

Resources for Developing Early Head Start-Child Care Partnership Agreements

Zakia Redd, Martha J. Zaslow, Yolanda Motley, and Maya Cook

Overview

The Early Head Start-Child Care Partnerships (EHS-CCP) were developed to expand access to quality early childhood care and education programs for infant, toddlers, and their families. The EHS-CCP model includes partnering with child care centers and family child care homes to offer EHS “slots” for infants and toddlers who qualify for federal assistance. Children and families also receive comprehensive health, developmental, and family support services through the partnerships. Developing partnership agreements requires use of an iterative process designed to foster a collaborative relationship between EHS-CCP grantees and each of the unique centers and family child care homes that join the partnership. While the process of developing these agreements can be challenging, it also can provide an opportunity for grantee staff and child care partners to develop the basis for working together over time in a mutually beneficial relationship.

Developing clear partnership agreements is an important foundation for strong Early Head Start-Child Care Partnerships. The goal of this resource is to provide tools for developing such agreements. The resource is based on findings from a study that Child Trends conducted with six partnerships with funding from the W.K. Kellogg Foundation to enhance their comprehensive services, professional development supports and other offerings.¹ In the study, which was also funded by the W.K. Kellogg Foundation, interviews were conducted with 111 EHS-CCP grantees, child care partners and parents. We learned that partnerships took longer than anticipated to initiate and fully implement, in part because initial steps took

What are EHS-CCPs?

Early Head Start-Child Care Partnerships (EHS-CCPs) extend EHS services by partnering with independent community child care providers to offer high-quality and comprehensive services. EHS supports children and families using a two-generation approach that includes early childhood education, health and developmental screenings for children, support for parents in finding a job or pursuing further education, and other resources to help meet families' needs. Partnering programs agree to follow EHS standards (for example, adhering to certain teacher-to-child ratios); in return, programs gain access to professional development resources for staff and other materials from the EHS-CCP grantee agency. The EHS-CCP model helps extend high-quality child care to the youngest children (from birth through age 3) within communities.

¹ Halle, T., Banghart, P., Zaslow, M., Cook, M., Kane, M., Bartlett, J. D., Redd, Z., Bamdad, T., Cox, A., & Lloyd, C. M. (2019). Implementation lessons from six Early Head Start-Child Care Partnerships. *Early Education and Development*, 30(8), 990-1008.

longer than anticipated. For instance, getting the agreements and funding mechanisms in place is a lengthy process. It can also take a long time to get each program partner ready to fully implement the Head Start Program Performance Standards (HSPPS) and, once those standards are met, grantees expend a lot of effort working with program partners to maintain those standards.

Throughout the process, grantee staff and child care partners learned that strong partnership agreements with clearly outlined roles and responsibilities were a key element in a successful partnership. Because each partnership is unique, in terms of the number of partners, the way the partnerships are structured, the staffing structures, communication processes, and other factors, there is a lot of flexibility built into the model regarding how to structure them and how to set up partnership agreements.² There is also a lot of flexibility built into the model for local innovation. Since developing clear partnership agreements is such an important part of developing strong partnerships, we offer this two part resource to:

- 1. Share insights and lessons learned from grantee staff and child care partners from six partnerships about things to consider when forming EHS-CC partnerships and developing contractual agreements.** Through our interviews with the six grantees and their child care partners, we learned about challenges and successes in developing strong EHS-CC partnerships and contractual agreements. The findings from the interviews were augmented with input during a gathering of grantee staff and child care partners from the six partnerships Child Trends convened. The first part of this resource highlights key findings from the interviews and from the convening, with particular input from one of the grantee directors, Yolanda Motley, who is a co-author of this resource. This grantee director has led conference sessions on how to develop contractual partnership agreements, including at the convening. Part 1 of this resource benefits from her experience and perspective on issues to consider before, during, and after the formation of a contractual partnership agreement.
- 2. Provide summaries of and links to further resources (e.g., from the National Center on Early Head Start-Child Care Partnerships) that highlight what to include in partnership agreements and what to expect from the partnership agreement development process.** Part 2 of this resource includes an annotated bibliography of relevant resources for EHS-CCP grantees, child care providers, researchers, policymakers and practitioners interested in understanding best practices for developing a partnership agreement (starting on page 6) . Part 2 also includes a sample agreement from an EHS-CCP grantee.

² Del Grosso, P., Thomas, J., Makowsky, L., Levere, M., Fung, N., & Paulsell, D. (2019). Working Together for Children and Families: Findings from the National Descriptive Study of Early Head Start-Child Care Partnerships. *Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.*

Part 1: Building Strong Agreements: Key Considerations

Before developing an agreement identify and orient potential partners

In this section, we highlight a few factors for grantee directors to consider before developing a contractual partnership agreement with a potential child care partner organization. While this section draws on our interviews and discussions with grantee directors and child care partners, it is written primarily as guidance for grantee directors, who will be taking the initial steps to reach out to potential partners to develop a partnership agreement.

