

Kids on Campus User Guide

Establishing Partnerships Between
Head Start and Community Colleges



Developed by



National Head Start Association's mission is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education. NHSA is committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. We are the voice for more than 800,000 children, 275,000 staff, and 1,600 grant recipients in the U.S. Since 1974, NHSA has worked for policy changes that ensure all income-eligible children have access to the Head Start model.

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Before You Begin

Partnership Overview

For parents nationwide, child care is a basic need, and often a critical barrier for those who seek to enroll in and complete postsecondary education. Nearly one in 10 undergraduate students are single mothers, nearly all of whom have incomes at or near the poverty line. For those with young children, the Head Start and Early Head Start program is a valuable resource they are likely eligible for, yet fewer than 100 community college campuses have a Head Start classroom on-site. At the same time, Head Start programs nationwide are struggling with enrollment and workforce issues, particularly in the wake of the COVID-19 pandemic.

A simple and elegant solution—one that is not used often enough—is increasing the number of Head Start classrooms co-located on community college campuses.

This melding of these two community-based organizations will meaningfully build capacity for both to serve the children and families in their community. For community colleges, this partnership will bring critical (and free) early learning slots onto campus without threatening the institution's fiscal stability. Campus-run facilities are often not financially stable and out of reach for lower-income students and staff. For Head Start, this partnership will support enrollment, staffing, and the non-federal match requirement. Finally, these varied partnerships will support the children and families served by both community institutions.

What Does the Partnership Look Like?

To make these partnerships a reality, we ask community colleges to offer free (or low cost) on-campus facilities to Head Start programs. The Head Start programs will use their expertise and federal funding to run the program, either independently or in partnership with another child care provider on campus. Finally, we ask the two organizations to work together to coordinate the on-campus programming to meet the unique needs of their student population and local community, particularly considering blending and braiding additional funding sources (including Child Care Access Means Parents in Schools (CCAMPIS) grants, state subsidies, and private pay models) to expand services to non-Head Start eligible families, families with other children, and families who need non-traditional or drop-in hours of service.

Getting Started

We have designed this user guide to support community colleges and Head Start programs that want to work together in this type of partnership. Each institution needs to be clear on its own capacity to partner and the value it brings to the table, as well as what it expects from its partner. The resources in this user guide will help both organizations connect, negotiate, and launch a successful partnership.

Partnership Process

Although each partnership is unique, the partnership process for each on-campus Head Start and community college partnership follows the same primary steps. This page provides a high-level overview of each section of this toolkit, and the rest of this user guide is organized into corresponding sections with detailed guidance for each.

1. Before You Begin

Prior to initially reaching out to your counterpart, it is important to understand what this partnership entails, how your future partner's business operates, and what benefits you hope to create by working together. This section of our guide provides an overview of what these partnerships could look like, as well as an overview of how both organizations are structured. After all, Head Start programs and community colleges have very different leadership structures and different vocabularies! Finally, we have provided a customized resource for both community colleges and Head Start programs that will help you review what you want from this partnership, what you can bring to it, as well as a few best practice tips for connecting with your potential future partner. (We have also provided you with a cheat sheet of why this type of partnership would benefit your counterpart, just in case they need convincing.)



2. Partnership Profiles

Every partnership is unique, and some may look and operate entirely differently from one just down the road. In this section, we have written up descriptions of several existing partnerships from across the nation to help you see what is possible and which might be a good starting point for yours. These profiles are intended to serve as a filter—read through and see which may work and which won’t work at all as a starting point to crafting your own ideal partnership.

3. Navigating Negotiations

Going through the negotiation process is the most detailed part of setting up these partnerships. You’ll need to build relationships, answer some difficult questions, and finalize the legal components of your partnership before you can officially get up and running. This section of our guide will help you run through a list of questions you’ll need to answer together—there’s no right or wrong way to set up these partnerships, but you’ll have to end up on the same page. We have also provided some sample contracts and a Memorandum of Understanding (MOU) checklist to help you work through these decisions. You may need to build or retrofit existing classrooms, so we have provided guidance around planning new construction or retrofitting existing space.

4. Launching Your Partnership

Once negotiations are complete and you’ve signed on the dotted line, your partnership has officially begun! However, there is still a lot that goes into a successful launch and ongoing partnership. In this final section of the user guide, we have provided resources around marketing materials that can support recruitment of children and families, as well as potential staff. There are also many college departments that could engage with Head Start in a way that supports both the program and the students, so we’ve provided a list of opportunities that could enhance your work together.



Overview of Head Start

Head Start is the national commitment to give every vulnerable child an opportunity to succeed. Head Start is a federally-funded program that helps parents and caregivers navigate every aspect of parenthood—from pregnancy through school entry—based on the latest research on child health, safety, nutrition, behavior, and more. Head Start gives parents the tools to succeed as their child’s first and most important teacher and make progress toward their goals for themselves and their families.

Head Start has a federal-to-local funding model, meaning the dollars flow directly from the Office of Head Start in the U.S. Department of Health and Human Services to the individual organizations that operate Head Start. Grants are awarded on a five-year cycle. This allows each Head Start grant recipient to design the local program to meet the needs of their specific community, within the quality and safety guidelines set out by the two main regulatory documents that govern Head Start: the [Head Start Act](#) and the [Head Start Program Performance Standards](#).

Head Start programs may be community-based nonprofits, Community Action agencies, school districts, government agencies, and other types of organizations.

Head Start serves children and families through a variety of service types. The vast majority of children are served in center-based care, but about 10% are served in a home-based or family child care setting.

The term “Head Start” encompasses several program types, each uniquely meeting the needs of children and families nationwide.

- **Head Start** programs serve children ages three to five.
- **Early Head Start** programs serve children from birth to age three, as well as pregnant women.
- **Migrant-Seasonal Head Start** programs serve children birth to five from families doing migrant farm work or seasonal agricultural labor.
- **American Indian and Alaska Native (AIAN)** programs are run by sovereign AIAN entities, serving AIAN children and families with an emphasis on their unique cultural heritage.

Head Start programs are assigned a designated service area. In a rural area, this service area may span several large counties. In the inner city, it may span a single neighborhood of a few blocks. The program can serve any eligible children and families within their service area, and will have set selection criteria to prioritize families when demand for slots exceeds supply. The program is also allowed to select their center locations and can relocate within their service area based on community needs, availability of properties, and other relevant criteria.

Eligibility

There are four main categories of eligibility for Head Start:

- A family's income is equal to or below the federal poverty line;
- The family is eligible for public assistance, such as Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), and the Supplemental Nutrition Assistance Program (SNAP);
- The family is experiencing homelessness according to the McKinney-Vento Homeless Assistance Act; or
- The child is in foster care.

Vocabulary Check-In

Individual organizations that operate Head Start may refer to themselves as either a **grantee**, a **grant recipient**, or a **program**.

While there are some technical differences between these words, for your purposes at a community college, any of the above is fine to use. It's just important to be clear when you're using the word "program" to clarify whether you're referring to the Head Start program as a whole, or a specific organization that you're working with.

Programs may also, under certain circumstances, enroll children who would benefit from services but do not qualify under these criteria, as well as those whose income is between 100% and 130% of the federal poverty line.

Finally, programs must ensure that at least 10% of the children they serve have a diagnosed disability, meaning they are eligible for services under the Individuals with Disabilities Education Act (IDEA).

Space Needs

- Head Start facilities must meet state, tribal, or local licensing requirements, even if exempted by the licensing entity. When state, tribal, or local requirements vary from Head Start requirements, the most stringent provision takes precedence.
- A center-based program must have at least 35 square feet of usable indoor space per child (exclusive of bathrooms, halls, kitchen, staff rooms, and storage places) and at least 75 square feet of usable outdoor play space per child.
- The number of children allowed per classroom and the number of staff needed depends on the age of the children. Generally, for Head Start classrooms, you can have up to 20 children with two staff. (If the majority of children are three years old, only 17 are allowed.) For Early Head Start classrooms, you can have up to eight children with two staff.



