



GOOD REASON HOUSTON

Our Youngest Learners, Our Brightest Futures:

Understanding Houston Families' Choices and the Power of Pre-K



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Introduction & Executive Summary

In 2025, over half (54%) of eligible children across Houston were not enrolled in prekindergarten (pre-K). Good Reason Houston set out to understand why.

Good Reason Houston exists to transform education in Houston by partnering with school districts, policymakers, and the community to ensure Houston children have access to high-quality public schools. Our Education Continuum tracks student progress at every stage of their journey, guiding strategies to advance our regional goal of putting 45,000 students in Houston on the path to long-term success and economic mobility.

Pre-K is a critical first step. Research shows children who attend high-quality public pre-K programs are more likely to enter kindergarten meeting literacy and numeracy standards. Despite these benefits, many Houston families do not take advantage of free public pre-K.

To better understand families' decision-making, we surveyed over 900 Houston families across 11 school districts about their beliefs, perceptions, and future pre-K enrollment plans. Our goal was to identify barriers and opportunities to increase pre-K enrollment and inform both district- and policy-level funding, resourcing, and communication strategies to ensure children get the early start they deserve.

We find a landscape rich with opportunity. Many Houston families value early education and expressed a strong interest in sending their children to pre-K. However, they continue to face barriers to enrollment, including confusion around eligibility and access to free public pre-K. They also lack information from trusted messengers to help them navigate concerns about program quality, safety, and values alignment. Our findings are clear: To increase pre-K enrollment, districts must think differently about how they reach families, the messages they share, and the processes they institute to engage families from the first day of outreach to the first day of pre-K.

The recommendations highlighted in this report largely focus on actions districts can take now to support their efforts in the coming year. This includes deepening their understanding about what safety and program quality means to families; increasing transparency and clarity about eligibility for free pre-K, cost, and access; improving messaging to align with areas families care about most and using trusted messengers; and streamlining the process from outreach to enrollment.

However, a few recommendations may provide a roadmap for bigger collaborative efforts. Much like what we found in our [2025 report on postsecondary outcomes](#) across the Houston region, pre-K enrollment similarly embodies a regional challenge that requires regional solutions. We must find ways forward that balance individual district contexts with unifying regional actions. In short, we should take action as outlined in our Education Continuum from our annual [Public Education Snapshot](#): Build an integrated, coordinated, comprehensive system of care to help families understand their pre-K options, navigate the enrollment process, and engage with schools even before their child enters the classroom. The recommendations we offer here might serve as a first step in shaping a plan that brings partners to the table to imagine this future.

When Houston families are equipped with the right information and support, pre-K enrollment becomes more than a logistical decision. It becomes a stepping stone to empowerment, launching a child's educational journey and setting them on a pathway to economic mobility. By ensuring information quality and removing barriers to access, we can ensure that every Houstonian begins their cradle-to-career journey with the strong foundation they deserve.



Early Childhood at a Glance

At Good Reason Houston, we utilize a cradle-to-career framework that tracks a series of indicators across all stages of a student’s journey, from the first day of pre-K to the first day on the job. At the heart of this framework is the belief in an Education Continuum, which challenges us to reimagine education as an integrated, comprehensive, coordinated system of care—the idea that a student’s experiences from early childhood through high school are linked to their postsecondary outcomes, including career advancement and living wage attainment. This report centers on two of our three early education indicators, pre-K enrollment and kindergarten readiness.