- **Select child care providers that are compatible with the EHS-CCP and the grantee agency's approach.** Leaders from each of the six grantee partnerships reported that they conducted outreach to child care directors they were familiar with to recruit them to the partnerships. Some used a more systematic process while others used a more informal process to identify centers and family child care providers as potential partners. Whether working with child care providers with which the grantee organization was more or less familiar, the grantee directors felt that it was important to gather information to assess compatibility for the partnership, based on the agency's vision. Strategies used by the partnerships included:
 - sending information to centers in the area for an open recruitment process, reaching out to sites the grantee organization already had established relationships with, and making specific efforts to target centers that were already providing high-quality care or were under enrolled;
 - using the QRIS rating scale to provide a threshold, for example, targeting centers with ratings at the higher end of the QRIS rating scale; and,
 - using a community assessment to determine areas of unmet need, high concentrations of poverty, and dual language learners.
- **Make sure the potential child care partner is eligible to participate in the specific EHS-CCP, given articulated criteria and priorities.** Grantee directors suggested gathering information to determine if child care programs are eligible to take part in the partnership. For instance, some grantees checked sites' licensing history and others only were looking for sites that served target populations (e.g., homeless families, families that had experienced domestic violence, or communities struck by natural disaster).
- **Educate potential child care partners that are less familiar with EHS-CCP.** To help promote understanding of the partnership agreement, provide an orientation on the EHS program performance standards, the Head Start Act, and other relevant tools such as the Early Childhood Learning and Knowledge Center (ECLKC). In addition to helping assure child care partners will understand key components of the agreement, this is also important for seeing that clear expectations are communicated early to the child care partners selected for the partnership and that they have the capacity to follow the standards.

During the agreement development process: factors to consider

In this section, we highlight key factors that grantee directors suggested not be overlooked during the process of developing agreements with child care providers.

- **Wherever possible, use a more collaborative approach to negotiate the contract.** Consider using a collaborative process, where grantee staff and child care partners work together to create an agreement that meets the needs of both parties. Based on our interviews, we learned that it is easier to adopt a collaborative approach when working with high-performing child care partners knowledgeable about EHS rules, regulations, and policies. Other factors that will determine the extent to which a more collaborative process is possible are whether the child care partners have internal capacity to develop and review complex budgets and contracts, and experience managing blended resources to assure that rules about spending are followed and documented carefully. Gathering input on agreement terms can save time later as processes that work well for both parties are in place early on and don't need to be renegotiated. Stated more directly by one EHS-CCP director:
 - *“Operating in the absence of stakeholder buy-in, in particular partner input, leads to program breakdown, lack of effective communication and, ultimately, an unsuccessful partnership.”*
- **When it is necessary to use a top-down rather than a collaborative approach, structure it to be iterative.** Some grantees found it necessary to use more of a top-down process to develop a partnership agreement, giving partners less autonomy. In general, there does need to be guidance from grantee staff about what needs to be included in the agreement, and its creation cannot be left entirely up to the discretion of the child care partners because they may not be aware of some federal or program-specific requirements. In addition, some child care partners have more limited capacity than others to review or understand the terms of the agreement. One grantee director working with such a child care partner, nevertheless, engaged with the provider in an iterative process, explaining sections as they were developed and requesting review and input following an explanation. This provided an opportunity to grow their partnership. Another noted time constraints as a factor limiting their ability to collaboratively negotiate agreement terms. At least one child care provider from an EHS-CCP grantee that used a top-down approach that was not very iterative noted discontent with not being given the opportunity to provide input on the terms of the agreement and having little time to review it. When a top-down approach is necessary in developing an agreement, it is important to still include adequate time for review so that the process can be iterative.
- **Work collaboratively with the child care provider to determine relationship-based requirements.** Relationship-based requirements include things such as: who is responsible for particular activities (grantee staff or partnership staff), how often will grantee staff and partnership staff meet as a group and with individual partners, and what will be the requirements for attending program orientation and other meetings. Some successful partnerships incorporated opportunities to meet as a large group to support peer engagement and to help determine strategies for building capacity and advocacy at the local and state levels.. Grantee staff underscored the importance of determining relationship-based requirements during the process of negotiating a contractual partnership agreement. They indicated that these requirements help to hold the grantee and the child care partner accountable for their responsibilities. If these negotiations are conducted with each child care partner individually, rather than with all partners as a group, it will be important for the grantee to make sure requirements are as equitable as possible across child care partners.
- **Clarify financial compensation terms and related requirements.** Essential to contracts for goods and services is the agreed upon amount to be paid to the contractor. This section should clearly outline the amount to be paid per child, the frequency and timing of payments, and whether they will occur before or after services are rendered. A total annual amount should be included to ensure that there are no gray areas or blurred lines. The methodology for payments should also be included. If the payments will be by check, direct deposit, or in some other form, this language should be included in the contract. If there are prerequisites to payment receipt, this should be recorded in the contract. If the contractual period is longer, then the total compensation for the total period should also be included. If compensation is incentivized, the process for compensation must be clearly notated.

