COMMUNITY CHILD CARE AND EARLY HEAD START COLLABORATION ... MAKING A MATCH THAT WORKS

Early Head Start-Child Care Partnerships Application Toolkit
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This Toolkit includes information and resources from the Pennsylvania Child Care Association’s (PCCA) “Partnering Toolkit: Exploring Partnership Opportunities with Head Start and School District” written by Kelly Swanson in 2006 and the PCCA “PreK-Toolkit: Strategies and Tools for Participating in Pre-Kindergarten Initiatives in Pennsylvania” also by Ms. Swanson. ECEC is deeply indebted to PCCA and Ms. Swanson for their leadership in developing these handbooks and allowing ECEC to incorporate relevant information into this document. Additional ECEC Toolkits are being developed to help your organization partner with other types of early childhood programs and services.

This toolkit is available on both the Early Care and Education Consortium’s website and the Parents As Teachers website.
INTRODUCTION
Welcome to the Early Care and Education Consortium’s (ECEC) Early Head Start Partnering Toolkit. Despite the challenges inherent in forging successful partnerships, particularly across programs supported by different funding sources, the early childhood community has traditionally valued the benefits of program partnership and pursued collaboration and coordination in a variety of configurations. In 2014 the Office of Head Start will support states and communities in expanding high quality early learning to over 100,000 infants and toddlers through the newly funded Early Head Start – Child Care Partnerships initiative. Through these partnerships, Early Head Start grantees will partner with center-based and family child care providers who agree to meet Early Head Start Program Performance Standards and provide comprehensive, full-day, full year high-quality services to infants and toddlers from low-income families. This new initiative provides ECEC members the opportunity to strengthen mixed delivery systems at the state and local level by partnering with Early Head Start and other service providers as non-profit and tax-paying community programs.

Purpose of Toolkit
The purpose of this Toolkit is to provide ECEC members with:

- An understanding of the benefits of partnering with another organization or organizations to seek funding as an Early Head Start – Community Child Care Partnership
- A better understanding of how Early Head Start programs are funded and operate
- Effective strategies for establishing and maintaining partnerships with Early Head Start
- Examples of successful partnerships between Community Child Care centers and Early Head Start programs
- Information on a current funding opportunity available from the Department of Health and Human Services

Note to Early Head Start, Head Start and Parents as Teachers programs: Although this Toolkit was written primarily for child care programs, it may also be helpful if you are interested in forming partnerships with quality child care programs. Please contact the Early Care and Education Consortium for additional information.

Using the Toolkit
The Toolkit can help guide you through the partnering process and give you the knowledge, skills, and confidence you need to explore partnerships in your community. No two partnerships will be the same, but some basic models are illustrated to help you decide what type of partnership to pursue and with which partners.

Because this Toolkit may be your first step in preparing for exploring and establishing a partnering opportunity, additional resources are provided for more information on a specific program or aspect of partnering. If you have additional questions, please contact the staff at ECEC for assistance. You may also find the Table of Contents helpful in locating specific information. The Resources section can lead you to other publications that may be helpful to you in your efforts to partner with Early Head Start, Head Start and Parents as Teachers programs.
UNDERSTANDING POTENTIAL PARTNERS

To collaborate with potential partners, it is necessary to understand how the programs are funded and operate. Before approaching another organization to discuss a potential partnership, do your homework by learning about their mission, source of funding, standards, operating procedures, and other critical information. While you don’t need to be an expert on the other program, considerable time can be saved and problems avoided when you are well-versed on their culture, organizational structure and program requirements. As you research potential partners, consider ways your organizations are similar, can complement each other, and have similar goals and priorities.

Head Start

Because the Early Head Start program is part of the overall Head Start program it is important to understand both programs. The following section provides an overview of the federal Head Start program.

Mission

Head Start is a federal program that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide a learning environment that supports children's growth in the following domains:

- language and literacy
- cognition and general knowledge
- physical development and health
- social and emotional development
- approaches to learning

Comprehensive Services

Head Start programs provide comprehensive services to enrolled children and their families. These include health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to educational and cognitive development services. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

Parent Involvement

Head Start emphasizes the role of parents as their child's first and most important teacher and programs build relationships with families that support:

- family well-being and positive parent-child relationships
- families as learners and lifelong educators
- family engagement in transitions
- family connections to peers and community
- families as advocates and leaders

Parents are considered active participants in their child’s development and are encouraged to be actively involved in Head Start. The Policy Council which oversees Head Start operations must be comprised of at least 51 percent parents.
Population Served

*Head Start* serves preschool-age children and their families. To be eligible for *Head Start*, families must have family income at or below the federal poverty level, which is established and issued each year in the [Federal Poverty Guidelines](#). *Head Start* programs are required to verify family income before determining a child is eligible to participate in the program. Programs may enroll some children from families whose incomes are higher than the federal poverty level if they meet other eligibility requirements. Families with circumstances such as homelessness, children in foster care, receiving Temporary Assistance to Needy Families or Supplemental Security Income may also qualify for services. Many *Head Start* grantees also operate *Early Head Start* programs to serve infants, toddlers, and pregnant women and their families who have incomes below the federal poverty level.

Service Models

*Head Start* programs offer a variety of service models, depending on the needs of the local community. Programs may be based in:

- community centers or schools that children attend for part-day or full-day services
- family child care homes
- children's own homes, where a staff person visits once a week to provide services to the child and family. Note: Children and families who receive home-based services gather periodically with other enrolled families for a group learning experience facilitated by *Head Start* staff.

Curriculum

*Head Start* programs are expected to use the *Head Start Child Development and Early Learning Framework* in making curriculum and assessment decisions. The *Framework* outlines the essential areas of development and learning that are to be used by *Head Start* programs to establish school readiness goals for their children, monitor children’s progress, align curricula, and conduct program planning. The *Framework* is organized into 11 domains, 37 domain elements, and over 100 examples, but does not provide specific benchmarks or levels of accomplishment for children to achieve during their time in *Head Start*. The domains include:

- Physical Development and Health
- Social and Emotional Development
- Approaches to Learning
- Language Development
- Literacy Knowledge and Skills
- Mathematics Knowledge and Skills
- Science Knowledge and Skills
- Creative Arts Expression
- Logic and Reasoning
- Social Studies Knowledge and Skills
- English Language Development
Staff Qualifications
As of September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs had to have a baccalaureate or advanced degree in early childhood education, or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. Also, all Head Start education coordinators, including those that serve as curriculum specialists, nationwide in center-based programs had to have a baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. This is a nationwide requirement and may not be met in some individual Head Start centers.

Head Start teaching assistants must have at least a Child Development Associate credential or be enrolled in a program leading to an associate or baccalaureate degree or be enrolled in a Child Development Associate credential program to be completed within 2 years. The requirements for Early Head Start teachers are outlined in Section 645A(h)(1) of the Head Start Act. This section requires that "not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development."

Standards and Oversight
Head Start grantees must provide the services described in the Head Start Performance Standards and in accordance with the Head Start Act of 2007. The Office of Head Start is responsible for oversight of Head Start grantees to ensure the performance standards are met and the best quality of care is provided to enrolled children. In addition, some cities, states, and other federal programs offer funding to expand Head Start and Early Head Start to additional children within their jurisdiction. Any organization that partners with Head Start must meet applicable Head Start standards.

Head Start programs are subject to periodic reviews; during these reviews the program’s compliance with the Head Start Performance Standards is assessed. A description of the review process and the protocols that are used during the reviews are available in the FY 2014 Office of Head Start Monitoring Protocol.

Head Start Collaboration Offices (HSSNCO)
Section 642B of the Head Start Act authorized the creation of State and National Collaboration offices. The Head Start State and National Collaboration Offices Framework guided the work of the collaboration offices. Beginning in 1990, the Administration on Children and Families (ACF) awarded Head Start collaboration grants to support the development of multi-agency and public and private partnerships at the state and national levels.

These partnerships were intended to:

- Assist in building early childhood systems
- Provide access to comprehensive services and support for all low-income children
• **Encourage widespread collaboration between *Head Start* and other appropriate programs, services, and initiatives**

• Augment *Head Start’s* capacity to be a partner in state initiatives on behalf of children and their families

• Facilitate the involvement of *Head Start* in state policies, plans, processes, and decisions affecting target populations and other low-income families

The Office of Head Start has established national and regional priorities that guide HSSNCO's work plans to include Child Care and ECE Systems. HSSNCOs:

• Coordinate activities, referrals, and resources with the state agency responsible for the *Child Care and Development Block Grant (CCDBG)* program and resource and referral to make full-day/full-year child care services available to children

• Promote use of the *Head Start Program Performance Standards* in state efforts to raise the quality of programs

• Support programs participating in the state Quality Rating and Improvement System and partner with child care and early childhood systems at the local level

See the [HSSCCO website](#) for descriptions of two partnerships including a description of a *PreK-Head Start* collaboration in Tulsa, Oklahoma. *Head Start* also provides a publication, *Cross-System Collaboration*, which describes collaboration efforts.

**Early Head Start**

The reauthorization of the *Head Start Act in 1994* established *Early Head Start (EHS)* as a program to serve infants and toddlers under the age of 3, and pregnant women. *EHS* provides early, continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families, and pregnant women and their families. In 2012 (the latest year for available data) 1,016 programs provided EHS child development and family support services in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands and served over 167,000 children under the age of three.

Of the cumulative enrollment in FY2012, 27 percent of the children were less than a year old, 29 percent were one year old, 31 percent were 2 years old and only 4 percent were three years old. Thirteen (13 percent) percent of the enrolled children had disabilities (developmental delay, health impairments, visual handicaps, hearing impairments, emotional disturbance, speech and language impairments, orthopedic handicaps and learning disabilities).

Almost all the enrolled children (97 percent) of the *Early Head Start* children received continuous accessible health care and 97 percent had health insurance. Ninety-one (91 percent) percent of those with health insurance were enrolled in the Medicaid/Early and Periodic Screening, Diagnostic, and Treatment (EPSDT), CHIP (Children's Health Insurance Program) or a state sponsored child health insurance program. More than 101,450 parents volunteered at their local *Early Head Start* program. About 20 percent of the EHS staff were HS/EHS parents.
Early Head Start Goals

The goals of Early Head Start are to:

- Provide safe and developmentally enriching caregiving which promotes the physical, cognitive, social and emotional development of infants and toddlers, and prepares them for future growth and development
- Support parents, both mothers and fathers, in their role as primary caregivers and teachers of their children, and families in meeting personal goals and achieving self-sufficiency across a wide variety of domains
- Mobilize communities to provide the resources and environment necessary to ensure a comprehensive, integrated array of services and support for families
- Ensure the provision of high quality responsive services to family through the development of trained and caring staff

Early Head Start Principles

Early Head Start is based on a set of principles designed to nurture healthy attachments between parent and child (and child and caregiver), emphasize a strengths-based, relationship-centered approach to services, and encompass the full range of a family’s needs from pregnancy through a child’s third birthday.

They include:

- **An emphasis on high quality** which recognizes the critical opportunity of Early Head Start programs to positively impact children and families in the early years and beyond
- **Prevention and promotion activities** that both promote healthy development and recognize and address atypical development at the earliest stage possible
- **Positive relationships and continuity** which honor the critical importance of early attachments on healthy development in early childhood and beyond. Parents are viewed as a child’s first, and most important, relationship
- **Parent involvement** activities that offer parents a meaningful and strategic role in the program’s vision, services, and governance
- **Inclusion strategies** that respect the unique developmental trajectories of young children in the context of a typical setting, including children with disabilities
- **Cultural competence** which acknowledges the profound role that culture plays in early development. Programs also recognize the influence of cultural values and beliefs on both staff and families’ approaches to child development. Programs work within the context of home languages for all children and families
- **Comprehensiveness, flexibility and responsiveness** of services which allow children and families to move across various program options over time, as their life situation demands
- **Transition planning** respects families’ need for thought and attention paid to movements across program options and into—and out of—Early Head Start programs
- **Collaboration** is, simply put, central to an Early Head Start program’s ability to meet the comprehensive needs of families. Strong partnerships allow programs to expand their services to families with infants and toddlers beyond the door of the program and into the larger community
Cornerstones

*Early Head Start* programs are also expected to operate based on the cornerstones cited below:

Programs must support the physical, social, emotional, cognitive, and language development of each child. Parenting education and the support of a positive parent-child relationship are critical to this cornerstone.

1. **Family Development:** Programs must seek to empower families by developing goals for themselves and their children. Staff and parents develop individualized family development plans that focus on the child's developmental needs and the family's social and economic needs. Families that are involved in other programs requiring a family service plan will receive a single coordinated plan so that they experience a seamless system of services.

2. **Community Building:** Programs are expected to conduct an assessment of community resources so that they may build a comprehensive network of services and supports for pregnant women and families with young children. The goal of these collaborative relationships is to increase family access to community supports, make the most efficient use of limited resources, and effect system-wide changes to improve the service delivery system for all families in the community.

3. **Staff Development:** The success of the *Early Head Start* program rests largely on the quality of the staff. Staff members must have the capacity to develop caring, supportive relationships with both children and families. On-going training, supervision, and mentoring will encompass an inter-disciplinary approach and emphasize relationship-building. Staff development will be grounded in established "best practices" in the areas of child development, family development, and community building.

Program Options

All *Early Head Start* programs are expected to serve families through a full day, full year program option that best meets the needs of their families. Programs provide options, determined through the data collected from their community needs assessment and conversations with families, to comprehensively and flexibly meet the needs of families. As infants and toddlers grow and change, and as family needs evolve, diverse program options can support them over time. This ensures that families can grow within a consistent, supportive setting, buttressed by strong relationships and developmentally-appropriate care and services.

There are several ways that *Community Child Care Programs* can collaborate with *Early Head Start*. These partnerships can provide parents with seamless service that takes advantage of the multiple funding streams available to low-income parents. Some partnerships between *Early Head Start* and quality Community Child Care programs can also reduce transportation costs and eliminate children being moved from facility to facility during the day. Whichever option you choose, you should ensure *Early Head Start* children are NOT isolated in targeted classrooms separated from the other children you serve. **The goal is to provide a program that serves both *Early Head Start* eligible children and non-*Early Head Start* children in the same classroom.**
• **Center-based services** provide early learning, care and enrichment experiences to children in an early care and education setting. Staff members also visit family homes at least twice per year.

• **Home-based services** are provided through weekly home visits to each enrolled child and family. The home visitor provides child-focused visits that promote the parents' ability to support the child's development. Twice per month, the program offers opportunities for parents and children to come together as a group for learning, discussion, and social activity.

• **Family Child Care services** provide care and education to children in a private home or family-like setting.

• **Combination services** combine both home- and center-based services.

In FY 2012, 46 percent of enrolled EHS children were in the center-based option, 42 percent in the home-based option, 2 percent in the family child care option and 3 percent in the combination option.