Head Start, Child Care, and Public Pre-K

Head Start is just one possible funding source available outside of private-pay, and each program is slightly different.

Head Start is a federally-funded program with a comprehensive approach to early learning; they do more than just provide education services, but also support physical and mental health and family well-being. Head Start slots are specifically reserved for the most vulnerable children and families and the program is free to all families who participate. Head Start serves pregnant women and children from birth through school entry.

Child care is state-regulated, and services vary from focusing only on child development to a more comprehensive approach like Head Start. Child care services can be provided for infants up through school age, typically age 12. Child care is not a free service; families either pay privately or use a state subsidy. Some child care programs may have scholarship funds for eligible families.

Public pre-K is run at the state or local level (usually a major metro area) and is not available in all states. Some states model their public pre-K program off of Head Start, but others focus only on kindergarten readiness and academic learning. Some public pre-K programs are means-tested, while others are available to anyone who is interested, often called “universal” pre-K.

Staff Structure

While each Head Start program is unique, staffing roles usually follow a similar pattern:

- **Program Leadership:** The top leader of a Head Start program is usually called the executive director or Head Start or Early Head Start director. This role may also be called the chief executive officer (CEO) or president though. If the program is part of a larger organization like a Community Action Agency or a school district, there may be a higher level of leadership for the entire organization.
- **Site Leadership:** Programs that have multiple sites, or centers, likely have a site leader at each. These roles are usually called site leader or center director.
- **Content Area Managers:** Because Head Start programs offer so many services in addition to education, there is usually at least one manager for each of these content areas. (In smaller programs, one person may manage multiple content areas) Content area manager roles include:
 - Education/Child Development Manager
 - Family Engagement Manager
 - Health Manager
 - Mental Health Manager
 - Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Manager
 - Disabilities Manager
 - Facilities Manager
 - Nutrition Manager
 - Transportation Manager
- **Direct Service Staff:** There are several roles that interact directly with children and families, often summarized as direct service staff. In addition to teachers and assistant teachers, the largest group of these staff are those who work with families. They are often called family service workers, family advocates, or family support specialists.

Overview of Community College

Community colleges were created in the early 20th century as a response to challenges of creating a more skilled workforce for economic success. A response to these challenges was to increase college attendance, however many “high school graduates were reluctant to leave home for a distant college” ([AACC](#)). Originally termed “junior colleges”, community colleges were small (enrolling less than 150 students) but committed to serving their community and the local needs. Today, community colleges support students by providing them the education, training, and skills needed to have fulfilling careers. As of 2023, there are 1,039 community colleges across the U.S. serving over 10.2 million students.

Before you begin a partnership with a community college it is important to understand that there are multiple individuals at the institution that you could potentially interact with to ensure the partnership is set up for success. While each community college will do their staffing a little differently, like with Head Start programs, there are commonalities across them as well. If you’re reaching out cold to the college, there are two potential lanes: beginning with the leadership up top or with the departments you’ll interact with most. Connecting with the head of the early childhood department or the on-campus child care facility will allow your discussions to begin with someone who has a common language and practical understanding of this type of partnership. Outside of the education program, another good place to start would be the Student Services area. They already provide resources to students for a variety of needs and can help navigate getting to the right person in the administration. However, at the end of the day, having someone in a leadership position (like a college trustee or president) advocating for the partnership can be the push needed to get others on board.

Board of Trustees

The Board of Trustees has the responsibility to provide governance to the community college. It creates a link between educational institutions and their communities. Depending on the state, the board is either appointed by the governor, elected by the citizens residing within the community college district, or some combination of both. They are guardians of and stewards for the public’s interests. Trustees, as members of boards, ensure that the community college district fulfills its responsibility to lead and serve its ever changing communities. While the responsibilities of the board will vary by institution, some are to:

- Establish and review the mission of the college
- Establish broad policies for the governance of the college
- Select the president of the college
- Appoint (on the recommendation of the president) other administrative officers and academic personnel
- Approve the annual budget and any following revisions
- Make sure the college has the necessary buildings and facilities to carry out its mission
- Make recommendations to ensure the proper financial management of the college
- Listen to any comments from citizens in the community
- Maintain continuous oversight of the college

President/Chief Executive Officer

A community college president functions like the chief executive of a company. The leadership provided by the president sets the tone for the school's mission and campus culture, establishes the school's academic and financial goals, and executes the mission of providing students with the best possible learning environment. Typically, community college presidents are hired by and report to a board of trustees. The relationship between the board and the president is critical to ensure the success of the institution. The responsibilities of the president are quite expansive, but some include:

- Serve as a liaison between the board and college staff
- Appoint, supervise, and evaluate academic and institutional leadership
- Prepare and submit annual budget proposals for the board's review to ensure sound fiscal management of the institution
- Coordinate and provide oversight of all administrative and managerial aspects of the institution
- Keep the board apprised of important or noteworthy events such as unplanned budgetary needs, staff changes, and policy changes affecting the school
- Ensure students have an environment conducive to learning, so they can meet their own academic goals and help meet the goals of the college
- Create a college environment that appreciates and reflects diversity both in the student body and the workforce, and support the vision statement for the college
- Establish the college's organizational structure
- Lead the college's strategic planning and continuous improvement process
- Actively engage in community involvement and encourage community engagement on behalf of the college
- Represent the college in various capacities on local, state, and national boards, task forces, and organizations

Chief Academic Officer

While responsibilities vary between institutions, the chief academic officer is typically the administrative head with responsibilities for the academic affairs of the institution. Their position titles can include provost, vice president of instruction, or chancellor. They work with a team of educators to develop curriculum, manage budgets, and ensure that students receive an education that meets or exceeds standards set by local or national organizations.

They may also be tasked with developing new initiatives or strategies to improve student performance or increase enrollment numbers. This might include creating partnerships with other organizations or businesses in the community, implementing new technology into classrooms, or even revamping entire curricula to better meet the needs of modern learners.

Vice Presidents

Community colleges have a series of vice presidents who provide senior leadership to the institution and serve on the president's cabinet. Depending on the organizational structure that the president implements, some of the roles would include:

Enrollment Management

This position oversees the development and application of policies and procedures that affect the student body in the areas of enrollment management and student success. They facilitate the development and implementation of the college's strategic enrollment management plan, promote institution-wide recruitment, retention, and completion of initiatives, and collaborate with faculty, staff, administration, student organizations, and community groups to ensure all students have access to all resources. They will typically oversee the following areas of service: admissions, financial aid, student life, disability services, learning assistance, enrollment planning, veterans' affairs, and the registrar.

Operations/Administration

This position is essentially the chief business officer of an institution and is the second in charge of the college. They are responsible for planning, organizing, controlling, and directing the administrative functions and services of the college including insurance and risk management. This can include fiscal and budgetary functions, campus contracts encompassing food service, bookstore, and any other outside services on campus. Other areas of responsibility include public safety, facilities, information technology, print shop, and other administrative areas.

Institutional Advancement (Foundation)

This position serves as a separate non-profit entity within the college to provide external funding support and is responsible for the development and implementation of annual and long-range operational, marketing and communications, strategic, and resource development plans. Often, the grants and development office is housed here and works to secure funding for various initiatives. These efforts manage and promote alumni, individual, public, and organizational philanthropy, as well as institutional branding and communications.

Workforce Development

This position leads multiple efforts including the development and implementation of innovative workforce development, continuing education, and customized training for the business community. This position will often function in an outreach role to the community.

Deans

The academic dean directs the educational program of the college and is particularly responsible for planning with and encouraging faculty members, supervising the development of the curricula, enforcing the requirements, and approving the faculty load assignments and student programs of study. In determining educational policies, the deans usually share this responsibility with the president, the faculty policy or curriculum committee, and with the faculty in general.

Other Leadership Roles

General Counsel

Provides complex legal analysis, advice and counsel, and representation to executives, administrators, and staff regarding a wide array of legal matters arising from operational issues, practices, decisions, and transactions related to the institution and its programs and activities.