- The process of reconciliation and reports required should also be outlined. In accounting, reconciliation is the process of ensuring that two sets of records are in agreement. Reconciliation is used to ensure that the money leaving an account matches the actual money spent. This is done by making sure the balances match at the end of a particular accounting period. For the grantee accounting records and to ensure a clean audit, each director/owner should outline expenditures for funds expensed by the grantee to the director/owner. The frequency of submission must be outlined by the grantee.
- **Build trust by treating child care partners equitably during the negotiation process.** To help build trust, it is important to share the same information with all child care partners, and to make sure they are updated within the same time frame. Some of the grantees chose to bring child care partners together at the same time to share information about expectations, rules, and non-negotiable terms. But we also heard about the importance of holding one-on-one meetings between grantee staff and child care partners because there may be concerns that they do not feel comfortable discussing certain matters in a group setting. In many cases, the grantee staff started with a base agreement and then worked to individualize it, as necessary, during those one-on-one conversations and based on changes that might be requested by a lawyer who grantees and/or child care providers consulted to review the agreements.

After finalizing the agreement: the importance of an annual review

In this section, we highlight a few factors to consider after finalizing the grant agreement.

- **Both parties should maintain copies of the agreement.** A partnership agreement should set in motion a process of ongoing communication and collaboration. A period of implementation will provide important information about whether a process established in the agreement (e.g., frequency of meetings or who is responsible for which activities) needs to be modified. In addition, as partnerships mature, they may encounter new challenges and new opportunities.
- **Review the agreement annually.** Agreements should also be renewed every year and have an option built in to terminate the partnership prior to the end of the contract period. A joint annual review of the partnership agreement provides an important opportunity to chart progress, make modifications if necessary, or add a new focus.

If serious challenges are encountered, a partnership agreement should indicate the basis on which the agreement would need to be terminated immediately, or over time, and how disputes will be addressed.

Because the agreement continues to be a touchstone for partnerships, both for assessing progress and addressing problems, it is important that they build in an annual review.

Part 2: Developing Partnership Agreements: An Annotated Resource List

Introduction

In 2014, the Administration for Children and Families (ACF) established the Early Head Start-Child Care Partnership (EHS-CCP) program to expand access to high-quality services for families with infants and toddlers, enhance the qualifications of the workforce providing care for this child population, improve the well-being of children and families, and support school readiness. Since the program's inception, ACF has funded more than 270 grantee partnerships nationwide and in all 10 ACF regions. Valuable lessons have been learned about how to successfully develop partnership agreements.

This tool describes key resources available on how to develop EHS-CCP agreements that can help launch and sustain strong partnerships. It includes an example of an actual agreement shared by an EHS-CCP grantee (identifying information has been deleted).³

This annotated resource list is intended for EHS-CCP grantees and child care organizations interested in using policy guidance and the experience of other partnerships to help develop their own agreements. Although this resource focuses on EHS-CCP agreements, it may also be of interest to other practitioners seeking guidance on how to develop strong partnership agreements.

Resources specific to developing partnership agreements

Policy and Program Guidance for the Early Head Start-Child Care Partnerships (EHS-CCP)

<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-15-03-attachment1>

This Information Memorandum from the Administration for Children and Families, U.S. Department of Health and Human Services, provides policy and program guidance from the Office of Head Start on multiple aspects of Early Head Start-Child Care Partnerships, including the development of partnership agreements. The memorandum notes that “mutually beneficial partnership agreements are a critical component of the EHS-CCP and partners should engage in early and ongoing conversations, ensuring that roles and responsibilities are clearly specified and updates and amendments are made when needed.” A key starting point noted in the memorandum is determining the nature of the fiscal relationship (whether child care partners will be “sub-recipients” or “contractors”), the subsidy status of enrolled children, and payment terms and conditions. The memorandum notes that child care partners will vary in terms of their readiness to meet the requirements of EHS-CCP and that the development of an agreement provides an opportunity to individualize, planning for how each child care partner will work with the grantee towards meeting program requirements. According to the memorandum, “[A]t a minimum, the agreement should identify the parties involved, list the terms or length of the agreement, address the recordkeeping and reporting requirements of both parties, describe in detail the performance required of each party, and state how performance concerns will be addressed, up to and including termination of the agreement.”

