



**HB 4 by Rep. Huberty & SB 801 by Sen. Zaffirini:
A Comparison to National Best Practice Quality Standards**

While HB 4 and SB 801 are aimed at improving quality in Texas Public Pre-K, the quality requirements outlined do not achieve the National Institute of Early Education Research (NIEER) definition of a quality program. As shown below, the bills as filed would not bring Texas any further in meeting benchmark indicators of a quality program.

NIEER Quality Benchmark	Current Pre-K Program	HB 4 & SB 801
Comprehensive Early Learning Standards	✓	✓
Teacher has BA	✓	✓
Teacher has specialized training in pre-K		
Assistant teacher has CDA or equivalent		
At least 15 hrs/year in-service	✓	✓
Class size 20 or lower		
Staff-child ratio 1:10 or better		
Vision, hearing, health, and other support services		
At least one meal		
Site visits		
	3	3

Moving Towards Quality Pre-K

To move our state closer to achieving quality, the following benchmarks should be added:

- Specialized training in pre-K: Revise the EC-6 certification to address the lack of focus on early education; alternatively, require that early childhood educators have at least nine credit hours in early childhood education along with the EC-6 certification.
- Assistant teacher has CDA equivalent: Ensure that there is some early childhood education coursework requirement for assistant teachers, or a Child Development Associate credential
- Class size: Reduce class sizes to 20 or less.
- Staff-child ratio: Require class ratios of at least 1:18, consistent with state child care licensing for four year olds, or optimally, 1:10, as noted above.
- Additional services and site visits: Continued compliance with best practices should be a goal for our state as we strive for quality early education. Creation of an Office of Early Learning at TEA can provide oversight of pre-K programs, maximize opportunities to secure resources for pre-K, improve quality, and drive coordination with other agencies involved in early learning.

In order for our state to move from a few quality pilot programs to a true statewide increase in quality, the bill should apply these quality requirements to every district and provide funding to help programs achieve these benchmarks.