

Texas Early
Childhood
Education
Coalition



ADVOCACY TOOLKIT

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CAPITOL LOGISTICS

PARKING

If you are traveling to Austin via car, you can park in the Visitor's Parking Garage. Parking is available in the Capitol Visitors Parking Garage at 1201 San Jacinto located between Trinity and San Jacinto Streets at 12th and 13th streets. Parking is free for the first two hours and \$.75 for each half hour thereafter (maximum daily charge: \$6.00); Metered spaces are also available throughout the complex. A map is available at:

<http://www.tspb.state.tx.us/SPB/plan/Map.htm>.

BUS PARKING

Buses may unload on Brazos Street, then park on Trinity Street. A map is available at:

<http://www.tspb.state.tx.us/spb/plan/FloorPlan/Complex.htm>.

MAP-TEXAS CAPITOL

You can access a map of the Texas Capitol building at

<http://www.tspb.state.tx.us/SPB/plan/FloorPlan/FlorPlan.htm>.

LUNCH

The Capitol Grill, located in the Capitol Extension, Room E1.002, is open to the public Monday - Friday, 7:30 am - 5:00 pm.

ACCESSIBILITY

All Capitol facilities and services, including elevators, restrooms, water fountains and the Capitol grounds are accessible to persons with disabilities. A TDD phone is located in the Capitol Information and Guide Service office, Room 1S.2 and in the southwest phone banks on levels E1 & E2 of the Capitol Extension. A Capitol Accessibility Guide is available at <http://www.tspb.state.tx.us/spb/plan/FloorPlan/Access.htm>.

SHOPPING

The Texas Capitol Gift Shop, located in the Capitol Extension provides visitors with a variety of Texas souvenirs and gift items. The gift shops strive to carry Texas-made educational products relating to the Capitol as the seat of Texas government. Gift Shop hours of operation are Monday - Friday, 8:00 am - 4:30 pm.

CAPITOL COMPLEX OFFICE & PHONE NUMBERS - 80th LEGISLATURE

TEXAS HOUSE OF REPRESENTATIVES
P.O. Box 2910
Austin, TX 78768-2910

Member	Room No.	Phone No.	Member	Room No.	Phone
Allen, Alma	E1.314	463-0744	Hughes, Bryan	E1.508	463-
Alonzo, Roberto	GN.9	0408	Isett, Carl	E1.506	0676
Anchia, Rafael	E2.412	0746	Jackson, Jim	E1.406	0468
Anderson, Charles "Doc"	E1.510	0135	Jones, Delwin	3S.2	0542
Aycock, Jimmie Don	E2.804	0684	Keffer, Jim	E2.41 8	0656
Bailey, Kevin	1N.10	0924	King, Phil	E2.808	0738
Berman, Leo	E2.908	0584	King, Susan	E2.416	0718
Bohac, Dwayne	E2.904	0727	King, Tracy	E1.304	0194
Bolton, Valinda	E2.716	0652	Kolkhorst, Lois	E2.31 8	0600
Bonnen, Dennis	E2.602	0564	Krusee, Mike	1N.9	0670
Branch, Dan	E2.322	0367	Kuempel, Edmund	3N.6	0602
Brown, Betty	E1.402	0458	Latham, Thomas	E1.312	0464
Brown, Fred	GW.4	0698	Laubenberg, Jodie	E2.504	0186
Burnam, Lon	GW.8	0740	Leibowitz, David	E2.712	0269
Callegari, William "Bill"	E2.806	0528	Lucio III, Eddie	E1.316	0606
Castro, Joaquin	E1.318	0669	Macias, Nathan	E2.704	0325
Chavez, Norma	GN.12	0622	Madden, Jerry	GN.7	0544
Chisum, Warren	GW.15	0736	Mallory Caraway, Barbara	E2.420	0664
Christian, Wayne	E2.902	0556	Martinez, Armando	E2.312	0530
Cohen, Ellen	E2.302	0389	Martinez Fischer, Trey	E2.722	0616
Coleman, Garnet	GW.17	0524	McCall, Brian	1 W.11	0594
Cook, Byron	E2.410	0730	McClendon, Ruth Jones	4N.4	0708
Cook, Robby	E2.204	0682	McReynolds, Jim	GS.6	0490
Corte, Jr., Frank	GN.8	0646	Menendez, Jose	E2.212	0634
Crabb, Joe	1N.12	0520	Merritt, Tommy	1N.7	0750
Craddick, Tom	2W.13	1000	Miles, Borris	E2.802	0518
Creighton, Brandon	E1.412	0726	Miller, Sid	E2.214	0628
Crownover, Myra	E2.508	0582	Moreno, Paul	1 W.9	0638
Darby, Drew	E2.816	0331	Morrison, Geanie	E2.71 8	0456
Davis, John	E1.320	0734	Mowery, Anna	1N.5	0608
Davis, Yvonne	GW.7	0598	Murphy, Jim	E1.418	0514
Delisi, Dianne White	1 W.5	0630	Naishtat, Elliott	GW.16	0668
Deshotel, Joe	E2.306	0662	Noriega, Rick	E1.404	0732
Driver, Joe	4S.6	0574	Oliveira, Rene	4N.10	0640
Dukes, Dawnna	E1.504	0506	Olivo, Dora	4N.6	0494
Dunnam, Jim	GN.11	0508	Orr, Rob	E1.410	0538
Dutton, Jr., Harold	3N.5	0510	Ortiz, Jr., Solomon	E1.322	0484
Eiland, Craig	E1.204	0502	Otto, John	E2.906	0570
Eissler, Rob	E1.414	0797	Parker, Tan	E1.416	0688
Elkins, Gary	E1.408	0722	Patrick, Diane	E2.702	0624
England, Kirk	E1.424	0694	Paxton, Ken	E2.910	0356
Escobar, Juan	E2.606	0666	Pena, Aaron	E1.512	0426
Farabee, David	E2.422	0534	Phillips, Larry	E2.604	0297
Farias, Joe	E2.820	0714	Pickett, Joe	E1.308	0596
Farrar, Jessica	4S.3	0620	Pierson, Paula	E1.216	0562