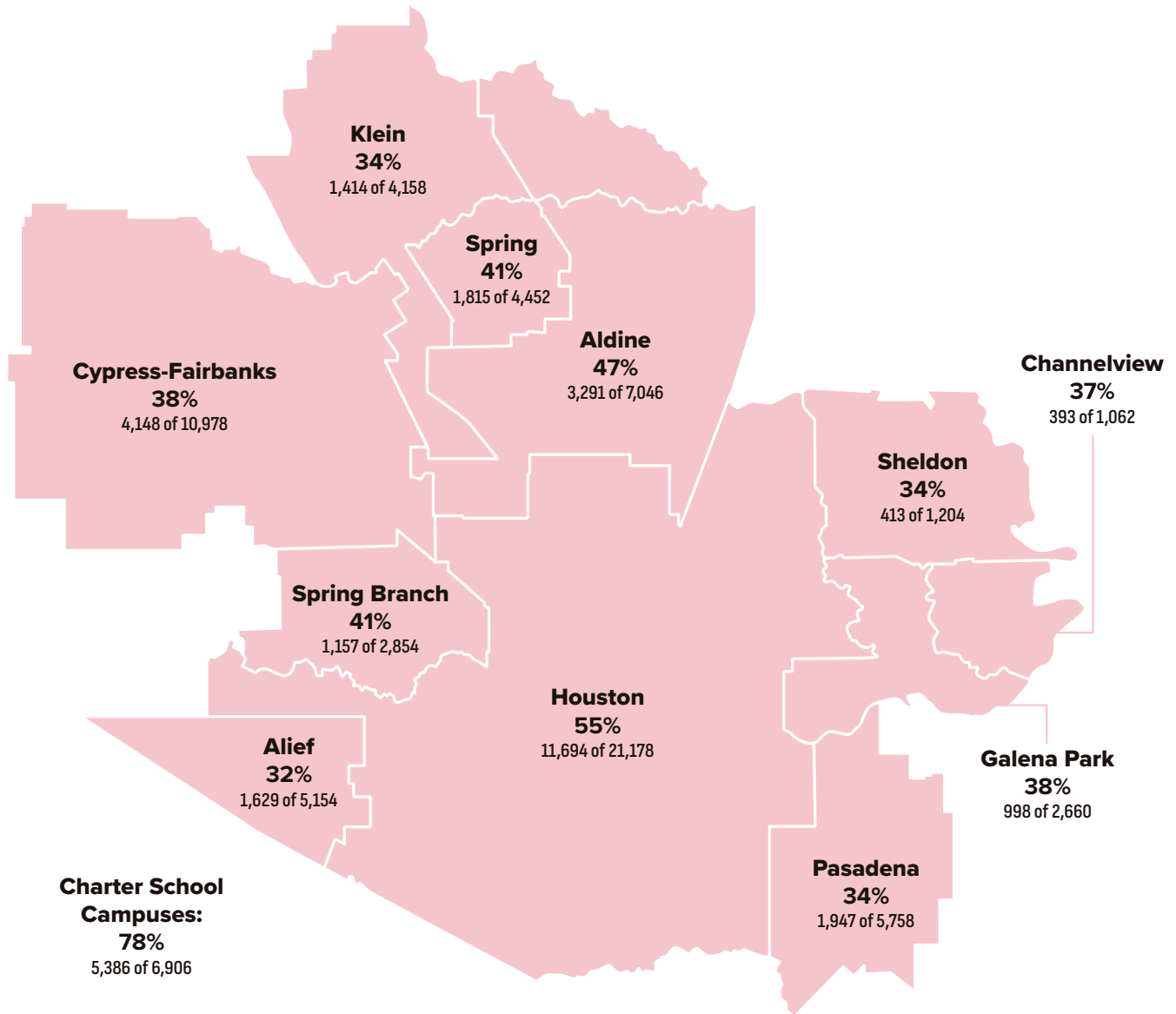
Research supports that high-quality early childhood education creates a strong foundation for lifelong success. Nobel prize-winning economist James Heckman found that intervening early in children’s lives delivers the highest return for both children and communities. Children enrolled in pre-K benefited from significant cognitive skill and social-emotional skill development and were better equipped for kindergarten and the workforce. Given these established benefits, prioritizing pre-K through informed policy is crucial to strengthen the foundation our youngest learners need for kindergarten and beyond.

This is reflected in Texas, where policymakers have begun to prioritize increasing student enrollment in high-quality pre-K programs in hopes of improving students’ reading and math proficiency by third grade. In 2019, during the 86th Texas Legislature, House Bill 3, provided \$835 million in funding for full-day pre-K programs for eligible four-year-olds. For families, this means their eligible four-year-old can attend pre-K for no charge. However, districts are **not required to provide** three-year-old programs, a significant gap known to impact families and their pre-K enrollment decisions.

These policy initiatives aside, the patchwork of funding, programs, and information access has a direct impact on early childhood education for our youngest Texans. As of the 2024-25 school year, just over 297,000 eligible children were not enrolled in public pre-K across the state. Houston alone made up nearly a staggering 42,000 (one-in-seven) of those eligible-but-not-enrolled children statewide. A recent Good Reason Houston analysis found that pre-K enrollment rates have slightly grown to 46%, a 1 percentage point increase from the year prior, with almost 35,000 eligible children enrolled. Despite this small gain, pre-K enrollment rates across Houston have remained relatively slow to grow over the past five years.

2024–2025 Houston Region Pre-K Enrollment

PERCENT AND NUMBER OF ELIGIBLE AND ENROLLED PRE-K STUDENTS



These trends suggest that we have much to learn about parent sentiment, including what factors most influence their decision-making when it comes to enrollment. Such insight should guide policymakers, district administrators, and community leaders in identifying tactics to build awareness and engagement, provide high quality information, and institute processes, practices, and policies that promote access across the region.

Glossary of Terms

EARLY CHILDCARE PROGRAMS

Public pre-K: Free for Eligible Students, tuition-based for Ineligible Students; Offered through Independent School Districts (ISD) and Public Charter School Operators.

Head Start: Free, federally funded learning and development programs designed for newborns to 5-year-olds from low-income families and all children with disabilities.

Private Care: Tuition-based (with public subsidies available for eligible families); Most commonly offered through: Child Care Centers, Faith-Based Organizations, Family Child Care Homes, Non-Profit Organizations, or other School-Age Program Centers (e.g. YMCA).

Family, Friend, and Neighbor Care: Typically a free or low-cost option; Provided by a relative, friend, neighbor, babysitter or nanny in the child's or caregiver's home

ELIGIBLE STUDENTS

A child is considered eligible for tuition-free public pre-K if they are at least 3 or 4 years of age on or before September 1 of the current school year and **meet at least one of the following criteria** as defined by the Texas Legislature:

- is unable to speak and comprehend the English language
- is economically disadvantaged (National School Lunch Program)
- is homeless
- is the child of an active duty member or injured/killed member of the armed forces of the United States
- is the child of a person eligible for the Star of Texas Award
- is or ever has been in foster care

HOUSTON REGION

Our service geography includes public school districts with at least one campus within Houston city limits and more than 50% of the student population is considered economically disadvantaged. Charter networks who fall within the ISD boundaries are also considered part of our geography. The ISDs within geography are: Aldine, Alief, Channelview, Cypress-Fairbanks, Galena Park, Houston, Klein, Pasadena, Sheldon, Spring Branch, and Spring.

