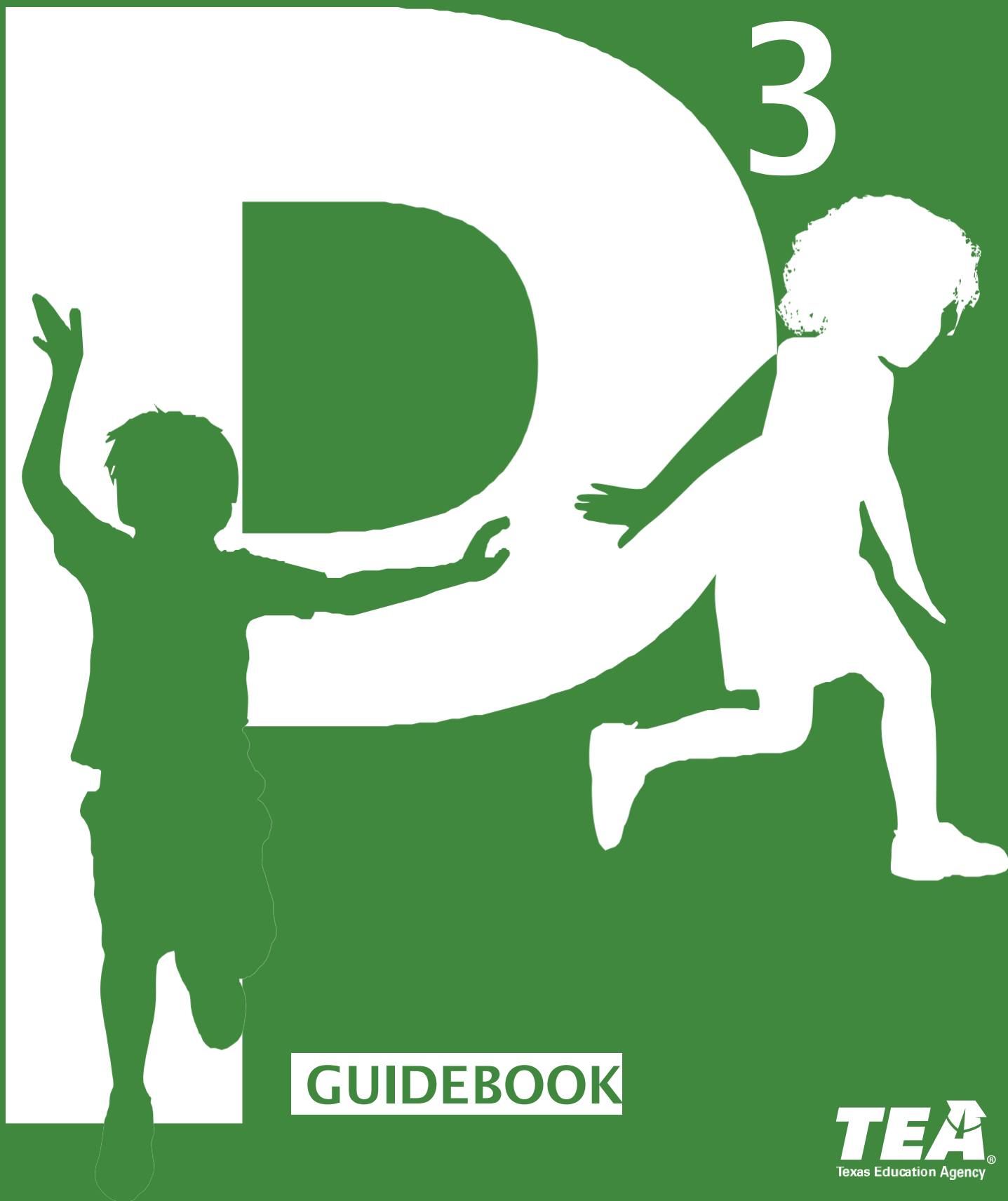


EARLY LEARNING

Public-Private Partnerships

3



GUIDEBOOK

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INTRODUCTION

Early learning partnerships are defined as collaborations between local education agencies (LEAs) such as school districts or open-enrollment charter schools, and private early learning centers or Head Start programs. LEAs and private early learning centers or Head Start programs may establish formal or informal partnerships. All partnerships are unique and are developed individually to reflect the needs of children and families, local resources available, and community trends.