Flores, Ismael "Kino"	4S.2	0704	Pitts, Jim	1 W.2	0516
Flynn, Dan	E1.302	0880	Puente, Robert	4N.7	0452
Frost, Stephen	E2.714	0692	Quintanilla, Chente	E1.218	0613
Gallego, Pete	4S.5	0566	Raymond, Richard	4N.5	0558
Garcia, Juan	E2.320	0672	Riddle, Debbie	E2.208	0572
Gattis, Dan	E2.608	0309	Ritter, Allan	E2.406	0706
Geren, Charlie	E2.308	0610	Rodriguez, Eddie	E2.710	0674
Giddings, Helen	1 W.4	0953	Rose, Patrick	E2.414	0647
Gonzales, Veronica	E1.324	0578	Smith, Todd	GW.6	0522
Gonzalez Toureilles,	E2.720	0645	Smith, Wayne	E2.822	0733
Goolsby, Tony	1 W.6	0454	Smithee, John	1 W.10	0702
Guillen, Ryan	E2.210	0416	Solomons, Burt	E1.420	0478
Haggerty, Pat	4N.9	0728	Strama, Mark	E2.506	0821
Hamilton, Mike	E2.310	0412	Straus, Joe	E2.314	0686
Hancock, Kelly	E1.422	0599	Swinford, David	4N.3	0470
Hardcastle, Rick	E2.706	0526	Talton, Robert	GW.1 8	0460
Harless, Patricia	E2.402	0496	Taylor, Larry	E2.610	0729
Harper-Brown, Linda	E2.510	0641	Thompson, Senfronia	3S.6	0720
Hartnett, Will	GW.5	0576	Truitt, Vicki	E2.502	0690
Heflin, Joe	E1.310	0604	Turner, Sylvester	1N.8	0554
Hernandez, Ana	E1.220	0614	Van Arsdale, Corbin	E2.810	0661
Herrero, Abel	E1.212	0462	Vaught, Allen	E2.404	0244
Hilderbran, Harvey	GW.12	0536	Veasey, Marc	E1.306	0716
Hill, Fred	1 W.3	0486	Villarreal, Mike	GN.10	0532
Hochberg, Scott	4N.8	0492	Vo, Hubert	E2.304	0568
Hodge, Terri	E2.81 8	0586	West, G.E. "Buddy"	GW.11	0546
Homer, Mark	E2.408	0650	Woolley, Beverly	GS.2	0696
Hopson, Chuck	E2.708	0592	Zedler, William "Bill"	E2.814	0374
Howard, Charlie	4S.4	0710	Zerwas, John	E2.316	0657
Howard, Donna	E2.812	0631			

THE SENATE OF TEXAS
80TH Legislature
Austin Mailing Address For Texas Senate:
P.O. Box 12068 • Austin, TX 78711-2068
Website address: www.senate.state.tx.us

SENATORS	PHONE NO.	OFFICE NO.	ASSISTANT
Averitt, Kip.....	3-0122	E1.606	Heather Harward
Brimer, Kim.....	3-0110	E1.806	Jill Crocker
Carona, John.....	3-0116	4E.2	Margie McCloskey
Deuell, Robert F.....	3-0102	E1.706	Todd Gallaher
Duncan, Robert.....	3-0128	3E.10	Porter Wilson
Ellis, Rodney.....	3-0113	3E.6	Kenneth Besserman
Eltife, Kevin.....	3-0101	GE.5	Cheryl Vanek
Estes, Craig.....	3-0130	3E.8	Lewis Simmons
Fraser, Troy.....	3-0124	1E.15	Janice McCoy
Gallegos, Mario.....	3-0106	E1.804	Ruben Longoria
Harris, Chris.....	3-0109	3S.5	Zeke Reyna
Hegar, Glenn.....	3-0118	E1.808	Lisa Craven
Hinojosa, Juan "Chuy".....	3-0120	3E.12	René Ramirez
Jackson, Mike.....	3-0111	3E.2	Robert Peeler
Janek, Kyle.....	3-0117	3E.16	Casey Haney
Lucio, Eddie.....	3-0127	3E.18	Paul Cowen
Nelson, Jane.....	3-0112	1E.5	Steve Roddy
Nichols, Robert.....	3-0103	E1.708	Kari McAdams
Ogden, Steve.....	3-0105	GE.4	Betty Cotte
Patrick, Dan.....	3-0107	3S.3	Court Koenning
Seliger, Kel.....	3-0131	E1.608	Bryan McMath
Shapiro, Florence.....	3-0108	1E.3	Joy Hughes Rauls
Shapleigh, Eliot.....	3-0129	E1.610	Eduardo Hagert
Uresti, Carlos.....	3-0119	E1.810	Robert Maldonado
Van de Putte, Leticia.....	3-0126	E1.704	Gilbert Loreda
Watson, Kirk.....	3-0114	E1.712	Celinda Provost
Wentworth, Jeff.....	3-0125	1E.9	Joe Morris
West, Royce.....	3-0123	1E.12	LaJuana Barton
Whitmire, John.....	3-0115	1E.13	Lara Wendler
Williams, Tommy.....	3-0104	GE.7	Reta Cooke
Zaffirini, Judith.....	3-0121	1E.14	Larkin Tackett