³ To help protect the confidentiality of the EHS-CCP grantee and the child care organization that agreed to share the terms of their agreement, the sample partnership agreement has been anonymized, with no names or locations of individuals or partnering organizations included. While this example is shared as a tool, partnership agreements should be individualized for the particular grantee and child care partner, and designed to meet the most current rules, regulations, and guidelines of the Early Head Start as well as any state, agency, and organization-specific requirements.

A Checklist for Developing a Partnership Agreement or Contract

<https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-partnershipchecklist.pdf>²

This resource from the National Center on Early Head Start-Child Care Partnerships provides a planning tool for partnerships to use in developing partnership agreements. The introduction to the planning tool notes that while agreements generally include certain standard legal sections the language they contain often sets the tone for a “partnership spirit.” The tool lists specific items to consider including in a written agreement, including general information (such as the purpose and period of the agreement), specification of services (such as number of children served, hours of operation, and each partner’s role in service delivery, staffing and how professional development will be addressed), fiscal resources (including funding or resources to be accessed and commitments made by each partner), and systems to be put in place (including for planning and decision-making, communication, oversight, recordkeeping, documentation, and general administration).

Developing Partnership Agreements: Lessons from One Early Head Start-Child Care Partnership Grantee

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/developing-partnership-agreement.pdf>³

This resource available from the National Center on Early Head Start-Child Care Partnerships describes three key lessons learned by one grantee in developing a partnership agreement with one of its child care center partners. It stresses that partnership agreements need to build on the foundation of a solid relationship between partners: one that includes understanding of commonalities and shared goals but also respect for program differences. The resource notes three important lessons learned from the process of developing a partnership agreement between the grantee staff from Mid-Willamette Valley Community Action Agency and the Salem-Keizer Teen Parent Program: 1) Start with a base agreement and individualize it to each child care provider; 2) understand that the agreement will be developed using an iterative process; and, 3) set clear, specific expectations.

Negotiating a Partnership Agreement: Wisdom from the Field

<https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-negotiatingapartnershipagreement.pdf>⁴

This resource from the National Center on Early Head Start-Child Care Partnerships focuses on negotiation as a skill needed—yet a skill at which few excel—for developing an effective EHS-CCP partnership agreement. It highlights 10 points for successful negotiations, describing the importance of: (1) honoring the relationship between partners, (2) creating a negotiation environment that encourages innovation, (3) being realistic and fair, (4) recognizing that each partnership is unique, (5) engaging in active listening, (6) knowing your bottom line, (7) knowing the difference between “positions” and “interests,” (8) coming prepared to commit resources, (9) taking a fresh look at practices and standards, and (10) allowing sufficient time for partners to work out details. This resource underscores that a partnership agreement is a legal document that should be put in writing, carefully reviewed, and revised annually, if appropriate.

A Fiscal Management Planning Checklist

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ehs-ccp-fiscal-management-checklist-partnerships.pdf>⁵

Prior to outlining the specifics about fiscal management in a partnership agreement, grantees and child care partners need to be clear and in agreement about specific aspects of fiscal planning. This resource from the National Center on Early Head Start-Child Care Partnerships provides a worksheet to be used in the early stages of this process. It can be used to identify specific aspects of fiscal management that still need to be addressed, that are under discussion, or are finalized, and what action steps are needed to move forward. Worksheet sections focus on topics such as child care subsidies, parent fees, and fiscal agreements and partnerships.

Resources on building a foundation for partnerships agreements

Creating Effective Agreements, Partnerships and Collaborations

https://wsaheadstarteceap.com/fileLibrary/file_118.pdf⁶

This slide show comes from a training presented by Belinda Rinker and Nancy Hutchins (Office of Head Start) and provides guidance on creating effective agreements for Head Start and Early Head Start programs. The training notes that Head Start and Early Head Start programs may enter into agreements not only with child care partners, but also with landlords, service providers, community partners, consultants, and others. The goals of the session included increasing understanding of: how to plan for effective agreements; knowing when to seek advice of an attorney; being aware of standard terms and conditions that should be included in all agreements; recognizing special circumstances that should be addressed in different types of agreements; knowing what to be cautious about when being presented with an agreement by another party; and being prepared for review of agreements during onsite monitoring and annual audits.