Informal partnerships can include activities such as alignment of curriculum/assessments, joint professional development opportunities, and/or establishing common goals and messaging around early childhood education. Formal partnerships allow for the LEA and early learning center or Head Start program to co-enroll children and provide prekindergarten and/or additional comprehensive services or extended hours. Partners can blend multiple sources of funding to provide care, education, and services and must meet the requirements and standards of their respective programs. The following guidebook provides information and guidance on types of partnerships, benefits of partnerships, and how to start and sustain partnerships.

HOUSE BILL 3

In 2019, the Texas Legislature passed House Bill 3 (HB3). HB3 requires that LEAs provide full-day prekindergarten for eligible four-year-old students. Prekindergarten may be operated on a half-day basis for children under four years of age.

LEAs may receive an exemption for full-day prekindergarten if it is determined that:

1. The LEA would be required to construct classroom facilities in order to provide prekindergarten classes; or
2. Implementation would result in fewer eligible children being enrolled in prekindergarten.

An LEA may not receive an exemption unless the LEA has solicited and considered at a public meeting proposals for partnerships with public or private entities regarding offering full-day prekindergarten for eligible four-year-old students.

Before an LEA may construct, repurpose, lease a classroom facility, or issue bonds for the construction or repurposing of a classroom facility, the LEA must solicit and consider proposals for early learning partnerships.

The guidebook will assist with the partnership process; however, the following guidance is provided for public meetings on how to solicit and consider proposals for partnerships.

Guidance on public meetings and solicitation and consideration of proposals:

What is the definition of a public meeting?

To be considered a public meeting, the LEA must issue a public notice of the time, place, and subject matter of the meeting.

What does a solicitation of a public-private partnership entail?

The solicitation may include a public notice accepting partnership opportunities or direct communication with a private program to discuss partnership opportunities. An LEA might consider sharing a public notice or identifying potential partners through various contacts.

The solicitation request may include, but not limited to the following:

- Early learning center name and address
- Primary contact name, email, phone number
- Eligibility Requirements (e.g., Texas Rising Star 3+, nationally accredited, Head Start provider, Texas School Ready, or meet the requirements of TEC 29.1532)
- Capacity for additional students
- Number of potentially eligible three or four-year-old's
- High-quality prekindergarten components currently being implemented

What does an LEA need to do to consider the partnership proposals?

Determine the following:

- Location of early learning center
- Minimum threshold of eligible students
- Willingness of early learning center leadership
- Implementation of the high-quality components
 - Curriculum
 - Student progress monitoring
 - Teacher qualifications
 - Family engagement
 - Program evaluation

For more information on HB3, visit: <https://tea.texas.gov/hb3/>

BENEFITS OF PARTNERSHIPS

Early learning partnerships allow LEAs, early learning centers, and Head Start programs to leverage resources, funding, and expertise. Partnerships benefit a wide range of stakeholders, including:

Children and Families

Early learning partnerships expand opportunities for families of eligible 3- and 4-year old children. Partnering with early learning centers or Head Start programs can help school districts better meet the needs of families by offering longer hours of care, more diverse settings and locations, and/or comprehensive services (e.g., oral, physical, and mental health services; career or job assistance; family engagement programs; nutrition services; social services/basic needs assistance; developmental screenings or assessments). Lastly, partnerships also help ease the transition from prekindergarten to kindergarten for participating children and families.

Local Education Agencies (LEAs)

Local Education Agencies can increase capacity and serve more eligible 3- and 4-year-old students through early learning partnerships. Because partnerships help serve a greater number of children in high-quality programs, they also increase the number of children who are ready for kindergarten. Partnerships also help LEAs increase their community presence. LEAs can also meet the requirement of providing full-day prekindergarten for four-year-old children by establishing partnerships. Lastly, LEAs benefit from the unique and specialized early childhood expertise of the early learning partner (e.g., developmentally appropriate practice, health and wellness supports).

Early Learning Centers & Head Start Programs

Partnerships open new, sustainable streams of funding for early learning centers and Head Start programs. In addition, they open communication between entities, increase resources and shared professional development, and allow for alignment of curriculum and assessments.

Early learning partnerships expand opportunities and open new, sustainable streams of funding.

Entities in partnerships can blend multiple sources of funding.

FUNDING PARTNERSHIPS

Entities in early learning partnerships can blend multiple sources of funding to provide care, education, and comprehensive services to children and families, such as:

- Full-day prekindergarten with enhanced services
- Full-day prekindergarten with enhanced services and extended hours
- Full-day, full-year prekindergarten with enhanced services and/or extended hours

Potential Funding Options for Partnerships Between LEAs and Early Learning Centers

LEAs in partnerships can utilize Foundation School Program (FSP) funding, early education allotment funding, or other funding sources to provide a full-day of instruction for four-year-old's, half-day of instruction for three-year-old's, and/or any quality improvement efforts to meet the high-quality prekindergarten components.