LIEUTENANT GOVERNOR'S OFFICE

Lt. Governor, David Dewhurst – 2E.13.....	3-0001
Chief of Staff, Rob Johnson.....	3-0001
Special Assistant for Budget Policy, Blaine Brunson.....	3-0010
Director of Policy, Julia Rathgeber.....	3-0001
General Counsel, Spencer Reid.....	3-0010
Communications, Mike Wintemute.....	3-0715
Parliamentarian, Karina Casari Davis – 2E.6.....	3-0248

SENATE OFFICES & PHONE NUMBERS

Auditor – 615 SHB.....	3-0404
Bill Distribution – 190 SHB.....	3-0252
Calendar – 2E.23.....	3-0060
Committee Coordinator – 2E.23.....	3-0070
Copy Center – E1.710.....	3-0076
Enrolling – E1.908.....	3-0321
Human Resources – 625 SHB.....	3-0400
Journal – E1.812.....	3-0050
Media Services – 675 SHB.....	3-0300
Payroll – 550 SHB.....	3-0444
Porters – E1.102A.....	3-0343
Post Office – E1.702.....	3-0303
Publications/Printing – B407 REJ.....	3-0080
Purchasing – 525 SHB.....	3-0222
Research – 575 SHB.....	3-0087
Secretary of the Senate – 2E.22.....	3-0100
Sergeant-at-Arms – 2E.10.....	3-0200
Messengers – E1.802.....	3-0205
Messengers – 485 SHB.....	3-0210
Staff Services – 175 SHB.....	3-0430
Support Services – 270 SHB.....	3-0333
Travel Coordinator – 2E.23.....	3-0773
TDD.....	1-800-735-2989
Lt. Governor's Reception Room – 2E.16.....	3-0009

First Aid Station – E1.214.....	3-0313
Security Desk – E1.217.....	6-2104
Security Desk – SHB.....	6-2115

OTHER STATE NUMBERS

Governor.....	3-2000
Attorney General.....	3-2100
Comptroller.....	3-4000
Building & Procurement Commission.....	3-3446
Legislative Budget Board – 5th floor, REJ.....	3-1200
Legislative Council – REJ 3.131.....	3-1155
Legislative Reference Library – 2N.3.....	3-1252
Secretary of State – 1E.8.....	3-5701
Capitol Cafeteria – E1.001.....	472-5451
Capitol Extension Bookstore – E1.006.....	475-2167
State Preservation Board – 950 SHB.....	3-5495
Housekeeping Maintenance Requests.....	4-7777
Information & Guide Service – 1S.2.....	3-0063

HOUSE PHONE NUMBERS

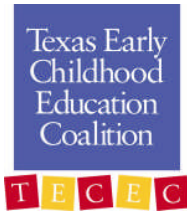
Bill Distribution – 3B.24 REJ.....	3-1144
Chief Clerk – 2W.29.....	3-0845
Committee Services – E2.174.....	3-0850
Sergeant-at-Arms – 2W.7.....	3-0910
Speaker's Office – 2W.13.....	3-3000

SENATE STANDING COMMITTEES

Administration – E1.714.....	3-0350
Business & Commerce – 370 SHB.....	3-0365
Subcommittee on Emerging Technologies & Economic Development – 340 SHB.....	3-1171
Criminal Justice – 470 SHB.....	3-0345
Education – 440 SHB.....	3-0355
Subcommittee on Higher Education – 320 SHB.....	3-4788
Finance – E1.038.....	3-0370
Sub. on Capital Funding for Higher Education – 315 SHB.....	3-0121
Government Organization – 630 SHB.....	3-1818
Health and Human Services – 420 SHB.....	3-0360
Intergovernmental Relations – 475 SHB.....	3-2527
International Relations & Trade – 335 SHB.....	3-0385
Jurisprudence – 350 SHB.....	3-0395
Natural Resources – 325 SHB.....	3-0390
Subcommittee on Agriculture – 455 SHB.....	3-0340
Nominations – E1.716.....	3-2084
State Affairs – 380 SHB.....	3-0380
Transportation & Homeland Security – 445 SHB.....	3-0067
Veteran Affairs & Military Installations – 345 SHB.....	3-2211
Sub. on Base Realignment & Closure – 460 SHB.....	3-4779