**Family Focus**
In addition to supporting the physical, social, emotional, cognitive, and language development of each child, *Early Head Start* programs are also expected to actively partner with families. Parenting education and the support of a positive parent-child relationship are critical to this cornerstone. Programs must seek to empower families by developing goals for themselves and their children. Staff and parents must develop individualized family development plans that focus on the child's developmental needs and the family's social and economic needs. Families that are involved in other programs requiring a family service plan must receive a single coordinated plan so that they experience a seamless system of services.

**Parents as Teachers**

**Mission**
To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

**Vision**
All children will learn, grow and develop to realize their full potential.

**Services**
*Parents as Teachers* helps organizations and professionals work with parents during the critical early years of their children's lives, from conception to kindergarten. The concept for *Parents as Teachers* was developed in the 1970s, when Missouri educators noted that children were beginning kindergarten with varying levels of school readiness. Research showed that greater parent involvement is a critical link in the child's development of learning skills, including reading and writing. Early childhood professionals suggested that a program to provide early detection of developmental delays and health issues, and parent education to help parents understand their role in encouraging their child's development from the beginning could help improve school readiness and parent involvement. With funding from the Missouri Department of Elementary and Secondary Education and The Danforth Foundation, *Parents as Teachers* began in 1981 in Missouri as a pilot project for first-time parents of newborns. Recognizing the program's benefits and cost effectiveness, the Missouri legislature provided state funding in 1985 to
implement Parents as Teachers programs in all Missouri school districts. Since 1985, Parents as Teachers has expanded to all 50 states and six other countries.

**What Parents as Teachers Does**

**Develops Curricula**
Grounded in the latest research, Parents as Teachers develops curricula that support a parent’s role in promoting school readiness and healthy development of children. The approach is intimate and relationship-based. Parents as Teachers embraces learning experiences that are relevant and customized for the individual needs of each family and child. As a result, individuals and organizations that use the curricula benefit from Parents as Teacher’s understanding of the evolving needs of today’s families and children.

**Trains Professionals**
Leading health, education and social service organizations and professionals seek out Parents as Teachers curricula and training because of its flexibility to easily integrate with other services they provide. Parents as Teacher’s partners serve broad and diverse populations, so the training addresses the developmental needs of any child, including those most vulnerable. Parents as Teachers offers providers practical, hands-on applications for parents in real-world situations.

**Advocates for Children and Families**
Parents as Teachers is a champion for early intervention and parental involvement. By serving as a unified voice for early childhood education and healthy child development, PAT educators raise awareness and shape policy around evidence-based practices that support the importance of enhancing school readiness by reaching children during the critical, formative years of life.

**Sets High Standards**
Parents as Teachers is committed to evidenced-based research in order to offer the most relevant information and tools to early childhood development and education providers. These efforts help Parents as Teachers partners positively impact children during their most critical, early years of life.

**Parent Engagement**
Parents as Teachers recognizes that parents play a crucial and primary role in their child’s healthy and optimal development. The Parents as as Teachers curriculum and approach is designed to support and provide resources to parents in this critical role. That means providing the information, support and encouragement that all parents need to help their children develop optimally during the crucial early years of life. Parents as Teacher’s goal is to help parents engage with their children in ways that lead to a lifetime of good health, educational achievement, and future success.

**Population Served**
Families may enroll in Parents as Teachers beginning with pregnancy and the child may remain in the program through age 6 or through their kindergarten year.

**Parents as Teachers Approach**
There are four main components:
• Personal visits
• Group connections
• Screenings
• Resource network

Parent educators share research-based information and utilize evidence-based practices by partnering, facilitating, and reflecting with families. Parent educators use the Parents as Teachers Foundational Curriculum in culturally sensitive ways to deliver services that emphasize: Parent-Child Interaction, Parenting behaviors, Child development, Parent-child activities, Development-Centered Parenting, Link between child development and parenting, Developmental topics (attachment, discipline, health, nutrition, safety, sleep, transitions/routines, and healthy births), Family Well-Being, Family strengths, capabilities, and skills, Protective factors based on the Strengthening Families™ approach, Resourcing.

Curriculum
The Parents as Teachers Foundational Curriculum connects the theoretical framework of Parents as Teachers with practice. It has been designed to provide a framework for home visiting using the Parents as Teachers model and focuses on the home visit. It is a blend of personal visit plans and guide planning tools to allow parent educators enough flexibility to individualize service for your families while maintaining the consistency required producing outcomes.

Staff Qualifications
All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational Training. The minimum qualifications for parent educators are a high school diploma or GED and two years previous supervised work experience with young children and/or parents.

Finding Local Programs
If you are not familiar with the Early Head Start programs in your local area you can find them by using the Head Start Locator. To find an Early Head Start program near you, begin your search by entering location details. You can increase the distance or choose a specific type of Early Head Start center. Once you have entered your search criteria, select the search button. When the search is completed, you may download a list of all results in CSV format. Note that this website provides not only a list of local programs, but also the delegate agency which is responsible for administering the program. To begin to establish a partnership, the delegate agency will be your contact.

To locate Parents as Teachers programs in your local area contact your state’s department of education and inquire about local Parents as Teachers programs, or consult the Locations page on the Parents as Teachers website http://www.parentsasteachers.org/resources/locations.

Decision Makers
To initiate discussions with a local Head Start or Early Head Start program, the best person to start with will probably be the Head Start or Early Head Start Director. Or you could begin discussions with the head of the grantee or delegate agency that operates the program. This could be the head of the
Community Action Agency, the local school superintendent, or the head of another agency that is the delegate agency for the Head Start or Early Head Start program. However, the agency’s Board and the Policy Council will have to approve any partnership that develops. In addition to the parent majority on the Policy Council, the Policy Council must also include local community representatives who are recommended by the grantee or delegate agency and approved by the Policy group parents. If the school district is the grantee for the Head Start program, the school board will have to approve a partnership.

Working with Parents as Teachers involves contacting your local Parents as Teachers program, or contacting the Parents as Teachers National Center and asking to speak with the program coordinator or state leader for your area. Tell them you are interested in a partnership and make sure the decision-makers from both programs are engaged. You may contact the Parents as Teachers national center at http://www.parentsasteachers.org/contact.

Lessons from Research Conducted on Early Head Start

The Early Head Start Research and Evaluation Project (EHSREP) Research was conducted to determine the factors that contribute to Early Head Start programs succeeding. In developing your partnership proposal it may be helpful to keep the findings of this research in mind. As indicated above, all Early Head Start programs must focus on fully implementing the comprehensive Performance Standards focusing on both child and family functioning. The EHSREP found that the pattern of impacts across Child Development and Health, Family Development, and Community Building, and Management Systems and Procedures were stronger for those programs that fully implemented these standards earlier. The EHSREP found that overall, children and families benefitted from Early Head Start.

The study also found:

- All programs had positive impacts; however, those providing diverse program options had the broadest and strongest pattern of impacts.
- Those programs that fully implemented the Performance Standards had the broadest pattern of impacts for children and families.
- Those programs with the home-based option tended to have impact on parenting and parent self-sufficiency outcomes.
- Center-based programs, and home-based programs that fully implemented the Performance Standards with a strong focus on child development, had impacts on child outcomes at age 3.

Strategies for successful implementation included:

- Increasing emphasis on child development through curriculum selection.
- Expanding child development services through partnership with quality child care programs working with community child care to improve quality in both Early Head Start programs and child care.
- Establishing and maintaining community partnerships to support families' ability to access services.
- Developing management information systems to facilitate information on families' access to services, especially health services.
Early Care and Education Consortium
The Voice for Child Care Providers

The EHSREP included three rounds of week-long site visits to each of the 17 programs in the study during the period of 1996 to 1999. In order to achieve full implementation, a program had to score at least four on a five-point scale for all domains assessed.

Other findings from the national EHSREP conducted by Mathematica Policy Research, Inc., and Columbia University’s Center for Children and Families, in collaboration with the Early Head Start Research Consortium included:

- 3-year-old Early Head Start children performed significantly better on a range of measures of cognitive, language, and social-emotional development than a randomly assigned control group.
- The parents of the 3-year-olds scored significantly higher than control group parents on many aspects of home environment and parenting behavior.
- There were impacts for parents on progress towards self-sufficiency, and for fathers specifically.


To Learn More
ACF maintains an extensive website that provides current and additional information about Head Start and Early Head Start. Parents as Teachers maintains their information on [http://www.parentsasteachers.org/](http://www.parentsasteachers.org/).

**BENEFITS OF PARTNERING**

**For Children and Families**

*Partnering with other organizations will enable you to better serve the children and families in your community.*

By collaborating with other programs, you can help ensure families have access to the services they need to provide care and supervision their children while they work or go to school. Coordinated efforts between you and Early Head Start/Head Start programs will reduce the burden on parents by making it possible for them to interact with one agency for support rather than having to interface with several agencies to get the services they need for their child. It will also help ensure children’s total day and year is designed to enrich and enhance their development rather than learning occurring only for part of the day or part of the year when the child is in a specific program. Blending the funding of the services families and children need can reduce the overall cost to parents and enable them to obtain higher quality, comprehensive services for their children. Partnering will also reduce or eliminate the need for children to transition between programs during the day, eliminating transportation costs and a source of stress for both children and families.
For the Community

**Collaboration between the early care and education programs within a community offers broader system benefits.**

Collaboration enables your community to increase services to families by leveraging funds from multiple sources to provide higher quality care and more comprehensive services for local families. Partnering enables communities to use existing facilities to expand early care and education services instead of funding costly construction projects or leasing additional space for *Early Head Start* programs. Partnering can also reduce transportation costs because young children won’t have to be transported from a part-day *Early Head Start* program to a community-based program for wrap-around care. When “competition” for serving young children in a community is reduced by partnering, relationships among competing programs that all have the interests of young children in mind are strengthened. One of the biggest benefits for a community is the multiplier effect, e.g. a larger cross-section of children can be served, not only those with the greatest needs.

**For Your Program**

Partnering can have many benefits for your own program. Through collaboration with a local *Early Head Start / Head Start* program, you can maximize use of your facility throughout the program day and year instead of having some rooms empty or with low enrollment during parts of the day or year when children have left the building to go to the public schools for *Pre-K programs or Head Start*. Partnering can also help you enhance the quality and reputation of the curriculum you offer. By collaborating with the *Early Head Start* staff, your teachers can learn additional ways to provide quality experiences for infants and toddlers as well as share their expertise with the *Early Head Start / Head Start* staff.

Partnering can also increase professional development opportunities for management as well as classroom staff if you take advantage of the opportunities to jointly plan curriculum and conduct staff training with *Early Head Start/Head Start* curriculum specialists and trainers and *Parents as Teachers* Parent Educators. When directors of quality early childhood programs work hand in hand with *Early Head Start / Head Start* directors they can experience the benefits of being part of a wider professional community. Including *Parents as Teachers* staff enables programs to strengthen parent engagement in program activities and children’s learning, improve communication between teachers/providers and parents, provide research-based parenting information to families, better understand and, therefore, educate enrolled children, and retain families in the program.

**BUILDING A FOUNDATION FOR PARTNERSHIPS**

**Make the Case for Expanding Services**

*Head Start* and *Early Head Start* may be more interested in considering a partnership if there is a need for expanding early care and education services in your community. Once a partnership is established your organization and your new partners will need to spend more time and effort answering this question, but you should do an initial assessment. Find out how many children 0-3 years needing services are in your community and how many are being served by existing programs. In most
communities additional children could be served if additional facilities and funding were made available through partnerships.

To make the case for partnerships to expand early care and education services in your community, you may want to focus on the need to improve school readiness. In most states you will be able to get data from the state education offices on how well the children in your local school district are doing on state and national education measures. Some of the data to look or ask for include:

- Early reading assessment data
- Retention rates of children in kindergarten and early primary grades
- Third grade assessment scores
- National Assessment of Educational Progress (NAEP) state data at 4th and 8th grades
- High school graduation and dropout data
- Poverty rates
- Unemployment rates

**Challenges and Barriers to Partnering**

Before initiating a partnership it is useful to understand what some of the challenges and barriers may be to developing a partnership. If you consider these potential obstacles in advance, you will be better prepared to deal with them if they occur.

**Program Stereotyping**

*Head Start* and *Early Head Start* officials may not be aware of the variations in quality among *Community Child Care* programs. National, state or local reports about the questionable quality of child care programs or the deficiencies of state child care licensing requirements may have led them to assume all child care programs are of low quality. For that reason, you will need to be prepared to make the case for why your program is a quality child care program and worthy of a potential partnership. Explain that the licensing regulations are minimum requirements and that many programs, including yours, exceed those minimums. If your program is nationally accredited or participating in the state QRIS that can also help you make your case. Inviting local officials to visit your program and see the quality for themselves can also be convincing.

**Different Regulations**

Your program and that of potential partners will be subject to different regulations and regulators. As a licensed child care program you are aware of the regulations your program must follow whether they are issued by the state Department of Health, Human Services, Social Services or some other state, county, or city agency that regulates child care in your state and the agencies to which you are accountable. *Head Start programs* are federally-funded and must follow the federal regulations for *Head Start* programs including the *Head Start Performance Standards*. Each *Head Start and Early Head Start* program is also part of a federal region and has a relationship with a *Head Start* Regional Office. Check with your licensing contact on what the relationship is between these agencies in your state and whether *Head Start* and *Early Head Start* programs follow the same licensing regulations your program does, as well as others unique to their mission and funding.
**Teacher Qualifications and Certification**

Both Head Start and Early Head Start programs have specific teacher qualifications that must be met. In most cases, your state’s requirements for teaching staff in child care programs will be lower than what is required for Head Start or Early Head Start programs. If your teaching staff already meets or exceeds those requirements, this should not be an issue. If your teaching staff could obtain state teacher certification based on their education preparation, but have not done so, you could encourage or help them do so. If their teaching license has expired and they have not renewed it because it wasn’t required by your program, some additional coursework may be required. Whether or not you develop a partnership with Head Start or Early Head Start, being able to advertise that your teachers are state certified can be a positive marketing tool.

If your teaching staff does not currently meet the Early Head Start requirements for teachers, there are ways to overcome this barrier. As part of the partnership agreement, the Head Start program or Early Head Start program may agree to fund teachers for the classrooms that meet their program’s requirements or provide funding to enable your existing staff to meet these requirements. There may be state T.E.A.C.H or other funds available to help your staff achieve the required credentials. Early Head Start may fund or provide teachers who meet the staff qualification requirements for the number of hours required to meet the program standards with your program funding and providing the teaching staff for the remaining hours. This is an obstacle that can be overcome through creative thinking and collaboration.

**Facility Requirements**

As a state-licensed child care program owner or director, you are familiar with your state’s facility requirements for child care programs. In most cases, the Head Start Performance Standards outline similar requirements for Early Head Start centers. To compare your state’s facility requirements or your own facility with the Head Start facility standards, open the link to the Head Start Performance Standards and go to the section labeled 1304.53 Facilities, materials, and equipment.