Early learning centers should check with their local workforce development board to determine which childcare subsidy rate they are eligible to receive (full-time, part-time, or blended) based on the number of program hours funded by the LEA.

Potential Funding Options for Partnerships Between LEAs and Head Start Programs

LEAs and Head Start programs in partnerships can utilize FSP funding, early education allotment funding, and Head Start program funding to provide:

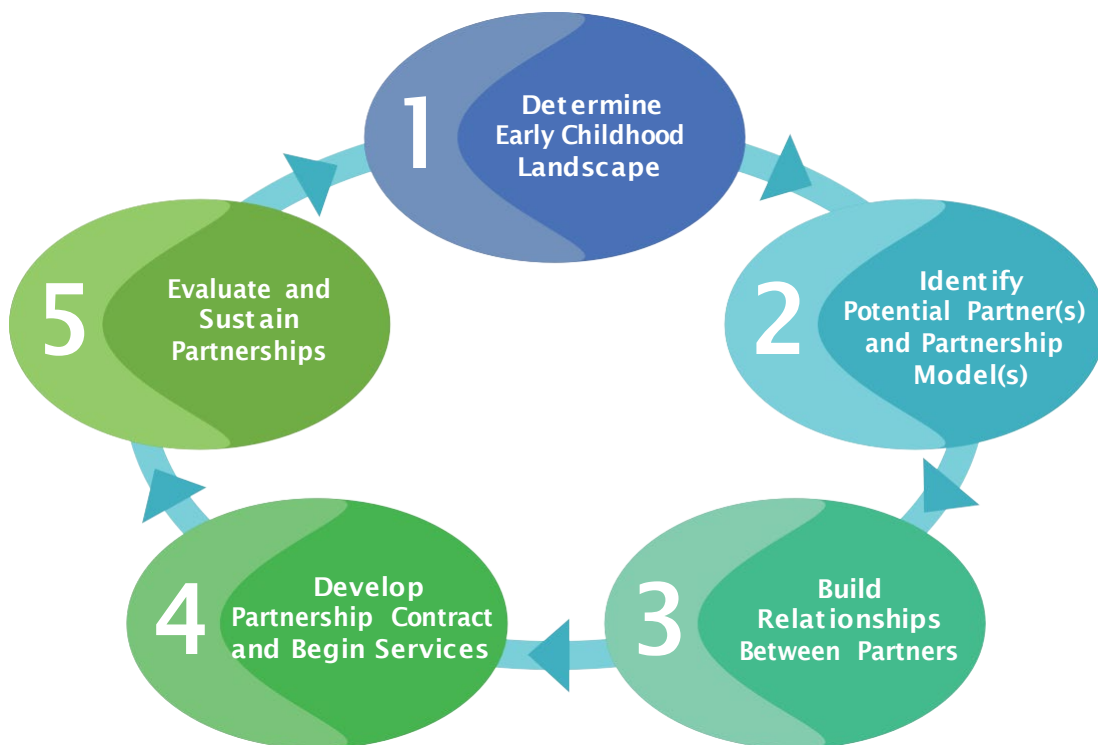
- Full-day prekindergarten with enhanced services
- Full-day prekindergarten with enhanced services and extended hours
- Full-day, full-year prekindergarten with enhanced services and/or extended hours

LEAs and Head Start programs may fund the same program hours so long as each entity meets their respective requirements and standards.

PARTNERSHIP PROCESS

LEAs, early learning centers, and Head Start programs may utilize the following process to establish a partnership. As community trends, needs of children and families, and availability of resources are always evolving, it is essential that this process is continuous and cyclical.

1. Determine local early childhood landscape
2. Identify potential partner(s) and partnership model(s)
3. Build relationships between partners
4. Develop partnership contract and begin services
5. Evaluate and sustain partnerships



1

Determine Local Early Childhood Landscape

LEAs, early learning centers, and Head Start programs should collect and analyze data to gain a better understanding of the local early childhood landscape. Understanding the early childhood landscape will help entities determine if a partnership can help address family needs, which partnership model(s) would work best for entities involved, and the needs of early learning centers, LEAs, and Head Start programs.

