

**HOUSE OF REPRESENTATIVES
COMPILATION OF PUBLIC COMMENTS**

Submitted to the Committee on Public Education
For HB 2729
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Hearing Date: March 21, 2023 8:00 AM

Madison Mattise
Self, Early Childhood Education Administrator
Austin, TX

PLEASE SUPPORT THIS BILL. As an early education administrator working directly with Pre-K Partnerships and local child care providers in the community, I can attest that this bill is absolutely crucial to the future success of Pre-K Partnerships in our state. Early care providers do not make enough money in the current child care ecosystem to support getting a degree or attaining a teaching certification, nor do they have time as full-time working adults to do either. We also know from research that the best teachers are made from years of experience, not certifications. In order to buoy our struggling child care system and ensure successful Pre-K Partnerships, please support this bill! Thank you very much.

Sharon Jackson, Dr.
TX AEYC-Brazos Valley & TX Association for Administrators & Supervisors of Programs for Young Children for
College Station, TX

Hello, Representative Harris--

Thank you for your willingness to serve in our state government. I appreciate the opportunity to speak to the bill you have put forward. As the retired director of early education in College Station ISD, as well as a former Pre-K teacher, I know first hand of the challenges and joys of working in Pre-K. The job is a combination of many duties as teachers seek to support the social-emotional, physical and cognitive development of the children in their care. It takes energy, stamina and most of all skill based on education, experience and resources provided. While an 18 year old can certainly bring the energy, they do not have the life experience or training to successfully prepare a Pre-K class for school success. Meeting the needs of four year olds is a diverse and highly individualized skill. Please reconsider your focus on lowering the requirements for Pre-K for the sake of the children and families involved in these classes, and also for the sake of the 18 year olds who could be caught in the difficult position of trying to maintain excellence in a Pre-K classroom. Thank you for your attention.

Sharon Jackson

Tammi Rice, COO
Cadence Education
Colleyville, TX

Dear Chairman Buckley, Rep. Cody Harris, and members of the Public Education Committee,

As a proud 36-year Texas resident and Chief Operating Officer (COO) of Cadence Education, a provider of early childhood education in the State, I am writing to express my support for House Bill 2729. I started my own education in public school in Texas, attending kindergarten in Texas, and educated both my children in Texas. Furthermore, I have been very actively involved in the local school system for 18 years.

With 25 schools serving 3,000 Texas families and employing 717 teachers, Cadence Education understands the importance of expanding access to high-quality preschool in the State. House Bill 2729 would allow qualified and credentialed early childhood teachers to lead Pre-K Partnership classrooms operated by private providers while still requiring a certified teacher to supervise them. As a result, it would remove barriers to expanding access to high-quality preschool and alleviate pressure on the already strained teacher workforce. Moreover, it would help create a mixed-delivery childcare ecosystem, which includes both school-based and community-based providers, that can provide families with a range of options for accessing high-quality early childhood education.

In Texas, offering families a choice of quality early childhood education providers is vital. Each family is unique, and the needs of each child and family are different. By providing families with multiple options to choose from, they can select the provider that is best suited to their individual needs and preferences. Additionally, a mixed-delivery system that includes both private providers, such as Cadence Education, can help address issues of access and meet the diverse needs of families in the community.

By removing the certification requirement, the bill could also increase the pool of qualified early childhood educators and potentially help address the decline in enrollment in early childhood education and the workforce shortage by providing more opportunities for experienced and qualified early childhood educators to teach in Pre-K Partnership classrooms.

As the COO of Cadence Education, I am proud to lead a team that is committed to providing high-quality early childhood education in the communities we serve. We believe that House Bill 2729 aligns with our goals and would benefit the broader community.

Thank you for your consideration.

Sincerely,

Tammi Rice

Texas Resident and COO of Cadence Education

Amanda Reaka
Lewisville ISD
Northlake, TX

This bill is harmful to both young children and early childhood educators. Under this bill, an 18-year-old with only 30 hours of training could serve as a prekindergarten teacher in Texas. Teaching prekindergarten requires specific training and skills and is an incredibly important job. This also reverses progress made over the past three legislative sessions to strengthen the quality of public prekindergarten programs in Texas. Since the pandemic, our Texas prekindergarten students are coming to us with more needs and behaviors than ever before. It is critical that teachers working with these young students be certified and trained to help them be successful!