**Comprehensive Service Requirements**

Early Head Start programs must provide comprehensive services to enrolled children and their families. In addition to education and cognitive development service, these include health, nutrition, social, and other services determined to be necessary by family needs assessments. Your program probably does not provide these services, but you may refer eligible families to community organizations and agencies that make these services available. In addition Early Head Start and Head Start funds may be available to provide these services, not only to Early Head Start eligible children enrolled in the partnership program, but also to some of the children in your existing program. Through collaborative efforts, your program and your partners may be able to leverage community agency resources to help obtain additional services for the children enrolled in community, and Early Head Start programs.

**Transportation Services**

Your program may provide transportation as part of the basic child care fee or as an additional fee. Early Head Start programs typically provide transportation as a basic program service. If you enter into a partnership agreement, the Early Head Start or Head Start grantee will continue to provide this service.
to the *Early Head Start* eligible children who are receiving services in your facility for all or part of the day. There may be some additional transportation costs that will also have to be covered by the grantee if children have to be transported during the day between facilities, for example, if they attend part of the day in the *Early Head Start* center and part of the day in your facility.

**Program Governance**

*Early Head Start* has very specific program governance requirements. These requirements probably will differ from the way you have set up your own board and parent advisory groups. *Head Start* requires the establishment of a **Policy Council** at the grantee level. In addition, there must be a **Policy Committee** at the delegate agency level when the program is administered in whole or in part by such agencies.

A **Parent Committee** must be established at each individual center. For other program options, such as an *Early Head Start* program implementing the family child care option, an equivalent Committee must be established at the local program level. When programs operate more than one option from the same site, the Parent Committee membership can be combined unless parents choose to have a separate Committee for each option. Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center for center-based programs or at the equivalent level for other program options such as family child care.

If you develop a partnership to provide *Early Head Start* you will need to establish these required governance bodies, but may continue to operate your existing Board. You and the grantee can work together to establish a subcommittee of your Board or the grantee’s Board which fulfills the requirements of the Performance Standards. This subcommittee will not be involved in the Board responsibilities related to your overall program.

**In-Kind Contributions**

One of the most challenging aspects of operating an *Early Head Start* program is meeting the requirements for in-kind contributions. The *Head Start* Act stipulates that the Federal share of the total costs of the *Head Start* program will not exceed 80 percent of the total grantee budget, unless a waiver has been granted (*Head Start* Act Section 640(b)). If the grantee agency fails to obtain and document the required 20 percent, or other approved match, a disallowance of Federal funds may be taken. Non-Federal share must meet the same criteria for allowability as other costs incurred and paid with Federal funds.

In order to continue receiving federal funding, each *Early Head Start* program must receive donations. These donations are called “In-Kind” donations and they must equal at least 20 percent of the total dollar amount that comes from the Federal Government. Achieving the 20 percent in-kind contribution can be difficult for any grantee, but can be especially challenging for for-profit organizations because they cannot accept monetary donations. Allowable in-kind donations for for-profits can be in several forms including time and goods.

Some examples of in-kind time donations include the services of volunteers performing services such as:

- Attending Policy Council or Policy Committee meetings
• Reading and telling stories to children at the center
• Maintaining or fixing toys
• Picking up trash outside the center
• Building or fixing playground equipment
• Making or fixing furniture
• Watching training videos in the center
• Reading educational material in the center
• Eating lunch with the children in the center
• Going on field trips with the children
• Assisting with screening of children
• Calling parents to inform them of program events
• Cleaning and sanitizing toys in the center
• Planning or helping with an activities such as making play-doh or pudding finger paint
• Assisting the teacher with lesson plans (preparing materials)
• Bringing in artwork or other “treasures” to share with the children
• Sharing talents by teaching classes to Early Head Start families, children or community members
• Participating in Early Head Start sponsored training
• Developing homework assignments to be sent home with each child

Recruiting and training individuals to serve as volunteers will require staff and other resources, and these costs should be considered in developing a partnership proposal.

In addition to external volunteers, it may be possible to count some of the services offered by your program staff to the Early Head Start/Head Start program above and beyond the services funded by the program. For example, if your company has a marketing specialist, that individual’s services could be donated to help publicize an Early Head Start parent involvement program. If you receive a discount from some of your suppliers, you may be able to count the value of the discount toward the in-kind contribution. If you receive a discount on real estate because of an arrangement you have with the city or a property owner, or if you as the owner of the property discount the program’s rent, you may be able to count the value of the discount toward the in-kind contribution. However, be sure you get pre-approval of any in-kind contributions of this type so they do not become non-compliance issues and jeopardize continued funding from federal funds.

ASSESSING THE NEED FOR PARTNERSHIPS
The first step in initiating a partnership with an Early Head Start/Head Start program is to determine whether there is a need for a partnership. This first involves looking inward at your program. Ask yourself:

✓ Do you have space to serve more children?
✓ Are children leaving your program during the day to attend Early Head Start/Head Start?
✓ Is there a need to offer Early Head Start/Head Start to more families than are currently being served in your community?
Are you taking advantage of the Parents as Teachers program within your community for the children you serve?
Would your program be more effective if you could improve relationships with families or better support their parenting?
Are you struggling with recruiting or retaining families?
Are you interested in collaborating with other programs in your community to provide more comprehensive services to children and families?

Next, learn about your community:

Is the Head Start or Early Head Start or Parents as Teachers program interested in increasing the number of children served? Are funds available to do so?
Are there barriers to either expansion of Head Start or Early Head Start or Parents as Teachers (for example, lack of facilities) that collaborating with your program could remove?
Are the facilities currently available for Head Start or Early Head Start or Parents as Teachers located where there is a need for these programs? If not, are your facilities located where your program could better serve these families?
Are the facilities currently available for Head Start or Early Head Start or Parents as Teachers in need of replacement because they do not meet basic health and safety standards? Do you have better facilities to offer?
Is there a need for parenting engagement services in your community?
Are there opportunities for special funding, for example, as described in the 2014 federal funding bill that could fund a partnership effort?
Is there a need for child health and development screening services in your area?

If the answer to any or all of these questions is “yes”, it strengthens the case for partnering between high performing Community Child Care programs and Early Head Start/Head Start programs.

Assess the Quality of Your Program
Before considering becoming part of a partnership, it is important to assess the quality of your Community Child Care program. When you make the initial contact with Head Start or Early Head Start, they will want to know about your program. Be sure your program is currently offering or is capable of offering the services the partner may want and at the level of quality required. Reviewing your program against the Head Start Performance Standards can be beneficial in not only making your program an attractive partner, but in enhancing the quality of your program for the parents and children enrolled. The curriculum and performance standards for Early Head Start/Head Start are discussed in an earlier section which also cite on how to access this information.

If your program is not currently accredited by an external nationally recognized organization, this may be the time to consider accreditation. Accreditation may make your program more attractive to Head Start or Early Head Start potential partners. Accreditation is available from a number of professional accrediting bodies, each of whom has different standards and criteria for obtaining accreditation.
through their organization. Review the websites of various accrediting organizations listed in below to learn more about their differences, how to achieve accreditation and the cost of becoming accredited.

- Accredited Professional Preschool Learning Environment (APPLE)
- Association for Early Learning Leaders
- Council on Accreditation
- National Association for the Accreditation of Young Children
- National Early Childhood Accreditation Program
- Southern Association of Colleges and Schools (Before and After School only)

Another way to demonstrate the quality of your services is to ensure your program has the highest rating possible in your state’s Quality Rating and Improvement System. Note: not all states have one. As a licensed program, you are probably already aware of your state’s Quality Rating and Improvement System. If not, access the website for the state licensing agency for additional information. In addition to checking the requirements for the highest ratings, find out what resources are available to help child care programs in your state improve their current rating. If your program currently doesn’t have the highest rating, achieving it can enhance your readiness for a partnership.

Many states have tools for assessing the quality of their prekindergarten programs, and these tools may be available on your state’s early education website. An example is the Texas School Ready! Language and Literacy Checklist from The Children’s Learning Institute, State Center for Early Childhood Development, University of Texas Health Science Center at Houston. This checklist, which is included in the Appendix, is an example of a tool you could use to assess your own program before approaching local Head Start/Early Head Start programs about forming partnerships.

**Types of Partnerships to Consider**

There are several ways that Community Child Care programs can collaborate with Head Start, Early Head Start, and Parents as Teachers. These partnerships can provide parents with seamless service that takes advantage of the multiple funding streams available to low-income parents. Regardless of the type of partnership developed, Early Head Start children should always be integrated into classrooms with community child care children – generally they should not be served in separate targeted classrooms and segregated from the other children enrolled in your program.

**Serving Head Start or Early Head Start Eligible Children in Community Child Care Classrooms**

Community Child Care programs frequently serve children in their classrooms who are eligible for Early Head Start, but are not enrolled in the Early Head Start program for various reasons, e.g., long waiting lists, lack of facility space, funding constraints, and transportation issues. In this instance, Community Child Care programs could reach out to the Early Head Start Agency and suggest forming a partnership to serve Early Head Start-eligible children who are already attending or could be enrolled in their community program. The Early Head Start program would provide services to the community program, for example, conducting assessments, equipment and supplies, staff training, transportation for field trips, and health/developmental screenings for all the enrolled children. In return, the Community Child Care program would agree to meet Early Head Start Performance Standards to be eligible to receive these services and funding for the Early Head Start-eligible children.
Adding Head Start or Early Head Start Classrooms to Your Community Child Care Program

Some Community Child Care programs have partnered with Head Start to provide Early Head Start classrooms in their facility. In this arrangement, the curriculum and activities in that classroom must meet Head Start Performance Standards, but not all children in the classroom have to be Early Head Start-eligible. Early Head Start funds are used to pay part of the cost of the program for the Early Head Start-eligible children. Child care subsidy funds could be used to offset the additional cost of providing full-day services. In this type of arrangement, the roles and responsibilities of both the Community Child Care program and Early Head Start program must be specifically delineated in a memorandum of understanding, so confusion and conflict does not occur. In addition, Head Start recordkeeping requirements must be met.

Another way to add Early Head Start classrooms to a Community Child Care program is for the program to lease some of its unused classrooms to the Early Head Start grantee.

Serving as a “Hub” for a Network of Early Head Start Family Child Care homes

Early Head Start/Head Start grantees have the option to deliver their programs in Family Child Care. “Head Start Family Child Care” means EHS/HS comprehensive services are provided to a small group of children through their enrollment in Family Child Care. This arrangement often works well because a Family Child Care home provides a more intimate small group setting for the youngest children. Under the federally-funded partnership effort called for in the 2014 legislation, your program could consider serving as a “hub” for an organized network of Family Child Care homes that provide Early Head Start services. Your organization could provide the leadership and support services needed to make a network of family child care homes successful in achieving the goals of Early Head Start.

Participating in a Community-based Model

In some communities, several Community Child Care programs and Early Head Start programs as well as other agencies serving children have joined together to better serve children and families. As part of these collaborations, Community Child Care Programs are able to access multiple financial and services opportunities that they can offer to their families and children and gain increased professional development and compensation for their workforce. A comprehensive approach to building community partnerships will involve outreach to organizations such as the Community Action Program, home visiting programs—including Parents As Teachers, pre-natal and other health support service providers, libraries and other family literacy resources, as well as other support service programs such as food banks and the public housing authority. Check with your city/county government office to see if they will support such an arrangement.

Collaborating with Parents as Teachers

Community Child Care programs may partner with Parents as Teachers in a variety of ways. Children attending Community Child Care centers may also be enrolled in a local Parents as Teachers program and receive personal visits. The Parents as Teachers approach to personal visits focuses on parent-child interactions, development-centered parenting and family well-being. In this scenario, children and families would receive the benefit of both quality center and home-based care. Community Child Care providers may also be supported by the Parents as Teachers Supporting Caregivers through Personal
Visits Curriculum. The goal of the curriculum is to give care providers research-informed information and evidence-based practices that are supportive and educational. It also provides a structure for care providers to pass on that knowledge to the parents of the children in their care through specially designed Parent Pages. This model ensures Child Care staff have a close working relationship with Parents as Teachers staff that strengthens the support for the children and families served.

Adding the Parents As Teachers Approach to a Community Child Care Program

The strong alignment between Early Head Start and Parents as Teachers, illustrated here at http://www.parentsasteachers.org/resources/alignment-with-early-head-start, increase the chances of a successful partnership among Child Care, and Parents as Teachers. The Parents as Teachers approach helps Early Head Start children enter school ready to learn. Parents as Teachers offers an approach to home visiting that helps achieve Head Start outcomes... an approach that is relationship-based and parenting-focused. Together, the evidence-informed Foundational Curriculum and training prepare staff to promote school readiness and parent engagement, hallmarks of Early Head Start. The Parents as Teachers curriculum and approach offers support for family goal setting consistent with Early Head Start Performance Standard § 1304.40(a). It also provides evidence-based practices that support parents’ ability to make a positive impact on their child’s development. It is an approach that engages families in ongoing child assessment consistent with Performance Standard § 1307.3 b (2). Applicants for the Early Head Start-Child Care Partnerships grant must meet all Head Start Performance Standards (HSPS): Parents as Teacher’s alignment with key Head Start Performance Standards, particularly areas of Family Engagement, strengthens any such application.

Collaborating with an Existing Parents as Teachers Model Program

When a Parents as Teachers program or Model Affiliate exists in a community, Child Care centers can collaborate with the program in the following ways.

1. Families of children attending your Child Care center may be encouraged to enroll in the Parents as Teachers program to access parenting education and support through the four components of the model – personal visits, child screening, group connections, and resource networking. In this scenario, Child Care center staff and Parents as Teachers staff can work as a team to support children’s development. One example is gaining parents’ permission to share developmental screening results with a child’s Child Care teacher or provider to help inform planning of classroom activities.

2. Child Care centers can partner with the local local Parents as Teachers program to broaden the services they provide to non-enrolled their families.
   a. Center families can participate in group connections that are held by the Parents as Teachers program. In some cases, the Child Care center will have space available to hold a group that would include Center and Parents as Teachers families.
   b. Parents as Teachers trained staff may be able to complete developmental screenings on center children, communicating results with parents and teachers.
   c. Along with Early Head Start, Parents as Teachers may be a source for connecting center families to needed resources.

Improving Program Quality through the Parents as Teachers Model

Parents as Teachers has developed a curriculum and training to support continuous quality improvement. The Supporting Care Providers through Personal Visits Curriculum is designed to provide
research-based information and a structure to the professionals working to improve the quality of ChildCare in centers and homes. The resources, provider handouts, and multi-age activities can be used with groups of providers or one-on-one to improve practices and enhance their knowledge. The curriculum also provides a way for care providers to pass on that knowledge to the parents of the children in their care through specially designed Parent Pages.

