**PA 123 - THE POLITICS OF K-12 EDUCATION POLICY IN TEXAS**

**UNIQUE NUMBER:**

**Spring 2025**

**Class Meets: Every Thursday from 6pm -9pm.**

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| **Instructor: Mr. Dan Huberty**  **Email:** danhuberty@hotmail.com  **Phone: 281-961-3485** (cell) | **Office:**  **Office Hours:** Thursdays 4:00 – 5:30 pm and by appointment |

| **Course Description** | **Course Requirements** | **Policies & Resources** |
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| Course times, location, and instructors  University catalog course description  Prerequisites for the course  What will I learn?  How will I learn?  How can I succeed in this course? | Required materials  Policies & disclosures  Classroom expectations  Description of major assignments Course grades and grading policies  Course schedule including required readings, dates of major assignments and exams | Classroom Policies & University Resources  Important Safety information |

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| **COURSE DESCRIPTION** |

**University Catalog Course Description**

PA 123 – Introduces students who want to work in policy or politics in Texas to policy making in K-12 from a political perspective. The instructor will lean on his two decade long elective service to discuss how to effectively create reforms in K-12 education, while providing a behind the scenes look at what really happens in the Pink Dome.

## Pre-requisites for the course

There are no prerequisites for this course, but bringing an inquisitive approach and reflective attitude to what you will

learn will allow you to reap maximum benefits.

## What will I learn?

It is important to understand the difference between policy and politics, as they are often used interchangeably. While politics is the process of making decisions, policy is the result of those decisions. Politics refers to how decisions are allocated authoritatively in the society, where policies are the decisions of government. Policies are created as a result of the activities of government directed at achieving certain objectives. The policy cycle then is the policymaking process which is developed through several stages which involves decision-makers, and through which a policy proposal is developed and implemented (Quadri, 2020).

Often students are taught that policy making is something that is easy to do, when in fact the system is designed to not pass policy. As the K-12 budget in Texas represents 37% of total general revenue each budget year, where the total spending for K-12 in all funds (state, local and federal) is over $60 billion each year, understanding how the system works, how politics impacts decision making, and how new policy makers can navigate the system will be the key objective of this course. In addition, as law makers pass hundreds of bills each year that impacts K-12 education policy, an in-depth review of the 1888-page Texas School Bulletin (2022) will be critical to your final project.

Throughout the course you will build upon your understanding of public policy and politics, where you will collect, differentiate, analyze, and synthesize information from a variety of sources. You will learn how to process that information to reach decisions with full knowledge of assumptions and consequences to build a well-formed argument. As a member of a team, you will use those skills to explore a controversial problem or issue and formulate a policy proposal (in the form of a legislative bill), which will inevitably be presented to a selected legislative office for consideration in the next legislative session.

### Main Skills and Attitudes to be Developed:

* Formulate ideas in proper legislative writing.
* Support ideas with effective evidence.
* Develop policy and political skills.
* Understand and practice communication skills with legislative offices.
* Effectively collaborate with teams.

### Learning Outcomes:

1. Understand how the K-12 education system works in Texas from a political perspective.
   1. The Finance System
   2. School Safety
   3. Special Education
   4. Teacher Pay
2. Understand how local school board politics are changing schools and policy.
3. Understand how politics impact K-12 policy decisions.
4. The politics surrounding school choice in Texas.
5. Understand how the State Board of Education impacts policy in Texas.
6. How should politics be used to make better decisions around the current K-12 environment.
7. Understand how major legislative changes over the last decade impacted K-12 education.
8. Identify a specific policy in K-12 education that needs to be adopted, revised, or eliminated.
9. Understanding the process of running for office as a pro-education candidate.
10. Understanding how the lobby and special interests impact K-12 policy process.
11. Understand how the Texas legislature’s budget impacts schools and the need for compromise in politics.
12. Understand how to develop a policy position and advocate for that change at the Texas Legislature.