Potential Data to Inform Partnerships:

Data	Providing Entity
Enrollment gaps of eligible three-year-old children	LEA's
Enrollment gaps of eligible four-year-old children	LEA's
Needs of local families (for example, full day programming and/or additional, comprehensive services)	LEA's Census Local Workforce Boards Head Start Programs
Wait Lists	Local Workforce Boards Head Start Programs High Quality Early Learning Centers
Underserved sections of neighborhoods, communities, and/or school districts	Census Community Organizations City or County Government
District capacity to serve eligible three- and four-year-old children	LEA's
Differences in program requirements	LEA's Head Start Programs High Quality Early Learning Centers
Early learning center and Head Start program capacity to serve eligible children (classroom space, committed leadership, dedicated staff to oversee partnership, number or availability of certified teachers, etc.)	Local Workforce Boards Head Start Programs High Quality Early Learning Centers
Quality of early learning centers and Head Start programs	Local Workforce Boards Head Start State Collaboration Office In-Person Visit to Provider Discussion with Community Partners

Collect data to help inform the partnership planning process.

Data	Providing Entity
Availability of additional funding for eligible children (for example: childcare subsidies or Head Start funding)	Pages of this Report Local Workforce Boards Head Start Provider
Local success/challenges experienced with establishing and maintain partnerships	Resources listed at the end of this report
Expenses and revenues related to partnering with an early learning center	Statewide Calculator

LEAs, early learning centers, and Head Start programs should also connect with non-profit organizations, government entities, or other key stakeholders in the community to gain a better understanding of the early childhood landscape (e.g., local workforce development boards, non-profit organizations or city/county government divisions involved in early childhood education, early childhood professional organizations, and/or local childcare licensing staff).

After analyzing local data, supports, and resources, the LEAs, along with the early learning centers and Head Start programs, can work to identify potential partners and partnership models.



Identify Potential Partner(s) and Partnership Model(s)

Identify Partner(s)

LEAs should connect with community stakeholders to identify early learning centers and Head Start programs who may be interested in partnering. Early childhood community stakeholders include, but are not limited to, the following:

- City/County Government
- Institutes of Higher Education
- Local Child Care Licensing Staff
- Local Head Start Programs
- Local School District
- Local Workforce Board
- Non-profit Organizations
- Regional Education Service Center
- Texas Association for the Education of Young Children (and local, city chapters)
- Texas Head Start Association
- Texas School Ready

LEAs may wish to hold public, informational meetings to share information and recruit partners.

Early learning centers must meet one of the following eligibility criteria in order to partner with an LEA:

- Texas Rising Star 3- or 4-Star,
- Nationally accredited,
- Head Start program provider,
- Texas School Ready! participant, or
- Meet the requirements under TEC Section 29.1523

TEC Section 29.1532: If a school district contracts with a private entity for the operation of the district's prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Services under Section 42.042, Human Resources Code.

Identify Partnership Model(s)

LEAs, early learning centers, and Head Start programs have many options when identifying a partnership model that fits the needs of all involved parties. The following are examples of partnership models:

- Informal Partnerships
- Formal Partnerships
 1. LEA and Head Start Program Partnerships
 2. LEA and Early Learning Center Partnerships
 3. In-district Charter School Partnerships

Informal Partnerships

Many LEAs, early learning centers, and Head Start programs choose to establish informal partnerships prior to or instead of establishing formal partnerships. Informal partnerships provide opportunities to collaborate on resources and activities in order to provide a strong pipeline of quality care from birth through age 5, as well as school-readiness supports. These include professional development, classroom observations/assessments, alignment of curriculum and/or assessments, family engagement, and/or transitions to kindergarten.



LEAs and Head Start programs may fund the same program hours so long as each entity meets their respective requirements and standards.

Formal Partnerships

Many LEAs, early learning centers, and Head Start programs choose to establish formal partnerships, which can be onsite at an early learning center, Head Start provider, or an LEA campus. In formal partnerships, children are co-enrolled, and programs combine two or more sources of funding to offer care, education, and services for children and families. The LEA may provide Foundation School Program (FSP), early education allotment, or other funding sources to cover a half-day of instruction for three-year-olds and/or a full-day of instruction for four-year-olds. In formal partnerships, partners create and establish contracts which outline services, roles, and responsibilities and ensure that all applicable program standards are met. Additional information on early learning partnership contracts is available on page 14 of this document.

LEA and Head Start Program Partnerships

Overview

In this model, LEAs and Head Start programs partner together to provide prekindergarten and additional services. Prekindergarten and additional services can be provided on-site at the LEA or at the Head Start program. The teacher(s) may be employed by the LEA or the Head Start program.

Funding

LEA and Head Start program partnerships are funded with FSP funding, early education allotment, and Head Start program funding. LEAs may pass through funding to Head Start programs or Head Start programs may pass through funding to LEAs. The amount of funding one entity passes to the other will depend on the employer of the teacher(s) and the services provided by each entity. LEAs and Head Start programs may fund the same program hours so long as each entity meets their respective requirements and standards.