Shaping the Early Head Start-Child Care Partnership: An Assessment Checklist

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/shaping-ehs-ccp-assessment-checklist.pdf>⁷

This worksheet, developed by the National Center on Early Head Start-Child Care Partnerships, is intended to help partners in an EHS-CCP plan for, implement, and manage a partnership. As with other worksheets this center developed, space is provided to identify if particular aspects need to be addressed, discussed, finalized, or if certain action steps are needed. Sections focus on (1) planning and developing the partnership; (2) communicating, decision-making, and negotiating as part of the partnership; (3) managing the partnership; (4) leading the partnership; (5) assessing and stimulating continual quality improvement of the partnership; and, (6) partnering with the greater community (i.e., assisting each partner in linking with key community agencies and programs or developing a written memorandum of understanding (MoU) to formalize the link with other community organizations).

Partnership Basics: Strategies for Creating Successful Partnerships

<https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-partnershipbasicsstrategies.pdf>⁸

This resource from the National Center on Early Head Start-Child Care Partnerships acknowledges that work between partners is neither simple nor easy. It highlights strategies partners can use to strengthen the foundation for their work together. It emphasizes the importance of creating a shared philosophy and mission, and deciding when and how partners will communicate to address partnership challenges. The resource notes that a partnership requires ongoing work. It also emphasizes the importance of developing a written legal agreement that spells out who in the partnership does what, how, and when.

Stages of Partnerships

<https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-stagesofpartnerships.pdf>⁹

This resource developed by the National Center on Early Head Start-Child Care Partnerships notes that while each partnership is distinct, in general they follow predictable stages. Understanding the stages can help partnerships progress to an advanced level of commitment. Five stages are identified: (1) non-partnership (in which representatives of different programs come together to discuss how to enhance their services); (2) pre-partnering (in which potential partners discuss common goals and reach out to include other community members working with families and children); (3) active partnering (in which members form an ongoing working group and make a joint commitment to work together); (4) consolidated partnering (in which partners begin to design a partnership structure that incorporates elements of their

shared vision); and, (5) going to scale (in which partners learn from experience and build on what works well, addressing issues of concern as they occur).

References

- ¹ Early Childhood Learning & Knowledge Center. Head Start Policy & Regulations. Policy and Program Guidance for the Early Head Start-Child Care Partnerships (EHS-CCP). ACF-IM-HS-15-03. Retrieved from <https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-15-03-attachment>
- ² U.S. Department of Health and Human Services, Administration for Children and Families. A Checklist for Developing a Partnership Agreement or Contract. Retrieved from <https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-partnershipchecklist.pdf>
- ³ U.S. Department of Health and Human Services, Administration for Children and Families. Developing Partnership Agreements: Lessons from One Early Head Start-Child Care Partnership Grantee. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/developing-partnership-agreement.pdf>
- ⁴ U.S. Department of Health and Human Services, Administration for Children and Families. Negotiating a Partnership Agreement: Wisdom from the Field. Retrieved from <https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-negotiatingapartnershipagreement.pdf>
- ⁵ National Center on Early Head Start-Child Care Partnerships. Financial Management Planning Checklist. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ehs-ccp-fiscal-management-checklist-partnerships.pdf>
- ⁶ Hutchins, N. & Rinker, B. Creating Effective Agreements, Partnerships and Collaborations. *Washington State Association of Head Start & ECEAP*. Retrieved from https://wsaheadstarteceap.com/fileLibrary/file_118.pdf
- ⁷ National Center of Early Head Start-Child Care Partnerships. Shaping the Early Head Start-Child Care Partnership: An Assessment Checklist. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/shaping-ehs-ccp-assessment-checklist.pdf>
- ⁸ U.S. Department of Health and Human Services: Administration for Children and Families. Partnership Basics: Strategies for Creating Successful Partnerships. Retrieved from <https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-partnershipbasicsstrategies.pdf>
- ⁹ U.S. Department of Health and Human Services: Administration for Children and Families. Stages of Partnerships. Retrieved from <https://childcareta.acf.hhs.gov/sites/default/files/public/4504ccp-stagesofpartnerships.pdf>

An example of an EHS-CCP partnership agreement

Each partnership is different and will need to include information in its partnership agreement specific to its state and local context, goals, stage of development, assessed needs for progress, and agreed upon processes for collaboration. One of the documents summarized above, Partnership Basics: Strategies for Creating Successful Partnerships, encourages partnerships to “borrow from others’ agreements, but resist short cuts and seek legal counsel throughout the agreement development.” In this spirit, the resource shared here is an anonymized partnership agreement, offered by one of the grantees with which the Child Trends research team collaborated in developing this toolkit. It is intended as a starting point that other partnerships can use in developing a partnership agreement that reflects their specific context, goals, processes, and legal requirements.