## How will I learn?

The structure of this course is built around Team-Based Learning (TBL) which is a highly participatory method. TBL

will increase your understanding of course concepts by using them to solve real-world problems in K-12 education, where you will learn how to develop policy and intelligently present your findings to a legislator. In addition, through individual assignments and discussions, each student will formulate an idea as to how they will contribute to society in the future through the improvement of the K-12 education system in their community. This course will be conducted in a way that will hold teams accountable for solving problems, as well as providing an opportunity to contribute individually where you can explore potential policy initiatives that you can work on in the future.

*Teaching Modality Information*

This is an in-person course and class meetings will be held in-person throughout the semester.

*Statement on Learning Success*

While we all learn differently, your success is important to me personally. Every student can and should get an A in this class if you apply yourself. However, if there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are shared on this syllabus, but I am happy to connect you with a person or Center if you would like.

*University Policies and Resources*

For a list of important university policies and helpful resources that you may need as you engage with and navigate your courses and the university, see the [University Policies and Resources Students Canvas](https://utexas.instructure.com/enroll/TP964H) page. The page includes the language of the University Honor Code and information about how to receive support through the office of Disability & Access.

## How can I succeed in this course?

*Focus on Policy.* This course is about understanding how policy makers can help drive political decisions. We will have texts and videos that you have to read carefully in order to participate successfully in the class sessions where you will be using information to understand important concepts, foster engaging ideas and explore ways of thinking.

*Be reflective.* The course work and assignment, while not difficult, will require critical thinking to identify ways to improve policy in Texas. This class is not about a test or memorizing data points, rather it is meant to be a real-world introduction to policy making, where you the student will learn what it takes to effectively make policy.

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| **COURSE REQUIREMENTS** |

## Required Materials

There are no textbooks that you are required to purchase for this course. Class materials, supplemental resources, grades, and announcements will be posted on the course Canvas site: https://utexas.instructure.com. We recommend bookmarking this course site in your default browser for easy access.

### **Sharing of Course Materials is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](https://deanofstudents.utexas.edu/conduct/) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

### **Confidentiality of Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### **Getting Help with Technology**

Students needing help with technology in this course should contact the [ITS Service Desk](https://its.utexas.edu/contact).

## Classroom expectations

Your preparation for discussion and participation is extremely important for you and your team. Here are some ground rules:

*Respect for others is vital.*You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

As a student, you are expected to work individually and with others, to create an atmosphere that is safe, valuing one another, and open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

*Participation/Engagement.*Thinking is not a spectator sport. You need to participate in class by communicating your understanding and testing others’ understanding with questions and dialogue. This course requires active participation, which is crucial to your success in becoming a critical thinker. The more you put into it, the more you will get out of it. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments. Regardless of the format we use to conduct class sessions, consider your participation to be the equivalent to a face-to-face class session and be prepared to engage actively and thoughtfully with me and your peers.

*Have fun!* This course is an adventure in policy making and politics. While some of what we may do may be challenging, the goal is to find a problem and see if you and your group can come up with a solution to solve that problem. Have fun please.

### **Content Warning**

### Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I’ll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

**Artificial Intelligence**

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be utilized. You are also welcome to seek my prior-approval to use AI writing tools on any assignment. In either instance, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin’s Institutional Rules on academic integrity. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

## Assignments

Assessment of your learning will occur through a variety of venues including the final project, reflection journals, homework assignments, quizzes, application activities, content synthesis, and class/team participation.