Ten Steps to Successful Legislative Visits

<p>STEP 1: Find Out Who Represents You You will want to meet with legislators from your district. You can find out who represents you at http://www.fyi.legis.state.tx.us/.</p>	<p>STEP 2: Get to Know Your Legislators Prior to your visit, be sure to find out more information about your legislators. For example, find out the issues most important to them; the committees they sit on; and if they have supported early childhood education legislation in the past.</p>
<p>STEP 3: Make an Appointment Legislators have a number of demands on their time, especially during the session. If you would like to meet with a legislator directly, you will want to make an appointment ahead of time.</p> <p>Note: Even if you try and make an appointment, you may still be unable to meet with the legislator directly. Therefore, you will be meeting with his/her staff. This meeting can be just as effective as meeting with the legislator directly. If you were not able to set up a meeting prior to your trip, don't be afraid to just stop by.</p>	<p>STEP 4: Designate a Spokesperson If you are conducting legislative visits in a group, it will be important to designate a spokesperson. That way, there is one person communicating the message, with others prepared provide additional information, if necessary.</p> <p>Note: For smaller groups, you may want to take turns with who is the spokesperson in order to provide everyone a chance at speaking with legislators and/or staff.</p>
<p>STEP 5: Be Clear and Make Your Case Legislators want to know the basics of the issue and what they can do to help. Many advocates make the mistake of providing a lot of information but no action for the legislator to take.</p> <p>Note: The TECEC Legislative Agenda and background sheets have been included in order to help provide you with talking points.</p>	<p>STEP 6: One Voice, One Message Legislators want to hear consistent messages from early childhood advocates. Therefore, we encourage you to utilize the key messages provided.</p> <p>Note: Legislators are very interested in what is going on in their districts. Let them know why quality early childhood education is important to your community and share information about a successful local model.</p>
<p>STEP 7: Thank the Legislator and/or Staff Be sure to verbally thank the Legislator and/or his/her staff for taking time out of their busy schedules to meet with you.</p>	<p>STEP 8: Follow Up Be sure to provide any materials, statistics, and/or information to the legislator and/ or his/her staff that you said you would during a meeting.</p>
<p>STEP 9: Write a Thank You Letter Legislators really appreciate a thank you note (written or typed).</p>	<p>STEP 10: HAVE FUN!</p>



TECEC LEGISLATIVE AGENDA

In 2006, a conservative **cost-benefit analysis** conducted by the **Bush School of Government and Public Service at Texas A&M University** was released showing that **every \$1.00 invested in high quality pre-kindergarten yields at least \$3.50 to Texas communities**. By investing in high quality pre-k programs children are more likely to perform well on assessment tests, graduate from high school ready for college, and be taxpaying members of society. The Texas Early Childhood Education Coalition (TECEC) supports the following legislative priorities to ensure that the state is implementing the critical next steps in building a high quality early childhood education and development system for children ages birth to five in Texas.

Texas Early Childhood Education Coalition (TECEC) Legislative Priorities: 80th Legislative Session

Expand Access to Voluntary and High Quality Pre-kindergarten

Support targeted expansion of an integrated model of service delivery between Pre-kindergarten, Child Care and Head Start to increase access to full-day, full-year quality pre-k services under the control of local communities.

Protect the Safety of Infants and Toddlers in Child Care

Increase payment rates to child care providers serving our highest need infants and toddlers to ensure that safe care is available for our youngest children.

Support Early Childhood Education Professionals

Improve the recruitment, retention and quality of early childhood education professionals and establish a multi-level career path within the field.

Key Accomplishments:

2003—The Texas Early Childhood Education Coalition forms out of the overwhelming support for a statewide entity dedicated to quality early childhood education in Texas. As a result, **diverse stakeholders from every region of the state have come together for the first time, agreed upon a set of guiding principles, and committed to working together.**

2003—The Texas Legislature passes with bipartisan support **Senate Bill 76** to develop an integrated early childhood education model that improves the school readiness of children. Over the course of the past four years, Child Care, Head Start, and Pre-kindergarten programs have come together in an unprecedented collaborative manner in partnership with the **State Center for Early Childhood Development** to implement the **Texas Early Education Model (TEEM)**.

2004—The Texas Early Childhood Education Coalition releases **The Texas Plan**, a collaboratively developed ten-year public policy vision to enhance early childhood education and development.

2005—The Texas Legislature passes with **bipartisan support Senate Bill 23** to strengthen and expand the Texas Early Education Model (TEEM). TEEM now exists in **32 communities** serving approximately **40,320 children** in **2,016 classrooms** throughout Texas.

2006—The Texas Legislature passes with **bipartisan support** expanded eligibility of pre-kindergarten to include military families.