**APPROACHING POTENTIAL PARTNERS**

**Learn about Potential Partners**

Before developing a partnership you must become aware of state and local initiatives in early care and education and what has already been implemented in your community or is in the process of being implemented. A place to start is to find out if your state has a state early education council or advisory committee. Section 642 B(b)(1)(A)(i) of the *Head Start Act* required the Governor of each state to designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry.

The State Advisory Councils on Early Childhood Education and Care (SACs) were charged with developing a high-quality, comprehensive system of early childhood development and care. The SACs help ensure statewide coordination and collaboration among the wide range of early childhood programs and services in the State, including Child Care, *Head Start*, IDEA preschool and infants and families programs, and pre-kindergarten programs and services. The Administration for Children, Youth and Families awarded nearly $100 million of American Recovery and Reinvestment Act funding as grants to 45 States, DC, PR, VI, Guam, and American Samoa. As of November, 2013 the councils are no longer receiving federal funds, but pending legislation includes funding for them.

In 2013, the federal Administration for Children, Youth and Families published a status report on state advisory councils, *Early Childhood State Advisory Councils Status Report April 2013*. In this report you can find a profile of your state’s Early Education Advisory Council and the work they accomplished under the funding provided prior to 2013. The website for your state’s Council is part of the profile of the agency that coordinated the effort. You can use the website or contact the agency listed to find out if your State Advisory Council is still active.

The Administration for Children and Families provides contact information for early childhood development state and regional contacts at [http://www.acf.hhs.gov/programs/ecd/state-and-regional-contacts](http://www.acf.hhs.gov/programs/ecd/state-and-regional-contacts). On this link you can find contact information for your state’s Advisory Council, state’s Child Care and Development Fund contact, and state *Head Start* Collaboration Director.

To get contact information for local *Head Start* or *Early Head Start* programs, use the [Head Start Locator](http://www.acf.hhs.gov/programs/ecd/state-and-regional-contacts) on the Office of Head Start website. Note the information on the Grantee or Delegate Agency responsible for the programs. That is the office you should contact to discuss partnership opportunities. Before contacting any local individuals, do your homework. Find out as much as you can about the local *Head Start* or *Early Head Start* programs. Some of the ways to learn about the programs are to:

- Review their websites for general and early childhood-specific information.
- Attend open meetings such as the *Head Start* Policy Council meetings.
• Participate in community events hosted by the organizations such as open houses, informational meetings, and other special events.
• Read stories about the programs in your local paper including any editorials and letters to the editor.
• Participate on committees that address early childhood education issues in your community. These committees are frequently looking for volunteers. *Head Start* and *Early Head Start* staff often serve on these committees. When you see an announcement of a committee meeting, ask if you can participate or call and volunteer your services.
• Talk to other child care program leaders in your area and find out if they have partnered with *Head Start* or *Early Head Start* or are participating in some local activities.

**Set Up a First Meeting**
It is important to be prepared when you approach a potential partner, whether it is the *Head Start* or *Early Head Start* program. Here are some tips as you prepare for your first meeting:

• Focus on what you have in common. Build rapport by emphasizing common goals before addressing areas where you differ.
• Be sure the potential partner understands you offer a quality program. Share your accreditation or QRIS rating. Talk about the qualifications of your staff and your curriculum.
• Make the case for the potential benefits you believe can be achieved through a partnership – the benefits for children and families, the community, and both your programs.
• Expect several meetings before agreeing to work on a partnership. Don’t expect a decision in your first meeting. If the individual with whom you are speaking seems reluctant avoid the door being closed; arrange a follow-up meeting for further discussion.

**Begin the Conversation**
Partnership opportunities have more potential for coming to fruition if there is something in it for both parties. As you approach *Head Start* or *Early Head Start* staff emphasize what you believe the other organization and your organization have to benefit from a partnership. Focus on your common goals and what could be the end goals of a partnership. Articulate what your organization has to bring to the table and your understanding of the strengths and assets of the potential partner. Also share what are non-negotiable issues for your organization, for example, if you are a tax-paying organization that you must be able to recoup the direct and indirect costs of offering the program.

**Utilize a Neutral Party**
It may be easier to forge a partnership with another entity if you ask someone that knows both you and the potential partner to assist. If a *Head Start* teacher serves on your advisory board or has a child enrolled in your program, ask this individual to introduce you to the *Head Start* or *Early Head Start Director* and sit in on the initial conversations. If you and the *Head Start Director* or *Early Head Start Director* are both members of the local early childhood organization, ask the president of the organization to set up a meeting between the two of you to discuss the potential for collaboration to benefit the children in the community. Once you enter into serious discussions with a potential partner,
it may benefit both of your organizations to have a facilitator to help you work out the details of the partnership. If funds are not available to hire someone to do this, a staff member from a local nonprofit or a community leader may be willing to help.

DEVELOPING A PARTNERSHIP
Developing a partnership requires effort on the part of all those involved. The Office of Head Start has developed a Checklist for Developing a Partnership Agreement/Contract that can be used to guide partnership team’s efforts. A copy is included in the Appendix of this document.

Build a Sense of Trust
A successful partnership requires a strong trusting relationship between/among each member of the partnership. Trust doesn’t occur automatically. Getting to know each other and each other’s organization(s) can go a long way toward helping build trust. Honesty is also important in establishing a partnership. Being straightforward about the strengths and limitations of your organization, while protecting confidentiality and abiding by Board policies is important.

Being reliable is also important. If you say you will provide information by a specific date, it is important to follow through and do so! Being open and not keeping secrets or having a hidden agenda that might damage the partnership also helps develop confidence. Open information sharing is a reciprocal process. We tend to withhold information from people who seem to resist opening up to us. The individual or individuals you are meeting with about a partnership will get their first impression about the potential for a partnership through their first meetings with you. Your perceived competence may impact on their willingness to discuss a partnership. For that reason it is important you prepare for your meetings with them, be on time and prepared, and dress professionally.

Develop Knowledge of Each Other’s Organizations
Building a strong foundation of knowledge about each other’s programs is a good way to get started. Suggest each organization share its program rules, regulations, and policies. Exchange program brochures, mission/vision statements, handbooks and manuals that describe operations of potential partners. Avoid or explain the program’s unique terms, acronyms, or jargon that each potential program uses. Clarify the way your program uses terms that may be defined differently by the other organization, for example, program year e.g. school year, calendar, or fiscal year. Arrange for key individuals such directors, assistant directors, early childhood specialists and other administrative staff to visit each other’s organization. Taking the time to develop these common understandings will help you and your potential partners avoid misunderstandings if you do develop a partnership.

Suggest a Joint Site Visit to a Successful Partnership
Once you have made contact with the Head Start director or Early Head Start director it may be useful to suggest you jointly visit a partnership site in your state or nearby state that has developed a successful partnership. Seeing firsthand how other groups have effectively combined resources to serve the children in their community may help ease concerns a potential partner may have. Such a visit can help you and your potential partner better understand the mechanics of partnering by asking questions
of your counterparts who have experienced the process. Traveling together also will give you time to talk and get to know each other professionally. Ask your State Early Education office and Head Start office for suggestion of successful partnerships sites you could contact.

**Involve the Right People**

In the beginning, it is helpful to have individuals involved who are “positive, if not enthusiastic”, about the possibility of forging a partnership. Often these are individuals who, regardless of position, are strong advocates for young children and their families. They may be the Head Start or Early Head Start educational specialist, a Head Start or Early Head Start center director, a teacher or Policy Council Chair. Pair these individuals with those in similar positions in your organization.

At some point it is important to add other members to a “partnership study group and implementation team” formed to guide the project successfully to fruition. This team should include key administrators from the Head Start or Early Head Start program who can present the partnership plan to their decision-making bodies as well as help develop the plan and resolve issues that may arise. Fiscal staff from your organization and the other organization will also need to be involved to guide securing and blending different funding streams to support joint operation. It is also important to have front line staff involved from the beginning because their enthusiasm or lack thereof can make or break a potential partnership. They can also help judge the feasibility of the planned partnership and support grass roots components of implementation once joint activities begin.

**Meet Regularly and Identify Leadership**

Once a team of individuals begin meeting to discuss a partnership, it is critical to meet on a regular basis. The individuals involved will probably be busy people who have many demands on their time. Establishing a regular and consistent time for meeting to discuss a potential partnership or get one off the ground will greatly increase the likelihood that a partnership will actually develop and produce results. As soon as possible, determine, with a representative of the other group, who will be responsible for convening the group, informing team members of meetings, maintaining written records of the meetings, and taking care of other “housekeeping” duties related to the partnership meetings.

**Develop Goals and a Vision for the Partnership**

In the beginning it is important to spend time identifying the goals and vision for the partnership. While both groups will have young children and their families’ needs in mind, their ideas of how to meet those needs through a collaborative effort may be very different. Sharing those ideas and formulating a joint vision statement and set of both short term and long term goals will provide a document that can be revisited if the partnership gets off track or conflicts occur. The vision and goals will also help the partnership team develop a plan for implementing a collaborative effort and communicating the initiative to both decision makers and line staff. It is unlikely those who must approve the plan to move forward will do so unless the vision and goals for the partnership have been clearly articulated.

**Leverage Resources and Funding**

In most communities no one program has the funds and other resources needed to offer the early care and education programs needed for the children and families in that area. Partnerships can help
administrators identify, leverage and effectively use a variety of funding sources, such as Title I, Head Start, special education, state Pre-K, and after school funds, child care subsidies, Race to the Top, foundation grants and other resources such as “kid ready” facilities to implement programs for children birth through 3rd grade.

The Texas Early Childhood Education collaborative manual identifies the realities in current early care and education funding:

- Many public schools and some Head Start programs do not have the facility space needed to expand programs for young children.
- Neither PreK nor Child Care funding is adequate to provide the more stringent adult: child ratios necessary for a quality early care and education program.
- Neither PreK nor Child Care has funding to provide the comprehensive services needed by many of the young children enrolled in early care and education programs.
- Neither Head Start nor PreK has the funds to offer the hours of service daily and throughout the calendar year to meet the needs of working parents.

This reality is the foundation for developing and sustaining a partnership between your program and either Head Start or Early Head Start or both organizations.

Before entering into a partnership agreement, be sure you understand your own costs for providing service. You may be tempted to underestimate those costs in order to get a partnership established, but this could prove costly in the long run and damage the fiscal health of your organization. Make sure the full cost of providing service including the requirements of the Head Start Performance Standards is included in the partnership agreement. Even though a Head Start program or Early Head Start program may propose a reimbursement amount, you have the right and a responsibility to negotiate an amount that will cover your current costs as well as additional services required by the agreement.

**Negotiate a Partnership Agreement**

The partnership you establish with another organization should be outlined in a written document through a Memorandum of Understanding (MOU) or an Interagency Agreement. Having a written document that clearly defines roles and responsibilities will help ensure the partnership develops and operates smoothly. Generally, you, as the program administrator, and a person at a similar level in the other organization will develop the MOU. The Head Start or Early Head Start program’s legal staff will also probably be involved in developing the MOU. Instead of starting from scratch, contact organizations you know that have developed partnership MOUs for some samples to adapt and expand for your partnership. The Head Start or Early Head Start Policy Council will have to approve the MOU. After the initial MOU is developed and approved additional service agreements or MOUs may be required to cover different aspects of the partnership, such as transportation.

**Develop a Detailed Partnership Agreement**

A detailed memorandum of understanding (MOU) or partnership agreement should be established with your potential partner. The MOU or agreement may also include a contract. Considering every possible
scenario and division of services during negotiation can help you establish a smoother partnership. Some of the basic areas to address in the agreement include:

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<td>Funding</td>
<td>Staffing</td>
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<td>Facility Space</td>
<td>Curriculum and Assessment</td>
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<td>Equipment and Materials</td>
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<td>Transportation</td>
<td>Health services and Screenings</td>
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<td>Nutrition and Meals</td>
<td>Special Needs</td>
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<td>Social Services</td>
<td>Parent Boards and Involvement</td>
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<td>Professional Development</td>
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<td>Maintenance and Repairs</td>
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<td>Evaluation</td>
<td>Decision-Making Process and Authority</td>
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<td>Payment Schedules</td>
<td>Fiscal Responsibility</td>
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<td>Termination of Contract</td>
<td>Modification of Contract</td>
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<td>Governance</td>
<td>Monitoring</td>
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*The Office of Head Start* has a [detailed fiscal management checklist](#) for partnerships on their website to help you develop the fiscal aspects of an agreement. A copy is included in the Appendix of this document for your use.

**EVALUATING AND MAINTAINING A PARTNERSHIP**

Once established, a partnership between your program and a *Head Start* or *Early Head Start* program must be maintained in order to continue. Since you will have invested considerable time and other resources in establishing the partnership, you will want it to continue as long as it benefits your program, the community, and children and families. *To help ensure the long-term viability of a partnership*:

- *Establish and maintain clear communication avenues and schedules.* Ongoing communication is critical to the success of a partnership. It strengthens the relationship and also allows the
partners to address concerns or issues early before they become major problems. Schedule regular opportunities and meetings for key leaders to discuss the partnership.

- **Be flexible and willing to compromise.** It may be necessary to revise the partnership agreement after several months or a year of operation to address issues that were not expected during the planning stages.
- **Respect the partners’ needs for information and data.** Both Head Start and Early Head Start are required to make regular reports to their funding sources and will need you to provide your information in a timely and accurate manner.
- **Continually assess how well the partnership is operating and ask the partner organization to provide you with feedback as well.** The Office of Head Start has a Partnership Self-Assessment Tool which may be helpful to you and your partner in assessing how well the partnership is going. Using such a tool can help make this process more effective and less sensitive because the elements have been identified by an external body. A description of the tool and a copy of it are included in the Appendix to this document and it is available on the Office of Head Start website.

