



# Early Head Start & Child Care Partnerships

A Resource Manual

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# Table of Contents

Introduction to Manual .....	1
Definition of an EHS-CCP .....	2
Partnerships .....	3
Community Assessments .....	5
Comprehensive services.....	7
Continuity of Care .....	12
Curriculum.....	13
Eligibility .....	17
Funding.....	18
Models.....	19
Monitoring .....	20
Nutrition/Food Program (USDA) .....	21
Pitfalls.....	22
Program Governance .....	23
Professional Development .....	25
Regulations.....	27
Self-Assessment .....	28
State Systems .....	29
Sustainability .....	30
Glossary of Terms.....	31

## Introduction to Manual

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The first years of a child's life are crucial for building the foundations needed to succeed in their education through to their future careers. Early childhood programs play a critical role in the early foundation needed for success in a child's education. Research tells us several factors impact the quality of an early childhood program; staff qualifications and ongoing education and training, using research based curriculum and assessing child outcomes, and providing a stimulating developmentally appropriate environment.

This manual will serve as a guide to help facilitate successful partnerships which starts with developing and maintaining systems and services to ensure high quality care of children and compliance of local and national regulations and requirements. Each partnership is unique, this manual is a guide to the particulars in creating and maintaining early care and education partnerships.

In each section, you will find an overview of the section purpose followed by article titles which are live links to the many valuable resources available to you. Articles may appear in more than one section with specific pages for the section. This manual is by no means complete, resources for partnerships is an exhaustive list. This manual will give you a foundation of best practices by those who have been operating partnerships specific to Early Head Start and Child Care.

This is a working document. Resources will be updated and/or added when needed.

# Definition of an EHS/CC Partnership

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As part of President Obama's Early Education Plan, support for the partnerships of child care facilities with Early Head Start programs will work together to provide high quality early education for low-income children and families. These partnerships will be based on the agreement between Early Head Start programs and center-based and family child care providers who agree to meet Early Head Start Performance standards and provide comprehensive high quality services to infants and toddlers of low-income families. The articles listed below contain information regarding the EHS-CCP as a whole.

[What are the Early Head Start-Child Care Partnerships \(EHS-CCP\)?](#)

[101: Early Head Start-Child Care Partnerships](#)

[Early Head Start-Child Care Partnerships \(PowerPoint\)](#)

[Planning for Early Head Start Program Services: Introduction](#)

*Early Head Start Program Implementation: Start-Up Planning*

[Resource Guide: Child Care Information for Families](#)

[The Child Care Partnership Project: A Guide for Public-Private Child Care Partnerships](#)

*Using Results to Improve the Lives of Children and Families*

[Early Head Start-Child Care Partnerships: Answers to Common Questions](#)

*PowerPoint*

[Early Head Start-Child Care Partnerships: Answers to Common Questions](#)

*Webinar Transcript*

[Fact Sheet: Early Head Start – What is it?](#)

[EHS-CC Partnership Grant: Frequently Asked Questions](#)

*Webinar: Audio, Transcript, & PowerPoint*

# Partnerships

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Partnering between Early Head Start programs and existing local child care facilities and providers will help to expand opportunities for low-income families to receive child development services. When entering into this partnerships there are many different pieces of this partnership which need to be acknowledged and clearly stated.

A clearly stated Memorandum of Understanding (MOU) between partners will provide a comprehensive agreement which addresses each partner's roles and responsibilities. This is essential when entering into a partnership. Partnerships can be between Early Head Start programs and child care programs, early education services, etc. Many partnerships exist within early education programs.

Below are articles pertaining to creating and maintaining a productive partnership which will benefit both entities and the children/families enrolled in those programs.

[Getting Start: Early Head Start-Child Care Partnership](#)

*PowerPoint*

[Getting Start: Early Head Start-Child Care Partnership](#)

*Webinar Transcript*

[Identifying Partners and Understand Their Capacity: Why Partner](#)

[Stages of Partnerships](#)

[Principles for Successful Public-Private Partnerships](#)

[Partnership Basics: Strategies for Creating Successful Partnerships](#)

[Collaboration Grid: Determining the roles of the Grantee and Partner \(Checklist\)](#)

[Partnership Elements Worksheet](#)

[Negotiating a Partnership Agreement: Ten Points for Successful Negotiations](#)

[A Checklist for Developing a Partnership Agreement or Contract](#)

[Start-Up Tips for Working with EHS Grantees](#)

[What are the key elements that contribute to strong EHS-CCP?](#)

[Effective CC & EHS Collaborations that Promote High Quality Comprehensive Care: Part 1](#)

*Webinar - Video*

[Effective CC & EHS Collaborations that Promote High Quality Comprehensive Care: Part 1](#)

