Benefits of Public-Private Early Childhood Partnerships

Across the state public and private education systems are utilizing partnerships to effectively improve the early childhood system. Flexibility, creativity and efficient utilization of funds have worked together for years to strengthen the system for children and those who care for them. We encourage you to add to the list as you explore the possibility of an Early Childhood Public- Private Partnership (PPP) for your organization.

- Improved access to education regardless of location and socioeconomic background
- Helps to build stronger infrastructures in rural areas of Texas
- Increased accountability to our parents and community
- Assist with Child Find
- Increase choice in education
- Improved employability
- More efficient operations
- PPPs can help institutions save time and energy by freeing them up from non-academic activities (e.g. coordinating book fairs, picture days………)
- Improved facilities from increased funding sources
- Help institutions build, finance, and manage their facilities more efficiently and flexibly
- Provide more educational opportunities for families, including longer hours of care and access to comprehensive services
- Community over competition mindset
- PPPs can help ensure that early childhood education initiatives meet the needs of the community
- Can provide new leadership, technical expertise, and sustainable financing solutions
- Help businesses and LEA’s retain productive employees and remain competitive
- Assist philanthropies maximize their impact on communities.
- Additional funding can help build new facilities, renovate existing facilities, and provide access to safe learning environments

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- PPPs can help improve the quality of early childhood education through shared best practices and innovative strategies
- Can help children transition from public to private and private to public
- Offering expanded educational opportunities for families of eligible 3- and 4-year-old children.
- Creating longer hours of care in more diverse settings and locations, and access to potential comprehensive services (e.g., oral, physical, and mental health services; family engagement programs; nutrition services; social services; developmental screenings or assessments)
- Assisting the transition for children from prekindergarten to kindergarten
- Providing increased capacity to serve more eligible 3- and 4-year-old students and promoting an increase in the number of children who are ready for kindergarten
- Creating a greater sense of community awareness about educational opportunities
- Establishing unique and specialized early childhood expertise of the early learning partner (e.g., developmentally appropriate practice, health and wellness supports)
- Creating new, sustainable streams of funding for educational opportunities
- Offset or eliminate Recapture payments for school districts
- Opening communication across the local early childhood community, increasing resources and shared professional development, and providing alignment of curriculum and assessments
- They bring together representatives from the public sector who derive their authority from federal, state, or local governmental entities; and representatives from the private sector (e.g., business, philanthropy, parents, community organizations) around shared goals

- Inform state policy priorities
- Build public awareness of the importance of early childhood development to engage the public

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- Provide flexible and more sustainable funding for locally identified needs, such as improving early care and education program standards, increasing access to health services, or providing professional development opportunities for early childhood practitioners and leadership

- Build or enhance the state and local infrastructure needed to effectively coordinate a statewide early childhood system
- Promote best practices by helping to bring promising models of high-quality programs to scale. These partnerships leverage resources and expertise via coordinated efforts that not only prevent duplication of efforts and ensure efficient use of resources, but also maximize impact on young children

- Minimize duplication of efforts

- Leverage technology, streamline processes and reduce administrative burdens for families and providers

Partnerships benefit several stakeholders:

- **Families**: children will have an increased number of opportunities to find a program that fits the needs of the family, based on location, program duration, and other factors. Because of increased commitment from both the LEA and the private provider to increasing quality, families will also have increased access to quality educational programming.
- **Districts**: The LEAs will be able to increase capacity and serve more eligible students without the cost and time of building new facilities. Because a greater number of children can be served, the number of children who are ready for educational success also increases.
- **Private Providers**: Partnerships open new sustainable streams of funding for private providers. In addition, they open communication between LEAs and providers, increasing the resources shared and the practices that can be aligned so that children have greater continuity in educational approach from prekindergarten to second grade.
- **Early Childhood Education Community**: Partnerships increase the ease of transition to each grade level because of greater alignment in classroom practices possible through purposeful coordination. In addition, partnerships build relationships and greater understanding among those in the early childhood education community, leading to a stronger community of practice.