Heather Castillo

Self/Public Education -PreK Teacher

Little Elm, TX

As a highly certified PreK teacher, our youngest learners deserve to be taught by someone with experience and the proper training to build the early foundational skills necessary to move forward in their educational journey. As a teacher, I believe in providing hands on learning experiences while still teaching the skills needed for these students to thrive. Although a lot of learning is through play at this age, the skills required for these students to know grow each year. Therefore, teachers with experience and training are necessary to keep up with the ever changing requirements to make sure that our students can learn and thrive.

Erin Garner

Self/Early Childhood Coordinator

Leander, TX

The brain is 90% of its adult size by the time a child is five years old. The early years lay the foundation for future academic and social learning. Due to this rapid brain growth, only highly qualified teachers with a specialty in child development should be hired to support, care for, and educate young children. Many other countries require their teachers to have advanced degrees in early childhood education in order to teach preschool. There are many studies that provide evidence showing that when money is spent on early childhood education, the savings is markedly higher in the later years regarding needing special education and remedial support. The state needs to continue raising the requirements for teachers in the preschool classrooms and expect a bachelors degree in early childhood education as a minimum.

Pamela Tilden

Self

Rockport, TX

Good education and values NOT indoctrination!

Amy Anderson

Self

Round Rock, TX

Is this really more important than securing teachers for next year?

I am a high school math teacher for 25 years. I have twins in their 2nd year at UT Austin. I have to turn in my 60 day notice to move out of my apartment by the end of March. If I am not making more money, I cannot afford my apartment or my job. Well, I need a place to live. I will have to find a different career.

Please make teachers a priority and let us know you care a little about us. If HB1548 is not at top priority of Public Education Committee, then teachers are leaving. I hear it everyday!

Ana Garcia-Torres

PSJA ISD Early Childhood Department

San Juan, TX

A strong foundation starts in prekindergarten with an emphasis on dynamic and creative set of practices that only high quality teachers can implement.

Cecilia HOLT

Denton ISD - Denton, TX

Argyle, TX

This bill is harmful to both young children and early childhood educators. Teaching Pre-Kindergarten requires specific skills and training to meet the needs of each child.

David Fincher
Cotton Mill Learning Center, National Child Care Coalition
Mesquite, TX

We are FOR this bill. Many studies show that teacher educational attainment/certification is not an indicator of prekindergarten outcomes success. Texas Prekindergarten Guidelines focus on early education process to provided foundations needed for the prekindergarten student to become kindergarten ready. This is not a departure from quality of inputs but rather moves the focus to student outcomes.

Maria Lewis
Child Development Lab School at Central Texas College, Killeen
Killeen, TX

Teaching prekindergarten requires early child development to understand the physical, intellectual, emotional, and social needs of the children in their care. Our children deserve to have a skilled and trained person as their first instructors in education.

katherine abba
Houston Community College
Houston, TX

This harmful bill would remove certification requirements for prekindergarten teachers. TXAEYC and I strongly believe that this bill is harmful to both young children and early childhood educators. Under this bill, an 18-year-old with only 30 hours of training could serve as a prekindergarten teacher in Texas. Teaching prekindergarten requires specific training and skills and is an incredibly important job, critical to young children's development in cognition, language, fine and gross motor, and social - emotional development. This bill, if passed, reverses progress made over the past three legislative sessions to strengthen the quality of public prekindergarten programs in Texas.

Texas should lead the country in demanding and role-modeling quality early childhood programs. Research supports better outcomes for children from high-quality programs. What other proof is needed? Do we wait until children fail in Kindergarten and First Grade due, in part, to poor PreK programming from poorly trained PreK teachers?

Saran Winters, Professor
TXAEYC
Richmond, TX

I am voicing my opinion against requiring PK Teachers to have a certification to teach in schools. I do agree with having PK teachers having a CDA or at least 30 hours of trading on college credit.

Christopher Brown, Dr.

self

Austin, TX

Dear Distinguished Committee Members,

I am writing to ask that the House Education Committee not support HB 2729, which would reduce the qualifications required to be a lead teacher in prekindergarten classrooms across the state of Texas. High quality prekindergarten programs require high quality teachers, and this bill reduces such quality. Having a state certified prekindergarten matters for three reasons.

First, I know all of you are familiar of the high returns on investment in early childhood education can offer. The studies that have produced these returns were of programs that employed state-certified teachers—such as the Perry Preschool Program or Chicago Parent-Child Centers.