What Makes Partnerships Succeed …Findings from Research

It is important to learn from partnership arrangements in the past. The Office of Head Start has conducted research (Schilder et al., 2005) to find out what helps partnerships be successful. Some recommendations based on the findings are:

- Have a well-defined, written partnership agreement (including a contract) before entering into a formal partnership with Head Start or any other potential partner. Some of the elements that should be included in the agreement are:
  - The contract between the other organization and your organization
  - Policies regarding administrator, teacher and service provider roles and responsibilities
  - Goals and objectives that clearly articulate what is to be achieved
  - Financial arrangements for the partnership
  - Procedures for communication
  - Agreements about curriculum
- Seek to partner with a Head Start or other organization with similar goals.
- Establish solid communication before beginning to work on a partnership.
- Provide Head Start funding directly to the Child Care partner to support their costs of meeting the Head Start Performance Standards. Ensure the Child Care partner receives sufficient funding to pay the cost of providing quality service. **Note:** There is a direct relationship between the amount of funding provided by Head Start to the Child Care partner and the success of a partnership.
- Funds should be provided to the Community Child Care program to:
  - provide teachers with professional development opportunities
  - enhance teachers’ salaries and benefits if they are not comparable to the those of the Head Start/Early Head Start staff
o hire teachers and family service workers if not provided by the Head Start Agency specifically to offer the comprehensive services and curriculum enhancements needed to meet the Head Start/Early Head Start standards
o purchase curriculum materials and equipment
• Funds should be included for the Head Start grantee to:
o offer the comprehensive child and family screenings, referrals, and services required by the standards
o hire a partnership coordinator and family service worker(s) to help both organizations jointly meet the Head Start Performance Standards
• The partnership contract:
o should provide funds to allow for the fluctuations in child enrollment and timing of subsidy funding
o specify a process for regularly reviewing the financial arrangements and accounting for the cost of providing care that meets the EHS/HS performance standards even when circumstances change

Research on previous partnerships (Schilder et al, 2005) has also provided insights into the processes and agreements that help keep partnerships functioning successfully. For example, successful partnerships have processes and procedures for:

• Developing a shared philosophy
• Orienting the Community Child Care staff to the Head Start/Early Head Start program and Early Head Start/Head Start staff to the Community Child Care Program
• Orienting Community Child Care staff to the Head Start/Early Head Start regulations and Early Head Start/Head Start staff to Community Child Care subsidy and state regulations
• Resolving conflicts
• Preparing Community Child Care and Head Start staff or their new responsibilities
• Involving all staff in all phases of the partnership
• Keeping children enrolled if parents lose subsidy eligibility
• Keeping children enrolled if parents lose Early Head Start eligibility
• Managing finances

As in most endeavors, good communication has been found to be key for partnerships to succeed!

SPECIAL ISSUES RELATED TO PROVIDING EARLY HEAD START
Providing quality infant and toddler care services is challenging in any environment. Additional criteria must be addressed in providing these services within a program that is required to meet the Head Start Performance Standards. A synopsis of guidance provided in by the Office of Head Start to address some of these issues is provided below to assist you as you plan your partnership to offer Early Head Start.
Dividing Space into Functional Areas

The Head Start Performance Standards require center space to be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions. This requirement is based on knowledge that infants and toddlers learn and explore most successfully within their relationships with caregivers. Therefore, infants and toddlers can most easily focus on particular activities when they have easy visual and physical access to their infant-toddler teachers. Leaving an open area in the center of the room allows toddlers to engage in vigorous walking or pushing activities and creates a space for gross motor equipment, such as a tunnel. The equipment in this area can be altered to meet the changing need of the group or individuals. Such separation can be created by strategic placement of shelves or use of an area rug.

Separation of a large space into smaller areas may also be required to meet the group size requirements of no more than eight infants or toddlers in a group. If your program room capacity accommodate more than eight infants or toddlers, you will either need to reduce the total enrollment in that room to eight or less or arrange the room so that it functions as separate areas accommodating no more than one group of eight children at any one time. Doing so requires a room with enough square feet to provide all the required learning center areas as well as the cribs and other equipment required to provide quality care for infants and toddlers. Programs must ensure that at least 35 square feet of usable indoor space per child is available for play and exploration times. This is a minimum space requirement and does not include the area occupied by cribs.

Sleeping Preferences and Areas and Space for Play

Early Head Start programs are expected to work closely with families to learn about the child’s sleeping patterns and home practices; and together incorporate these strategies into the classroom experience. Programs may be challenged when family practices conflict with the program’s philosophy and practices. For example, the Head Start Performance Standards state that a child may not be placed to sleep with a bottle. When there is a conflict, your program is expected to share information with the family on the intention of preventing bottle-mouth tooth decay and facilitate discussion on alternative plans. A trusting, respectful relationship with each family will help provide the opportunity to help families comfortably integrate new practices into their routines. Staff must be open to the traditional and cultural practices of families. In many cultures, families co-sleep. Babies/toddlers may not be accustomed to sleeping alone. This practice may require staff to hold babies/toddlers until they are able to calm themselves and fall asleep.

Cribs can take up a lot of space in an infant-toddler room. The Office of Head Start prefers programs design and utilize settings that provide a separate space for infants and toddlers to sleep. But, knowing that it is not always possible to have designated space for cribs, programs are allowed to move unoccupied cribs on a temporary basis. For example, to maximize usable place space, programs may consider moving aside unoccupied cribs on a temporary basis if additional space is needed for a special activity. Programs considering moving cribs are expected to include in their plans and polices ways they ensure meeting both individual and group needs in an efficient manner while implementing this practice.
Programs are allowed to provide options other than cribs for sleeping, such as mats or cradle boards. No matter the type of sleeping surface chosen, programs are expected to address and meet the health and safety concerns stated within the *Head Start Performance Standard*. Each crib is to be separated by at least three feet of space. The intention of the regulation is to lessen the spread of contagious illnesses and to ensure quick accessibility to each child in case of emergencies. If programs use mats, cradle boards, or cots, these items are to be distributed around the classroom according to the *Head Start Performance Standards*’ space requirements. Sleeping items are to be cleaned and stored properly between rest times. Programs must also ensure that all sleeping surfaces are firm and that each sleeping area avoids soft bedding materials, such as pillows, bumper pads, and stuffed animals. This requirement is in place to limit the incidences of Sudden Infant Death Syndrome (SIDS).

**Family Partnership Agreements**

*Early Head Start* programs are required to establish partnerships agreements with the families of the enrolled children. The *family partnership agreement* process [45 CFR 1304.40 (a)(1-5)] refers to the set of opportunities your program (in coordination with the *Head Start* program) will offer families to develop and implement individualized goals. This process includes the responsibilities of families and staff, timetables, and strategies for achieving those goals. However, the process that you use to set goals, implements them, and documents the process can be different for each program and each family.

A *family partnership agreement* is not a form that you fill out, or ask parents to fill out. It is the process through which you support families in *Early Head Start*. Thus, it is an interactive experience that happens over time and can include many different types of interactions. This process is not a one-time event, such as a formal meeting. There are many types of interactions that can be a part of the process:

- Helping families identify and reach their goals; identify and use their strengths and resources; and advocate for their children.
- Offering opportunities for family members to enhance their skills or build new ones.
- Providing access to community resources, and emergency or crisis assistance when needed.

The *family partnership agreement process* encompasses both how your partnership approaches family partnerships, and how families choose to be involved in your program. The *family partnership agreement process* is individualized and family driven. Thus, parents have the right to determine how much information they want to share and with whom; when they are ready to set goals; how long it will take to achieve those goals; and how to measure their success. At the same time, staff members are expected to offer opportunities for goal-setting as a continual part of their collaboration with families.

**CURRENT LEGISLATION AND FUNDING**

*Early Head Start-Child Care Partnerships*

In 2014 the Office of Head Start will support states and communities in expanding high quality early learning to over 100,000 infants and toddlers through the *Early Head Start – Child Care Partnerships* Initiative. Through this initiative *Early Head Start* grantees will partner with center-based and family
child care providers who agree to meet *Early Head Start Program Performance Standards* and provide comprehensive, full-day, full year high-quality services to infants / toddlers from low-income families.

The purpose of the *Early Head Start-Child Care Partnerships* initiative is to provide children and families with access to high-quality early learning experiences that support working families by providing a full-day, full-year program. This will allow more vulnerable children to have the healthy and enriching early experiences that are strongly predictive of positive school readiness and longitudinal outcomes. In addition to high-quality early learning experiences, *Early Head Start* programs provide comprehensive services that benefit children, families, and staff, including:

- Health, developmental, and behavioral screenings
- Higher health, safety, and nutrition standards
- Increased professional development opportunities for teachers
- Increased parent engagement opportunities

This initiative will complement the *Preschool for All* proposal and the *Preschool Development Grants* administered by the U.S. Department of Education, as well as the *Maternal, Infant, and Early Childhood Home Visiting (MIECHV)* program administered by the Department of Health and Human Services. Funds will be targeted to grantees and other eligible entities that propose a strong alignment with MIECHV and state preschool programs to create a birth to five trajectory for the neediest children. The intent is as more four year olds are served under *Preschool for All*, *Early Head Start* programs will be able to serve more children from birth through age three.

Applicants will compete for funds through the *Early Head Start* grant-making process. All entities currently eligible to apply for *Early Head Start* will be able to apply for partnerships. This includes states, local governments, public and private non-profits, and for-profit agencies. Applicants will be encouraged to leverage other funding sources and form public/private partnerships to maximize the impact of federal funds. In addition to meeting the *Early Head Start Performance Standards*, programs will be funded based on the degree to which they partner with child care providers, especially those caring for children receiving *Child Care and Development Fund (CCDF)* subsidy.

As a condition of the award, grantees implementing a partnership will submit an organizational readiness plan that outlines implementation of all *Early Head Start Performance Standards*. The Office of Head Start, in collaboration with the Office of Child Care, will provide each grantee training and technical assistance to ensure that all standards can be fully implemented to meet the deadlines in their organizational readiness plan. Grantees will be expected to be operating in full compliance with all standards after an initial startup period of 18 months. The grantees will be subject to *Early Head Start* accountability with onsite reviews and with visits to child care partners to ensure that they are in compliance and fully meeting *Early Head Start* standards within 18 months. This approach will ensure that there are adequate supports to reach and sustain high quality standards and accountability.

Prospective grantees will have the opportunity to make large scale change in their communities and to the early childhood development field at large! By incentivizing eligible entities to apply for partnership grants, the federal government is raising the quality of care for the neediest children and through
community partnerships increasing the number of children and families who will have access to quality early childhood programs. For additional information on these grants visit the Early Head Start website.

APPLYING FOR ACF FUNDING
The Administration for Children and Families, Department of Health and Human Services, provides guidance on their website on how to apply for funding from their agency. Significant elements of this guidance are outlined below and should be considered in developing a proposal.

Registration
Every applicant organization (e.g. the HS/EHS Grantee) and sub-recipient organization (e.g. the Child Care Partner) must complete three registrations to be able to submit a grant application:

1. DUNS Number registration;
2. SAM.gov registration; and

All three registrations are free, but the process can take one month or longer. If you plan to apply for an Early Head Start grant, do not delay. Get registered today! You can stay updated on upcoming funding opportunities offered by ACF by visiting the HHS Grants Forecast website. ACF publishes a basic summary of all anticipated upcoming funding opportunities on this site.

DUNS Number Registration

1. You can complete this registration in one day.
3. Select the country or territory where your organization is physically located (ACF only provides grants to organizations located in the United States). Complete and submit the form. You will need to provide basic information about your organization, including physical and mailing addresses, name and title of the chief executive, primary Standard Industrial Code (SIC), whether or not the organization is minority-, woman- or veteran-owned, number of employees, and annual revenue.
4. Your DUNS number will be e-mailed to you the same day.

System for Award Management (SAM) Registration (Formerly the Central Contractor Registry)

You can complete the initial registration on SAM.gov in three days. Note: SAM.gov registration must be updated every year, which can take five days.

1. Visit the System for Award Management.
2. Select Start a New Registration and complete the form, which will take about an hour.
3. Have your DUNS number and other information about your organization.
4. Designate an E-Business Point of Contact (E-Biz POC), who will identify a special password called the MPIN. The MPIN will give the E-Biz POC the authority to designate which employees of your organization are Authorized Organization Representatives (AORs) who can submit applications.
on behalf of the organization. Soon after submitting your registration, the E-Biz POC will receive an e-mail requesting approval of designated AORs. If your organization already has an EIN (Employer Identification Number), this step can be completed in three days. If not, this step could take up to two weeks.

5. To keep your SAM.gov registration active, be sure to renew at least once each year. **If your registration expires, you cannot submit a grant application until it is renewed.**

For help with SAM.gov, visit their support page.


**Grants.gov Registration**

One day after receiving notification of final SAM.gov registration, an approved Authorized Organization Representative (AOR) can complete the required registrations by registering your organization with Grants.gov. You can complete the registration in three weeks.

2. You must know your organization's DUNS number and be an AOR who has been approved through the System for Award Management (SAM) to register with Grants.gov.
3. When the AOR registers with Grants.gov, the E-Biz POC will receive an e-mail, prompting the need to log into Grants.gov and approve the AOR.
4. When the registration is complete, the submitting AOR will receive a confirmation e-mail.
5. Grants.gov registration must be updated every year and passwords must be updated every 90 days.

**Understanding the Funding Opportunity Announcement**

All ACF Funding Opportunity Announcements (FOAs) are organized into the following sections. This list provides a general description of the content typically found in each section, but is not exhaustive.

1. **Section I: Funding Opportunity Description**
   - Provides background information, the goals of the program, post–application requirements and expectations, and a citation of the statutory authority for the award.

2. **Section II: Award Information**
   - Includes information on the anticipated funding amount and number of awards, the length of the project periods and for cooperative agreements, a description of ACF’s anticipated substantial involvement in the funded project.

3. **Section III: Eligibility Information**
   - Describes what entities are eligible to apply, application disqualification factors, and any cost-sharing requirements.

4. **Section IV: Application and Submission Information**
   - Outlines all application and submission requirements. This includes the requirements of the project description and budget, guidance on formatting, application submission instructions, required forms, assurances, and certifications, funding restrictions,
intergovernmental review requirements, and an address to request an application package.

5. **Section V: Application Review Information**
   - Includes the criteria objective reviewers will use to evaluate and score applications, information on the application review and award selection process, as well as anticipated announcement and award dates.

6. **Section VI: Award Administration Information**
   - Provides information on award notices, administrative and national policy requirements, and post-award reporting requirements.

7. **Section VII: Agency Contacts**
   - Provides a program office contact and a grants management contact.

8. **Section VIII: Other Information**
   - Includes additional information such as references to helpful websites and an application checklist.

9. **Appendices**

**Deciding Whether to Apply**

ACF provides a list of questions to help you and your potential partner decide if you should apply for an *Early Head Start* grant. **The agency advises that you should only apply if you can answer “yes” to these questions:**

1. **Have I read the Funding Opportunity Announcement (FOA) completely and carefully? Do I understand it?**
2. **Is my organization eligible to apply**, based on the eligibility criteria described in **Section III.1 Eligible Applicants** of the FOA?
3. **Can I meet the FOA deadline and adhere to all the formatting instructions** as specified in **Section IV.2. Content and Form of Application Submission?** Can I adhere to the two electronic file requirement?
4. **Does my organization have the technical expertise, the personnel and the financial capacity** to successfully implement the project goals and expectations described in the FOA? Does my organization’s mission align with the goals presented in the FOA?
5. **Are all the stakeholders in my organization supportive** of applying for this grant?
6. **Is my organization prepared to do what it takes** to successfully implement the project within the budget ACF is proposing? Applicants should also consider the administrative requirements that accompany Federal funding such as required reports, self-evaluations, participation in national evaluations, etc.

**Writing a Strong Application**

A strong application for *Early Head Start* grant funds as well as other funds includes:

- **Goals and objectives**, which are clearly defined and specific;
- **Need**, which documents the community need for the *Early Head Start* program and your organization’s track record in fulfilling such needs
- **Approach and impact**, which clearly shows how you plan to achieve the purpose of the *Early Head Start* grant. Whenever possible, this should include supporting data which shows your ability to achieve similar purposes in other types of early education programs;
- **Resources and capabilities**, which describes the knowledge, staffing and fiscal capacity that your combined organizations have in order to carry out your proposed project and meet the goals of the grant program;
- **Budget**, which is a realistic plan that matches your goals and objectives; including a narrative that justifies the costs.