Facilities/Capital Improvement

Facilities management is responsible for the operational maintenance, expansion, and stewardship of the institution's physical assets. They are also involved in the long term strategic planning for the growth of the campus. They oversee all projects ranging from maintenance to new construction.



Institutional Research

This position leads and supports the planning, evaluation, and institutional research efforts of the institution. They also manage the college's external reporting and accountability processes and respond to internal, informational concerns. It supports the development of feedback processes and helps the college use quantitative and qualitative information to improve services and student learning and to prepare for the future.

Registrar

This area is responsible for college registration activities and maintenance and integrity of all student records. They compile data, surveys, and reports on enrollment and educational activities for administration, government, and other external agencies. They also perform and approve official graduation audits.

Financial Aid Administrators

Financial Aid Administrators (FAAs) help students achieve their educational potential by helping award and disburse monetary resources. They administer all financial aid programs and ensure compliance with laws and regulations.

Advising

This area helps students identify a major or program based on career and/or academic goals. Academic advisors can also teach students how to register for courses, make changes to a schedule, discuss academic progress, develop success skills, or help a student apply for graduation.

Student Support

In general, this area lends support to learners to help them develop and achieve success. They provide student-centered admissions, counseling, financial aid, and registrar services. In addition, in order to meet the needs and expectations of students throughout their experiences from prospective students to graduates, they may offer veterans affairs, disability and career services, student activities, career coaching, student health, and connection to social benefits programs.

Campus Directors

Campus directors are responsible for day-to-day administration and effective and efficient operation of their assigned campus. They perform a wide variety of tasks to ensure this by working with individuals, groups, and offices internal to the college, both within administrative services and between administrative services and other divisions. Campus and center directors also play a vital role in engaging the external community, particularly with groups such as the local chambers of commerce.

Informational Technology

Information technology services strives to support the academic mission of the community college of Baltimore County through excellence in design, development, and application of technology services for the college community.

Public Safety

This department provides services 24 hours a day throughout the year to create a safe and secure environment that enhances the quality of life for the college. The public safety department staff may include certified and non-certified officers, civilian staff, and student support.

Before You Reach Out.... (for Head Start)

So, you're interested in partnering with your local community college. Before you reach out, here are the things we recommend you know and/or consider before starting the conversation:

Questions To Ask and Answer for Yourself:

- ✓ **What value do you see in partnering with your local community college to offer on-campus services?** *You'll want to be clear with the college and your internal stakeholders what your goals are from this partnership.*
- ✓ **How will this partnership align with your community assessment, mission statement, self assessment and/or program goals?**
- ✓ **How will this partnership align with the community college's mission statement and strategic plan?** *Consider looking at the college's profile on collegescorecard.ed.gov.*
- ✓ **What program option are you able to or interested in providing on campus?** *Specifically, how many hours per day, days per week, and days per year of service are you able to provide?*
- ✓ **What age group are you funded to serve?** *Are you potentially willing to request a change of scope based on needs of the families on or near campus?*
- ✓ **How many existing slots are you interested in relocating to an on-campus location?**
- ✓ **What is your willingness to blend and braid funding to provide more accessibility on campus?** *For example, can you incorporate state and local funding, voucher programs, sliding scale, and/or private pay slots into your on-campus classrooms in order to serve students who are not Head Start eligible? What about extended hours before and after school and drop-in care?*
- ✓ **Are there any specific state or local licensing requirements that will need to be considered for an on-campus location?**
- ✓ **How soon do you need the space?** *Is your timeframe flexible? Do you have a lease coming up? Are you writing for expansion slots?*

Best Practices:

- ★ Start the conversation with the basics. Don't terrify the community college with too many details about the requirements under the Head Start Act and the Performance Standards. These will need to be discussed eventually because changes will be necessary and the college needs to be prepared, but you should keep the conversation high-level to start. You're the expert on Head Start requirements and the college can rely on you to cover them.
- ★ Share all the pros of the relationship, particularly the stable funding that Head Start can bring to the table and how this can improve the community college's bottom line.
- ★ Remember the importance of deep relationships. Bringing people together in the same room can help get through almost any barrier there is. Partnerships like these thrive on people who are committed to serving their community and making things work; working through something over a cup of coffee can't be underestimated.
- ★ Carefully assess your funding, enrollment, and strategic objectives and be open and honest about what you can provide.
- ★ Consider having someone from the community college serve on your board or policy council. This will demonstrate your commitment to this partnership and help them understand what Head Start is and how you integrate into their campus.

"We got to the point of walking through the empty space, but when the college representative was listening to my colleagues and I talking about the requirements of the kitchen and the sinks and the fences and the toilets and on and on... He just said, 'I'm not sure this is a good idea.' Even though we said we could help pay for the changes, he did not want to go forward."

- Head Start director

"Because of our partnership, our community college was able to obtain the Child Care Access Means Parents In School (CCAMPIS) grant. That CCAMPIS grant helped our parents to be able to go to school. It helped provide funding for staff trainings, parent trainings, and even classroom materials."

- Head Start director

Vocabulary Check-In

The U.S. Department of Education awards some community colleges money for child care through the **Child Care Access Means Parents in School (CCAMPIS)** program. Colleges apply for these competitive grant dollars to support the low-income student-parents they serve, either by offering care on campus or providing them vouchers to access care elsewhere in the community. CCAMPIS dollars can be used to cover both child care and before- and after-school care for older children.

Before You Reach Out... (for Community Colleges)

So, you're interested in partnering with your local Head Start provider. Before you reach out, here are the things we recommend you know and/or consider before starting the conversation:

Questions To Ask and Answer for Yourself:

- ✓ **What value do you see in partnering with your Head Start provider to offer on-campus services?** *You will want to be clear with the Head Start provider what your goals are from this partnership.*
- ✓ **What does your institution bring to the partnership?** *Identify the space available on-campus and when it will be available for the Head Start provider to utilize. Be sure to include the square footage both indoor and outdoor as those are specific requirements in Head Start.*
- ✓ **What are the needs of current and potential students regarding on-campus child care?** *This starts with being able to answer the question: 'Who are your student parents on campus?' Consider connecting with departments on campus, such as student life, to identify how many students are parents and the number and ages of their children.*
- ✓ **Which students will be eligible?** *Consider what proportion of slots the college would like reserved for student-parents and which students will be eligible for those spots of those who meet the criteria below. Will it be any enrolled student? Does the student need to have a declared program or major? Can it be a student signed up for one course only?*

Eligibility

There are four main categories of eligibility for Head Start:

- A family's income is equal to or below the federal poverty line;
- The family is eligible for public assistance, such as TANF, SSI, and SNAP;
- The family is experiencing homelessness according to the McKinney-Vento Homeless Assistance Act; or
- The child is in foster care.

Programs may also, under certain circumstances, enroll children who would benefit from services but do not qualify under these criteria, as well as those whose income is between 100% and 130% of the poverty line.

Finally, programs must ensure that at least 10% of the children they serve have a diagnosed disability, meaning they are eligible for services under IDEA.

Best Practices:

- ★ Review the basics of Head Start before reaching out to your local program—Head Start sees itself very separately from public pre-K and child care. Head Start is a federally-funded program with a comprehensive approach to early learning and serves the most vulnerable children and families. Child care, public pre-K, and day care are all different services which focus on different populations. Review the “Overview of Head Start” section in this resource guide to learn more.
- ★ Make sure you objectively assess your institution’s space availability and timelines for capital projects, if needed. Review your institution’s facilities master plan. What Head Start needs most to start up this partnership is space that meets the needs of their children and staff. Your campus’s near-term plans for capital improvements or upcoming plans to rent out space are critically important to understanding what you can offer Head Start.
- ★ Identify champions across your institution that will support the establishment of the partnership. Bureaucracy is a common hurdle at community colleges, so getting support at a variety of levels is critical to success. Consider not just your school’s leadership, like presidents and trustees, but the head of the early childhood department or the leader of the student life center.
- ★ Obtain a better understanding of student-parents on campus and their needs. It will be hard to speak to what your campus needs most if you’re not aware of how many student-parents you have enrolled, how old their children are, how many children they have, and what they’re currently doing for child care.