Second, research has consistently demonstrated that to improve students' overall experiences in pre-kindergarten programs, including improving their academic readiness, requires that they have high quality interactions with their teachers and their peers—this is called process quality. To have high-quality teacher-child interactions and supportive instruction, which has been shown to benefit, student outcomes requires a highly-skilled and trained teacher.

Lastly, structural quality, which includes such things as lower child-to-teacher ratios, curriculum standards, and teacher certification, have also been tied to improved student outcomes in prekindergarten.

Thus, if this bill were to pass, Texas would be taking a step back in supporting the education of its prekindergarteners and more than likely reduce the intended benefit of offering these programs to children and families across this state. So please do not allow this legislation to make it out of committee.

Thank you.

Kathlyn McHenry, Director of Government Relations

Early Care and Education Consortium

Austin, TX, TX

The Early Care and Education Consortium (ECEC) supports HB 2729, legislation that would remove critical barriers to expanding access to high-quality through public-private Pre-K Partnerships. ECEC is a non-profit alliance of multi-state/multi-site child care providers, state associations, and educational service providers. Our members operate over 6,500 programs nationwide, serving around 900,000 children. In Texas, we operate almost 650 locations with current capacity to serve over 93,000 children, employing around 10,000 educators and staff.

For years, the Legislature has understood the critical role early childhood education (ECE) plays in supporting a child's development, the ability for parents to participate in the workforce, and our overall economic strength. HB3 (2019) required school districts to offer full-day pre-K to eligible 4-year-olds and a half-day to eligible 3-year-olds, and encouraged formal partnerships with community-based early learning providers to deliver those services.

Expanding Pre-K Partnerships is the most effective and efficient way to offer more families access to a variety of high-quality ECE programs – supporting the current workforce and school-readiness of our future workforce. Expanding preschool without utilizing existing infrastructure creates a costly and duplicative system, prevents families from being able to remain in their preferred ECE setting, and ultimately reduces child care availability for infants and toddlers.

Unfortunately there are barriers to Partnerships, including the requirement that all teachers hold a teacher certification. While this level of education can be a beneficial step in the career of an educator, it alone does not indicate or guarantee the qualifications necessary to meet the needs of 3- and 4-year-olds. Early childhood educators are more likely to hold an industry-recognized credential, such as a Child Development Associate, which requires job-related education and training specifically rooted in the developmental needs of young children. A teacher certification makes staffing Pre-K classrooms difficult, particularly in our current labor market.

HB 2729 corrects this by ensuring that Pre-K teachers have the specific skills rooted in early childhood education necessary to operate their classroom while being supervised by a certified teacher with different skills. Through HB 2729, Texas will guarantee children can benefit from teachers with different sets of experience and knowledge – ultimately improving the environments in which children learn. We recommend applying these changes to Pre-K Partnership classrooms to ensure the highly qualified and experienced teachers in community-based programs can continue preparing our youngest children for kindergarten.

ECEC's support for HB 2729 stems from the experience and expertise of our members, and from our knowledge of what works across the country. We urge the Committee to advance HB 2729.

Rusty Simpson

whistle stop station/by the barnyard gate

heath, TX

We are for this Bill. This is would help enormously with the loss of our Pre-K Programs and would put the decision of the childs future back into the parents hands.

Meg Whittaker

self

Hideaway, TX

I have taught early childhood for most of my teaching career. I was even named a district teacher of the year (the first PK T.O.Y. in the district's history) for the innovative programming I brought to pre-k. To think that now there may be unqualified and uncertified individuals in those rooms now under this bill makes my heart ache for our youngest, most vulnerable learners. The goal of pre-k is to boost children to be kindergarten ready. That requires very specific skills in understanding the delicate balance of child development from teaching social skills to vocabulary and phonological awareness. We came so far with HB3 in requiring more of our teachers at the PK level and started to see those programs being held more accountable than a free childcare program (which is what we were starting to see in many districts). I cannot advocate enough for stricter requirements and the strongest teachers in the earliest school years. I am happy to speak with anyone in person as well. Lastly, behavior in PK/K has become unmanageable. If you lower the standards of these teachers, you are simply asking for a constant revolving door of staff who do not know how to handle this age.