#### Final Project *(Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12)*

For your final project, your team will choose an issue that needs to be addressed within the K-12 education space (funding, mental health, discipline, assessment, accountability, school safety, etc.) and come up with a policy position that can be presented to a selected legislative office for consideration. You will present this idea in Legislative Format (Will be provided to you) and will present the final project in a standard presentation format. Regardless of how you and your team choose to present this project, you will each individually write a 1-page synopsis of the argument and a 1-page “Bill Analysis”. Complete instructions will be found on Canvas. **(30% of your grade)**

#### Reflection Journals *(Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11)*

You will have a series of four reflections to submit for this course, **submitted as a Canvas Journal entry**. You may **choose** to submit these reflections as written entries, audio recordings, or video diaries. *These reflections will be graded based upon relevance to the discussion post, personal relevance, and depth of thought and self-analysis.* Each reflection will be outlined in detail on Canvas. In anticipation that your reflection thinking will improve over time as you incorporate the feedback you are given, each reflection journal counts for more points than the previous one. **(20% of your grade)**

#### Homework Assignments *(Outcomes 1, 3, 4, 5, 6, 8, 9, 10, and 11)*

After your team in-class activities you be given assignments to show you understand and can use the concepts on your own. Your lowest two scores at the end of the semester will be dropped from the grade book. **(10% of your grade)**

#### Readiness Assessment Quizzes *(Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10)*

There are no formal exams in this course. There will be weekly Readiness Assurance Quizzes based on the assigned readings and current events related to K-12 education reforms; these will ensure that you are prepared to discuss the material in class and apply the information to your other activities. **(10% of your grade)**

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#### Application Activities *(Outcomes based on weeks 3, 5, 7, 8, and 12)*

Part of our time in class each week will be spent applying the concepts and skills that are being explored. These are strategic opportunities for individuals and their teams to apply various aspects of what they are learning about public policy. In addition, special guests will five times throughout the class, where the expectation is that the class will fully engage with the guest, by being prepared on their history and accomplishments. Grades will be generated based on individual and/or teamwork depending on the format of the in-class exercise. (**10% of your grade)**

#### Team Participation *(Outcome 12)*

Participating as a productive team member is crucial to this class, therefore, part of your grade will come from you evaluating other team members and them evaluating you. There will be two team evaluations where you give written feedback to your team members and a final evaluation that is a quantitative assessment. **(10% of your grade)**

#### Class participation

For the purposes of this class, **participation** means *obvious* engagement. We understand that folks “engage” in different ways – some like to talk it out, some like to listen and absorb, some write it down for later digestion. When we say “obvious engagement,” we mean being punctual, alert and attentive. Just to be clear, clues to us that you are not engaged and participating include head down on the desk, texting or generally having a mobile device in your hand, not being a contributing member of small team work we do in class, or talking amongst your classmates about something not related to what we’re discussing. **(10% of your grade)**

## Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

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| Assignments | Points possible | Percent of Total Grade |
| **1. Legislative Bill Proposal** | **300** | **30%** |
| * Individual 1-page synopsis of the argument | 75 | 7.5% |
| * Individual 1 – Page “Bill Analysis” | 75 | 7.5% |
| * Gorup Presentation | 150 | 15% |
| **2. Reflection Journals** | **200** | **20%** |
| * Preliminary Reflection | 20 | 2% |
| * Unit 1 Reflection | 40 | 4% |
| * Unit 2 Reflection | 60 | 6% |
| * Integrated Reflection | 80 | 8% |
| **3. Homework Assignments** | **100** | **10%** |
| * 10 assignments | 10 points each assignment |  |
| **4. Readiness Assessment Quizzes** | **100** | **10%** |
| * 10 quizzes | 10 points each quiz |  |
| **5. Application Activities In Class** | **100** | **10%** |
| * Week 3 | 20 | 2% |
| * Week 5 | 20 | 2% |
| * Week 7 | 20 | 2% |
| * Week 8 | 20 | 2% |
| * Week 12 | 20 | 2% |
| **6. Team Participation** | **100** | **10%** |
| * Preliminary peer evaluation | 20 | 2% |
| * Mid semester peer evaluation | 30 | 3% |
| * Final project peer evaluation | 50 | 5% |
| **7. Class Participation and Attendance** | **100** | **10%** |
| * Points given equally per class (14 Classes) | 7.14 | .714% |

#### Absences

Being present is critical to achieving our goals for this course. You are welcome to utilize one (1) class absence during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. In addition to participating in synchronous meetings, you can earn participation points through assignments and asynchronous discussions. However, please keep in mind that if you miss multiple classes, you will begin to see a dip in your attendance and participation points.