“Understanding the eligibility requirements of Head Start is paramount. Even though you have a student or potential student, they may not be eligible for Head Start.”

- Community college leader

“Our campus leadership sees a really nice connection with early childhood education and our students. This type of partnership would alleviate some of the previous concerns from when we had our own child care center. We now have a deeper understanding of our students’ basic needs and child care continues to be one that’s at the forefront of students’ minds. Our leadership is just really invested in early childhood education and child care, so we have a lot of champions.”

- Community college leader

Need To Convince Your Local Head Start?

Talking Points for Community Colleges

First, learn more about your local Head Start, including reviewing their annual report, which is likely posted on their website. If your local Head Start program isn't immediately on-board or has some reservations about partnering with you on this project, below are some benefits you can share that may help them understand the value.

Benefits for the Head Start Program:

✓ Free (or Discounted) Space

Federal dollars are only allowed to account for 80% of the Head Start program's budget. The other 20% must be made up of outside contributions, such as donations of time, space, and money. Head Start programs may call this "in-kind" or "non-federal share." The free space your campus is offering should contribute significantly to this annual requirement. It could even free up additional funds if they no longer have to pay rent elsewhere, helping their overall budget. Please note that the value of the space must be determined by a certified real property appraiser to count toward the in-kind contribution.

✓ Improved Attendance

Being located on campus should help increase attendance among students whose parents are enrolled on campus, as both parent and child can travel to campus together each day. Since many community colleges are located close to public transit stops, easy transportation may also help families and boost attendance for children.

✓ Workforce Recruitment

Head Start programs may struggle with recruiting qualified staff, and this partnership can support them in two different ways. First, if your campus offers an early childhood education and/or special education degree program, you can establish a direct workforce pipeline for students straight into the Head Start center. These same students could also get real-world experience by completing a practicum working in the Head Start center. Additionally, many students on your campus (and maybe even their family members) need a full- or part-time job. They could be an important pool to draw from when it comes to bus drivers, food service prep, custodial or janitorial, secretarial, and other staff positions.

✓ In-Kind Contributions

In addition to the value of the physical space your campus can contribute, there is the potential for significant contribution of time and services from on-campus degree and training programs. Students in a variety of specialties, from nursing and dental hygiene to food service and even construction/Heating, Ventilation, and Air Conditioning (HVAC), could gain valuable hands-on experience and provide helpful services (or even help meet an important regulation), all of which count towards a program's in-kind requirement.



Benefits for Head Start Children and Parents:

✓ Better Access

Transportation logistics are easier when parents and children are going to the same place every day (time, traffic, and distance are all relevant here).

✓ Parent Success

Head Start provides support for parents working their way through a degree program. Once their children are enrolled in Head Start, parents will receive the full family support required by the program.

✓ Modeling

For parents not in school yet, taking their child to a center on a campus could motivate them to enroll. Parents have easy access to visit and observe their child in class. They can also observe teacher-child interactions as a model for their own parenting skill development.

✓ Meeting Family Partnership Goals (FPA)

Head Start participation requires the development of Family Partnership Goals and supports parents who set these goals to meet them. This goal setting and the impact of coming to campus every day could encourage Head Start parents to enroll at the community college.

✓ Expanded Access to Community Resources

All Head Start programs must establish ongoing collaborative relationships and partnerships with community organizations to facilitate access to community services that are responsive to children's and families' needs. These include but are not limited to: health care providers, individuals, and agencies which provide services to children with disabilities and their families, family preservation and support services and child protective services, domestic violence prevention, and support providers and housing assistance agencies.

Need To Convince Your Community College?

Talking Points for Head Start

First, get to know your community college by reviewing their mission, strategic plan, and college scorecard profile at collegescorecard.ed.gov. If your local community college isn't immediately on-board or has some reservations about partnering with you on this project, here are some benefits you can share that may help them understand the value.

Remember: Colleges have complicated funding models and watch every dollar, so making the case about how this partnership would benefit not only students, but also their bottom line, is critical.

Benefits for the Community College:

✓ **New Potential Students**

Students who previously did not enroll due to lack of child care would be able to enroll in the college now that they have accessible, free, high-quality child care. This could include not only parents, but older siblings or other families as Head Start takes a family-wide approach in its support.

✓ **More Tuition Payments**

Head Start programs can pay for their staff to take courses at the college. This benefits the college in terms of tuition payments and the program as staff receive valuable professional development.

✓ **No Increased Workload for the College**

Head Start would be moving their program to campus and they already know how to meet all of the operations requirements. The college would not be asked to take on the additional work of managing the program or adding staffing costs. Head Start is a stable funding source.

✓ **On- and Off-Campus Federal Work Study Opportunities To Offer Students**

Both the Head Start's on-campus and off-campus centers could provide work opportunities for students if the college is looking for more positions.

✓ **Opportunities for Academic Programs To Partner**

Early childhood education programs would have an on-campus location for students to complete practicums. Facilities could be designed for both student observation and for professors to observe students teaching children.

Other programs on campus that could also benefit from a partnership include: medical assistant and nursing, dental technician, culinary arts, construction, and more.

✓ **Good Public Relations**

As a community college, their charge is to serve the community. Highlighting this partnership in the local media and in ongoing marketing materials will show the college's commitment to meeting a critical need for their students and their community that is above and beyond their required activities.

Benefits for Students:

✓ **Persistence**

Parents with support for them AND their children are more likely to persist and graduate.

✓ **Peace of Mind**

Parents will know their children are receiving the highest quality care and education and that their children are nearby. Proximity is not only helpful for family commutes and logistics, but also allows their children to witness their parents going to school and allows parents to visit between classes.

✓ **Practical Experience**

Opportunity for on-campus programs to do practicum or work part-time at a program (early education, special education, nursing, dental students, etc)

✓ **Community Resources**

Head Start programs are required to establish ongoing collaborative relationships and partnerships with community organizations, which also could benefit students and the college.

For more details on the benefits of these partnerships, take a look at [this research](#) from the Institute of Women's Policy Research.

Data Points To Bring With You:

- How many families set going back to school as a goal in their Family Partnership Agreement?
- How many parents indicated that they have "some college" but no degree, and thus may be interested in going back to school to finish?
- Talk to the college and work with them to look at Pell Grant data and identify how many of their students are eligible for Head Start.
- Approximate space or square footage your program would need.
- Ballpark idea of financial commitment from college with explanation for how that supports the 20% required funding match for Head Start.

Partnership Profiles

Frederick, Maryland

While every partnership looks different, there are several existing models that can serve as a guide.

This profile focuses on Frederick Community College and YMCA Head Start in Frederick, Maryland. In this partnership, Head Start is embedded within an existing child development center on campus.

Fast Facts

Head Start website:

<https://frederickymca.org/programs/children-teens/birth-to-five>

College numbers: 5,389 total students (1,537 full-time and 3,930 part-time)

Child Development Center capacity: 82 children

Head Start slots: 15-20 children



Partnership Overview

Frederick Community College (FCC) operates a tuition-based child development center on campus that offers care for children ages eight months through five years old. The center is available to all, including community members, but prioritizes students and staff and faculty, in that order. Scholarships are available through the county for students, which may eliminate all out-of-pocket costs for FCC student-parents.

The FCC children's center operates in its own building on campus, is licensed by the state to serve 82 children, and operates year round.

Through this partnership, Head Start operates one classroom within FCC's children's center.

Head Start embedded within an existing child development center on campus

Some community colleges already have an active child development center or a "lab" school on campus, and the Head Start program uses space within this existing site. In this situation, Head Start runs the program independently, but in coordination with the center.

Retrofit and Start-Up

When the partnership began, the room was already licensed as part of the children's center. Because the building was already a functional child development center, there were no additional expenditures needed to meet Head Start requirements when the partnership began.