TECEC Message Box

Below represent the four main messages that TECEC has been using for the past two years to raise awareness about the importance of high quality pre-k. We encourage you to incorporate these four key messages into the supplemental information and talking points we include in this packet regarding the three TECEC legislative priorities.

Pre-k Benefits the Texas Economy	Pre-k Leads to School Success
<p>According to the Bush School of Government and Public Service at Texas A&M University every \$1.00 invested in high quality pre-k yields at least \$3.50 to Texas communities through:</p> <ul style="list-style-type: none"> • Savings to the public school system as a result of reduced special education and remedial costs; • Savings to the criminal justice system due to reduced adult crime rates; • Savings to the child welfare system as result of early intervention and reduced cases of child abuse and neglect; and • Increased lifetime earnings for mothers. 	<p>Children Who Have High Quality Pre-k:</p> <ul style="list-style-type: none"> • Are less frequently assigned to special education classes or retained in later years • Have better school attendance rates • Are less likely to drop out of school • Excel in mastery of pre-reading, reading and math skills, and are better prepared for school • Demonstrate significant improvement in social skills such as following directions, joining in activities, taking turns, problem solving, and relating to peers and teachers • Perform better on standardized tests
Pre-k is a Bipartisan Issue	Pre-k Has Strong Voter Support
<p>Pre-k is one of the few social and economic issues that both Republicans and Democrats in the House and Senate can agree is a priority for Texas. For example, during the recent Special Legislative Session on public school finance, the Texas Legislature passed with bipartisan support expanded eligibility of the pre-kindergarten program to include military families.</p> <p>Supporters and authors included: Senators: Leticia Van de Putte (D), Eliot Shapleigh (D), Judith Zaffirini (D), Steve Ogden (R), Florence Shapiro (R) Representatives: Carlos Uresti (D), Dennis Bonnen (R), Mark Strama (D), Dianne Delisi (R), Veronica Gonzales (D), Gene Seaman (R), Toby Goodman (R), Joe Strauss (R), Mike Villarreal (D), Toby Goodman (R), Aaron Pena (D), Eddie Rodriguez (D)</p>	<p>A statewide poll conducted by Impact Texas Communications, LLP, a republican polling firm reveals that:</p> <ul style="list-style-type: none"> • 70% of Republicans, 78% of Democrats, and 70% of Independents support pre-k; • 81% of Texas voters believe pre-k is important to the overall learning potential of children; • 68% of Texas voters believe it is important that pre-k be available in non-school settings (such as Child Care and Head Start centers); and • 58% of Texas voters have a favorable impression of public education, but 87% think Texas should be doing more to prepare its children to be productive citizens.

The Texas Early Childhood Education Coalition (TECEC) represents more than **230 member organizations** from across Texas dedicated to building a quality early childhood education and development system for children ages birth to five.
 For more information on TECEC and The Texas Plan, please visit www.tecec.org.

#1 PRIORITY TO ASK LEGISLATORS

SENATE BILL 50

Senate Bill 50 filed by Senator Judith Zaffirini and Co-Sponsored by Representative Lois Kolkhorst reflects the three TECEC legislative priorities:

- Expand Pre-kindergarten;
- Increase reimbursement rates paid to child care providers; and
- Improve the recruitment, retention, and quality of early childhood education professionals, while establishing the field as a multi-level career path.

Please ask your Representatives and Senators:

“Please join your colleagues in supporting a proven return on investment; for every \$1 invested in high quality pre-k, at least \$3.50 is returned to Texas communities. We are asking you today to **co-sponsor Senate Bill 50** in support of the TECEC legislative agenda.”

When a legislator **co-sponsors** a bill, he or she is demonstrating support for the legislation and will have the opportunity to speak in support of the legislation on the House or Senate floor when the bill comes up for a vote.

Senate Bill 50 Frequently Asked Questions

What is Senate Bill 50 (SB50)?

Senate Bill 50 filed by Senator Judith Zaffirini and Co-Sponsored by Representative Lois Kolkhorst is a comprehensive bill reflecting the three TECEC legislative priorities:

- Expand Pre-k Services through the Texas Early Education Model (TEEM);
- Increase reimbursement rates paid to child care providers to improve the health and safety of young children; and
- Improve the recruitment, retention, and quality of early childhood education professionals, while establishing the field as a multi-level career path.

What is the Texas Early Education Model (TEEM)?

TEEM is a proven model for delivering pre-k in partnership with school districts, Head Start, and child care providers (including for-profit, non-profit and faith based providers). The TEEM model consists of research-based curriculum, high-quality teacher training with mentoring, and teacher administered progress monitoring for children to guide instruction.

How will local communities be impacted by Senate Bill 50 if passed?

SB50 has the potential to provide:

- 1) Local communities the opportunity to expand pre-k services through the TEEM model to increase the number of children entering school ready for success;
- 2) Local Workforce Development Boards the ability to increase reimbursement rates to child care providers to ensure adequate resources to serve young children;
- 3) Early childhood education professionals greater access to quality professional development opportunities leading to a more highly trained workforce who will remain in the field.

Will SB50 help or hurt private child care businesses?