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class*.

*Excused Absence***:** Absences will be considered excused if they are for religious holidays or extenuating circumstances due to medical or family emergencies. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

*If you have to be absent, use your resources wisely*. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

### **Religious Holy Days**

### By [UT Austin policy](https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

#### Late work and grade periods

No late assignments will be accepted. However, this semester each student will have an “End of the week” grace period for two (2) assignments to be used at your discretion. “End of the week” is defined as Saturday at 9pm, so as long as you submit the assignment before that time, you will have used one of your two allotted “end of the week” grace periods, and no points will be taken for lateness.

*(For example: The assignment is due Tuesday at noon. If you turn it in that Tuesday at 1:00pm, you will have used one of your “end of the week” grace periods. Similarly, if you turn it in on Friday at 3:00pm you will have used one of these grace periods.)*

**Grading Policy**

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don’t do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

| Grade | Cutoff | Points needed |
| --- | --- | --- |
| A | 94% | 940 |
| A- | 90% | 900 |
| B+ | 87% | 870 |
| B | 84% | 840 |
| B- | 80% | 800 |
| C+ | 77% | 770 |
| C | 74% | 740 |
| C- | 70% | 700 |
| D | 65% | 650 |
| F | <65% | <650 |

### **Academic Integrity Expectations**

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension, or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**Plagiarism is taken very seriously at UT** and is subject to academic disciplinary action, including failure of the course**.**To learn more about what plagiarism is and how to avoid it, see the [**Avoiding Plagiarism tutorial**](https://guides.lib.utexas.edu/c.php?g=539686&p=8083280) developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services.

**Course Schedule**

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at

https://utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

**Changes**to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

| Week | Day | Class Topic | | Out of class activities | Learning Outcome |  | Assignments due |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Unit 1: Policy and Politics In K-12 Education** | | | | |
| 1 | Th | Intro to course: How does K-12 education really work in Texas, from a political perspective.  The instructor’s perspective of what not to do. | | Reading 1, see Canvas for details. | Learning Outcome 1 | Homework assignment 1 due  Monday before midnight | |
| 2 | Th | How do local school boards impact politics in Texas.  Quiz 1 | | Reading 2, see Canvas for details. | Learning Outcome 2 | Preliminary Reflection  Journal (1) due Monday before midnight. | |
| 3 | Th | What policy and politics in K-12 Education looks like in Texas.  Special Guest: State Representative from Education Committee  Quiz 2 | | Reading 3, see Canvas for details. | Learning Outcome 3 | Homework assignment 2 due  Monday before midnight. | |
| 4 | Th | The politics of school choice in Texas.  Quiz 3 | | Reading 4, see Canvas for details. | Learning Outcome 4 | Homework assignment 3 due  Monday before midnight. | |
| 5 | Th | What role does the State Board of Education Play in Texas?  Special Guest: SBOE Member  Quiz 4 | | Reading 5, see Canvas for details.  Organize groups and meet, in person or zoom to discuss topic for consideration. | Learning Outcome 5 | Homework assignment 4 due  Monday before midnight. | |
| 6 | Th | How politics impacts the current environment in K-12 education.  Quiz 5 | | Reading 6, see Canvas for details.  Group to meet to discuss topic and formulate outline. | Learning Outcome 6 | Homework assignment 5 due  Monday before midnight. | |
| 7 | Th | The passage of HB 3 a historical reform in education policy, how did it happen?  Special Guest: Larry Taylor  Quiz 6 | | Reading 7, see Canvas for details.  Review Canvas for video of committee meetings in how to pass a bill. | Learning Outcome 7 | Submit topic for consideration for final project in outline format, see Canvas for format. | |
|  | | | **Unit 2: Creating Effective Policy in K-12 Education** | | | | |
| 8 | Th | What makes an effective policy for K-12 education?  Special Guest: TEA/Moak Casey  Projects to be discussed in class, peer review.  Quiz 7 | | Reading 8, see Canvas for details.  Group to meet to develop project. | Learning Outcome 8 | Unit 1 Reflection Journal (2) due | |
| **9** |  | **Spring Break** | |  |  |  | |
| 10 | Th | How do you put policy on paper?  Quiz 8 | | Reading 9, see Canvas for details.  Meet with group for project. | Learning Outcome 8 | Homework assignment 6 due Monday before midnight.  Submit outline of project. | |
| 11 | Th | Running for office in an anti-public education environment.  Breakout session for group work.  Quiz 9 | | Reading 10, see Canvas for details.  Group to meet to develop project. | Learning Outcome 9 | Homework assignment 7 due Monday before midnight. | |
| 12 | Th | How does the lobby impact the legislative process?  Special Guest: A political consultant/Lobbyist  Quiz 10 | | Reading 11, see Canvas for details.  Group to meet to develop project. | Learning Outcome 10 | Homework assignment 8 due Monday before midnight. | |
| 13 | Th | When the Texas budget changes, what happens to schools.  Breakout session for group work | | Reading 12, see Canvas for details.  Group to meet to develop project. | Learning Outcome 11 | Homework assignment 9 due Monday before midnight. | |
| 14 | Th | How to effectively compromise to get something done politically?  Breakout session for group work | | Group to meet to finalize project. | Learning Outcome 11 | Homework assignment 10 due Monday before midnight. | |
| 15 | Th | Bill Layout - Presentation | |  | Learning Outcome 12 | Final project due and written paper.  Integrated Reflection Due. | |
| 16 | Th | Closure and evaluation; return final papers | |  |  |  | |