PRE-K ENROLLMENT RATE

Good Reason Houston calculates pre-K enrollment rates based on the total number of eligible three- and four-year-olds enrolled in public pre-K at the time of the PEIMS Fall Snapshot date (last Friday in October). This group of students are referred to as “eligible and enrolled” in our reports.

INELIGIBLE STUDENTS

Students who are referred to as “not eligible” or “ineligible” throughout our reports, do not meet the outlined eligibility criteria for free public pre-K. School districts may offer tuition-based pre-K to children who are ineligible for free pre-K, as long as it does not interfere with the district's ability to serve all eligible pre-K students.

HALF AND FULL DAY PROGRAMS

Half-Day: Pre-K programs that serve students for at least two hours, but less than four. Due to limited funding, districts may charge tuition for the additional half day of pre-K classes to those three-year-old children who are eligible for free pre-K.

Full-Day: Pre-K programs that serve students for four or more hours. Full-day programs are only required to be offered for eligible four-year-olds.

KINDERGARTEN READINESS

All kindergartners are tested for their ‘readiness’ within the first 30 days of the school year. Readiness is measured by students meeting or exceeding the criteria of a given Kindergarten Readiness Assessment, as determined by the TEA.

Methods & Data

Our analysis relied on data collected from a survey administered across the Houston region in September and October 2025 via Alchemer, an online survey platform. We distributed the survey via QR codes on postcard mailers, an email and text campaign, digital ads, and in-person. The survey included responses from 917 families across 11 Houston area school districts. This sampling approach allowed us to draw from across the community, though a limitation is that it was not designed to mirror representation of different subgroups across the region or by district. Survey responses were analyzed to summarize family characteristics, pre-K enrollment decisions, and attitudes towards early education options across the Houston region. Individual district-level analyses were limited by sample size.

The survey utilized 'logic' based questions that relied on answers from prior questions to inform future questions a participant was asked. For example, question 12 asked: "What are your reasons for having your child or children attend a district public school pre-K program?", and only families that indicated that they had a child who attended district pre-K before (question 3) or planned to send their child to district pre-K (question 10) saw question 12. As a result, survey questions were targeted at relevant families. However, a limitation of this approach was the reduction in sample sizes for specific questions and subgroups.

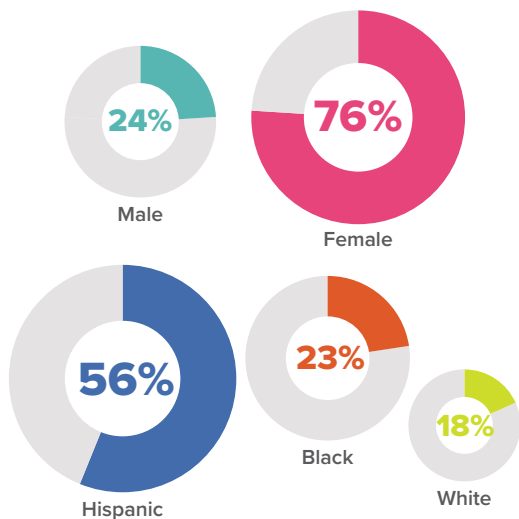
We also conducted focus groups in two districts, Alief Independent School District (ISD) and Spring ISD. Focus groups were conducted in November. In Alief, a single session was held with 24 participants. The demographic breakdown was as follows: 6 male and 18 female and 5 Hispanic or Latino and 19 Black participants. In Spring, three separate sessions were held with a total of 46 participants. The demographic break was as follows: 11 male and 35 female and 19 Hispanic or Latino and 27 Black participants.

WHO WE HEARD FROM

Parents (87%) and grandparents (7%) made up the majority of primary caregivers for children under the age of seven in our survey sample. One-in-three respondents previously sent a child to a district or private pre-K program (34%), although one-in-four (22%) of respondents reported that their child was not yet old enough to attend pre-K. Another 16% of respondents reported not having another child to consider sending to pre-K in the future. This distribution represented both new families making their first decisions and those whose prior experiences inform future choices. Families who did not have a child under seven were ineligible for the survey.

Participant Demographics

100% of participants qualified for free public pre-K based on income eligibility



Reach and Participation

917
FAMILIES
Completed an online citywide pre-K survey

72
PARENTS AND CAREGIVERS
Participated in 5 Community Conversations







Key Findings

KEY FINDINGS

Parents Feel Positive About Public Pre-K

Eighty-two percent of families who have a child to send to pre-K in the future plan to do so.

District Programs Led Pre-K Enrollment Intent

When comparing specific program types, District programs led enrollment intent:

- District programs boasted the highest share of ‘plan to send’ responses (34%).
- Charter programs exhibited the lowest ‘plan to send’ (18%).
- Charter programs showed the highest proportion of “wouldn’t send” responses (24%), while District programs had the lowest, 14%.