EHS-CCP GRANTEE [NAME]

Early Head Start Program

Child Care Partnership Agreement

This agreement is made on [DATE] between [FULL NAME OF EHS-CCP GRANTEE], hereinafter referred to as EHS-CCP GRANTEE, and [FULL NAME OF CHILD CARE PROVIDER ORGANIZATION], [ENTER ADDRESS], hereinafter referred to as CENTER ABCDE. WHEREAS, EHS-CCP GRANTEE. has received a Grant from the Department of Health and Human Services to administer Early Head Start services in [CITY OR COUNTY] in [STATE]; and pursuant to this grant

Whereas, EHS-CCP GRANTEE is committed to promoting the delivery of high quality child development services to children in center-based child care centers in both [NAME OF CITY OR COUNTY].

Whereas, EHS-CCP GRANTEE desires to assist CENTER ABCDE by increasing the quality of child development services it provides to children;

NOW THEREFORE, be it resolved that EHS-CCP GRANTEE and CENTER ABCDE enter into a childcare partnership agreement with the sole intent of assisting CENTER ABCDE with increasing the quality of their child development services by integrating comprehensive early education programming to support children and their families.

CENTER ABCDE agrees to:

- Provide child development services to [ENTER NUMBER] Early Head Start children ages six weeks to two years old who are eligible for both the state's subsidy namely, [ENTER NAME OF STATE SUBSIDY PROGRAM], and the Early Head Start program, and who are residents of [NAME OF CITY OR COUNTY];
- Provide full day, full year services for 10 hours per day, five (5) days/week, for 240 days/year (48 weeks) with the exception of holidays when the center is closed; **(see partnership handbook)**
- Maintain a current [STATE] [INDICATE TYPE OF LICENSE] child day care center license;
- Maintain a teacher/child ratio of no higher than one (1) teacher to four (4) children, with no group having more than eight (8) children;
- Utilize the Creative Curriculum for Infants and Toddlers;
- Complete or obtain required developmental screenings;
- Utilize Teaching Strategies Gold as the assessment instrument;
- Maintain and Comply with all Child and Adult Care Food Program (CACFP) requirements, understanding that the failure to maintain funding from CACFP will result in the termination of the partnership; **(see partnership handbook)**
- Comply with the 2007 Head Start Act, [STATE] Child Care Licensing Regulations and the Head Start Performance standards;
- Comply with all State and City Fire Marshall codes and regulations;
- Provide EHS-CCP GRANTEE with up-to-date copies of inspection reports for the aforementioned within one business day of receiving the inspection report, and annually;
- Maintain professional, child liability and accident insurance at all times, with no lapse of coverage, and include EHS-CCP GRANTEE as an additional insured;
- Maintain a current operational license;
- Maintain full enrollment at all times;

- Maintain an active waiting list with a minimum of 30% of your funded enrollment;
- Ensure that recruitment activities are aggressive and ongoing;
- Reserve 10% of the Early Head Start slots for children with disabilities;
- Participate in the active collection of the required non-federal match by ensuring that equivalent to 25% of the annual funding amount disbursed to your Center, by the Grantee, is collected;
- The Center agrees to provide the Grantee with an annual budget and budget justification narrative delineating the planned use of the funding allocated monthly for a 12 month period from the Grantee;
- The annual budget will be due to EHS-CCP GRANTEE, within thirty (30) days of the execution of this contract, and;
- The Center will provide a budget revision for approval by the Grantee for any changes/revisions presented after the annual budget has been finalized;
- The Center will ensure that they are in compliance with all local, state and Federal regulations and policies at all times.

Trainings and Meetings

CENTER ABCDE staff will:

- Participate in EHS-CCP GRANTEE sponsored trainings including the annual pre-service training;
- Fully participate in EHS-CCP GRANTEE required meetings for any staff paid for with grant funding i.e., Directors/Owners, Caregivers, Caregiver Aides, Food Techs, etc.;
- Facilitate monthly parent committee meetings and will select two representatives to be on the EHS-CCP GRANTEE Policy Council, and;
- Participate in multi-disciplinary staffings.

Monitoring

CENTER ABCDE staff will:

- Participate in the EHS-CCP GRANTEE sponsored self-assessment;
- Fully participate in EHS-CCP GRANTEE compliance and monitoring visits, including, but not limited to, allowing EHS-CCP GRANTEE access to conduct unannounced visits;
- Fully participate in the Federal Head Start monitoring and compliance visits;
- Fully participate in the program and child/family evaluation process;
- Consult with content area specialists on staff credentials prior to hiring;
- Ensure that every member of the Caregiver staff maintains and keeps, at minimum, a current updated Child Development Associate (CDA) credential with infant and toddler endorsement;
- Complete (ADA) Americans with Disabilities Act and Health and Safety checklist annually, and;
- Complete monthly health and safety checklists and CACFP monthly checklists.