For-profit child care providers, including the largest providers in the United States, support SB50 because it allows them and other providers to partner with school districts to deliver pre-k. In addition, corporations providing quality child care to low-income children in Texas lose millions of dollars every year due to low reimbursement rates.

Is SB50 promoting universal, mandatory pre-k?

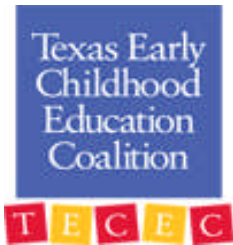
No. Texas has a voluntary pre-k system that targets eligibility to those children who will see the greatest benefit by having pre-k available as an option for their family.

Where can I get a copy of SB50?

You can review a copy of SB50 either on the TECEC website at www.tecec.org or at the Texas Capitol website at <http://www.capitol.state.tx.us/>. Remember that new language is underlined and that all other text is already in statute from previous legislation passed.

What are the next steps?

TECEC will be working in partnership with Coalition members, legislators and staff over the course of the next several months to refine the legislation and will be providing regular updates via our listserve and website.



Texas Early Childhood Education Coalition (TECEC)
Legislative Priorities: 80th Legislative Session

Priority #1: Expand Access to Voluntary and High Quality Pre-kindergarten

Support targeted expansion of an integrated model of service delivery between Pre-kindergarten, Child Care and Head Start to increase access to full-day, full-year quality pre-k services under the control of local communities.

BACKGROUND INFORMATION:

Texas is more poised than ever before to ensure every child a fair start on the path to school and life as a result of state specific research, proven models, and strong voter opinion. Texas now has a well-tested model of delivering pre-kindergarten content that works in partnership with school districts, Head Start, and child care providers (including for-profit, non-profit, and faith based providers). This model is called the **Texas Early Education Model (TEEM)** and it offers a unique approach in serving children through public/private partnerships in order to achieve the greatest return for every taxpayer dollar invested.

Senate Bill 76 (2003) and Senate Bill 23 (2005) both passed with bipartisan support to create and expand the Texas Early Education Model (TEEM) under the auspices of the State Center for Early Childhood Development designated by Governor Rick Perry in 2002 at the University of Texas Health Science Center in Houston. Results from TEEM are significant and show that children who participate achieve substantial learning of key oral language and emergent literacy skills that provide the foundation for learning to read.

TALKING POINTS:

General

- TEEM now exists in **32 communities** serving **40,320 children** in **2,016 classrooms**.
- TEEM reflects the goals of Governor Rick Perry's Early Start Initiative and the 80th Legislative Session will mark the third consecutive session of work on this effort.
- The Texas Education Agency (TEA) and the Texas Workforce Commission (TWC) are now revising their policies to further align with TEEM and promote a partnership approach in providing pre-k.

Family Benefits

- The TEEM model improves access to a full-day of services for parents that are working or in school. When early childhood providers work in collaboration services include the core pre-k day with before and after school services as well.
- The TEEM model increases pre-kindergarten opportunities for our rapidly growing child population. A child eligible for pre-k can access the TEEM coursework in a child care setting, Head Start program, or their local participating public school district.

Program Quality Benefits

- TEEM promotes shared teaching strategies and activities that improve the school readiness of children.
- A collaborative approach results in reduced staff: child ratios for increased one on one attention with students.
- A partnership model allows for additional services and supports to families including wraparound care.

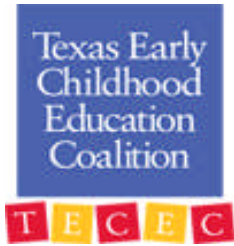
Cost Saving Benefits

- Collaboration between school districts, child care centers, and Head Start classrooms leads to program savings through shared materials, equipment, curriculum, and teachers.
- An integrated approach also allows school districts to save tax dollars by partnering with local child care and Head Start centers to provide pre-k services in their existing facilities instead of building new facilities or purchasing temporary buildings.

Overall Community Benefits

According to a recent study conducted by the Bush School of Government and Public Service, every \$1.00 invested in high quality pre-k yields at least \$3.50 to Texas communities through:

- Savings to the public school system as a result of special education and remedial costs;
- Savings to the criminal justice system due to reduced adult crime rates;
- Savings to the child welfare system as a result of early intervention and reduced cases of child abuse and neglect; and
- Increased lifetime earnings for mothers.



Texas Early Childhood Education Coalition (TECEC)
Legislative Priorities: 80th Legislative Session