Stephanie Deering

South Plains College

Lubbock, TX

As a higher education faculty member and teacher educator, I strongly believe that reducing the training requirements for preK teachers is harmful to young children, early childhood educators, and our education system overall.

Teaching prekindergarten requires specific education and training, lays the foundation for future education, and significantly impacts children's success in school.

This would also reverse progress made over the past three legislative sessions to strengthen the quality of public prekindergarten programs in Texas. Please do not let that happen!

Catherine Davis

Child Care Associates, ResponsiveED Public Schools, Pre-K Today of Tarrant County

Fort Worth, TX

With the passage of HB 3 (86R), LEA's were encouraged to expand pre-k options to families through "Pre-K Partnerships" with high-quality child care programs. In 2021, Child Care Associates and ResponsiveEd Public Schools partnered to launch Pre-K Today, a pre-k partnership program in Tarrant County designed to increase pre-k access for young children of working parents by enabling them to receive it within the context of full-day child care. As we attempted to design a functional model, it became clear that the system and standards for pre-k in Texas were not designed with child care programs in mind.

Today, only 17% of child care educators in Texas have a BA degree. Low pay, long hours and disjointed professional pathways have made it nearly impossible for child care educators, largely women of color, to advance professionally with an academic degree and remain working in a child care program. Because of this, we saw firsthand when designing Pre-K Today that the most significant challenge facing high-quality child care programs to deliver state-funded pre-k is their inability to provide a fully certified and degreed teacher.

The Pre-K Today model, which operates in 11 independent, TRS-4 child care programs, meets child care educators where they are. In our model, CCA functions as a hub of support, providing a fully-certified "master teacher" to provide on-the-job instructional coaching and support for the non-certified child care educators in each of our Pre-K 3 classrooms.

In our efforts to support—not replace—existing child care educators, Pre-K Today classrooms are outperforming campus Head Start Programs, which require BA degreed teachers, as measured by the CLASS observation tool. CLASS is a gold-standard, evidenced based tool used to measure quality teacher-child interactions and teaching practices in early education classrooms. High CLASS scores are highly correlated with strong child outcomes.

House Bill 2729 empowers a successful model like Pre-K Today to expand into Pre-K 4 and replicate into other communities. It creates the flexibility for non-degreed, non-certified, yet experienced early educators who meet recognized, high-quality accreditations, to teach Pre-K 3 or Pre-K 4 under the supervision of a fully certified teacher. This bill, if limited to partnership classrooms only, will improve pre-k access and choice for working families by allowing child care programs an equitable way to participate in our state-pre-k system. If passed in this way, Texas would join approximately 17 other states who have unique sets of teacher standards for community-based pre-k programs.

Texas was one of the first states to adopt pre-k 30+ years ago. However, today we lag behind most states in our efforts to support working families through the equitable inclusion of child care programs. House Bill 2729, if limited to partnership classrooms only, can immediately level the playing field for child care and expand pre-k for young children.

Darla Fontana

Houston Community College

Cypress, TX

Research shows that children enrolled in a quality child care program or prekindergarten program have a better start to thier formal education. This not only includes the classroom environment and school standards but the education level of the teacher. Texas children deserve a teacher who been educated in thier field and have the dedication to start and finish a degree. Prekindergarten teachers are not baby sitters but teachers and should be held to the same standards as other Texas Teachers.

Kimberly Kofron
Children at Risk
Round Rock, TX

Benjamin Franklin is attributed as saying, “By failing to prepare, you are preparing to fail.” I think any Texan would agree, when starting a new job, the better prepared you are before your first day, the better outcomes you will produce. This is especially true in teaching, where teachers are responsible for the learning and development of the children in their care.

I want you to imagine trying to explain writing to a 4-year-old. How would you explain that an arbitrary symbol they see on a page can represent a sound they can hear? That every word they have been learning since birth is a combination of sounds that can be represented by a combination of symbols? How would you explain the concept to 22 children at the same time? And none of us remember how we learned to associate counting with a quantity of items, so the concept seems deceptively simple to us now. 4 is just four. But teaching these skills effectively requires knowledge of the science of brain development and the progression of key skills. Pre-K teachers are responsible for specific learning outcomes laid out in the Texas Prekindergarten Guidelines.

Teaching the early childhood years may not be rocket science but it is brain science. The foundation of learning that occurs before the age of 5 is setting up children for a lifetime of learning. In Texas, our Pre-K programs are open to the children in most need. They are children of low-income families, children who are learning English as a second language, children who have been abused or neglected. These are children that are in need of the most skillful teachers we have.