Reports and Recordkeeping

CENTER ABCDE will:

- Submit program reports by the 5th of the month including, but not limited to, status report on benefits of partnership to children enrolled at CENTER ABCDE, financial reports and non-federal share reports. Additionally, staff will submit annual PIR and annual budget with narrative, as requested;
- Maintain records and submit data on staff credentials;
- Establish and implement written personnel policies for staff, that are approved by the Policy Council and made available to all staff and to EHS-CCP GRANTEE;
- Ensure immunization data is entered into the LINKS system;

- Immediately notify EHS-CCP GRANTEE Head Start Administration of any critical incidents involving/impacting Early Head Start staff, children and/or families;
- Maintain documentation to substantiate all expenses associated with the support of this agreement including, but not limited to:
 - Payroll records
 - Time reports, and
 - Invoices;
- Maintain adequate, legible, genuine, current, and complete records of services rendered under the terms of this agreement and to make available all such records, which at a minimum, shall consist of, but are not limited to, the following categories and/or documents:
 - Enrollment records that include copies of all supporting documents that validate the family's eligibility for Early Head Start
 - Lesson plans, child assessment data
 - Teacher notes and correspondences
 - Family partnership agreements and family contact information
 - Master cards;
- Maintain staff files that include:
 - Statement of good health (updated annually)
 - Finger print based Criminal background clearances
 - Three written professional references
 - Professional development plans and/or annual performance appraisals that include specific areas of improvement for staff with action steps and checkpoints
 - Signed Job descriptions
 - Record of trainings
 - State Central Registry Forms updated annually
- Program Policies signed annually, and;
- Maintain all of the above listed documentation, along with any other documentation related to the services provided in this agreement, retained on site, for a minimum of three (3) years after the effective period of this agreement;
- Provide EHS-CCP GRANTEE and/or its authorized representatives with access to any and all relevant materials and documentation relative to this Agreement, for three (3) years after the effective period of this agreement.

EHS-CCP GRANTEE will:

- Provide training and technical support for CENTER ABCDE staff;
- Conduct annual pre-service training for staff;
- Provide curricular and assessment materials;
- Provide content area support to ensure compliance with Head Start Performance standards including nutrition, education, health, disabilities and family support;
- Provide Family Advocates to the partner staff to ensure compliance in the areas of family support to include Parent Family Community Engagement, all areas of ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance), Health and Child Plus data entry related to this area;
- Arrange hearing, vision and speech screenings for Early Head Start participants;
- Conduct regular monitoring visits to ensure compliance with licensing and performance standards;
- Facilitate regular staff trainings;
- Facilitate ongoing meetings;
- Avail EHS-CCP GRANTEE service array to families including self-sufficiency case management, family stabilization services, job readiness, mental health and counseling services, etc., and;
- Maintain license for childplus database and make training available for CENTER ABCDE staff.

Contractual Period

This agreement will be effective for one (1) year from the effective date of [ENTER DATE].

Suspension/Cancellation/Termination of Contractual Agreement

This Contractual Agreement may be suspended by EHS-CCP GRANTEE, up to a maximum of ninety (90) days in order to allow Contractor time to correct fiscal and/or programmatic violations of the Contractual Agreement. EHS-CCP GRANTEE must provide Contractor with written notice of violation and a specified period of time Contractor will be given to correct the violations. If the violation is such that it endangers the life of any child or participant, violates a criminal law, jeopardizes the license of CENTER ABCDE or EHS-CCP GRANTEE, or jeopardizes the funding of the program, that violation will be deemed grounds for immediate cancellation of the contract at the discretion of EHS-CCP GRANTEE.

Should EHS-CCP GRANTEE's Early Head Start Program be cancelled by the Federal Government at any time during the existence of this Contractual Agreement, the Contractual Agreement will be cancelled without further obligation on the part of EHS-CCP GRANTEE.

Either party may terminate this agreement by giving 60 days advanced notice of intent to terminate in writing. EHS-CCP GRANTEE may terminate this agreement immediately for cause in the event that CENTER ABCDE has been notified by EHS-CCP GRANTEE, in writing, of a deficiency and CENTER ABCDE has failed to remedy such deficiency timely. All equipment, supplies, and items purchased with contract funds are considered the property of EHS-CCP GRANTEE and shall be returned to EHS-CCP GRANTEE at contract termination, at the discretion of EHS-CCP GRANTEE

Disputes

CENTER ABCDE and EHS-CCP GRANTEE agree that if a dispute directly or indirectly arises out of or relating to this agreement, the parties will attempt to settle the dispute through good faith negotiations with each other. They will use the dispute resolution procedures set forth in the EHS-CCP GRANTEE operation manual. Any unresolved disputes will be handled following the applicable policy as required by 45 C.F.R. Sections 1303.20-23.