**Reading Assignments**

All reading assignments are listed below. As already stated, there is no text book as the material we will be discussing in class will be based upon current events as well as recent past policy decisions. While each student should also explore other materials to help with the class assignments and homework, quizzes and class discission will be based upon what is provided in this section.

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| Week | **Reading Assignments** |
| 1 | Farrie, D., & Sciarra, D. G. (2022). *Making the grade 2022: How fair is school funding in your state?.* <https://eric.ed.gov/?id=ED627993>  Every Texan. (2023, July 28). *K-12 Public Education - every Texan*. Every Texan -. <https://everytexan.org/our-work/policy-areas/quality-education/k-12-public-education/>  Lopez, B. (2024, February 6). 2023 Texas Legislature: What you need to know about public education. *The Texas Tribune*. <https://www.texastribune.org/2023/02/02/texas-legislature-public-education/>  Texas Education Agency. (2022). 2022 Comprehensive Biennial Report  on Texas Public Schools A Report to the 88th Legislature from the Texas Education Agency December 2022. [*https://tea.texas.gov/reports-and-data/school-performance/accountability-research/comp-annual-biennial-2022.pdf*](https://tea.texas.gov/reports-and-data/school-performance/accountability-research/comp-annual-biennial-2022.pdf). |
| 2 | Carrillo, S. (2023, January 10). A coordinated nationwide agenda dominated local school board elections last year. *NPR*. https://www.npr.org/2023/01/10/1148211343/a-coordinated-nationwide-agenda-dominated-local-school-board-elections-last-year  Hixenbaugh, M. (2022 May 3). *Culture wars over race and sexuality are dominating Texas school board elections*. NBC News. <https://www.nbcnews.com/news/us-news/texas-school-board-elections-race-sexuality-rcna26977>  Joy, W. (2023, February 22). Our kids are watching’: How school board meetings became the frontline for political battles in Texas and beyond. *www.wfaa.com*. <https://www.wfaa.com/article/news/local/how-school-board-meetings-became-the-frontline-for-political-battles-in-texas-and-beyond/287-923385c3-92a4-4349-bdbc-d1c083b4b77b>  Swartz, M. (2023, November 7). The campaign to sabotage Texas’s public schools. *Texas Monthly*. <https://www.texasmonthly.com/news-politics/campaign-to-sabotage-texas-public-schools/>  Texas Association of School Boards. (2020, October 20). *Texas School Board’s roles and responsibilities*. TASB. https://www.tasb.org/resources/texas-school-board-roles-responsibilitie |
| 3 | Blank, J. (2023, November 17). *Seven Observations about Texas Public Opinion on Public Education*. The Texas Politics Project. <https://texaspolitics.utexas.edu/blog/seven-observations-about-texas-public-opinion-public-education>  Fogel, B. (2023, January 10). Five public education issues stand out during Texas’ 88th legislative session. *TPR*. <https://www.tpr.org/education/2023-01-10/five-public-education-issues-to-keep-an-eye-on-during-texas-88th-legislative-session>  Lopez, B. (2024b, February 6). Here’s what the Texas Legislature did and didn’t do for public education. *The Texas Tribune*. <https://www.texastribune.org/2023/06/02/texas-legislature-public-education/>  Ramsey, R. (2024, February 6). Analysis: Texas schools need support from politically distracted state leaders. *The Texas Tribune*. <https://www.texastribune.org/2022/04/13/texas-public-education/> |
