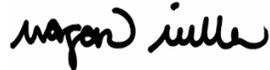


TEXAS WORKFORCE COMMISSION
Workforce Development Letter

ID/No:	WD 09-22
Date:	July 1, 2022
Keyword:	Child Care
Effective:	Immediately

To: Local Workforce Development Board Executive Directors
Commission Executive Offices
Integrated Service Area Managers



From: Reagan Miller, Director, Child Care & Early Learning Division

Subject: **Prekindergarten Partnerships**

PURPOSE:

The purpose of the WD Letter is to provide Local Workforce Development Boards (Boards) with guidance on prekindergarten (pre-K) partnerships.

RESCISSIONS:

None

BACKGROUND:

[House Bill \(HB\) 2607](#), 87th Texas Legislature, Regular Session (2021), requires Boards to inform local school districts and open-enrollment charter schools of opportunities to partner with child care providers in the Board's local workforce development area (workforce area) to expand access to and provide facilities for pre-K programs.

A pre-K partnership is defined as a collaboration between a public school pre-K program and one or more quality-rated child care providers to provide high-quality care and education to eligible three- and four-year-old children.

Pre-K partnerships can provide numerous benefits to families, child care programs, and school districts and open-enrollment charter school networks. For families, pre-K partnerships can provide:

- access to high-quality pre-K to support children's transition to kindergarten;
- consistency between the school day and before or after care;
- better hours for working parents who need a full workday of care; and
- a child care curriculum aligned with that of the local school district, which increases children's school-readiness.

For child care programs, pre-K partnerships can provide:

- higher enrollment and greater financial stability, as programs continue to fill classrooms for three- and four-year-old children while also receiving support and/or funding from the local school district;

- an opportunity to share knowledge and learn from teachers who have received a different type of training and education;
- a pathway to help transition children to public school for kindergarten; and
- increased school-readiness, resources, and professional development opportunities.

For school districts or charter school networks, pre-K partnerships can provide:

- quality wraparound care for longer hours than a typical school day;
- the ability to share school-readiness standards and expectations for future students;
- access to teachers with more rigorous training in developmentally appropriate practice and social-emotional support;
- more pre-K setting options to meet the diverse needs and preferences of families;
- a larger population of eligible three- and four-year-old children without having to build more classrooms;
- increased resources and professional development opportunities;
- open lines of communication with early childhood education programs serving future students; and
- earlier opportunities to engage parents.

PROCEDURES:

No Local Flexibility (NLF): This rating indicates that Boards must comply with the federal and state laws, rules, policies, and required procedures set forth in this WD Letter and have no local flexibility in determining whether and/or how to comply. All information with an NLF rating is indicated by “must” or “shall.”

Local Flexibility (LF): This rating indicates that Boards have local flexibility in determining whether and/or how to implement guidance or recommended practices set forth in this WD Letter. All information with an LF rating is indicated by “may” or “recommend.”

NLF: On an annual basis, Boards must inform the local education agencies (LEAs), such as school districts and open-enrollment charter schools, in the workforce area about opportunities to partner with child care providers in the Board’s workforce area to expand access to and provide facilities for pre-K programs.

LF: Boards may determine the most effective way to communicate with LEAs in their workforce area but are encouraged to share information in writing with lead education agency leadership and school boards.

NLF: Under Texas Workforce Commission Chapter 809 Child Care Services (CCS) rule [§809.22](#), Boards must exempt children who are directly referred from a recognized partnership from the Board’s waiting list, subject to the availability of funding and available slots at the partnership site.

NLF: Boards must be aware that the child care rule [amendments](#) that became effective on January 25, 2021, allow a pre-K partnership program to directly refer children into CCS. TWC adopted this path for CCS enrollment to support more stable partnerships and maximize available funding to serve more children. Boards must ensure that they have

developed and implemented processes for identifying and exempting children from the CCS waiting list who are directly referred from a recognized partnership, once all children in the first and second priority groups have been served. This is subject to the availability of funding and available slots at the partnership site.

NLF: If Boards are aware that a CCS program has secured a pre-K partnership agreement with an LEA, they must indicate this in TWIST.

LF: Boards may reference Technical Assistance Bulletin 300, issued July 1, 2022, and titled “Prekindergarten Partnerships,” which provides information, resources, and direction on implementing this requirement.

INQUIRIES:

Send inquiries regarding this WD Letter or pre-K partnerships to prekpartnerships@twc.texas.gov.

REFERENCES:

House Bill 2607, 87th Texas Legislature, Regular Session (2021)
Technical Assistance Bulletin 300, issued July 1, 2022, and titled “Prekindergarten Partnerships”