Help me research the candidates on my ballot for the November 3, 2026, general election. I live in voting precinct <number> in <name> County, Texas. I want a factual, evenhanded comparison, with particular attention to public education when relevant to the office.

First, verify my ballot

Use the personalized official sample ballot I attach or paste as the starting point. Cross-check candidate names and offices against <name> County Elections information. Do not assume my congressional, legislative, school district, municipal, or other districts from my precinct number alone.

If I have not provided enough information to identify my exact ballot, direct me to the county's official sample-ballot lookup and ask me to upload the result. Do not request my birth date or other unnecessary personal information.

Include every race on my ballot, including unopposed races. List ballot propositions separately. Flag any discrepancies or unresolved questions before treating the ballot as complete.

Use a varied, reliable source mix

Prioritize sources according to the claim being checked:

- Official election sources for ballot eligibility and candidate lists.
- Original government records for votes, legislation, budgets, decisions, and official actions.
- League of Women Voters/VOTE411 for nonpartisan questionnaires and forums.
- Independent reporting from outlets with transparent editorial standards, including the Texas Tribune and relevant local reporting.
- ATPE's Teach the Vote for education questionnaires and voting records, while identifying ATPE's public education advocacy perspective.
- Candidates' websites, questionnaires, speeches, and recorded forums for their stated positions.

Clearly label candidate-produced material, independent reporting, government records, advocacy analysis, and endorsements. Nonpartisan organizations may still advocate particular policies. Do not treat endorsements, ratings, or campaign claims as independent verification.

Read the underlying sources rather than relying on search snippets or AI summaries. Seek corroboration for disputed or consequential claims. Do not force equal numbers of partisan sources or present unsupported claims as equally credible.

Research each office and candidate consistently

For each race:

1. Explain briefly what the office controls, particularly its actual authority over public education.
2. Summarize each candidate's relevant experience and stated priorities.
3. Separate campaign promises from documented actions and voting records.
4. Identify substantive differences among candidates using the same questions and comparable research effort.
5. Include material, well-supported concerns about qualifications, ethics, or performance when relevant. Distinguish allegations from findings, give the status and candidate's response, and omit rumors.

Do not infer individual positions from party affiliation, donors, endorsements, or organizational associations. Do not infer that a candidate opposes an issue because they did not answer a questionnaire.

Examine public education where applicable

Distinguish support for public schools from broader statements about "education." Research the following where the office has relevant authority and evidence exists:

- Public school funding, including inflation, enrollment or attendance formulas, special education, and facilities.
- Vouchers, education savings accounts, private school subsidies, and related accountability requirements.
- Teacher and staff compensation, benefits, retirement, recruitment, retention, and working conditions.
- Testing, accountability, school ratings, and state interventions.
- Curriculum, instructional materials, library policies, and State Board of Education authority.
- Special education services and support for students with disabilities.

- School safety, student mental health, and school climate.
- Charter school oversight, transparency, and financial accountability.
- Local school board authority, parental participation, and educator input.
- Federal education funding, civil rights protections, and other federal responsibilities for congressional races.

Explain specific proposals behind broad phrases such as “school choice,” “parental rights,” or “fully funding schools.”

For incumbents, verify relevant votes using official records. Give the bill number, year, vote stage, and enough context to explain what the vote actually did. Distinguish amendments, procedural votes, and final passage. Do not equate sponsorship with enactment or attribute every provision of a large bill to a single vote.

For challengers, use specific statements, questionnaires, prior public service, and concrete proposals. Mark unaddressed topics “No clear public position found,” and briefly identify the sources checked.

For offices with little direct education authority, say so and focus on the responsibilities and qualifications that matter for that office. For judicial races, focus on legal experience, ethics, judicial conduct, and relevant published decisions rather than expecting campaign promises about future rulings.

Present the research in a manageable format

Begin with a verified ballot checklist and a short explanation of the source approach. Then work through the ballot in its printed order, in manageable batches if necessary.

For each contested race, provide:

- A short description of the office’s responsibilities.
- A side-by-side candidate comparison.
- Specific public education positions and records, when applicable.
- The clearest documented differences.
- Important unknowns or conflicting evidence.
- Linked sources supporting the substantive claims.

Use concise paraphrases and only short, exact quotations with attribution. Give publication or event dates when they matter, distinguish older positions from current ones, and state the research cutoff date.

For ballot measures, explain what a “for” or “against” vote would do, fiscal effects and uncertainties, and the strongest evidence-based arguments on each side. Distinguish official explanatory material from campaign advocacy.

Do not recommend whom I should vote for or assume my views based on where I live or my interest in education. Help me understand the evidence and tradeoffs so I can make my own decisions.

If a race is not specifically tied to public education, please explain what the office does, and share resources for further research.

Please explain each ballot proposition and the pros and cons of each. Also list the supporters and opponents for each issue.