Head Start Operations

Head Start operates its classroom independently from the rest of the children's center and its programming. The Head Start classroom operates during the school year or 10 months of the year, while the rest of the center operates year round. Head Start is responsible for its own enrollment and staffing, separate from the rest of the children's center.

The Details

Head Start pays FCC a minimal cost per month for the space. In return, the college supplies space, internet, janitorial services, phones, security, and parking. FCC also maintains the outdoor space that is used by the entire children's center. Head Start is able to record in-kind donations for the market rate value of the space, less their monthly payment.

Head Start has access to other facilities on FCC's campus, such as the gym, student center, and library.

The director of FCC's children's center and the Head Start liaison are the key staff who collaborate and interact in this partnership.

Benefits and Strengths

- The building was already established as a licensed child development center, including dedicated outdoor playspace, so Head Start was able to easily slide into the classroom without any need for retrofitting or construction.
- The arrangement between FCC and Head Start is fairly simple, as Head Start operates their classroom independent of the rest of the center.
- FCC students get practical exposure to two different program operation types, different populations, and curriculum.
- Families have access to a variety of service options because there are two programs operating in one space.

Challenges

- The college calendar and Head Start calendar may not sync. In particular, the children's center operates all year, while Head Start's classroom only operates for 10 months of the year. Head Start's hours of operation and days closed may also differ.
- Head Start may struggle with enrollment at times because of the prioritization of FCC student-parents over community members.
- It can be confusing for parents to have multiple programs in the same building, especially when it comes to eligibility and funding streams.

Manchester, New Hampshire

While every partnership looks different, there are several existing models that can serve as a guide.

This profile focuses on Manchester Community College and Southern New Hampshire Services, Inc. in Manchester, New Hampshire. In this partnership, Head Start is embedded within an existing child development center on campus.

Fast Facts

Head Start website:

<https://www.snhs.org/services/head-start-early-head-start>

College numbers: 8,988 total students (2,920 full-time and 6,068 part-time)

Child Development Center capacity: 20 slots (with flexibility for part time and drop-in care)

Head Start slots: 14 children

Partnership Overview

Manchester Community College (MCC) has a tuition-based, on-campus child development program that is run by an outside private vendor. Non-Head Start families either pay privately or apply for state scholarship dollars to help fund their tuition. The center is available to all, including community members, but prioritizes students, faculty, and staff.

The MCC child development center operates in a secure section of the main building on the campus. In return for MCC providing the building, their students are allowed to use it as a lab school. MCC students in early childhood, nursing, psychology, physical therapy, and more, are able to access the center for student observation and practical experience.



Head Start embedded within an existing child development center on campus

Some community colleges already have an active child development center or a “lab” school on campus, and the Head Start program uses space within this existing site. In this situation, Head Start runs the program independently, but in coordination with the center.

There are a total of three classrooms in the child development center. Two run by the outside private vendor and one run by Head Start. The non-Head Start classrooms provide full-day, full-year services for children six-weeks through five-years-old.

Retrofit and Start-Up

Because MCC originally built the center specifically as a child development space, there were no additional expenditures needed to meet Head Start requirements when the partnership began.

Head Start Operations

Head Start operates its classroom independently from the other two classrooms. Head Start is responsible for its own programming, enrollment, and staffing.

The Head Start classroom operates part-day services on a school-year calendar, serving preschoolers aged three- to five-years-old. If a family needs more service hours than Head Start provides, a child can sometimes be dually enrolled and receive care in the other classroom before or after Head Start hours and can apply for state scholarship to apply towards tuition. In addition, if the childcare has an opening, drop-in care may be available.

The Details

Head Start pays MCC a minimal cost per month for their classroom space, office space, storage space, and access to MCC's nature-based outdoor classroom. MCC also provides janitorial services, plowing, parking, and facility repairs as needed.

Benefits and Strengths

- The building was already established as a licensed child development center, so Head Start was able to easily slide into the classroom without any need for retrofitting or construction.
- The arrangement between MCC and Head Start is fairly simple, as Head Start operates their classroom independently from the rest of the center.
- MCC students get practical exposure to two different program operation types, different populations, and curriculum.
- Families have access to a variety of service options because there are two programs operating in one space.

Challenges

- The college calendar and Head Start calendar don't sync. However, the non-Head Start classrooms can provide support for families outside of Head Start hours when needed.
- It can be confusing for parents to have multiple programs in the same building, especially when it comes to eligibility and funding streams.

Bellevue, Washington

While every partnership looks different, there are several existing models that can serve as a guide.

This profile focuses on Bellevue College and Puget Sound Educational Service District Head Start in Bellevue, Washington. In this partnership, Head Start subcontracts to a community college to provide services on campus.

Fast Facts

Head Start website: www.earlylearningwa.org / www.bellevuecollege.edu/childcare/headstart/

College numbers: 23,092 total students (12,076 full-time and 11,016 part-time)

Child Development Center capacity: 190 slots

Head Start slots: 10 children

Partnership Overview

Bellevue College (BC) is one of five college and community college subcontractors of Puget Sound Educational Service District (PSESD) Head Start so that the colleges can provide early learning services themselves on their own campuses.

Bellevue College hires its own staff, but in this unique hybrid subcontracting partnership, PSESD provides Head Start funding, program implementation support like coaching, monitoring, and ensuring high-quality delivery of Head Start program services and requirements. PSESD Head Start subcontracts 10 enrollment opportunities to BC with a set cost-per-child negotiated between the two organizations. The college braids Head Start funding with other sources, such as state subsidy and college funds, to serve both Head Start eligible children and other children. BC early childhood students can do their practicum and class work in the on-campus child care center.



Subcontracting Head Start services to the community college

Some community colleges may choose to operate their on-campus early childhood education program themselves as a subcontractor of the Head Start program for a certain number of slots. The college may serve non-Head Start children as well by blending and braiding funding sources. In this model, the community college is responsible for enrolling children and directly running the program.

Head Start Operations

PSESD operates a variety of services, including Head Start, Early Head Start, the Early Childhood Education and Assistance Program (ECEAP - Washington's state pre-K program), child care, home visiting, and family child care. These various models implement full-day/full-year, school day/school year and part-day/school year.

While BC hires the teachers, family support staff and operates the center on a day-to-day basis, PSESD provides support including coaching, technical assistance, professional development, data management, monitoring, fiscal, and strategic planning. PSESD also assigns a team of education, family engagement and health and safety coaches as well as disabilities and mental health consultants.

The Details

PSESD and BC work together to negotiate a cost-per-child based on an annual budget that supports the contracted, funded enrollment level and the cost to implement Head Start in a high-quality child-care setting. Head Start funding is braided with child care subsidies, available through the state and college. All classroom and operational costs are built into the annual budget, and cost is allocated in consideration of other funding. PSESD assigns a fiscal grant accountant to BC, to support various budgetary needs and fiscal compliance. BC invoices PSESD each month based on allowable expenses and cost allocation.

Additionally, BC and PSESD incorporate a budget line item called “continuity of care” into the annual budget. This is funding to ensure that children and families will be able to remain in class and care if, for some reason, they lose their subsidy. This line item provides security to both providers and families while families apply for funds to replace the child care subsidy

Benefits and Strengths

- Provides a Head Start option for parent students who are Head Start eligible
- Provides full day and full year options for Head Start eligible children and families
- Families who are not eligible for Head Start can still be served on campus
- Expanded hours and flexible schedules can be made available to meet family needs, particularly for parenting students.
- Variety of services and funding sources can improve enrollment

Challenges

- Cost allocation can be new for some organizations and may need additional support to implement in alignment with Head Start and federal regulations.
- This structure can be complex and successful implementation requires strong partnership and commitment

Onondaga, New York

While every partnership looks different, there are several existing models that can serve as a guide.

This profile focuses on Onondaga Community College and People's Equal Action and Community Action Commission in Onondaga, New York. In this partnership, Head Start subcontracts to a community college to provide services on campus.

