



## Types of Pre-K Partnership Models

This document will cover the following types of pre-k partnership models:

1. LEA-employed lead teacher with pass-through funds (4-year-old classroom)
2. LEA-employed lead teacher (4-year-old classroom)
3. ELP-employed lead teacher (4-year-old classroom)
4. Half-day LEA-employed lead teacher (3-year-old classroom)

### Key Terms

Below are some key terms to help you understand this guidance.

- **LEA** - Lead Education Agency, which can be a school district or charter school network
- **ELP** - Early Learning Program, such as a child care center
- **HQPK** - High Quality Pre-K standards that all 4-year-old pre-k programs must meet
- **TA** - teacher's aide/assistance
- **Subsidy** - The funding provided to child care programs through Workforce Solutions for low-income parents who are working or receiving education/training
- **ADA** - Average Daily Attendance, which is based on the number of students attending school and determines the amount of funding an LEA receives. Early Education Allotment or other funds could also be used.

### Contact Information:

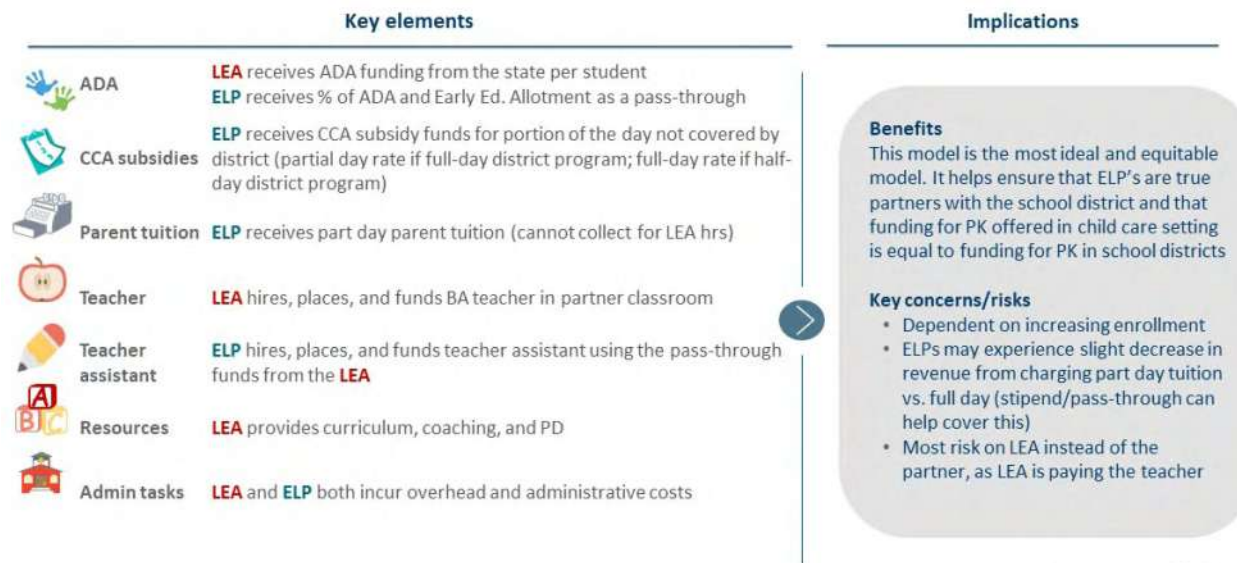
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<https://www.twc.texas.gov/programs/twc-prekindergarten-partnerships>



## Blended LEA-Employed Teacher and Pass-Through Funds (Ideal Scenario)

- LEA partner hires and employees the High Quality PreK (HQPK) qualified teacher
- LEA responsible for the salary, benefits, performance reviews, etc.
- **This model is attractive if the ELP does not currently employ a qualified teacher or if district salaries are significantly above the ELP as it can be challenging for the ELP to attract and retain degreed, certified teachers.**
- LEA passes through funds to cover:
  - overhead and administrative costs (facility usage, utilities, food costs for students, etc.)
  - the 7 hours that the center-employed teacher assistant is in the room (plus some extra for overhead)
  - whatever the LEA would pay the teacher assistant (not the teacher’s current salary at the center).
- The pass-through makes up any difference the center would potentially lose from subsidy children changing from full time to part time reimbursement rates.

