

## Summary of Early Childhood Provisions in the Final Version of the Texas School Finance Bill (HB 3)

Early Childhood Education Provisions	HB 3 Final
<p><b>Early Education Allotment to provide funding for full-day pre-k and other early learning strategies</b></p>	<p>“Early Education Allotment” would provide \$780 million investment in full-day pre-k and other early reading and mathematics strategies. Funding would be determined by weight for economically disadvantaged and/or Limited English proficiency student in K-3 of 0.1.</p>
<p><b>Full-day pre-k requirement for eligible four-year olds and encouragement of public-private partnerships</b></p>	<p>Requires districts to provide full-day pre-k to eligible 4-year-old students. Before seeking a waiver to meet the full-day pre-k requirement, or before constructing, repurposing, or leasing a classroom facility or issuing bonds to meet the full-day pre-k requirement, districts must solicit or consider a public-private partnership with high quality child care or Head Start programs. Districts can continue to draw down state funding for half-day pre-k to serve eligible 3-year olds.</p>
<p><b>High-quality pre-k components required for all districts</b></p>	<p>Requires all pre-k programs be high-quality by incorporating prekindergarten guidelines established by the Texas Education Agency (TEA), measuring progress of students in meeting recommended learning outcomes, establishing increased teacher training and/or qualifications, and developing a family engagement plan. Does not establish a class size limit or maximum student-teacher ratio.</p>
<p><b>K-3 Reading Standards</b></p>	<p>Requires each school district and open-enrollment charter school to provide for the use of phonics curriculum, ensure that each K-3 classroom teacher and principal has attended a teacher literacy achievement academy, and prioritize the placement of highly effective teachers in K-2. Also, by 2021, educators will be required to demonstrate proficiency in the science of teaching reading on a certification exam.</p>
<p><b>Early Childhood Literacy and Mathematics Proficiency Plan</b></p>	<p>Requires school districts to develop and make publicly available an early childhood literacy and mathematics plan to help improve these skills by third grade.</p>
<p><b>Incentive for additional instructional days in early years</b></p>	<p>Provides funding for districts who opt to provide an additional 30 days of instruction for students enrolled in pre-k through fifth grade to reduce Summer slide.</p>
<p><b>Kindergarten Readiness Assessment</b></p>	<p>Requires each school district to administer in kindergarten a reading instrument adopted or approved by TEA. The agency will determine which performance level indicates kindergarten readiness. This limits the high variance in assessments currently used across the state.</p>
<p><b>Pre-K Class Size and Student-Teacher Ratio Data</b></p>	<p>Directs TEA to collect data on class sizes and student-teacher ratios at the classroom level to better assess student access to quality pre-k programs.</p>