Fast Facts

Head Start website:

<https://www.peace-caa.org/programs/hs/>

College numbers: 15,374 total students (6,024 full-time and 9,350 part-time)

Child Development Center capacity: 82 slots

Head Start slots: 10 children and 10 Early Head Start slots

Partnership Overview

Onondaga Community College (OCC) operates a state-licensed child development center on their campus called the Children's Learning Center. Within this center, there are 20 funded slots from the People's Equal Action and Community Action Commission (PEACE) Head Start and Early Head Start program.

These Head Start slots are reserved for children of students enrolled on campus, and the college has funds dedicated to subsidizing the costs to parents if there are any financial concerns. Additional early learning slots at the on-campus center are available to faculty and staff.

OCC operates the Children's Learning Center all year round.

College students at OCC use the center for early childhood practicum work.



Subcontracting Head Start services to the community college

Some community colleges may choose to operate their on-campus early childhood education program themselves as a subcontractor of the Head Start program for a certain number of slots. The college may serve non-Head Start children as well by blending and braiding funding sources. In this model, the community college is responsible for running the program and the Head Start program enrolls the children which are provided service at the community college.

Head Start Operations

While OCC is fully responsible for operating the Children's Learning Center, including the 20 slots enrolled in Head Start, PEACE provides a nurse and a family service worker to work with the Head Start and Early Head Start families enrolled there. PEACE also provides guidance and supervision for certain Head Start-specific services. For example, PEACE provides a manager to supervise all of the health and family engagement staff; child development specialists who monitor the education services; and a registered dietician who advises on the meals provided by the center.

The Details

PEACE provides OCC with a monthly cost-per child fee to offset their costs. For Early Head Start slots, this amount is provided year-round; for Head Start slots, the amount is only provided during the school year. For Head Start children who need care over the summer, parents must pay privately or seek subsidy.

PEACE and OCC meet monthly and have a very detailed contract. For example, OCC begins the registration process, but Head Start verifies eligibility and completes the enrollment and intake process. PEACE provides some supplies, such as fluoride toothpaste, diapers, wipes, and consumable materials, while the rest are covered under the monthly payments to the college.

In accordance with Head Start standards, OCC implements home visits, conducts screenings and assessments, and maintains attendance in PEACE's systems, but PEACE pays for them to have access to the relevant tools and systems. Finally, PEACE maintains governance responsibilities, but encourages a representative from the OCC center to sit on the program's policy council.

Benefits and Strengths

- Families who are not eligible for Head Start can still be served on campus
- Expanded hours and flexible schedules, can be made available to meet family needs, particularly if the college has funds for students to use
- Variety of services and funding sources can improve enrollment
- Head Start provides supplemental dollars to the college to help with operational costs

Challenges

- Head Start has less control over the program and it can be more difficult to monitor
- The subcontract and budgeting process is quite complicated and can be challenging
- The college's bureaucracy comes into play, which can be particularly difficult when there is a change of leadership

Important Negotiation Topics

Once you've agreed to partner together, there are many important details to work out. The following topics, while not the only items to discuss, are critical questions that should be part of the negotiation and decision-making in setting up your partnership. These decisions can also be written into your Memorandum of Understanding or contract when you're ready to put pen to paper.

How long should the initial lease and renewal terms be?

Going through this type of negotiation (and re-negotiation once the initial term is up) takes a lot of time and effort. The initial lease will need to strike a difficult balance: It needs to be long enough to make it worth signing in the first place, but it also shouldn't be so long that it makes it difficult to adopt changes once you know what works and what needs to be improved.

Who will cover the running costs of the physical space?

Maintaining a building takes effort and money to cover work such as janitorial services, electric and water bills, phone and internet, and security. You'll need to work out what these costs are, as well as whether Head Start should sign up for and manage these services individually, or if it is best to pay a nominal "rent" each month to the college to cover these services in their existing contracts.

Who will have access to the physical space?

What security policies are in place to control who has access to the child care center? Will fobs or key cards be used? How will drop off and pick up be managed for adults coming in and out of the center with children? What are the campus standards and how do they align with Head Start requirements?

How will you address families who are not eligible for Head Start? How about families from the nearby community not involved with the college directly?

There is no right answer when it comes to these questions, but they will be important to address.

Eligibility: Head Start has strict eligibility guidelines, and not all families involved with the community college (including students, faculty, and staff members) will be eligible. Is it important and/or possible to blend and braid other funding streams, including private pay, to serve these families? Further, which categories of students does the college want to prioritize and how many seats would it like to hold for each group of priority students?

Prioritization: Head Start programs set prioritization (or 'selection') criteria for when there is more demand for slots than the program has available. Is it important to hold space for or prioritize families being served by the campus? What about community members not involved with the college? Will any families at existing centers be asked to relocate along with the program?

What will the center's operating hours and calendar schedule be?

Head Start programs have flexibility around what their operating hours are and what their calendar schedule is, but may already be intentionally aligned with other local organizations, such as public school districts. What are the operating hours that would best serve the families who will use the on-campus center? How important is it for this center's hours to align with the college's hours versus the hours of the program's other locations? What is the college's academic calendar? How important is it for the on-campus center's calendar to align with the college's calendar versus the calendar of the program's other locations? Are there before-school or after-school hours or non-program-days that can be covered by another entity on campus for when there is any misalignment and families still need child care?

How do service areas compare, and how will you treat any mismatches?

Both your organizations have designated service (or "catchment") areas, and these are not necessarily going to align perfectly, or even well. You'll need to examine specifically which areas each organization is supposed to serve and where there is a significant mismatch. One possible solution is for the Head Start program to set up a reciprocal agreement with their neighboring programs allowing for children to be served on campus when it is in the best interest of the family. The college can consider a tuition discount for students outside their service district who are enrolled in the Head Start program.

If any of the college staff are unionized, how will this impact the partnership?

For example, if the maintenance staff on campus are union workers, there may be specific protocols that need to be followed if the Head Start needs electric or plumbing work done in the center. You'll need to review any and all unions that are applicable on campus and determine any protocols or procedures that need to be in place accordingly.

What are each organization's procurement procedures and when is each applicable?

Both of your organizations likely have procurement procedures already in place, and one set of policies may be more difficult or slow to work through than the other. Compare policies and determine which are applicable in which scenarios. If the college has a lot of red tape, it may be easiest for the Head Start program to make certain purchases or pay certain contractors and deduct the cost from any monthly payments rather than go through the college's payment process. Bringing both fiscal teams together in person may help build relationships and work out any complexities.

Will the Head Start program have access to any on-campus facilities outside of the center or classroom space?

Many colleges have on-campus facilities, such as a gym, library, and parking spaces, that are available to faculty, staff, and/or enrolled students. You should discuss what on-campus facilities exist at the college and what, if any, access Head Start staff, family members, and/or children can have to them.

Checklist for Your MOU or Contract

The information presented in this resource is offered for general informational purposes only, and is not offered as and does not constitute legal advice.

The items discussed in designing and negotiating your partnership will need to be formalized in a written document, such as a MOU or contract, that defines your partnership. While each MOU or contract is unique, there are many common items across them that will likely be included. Proactively addressing any concerns while drafting the MOU or contract is in the best interests of all parties to promote successful collaboration.

Your MOU or contract should be customized to the capability and resources of the community college and the Head Start program and should consider the unique characteristics of your community. Both parties should consult with legal counsel to assess whether a MOU or contract is best and to draft specific terms.

Community colleges will have in-house general counsel who will likely prefer to draft the agreement. Given the larger staff capacity at colleges, this can be a benefit to both sides. However, the Head Start program should still have legal counsel review the MOU or contract.

What Is the Difference Between a MOU and a Contract?

Memorandum of Understanding (MOU):

A MOU is a document that states each party's intentions to take action in pursuit of shared goals, such as collaborating on a project, but is not intended to be legally binding. With some exceptions, this means that if one of the parties does not follow through on helping to meet the goals of the MOU, the other party cannot legally enforce the MOU against them in court. MOUs are generally considered less formal than contracts due to this lack of legal enforceability, but can be useful in outlining a general working relationship between two parties. They can also help lay the groundwork for a formal contract further into a collaboration. MOUs are often required of an agency when an application for funds includes an explicit non-financial collaboration with partnering organizations. The MOU provides documentation that demonstrates the organizations have consulted and coordinated the responsibilities of their grant activities.