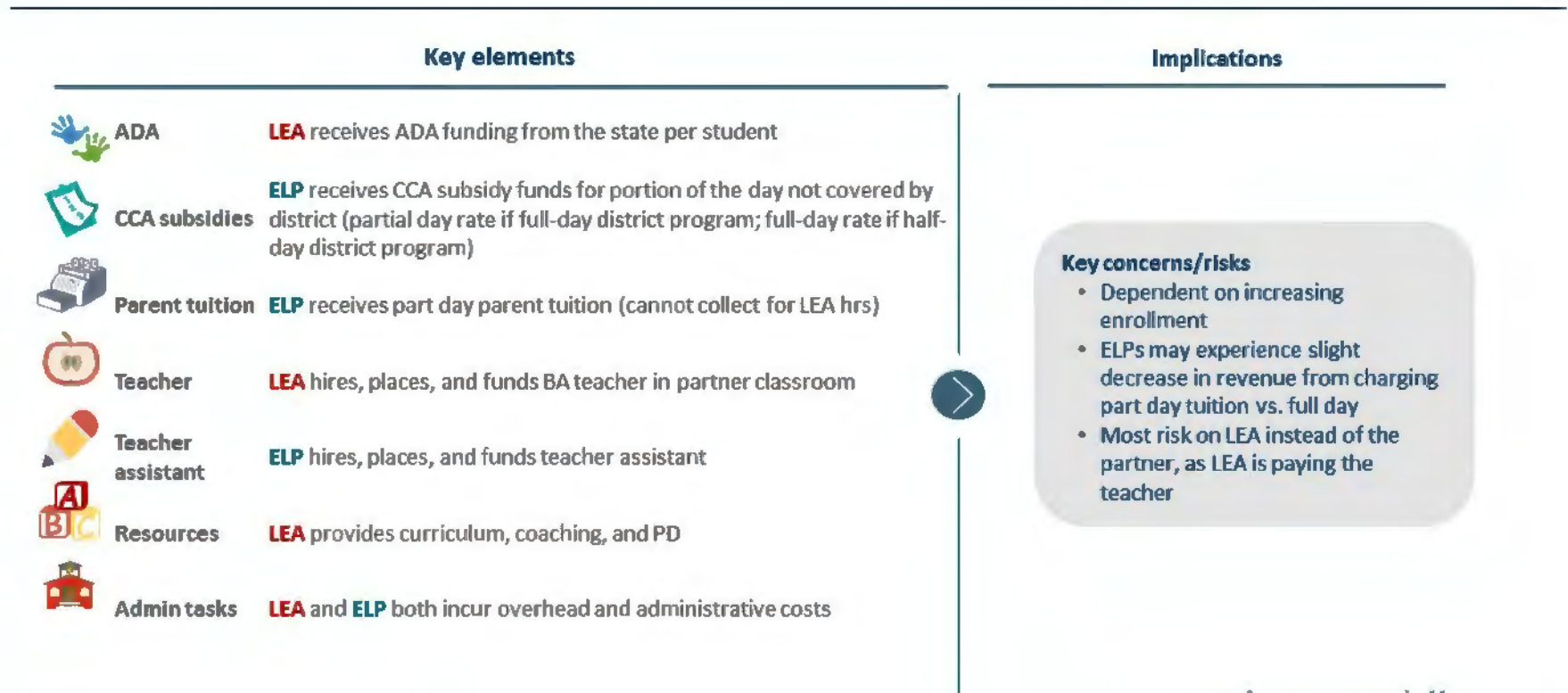


Adapted from Dallas LEA materials



## LEA-Employed Teacher

- The school district partner hires and employees the lead PreK teacher to meet High Quality PreK (HQPK) Requirements (BA/BS degree, certified, and meets one of the HQ qualification components).
- District responsible for the salary, benefits, performance reviews, etc.
- This model is attractive if the ELP does not currently employ a qualified teacher or if district salaries are significantly above the ELP as it can be challenging for the ELP to attract and retain degreed, certified teachers.