Priority #2: Protect the Safety of Infants and Toddlers in Child Care

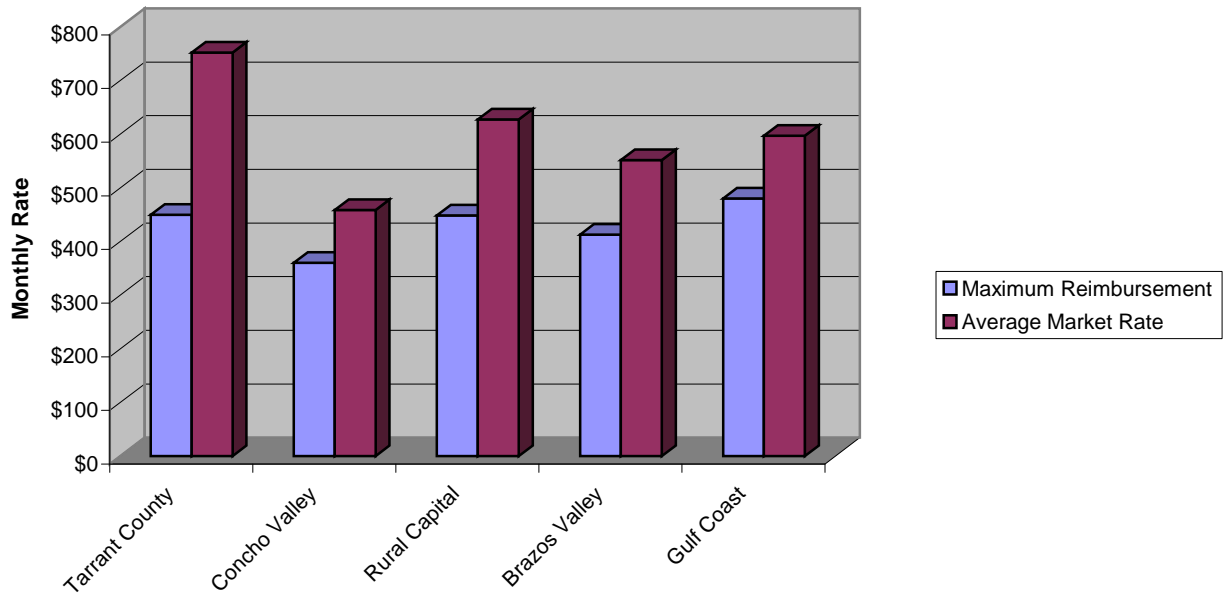
Increase payment rates to child care providers serving our highest need infants and toddlers to ensure that safe care is available for our youngest children.

BACKGROUND INFORMATION:

The child care subsidy program, managed by the Texas Workforce Commission (TWC) serves the most at-risk children in Texas and is critical in supporting families making the transition from welfare to work. Unfortunately, due to state level funding decisions mandating higher levels of direct child care services, local workforce development boards have been forced to offer providers reimbursement rates that do not cover the cost of providing services, a condition that the state applies to no other industrial sector. In order to be true to our free market principles, Texas must pay child care providers a fair rate. As recent tragedies highlighted in the media have shown us, child care providers must have the resources necessary to provide safe environments. Understaffed and under resourced child care settings can lead to issues of regulation threatening the safety and well being of our youngest children.

The federal government recommends setting reimbursement rates at the 75th percentile of the local market rate or above to ensure subsidized families have access to quality care options. Currently, Texas does not set a statewide reimbursement rate paid to providers who care for children receiving subsidized child care assistance. Instead, 28 local workforce development boards (Boards) are responsible for setting rates in their respective regions. In establishing local rates, Boards must follow federal and state guidelines, consider the local market rates for child care, meet performance targets set by the Legislature, and work within the funding levels that have been appropriated. One key restriction has been a mandated freeze on raising maximum rates instituted in 2003. Although the Texas Workforce Commission lifted the freeze effective in late 2006, other policies remain in place that leave Boards struggling to meet the state benchmark of setting rates at the 65th percentile of local market rates. Given the restraints under which they must operate, the overwhelming majority of local Boards are forced to pay providers rates that are out-dated, substandard, and insufficient to cover the costs needed to provide safe and sound care for young children.

Reimbursement Versus Market Rate for Infant Care - 2006



TALKING POINTS:

Children in Care:

- Half of all regulated child care facilities in Texas provide care for children in the child care subsidy program
- An average of 15,413 infants are served in the child care subsidy program 76% of whom are served in center based care
- An average of 23,027 toddlers are served in the child care subsidy program 80% of whom are served in center based care
- Just under half (45%) of infants and toddlers in Texas are in full time care, spending more than 35 hours a week being cared for by someone other than their parents.

Reimbursement Rates:

- Today, no Board is paying providers of infant or toddler care at the federally recommended 75th percentile of the market rate,
- Due to state level funding decisions, as of September of 2006, 27 of the 28 boards set their maximum rates for infant and toddler care below the 50th percentile.
- As a result of low rates, Texas is shifting more and more of the costs to providing services to parents and providers. As a result:
 - Parents must settle for lower quality care for their children often in informal settings not licensed or regulated by the state, which can be less safe and lack the resources to promote school readiness
 - Providers must choose between investing in high quality—enhanced materials, expanded training, improved facilities—or keeping their doors open.



Texas Early Childhood Education Coalition (TECEC)
Legislative Priorities: 80th Legislative Session

Priority #3: Support Early Childhood Education Professionals
Improve the recruitment, retention and quality of early childhood education professionals and establish a multi-level career path within the field.