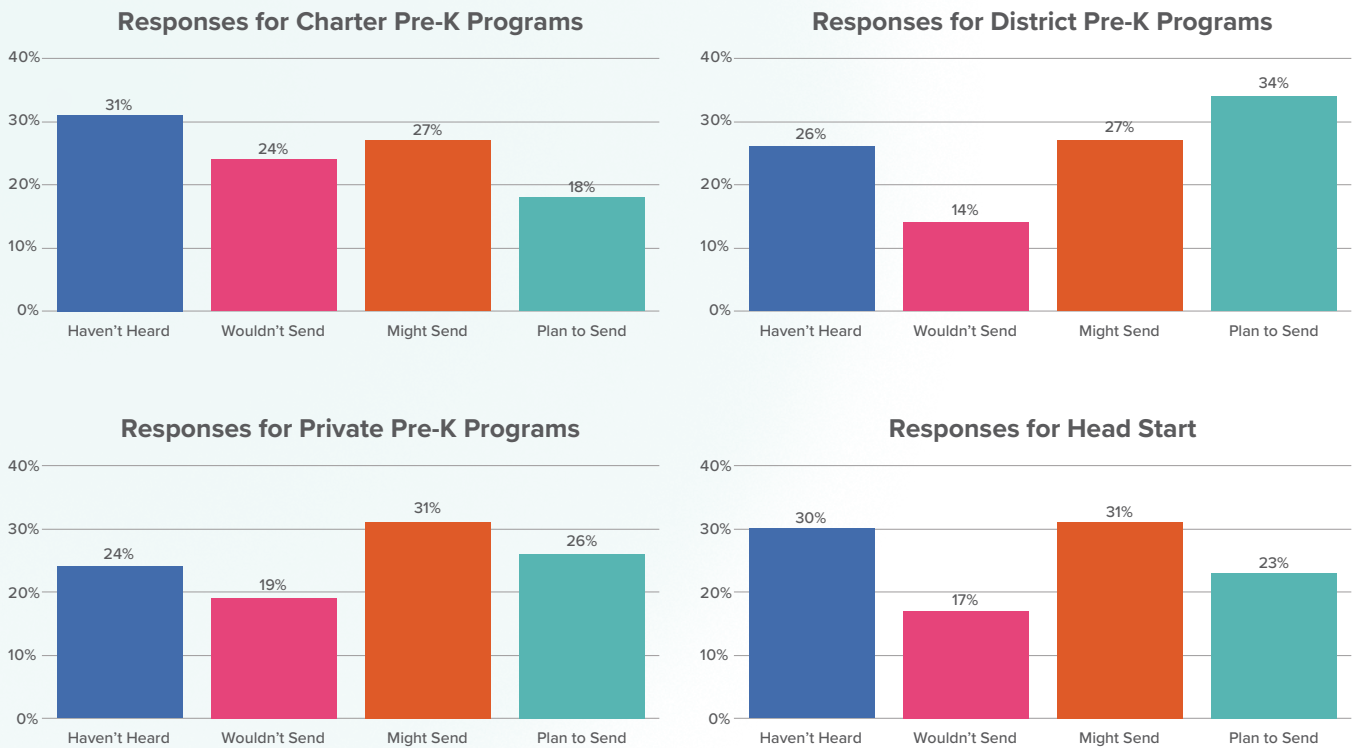
As we’ll address in later sections, awareness remains a significant barrier. Many families reported that they hadn’t heard of Head Start or private pre-K programs, but those who had were more likely to consider them.

In alignment with parents’ enrollment preferences, a majority (73%) of families had positive feelings about public pre-K programs in the Houston area. For those who fell into this category, individuals were most likely to cite that public pre-K:

- Prepares children for kindergarten (69%),
- Teachers care about children (51%), or
- Programs are a good fit for their children (48%).

These findings highlighted that Houston families largely value and trust public pre-K programs, viewing it as both nurturing and academically beneficial.

Enrollment Intent by Pre-K Program Type



Data Note: This question was only visible to families who planned to enroll their child in a pre-K program in the future.

KEY FINDINGS

What Drives Pre-K Enrollment Decisions — and What Holds Families Back

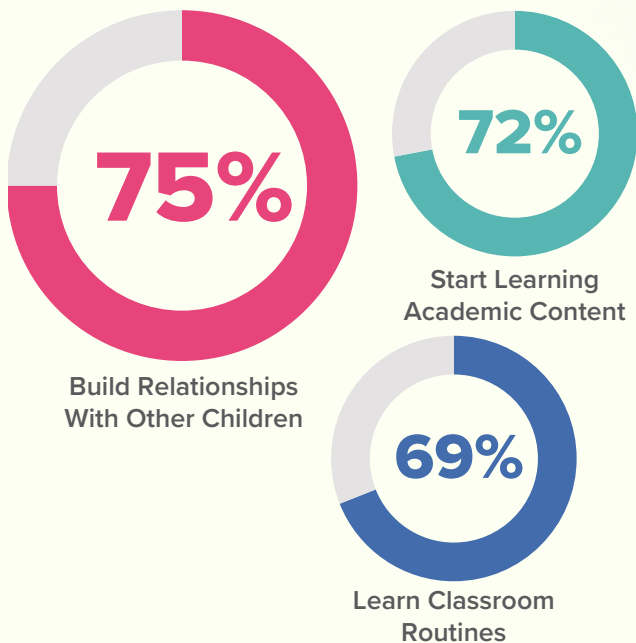
Families weigh relationship-building against safety concerns when making the decision to send their child to pre-K.

Why Families Choose Pre-K

We first sought to understand the main drivers behind why parents choose to enroll their kids in pre-K. The top three factors in order, were so that their children:

- Build relationships with other children (75%),
- Start learning academic content (72%), or
- Learn classroom routines (69%).

