

TEXAS HOUSE OF REPRESENTATIVES



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 DISTRICT 100 ★ DALLAS

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High-Quality Pre-K Standards: Current Law vs. HB 1100 vs. HB 4

	Standard	Current Law (All Pre-K Programs)	HB 1100 (Requirements for Incentive Payments)	HB 4 (Requirements for Incentive Payments)
FULL-DAY	Full-day pre-k ^{2 3}	No.	Yes. (\$29.165; p.4 line 4-9)	No.
POPULATION	Target students who benefit the most from pre-k ²	Yes. Eligible population: <ul style="list-style-type: none"> • English language learner; • Educationally disadvantaged (qualified for free/reduced lunch); • Homeless; • Child of active-duty military parent; • Child of military parent killed or disabled on active duty; • Ever in foster care; (\$29.153)	Yes (no change).	Yes (no change).
CURRICULUM	High-quality learning/ curriculum standards ^{1 2 3}	No. Texas Prekindergarten Guidelines contain recommendations for curriculum, learning standards, teaching practices, etc., but <u>are not required.</u>	Yes. All curricula must meet Texas Prekindergarten Guidelines, and be approved as such by TEA before use. (\$29.167(a-c); p.5 line 6-16)	Yes. All curricula must meet Texas Prekindergarten Guidelines.

- Notes: 1) National Institute for Early Education Research standard
 2) Raise Your Hand Texas recommendation
 3) Endorsed by Metro 8 Chambers of Commerce; Texas Education Grantmakers Advocacy Consortium

COMMITTEES:

- ★ CALENDARS ★ ECONOMIC & SMALL BUSINESS DEVELOPMENT, VICE-CHAIR ★
 ★ HOMELAND SECURITY & PUBLIC SAFETY ★

	Standard	Current Law (All Pre-K Programs)	HB 1100 (Requirements for Incentive Payments)	HB 4 (Requirements for Incentive Payments)
TEACHER CERTIFICATION	Teacher degree: bachelor's¹	Yes. Bachelor's degree	Yes (no change). (\$29.167(d); p.5 line 17-18)	Yes (no change).
	Teacher specialized pre-k training^{1,2}	No. Early Childhood-6 th Grade certification (EC- 6 th), which is not a pre-k specialization	No.	No.
	Teacher assistant degree of CDA or equivalent¹	No. High school diploma only.	Yes. TAs must have either: 1) Child Development Associate (CDA) certification; or 2) Have 4 years experience in early child development and receive a CDA within 4 years of starting as a TA. (\$29.167(e); p.5 line 24 - p.6 line 6)	No.
TEACHER COACHING/PROF. DEVELOPMENT	Teacher in-service/ professional development^{1,3}	Yes. 150 hours every 5 years.	Yes (no change).	Yes (no change).
	Continuous cycles of classroom monitoring and teacher coaching for quality teachers-student interactions^{2,3}	No.	Yes. TEA must approve a district's teacher professional development plan (\$29.165(b)(2); p. 4 line 18-29). TEA will develop standards for coaching and clinical practice. (\$29.167(f); p.6 line 7- 10)	No.

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CLASS SIZE LIMITS	Class size limits of 20¹	No. No class size limit for pre-k.	No. Class size limit of 25. (§29.167(d)(1); p.5 line 19-20)	No.
	Instructor-student ratio not over 1:10¹²³	No. No instructor-student ratio limits.	Yes. Instructor-student ratio not over 1:10. (“Instructor” incl. teacher assistant, but one teacher req’d per classroom)(§29.167(d); p.5 line 17-23)	No.
OUT-OF-CLASS SERVICES	Screening/ referral & support services (vision, hearing & health) ¹	Limited. Vision and hearing screenings available.	No change.	No change.
	In-home visitation/ parent coaching	No.	No.	No.
	Meals – at least 1 per day¹	No. (All full-day programs have a lunch option but it is not provided cost-free unless eligible for free lunch program.)	No change.	No change.
	Parental engagement plans	No.	Yes. Districts must develop and implement a parental engagement plan and assess parental involvement and attitudes toward education. (§29.168; p.6 line 11-18)	Yes. Same as HB 1100.