*Webinar - Video*

[Promoting Local Partnerships between CC & EHS: Ideas for State Leaders](#)

[Fact Sheet: Building Partnerships between Early Head Start Grantees and Child Care Providers](#)

[Early Head Start National Resource Center > Program Options & Initiative: FCC Partnership Week 2012](#)

*Link includes the following articles:*

- Why Do Partnerships Matter?
- Making Partnerships Work for You
- Increase Quality Through State Partnerships
- Increase Quality Through Local Partnerships
- Build Into the Future National Call

# Community Assessments

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A community assessment is used to generate data regarding the current strengths or concerns. Community Assessments can provide the opportunity to evaluate existing services for children and families as well as areas which are lagging. Conducting a community assessment can help to develop and/or strengthen new or existing collaborations/partnerships. This data can then be used to provide the foundation for the EHS-CCP. The proceeding articles will provide guidance on how and when to conduct a meaningful community assessment and how to use the results to best serve those involved. .

## [Management Systems > Planning, Community Assessment](#)

*Link includes the following articles:*

- Child Care: What You Can Do
- Conducting a Public Forum: Developing a Plan for Identifying Local Needs and Resources
- Developing a Plan for Identifying Local Needs and Resources: Assessing Community Needs and Resources
- How to Conduct a Needs Assessment Survey
- Outline for Assessing Community Needs and Resources
- Tool No. 2: Asset Mapping
- Community Assessment Matrix
- State Facts Sheets on Child Welfare Funding
- U.S. Census Bureau American FactFinder
- Checklist: Obtaining Feedback from Constituents: What Changes Are Important and Feasible

## [Five Steps to Community Assessment](#)

### [Checklist for Conducting Needs Assessment Surveys: Developing a Plan to Identifying Local Needs and Resources](#)

### [2013 State Fact Sheets](#)

### [Community Assessment and Reassessment of Early Childhood Needs and Resources](#)

### [Early Head Start-Child Care Partnership: Making the most of it](#)

*Identifying areas of high need in your community*

## [North Dakota KIDS COUNT – Fact Books](#)

### [North Dakota KIDS COUNT](#)

*Links includes the following section:*

- Demographics
- Early Care & Education

- Economic Well-Being
- Family & Community
- Health
- Safety & Risky Behaviors
- Profiles, Rankings & Comparisons

[Child Care Data by County in North Dakota](#)

[Child Care Industry Data & Profiles in the North Dakota](#)



# Comprehensive Services

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Many Early Care and Education programs provide an array of services for children and families. Options are in most cases determined by cost. Programs that rely on parent fees may not be able to fund child assessment and/or curriculum materials. This is where partnerships can benefit child care. Early Head Start offers comprehensive services in the areas of: Education, Screenings and Ongoing Child Assessment, Health and Safety, Mental Health, Disabilities, Family Engagement, and Nutrition. Each of these comprehensive service areas support each child's individual growth as well as supports parent/family engagement. The listing below includes links to comprehensive service areas, including links to federal and state requirements.

## *Education:*

### [Early Head Start>School Readiness](#)

*Link includes the following articles:*

- EHS NRC Resources to Assist You in Thinking About School Readiness
- School Readiness Action Steps for Infants & Toddlers
- School Readiness Goals for Infants & Toddlers: Examples from the EHS NRC
- TA Paper 6: The Foundations for School Readiness

### [Side by Side comparison of federal and state requirements for Early Childhood Services](#)

*Family Literacy, Parent Education, Transition (Page 5-6)*

## *Health and Safety:*

### [Side by Side comparison of federal and state requirements for Early Childhood Services](#)

- *Health Services (Page 5-6)*
- *Facility Updates, Health & Safety Standards (Page 11)*

### [Comprehensive Services & Systems: Nutrition, Health & Safety > Health & Safety](#)

*Link includes the following articles:*

- Caring Connections Series: Movement
- Guidelines for Vaccinating Pregnant Women
- vBTT 2013: Meeting the Needs of Families Through the Postpartum Visit
- Tip Sheet 51: Two Week Newborn Home Visit
- Tip Sheet 20: Infant/Toddler Sleeping Arrangements
- Crib Regulations: What you Need to Know
- Safety Tips for Sleeping Babies
- Partnerships Between EHS & Healthy Start Programs
- Tips Sheet 28: Care for Their Air & EHS

### [Comprehensive Service Part II: Health, Mental Health, Nutrition & Disabilities](#)

*Webinar: Audio, Transcript, & PowerPoint*

## **Mental Health:**

[Side by Side comparison of federal and state requirements for Early Childhood Services  
Mental Health \(Page 5-6\)](#)