Top Three Enrollment Drivers



More than two-thirds (68%) of families selected all three of these options as reasons for wanting to send their children to pre-K; parents most frequently selected these three components together, suggesting that they prioritize them jointly across the board in comparison to other factors. While selected less often, but by a little more than one-in-four families, parents believed pre-K would help their child learn English (27%) or because they previously had a positive experience with a pre-K program in the past (28%).

Why Some Families Opt Out

While the majority of families in our survey previously sent or intend to send their children to pre-K, several expressed hesitation. Roughly 17% of families in our survey have not sent their child to any pre-K programs or don't plan to in the future. Among these families, the leading reason cited was safety concerns (25%). Closely behind safety, this group of parents selected they:

- Didn't know about any pre-K programs (24%),
- Prefer to keep their child at home (20%), or
- Worry about the cost of programs (20%).

The least mentioned options were that parents had a previous negative experience with a pre-K program (6%), the hours and location do not work for the family (6%), or that their child has special needs that are hard to accommodate (5%). Given that the most popular reasons were chosen by less than a quarter of families, there is no clear 'winner' to explain why families do not want to send their children to pre-K. This implies that family decisions are multi-faceted, making it more challenging to identify effective strategies for enrollment.



KEY FINDINGS

What Families Look For in Pre-K Programs

More than two-thirds of families listed teacher training and safety as factors they consider when choosing a pre-K program.

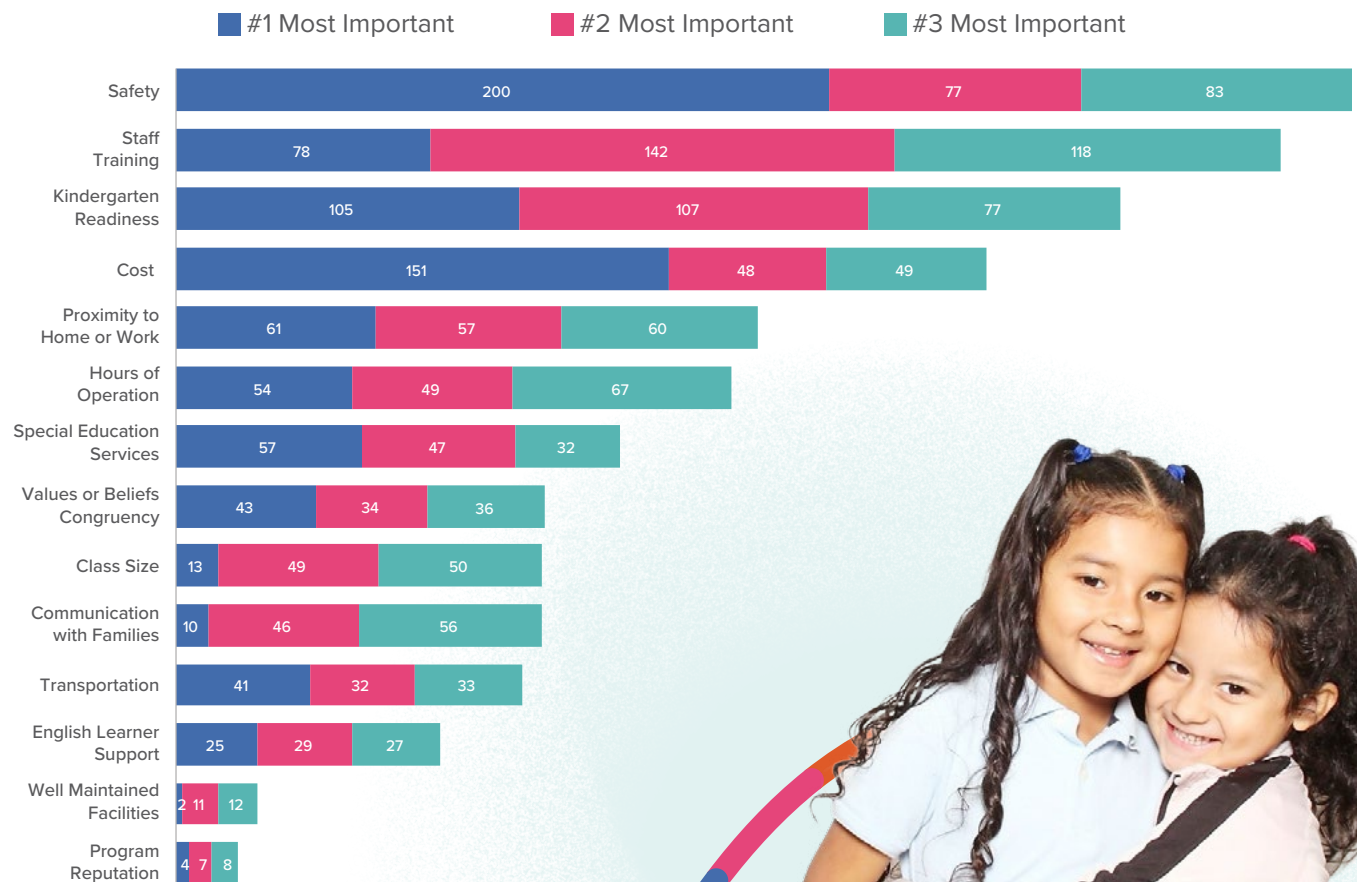
Family Opinions Vary: Weighing Costs, Quality, and Safety

Regardless of enrollment intention, families consider a mix of factors when choosing a pre-K program, with teacher training (70%) and child safety (68%) as the factors that influence their pre-K enrollment decisions the most. Other considerations, valued by just over half of families, included:

- Program quality (kindergarten readiness, class size)
- Family logistics (location, hours, cost), or
- Learning English (26%) and pre-K program reputation (22%) were the options less commonly chosen.

