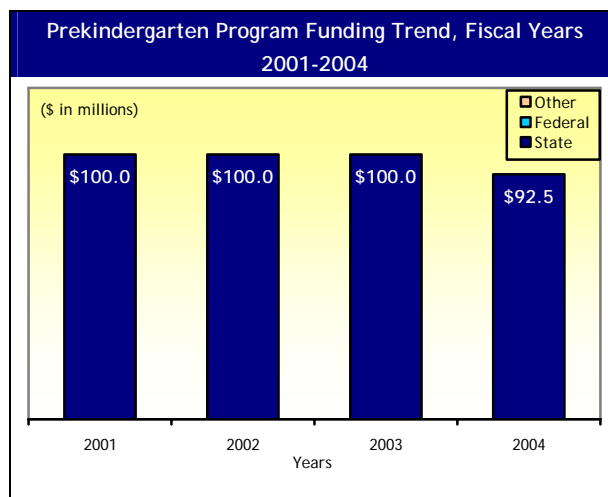


Summary by the Texas State Auditor's Office on:

# Prekindergarten Program

TEC Section 29.155 and GAA Article III, Rider 57

Funding Sources, Fiscal Year 2004	
Federal	State Appropriations <sup>a</sup>
\$ 0	\$92,500,000
Other	\$ 0
Funding Method	Competitive and non-competitive continuation grants <sup>a</sup>
No. of Grants	298
Range	\$6,326 - \$5,618,636
Eligible Entities	LEAs, with priority given to those in which TAAS/TAKS performance in grade 3 is substantially below the statewide average performance



Flow of Prekindergarten Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served	
Year	Appropriated	Budgeted	Awarded	Expended	Deobligated	Lapsed	LEAs	Students
2001	\$ 100,000,000	\$ 89,556,971	\$ 92,381,625	\$ 76,562,198	NA	\$ 12,994,774	269	44,074
2002	\$ 100,000,000	\$ 91,000,000	\$ 92,849,752	\$ 90,675,625	NA	\$ 324,375	305	49,597
2003	\$ 100,000,000	\$ 92,500,000	\$ 93,605,491	\$ 92,500,000	NA	\$ 0	301	48,704
2004	\$ 92,500,000	\$ 92,000,000	\$ 90,166,527	NYA	NYA	NYA	298	48,849 <sup>b</sup>
<b>Totals</b>	<b>\$392,500,000</b>	<b>\$365,056,971</b>	<b>\$369,003,395</b>	<b>NYA</b>	<b>NYA</b>	<b>NYA</b>	<b>1,173</b>	<b>191,224</b>

UA - Unavailable NA - Category does not apply NYA - Not yet available (as of report date)

<sup>a</sup> Funding for new projects is competitive, while funding for continuation projects is non-competitive.

<sup>b</sup> The number of students served in school year 2003-04 was not available at the time of this report. The figure provided is taken from the projections provided in the applications submitted by the LEAs.

## Targeted Students and Grade Levels

This grant program is a prekindergarten expansion grant allowing districts to expand their half-day prekindergarten classes to a full day. An LEA that identifies 15 or more children who are at least four years old and (1) unable to speak and comprehend the English language, (2) educationally disadvantaged, or (3) homeless must offer free half-day prekindergarten classes.

## Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	
Diagnostics-Based Intervention	
Academic Intervention	✓
Small Group Instruction/Limited Class Size	
School-Day or Out-of-School Activity	School-Day
Computer Assisted Instruction	
Literacy/ESL/Bilingual Instruction	
College Preparation	

Program Component	Required/Recommended/Allowed
Career Preparation	
Mentoring	
Professional Development	
Parental Involvement/Education	
Community Involvement/Services/Enrichment	
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