Contract: A contract is a legally enforceable document in which there is an exchange of promises between two or more parties for something of value (legally referred to as “consideration”). Contracts specifically detail the obligations of each party and usually describe the penalties for breaking the agreement. Contracts are frequently used in commercial exchanges of goods and services for monetary compensation.

Leases are a type of contract. A lease is a contract outlining the terms under which one party agrees to rent an asset—in this case, property—owned by another party. It guarantees the lessee, also known as the tenant, use of the property and guarantees the lessor (the property owner or landlord) regular payments for a specified period in exchange.

Checklist for Your MOU or Contract

Whether you are using a MOU or contract format to formalize your agreement, it is important to address key topics within the document. This will help set expectations for how the collaboration will proceed and decrease the chances of future disputes over responsibilities.

Items to consider incorporating into the MOU or contract include, but are not limited to:

- ☐ MOU or contract term (with start and end dates specified)
 - ☐ Options for early cancellation, if desired
 - ☐ Loss of funding clause or any Uniform Guidance considerations
- ☐ Renewal terms
- ☐ Coverage of costs of running physical space
- ☐ Program staffing responsibilities
- ☐ Timeframes of operation (daily and annually)
 - ☐ Consider academic calendar vs. the Head Start program calendar
- ☐ Space usage: classroom(s), restrooms, office, playground, storage, parking, drop off and pick up
- ☐ Number and ages of children served
- ☐ Access to campus and security
 - ☐ Key fobs
 - ☐ Areas that are accessible: gym, student center, library, etc.
- ☐ Custodial services
- ☐ Groundskeeping services
- ☐ Playground upkeep: mulch, fencing, play structure, etc.
- ☐ Associated fees (if applicable; usually applicable only to contracts)
- ☐ Addressing eligibility and prioritization of families
- ☐ Awareness efforts on campus to promote Head Start program
- ☐ Potential collaboration on additional grant funding opportunities for program
- ☐ Insurance coverage requirements
- ☐ Internet and phone service

Sample Agreement #1: Space Rental

The following is a sample facility use agreement for a Head Start program that uses space on a community college campus. All private information has been removed and is replaced instead with guiding language in brackets, such as {Program Name}.

The information presented in this resource is offered for general informational purposes only, and is not offered as and does not constitute legal advice.

FACILITY USE AGREEMENT

This agreement is made between {COMMUNITY COLLEGE NAME} and {HEAD START PROGRAM NAME} of {PROGRAM ADDRESS, CITY, STATE, ZIP}

RECITALS

- A. The {COMMUNITY COLLEGE NAME} owns facilities as described in this Agreement which, from time to time, are available for rent; and
- B. User desires to rent a portion of those premises described in this Agreement (the Facility) for the purposes contained in this Agreement; and
- C. {COMMUNITY COLLEGE NAME} is willing to extend to User the use of the Facility on the terms and conditions herein.

TERMS

In consideration of the mutual promises and other good and valuable consideration, {COMMUNITY COLLEGE NAME} and User agree as follows:

1.0 Grant

- 1.1 {COMMUNITY COLLEGE NAME} grants permission to {HEAD START PROGRAM NAME} to use space {DETAIL SPACE HERE} to operate its standard program for {NUMBER OF} children. Additionally, space will be provided for meeting with parents in the college's {DETAIL SPACE HERE}. Agreement details will be negotiated biennially on a mutually approved date.
- 1.2 Use of the Facility for any other purpose is prohibited without first obtaining the written consent of {COMMUNITY COLLEGE NAME}. {HEAD START PROGRAM NAME} will conform to and comply with all applicable municipal, state, and federal laws and {COMMUNITY COLLEGE NAME} policies in using the premises.
- 1.3 In addition to the Facility set forth under section 1.1, {COMMUNITY COLLEGE NAME} shall provide telephone service to Head Start and will bill monthly for any long distance calls.

1.4 Head Start and college staff will be encouraged to meld and will share training whenever possible. Head Start agrees to open the classrooms of {COMMUNITY COLLEGE NAME} to students enrolled in {COMMUNITY COLLEGE NAME} ECE program or other college program assignments. Observation students or students completing special projects will coordinate times with the approval of the Head Start staff. Head Start agrees to act as cooperating teacher for students completing practicum placement within the {COMMUNITY COLLEGE NAME} Head Start classrooms.

1.5 Head Start will attend regularly scheduled staff meetings as determined by the Early Childhood Education Department Chair or Head Start personnel.

2.0 Term.

User shall be permitted to use the Facility commencing on {MONTH} {DAY}, {YEAR}, and ending on {MONTH} {DAY}, {YEAR} for the purpose stated above, with potential to renew the agreement.

3.0 User Fee, Payment.

{HEAD START PROGRAM NAME} shall pay a rental fee of {AMOUNT IN DOLLARS} per month toward the cost of utilities, maintenance, and janitorial services due on or before the first of each month.

4.0 Alteration and Damage.

The Facility must be left in the same order that it was found. User shall not injure, mar, or in any way deface the premises and shall not cause or permit anything to be done whereby said premises shall be in any manner injured, marred, or defaced and will not drive or permit to be driven, nails, hooks, tacks, or screws into any part thereof and will not make or allow to be made any alterations of any kind therein.

5.0 Equipment

Except as specifically provided in this agreement, User agrees that it will not use {COMMUNITY COLLEGE NAME}'s equipment, tools or furnishings, located in or about the premises, without first seeking and receiving the approval of {COMMUNITY COLLEGE NAME}.

6.0 Non-Discrimination.

User agrees not to discriminate in any manner on the basis of sex, sexual orientation, race, creed, age, color, national origin, religious belief, disability, status as a disabled veteran, or veteran of the Vietnam era, and to comply with all non-discriminatory laws and policies which the {COMMUNITY COLLEGE NAME} promulgates and to which {HEAD START PROGRAM NAME} is subject.

7.0 Release, Hold Harmless, and Indemnity.

User, in full recognition and understanding of the responsibilities, hazards, and dangers inherent in its use of the Facility, hereby agrees:

7.1 to assume all risks and responsibilities involved in using the Facility under the terms of this agreement;

7.2 for itself and its successors:

7.2.1 to release and hold harmless or to indemnify {COMMUNITY COLLEGE NAME} and its trustees, officers, agents, and employees from and against (or with respect to) all claims,

demands, actions, and causes of action for damages it or any of its employees or volunteers or participants may sustain or incur due to personal injury, property damage, or death, arising from the use of the Facility under the terms of this agreement;

7.2.2 to release and hold harmless or to indemnify {COMMUNITY COLLEGE NAME} and their trustees, officers, agents, and employees from and against (or with respect to) all claims, demands, actions, and causes of action for damages anyone other than it, or any of its members, guests, or participants may sustain or incur due to personal injury, property damage, or death arising from the use of the Facility under the terms of this agreement; and

7.2.3 in the event use of the Facility under the terms of this agreement causes damage to the property of {COMMUNITY COLLEGE NAME}, to indemnify {COMMUNITY COLLEGE NAME} for such loss.

7.3 This agreement to release and hold harmless or to indemnify shall apply to all claims, demands and actions whether or not the result of negligent acts or omissions on the part of {COMMUNITY COLLEGE NAME}, or its trustees, officers, agents, or employees.

8.0 Insurance

8.1. {HEAD START PROGRAM NAME}'s organization agrees to provide, prior to the event, a certificate of insurance for a commercial general liability insurance, then provide {COMMUNITY COLLEGE NAME} with a certificate of insurance, indicating {COMMUNITY COLLEGE NAME} as an additional insured and providing at least 30 days notice of material change or cancellation. Further, the User shall, at its expense, carry and maintain in full force and effect during the term of this agreement and any extension or renewal thereof, public liability insurance covering bodily injury and property damage, in a form and with an insurance company acceptable to {COMMUNITY COLLEGE NAME}, with limits of coverage of not less than {AMOUNT IN DOLLARS} million per person/{AMOUNT IN DOLLARS} million in the aggregate.