When asked to rank their top three priorities, families made it clear that safety drives their decision making, followed by cost, with teacher training often playing a secondary role. This pattern suggests that families may ultimately focus on safety and instructional quality to drive their decision within their cost parameters.

Top Factors Families Consider When Choosing a Pre-K Program



From Priorities to Decisions: What Drives Pre-K Enrollment

Families' top priorities: safety, quality, and cost, played out in different ways when it came to their actual enrollment decisions, and how these priorities shape families' choices to send their children to public pre-K or not.

When cost was not a primary constraint, families' decisions to opt-out of public pre-K were largely driven by concerns about safety and instructional quality. Families who reported they would not send their child to a district or charter pre-K most often cited:

- Concerns about the quality of education (43%),
- Class size (37%), or
- Safety (34%)

When examined by race, Hispanic families (56% of respondents) were the primary driving force behind safety-related concerns. Given the current political climate surrounding immigration enforcement, these findings suggest the idea that some families may be more hesitant of [engaging with public services](#), such as pre-K, at this time.

One-third of families (33%) selected "other" as their reason for opting out of public pre-K. A deeper dive of these responses revealed concerns related to:

- Values or cultural alignment,
- Beliefs about developmentally appropriate care,
- District politics,
- Existing siblings enrolled in other childcare settings, or
- Poor outcomes in the pre-K lottery process

In contrast, families who plan to enroll their youngest learners emphasized the structural and academic benefits of public pre-K. Key reasons for opting in included:

- Being a free or affordable option,
- Preparation for kindergarten, or
- Proximity to home or work;
 - location was especially important for families opting into district pre-K

Even among families with negative feelings of public pre-K (13%), concerns most commonly centered on programs quality (51%), curriculum (44%), child fit (40%), and safety (32%).

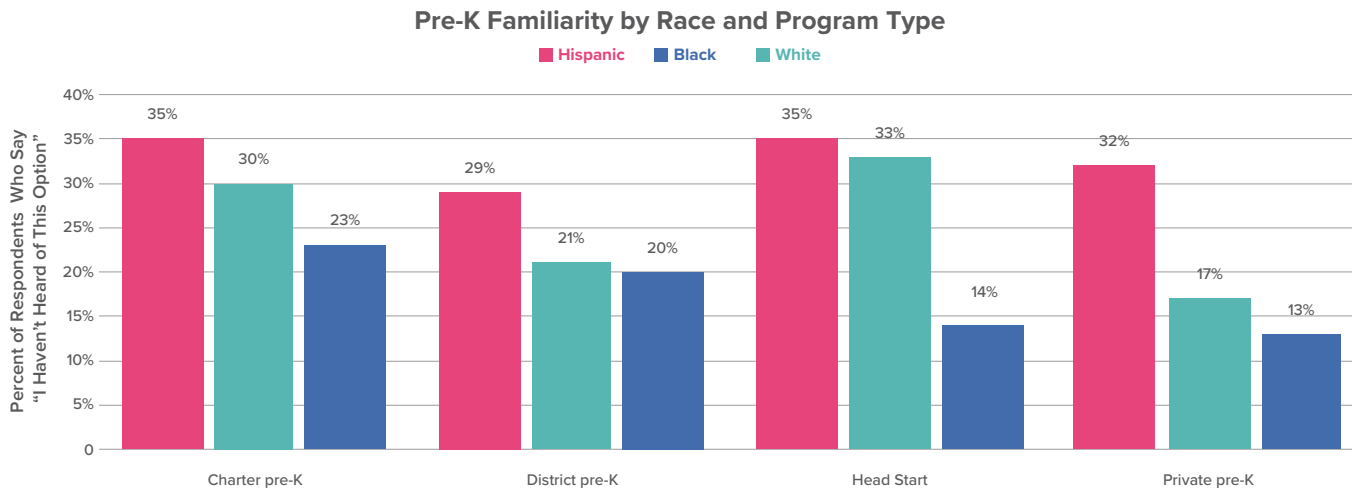
Focus group discussions allowed us to dig deeper into the survey findings and understand how families experience these issues. Families consistently described safety as a multidimensional concept extending beyond physical and emotional safety, including accessing their children during the school day and cultural competency of staff. Parents emphasized the importance of nurturing, developmentally appropriate learning environments with limited screen time. Notably, Black and Brown families raised heightened concerns about emotional safety for their boys, sharing that they are often perceived as being disproportionately targeted for disciplinary action, which contributes to a sense of unsafety.

Families also expressed significant frustration with the pre-K enrollment process, citing both procedural barriers and strained relational experiences with schools. Difficult navigation and negative interactions shaped unfavorable perceptions of public pre-K options. While many families remain strongly interested in public pre-K, their enrollment decisions tend to be heavily influenced by the clarity of information provided and their perceptions of program quality, safety, and overall fit.