Standards and Regulations

The partnership program must meet the standards and regulations of the LEA and Head Start, including, but not limited to: teacher certification/qualification requirements, curriculum, assessment, attendance procedures, classroom sizes and ratios, services provided to children and families, nutrition requirements, instructional minutes, etc. During the contract development phase, partnership program staff should work together to determine how to meet the requirements of each entity and to ensure that program staff become trained in each other's standards and guidelines.

PARTNERSHIP PROCESS

LEA and Early Learning Center Partnerships

Overview

In this model, LEAs and early learning centers partner together to provide prekindergarten and additional services. Prekindergarten and additional services can be provided onsite at the LEA or at the early learning center. The teacher(s) may be employed by the LEA or by the early learning center.

Funding

These partnerships are funded with FSP funding, early education allotment, childcare subsidies, and/or tuition. Typically, the LEA passes through funding to the early learning center. However, the amount of funding passed through will depend on the employer of the teacher(s) and the services provided by each entity. Tuition and/or childcare subsidies may NOT fund hours funded by the LEA. For dual-enrolled children, early learning centers should contact their local workforce board to determine which childcare subsidy rate they are eligible to receive (full-time, part-time, or blended) based on the number of hours funded by the LEA.

Standards and Regulations

The partnership program must meet the standards and regulations of the LEA and the early learning center, including, but not limited to teacher certification/qualification requirements, curriculum, assessment, attendance procedures, classroom sizes and ratios, services provided to children and families, nutrition requirements, instructional minutes, etc. The partnership program must also meet any applicable standards/requirements of the early learning center, including, but not limited to childcare licensing standards, Texas Rising Star, Texas School Ready, NAEYC, or other accreditations. During the contract development phase, partnership program staff should work together to determine how to best meet the requirements of each entity and to ensure that program staff become trained in each other's standards, guidelines, policies, and procedures.

In-District Charter Partnerships

Overview

In this model districts may partner with a non-profit organization, government entity, institute of higher education, and/or an existing charter school to provide prekindergarten and additional services. The district authorizes a carefully selected partner to operate an in-district charter school under a performance contract. The partner must have their own board of directors and hold responsibility for staff, curriculum, calendar, assessments, and other school-level decision making. The district holds the partner accountable for academic and financial performance. The process for authorizing an in-district charter campus requires the approval of several stakeholders and may extend the timeline needed to initiate a partnership program.

Funding

These partnerships are funded with FSP funding, early education allotment, and other funding that may be available to partners.

Standards and Regulations

The partnership program must meet the standards and regulations of the LEA and the early learning center, including, but not limited to teacher certification/qualification requirements, curriculum, assessment, attendance procedures, classroom sizes and ratios, services provided to children and families, nutrition requirements, instructional minutes, etc. The partnership program must also meet any applicable standards/requirements of the early learning center, including, but not limited to childcare licensing standards, Texas Rising Star, Texas School Ready, NAEYC, or other accreditations. During the contract development phase, partnership program staff should work together to determine how to best meet the requirements of each entity and to ensure that program staff become trained in each other's standards, guidelines, policies, and procedures.

3

Build Relationships Between Partners

Developing early learning partnerships takes time, trust, clear communication, and leadership committed to providing quality care and education. Building successful relationships among members of the partnership is essential to its success. Key activities that can foster relationship building include regular meetings with leadership staff, opportunities for teaching staff to collaborate, inter-partner meetings, phone calls, professional development, informal visits to each other's sites, opportunities for leadership staff to visit other partnership programs, etc. When activities are organized to provide meaningful interactions between partners, both parties gain insight on partner expectations, potential challenges, and solutions.

Creating these strong relationships prior to establishing the formal partnership will allow for the formation of a successful partnership. Factors that facilitate the formation of successful partnerships include, but are not limited to, the following:

- Committed leadership
- Common vision/goals for the partnership and for program quality
- Ongoing communication
- Joint development of a contract
- Inclusion of families as equal partners when determining program design and services
- Development of a strategic plan for the partnership
- Development of a partnership evaluation plan
- Development of a plan for reviewing standards/funding/regulations
- Awareness of the value and responsibilities of both parties

Time, trust, clear communication, and committed leadership are key to establishing successful partnerships.

4

Develop Partnership Contract and Begin Services

There are many factors to consider when establishing early learning partnerships. If a formal partnership is being developed, staff from both parties should work together to clarify and communicate partner needs and expectations prior to developing a contract. Staff from both parties should work collaboratively to develop a contract that outlines the responsibilities, roles, requirements, and resources shared in the partnership program. Contracts should be reviewed regularly, and amendments should be made jointly and with buy-in from both partners.