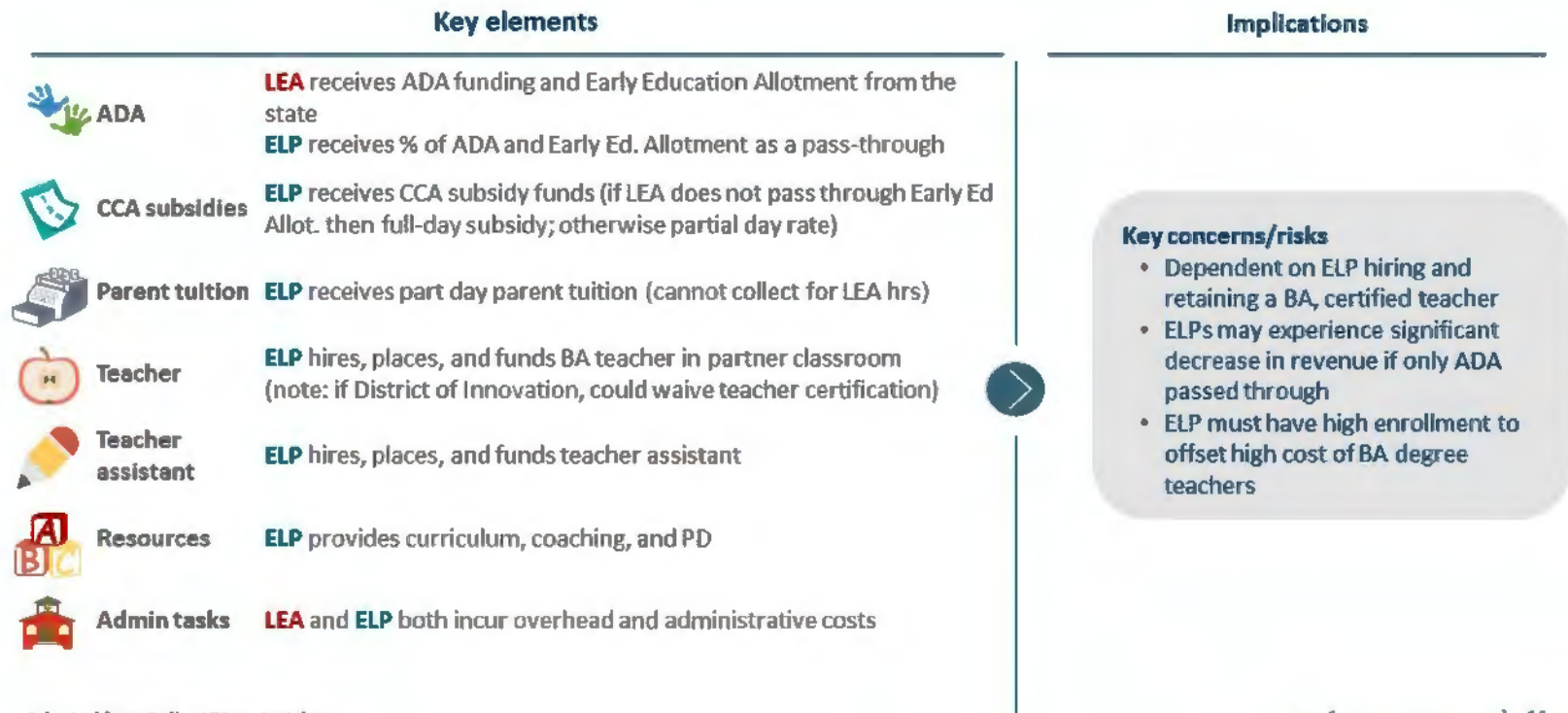


Adapted from Dallas LEA materials



## ELP-Employed Teacher (Includes Pass Through Funds)

- The ELP hires and employs the lead PreK teacher and the teacher meets the HQPK Requirements.
- ELP is responsible for salary, benefits, performance reviews, etc.
- This model is attractive if the ELP already employs a qualified HQPK teacher and there is consistency in teacher retention at the center.



Adapted from Dallas LEA materials



## Half –Day 3-Year-Old Class Blended Partnership

Based off a two-classroom model with 26 students enrolled with a target of 30 (3-year-olds, half day)

Key elements		Implications
ADA	<b>LEA</b> receives ADA funding from the state per student <b>ELP</b> receives 90% of ADA as a pass-through	<p><b>Benefits</b> This model is the most equitable model. It helps ensure that <b>ELP's</b> are true partners with the school district and that funding for PK offered in child care setting is equal to funding for PK in school districts</p> <p><b>Key concerns/risks</b></p> <ul style="list-style-type: none"> <li>• Dependent on increasing enrollment</li> <li>• Most risk on <b>ELP</b> instead of <b>LEA</b>, as <b>ELP</b> is paying the teacher</li> <li>• Thus the model only works for a <b>ELP</b> if <u>one</u> <b>LEA</b> teacher teaches half day Pre-K in <u>two</u> classes</li> </ul>
CCA subsidies	<b>ELP</b> receives full-day CCA subsidy funds for portion of the day not covered by district program	
Parent tuition	<b>ELP</b> receives part day parent tuition (cannot collect for LEA hrs)	
Teacher	<b>LEA</b> hires and places BA teacher <b>ELP</b> funds BA teacher (through pass-through)	
Teacher assistant	<b>ELP</b> hires, places, funds 1 teacher <b>ELP</b> hires, places, funds 1 TA	
Resources	<b>LEA</b> provides curriculum, coaching, PD, and observations	
Admin tasks	<b>LEA</b> and <b>ELP</b> both incur overhead and administrative costs	

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