[Comprehensive Service Part II: Health, Mental Health, Nutrition & Disabilities](#)

*Webinar: Audio, Transcript, & PowerPoint*

[Comprehensive Services & Systems: Mental Health > Mental Health](#)

*Link includes the following articles:*

- Caring Connections Podcast: Empathy
- Tip Sheet 22: Infant/Toddler Mental Health Services
- News You Can Use: Mental Health Services
- Tip Sheet 35: What is CSEFEL?
- Tip Sheet 36: What are Challenging Behaviors?
- TA Paper 10: Understanding and Managing Challenging Behaviors
- Articles on Adverse Experiences/Toxic Stress

[Comprehensive Services & Systems: Mental Health > Challenging Behaviors](#)

*Link includes the following articles:*

- Tip Sheet 36: What are Challenging Behaviors?
- TA Paper 10: Understanding and Managing Challenging Behaviors

## **Disabilities/Part C:**

[Services for Children with Disabilities](#)

*Link includes the following articles:*

- Inclusion Planning Checklist: Home Visiting Program
- Autism Spectrum Disorders in Very Young Children

[Comprehensive Service Part II: Health, Mental Health, Nutrition & Disabilities](#)

*Webinar: Audio, Transcript, & PowerPoint*

[Side by Side comparison of federal and state requirements for Early Childhood Services  
Disabilities \(Page 5\)](#)

[Disabilities: Comparison of State Licensing and QRIS Standards for Infant and Toddlers in Child Care  
Centers \(pages 4-11 of document\)](#)

[Services for Children with Disabilities](#)

## **Family Engagement:**

[Family Engagement: Comparison of State Licensing & QRIS Standards](#)

[Engaging Families: Implementing effective family engagement](#)

[Comprehensive Services & Systems: Family Engagement > Family Engagement](#)

*Link includes the following articles:*

- vBTT 2013: Keeping the Parent-Child Relationship the Focus

- vBTT 2013: Engaging Parents in the Home-based and FCC Program Options
- Parent’s Guide to the Home-based Program Options
- vBTT 2013: Engaging Families Using Motivational Interviewing
- vBTT 2013: Meeting the Unique Needs of Families Through the Postpartum Visit
- Tips Sheet 51: Two-Week Newborn Home Visit
- The Regional Office Role: Family Engagement for School Success
- My Parents, My Teachers: Honoring the Past, Strengthening the Future
- Grandparents Raising Grandchildren

[Comprehensive Services & Systems: Family Engagement > Family Voices](#)

*Link includes the following articles:*

- vBTT 2013: From Difficult Childhoods to Devoted Parenting (Parent Plenary)
- BTT 2010: Lessons from Families Once at “Highest Risk” (Parent Plenary)
- BTT 2008: Parenting Across Cultures (Parent Plenary)
- BTT 2007: Parent Employees in Infant-Toddler Programs (Parent Plenary)

[Comprehensive Services & Systems: Family Engagement > Teen Parenting](#)

*Link includes the following articles:*

- What Other Teen Parents Want you to Know about EHS
- Summary of Teen Parent Served within Head Start
- Lesson from Teens about What Works for Them
- Tip Sheet 34: Teen Parents & EHS Program Services
- Teen Parenting: Bridging Multigenerational Support (AIAN)
- Principles of Serving Expectant Teens

[National Center on Parent, Family, and Community Engagement >PFCE Framework](#)

*The Parent, Family, and Community Engagement Interactive Framework*

[Understanding Family Engagement Outcomes: Research to Practice Series](#)

*Family Engagement and School Readiness*

[Side by Side comparison of federal and state requirements for Early Childhood Services:](#)

*Family Services (Page 5-6)*

[Comprehensive Services Part III: Family/Community Engagement](#)

*Webinar: Audio, Transcript & PowerPoint*

**Nutrition:**

[Health Services and Nutrition: Comparison of State Licensing and QRIS Standards for Infants and Toddlers in Child Care Centers](#) (pages 1-3 of document)

[Comprehensive Services & Systems: Nutrition, Health & Safety > Nutrition](#)

*Link includes the following article:*

- Caring Connections Series: Nourishment

- Little Voices for Health Choices: Setting the Nutritional Foundation
- Little Voices for Healthy Choices: Building a Dynamic Brain (Music, Movement, and Nutrition)
- Tip Sheet 3: Formula at EHS Socializations
- Tips Sheet 8: Provisions of Diapers & Formula
- Tips Sheet 46: Purchasing Infant Formula
- Nutrition Tips for a Healthy Pregnancy
- Tip Sheet 7: Defining Registered Dietitian & Nutritionist

[Comprehensive Services & Systems: Health & Safety > Breastfeeding](#)