Early learning partnership contracts may include, but are not limited to the following:

Administration/Human Resources

- Governance
- Employer of teacher
- Supervision
- Facilities management
- Data sharing
- IT services
- Attendance and data reporting requirements

Partnership Parameters

- Target number of eligible children enrolled
- Calendar/dates services are offered
- Length of partnership
- Pass through funding amount
- Communication with families
- Process for recruiting/enrolling eligible children
- Staffing and funding for days LEA provided prekindergarten is not offered (for example: spring/summer/winter break, LEA holidays)

Classroom

- Class size/ratios
- Curriculum
- Assessment
- Classroom/instructional materials

Support Services

- HR services
- Meals/nutrition
- Health services
- Family engagement
- Transportation
- Bilingual services
- Special education services
- Speech or other services for children

Quality/Evaluation

- Certification/qualification requirements of teacher(s)
- Regulatory and/or quality standards and requirements (e.g., LEA requirements, high-quality prekindergarten components, childcare licensing, Texas Rising Star, Head Start, or the National Association for the Education of the Young Child (NAEYC))
- Quality monitoring
- Process for ongoing communication
- Professional development, training, coaching, mentoring, and resources provided to staff
- Conflict resolution process
- Partnership evaluation process
- Grounds for partnership termination

Partners should work collaboratively to develop a contract that outlines responsibilities, roles, requirements, and shared resources.



Evaluate and Sustain Partnerships

After partnerships are formally established, staff from both parties should work together to evaluate the partnership on an ongoing basis and ensure the partnership is successful, high-quality, and financially stable. Ongoing, clear, and open communication between partnership staff will help sustain partnerships.

Common barriers to successful partnerships include:

- Poor collaboration or communication between partnership staff
- Lack of understanding of roles and responsibilities
- Insufficient funding or poor financial planning
- Differences in standards and regulations across programs (e.g., child-care licensing standards, Texas Rising Star guidelines, National Accreditation for the Education of Young Children (NAEYC) Standards, Texas Prekindergarten Guidelines, etc.)
- Staff turnover

To evaluate partnership success and impact, consider analyzing the following:

- Enrollment/access data
- Quality of the early learning center/Head Start program
- Attendance/data reporting
- Process for recruiting/enrolling eligible children and families
- Allocated funding (FSP, early education allotment, Head Start program, and/or childcare subsidies) and the cost of providing high-quality care and education to children
- Communication and collaboration between teaching and leadership staff
- Differences in standards and regulations
- Needs of families
- Satisfaction of families enrolled in the partnership program

To sustain and improve partnerships parties may:

- Identify and provide targeted, high-quality professional development opportunities for teaching and administrative staff
- Identify and address needs of families
- Identify and implement financial efficiencies (for example, utilizing shared services)
- Improve recruitment and enrollment processes for eligible children and families
- Improve recruitment and retention of teaching staff
- Provide technical assistance, training, or resources to address classroom needs
- Provide opportunities for staff from both parties to jointly address concerns, identify strengths and areas for improvement, and celebrate successes and milestones

ATTENDANCE ACCOUNTING

LEA Attendance Requirements

Districts and charter schools implementing prekindergarten partnership programs are required to abide by all sections of the Student Attendance Accounting Handbook (SAAH), located online at <https://bit.ly/1TaCQRU>.

Section 7 of the Student Attendance Accounting Handbook (SAAH) details prekindergarten eligibility, documentation required for each category of eligibility, enrollment procedures, and more. For every eligible student in prekindergarten partnership programs, the LEA must verify a student's eligibility and have the verification document on file.

LEA personnel must also record the total number of eligible half-days present for each 6-week reporting period in the Student Detail Report. At the end of each 6-week reporting period, LEA personnel must also generate a Campus Summary Report, which must provide a summary of the total eligible days present and ineligible days present for the prekindergarten partnership instructional track.

Although those taking attendance at prekindergarten partnership sites must be LEA-trained and abide by all sections of the SAAH, the following sections are highlighted because they may present challenges when implemented in a prekindergarten partnership classroom. Please ensure that these and other procedures in the SAAH are communicated to the teachers, administrators, data specialists, and all other relevant stakeholders involved in the operation of the prekindergarten partnership.