BACKGROUND INFORMATION:

Research clearly demonstrates that **increased teacher education has a direct impact on child outcomes**. Unfortunately, the professional preparation of early childhood education professionals that does exist in Texas takes place within a complex mix of widely varying standards. In addition, early childhood professionals lack incentives and face barriers to pursuing professional development and higher education opportunities. Exacerbating the issue is the fact that compensation including salaries and benefits across the early childhood education field varies dramatically as a result of sponsorship, funding, and program size. Professional development and compensation standards will improve early childhood education programs by enhancing professionals' status and satisfaction, reducing turnover, promoting continued education, and facilitating retention of administrators, teachers, and assistants who have attained an advanced level of skills.

TECEC supports the development of demonstration projects in several diverse regions of the state as well as proposed statewide reforms that will:

- Ensure the availability of quality professional development opportunities;
- Develop a plan for how certain professional development aligned with the Texas Early Care and Education Career Development System can be transferred into college course credits;
- Create a clear career path for early childhood education professionals;
- Develop incentives for early childhood education professionals seeking higher education and staff development opportunities;
- Provide improved compensation based on increased education and experience; and
- Create a Texas Council on Early Childhood Education Career Development to guide efforts at state level.

TALKING POINTS:

- Highly educated and fairly compensated early childhood teachers are more likely to develop strong, responsive, interpersonal relationships with their students, which affects each child's motivation to learn, social competence, and later school achievement.
- A recent large-scale study of school reform efforts shows that every additional dollar spent on more highly qualified teachers produced more gains in student achievement than any other single expenditure.
- Early learning experiences can influence the rest of a child's life.
- The professional preparation and ongoing education of teachers is directly linked with the quality of early childhood education programs.

Important Dates for the 80th Legislative Session

Tuesday, January 9, 2007 (1st day)

80th Legislature convened at noon

Friday, March 9, 2007 (60th day)

Deadline for filing bills and joint resolutions other than local bills, emergency appropriations, and bills that have been declared an emergency by the governor

Monday, May 28, 2007 (140th day)

Last day of 80th Regular Session; corrections only in house and senate

Sunday, June 17, 2007 (20th day following final adjournment)

Last day governor can sign or veto bills passed during the previous legislative session

Monday, August 27, 2007 (91st day following final adjournment)

Date that bills without specific effective dates (that could not be effective immediately) become law



Pre-k Day at the Texas Capitol Lobbying vs. Public Education

Dear Advocate:

Hundreds of stakeholders from across the state and country are gathering on February 12th for Pre-k Day at the Texas Capitol. The main purpose of the 12th is to have a public awareness day. Everyone will be able to provide public education to legislative leadership. Not everyone however will be able to lobby. Therefore, TECEC has provided you with information regarding the difference between public education and lobbying, and whom you can contact to find out which category you fall into on the 12th. Thank you for joining us on this important day!

-Your TECEC Team

Public Education	Direct Lobbying	Grassroots Lobbying
<p>General information about a specific issue expressed to the general public or a legislator.</p> <p>For example, “Pre-k is critical in terms of improving the school readiness of children and securing a strong workforce for the future.”</p> <p>“My program serves 300 at-risk children and provides children with the tools necessary to become school ready by kindergarten.”</p>	<p>Communication to a legislator expressing a view about specific legislation.</p> <p>For example, telling a legislator, “We are asking you today to co-sponsor Senate Bill 50 in support of the TECEC legislative agenda.”</p> <p>Or, “Senate Bill 50 has a number of important components that will improve early childhood education for the state of Texas.”</p> <p><i>*Any mention of a bill number is considered lobbying</i></p>	<p>Communication to the general public expressing a view about specific legislation requesting a call to action.</p> <p>A call to action includes:</p> <ul style="list-style-type: none"> • Telling recipients to contact their legislators (even without providing specific contact information); • Providing legislators’ specific contact information; • Providing a mechanism to contact a legislator (e.g. petition, postcard, link on a website); or • Listing names of legislators voting on a bill or those undecided or opposed to the organization’s view on the legislation.

Can I lobby or should I provide only public education?

Whether or not you lobby or provide public education on February 12th is based on the specific rules of your place of employment, as well as your comfort level. Our first recommendation is for you to ask your director and/or human resources department what rules your place of employment has around lobbying.

Lobbying vs. Public Education

	Attend Press Conference	Visit Model Classroom	View “Picture the Future” Art Exhibit	Conduct Legislative Visits	Talk to a Legislator About Your Program and the Importance of Early Childhood Education	Send a “Call to Action” to Colleagues Encouraging Them to Contact Their Legislator	Mention Specific Legislation in a Legislative Visit
Lobbying						X	X
Public Education	X	X	X	X	X		

Special Note Regarding Employees of Nonprofit Organizations

It is perfectly legal for employees of nonprofit organizations to lobby (excluding private foundations, churches, their auxiliaries, and conventions and associations of churches). Alliance for Justice provides free one-on-one technical assistance to nonprofits via phone and email. Call 866-NPLOBBY (866-675-6229), 9:00 a.m. - 5:30 p.m. EST, Monday-Friday, or email advocacy@afj.org. Just ask for nonprofit advocacy technical assistance.

Development and Printing of the TECEC Advocacy Toolkit was made possible by the
Early Care and Education Consortium



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**For more information on the Early Care and Education Consortium
please visit their website at <http://ececonsortium.org/>.**