Co-Branding

CENTER ABCDE must adhere to the following EHS-CCP GRANTEE branding guidelines: CENTER ABCDE agrees to acknowledge this collaboration by using "A EHS-CCP GRANTEE Early Head Start partner" along with the early head start logo on all stationary, brochures, reports, media, banners, etc.

Non-competition clause

CENTER ABCDE and EHS-CCP GRANTEE agree that they will not hire or interview any person presently working for or becoming employed by the other party during any point of the effectiveness of this agreement, unless specifically agreed to by both parties in writing and as to a particular person only.

Indemnity

To the fullest extent permitted by law, CENTER ABCDE will protect, defend, indemnify and hold harmless EHS-CCP GRANTEE, its agents and employees from and against all claims, demands, actions, liabilities, losses and costs arising out of or related to (a) any actual or alleged act or omission in the performance of

this agreement by the contractor, its employees or subcontractors or (b) any act outside of this agreement by the contractor, its employees and /or subcontractor.

Independent Contractor Relationship

CENTER ABCDE and EHS-CCP GRANTEE hereby expressly acknowledge that there is no intention of the parties to form a joint venture or partnership hereunder this agreement. This agreement should not be construed to create a contract of employment or an agency relationship. CENTER ABCDE is at all times functioning as an independent contractor, and in that regard, agrees to hold EHS-CCP GRANTEE harmless and free from any and all liability, loss, or damages arising out of operation of this professional services agreement. CENTER ABCDE hereby expressly acknowledges that no members of their staff shall be considered an employee or agent of EHS-CCP GRANTEE for any purpose, including specifically for any benefit of coverage or as provided by the Workmen's Compensation Law of the State of **[NAME OF STATE]** or the Unemployment Compensation coverage provided by EHS-CCP GRANTEE.

Non-Discrimination

In the performance of this agreement, CENTER ABCDE will not discriminate or retaliate, in fact or in perception, on the basis of race, color, national origin, religion, creed, culture, ancestral history, age, gender, sexual orientation, gender identity, physical or mental disability or HIV status in accordance with fair labor laws and standards of practice.

Compensation

EHS-CCP GRANTEE will disburse monthly to CENTER ABCDE for up to **[NUMBER OF SLOTS]** in fulfillment of this agreement in an amount not to exceed **[AMOUNT]** per slot filled per month for a twelve (12) month period for a total of **[AMOUNT]** annually. EHS-CCP GRANTEE will only disburse funds for the actual number of slots filled by eligible children. CENTER ABCDE must maintain a waiting list to ensure that if a vacancy is created, the spot will be immediately filled. EHS-CCP GRANTEE will assist with filling the vacancy, if possible, on a case by case basis. If CENTER ABCDE is unsuccessful in filling the vacancy, the Center may be in jeopardy of losing the slot.

The first payment, deposited into an account, made payable by check, or another process as defined by EHS-CCP GRANTEE, will be advanced to the partner site to allow for program preparation. Each subsequent payment thereafter will be paid into an account, made payable by check, or another process as defined by EHS-CCP GRANTEE on the first day of each month. The payment amount will be determined by the number of slots filled along with the actual attendance data maintained in the Child Plus data program. **(see partnership handbook)**

CENTER ABCDE agrees that all funds and supplies received from EHS-CCP GRANTEE relative to this Agreement will be used for costs of this childcare partnership program.

Loss of Subsidy

Should a child exceed the allowable five (5) days of absence in a month subsidized by the Child Care Assistance Program, EHS-CCP GRANTEE will pay for up to **[ENTER NUMBER]** additional days of absence that month for that child, if funding is available. The Family Advocates, who will be employed by EHS-CCP GRANTEE, will work with the parents at each center to stress the importance of the children's daily attendance.

Amendments

This Agreement may be amended or modified only in a writing which specifically references this Agreement.

For routine communications related to this program, the points of contacts are:

EHS-CCP GRANTEE

[NAME], Program Officer for EHS-CCP GRANTEE

And

CENTER ABCDE

CENTER DIRECTOR

ADDRESS

WITNESS WHEREOF, EHS-CCP GRANTEE and CENTER ABCDE, through their duly authorized representatives, execute this contract.

EHS-CCP GRANTEE

[ADDRESS OF EHS-CCP GRANTEE]

By: _____

NAME OF CEO/COO

Date

Witness: _____

Date

CENTER ABCDE

By: _____

Chief Executive Officer/Director/Owner

Date

Witness: _____

Date