I am deeply sympathetic to the fact that we have a teacher shortage that needs to be addressed. However, the answer to the teacher shortage isn't to simply reduce qualifications for teachers, when we know that isn't what is best for children or for the teachers themselves. If we really want to increase the supply of teachers, we need to address two things: one is to increase pathways to achieve appropriate teacher preparation, and secondly, increase compensation.

HB2729, currently as written, doesn't increase pathways to fully prepare teachers or students for success.

PROPOSED CHANGES TO HB2729

We would like the Committee to consider adding the additional language, which will better prepare teachers to support children's development effectively.

- Add a time-bound waiver to allow educators to serve as the teacher of record while continuing their education.
- Limit these exceptions to Pre-K Partnership classrooms between a child care program and an ISDs
- More clearly define what the roles and responsibilities are of the “prekindergarten program supervisor” in the bill language to give appropriate expectations for professional development supports.
- Create a pathway towards ECE-3 Certification for educators who have not yet obtained a formal education by establishing competency-based certification.

Jennifer G, Ms.
Self/Lead Pre-K Teacher
Houston, TX

I believe that all Pre-K educators in Texas should be required to be properly trained and certified before being granted the immense privilege and responsibility of teaching young children. Removing this requirement would be harmful to both children and educators. Early childhood educators are tasked with maintaining a delicate balance of whole-child nurturing and cognitive development. Without the necessary training to ensure the ability to provide this balance, we risk the improper care of young children. All children deserve to be properly cared for. They deserve to experience a period of early childhood development that they will not later have to troubleshoot or heal from. Please continue to require proper certification to become and/or remain an early childhood educator in Texas because our children deserve their best possible outcomes.

Radonna White Savoy
Self
Houston, TX

We should continue to require Pre K Teachers to be certified.

Johnny Castro

None

Irving, TX

Mr. Harris,

I am writing as a member of the Early Childhood Education field in Texas for more than 25 years. I wanted to express my concern regarding this bill; having been in both the child care sector AND as a certified PK-6th grade teacher, there are some very serious implications should this bill pass. I am currently a college educator and supervise students in the child care sector. In my observations in the field, I can truly see a difference between a teacher who has a bachelor's degree with specific training in Early Childhood Education; especially when it comes to using skills to teach academic content in an appropriate way. There is a distinction between the standards of a child care provider and a certified public school teacher. Lowering the standards for Pre-K is going the opposite direction for progress in our field and I hope this bill is reconsidered and/or revoked. However, pre-K teachers in the child care sector, do face the dilemma, which is, low wages, due to low requirements in Texas. In that, if there is such minimal requirements, than the desire or need for teachers to earn a degree or certificate in the field of ECE is diminished. In fact, as the Texas Rising Star requirements become more widely implemented, we are requiring teachers in the Child care sector to obtain these degrees, which would be the opposite of what this bill is proposing.

Thanks for the opportunity to address your group.

Professor Johnny Castro

Andrea Messick

Midland ISD

Midland, TX

Regarding the High Quality Pre-K requirements that require certified teachers be hired to teach Pre-K in Texas, I would like to publicly express how HB 2729 would undo the progress that has been made to ensure that Pre-K teachers be seen as important, knowledgeable, and as experts in their field. In a school district of 52 classrooms, teachers that are certified and have received the additional coaching and professional development hours outperform their peers, and this is evident when analyzing data collected via the CLI assessment, which is on the Commissioner's List of approved assessment tools. Stand up for Early Childhood Education, and vote against HB 2729 to ensure that Pre-K continues to be seen as just as important as a STAAR tested grade level. Three and four year old children of Texas are counting on you to acknowledge the extra and special attention they need to truly be kindergarten ready, and the requirement for certified teachers is where this work begins.

Amy Cohen

self

Abilene, TX

Having taught Pre-k for 8 years this bill scares me. I was a fully certified teacher and I would not have been successful if it were not for the support and mentorship of my colleagues. If anything Pre-K teachers need more training not less than other certified teachers.

Most of the children who take advantage of these programs come from low income households and they need well trained , dedicated and experienced teachers for their first year of education. They deserve nothing less. This state has made strides the last few legislatures lets not go backwards.