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SERVICES (cont.)	Coordination of services	Limited. Pre-k providers attempt to connect parents with year-round child care and other services.	No change.	No change.
	Student assessment ^{1 3}	No. Beginning of kindergarten year reading assessment required through Early Childhood Data System	Yes. TEA will pre-approve a list of pre-k assessments, but districts can also submit an off-list assessment for approval. <u>Assessments cannot be high-stakes:</u> cannot be a standardized test and results cannot be used as the basis for student advancement, teacher compensation or district funding. (\$29.169; p. 6 line 19 - p. 7 line 4)	Unclear. School districts will select an "appropriate method" of measuring student progress. No further details. (\$29.169; p.4 line 18-21)
ASSESSMENT	Monitoring (classroom and teacher-student interaction observation, site visits) ^{1 2}	No.	Yes. TEA will pre-approve a list of assessment tools that measure teacher-student interaction, curriculum coverage, and other metrics determined by TEA. A district must use a TEA pre-approved tool or submit one to TEA for approval. (\$29.170(b) and (c); p. 7 line 11-23)	No.

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ASSESSMENT (cont.)	Program assessment	No.	Yes, by state. TEA assesses programs by comparing results of already established 3rd and 4th grade test scores from students who participated in the program and those that did not. TEA will also pre-approve classroom and instruction quality assessment tools. (See above under "monitoring".) (§29.170; p. 7 line 5-23)	Yes, by district. School districts will do self-evaluation of program effectiveness, based on an "appropriate method" of measuring student progress. No further details. (§29.169; p.4 line 18-21)
	Data collection ²	Minimal. Demographic information only is collected through the Early Childhood Data System.	Substantial. <u>FOR ALL PRE-K PROGRAMS:</u> Additional data to be reported to the Texas student data system: student demographics, classroom size, student-instructor ratios, funding sources, & curricula. (§29.1541(1); p.3 line 16-22)	Minimal. Only new data is from self-evaluation of program by districts. (§29.169; p.4 line 18-21)
REPORTING / TRANSPARENCY	Data availability	Minimal. Demographic data only available online down to district level.	Wide-spread. Data is available to parents and the public at large. (§29.1541(2); p.3 line 23-24)	Minimal. Data from self-evaluation is available to parents.

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ACCOUNTABILITY	Program accountability	None.	Yes. TEA will use already established 3rd and 4th grade test scores to judge whether a district is providing "high achievement" or shows "substantial progress" towards high achievement. Districts that do not meet this standard must agree to TEA-prescribed program changes to be eligible for continued incentive funding. (\$29.171 p.7 line 24- p.8 line 12)	No. TEA will evaluate use of funding and identify effective instruction strategies implemented by school districts. TEA will deliver report on this to Legislature before 85th session.
PRIVATE PROVIDERS	Private provider involvement	Yes. Districts may partner with private providers to operate pre-k programs. Pre-k providers must be in good standing with Dept. of Family and Protective Services.	Yes, improved quality. Private provider partnerships allowed and planned for. Private providers must be in good standing with Dept. of Family & Protective services for prior 2 years and have a research-based, nationally recognized accreditation approved by TEA. (\$29.172, 29.173; p.8 line 13 - p.9 line 1) Private providers may not discriminate on basis of student's race, religion, sex, ethnicity, national origin or disability. (\$29.175; p.9 line 16-29)	Yes (no change).

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PRIVATE PROVIDERS (cont.)	Private provider oversight	<p>Limited.</p> <p>Private providers annually inspected with Dept. of Family and Protective Services. <u>Educational programs are not evaluated.</u></p>	<p>Yes.</p> <p>Written contracts between districts and private providers required. (§29.174; p.9 line 2-15)</p> <p>Districts are responsible for overseeing terms of the agreement; TEA is responsible for compliance with state requirements. (§29.176, line 20-25)</p>	<p>No change.</p>

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