ACF recommends that you **be concise and precise** in describing your proposed grant activities. Remember, your application must adhere to the page limitations stated in the formatting information (Section IV.2.) in the funding announcement.

Some other reminders from ACF include:

- **Remember your submission is final.** You can't make edits or append any documents after submission. Be thorough in your review of your application, but do not wait until the last minute to submit. Late submissions are not accepted. Applicants should make every effort to submit their applications at least 24 hours before the application deadline.
- **Check your application to make sure all required information requested is included.** Check for spelling and correct calculations. In addition, check that the application adheres to page limitations, applications submission requirements (e.g., electronic applications must be submitted in only two separate files), and font and file-type requirements, as specified in Section IV.2. Content and Form of Application Submission of the FOA.
- **Use the checklist provided in the FOA (Section VIII. Other Information) or create your own**, but make sure that all required documents are included in the application package.
- **Be sure that application elements are in the order specified in the FOA.**
- **Review the content and be sure you have addressed all the criteria** on which your proposal will be scored.

### Submitting an Application

The following is a brief overview of the process of submitting an application to ACF and is not exhaustive. Applicants must follow all instructions in the Funding Opportunity Announcement (FOA) in Section IV.2. Content and Form of Application Submission and on Grants.gov.

1. **Download the Instructions and Application Kit from Grants.gov.** The Application Kit will include everything you need to complete an application, including all the forms. Save the Kit to your computer and complete it off-line.

   Remember that in order to view application packages and instructions, you will need to download and install a Grants.gov compatible version of Adobe Reader on your computer.

2. **Complete the application, including all required forms, assurances, and certifications.** When complete, save the application to your computer. Be sure to click the "Check for Errors" button, which will validate your application and activate the "Save and Submit" button.

3. **Save and submit only after you have double-checked your application for accuracy, completeness, and compliance** with the page limit and application submission requirements (e.g., electronic applications must be submitted in only two separate files.) After you click "Save and Submit," you will
enter your username and password. Assuming you are registered with Grants.gov, you can click the "Sign and Submit" button to authenticate and submit your application.

All ACF applicants must submit their application electronically unless they have received an exemption from this requirement through the process described in the FOA.

4. Watch your E-mail. You will receive a series of e-mails from Grants.gov that will help you track your application. You can get the same information by logging into your account at Grants.gov.

If you are experiencing systems issues with Grants.gov, refer to the ACF Policy for Applicants Experiencing Federal Systems Issues document for complete guidance.

Tips on the Submission Process

ACF offers the following tips to help applicants with the submission process:

- **Know Your Role**
  Each role in the submission process carries specific responsibilities. Program Directors/Principal Investigators (PD/PIs) work with their organization to prepare the application, and pass the completed application on to their Authorized Organization Representative (AOR). Only AORs have the ability to submit a grant application to ACF via Grants.gov. The E-Biz POC has the ability to designate the AOR for their organization.

- **Obtain Software - Adobe Reader**
  Applicants must download a Grants.gov compatible version of Adobe Reader software in order to view and complete the application forms. Users can identify and download Grants.gov compatible versions of Adobe Reader by visiting the Download Software page on the Grants.gov Web site.

- **Creating Portable Document Formats (PDFs)**
  Some applicants choose to submit their applications in a PDF. Grants.gov has published a list of PDF conversion programs to assist you in converting documents to this format.

The free Adobe Reader used to complete an application cannot be used to create PDF attachments or merge multiple documents. To comply with instructions in the FOA, some applicants may need to merge multiple documents together into one PDF file. Grants.gov provides a list of software that can be used to create and merge PDF documents. ACF does not endorse any of the software listed on Grants.gov, and applicants are not required to use a specific type of PDF conversion software to submit an application.

ADDITIONAL RESOURCES

**Strategies for Head Start — Community Child Care Partnerships Revisited**
(Adapted from Strategies for Head Start — Child Care Partnerships Revisited from the Office of Head Start website.

Since the 1990s, federal and state governments have increasingly supported partnerships between Community Child Care and Head Start programs. The goal of the partnerships has been to create high
quality, seamless services for low-income children and their families. *Head Start* has long encouraged collaboration and partnerships as one of its many program goals. In the mid-to-late 1990s, a marked change occurred when *Head Start’s* patterns of operation were challenged. New welfare legislation had been implemented, impacting the work patterns for *Head Start* families.

There was a shift among *Head Start* programs to move from half-day programs to full-day, full-year programs. Funding opportunities were extended as an incentive for *Head Start* programs to partner with *Community Child Care* for the purpose of providing full-day, full-year services. Developing new and creative strategies for providing full-day services between *Head Start* and *Community Child Care* has had its challenges.

The *Head Start-Child Care Partnership Study* published in 2000, noted *Head Start* programs faced three challenges:

- How to identify that its own agency had a culture that supported collaboration and partnership.
- How to examine the agency’s cultural values and their relevance to choices required by adding full-day, full-year services.
- How to change the agency’s culture, when an agency’s culture was incompatible with the *Community Child Care* program, then it might have to change its culture to successfully deliver extended services.

In both *Head Start* and *Community Child Care*, collaboration efforts extend to linking with other key services for young children and their families, such as medical, dental and mental health care, nutrition, services to children with disabilities, child support, adult and family literacy, and employment training. These comprehensive services are crucial in helping families progress towards self-sufficiency and in helping parents provide a better future for their young children.

In addition, *Head Start* and *Community Child Care* each have their strengths—*Community Child Care* brings its full-day experience to the table and *Head Start* brings its comprehensive services and *Head Start Program Performance Standards*. Bringing these experiences together is a way to build on each other’s strengths which would support the diversity within the *Community Child Care* system.

Through partnerships, *Head Start* and *Community Child Care* agencies combine staff and funds to provide full-day, full-year services which meet *Head Start Program Performance Standards*. Specifically, 45 CFR 1304.41 (a)(2)(viii) states that “by collaborating with *Community Child Care* providers, agencies meet the needs of enrolled families requiring full-day services (or non-traditional *Community Child Care* schedules) or services for siblings and, at the same time, promote continuity of care. In addition, the overall quality of local *Community Child Care* services is enhanced by sharing local resources, training, and knowledge.”

The increasing need for full-day services for low-income families has prompted many programs and communities to design more innovative approaches to combining *Head Start* and *Community Child Care* funding streams to provide quality seamless services to children and families. This narrative presents an overview of the approaches and issues related to establishing *Head Start-Community Child Care* partnerships.
Three such strategies for combining Head Start and Community Child Care services are (1) Head Start Family Child Care; (2) Head Start services provided at a Community Child Care center; and (3) expanding Head Start to provide full-day, full-year services.

**Head Start Family Community Child Care**

The Head Start program contracts with licensed Family Child Care providers, who remain independent rather than becoming Head Start employees. The Child Care provider is also the Head Start teacher and receives a great deal of support from the local program staff, including training, technical assistance, supplies and materials, and participation in a provider support group.

Head Start program staff works closely with the enrolled families to ensure that they receive comprehensive social and health services. The provider gets most of their income from Child Care subsidies, although they may receive a limited amount of funds to cover the work that is done as a Head Start provider, such as going above and beyond Child Care licensing standards, including home visits, curriculum planning, screening, staffing, and record-keeping. For more information on Family Child Care, see the Head Start Performance Standards.

**Head Start Provided at a Community Child Care Center**

This model can follow essentially the same arrangement outlined above, although staffing models can vary considerably. In some cases, the Head Start program provides the family service and health staff, while paying the center for some or all of the cost of child development services. Other programs have all staff work for the center, which operates under a contract with Head Start. In at least one program, Head Start funds are also used to increase staff salaries so that Head Start qualified staff can be hired and retained.

**Expanding Head Start to Full-day, Full-year**

In this model, Child Care subsidies are usually accessed to pay for extended services. The arrangement raises a host of funding issues, which vary from state to state, concerning the allocation of costs between Head Start and Community Child Care. This model allows the Head Start program to have maximum control over the quality of the full-day services.* If the program can access additional funding sources (e.g., United Way, local businesses) the program may also be able to provide comprehensive services to at-risk children who do not qualify for Head Start.

**Types of Partnerships**

In order to capture the diverse range of the types of partnerships between Head Start and Community Child Care, a thorough review of materials relevant to Head Start partnerships was conducted by the authors of the 2000 Head Start –Child Care Partnerships Study. Data sources included the Department of Health and Human Services, the Quality in Linking Together Project (QUILT), Children’s Defense Fund as well as interviews with numerous experts in the field about their experiences in working with partnerships.

As a result of this extensive information gathering, four types of partnerships were created in an effort to meet the analytic needs of the Partnership Study. The following four types of partnerships were identified:

- **Type I: Partnerships** that used non-Head Start funds to lengthen the Head Start day and year.
• **Type II: Partnerships** that linked with *Community Child Care* or other programs to provide full-day, full-year comprehensive services to *Head Start*-eligible children already enrolled in other programs.

• **Type III: Partnerships** that linked with Child Care or other programs to provide full-day, full-year comprehensive services to *Head Start*-eligible children not already enrolled in other programs.

• **Type IV: Partnerships** that linked with a *Family Community Child Care* provider or *Family Community Child Care Network*.

Although specifics of each partnership vary from program to program, such as, financial structure, staffing and location of children, these four types seem to encompass the majority of *Head Start* partnership patterns. It should also be noted that Type I is different from the other three. While Types II, III, and IV are service/programmatic partnerships, Type I represents purely a financial partnership. In addition, some *Head Start* programs will link with multiple partners, employing a combination of the partnership types.

This typology provides a framework for thinking about the various approaches to partnering. It also serves as a guide for local programs to examine the nature of collaborations within the context of emerging partnerships, especially in light of other early childhood initiatives, such as *pre-K* partnerships.

**Summary**

This article was aimed at revisiting the partnerships that have long been established among *Head Start* and *Child Care*. *The Office of Head Start*, (formerly the *Head Start Bureau*) has long encouraged collaboration and partnerships as one of its many goals. As emphasized in the *Head Start* legislation that reauthorized *Head Start*, the *Head Start State Collaboration Offices* will play an important role in building partnerships at the state and local level to “promote better linkages between *Head Start* agencies and other child and family agencies” and to “assist *Head Start* agencies to coordinate activities to make full-working day and full calendar year services available to children.”

Collaboration and partnerships at the State and local level ensure *Head Start’s* participation in systems-integration strategies to benefit low-income children and their families. In addition, these collective efforts are gaining momentum from governors nationwide to prioritize and fund *Pre-Kindergarten* education. These efforts will also facilitate collaboration between *Head Start* and *Early Head Start* programs with State and local entities that provide child and family services.

**Tools to Use**

The implementation of full-day, full-year services may seem to be merely an extension of part-day, part-year services, but in fact, the collaborations have sensitized *Head Start* to the demands of offering full-day services, so long experienced by *Community Child Care*. The increases in the number of services, coupled with the need for increased quality, necessitate new apparatus, and more collaborative approaches to early childhood education.

As *Early Childhood* programs continue to explore ways to build on each other’s strengths to improve *Community Child Care* services, the following list of tools will link *Head Start* and *Community Child Care* programs seeking to mobilize their resources in meeting the needs of quality care for young children and their families.
Resources


Quality in Linking Together (QUILT) project was discontinued in August 2006. Materials developed by the QUILT project are now available on the Partnerships, Alliances, and Collaboration Techniques (PACT), an initiative of the National Community Child Care Information Center (NCCIC), a service of the Community Child Care Bureau, provides resources, training and technical assistance for collaborative early care and education systems.


MODELS FOR PARTNERSHIP

Pennsylvania Pre-K Counts

_Pennsylvania Pre-K Counts_ is part of Pennsylvania’s early education system serving children from birth to age five through school-age and their families to prepare Pennsylvania’s children for success in school and in life. It is a combination of programs including Keystone STARS, Child Care Works, _Head Start_, Early Intervention, Nurse-Family Partnership, and the Parent-Child Home Program. Eligible children live in families earning up to 300 percent of the federal poverty level and may be affected by other risk factors such as having disabilities or developmental delays or learning English as a second language.

The program is offered in Keystone STAR 3 and 4 _Child Care Centers_ or group homes, _Head Start_ programs, school districts, and licensed nursery schools. Programs must provide high-quality pre-kindergarten with early childhood-educated teachers, approved curriculum, and assessment of children’s progress throughout the year. Grantees are instructed to prioritize enrollment to children most at-risk in their communities. For example, children may also be impacted by other risk factors, such as English Language Learners, family in the child welfare system, or having disabilities or developmental delays. The portion of the day that is funded through _Pennsylvania Pre-K Counts_ is free to families; the program may charge for additional portions of the day (wrap-around care, etc.) Providers are permitted to use grant funds for the design and maintenance of a quality curriculum for students, as well as for professional development or appropriate meals and snacks for students.

Grants are awarded by the Pennsylvania Department of Education to approved providers on a per-child basis, in an amount set by the department, for each eligible student served by an approved provider. Half-day programs provide a minimum of 2.5 hours per day of instructional activities or services for at least 180 days per year. In 2011-2012 half-day programs were eligible for up to $3,900 per child. Full-day programs provide a minimum of five hours per day of instructional activities or services for at least 180 days per year. Full-day programs were eligible for up to $7,850 per child.
All providers are required to report child outcomes. Pennsylvania used the Work Sampling System for reporting child outcomes for preschoolers in fiscal year 2011-12. In Pre-K Counts classrooms, teachers are required to assess students because they are most qualified to perform the assessment, as they observe the child in authentic environments, and are familiar with each child’s development and learning expectations.

For additional information on the program visit the Pre-K Counts website. Additional contact information is: Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126. Main Information Number: 717-783-6788.

**Texas School Readiness Integration Program**

Texas is implementing a School Readiness Integration (SRI) model to bring together School Districts, Community Child Care providers and Head Start programs together in a cohesive service model to improve early reading, math and social development. In an SRI classroom, a school district positions a certified teacher in a Head Start or Community Child Care classroom to provide a minimum of three hours of daily instruction to eligible students using state-adopted instructional materials. Districts may receive ADA funds for eligible prekindergarten students, who are enrolled in the Head Start or Community Child Care classroom served.

The two key principles driving school readiness integration are:

1) The preparedness of all children to enter kindergarten on or above grade level and ready to benefit from the full array of public education services to keep them on grade level in kindergarten and beyond.
2) The development and implementation of a SRI model that is community-based and individualized in ways that best serve each community in the most effective and efficient ways to meet each community's needs.

