



April 1, 2025

To: Senate Education K-16 Committee

Re: Senate Bill 2252

Position: For

Chairman Creighton, Vice Chair Campbell, and Members of the Senate Education K-16 Committee:

Philanthropy Advocates thanks you for the opportunity to provide written testimony in support of Senate Bill 2252 (SB 2252) by Sen. Creighton. Philanthropy Advocates brings together nearly 60 grantmakers across Texas who are working to improve outcomes for students and equip them for lifelong economic mobility. By 2031, 63% of Texas jobs will require a credential beyond a high school diploma, yet only 25% of our eighth graders earn these credentials within six years after graduation.¹

Students who learn to read by 3rd grade are four times more likely to graduate high school, and foundational math skills unlock pathways to high-level STEM coursework and careers.² **With only 46% of Texas 3rd graders reading on grade level and 43% meeting grade-level standards in math, Texas is not currently equipping all students with the skills necessary to enter competitive college and career opportunities following high school.**³

We commend Sen. Creighton for authoring SB 2252 to get more young Texans on track for foundational reading and math success. Specifically, SB 2252 enhances the Early Education Allotment (EEA), which was formed in 2019 to target resources to strategies proven to improve early literacy and numeracy skills, such as high-quality Pre-K programs. Access to high-quality Pre-K programs is an important lever for maximizing student learning and development. **Fifty-six percent of kindergarten students in 2023-2024 who attended public Pre-K were kindergarten ready, compared to only 32% of their peers who were eligible but did not attend public Pre-K.**⁴

We appreciate the efforts to increase the Early Education Allotment and respectfully suggest amending language so that Pre-K students generate the 0.1 EEA weight, rather than increasing funding for existing students generating the weight. Including Pre-K students in the EEA can strengthen access to high-quality early education, providing schools with resources to offer high-quality Pre-K and implement evidence-based acceleration strategies before 3rd grade.

The Texas philanthropic sector prioritizes their local investments in strategies that improve early reading and math skills. Like the state, we know that data-driven investments in early childhood education ensure Texas students are equipped for lifelong economic mobility.

We commend the Senate's commitment to strengthening early education policy and supporting all Texas students to be equipped with the foundational skills necessary for long-term success.

Sincerely,
Ryan Franklin
Managing Director, Policy & Advocacy

¹ Carnevale, A.P et al. (2023). After Everything: Projections of Jobs, Education, and Training Requirements through 2031. Georgetown Center on Education and the Workforce. [After Everything Projections 2031 National Report](#); Texas Talent Trajectory (T3). 8th Grade Cohort Data: 2013 (2024). [The Texas Talent Trajectory \(T3\)](#).

² Anne E. Casey, Foundation (2012). Double Jeopardy: [How Third Grade Reading Skills and Poverty Influence High School Graduation](#).

³ TEA, [STAAR 2024](#)

⁴ TPEIR, Texas Public Kindergarten Programs and Kindergarten Readiness – Statewide. 2023-24. [KG Readiness by PK Eligible Prior Year and Subpopulation](#).