KEY FINDINGS

Awareness to Action: Families Need Clearer Pre-K Information

About one-in-four families “haven’t heard” of any pre-K program, regardless of provider.



One-in-four families in our survey shared how they faced a significant barrier to enrollment due to a lack of information about available programs. Specifically, they had not heard of any pre-K option, regardless of the program type (district, charter, private, or Head Start). This finding suggests that gaps in awareness remain a key barrier to equitable access to pre-K.

The survey results also suggests that information gaps, as well as perceptions and intent to enroll, varied based on race.

- Hispanic families emerged as the most open but least informed group—reporting the highest rates of “haven’t heard” across nearly all program types, yet expressing a strong willingness to consider enrollment, once they learned more.
- Black families displayed the strongest engagement with district and Head Start programs, showing both high intent to enroll and low unfamiliarity with these options.
- White families tended to show higher resistance to both charter and district pre-K programs, reporting the highest “wouldn’t send” rate overall, and were also the most likely to plan for private pre-K.

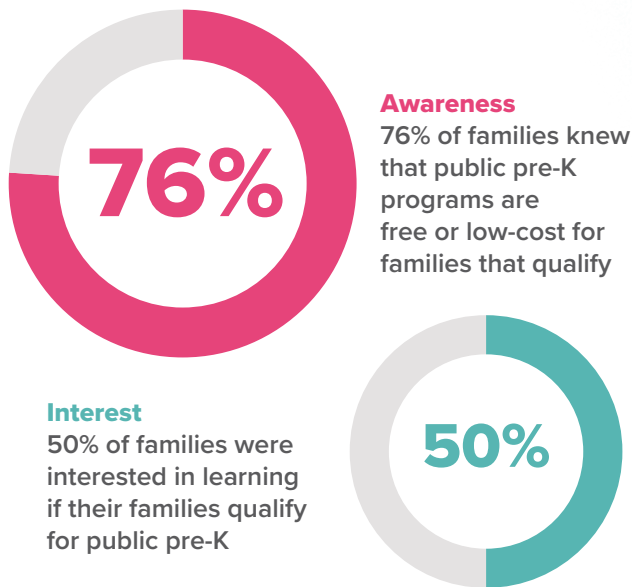
These differences highlight how awareness, rather than preference alone, continue to shape access and participation across Houston’s diverse communities.



Awareness as a Barrier to Public Pre-K

Awareness is a critical factor shaping families' engagement with public pre-K. Our survey found that among families who are not planning to use public pre-K in the future, only half (52%) reported familiarity with public pre-K in the first place. Whereas, among all families, regardless of enrollment intent:

- 76% knew that public pre-K programs are free or low-cost for families that qualify, and
- 50% were interested in learning if their families qualify for public pre-K.



These findings established a gap in information in two ways:

1. Limited awareness of public pre-K as an option, and
2. Limited understanding of eligibility requirements for free or low-cost public pre-K.

Bridging these awareness gaps will be essential to translate family interest into actual enrollment.

Reaching Families Through Trusted Sources

Families shared their top three ways of accessing information about pre-K enrollment were through:

- Friends and family (60%),
- School district websites (48%), and
- Teachers and school staff (29%).

Email was the clear, preferred communication option for families, followed by text messaging and postal mail, with each mode having a significant drop in preference. District outreach efforts leveraging trusted personal networks and digital communication, like email and district websites, appeared to be the most effective.

Taken together, these findings underscore how family pre-K decisions are not driven by a lack of interest, but rather, the clarity and accessibility of pre-K enrollment information. While many Houston families value early learning programs and intend to enroll their children, many face uncertainty about eligibility, program options, and convoluted enrollment processes. This fragmented information landscape, coupled with safety concerns and perceptions of what constitutes a quality program, limit pre-K enrollment even among motivated families. Addressing these gaps will require coordination among district, policy, and community leaders to leverage consistent communication through trusted messengers to build confidence in the value of public pre-K.

As the following section outlines, both district and policy leaders play critical roles in transforming high interest into actual enrollment, through clearer information, safer environments, and expanded access.





Summary & Recommendations

The impact of attending pre-K is profound—it improves school readiness, supports early literacy, and sets the foundation for lifelong learning. Many Houston families value early education but face barriers to enrollment. While most parents expressed a strong interest in sending their children to pre-K, their decisions are often shaped by concerns about safety, perceptions of program quality, and confusion around eligibility and access.

Our survey results suggest that increasing awareness about program quality, including curriculum and teacher training, kindergarten preparedness, and affordability and proximity might be key factors in attracting families. Meanwhile, our focus groups results illuminate the need for district and school administrators to better understand what parents consider essential when assessing programs for safety, quality, and child fit, with the goal of addressing hesitation and supporting enrollment. That said, these recommendations speak to a larger shared challenge: Underlying parent preferences and concerns is an information ecosystem that remains fragmented, resulting in a limited understanding about the full range of pre-K program possibilities available and pre-K eligibility qualifications. Bolstering access to quality information while also removing procedural barriers such as disjointed application processes will be critical if we are to translate family interest into actual pre-K enrollment.

The opportunity before us is exciting. When Houston families are equipped with the right information and support, pre-K enrollment becomes more than a logistical decision. It becomes about the first step on a child's educational journey and their long-term path to economic mobility. Through removing barriers to access, we can ensure that every Houston child begins their cradle-to-career journey with the strong foundation they deserve.