Before establishing a new prekindergarten program, a school district must consider the possibility of sharing use of an existing Head Start or other Community Child-Care program site as a prekindergarten site. To facilitate collaboration among district Pre-Kindergarten, licensed Community Child Care and Head Start programs, the agency has made available a manual for building community collaborations for early childhood care and education: Community Based School Readiness Integration Partnerships: Promoting Sustainable Collaborations.

School districts may enter into SRI arrangements with existing nonprofit Community Child Care centers currently located on military installations and operated by the military or with other local community-based child care providers who are serving children of military families. Community based Community Child Care centers can continue to charge tuition for "wrap-around" care before and after public school services.

In Texas, children with special needs under IDEA-B and bilingual education continue to be served in regular preKindergarten programs. All regulations that apply to public preKindergarten programs apply when the program is offered in a Community Child Care program. It is expected that additional funds
provided to districts to serve such students will continue to be used for the benefit of the child regardless of the setting in which the child is placed.

Texas has a process for selecting and approaching community-based early childhood education providers for partnership purposes. The steps include:

- Identify characteristics of the school district (urban, suburban, rural, consolidated, high need, etc.).
- Estimate total classrooms needed for eligible prekindergarten age children on a zip code or census tract basis (eligibility in this case includes eligibility for preKindergarten, Head Start, and Community Child Care).
- Survey total classroom space available for prekindergarten age children in all ISD, Head Start and Community Child Care sites, including Community Child Care centers on military installations.
- Assess conditions and circumstances of buildings in which classroom space is available (ownership, terms and conditions of lease and use agreements, repair needs, estimated life of structures, etc.).
- Estimate child turnover/mobility rates in Community Child Care (including military installations), Head Start and PreK programs.
- Identify existing Head Start program options (part day, full-day, partial year, full-year, home-based, etc.) and Community Child Care service delivery models (centers, centers located on military installations, family day homes, self-arranged care with family) that are currently in place, and the distribution of children currently within each of those.
- Identify the number of people who are currently staffing classrooms serving prekindergarten age children and their qualifications.
- Based on the information gathered, develop a strategy/action plan for approaching a prospective partner who will best serve the needs of your campus, district and community.

To learn more about this partnership program, visit the Texas Education Agency website. Additional contact information is Department of Federal and State Education Policy, 1701 N. Congress Avenue, Austin, Texas, 78701. Phone number: 512-936-6060. Program Contact: Howard Morrison, howard.morrison@tea.state.tx.us.

Kansas Early Head Start

Program Design
Kansas Early Head Start offers children and families comprehensive services through weekly home visits and/or child care. Parents are partners in Early Head Start. Child Start, Inc.’s Birth to Five Early Childhood Program provides opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs of their children. KEHS offers parents opportunities for their own growth and support in identifying and meeting goals.

KEHS is a quality initiative that requires KEHS grantees to partner with Community Child Care providers. Community Child Care may also be provided in a center-based infant/toddler classrooms operated by the Early Head Start grantee. KEHS programs may provide quality training to Community Child Care
providers who partner with them. Community Child Care providers may receive training for a Child Development Associate, (CDA), or higher education.

**Impact of Partnerships on the Community**

When community-licensed Community Child Care providers partner with KEHS, the results are good for the community, the children, and their families. Licensed Community Child Care providers enter into a contractual agreement with KEHS to allow a set number of child care slots for Early Head Start children, ranging in age from birth to three years. The licensed Community Child Care providers agree to adhere to Head Start performance standards and in return are provided with funds to help with their classrooms, staff training, and educational materials; as funding allows. The program focuses on a child's safety, health, and development, as well as providing parents with immunization information, parenting and discipline techniques, and connections to community resources.

To learn more about partnership opportunities, contact 316-682-1853 and ask to speak with a KEHS Specialist.

**Cen-Clear Child Care Services, Inc. and Head Start**

*Cen-Clear Child Care Services, Inc.* in northeast Pennsylvania partners with the local Head Start program to offer services to Head Start-eligible children in several Community Child Care centers. It is an example of a partnership designed to serve Head Start eligible children already enrolled in a Community Child Care facility. The *Head Start -Community Child Care Partnership* is designed to create a seamless system for Head Start children enrolled in Community Child Care. Cen-Clear Child Services collaborates with eight sites in Centre and Clearfield Counties to provide support services to families and Community Child Care staff.

Participating Community Child Care sites must agree to follow Head Start Performance Standards, and, in return, are provided with home based services for Head Start families; classroom equipment and materials; buses for field trips; training for staff; technical assistance to ensure that performance standards are met; maintenance; and health/developmental screenings for all preschool children.

**Eligibility**

- Children ages 3-5 whose families meet the federal income guidelines,
- Children with disabilities may also qualify,
- Children must be enrolled at one of the participating Community Child Care sites.

**Location**

Cen-Clear collaborates with the following Community Child Care sites as part of the Head Start Community Child Care Partnership:

- **Bellefone Location:** Tender Years, Bellefonte YMCA
- **Clearfield Locations:** Children's Aid Society, Clearfield YMCA
- **DuBois Locations:** DRMC Daycare, DuBois YMCA

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- State College Locations: Bennett Family Center, Discovery
- Philipsburg Location: Philipsburg Daycare
APPENDIX 1: Texas School Ready! Language and Literacy Checklist

Texas State Center for Early Childhood Development
Children’s Learning Institute
State Center for Early Childhood Development
University of Texas Health Science Center at Houston

Teacher___________________

Print Rich Environment
_____ children’s names visible
_____ classroom labels visible
_____ variety of children’s work displayed
_____ curriculum theme evident
_____ management charts (rules, daily schedule, attendance, helper, center management) displayed
_____ library (variety of books including theme)

Classroom Climate
_____ teacher sensitive to children’s needs
_____ smooth transitions evident
_____ clearly defined rules and routines

Language Development
_____ teacher encourages and scaffolds children’s language
_____ children’s talk outweighs teacher talk
_____ conversations with children occurring

Centers
_____ used daily (45 min.—1 hour)
_____ each center has clear boundaries with tables incorporated
_____ management system displayed and in use
_____ books and writing materials in each center
_____ variety of fun and purposeful “hands on” activities in each center
_____ children’s language occurring with adults and peers
_____ small group instruction occurring (language, letter knowledge, phonological awareness, and math)

Circle Time
_____ 2-3 times per day (15-20 min each time)
_____ child interaction evident
_____ center activities and materials explained
_____ variety of activities based on curriculum and appropriate best practices

Read Alouds
_____ 2-3 per day; using open-ended questions (child involvement evident)

Letter Knowledge
_____ name activities evident
_____ alphabet activities evident
_____ letter wall sequenced from A-Z contains children’s names and theme vocabulary

Emergent Writing
_____ teacher “thinks out loud” when modeling writing and emphasizes concepts of print
shared writing (daily news, response to literature, graphs, other graphic organizers posted in room)
child made class books evident
daily opportunities for individual writing

**Journals**
- accessible to children for individual writing
- occurs 3 or more times weekly
- dictation taken 1 or more times weekly
- entries dated

**Lesson Plans**
- 3 hours of daily cognitive instruction evident
- curriculum and other theme related activities included
- small groups noted (including: language, letter knowledge, phonological awareness, and math)
- cognitive transitions planned and listed

**Portfolios**
- overall plan in place
- children's name writing, self-portraits, writing, and other work samples included and dated
- anecdotal notes current and dated
- assessment checklists included

**Math**
- hands on activities that support a variety of math concepts evident
- math incorporated into daily routines

**Administrative Support**
- makes literacy resources available
- accommodates for attendance at professional development
- supports use of curriculum
APPENDIX 2: Office of Head Start Checklist for Developing a Partnership Agreement


<table>
<thead>
<tr>
<th>I. General Information (often introductory)</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
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</thead>
<tbody>
<tr>
<td>General statement of the agreement's purpose</td>
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<tr>
<td>Partners’ affiliation and legal status</td>
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<td>Contractual period</td>
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<td>Contract amendments, renewal, and termination procedures</td>
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<tr>
<td>Role of each partner’s decision-making bodies in the contractual development and approval process</td>
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<td>Compliance with local, state, and federal regulations and policies</td>
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<td>Conflict of interest statements and prohibited activities</td>
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<tr>
<td>Signatures of key parties and date of signing (usually at the end of the document)</td>
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<thead>
<tr>
<th>II. Partnership Services</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Number of children served: hours, days, weeks of operation</td>
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<td>Location of services</td>
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<tr>
<td>Each partner’s role in service delivery: child education, child/family health, mental health, disabilities, nutrition, family services/parent involvement, home visits/conferences, meetings, recordkeeping, transportation, supervision, oversight</td>
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<td>Staff assigned to support the partnership; which entity/partner employs and supervises which staff</td>
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<td>Responsibilities of each partner’s staff</td>
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<tr>
<td>Staff schedules</td>
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<td>Supervision procedures</td>
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<td>Staff qualification requirements</td>
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<td>Professional development responsibilities (in-service, training, college courses)</td>
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<td>Staff selection procedures</td>
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<td>Annual performance appraisal procedures</td>
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<tr>
<td>Provisions for substitutes</td>
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<thead>
<tr>
<th>III. Fiscal/Resources</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Funding and resource commitment of each partner</td>
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<tr>
<td>Funding/resources accessed and by which partner</td>
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<tr>
<td>Payment per child/per year by partners and payment procedures</td>
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<tr>
<td>Contingencies (child enrollment, etc.) required by partner for payment</td>
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<tr>
<td>Funds targeted and/or designated for specific improvements (renovations, salary enhancements, quality issues)</td>
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<tr>
<td>Designated responsibilities for: facilities/space, maintenance, repairs, food service, and supplies and equipment (who will retain ownership of equipment when/if the agreement ends)</td>
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<tr>
<td>Non-federal share/in-kind services</td>
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<tr>
<td>Provisions for collection and non-payment of parent fees</td>
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<tr>
<td>Provisions for the loss of Community Child Care subsidies and parent fees</td>
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<tr>
<th>IV. Systems</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>A. Planning and Decision-Making</td>
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<tr>
<td>Role of each entity's decision-making bodies in planning and decision making</td>
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</table>
### Policy Council representation and elections

- [ ] Community assessment process

- [ ] Collaborative, inclusive strategies involving partners' staffs and parents and the community

- [ ] Items needing prior approval (items a partner reserves the right to approve)

### B. Communications

- [ ] Type, frequency of meetings; meeting participants

- [ ] Type and frequency of reports

- [ ] Information exchange (training calendars, personnel policies, position openings, etc.)

- [ ] Work with other agencies and responsibility of each partner

- [ ] Use of technology, i.e., shared databases for tracking, e-mail communication, etc.

- [ ] Protocols for information sharing

- [ ] Parent communications

- [ ] Dispute resolution procedures

### C. Oversight

- [ ] Notification procedures/follow-up on local, state, and federal monitoring/assessment

- [ ] Ongoing observation of partnership operations, review of records, written feedback, follow-up

- [ ] Annual program self-assessments and other reviews

- [ ] Improvement initiatives (partners' obligations to each other when the partnership is not progressing as envisioned)

### D. Recordkeeping and Documentation

- [ ] Recruitment, enrollment applications, and intake

- [ ] Parent permission procedures

- [ ] Child screening, assessment, outcomes

- [ ] Curriculum planning and individualized child plans
<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
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<tr>
<td>Parent contacts, home visits, parent-teacher conferences</td>
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<td>Disabilities, medical, dental services</td>
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<td>Storage of records and access</td>
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<td>Parent partnership plans</td>
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<td>Procedures for recording/tracking of services and follow-up</td>
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<td>Transfer of information, confidentiality</td>
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<tr>
<td>V. General Administrative Elements</td>
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<td>Designated contact person for each organization involved</td>
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<td>Travel policies</td>
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<td>Liability/insurance</td>
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<tr>
<td>Use of partners’ names (how partners will publicize the services sponsored by the partnership)</td>
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## APPENDIX 3: Office of Head Start Fiscal Management Checklist for Partnerships

<table>
<thead>
<tr>
<th>I. Funding Sources</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>What specific fiscal resources does each partner bring to the partnership?</td>
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<tr>
<td>How will partners familiarize themselves with the policies or rules of each of their funders that are pertinent to the partnership?</td>
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</tr>
<tr>
<td>How will partners maximize all available funding (e.g., Community Child Care subsidies, special grants, foundations) to support the partnership?</td>
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</tr>
<tr>
<td>What, if any, are the restrictions and/or caps of each funder, and what impact do these have on the partnership?</td>
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<tr>
<td>What, if any, are the match/in-kind requirements for each funding source, and how will each partner meet these requirements?</td>
<td></td>
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<tr>
<td>What is the state or tribal Community Child Care funding system, and what impact do its regulations and policies have on the partnership?</td>
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<tr>
<td>Which partner will manage the Child and Adult Care Food Program?</td>
<td></td>
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<tr>
<td>Are multiple signatures needed on grant submissions? If so, whose?</td>
<td></td>
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<tr>
<td>What plans does the partnership have to access additional funding (e.g., foundations, businesses), and which partner will take the lead?</td>
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<tr>
<td>How will partners share information about additional funding opportunities?</td>
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</table>

### A. Community Child Care Subsidies
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which partner will access and manage the state or tribal Community Child Care funding (e.g., contract, grant, or subsidy and parent fees)?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>How will the partnership project Community Child Care funding revenue, including subsidy and parent fees, for families served in the partnership?</td>
<td></td>
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<tr>
<td>What fiscal provision has the partnership made to ensure continuity of care if a child’s subsidy is terminated?</td>
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<tr>
<td>Will provisions be made for families not eligible for subsidies? If yes, what are they?</td>
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</tbody>
</table>

**B. Parent Fees**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the fee collection schedules and policies of each partner, if any?</td>
<td></td>
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<tr>
<td>How will Head Start inform its parents of fee collection policies?</td>
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<tr>
<td>What provisions are in place for collecting fees (including late fees) and which partner will collect them?</td>
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<tr>
<td>How will collected fees be used?</td>
<td></td>
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<tr>
<td>How will partners handle non-payment of fees by parents?</td>
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<tr>
<td>In what special circumstances can either partner waive parent fees?</td>
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<tr>
<td>Are any additional fees charged to parents (e.g., special activities, transportation, field trips)?</td>
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</tbody>
</table>

**C. Head Start**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer 1</th>
<th>Answer 2</th>
<th>Answer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the partnership consider the Head Start program’s cost per child in fiscal negotiations?</td>
<td></td>
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<tr>
<td>How and when will Head Start discuss the fiscal aspects of the partnership with its federal program specialist and the agency’s independent auditor?</td>
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<tr>
<td>How will Head Start reflect the</td>
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</tr>
<tr>
<td>II. Braided Funding</td>
<td>Not Yet Addressed</td>
<td>Under Discussion</td>
<td>Finalized</td>
</tr>
<tr>
<td>---------------------</td>
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<tr>
<td>How will the partnership braid/blend funds?</td>
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<tr>
<td>How will the partnership agreement reflect the partnership's braided funding approach?</td>
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<tr>
<td>What fiscal systems will ensure the integrity of the separate funding streams?</td>
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<tr>
<td>How will braiding funds enable partners to address issues of quality?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Fiscal Agreements</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who should be involved in the development and approval of the fiscal agreement (e.g., independent auditors, financial officers, governing bodies)?</td>
<td></td>
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<tr>
<td>Which partner will have fiscal responsibility over which funding source?</td>
<td></td>
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<tr>
<td>How will the partnership's fiscal agreement address service needs as identified through assessments and reviews and/or raised by partners during partnership negotiation?</td>
<td></td>
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<tr>
<td>Question</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>How will details of the fiscal agreement be included in the partnership agreement/contract?</td>
<td></td>
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<tr>
<td>How will the fiscal agreement address partners’ overlapping program and fiscal years?</td>
<td></td>
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<tr>
<td>How does the fiscal agreement address the process and timeframe for payments to partners, and how are such payments authorized?</td>
<td></td>
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<tr>
<td>What conditions (e.g., enrollment, length of agreement, improvements, termination of agreement), if any, are attached to payments?</td>
<td></td>
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<tr>
<td>How does the partnership's fiscal agreement support the partnership's goals?</td>
<td></td>
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<tr>
<td>How does the fiscal agreement address the following:</td>
<td></td>
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<tr>
<td>☐ Personnel costs—including salaries, fringe benefits, and substitutes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>☐ Facilities—including occupancy costs, utilities, telephone, license fees, taxes, maintenance, and renovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Insurance—such as indemnification, vehicle, staff, child, and facility</td>
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<tr>
<td>☐ Equipment—as defined by the funding sources (e.g., any item costing more than $5000)</td>
<td></td>
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<tr>
<td>☐ Supplies—both consumable and non-consumable</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>☐ Transportation—including fuel, maintenance, insurance, and registration/licensure fees</td>
<td></td>
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<tr>
<td>☐ Staff development—including required training and obtaining qualifications</td>
<td></td>
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</tbody>
</table>
Contracts—such as contracts for additional services (e.g., mental health, nutrition, etc.)
Continuous program improvement—including meeting higher standards
Non-federal share (cash and in-kind services)—space, services, transportation, supplies, etc.