| 4 | Accuracy in Media. (2024, March 6). *Texas triumph: Voters champion school choice, toppling incumbents in historic political shift*. <https://aim.org/2024/03/06/texas-triumph-voters-champion-school-choice-toppling-incumbents-in-historic-political-shift/>  Heath, K. (2023, March 24). *Is a “school choice” proposal possible in Texas in 2025? How $12M influenced GOP primaries*. MSN. <https://www.msn.com/en-us/news/politics/is-a-school-choice-proposal-possible-in-texas-in-2025-how-12m-influenced-gop-primaries/ar-BB1kuhsv>  Lopez, B. (2024, February 6). As Texas debates vouchers, other states offer glimpse into how they work. *The Texas Tribune*. <https://www.texastribune.org/2023/10/13/texas-school-vouchers-other-states/>  Osteen, O. (2023, October 24). Texas’ governor is pushing major school choice bill: What it means -- and will it pass? *ABC News*. <https://abcnews.go.com/Politics/texas-governor-pushing-major-school-choice-bill-means/story?id=104050942>  The Wall Street Journal. (2023, December 7). Texas and the politics of school choice. *WSJ.com*. <https://www.wsj.com/articles/texas-school-choice-greg-abbott-primary-endorsements-house-republicans-049d97cb>  Walsh, D., & Self-Walbrick, S. (2023, February 9). Here’s everything you need to know about school vouchers in Texas. *Houston Public Media*. <https://www.houstonpublicmedia.org/articles/education/2023/02/09/443267/heres-everything-you-need-to-know-about-school-vouchers-in-texas/> |
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| **14** | **No readings prepare for presnetation** |
| **15** | **Final Presentation** |

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| **POLICIES & RESOURCES** |

There are several policies and resources listed throughout this document, including some below. In addition, for a central list of UT policies and resources that you may need to refer to as you engage with and navigate your courses and the university, including the University Honor Code, Disability & Access support, and Title IX legal requirements for Texas employees, see the [University Policies and Resources Students Canvas](https://utexas.instructure.com/enroll/TP964H) page.

# Additional University Resources and Supports for Students

*BeVocal*

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin, all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: [https://wellnessnetwork.utexas.edu/BeVocal](http://wellnessnetwork.utexas.edu/BeVocal).

*Wellbeing Resources*

[Longhorn Wellness Center](https://www.healthyhorns.utexas.edu/healthpromotion.html) resources for self-care

[Virtual Mindfulness and Stress Reduction Activities](https://cmhc.utexas.edu/stress-reduction.html)

*Undergraduate Writing Center*: <http://uwc.utexas.edu/>

*UT Libraries*: <http://www.lib.utexas.edu/>

# Important Safety Information

*Carrying of Handguns on Campus*

Please be aware of the following university policies:

* Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](https://www.utexas.edu/campus-carry#ac).
* Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
* It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

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