RECOMMENDATION ONE:

Make Safety Visible, Clear, and Verifiable for Families

Families consistently identified safety as their top priority when choosing pre-K programs, with Hispanic families specifically highlighting safety as a primary reason for not enrolling. Findings suggest that the perception of safety may vary across Houston families and reflect a combination of staff supervision, trust, communication, and overall school environment.

To effectively address these recommendations, districts should strive to make safety visible, specific, and experience-based for pre-K families. Interactions with the district at this early educational stage has the opportunity to create a positive foundation on which the relationship between families and schools can grow. Addressing safety concerns at the beginning of each family's journey will lay the groundwork for stronger partnerships to support our earliest learners from the start.

Key Actions:

- Gather direct input from families through brief surveys or event-based feedback to better define what “safety” means in their community.
- Clearly communicate safety practices across all enrollment materials (e.g., arrival/dismissal procedures, staff-to-student ratios, supervision, communication protocols).
- Provide opportunities for families to experience safety firsthand through campus tours, classroom visits, and family-facing events.
- Leverage testimonials from current families, especially those from similar backgrounds to build trust and relatability.

RECOMMENDATION TWO:

Make Eligibility, Cost, and Access Easy to Understand

Despite strong interest in early childhood education, many families remain unaware that public pre-K options are free or low-cost, or believe they are ineligible, when they are not. This gap is particularly pronounced among Hispanic families, who reported lower awareness but higher openness to enrollment compared to other racial/ethnic groups. Districts should ensure pre-K information is clear, consistent, and demystifies key topics such as eligibility and enrollment.

Key Actions:

- Develop a single, consistent message across all platforms that clearly explains:
 - Who qualifies,
 - What programs cost, including free and tuition-based options, and
 - How to apply
- Audit websites, flyers, and social media to ensure messaging is aligned, simple, and accessible in multiple languages.
- Equip frontline staff (campus teams, office staff, community partners) with simple, consistent talking points about eligibility and enrollment.

RECOMMENDATION THREE:

Leverage Trusted Messengers to Emphasize Positive Aspects

Houston families value early learning programs and many intend to enroll. However, many others ultimately decide not to enroll in district or charter pre-K programs due to concerns about the quality of education, curriculum, child fit, and alignment between family and program values. These concerns might be addressed through the use of trusted messengers. District, policy, and community leaders should consider different ways to leverage personal networks to share information about the key areas that families care about when making decisions about enrollment.

Key Actions:

- Partner with trusted messengers like current families, educators, and community organizations to share accurate information and reduce misconceptions.
- Engage with pre-K ambassadors who might share their experiences with families and address concerns.
- Rely on a combination of communication channels, including email, text messaging, websites, and face-to-face.

RECOMMENDATION FOUR:

Reduce Enrollment Friction and Expand Access

Structural barriers such as program hours, location, and complex enrollment processes continue to limit access to pre-K, even among families who are interested. Families also reported that administrative burdens and unclear processes can discourage completion of enrollment.

District leaders and policymakers can improve access by focusing on what is within their control: simplifying processes, aligning services to family needs, and reducing barriers to entry.

Key Actions:

- Streamline the enrollment process by reducing unnecessary steps, allowing families to submit initial interest forms before full documentation and simplifying required materials.
- Offer enrollment support through in-person events, community-based locations, and bilingual assistance.
- Align enrollment opportunities with working family schedules by offering evening, weekend, and text-based support and reminders.
- Identify common drop-off points in the enrollment process and adjust systems accordingly.
- Prioritize and expand funding of the Early Education Allotment, including full-day pre-K for three-year-olds.
- Regionally, consider adopting a shared pre-K application to promote ease for families.

EARLY CHILDHOOD RESOURCES & REFERENCES

CHILDREN AT RISK (C@R):

C@R analyzes the current state of Early Childhood Education in Texas, maps child care deserts, identifies innovative practices, and monitors government regulations and funding streams.

EARLY CHILDHOOD TEXAS:

Early Childhood Texas is a collaborative effort among Texas state agencies to provide families with young children easy access to programs, services, and resources. The website is managed by an inter-agency team with input from Texas parents and families.

HOUSTON EDUCATION RESEARCH CONSORTIUM (HERC):

The Houston Education Research Consortium is a research-practice partnership between the Kinder Institute and eight Houston-area school districts to guide data-driven, equity-minded policy. This web page shares research studies and findings about the impact of pre-K and the role of equity and access in the Houston area.

TEXAS PUBLIC EDUCATION INFORMATION RESOURCE (TPEIR):

A publicly available information repository and data warehouse, including pre-K enrollment data at the district, region, and state-level. Good Reason Houston submits a public information report (PIR) on an annual basis to access campus-level data that is not publicly available.

TEXAS EDUCATION AGENCY (TEA) EARLY CHILDHOOD EDUCATION FAQs:

The TEA helps ensure that Texas children enter schools with the foundational knowledge and skills to be curious, confident, and successful learners. This webpage provides answers to frequently asked questions (FAQs) about pre-K eligibility, programs, and how to identify high quality programs.



Families want Pre-K.

ENROLLMENT DOESN'T HINGE ON PERSUASION — IT HINGES ON CONFIDENCE.



Visit goodreasonhouston.org/data to dig into more of our pre-K research findings and other original research.

G●O●O●D REASON●N H●O●U●S●T●O●N