*Link includes the following article:*

- Welcoming and Supporting Breastfeeding in Your Program
- Federal Resources on Breastfeeding
- Guide to Online Breastfeeding Resources

[Side by Side comparison of federal and state requirements for Early Childhood Services](#)

*Nutrition Services (Page 5-6)*

[Comprehensive Service Part II: Health, Mental Health, Nutrition & Disabilities](#)

*Webinar: Audio, Transcript, & PowerPoint*

*Ongoing Assessments/Screenings:*

[What is an Ongoing Assessment? EHS Tip Sheet No. 52](#)

[Side by Side comparison of federal and state requirements for Early Childhood Services](#)

- *Child Education & School Readiness (Page 4)*
- *Outcomes & Measures (Page 13)*

[Linking Assessment with Curriculum](#)

[Early Childhood Development: Assessing > Ongoing Assessment](#)

*Link includes the following articles:*

- Checking Children's Progress
- Learning from Assessment
- Readiness and Relationships: Issues in Assessing Young Children, Families and Caregivers

[Developmental Screening, Assessment and Evaluation of Infants and Toddlers](#)

*Webinar: Video & Transcript*

[Screening, Assessment, Evaluation & Observation > Screening, Assessment, Evaluation & Observation](#)

*Link includes the following articles:*

- Developmental Screening, Assessments, and Evaluations
- Tip Sheet 6: Screening for Infant & Toddlers, REVISED
- Tip Sheet 27: Screening Infant/Toddler Behavioral Skills
- Tip Sheet 30: Screening for Infant/Toddlers (Standardized Tools)
- Tip Sheet 1: Screening Premature Infants
- Tip Sheet 52: What is an Ongoing Assessment
- TA Paper 15: Observations: Individualizing Responsive Care
- Look at me! Using Focused Child Observation
- Clearing your View: Staying Objective in Observation
- Using Sensitive Skilled Observation in your Program

[Screening, Assessment, Evaluation & Observation > Observation](#)

*Link includes the following articles:*

- TA Paper 15: Observations: Individualizing Responsive Care
- Look at me! Using Focused Child Observation
- Clearing your View: Staying Objective in Observation
- Using Sensitive Skilled Observation in your Program

[Comprehensive Services Part I: Curriculum & Assessment](#)

*Webinar: Audio, Transcript, PowerPoint*

[What is Quality Data for Programs serving Infant Toddlers?](#)

[Bright & Early North Dakota – Playbook \(QRIS\)](#)

[Bright & Early North Dakota – Provider Information Page](#)

# Continuity of Care

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Continuity of care supports the secure, close relationships for infant and toddlers in a classroom setting to thrive. Promoting teacher-child attachment will allow a teacher to build a meaningful relationship, which leads to meeting of a child's individual needs, skill, interest and way of learning. Family-teacher relationships are strengthened in the process as well which promotes a great emotional and education satisfaction for all involved.

Continuity of care also encompasses the staffing ratios within the classroom and teacher's credentials.

Below are article pertaining to the subject of continuity of care and how to implement into all aspects of an EHS-CCP.

[What do we mean by Continuity of Care in Out-of-Home Settings?](#)

[Side by Side comparison of federal and state requirements for Early Childhood Services Qualifications, Teacher/Child Ratios \(Page 9-10\).](#)

[Promoting Continuity of Child Care Services for the Benefit of Children and Families: Informational Memorandum](#)

[Policies and Practices that Promote Continuity of Child Care Services and Enhance Subsidy Systems](#)

[Program Management & Design: Staffing Section](#)

[Primary Caregiving and Continuity of Care](#)

The goal of PITC is to help infant/toddler care teachers recognize the crucial importance of giving tender, loving care and assisting in the infants' intellectual development through an attentive reading of each child's cues. It's a practice of responsive, respectful, relationship-based infant/toddler care to assist in the infant/toddler's development. The following links provide information regarding the trainings available for teachers and the implementing the curriculum.

[PITC – The Program For Infant/Toddler Care](#)

[PITC's Six Program Policies](#)

[PITC Trainer Institute's Overview](#)

[WestEd Training & Services for Early Head Start](#)

# Curriculum

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Curriculum is the cornerstone to the early education of children. The curriculum implemented in an Early Childhood program enhances the social competence and school readiness of children.