- Will partners share any of the above expenses, and, if so, how?
- Do some partnership expenditures require special authorization?
- What happens to jointly purchased items if the partnership ends?
- How does the fiscal agreement address allowable and non-allowable partnership expenses?
- What is the process for reviewing and revising the fiscal agreement?

<table>
<thead>
<tr>
<th>IV. Fiscal Reporting</th>
<th>Not Yet Addressed</th>
<th>Under Discussion</th>
<th>Finalized</th>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>What, if any, are the requirements for tracking and reporting partnership expenditures, revenues, and match requirements for each entity?</td>
<td></td>
<td></td>
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<tr>
<td>Will the partnership generate any fiscal reports? Who will receive, approve, analyze, and act on fiscal reports?</td>
<td></td>
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<tr>
<td>Are there any funding source reporting requirements that have implications for the partnership? If so, how will partners ensure that the required documentation is maintained?</td>
<td></td>
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<tr>
<td>What are the auditing requirements of the partnership agencies? Will audit reports be shared?</td>
<td></td>
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</tbody>
</table>
Source: Quality in Linking Together (QUILT) project was discontinued in August 2006. Materials developed by the QUILT project are now available on the Partnerships, Alliances, and Collaboration Techniques (PACT), an initiative of the National Community Child Care Information Center (NCCIC), a service of the Community Child Care Bureau.
APPENDIX 4: A Self-Assessment Tool for Partnerships

The Office of Head Start has a Partnership Self-Assessment Tool helps improve partnership effectiveness at all levels of development. This resource may be used by program administrators in a variety of ways, and provides them a list of principles to help guide engagement, communication, and partnership activities.

The Partnership Self-Assessment is a tool to help partnerships at all levels of development to assess and improve the effectiveness of their collaboration. It is based on, and meant to be used in conjunction with, the Guide to Successful Partnerships for Community Child Care.

The Guide contains 10 principles of successful partnerships and a number of strategies related to those principles. The 10 principles were developed based on feedback from successful partnership project leaders throughout the country regarding the factors that they view as most critical to partnership success. They are:

- Principle 1: Successful partnerships have clear goals.
- Principle 2: Successful partnerships aim to achieve positive results and regularly measure their progress.
- Principle 3: Successful partnerships involve families and include them when developing programs and services.
- Principle 4: Successful partnerships are broad-based and include key stakeholders from the beginning.
- Principle 5: Successful partnerships involve powerful champions and make their initiatives visible to the public.
- Principle 6: Successful partnerships establish clear governance structures that define partner roles and responsibilities.
- Principle 7: Successful partnerships establish and adhere to a set of ground rules that guide the partnership in its work.
- Principle 8: Successful partnerships are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources.
- Principle 9: Successful partnerships enable all partners to benefit by drawing on their strengths and contributions.
- Principle 10: Successful partnerships work to maintain momentum and to sustain their work over time.

The Self-Assessment Tool allows partners to rate their progress in implementing individual elements related to each principle. The ratings for each principle can then be entered on the summary chart to provide an overall picture of the effectiveness of collaboration, which areas are strong, and which areas need improvement. Partners can then find ideas and strategies for strengthening their performance under specific principles within the Guide to Successful Public-Private Partnerships for Community Child Care, and within other tools and materials developed by the project.

Options for Using the Tool
The Partnership Self-Assessment Tool can be used in a variety of ways depending on the level of development and the priorities of a partnership. For partnerships that are just getting started, the Self-Assessment Tool provides a list of principles and tasks that can guide the process of engaging partners and developing partnership activities. For partnership projects that are more established, the self-assessment can be used as one component of larger efforts to evaluate partnership progress.

The Self-Assessment tool involves essentially assessing the process of bringing partners together and working to achieve desired results. Other tools have to be employed by partnership projects to measure whether they are actually making progress toward their desired results. If a partnership finds that they are not achieving their desired results, the self-assessment tool may help to determine why.

The Self-Assessment Tool can also be used as a relationship-building tool by providing an opportunity for all of the partners involved in a project to assess and discuss their perceptions of partnership progress.

Building and maintaining effective partnership projects require dedicated time and ongoing attention to the collaborative process. The Partnership Self-Assessment Tool can help partnerships to focus on, assess, and improve the quality of their collaborative efforts. Full text» [PDF, 944KB]

See also:
A Guide to Successful Public-Private Partnerships for Community Child Care

A Self-Assessment Tool for Partnerships
## Early Care and Education Consortium
The Voice for Child Care Providers

### Principle 3: Successful partnerships involve families and include them when developing programs and services

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Membership in our partnership reflects the diversity in the community we</td>
<td>1 2 3 4 5</td>
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### Early Care and Education Consortium
The Voice for Child Care Providers

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Our partnership has developed a vision and clear goals.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Development of the vision and goals was informed by a comprehensive needs assessment of existing Community Child Care needs and resources in our target community.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>The vision and goals were developed through a process inclusive of all of the partners.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>The vision and goals provide an ongoing framework that energizes and directs the work of the partnership.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>The vision and goals are revisited regularly and confirmed and/or adapted as our partnership evolves in response to community needs and opportunities.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Total:</strong></td>
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<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Our partnership has collaboratively identified desired results.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Program and service strategies chosen by the partnership are clearly related to the defined results, and research on effective practice.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has collaboratively defined specific indicators and performance measures that tell us whether we are making progress toward our desired results.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has developed a timetable and a process for measuring changes in indicators and performance measures.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has developed necessary tools and forms to gather indicator and performance measure data.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Ongoing collection of data is used continuously in decision making.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has considered and acquired any technical assistance necessary to design and implement a methodologically sound process for measuring partnership results.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has estimated the cost of tracking performance and integrated this expense into the budget.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Total:</strong></td>
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1 The terms used in this section are based on the Guide to Measuring Results for Partnerships. The Guide includes definitions of these terms and descriptions of how to implement a process for identifying and measuring desired results.

### Notes:
serve.

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<tbody>
<tr>
<td><strong>Our partnership recognizes the range of important caregivers in children’s lives and strives to engage mothers, fathers, grandparents, and other caretakers.</strong></td>
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<tr>
<td><strong>Parents are actively engaged in the decision-making of our partnership, are supported and comfortable in their role, and encourage other parents to participate.</strong></td>
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<tr>
<td><strong>Our partnership reaches out to involve parents by adjusting schedules and logistics to accommodate parent needs, and providing training and development opportunities.</strong></td>
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<tr>
<td><strong>Regular feedback from involved parents on the effectiveness of partnership activities informs the partnership planning process.</strong></td>
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<tr>
<td><strong>Total:</strong></td>
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<tr>
<td><strong>Notes:</strong></td>
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</table>

### Possible Partners

**Private Sector**
- Community Child Care providers
- Community service providers
- Parents
- Heads of neighborhood associations/community organizations
- Philanthropy – national and community foundations
- Employers

**Public Sector**
- Mayor and councilmen/women
- Governor and state representatives
- Directors of county/state departments/agencies
- State Community Child Care Administrator
- Police Chief or officers
- Head of City Parks and recreation department

**Notes:** __________________________________________________________________________
### Principle 4: Successful partnerships are broad-based and include key stakeholders from the beginning.

<table>
<thead>
<tr>
<th>Description</th>
<th>Disagree</th>
<th>Agree</th>
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</thead>
<tbody>
<tr>
<td>Our partnership has successfully engaged a broad base of partners from a range of organizations in both the public and private sectors (see list below of possible partners). The broad base of stakeholders involved in the partnership is fully invested in the work of the partnership, and actively and regularly participates in partnership activities. Our partnership has acknowledged and addressed the different organizational cultures that different partners come from and their differing expectations and motivations for working in partnership. Our partnership provides opportunities for partners to get to know each other and build the relationships necessary for success.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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**Total**

**Notes:**

### Principle 5: Successful partnerships involve powerful champions and make their initiatives visible to the public.

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<thead>
<tr>
<th>Description</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>Individuals in the public and private sector who have the authority to make decisions, commit resources, and influence public policy are actively and regularly engaged in our partnership. High profile leaders involved in the partnership take advantage of opportunities to promote the vision and work of the partnership. Our partnership hosts events to create awareness about and increase support for the work of the partnership. Our partnership has a strategic communications plan, including regular contact with the media and key constituencies about the work of the partnership, public service announcements, press conferences, letters to the editor, and opinion pieces. Our partnership has estimated the resources necessary to implement the communications plan and has included this cost in the budget.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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**Total**

**Notes:**

### Principle 6: Successful partnerships establish clear governance structures that define partner roles and responsibilities.

<table>
<thead>
<tr>
<th>Description</th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Our partnership has established a clear organizational structure (for example: creating a new non-profit, establishing an advisory board, etc.), and created an organizational chart. Our partnership has agreed upon the roles that individual partners will play,</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>
and ensured that all partners understand and accept the responsibilities of those roles. All roles are defined in writing.

Our partnership has a designated chairperson who is a respected stakeholder, is skilled in group dynamics, and is focused on moving the collaborative agenda forward.

Our partnership has designated a fiscal agent and established a budgeting process and a schedule for reporting on finances.

Our partnership has assigned staffing duties, such as preparing agendas, documenting decisions, following up on assignments, convening meetings, and facilitating communication.

| Principle 7: Successful partnerships establish and adhere to a set of ground rules that guide the partnership in its work. |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Our partnership has established ground rules that guide core processes with the input and agreement of all partners. (Ground rules address issues such as convening and conducting meetings, communicating with each other, sharing information, and making decisions.) | 1 | 2 | 3 | 4 | 5 |
| The ground rules are available at all meetings, new partners are introduced to the ground rules, and all partners understand and adhere to the ground rules. | 1 | 2 | 3 | 4 | 5 |
| The ground rules are effective in keeping the work of the partnership focused and productive, without stifling useful debate or preventing full participation by all partners. | 1 | 2 | 3 | 4 | 5 |
| Partnership meetings have a clear agenda, remain focused, and result in decisions and progress. | 1 | 2 | 3 | 4 | 5 |
| Results and next steps of meetings are clearly documented and shared with all partners. | 1 | 2 | 3 | 4 | 5 |
| Our partnership has clearly defined a process for resolving contentious issues that are impeding progress. | 1 | 2 | 3 | 4 | 5 |
| Our partnership has established and regularly uses both formal and informal channels of communication. | 1 | 2 | 3 | 4 | 5 |
| Total | | | | | |

Notes:

<table>
<thead>
<tr>
<th>Principle 8: Successful partnerships are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources.</th>
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</thead>
</table>

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### Principle 9: Successful partnerships enable all partners to benefit by drawing on their strengths and contributions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>Our partnership includes individuals who are skilled in understanding and acting in the political arena.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has established strategic alliances with policy makers and advocates to keep track of changes in programs and policies.</td>
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<tr>
<td>The planning and work of our partnership is informed by current public policy developments at the local, state, and federal level.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Our partnership has established a continuous improvement process to assess the effectiveness of current work and adapt to changing conditions and resources.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has the ability to convene quickly and act decisively to respond to current events, public policy activities, or funding opportunities.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Total</strong></td>
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Notes:

### Principle 10: Successful partnerships work to maintain momentum and to sustain their work over time.

Notes:
<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our partnership is aware of and networks with related initiatives and</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>partnerships in the community.</td>
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<td>4</td>
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</tr>
<tr>
<td>Our partnership has discussed and agreed upon the desired long-term role</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>of the partnership (permanent entity, functional partnership that will</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>last until goals are fulfilled, etc.) and the desired scale of</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>partnership work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our partnership has developed a multi-year revenue strategy that projects</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>needed revenue, targets sources of funding for partnership activities</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(local, state, federal and private), and specifies who will be</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>responsible for mobilizing resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All fiscal commitments of our partnership are documented in writing.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Our partnership has identified and mobilized non-financial resources</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>from partner organizations and other entities throughout the</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>community.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Our partnership takes time on a regular basis to celebrate our successes.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

Circle the range that your total score falls into for each of the principles on the chart.
Principle 1: Successful partnerships have clear goals.

Principle 2: Successful partnerships aim to achieve positive results and regularly measure their progress.

Principle 3: Successful partnerships involve families and include them when developing programs and services.

Principle 4: Successful partnerships are broad-based and include key stakeholders from the beginning.

Principle 5: Successful partnerships involve powerful champions and make their initiatives visible to the public.

Principle 6: Successful partnerships establish clear governance structures that define partner roles and responsibilities.

Principle 7: Successful partnerships establish and adhere to a set of ground rules that guide the partnership in its work.

Principle 8: Successful partnerships are flexible, adopt an entrepreneurial mindset, and adapt to changing conditions and resources.

Principle 9: Successful partnerships enable all partners to benefit by drawing.

Principle 10: Successful partnerships work to maintain momentum and to sustain their work over time.