Thomas Hedrick

Self

Austin, TX

I am an investor living in Austin. I oppose HB 2729 as it lessens the qualifications for PreK teachers. This leads to lower Kindergarten readiness and all of the K12 pipeline issues associated with that.

Deloris Dowell, Miss
Self - Early Childhood Principal
Sherman, TX

It is critical to have a highly qualified PreK program that we have certified teachers in the position for each classroom. PreK is the foundation to all other learning. What happens in PreK sets the child up for success later in life. PreK is not a babysitting service or a daycare. Students are actively engaged and learning through all hands on experiences. It is vital to have certified teachers in these positions.

Daelynn Copeland, Dr.
McLennan Community College/Program Director, Child Studies and Education Program
Waco, TX

I have a PhD in Educational Psychology, with specialties in Child Development and Human Exceptionalities. I have a MEd in Early Childhood Education. I have taught PK, Kindergarten, 1st Grade and Special Education in the Texas public school system. I have also taught children 6 wks of age - 5 years of age in child care centers, and served as a Director of a high-quality corporate child care center. I am currently a college professor and the Director of the Child Studies and Education program at McLennan Community College, teaching education and child development courses. As part of my work, I serve as the Director of the NAEYC Accredited Child Studies Lab School at MCC, where we prepare early childhood professionals to enter the child care workforce, while offering excellent child care to families. I tell you this because I want you to understand that these comments come from someone who has dedicated their life to ensuring that young children receive high quality education. I have worked in all areas of early education, and currently prepare public school teachers and child care professionals alike.

I strongly oppose HB 2729, which would remove certification requirements for prekindergarten teachers who teach in Texas public schools. In Texas, public school Prekindergarten serves as a targeted educational intervention for students who are categorized as "at risk" of failure based upon family circumstances. Children who qualify for public school PK often lack exposure to essential academic concepts, putting them at a disadvantage in the kindergarten class. Public school PK is a valuable tool for ensuring the academic success of children who would benefit from exposure to a year of emergent literacy and writing practices, math interventions and social emotional guidance, aligned with the public school curriculum. Certified teachers with a bachelors degree have the education and training to provide these targeted interventions, as well as monitor the progress of children with fidelity. These teachers received an expanded teacher preparation curriculum during their upper level college courses. Before a teacher candidate can be employed as the teacher of record in the public schools, they must demonstrate competency by passing a series of certification tests, including the Science of Teaching Reading test. This is an essential step in ensuring that children who are at-risk receive instruction from teachers who are fully equipped to provide the academic boost for which public school prekindergarten is intended.

Neither the community college Child Development nor Education (teacher preparation) curriculum prepares individuals to teach in the public schools. The lower-division coursework provides a foundation, but is missing essential components necessary to prepare individuals to meet the educational needs of at-risk children. Removing certification requirements would be detrimental to the intent and fidelity of the PreK educational intervention.

Marcus Brooks
Self/Business Owner
Garland, TX

FOR

Ambreen Das

Self/Department Chair of Education & Child Development

Duncanville, TX

Certification requirements typically include completing specific coursework in child development, early childhood education, and related fields. These requirements help ensure that pre-K teachers have a deep understanding of child development, how young children learn, and how to create developmentally appropriate learning environments. In addition to coursework, certification often requires supervised field experience, which provides teachers with the opportunity to apply what they have learned in a real-world setting. This practical experience is invaluable in preparing teachers to work effectively with young children and their families.

Certification also helps to establish a level of professionalism and accountability within the field of early childhood education. Certification promotes high-quality early childhood education by requiring pre-K teachers to meet specific standards and demonstrate their knowledge and skills. It helps ensure that children receive the best possible start in life.

Overall, certification of pre-K teachers is essential to ensure that young children receive high-quality early childhood education that supports their development and prepares them for success in school and beyond.

Maria Nicholas

Eagle Forum

Farmers Branch TX, TX

Please support HB 900

Elizabeth Self

Tarrant County College, Program Coordinator of Child Development

Hurst, TX

Lowering the qualifications for prekindergarten teachers will lower the success rate of children. This is an instrumental age and grade that needs well-educated instructors to help children meet their milestones and build the foundation for which all of their education will stand. Early Childhood is working on professionalizing our field and career path. We want those in early education to have more education, not less.

Tania Vazquez, Ms.

Self, Careg/Mother

Weatherford, TX

Please protect our children from sexually explicit material in school.