[Developmentally Appropriate Practice:](#)

[How do Programs Plan and Implement Developmentally Appropriate Environments to Meet Standards.](#)

[Learning Environments, Developmental Domains, and Assessment: Comparison of State Licensing and QRIS Standards for Infant and Toddlers in Child Care Centers:](#)

[Early Childhood Development: Planning and Curriculum>Definitions and Requirements](#)

*Link includes the following articles:*

- A Checklist for Early Childhood Curriculum
- Curriculum and Reauthorization
- Curriculum in Early Head Start
- Infants have their own Curriculum: A Responsive Approach to Curriculum Planning for Infants and Toddlers
- Linking Assessment with Curriculum
- Relationship as Curriculum
- The Curriculum: A Written Plan for Action

[Early Childhood Development: Planning and Curriculum>Planning](#)

*Link includes the following articles:*

- Early Head Start Relationships
- From Curriculum to Outcomes: One Program's Experience
- How Child Outcomes Assessment Support Continuous Program Improvement

[Child Development & Education > Brain Development](#)

*Link includes the following articles:*

- vBTT 2013: Prenatal Brain Development
- vBTT 2013: Prenatal Development and School Readiness
- News You Can Use: Early Experiences Build the Brain
- BTT 2010: The Philosophical Baby, Dr. Alison Gopnik
- BTT 2007: Supporting Children's Social-Emotional Development, Dr. Dan Siegel
- Little Voices for Healthy Choices: Building a Dynamic Brain (Music, Movement, and Nutrition)

### [Child Development & Education: Curriculum](#)

*Link includes the following articles:*

- TA Paper 16: Individualizing Care for Infants and Toddlers – Part 1
- TA Paper 17: Individualizing Care for Infants and Toddlers – Part 2
- Exploring the Meaning of Curriculum
- Tip Sheet 10: Infant/Toddler Curriculum
- Caring Connections Series: Routines
- Caring Connections Series: Following the Baby
- News You Can Use: Developmentally Appropriate Practice
- vBTT 2013: Reflective Curriculum Planning for Infants and Toddlers
- TA Paper 15: Observation: Individualizing Responsive Care
- News You can Use: Play
- Tip Sheet 32: Home Visiting Materials to Promote Learning
- Tip Sheet 41: Tummy Time & Infants
- News You Can Use: Transitions
- Building Strong Language Foundations

### [Child Development & Education: Curriculum Topics](#)

*Link includes the following articles:*

- News You Can Use: Music, Part 1
- News You Can Use: Music, Part 2
- Caring Connections Series: Music
- Tips Sheet 29: Infant/Toddler Math & Science Development
- News You Can Use: Supporting Early Math Learning
- vBTT 2013: Supporting the Intuitive Understanding of Early Math
- Exploring Nature with Your Baby
- Infants and Toddlers Meet the Natural World

### [Child Development & Education: Learning Environments](#)

*Link includes the following articles:*

- News You Can Use: Environments as Curriculum
- News You Can Use: Learning at Home & Homelike Environments
- Caring Connections Series: Environments
- Tip Sheet 9: Developmentally Appropriate EHS Environments
- Tips Sheet 16: Dividing a Large Space into EHS Classrooms
- Tip Sheet 17: Learning Areas in EHS Classrooms
- Tip Sheet 48: Outdoor Experiences in Very Young Children
- TA Paper 14: Supporting Outdoor Play and Explorations
- Spending Time Outdoors Matters for Infant and Toddlers
- News You Can Use: Outdoor Spaces
- News You Can Use: Take it Outside



- News You Can Use: Take it Inside

#### [Early Head Start National Resource Center > School Readiness](#)

*Link includes the following articles:*

- EHS NRC Resources to Assist You in Thinking about School Readiness
- School Readiness Action Steps for Infant and Toddlers
- School Readiness Goals for Infant and Toddlers: Examples from the EHS NRC
- TA Paper: The Foundations for School Readiness

#### [Early Head Start National Resource Center > News You Can Use](#)

*Link includes the following articles:*

- Approaches Toward Learning, Part 1-3
- Social Emotional Development
- Physical Development & Health
- Language & Literacy

#### [Early Head Start National Resource Center > Multimedia](#)

*Link includes the following articles:*

- vBTT 2013: The Foundations for Life and School Readiness Begin in Infancy
- First Connections: Attachment and Its Lasting Importance
- Parent-Child Relationships: School Readiness in the Home-based Option
- School Readiness: Supporting AIAN Programs
- School Readiness for Infants and Toddlers: What Should Collaboration Directors Know?

#### [Early Head Start National Resource Center > Program Options & Initiatives: Home-Based Program Option, Curriculum](#)

*Link includes the following articles:*

- Tip Sheet 50: Socializations and Field Trips
- Tips Sheet 32: Home Visiting Materials to Promote Learning
- Tip Sheet 26: EHS Socializations Environments

#### [Early Head Start National Resource Center > Program Options & Initiatives: Home-Based Program Option, Planning](#)

*Link includes the following articles:*

- Tip Sheet 33: Families with Multiple Children in the EHS Home-based Option
- Tip Sheet 31: Home Visitor Caseload
- Tip Sheet 38: Grandparents & EHS Home-based Activities
- Inclusion Planning Checklist: Home Visiting Programs

#### [Comprehensive Services Part I: Curriculum & Assessment](#)

*Webinar: Audio, Transcript, PowerPoint*

The Quality Rating and Improvement System (QRIS) system is “provides information, learning opportunities, and direct technical assistance to states” with the “desire to use rating and improvement strategies to elevate the quality of care in state early care and education systems”.