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### Comments

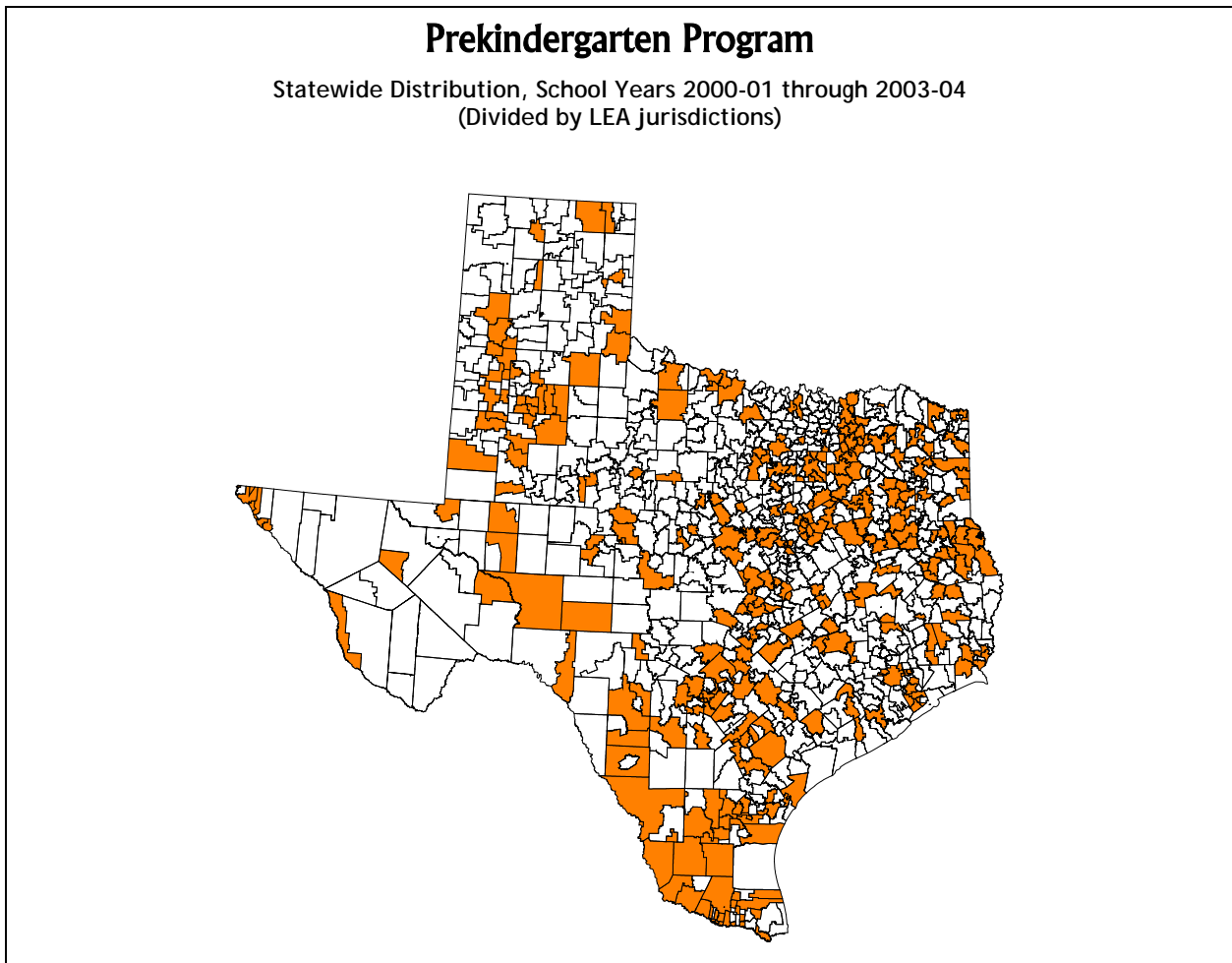
LEAs must design prekindergarten programs to develop the skills children need to succeed in the regular school curriculum, including language, mathematics, and social skills.

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### Evaluation\*

The most recent evaluation of this program is TEA's July 1995 *Texas Evaluation Study of Prekindergarten Programs, Final Report*. It reports on the progress of a group of students who participated in prekindergarten during the 1989-90 school year and compares it with that of a group of students who were eligible for prekindergarten but did not attend. Four years after prekindergarten, students from prekindergarten programs were less likely to be retained, closer to being on grade level in reading comprehension, and less likely to be referred to special education programs than the comparison group of students who did not participate in prekindergarten. Although their third-grade TAAS scores were lower than statewide scores, students from prekindergarten programs scored two points higher in both reading and mathematics than students who did not attend prekindergarten. Additionally, the study found that LEP students who had attended prekindergarten were at or above grade level in oral reading; mastered a greater number of mathematics essential elements than students who did not attend prekindergarten; were more likely to be promoted to the next grade; and were less likely to be referred to or placed in special education programs.

\* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome. However, in measuring outcomes of an early childhood or elementary program over several years, where there was only one treatment with the potential to affect long-term outcomes, attributing outcomes to that program and calculating cost/per child of that outcome can be a more straightforward measurement than measuring outcomes of multiple programs serving the same children.



The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.