- SAAH 3.6.2: Time of Day for Attendance Taking
- SAAH 3.6.3: Requirements for a Student to Be Considered Present for Foundation School Program Funding Purposes

Early Learning Center and/or Head Start Program Attendance Requirements

Early learning centers and Head Start programs often have their own unique attendance reporting requirements depending on their source(s) of funding. Partnership program staff should work together to ensure that requirements of all entities are met.

LEAs, Head Start programs, and early learning centers each have their own unique attendance and data reporting requirements.

DATA REPORTING

LEA Data Reporting Requirements

All LEAs are required to report all students enrolled in partnership classrooms into the Public Education Information Management System (PEIMS).

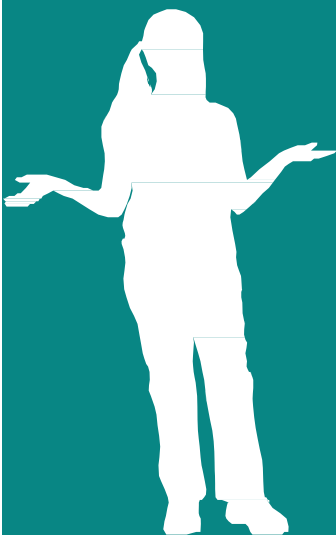
Technical questions can be directed to the data champions at the regional Education Service Center (ESC). Each ESC has one or more PEIMS Champion(s).

A list of Early Childhood Data System (ECDS) Champion(s), and other data champions who are trained to support districts and charter schools can be found at the links below:

- Champions for ESCs 1-10: <https://bit.ly/2JkohLN>
- Champions for ESCs 11-20: <https://bit.ly/2zByLa8>

Each district or charter school must ensure that these steps are taken before partnership classroom data can be submitted:

1. The district or charter school will need to obtain Texas Unique Student IDs and Staff Unique IDs for the students and teachers at the prekindergarten partnership site. A Unique ID is required for all students and staff members to load information into the ECDS. More information can be found at <https://bit.ly/2N1iEw>.
2. The district or charter school will need to determine what campus number to assign to students and staff at the prekindergarten partnership site. There are two options available:
 - a. Prekindergarten partnership students and staff are assigned an existing campus number from one of the existing campuses of the district. The district or charter school should notify the principal of any campus whose number is used for prekindergarten partnership reporting, as well as make clear who holds the reporting responsibilities for the partnership classroom. There are no limitations for how close the existing campus must be from the partnership site.
 - b. Prekindergarten partnership students and staff are assigned a new campus number. The district may request a new campus number through the District TED Administrator or Superintendent. More information can be found at <https://bly/2mqE3vL>. This number will be linked with other departments related to the operation of the partnership classroom, for instance the Human Resources or Budget Department



3. The district or charter school will need to have a policy for calendar inconsistencies between the provider partner and the district or charter school calendar. For instance, if a school district is on holiday for December 20th, but the provider partner is still open for business on that date, the policy must set the expectations and reporting of student attendance for that date. If the district or charter school reports student attendance only on days of district or charter school operation, then the expectation for the source of payment for those days (e.g., from parents, subsidy assistance, etc.) must be made clear to all parties.

4. The district or charter school will need to develop a method to track students enrolled in the partnership program. This can be done using a data element that is typically not used for prekindergarten students. For instance, a specific *Homeroom Indicator* or *Course Sequence Code* could signify participation in partnership program.

5. All other reporting procedures should be followed as outlined in the Student Attendance Accounting Handbook at <https://bit.ly/2Jur1G1>.

For LEAs implementing a model in which the partnership classroom teacher is employed by the provider, the partnership classroom can be coded under the “non-campus based instruction” with the subtype “other” (99) so that the classroom teacher’s educational data can be entered into the system.

Early Learning Center and/or Head Start Data Reporting Requirements

Early learning centers and Head Start programs often have their own unique data reporting requirements depending on the source(s) of funding received. Partnership program staff should work together to ensure that requirements of all entities are met.



CHARTER SCHOOL CONSIDERATIONS

An open enrollment charter school that would like to develop a prekindergarten partnership with a high-quality early learning center or Head Start program must follow the same provisions as school districts, with the following additional requirements:

- The charter school must be in good standing with TEA
- The charter school must be authorized to serve the age levels served in the prekindergarten program
- The charter school must be authorized to serve children on the site of the prekindergarten partnership program
- The charter school must be authorized to serve children from the residential areas of the children enrolled at the prekindergarten partnership program
- Enrollment of children in the partnership program combined with the charter school's student enrollment may not exceed the charter school's maximum enrollment

Meeting these requirements may involve the application for one or more expansion amendments with the Charter Schools Division of TEA, as prescribed in Texas Administrative Code. Charter schools must receive approval for expansion amendments before receiving funding for prekindergarten partnership programs. The expansion amendment application and approval process may require several months, which may extend the implementation timeline for starting a prekindergarten partnership program. Please contact CharterSchools@tea.texas.gov for questions about the charter school expansion amendment process.