[Quality Rating and Improvement System Framework](#)

[QRIS – Glossary of Terms](#)

[Frequently Asked Questions - QRIS](#)

# Eligibility

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Early Head Start serves low income pregnant women and families with children ages 0-3. Low income families must fall within the Federal Poverty Guidelines, be eligible for TANF or SSI, experiencing homelessness or in the child welfare system (foster care). The proceeding articles address the regulations regarding determining the eligibility of families within the program's service area.

[Side by Side comparison of federal and state requirements for Early Childhood Services](#)  
*Family Eligibility and Income, Child Eligibility, Eligibility Periods and Duration (Page 7-8)*

[Head Start Performance Standards: Age of children and family income eligibility](#)

[Determining Eligibility with Families in Armed Forces \(Military Income\)](#)

[Frequently Asked Questions Related to the Poverty Guidelines and Poverty](#)

[Poverty Guidelines and Determining Eligibility for Participation in Head Start Programs](#)  
*Section 645 of the Head Start Act – this will provide a more in depth look.*

[2014 Poverty Guidelines](#)

The Child Care Assistance program (Child Care Subsidy) provides income eligible families with assistance to pay for quality child care while parents work or attend school. Families are required to pay a co-payment, which is also depended on the family's income.

[Child Care Assistance Program – North Dakota](#)

[Child Care Assistance Program – FAQ's](#)

# Funding

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Understanding the funding mechanisms and implementation for both Early Head Start and Child Care is a must because of the complexity of both. There are many ways in which you can use funding to budget and run a program which range from braided, blended and layered. Having knowledge of what costs are allowable when purchasing with federal moneys and how to allocate those costs across a program when partnering with child care programs.

[Fiscal Regulations](#)

[Side by Side comparison of federal and state requirements for Early Childhood Services Funding \(Pages 15-17\)](#)

[Cost Allocation](#)

[Fiscal Management](#)

*Regulations, FAQ's, Non-federal share, etc.*

[Blended & Braided Funding Early Childhood Program Funding Streams Toolkit](#)

[Fiscal Management: Regulations](#)

[Finance Innovations: Layer, Blend and Braid](#)

[Maximizing Resources in Early Head Start-Child Care Partnerships](#)  
*Webinar: Audio, Transcript, & PowerPoint*

[2014 Head Start Audit Compliance Supplement \(IM\)](#)

OMB Regulations

# Models

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The Early Head Start-Child Care Partnership grants licensed child care centers and/or family child care home providers to provide a high quality learning environment for low income families who agrees to meet and follow the Head start Program Performance Standards. The children enrolled would receive all Early Head Start services regardless of the setting in which they are served.

## [Early Head Start National Resource Center > Program Options & Initiatives: Family Child Care Option](#)

*Link includes the following articles:*

- The EHS Family Child Care Option: Maybe it's a Good Fir for Your Community
- Implementing EHS In Family Child Care
- TA Paper: Strategies to Build and Sustain EHS in Family Child Care
- vBTT 2013: FCC – An Effective Program Option for Children, Families and Communities
- vBTT 2013: Engaging Parents in the Home-Based and FCC Program Options
- Supporting Infants, Toddlers and Families through the FCC Option

## [Early Head Start National Resource Center > Program Options & Initiatives: EHS for Family Child Care Project Resources](#)

*Link includes the following articles:*

- Project Fact Sheet
- Tips for Administrators
- Tips for Providers
- EHS for FCC Webinar (Slides, Transcript, Recap)

## [Early Head Start National Resource Center > Program Options & Initiatives: EHS for FCC Project Updates](#)

*Link includes the following articles:*

- Where Have We Been: Where Are We Going? Updates 1-4

## [Does EHS Enroll Pregnant Women within a Specific Program Option?](#)

# Monitoring

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Monitoring systems allows for an ongoing assessment of program operations. In order to stay in compliance with federal and state regulations and goals and objective a system of checks and balances needs to be in place.

[Ongoing Monitoring: Head Start Act, Regulations, & Policies](#)

[Side by Side comparison of federal and state requirements for Early Childhood Services Program Review or Monitoring \(Page 14\)](#)

[Using Results to Improve the Lives of Children and Families](#)

[Elements to Build Capacity for Evaluation and Accountability: Discussion Guide](#)

[Building and Sustain Quality Systems: Cultivating Excellence in Early Head Start](#)

[What is Quality Data for Programs serving Infant Toddlers?](#)

[Program Management & Fiscal Operations > Management Systems > Recordkeeping & Reporting](#)

*Link includes the following articles in each sections:*

Head Start Act, Regulations & Policies

Program Reporting

- Final Reports
- Progress Reporting
- Overdue Reports

Fiscal Reporting

- 2 CFR Part 215.52 Financial Reporting
- Federal Financial Report Attachment
- Federal Financial Report Instructions
- Instructions for the Federal Financial Report Attachment
- SF-425 Financial Reporting Form
- Documentation-Volunteers Services

Retention & Access

- 42 CFR 1309.31 Record Retention
- Freedom of Information Act
- Record and Audits

# Nutrition/Food Program (USDA)

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The Child and Adult Care Food Program (CACFP) provides a reimbursement for healthy meals served to children and adults within a child care center and family child care homes. These meals must meet the federal guidelines of healthy foods.

[Side by Side comparison of federal and state requirements for Early Childhood Services Nutrition Services \(Page 6\)](#)

[Child & Adult Care Food Program – Infant Meals: Food and Nutrition Services](#)

[ND Department of Public Instruction: CACFP Sponsored programs  
Child Care Center & Family/Group Child Care Homes](#)

[DPI: Child Nutrition & Good Distribution Program: Income Guidelines](#)

[DPI: Child Nutrition & Food Distribution Program: Reimbursement Rates](#)

# Pitfalls

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Collaboration between participating entities can be a very valuable and productive partnership but there is always the situations which can lead to the need to dissolve the collaboration. There are many factors which can lead to the need of dissolving an Early Head Start/Child Care partnership/collaboration such as being non-complacent of Head Start/Early Head Start regulations by collaborators or not following through with all expectations of a MOU. The following articles include information regarding how to make a collaboration/partnership work to the best of its ability.

[Collaboration at Work: A Look at the Pros and Cons](#)

[5 Pitfalls of Collaboration](#)

[Advantages and Disadvantages of Collaboration Between Businesses](#)



# Program Governance

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Program Governance encompasses the Governing Body, Policy Council, communication and shared decision making in line with the Head Start/Early Head Start philosophy which is one of partnership between the program and parents.

## [Program Management and Fiscal Operations: Management Systems > Program Governance](#)

### Head Start Act & Regulations

#### The Governing Body

*Section includes the following articles:*

- Governance, Leadership, and Oversight Capacity Screener
- Governance Readiness Tool
- Head Start Governing Body and Tribal Council Certification
- Understanding Shared Decision-Making in Head Start Programs

#### Structure, Composition & Bylaws

*Section includes the following articles:*

- Choosing the Right Officers
- What Do Bylaws Do or Accomplish
- Amending Bylaws
- Are Your Bylaws Democratic
- Check for Writing Bylaws
- Sample Outline for Policy Council Bylaws
- Writing Bylaws

#### Policies

*Section includes the following articles:*

- Sample Code of Conduct for Policy Councils and Governing Bodies
- Right of Membership
- Executive Session and Open Meeting Laws
- Mediation Procedures for Head Start Grantees, Policy Council and Delegate Agencies

#### Meeting Management

*Section includes the following articles:*

- Sample Planning Calendar
- Members Guild to Making Motions
- Robert's Rule of Order Motions Chart
- Tips Sheet of Parliamentary Procedures for Policy Groups
- Content of Minutes
- Frequently Asked Questions about Robert's Rule of Order
- Presiding over a Meeting
- Simplified Parliamentary Procedure
- Rights of Membership

- Executive Session and Open Meeting Laws

T/TA for Governing Body & Policy Council

*Section includes the following articles:*

- Governance, Leadership, and Oversight Capacity Screener
- Governance Readiness Tool
- Head Start Governing Body and Tribal Council Certification
- Linking our Voice: Video and Facilitators' Manual

[Side by Side comparison of federal and state requirements for Early Childhood Services](#)

*Management & Governance (Page 3)*

[What is the Head Start Governance Structure when the Agency is:](#)

- a) A Grantee for EHS and a Grantee for Preschool Head Start?;
- b) An EHS Grantee and a Delegate Agency for Preschool Head Start?;
- c) A Delegate for EHS and a Delegate Agency for a Preschool Head Start?

*Early Head Start Tip Sheet No. 24*

# Professional Development

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Professional Development is the continuous improvement of one's skills and knowledge for personal and career advancement. Continued learning within your field will strengthen your workforce which is one of the priorities of The Office of Head Start. Creating and strengthening a professional development system will benefit not only employees but the business as a whole.