SUPPORT AND RESOURCES

In 2019, with funding from the Texas Workforce Commission, TEA awarded over \$2.5 million to four grantees to provide support and services to LEAs, early learning centers, and/or Head Start programs interested in partnerships. Grantees primarily provide support and services in their respective regions but may provide support services outside the region as well. The grant may fund the following:

- teacher certification costs for early learning center teachers
- training and professional development for staff
- technical assistance on the development and sustainability of partnerships
- classroom materials
- curriculum
- assessment to meet high-quality prekindergarten requirements
- marketing to promote partnership programs
- sustainability efforts

If you are interested in receiving support in establishing or sustaining early learning partnerships, you may contact one of the RECESS grantees listed to the right.

Commit2Dallas: Serving Regions 10 & 11

DFW Metroplex
Chelsea Jeffery
972-965-3296
chelsea.jeffery@commit2dallas.org

ESC Region 9

Wichita Falls Area
Kimberly Thorne
940-322-6928
Kim.thorne@esc9.net

ESC Region 20

San Antonio Area
Jennifer Martinez
210-370-5783
Jennifer.martinez@esc20.net

Texas Association for the Education of Young Children: Serving Regions 12 & 13

Austin Area
Laurie Adams
512-215-8142
Laurie@texasaeyc.org



Head Start Partnership Resources

The *National Center on Early Childhood Development, Teaching, and Learning* has developed many great resources for partnerships between Head Start programs and early learning centers. Some of these resources can be modified for use in partnerships between LEAs and early learning centers and/or Head Start programs.

- Partnership Relationship Resources
<https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/partnership-relationships-resources>
- Planning Guide and Organizational Readiness Chart
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/EHS-Organizational-Readiness-Guide.pdf>
- Partnership Checklist
<https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-partnership-checklist.pdf>
- Partnership Elements Worksheet
https://childcareta.acf.hhs.gov/sites/default/files/public/quilt_partnership-elements_0.pdf

Child Care Map

Children at Risk has developed an interactive tool that shows where low-income, working families need quality childcare and how communities can increase access for all children. It shows school districts, elementary school campuses, various types of childcare providers (Texas Rising Star, Texas School Ready, nationally accredited), and Head Start providers. This tool can be used to help LEAs identify partners for their prekindergarten program.

For more information, visit: <https://childrenatrisk.org/childcaredeserts/>

WE ARE HERE TO HELP

The Early Childhood Education Division at TEA is available to provide technical assistance and guidance on the development and sustainability of early learning partnerships.

Information and resources on partnerships and other early childhood topics can be found here:

https://tea.texas.gov/Academics/Early_Childhood_Education/Early_Learning_Partnerships

For more information, contact:

Texas Education Agency

Early Childhood Education Division

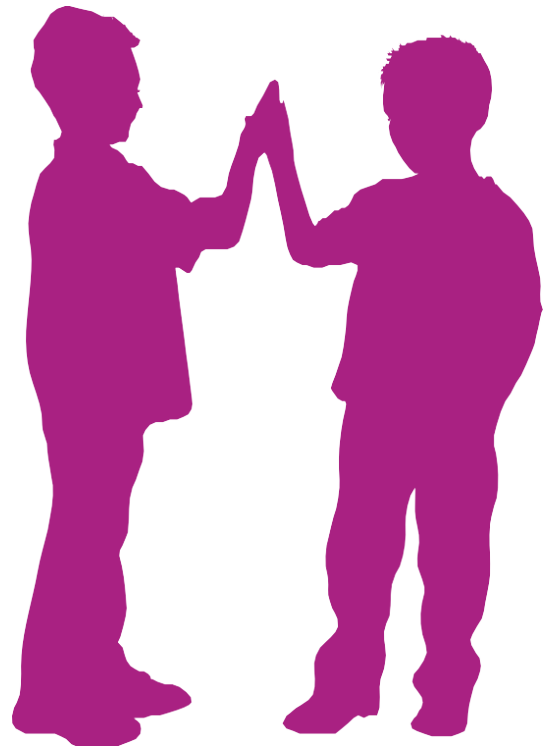
earlychildhoodeducation@tea.texas.gov

If you are a child care provider, contact:

Texas Workforce Commission

Shay Everitt, Senior Advisor for Child Care/Pre-k Partnerships

shay.everitt@twc.state.tx.us



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