## [Side by Side comparison of federal and state requirements for Early Childhood Services](#)

*Training Requirements, Staff Development (Pages 9-10)*

*Training and Technical Assistance (Page 12)*

## [Comprehensive Services & Systems: Program Management & Design > Reflective Supervision & Practice](#)

*Link includes the following articles:*

- TA Paper 13: Reflective Supervision
- Setting a Foundation in Your Program
- Putting It Into Practice
- News You Can Use: Reflective Practices & Strategies in EHS
- Defining and Maintaining Professional Boundaries

## [Comprehensive Services & Systems: Program Management & Design > Professional Development](#)

*Link includes the following articles:*

- Early Essentials
- Lesson in Leadership
- Relationships as the Foundation of Quality Infant and Toddler Care
- Sharing Knowledge with Infant-Toddler Teachers and Home Visitors Series
- Caring Connections Series: Let's Talk About You
- vBTT 2013: The Use of Coaching in Professional Development & Continuous Learning
- Tip Sheet 13: EHS Staff Development
- What Do We Mean by Professional Development in the Early Childhood Field?
- Knowledge, Information and Skills Needed to Support the Role of HS and EHS Directors
- Infant and Toddler Online Associate Degree Course

## [Professional Development in Head Start](#)

*Videos & Transcripts included in the following link:*

- Part 1: History of Professional Development in Head Start
- Part 2: Why Professional Development is Important
- Part 3: Overview of the Professional Development Pages
- Full Video: Professional Development in Head Start

[ECLKC: Professional Development Systems](#)

[ECLKC: Foundations for Staff Development](#)

[ECLKC: Individual Career Development](#)

[ECLKC: Professional Development to Go](#)

“The Growing Futures system is the process used by the North Dakota Department of Human Services for approval of information (not for college credit child care training in the state. “ This system is used for the professional development of licensed child care programs (both family/group and center).

[Growing Futures: North Dakota’s Early Childhood Professional Development System](#)

*PowerPoint*

[Growing Futures – Vision, Goals, and History](#)

[Growing Futures – Data and Statistics](#)

# Regulations

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Early Head Start/Head Start are federally bond to stay in compliance with the Head Start Program Regulations including the Head Start Act, Head Start Program Performance Standards, Fiscal Regulations and any changes which may happen. The links below provide all regulations.

[The Head Start Act](#)

[Head Start Program Performance Standards](#)

[Fiscal Regulations](#)

[Program Instruction \(PIs\)](#)

[Information Memorandums \(IMs\)](#)

[Policy Clarifications](#)

# Self-Assessment

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Self-Assessment is the process of looking at one's program to assess the strengths, accomplishments, weaknesses and to assist to the continued improvement on the program to best serve the enrolled families.

[Program Management & Fiscal Operations>Management Systems>Self-Assessments](#)

*Link includes the following articles in each sections:*

Head Start Act, Regulations & Policies

Self-Assessment Process

- Self-Assessment Tip Sheet
- Understanding the Self-Assessment Process

Self-Assessment Tools

- Preparing Your Self-Assessment
- Head Start Self-Assessment: Your Foundation for Building Program Excellence ES
- Program Self-Assessment Booklets

Evaluation

- The Program Manager's Guide to Evaluation, Second Edition

# State Systems

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Health and safety of children in child care is the top priority when providing quality child care. Each state has its own set of regulations to abide and operate legally including licensing and training.

The State of North Dakota also provides an assistance program to help families pay for child care who are within the income guidelines.

The following articles discuss the requirements and regulations for running EHS/CC partnerships and assistance for families within the state of North Dakota.

[Research Brief #1: Trends in Child Care Center Licensing Regulations and Policies for 2011](#)

[Research Brief #2: Trends in Family Child Care Home Licensing:](#)

[Child Care Licensing in North Dakota](#)

[Staff Training Requirement for Licensed Child Care Providers in North Dakota](#)

[Child Care Assistance Program \(Subsidy\)](#)

[QRIS \(Quality Rating and Improvement System\) Guide:](#)

[QRIS Resource Guide: Section 7 Data Collection and Evaluation](#)

# Sustainability

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Sustaining a productive and quality partnership to ensure the highest quality of care is provided to the families involved is one of the goals of the EHS-CCP.

[Sustainability Planning Framework: Framework to help partners sustain their work together](#)

[Building and Sustain Quality Systems: Cultivating Excellence in Early Head Start](#)



# Glossary of Terms

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[Administration for Children & Families: A Glossary for Partnerships](#)

*A common understanding of the terminology used for EHS/CC Partnerships*