8.2 Unless {HEAD START PROGRAM NAME} is exempt by State Law, they shall further maintain workers' compensation coverage in accordance with all applicable laws and provide evidence of coverage on a Certificate of Insurance to {COMMUNITY COLLEGE NAME}.

9.0 Force Majeure.

In the event the Facility is rendered unsuitable for the conduct of activities or events by reason of force majeure, {COMMUNITY COLLEGE NAME} may terminate this Agreement by written notice five days following such casualty and {COMMUNITY COLLEGE NAME} shall not be responsible for any damages sustained by {HEAD START PROGRAM NAME}, but {HEAD START PROGRAM NAME} shall be entitled to a pro rata return of any sum paid or any other acceptable arrangement mutually agreed to by the parties. "Force majeure" shall mean fire, earthquake, flood, strikes, work stoppages, or other labor disturbances, riots or civil commotions, litigation, war or other act of any foreign nation, power of government, or governmental agency or authority, or any other cause like or unlike any cause above mentioned which is beyond the control or authority of {COMMUNITY COLLEGE NAME}.

10.0 Termination for Default.

{COMMUNITY COLLEGE NAME} may terminate this Agreement in the event of a breach by User of any term or condition herein which breach is not cured within ten (10) days following written notice to User of same.

11.0 Non-Assignment.

{HEAD START PROGRAM NAME} shall not assign or transfer this Facilities Use Agreement without the written consent of {COMMUNITY COLLEGE NAME}, and this Agreement is legally binding upon the affiliates, subsidiaries, parents, heirs, representatives, successors, and assigns of both parties.

12.0 Severability Clause.

In the event one or more clauses of this Agreement are declared illegal, void, or unenforceable, that shall not affect the validity and enforceability of all the remaining clauses of this Agreement.

13.0 Governing Law: Forum.

This Agreement shall be governed by and construed under the laws of the State of {STATE}, and any claims or lawsuits arising from or incident to this Agreement shall be brought solely in {STATE}.

14.0 Relationship of Parties.

Nothing in this Agreement shall be deemed to make {COMMUNITY COLLEGE NAME} and User partners or joint venturers or to create a relation of principal and agent between them, nor shall either {COMMUNITY COLLEGE NAME} or User hold itself out as joint venturer, partner, or agent of the other contrary to the terms of this Agreement by advertising or otherwise. Neither party shall be bound by any representation, act or omission of the other made contrary to the provisions of this Agreement.

15.0 Entire Agreement; Modification.

This Agreement and its Attachments, if any, contain all the terms between the parties and may be amended only in writing signed by both parties.

IN WITNESS WHEREOF, the authorized representatives of the parties have signed this Agreement on the dates set forth below.

By:

Date: _____

By:

Date: _____

Sample Agreement #2: Subcontracting

The following is a sample collaboration agreement for a Head Start program that subcontracts services to a community college. All private information has been removed and is replaced instead with guiding language in brackets, such as {NAME}.

The information presented in this resource is offered for general informational purposes only, and is not offered as and does not constitute legal advice.

Collaboration Agreement for Services

THIS AGREEMENT is made and entered into this {DATE} day of {MONTH} {YEAR}, by and between {COLLEGE NAME}, with offices located at {ADDRESS, CITY, STATE, ZIP} hereinafter called the child care Provider, and the agency of {HEAD START NAME} with offices at {ADDRESS, CITY, STATE, ZIP}, hereinafter called the Head Start or Early Head Start program.

WHEREAS, the child care Provider, desires to be a provider of services for the Head Start or /Early Head Start program, representing and warranting that it can provide the services sought by the Head Start or Early Head Start program pursuant to all of the terms and conditions of the Grant Award and other Head Start regulatory requirements imposed by the State of {STATE}, U.S. Department of Health and Human Services, and other governmental agencies:

Head Start Program Performance Standards - You may click on <https://eclkc.ohs.acf.hhs.gov>
child care License Regulations - You may click on {STATE LICENSING REGULATIONS LINK}

NOW THEREFORE, the child care Provider and the Head Start or Early Head Start program hereby agree as follows:

I. The child care Provider will:

- A. Review the Status History report and complete the invoice within five calendar (5) days following the last day of each calendar month, and submit it to the Partnership Coordinator.

{PROGRAM NAME}
{PARTNERSHIP COORDINATOR NAME}
Email: {PARTNERSHIP COORDINATOR EMAIL}
Fax: {PARTNERSHIP COORDINATOR FAX}
Mailing Address: : {ADDRESS, CITY, STATE, ZIP}

The Head Start or Early Head Start program shall within 30 calendar days of receipt of the invoice and after review issue a check to the child care provider for services rendered.

- B. Provide full-day, 10 month, comprehensive early child care and education services for {NUMBER OF} Head Start eligible preschool children per day. Enrolling above the designated number must receive prior written approval from the partnership coordinator and/or Head Start director

before financial support will be provided by the Head Start program.

- i. The {NUMBER OF} children must be in {NUMBER} classrooms, each with a qualified teaching team.
- C. Provide full-day, full-time, full-year, comprehensive early child care and education services for **{NUMBER} Early Head Start eligible children** per day. Enrolling above the designated number must receive prior written approval from the Partnership Coordinator and/or Head Start Director before financial support will be provided by the Head Start Program. The Early Head Start program will collaborate with a child care Provider who operates for the full year.
 - i. The {NUMBER} children must be in no more than {NUMBER} classrooms, each with a qualified teaching team. Also, keep a maximum group size of eight (8) children in the toddler room.
- D. Send one staff member, minimally, to the Head Start or Early Head Start provided annual trainings. The Head Start or Early Head Start program will have a period of training during the month of {MONTH} annually, however, children are to be continually serviced.
- E. Maintain full enrollment, enrolling below your minimum number of Head Start or Early Head Start children could result in a loss of your enrollment numbers.
- F. Make available a designated place for family worker or nurse to work daily. Make available reliable internet connection for Head Start and Early Head Start staff.
- G. Attend monthly Head Start or Early Head Start child care partnership meetings by the child care director or designee.
- H. Encourage parents of the Head Start or Early Head Start program to contribute {NUMBER OF} hours per month per child of volunteer time in order to reach the program's overall goal. Provide opportunities for parents and staff to participate in every aspect of the program, including, but not limited to:
 - i. Monthly parent meetings
 - ii. Monthly policy council meetings
 - iii. Weekly classroom activities
 - iv. Center events
 - v. School to home activities
 - vi. Participate in trainings offered
- I. Fulfill the Requirements of Head Start and Early Head Start

Child Development

Abide by the Head Start Program Performance Standards as well as policies and procedures to utilize best practices.

Implement a research-based developmentally appropriate curriculum provided by the Head Start or Early Head Start program. In addition, teachers must create a school to home pathway utilizing an activity from their lesson plan and send it home on a weekly basis.

Complete required developmental screenings within 45 calendar days of the child's entry into the Head Start or Early Head Start program. The Head Start program will provide the {SCREENING TOOL NAME}. The {ASSESSMENT TOOL NAME} assessments must be completed three times per year in the system provided by the Head Start or Early Head Start program. After each assessment period staff will print out the results and place them in the child's folder. The assessments are typically due in {MONTH}, {MONTH}, and {MONTH} for children who begin in

{MONTH}. Staff are required to document weekly in the {ASSESSMENT TOOL NAME} system their observations of children's skills and knowledge levels. All screenings and assessments must be completed within all Head Start or Early Head Start timelines.

Complete educational home visits and parent teacher conferences. Classroom staff will complete the following educational home visits and parent-teacher conferences by the specified deadlines.

- i. Head Start or Early Head Start initial home visit: Within the first 30 calendar days of entry into the program
- ii. Head Start second home visit: Completed by the last day of March within the current program year.
- iii. Early Head Start home visits must be completed every three months after the initial visit.
- iv. Head Start and Early Head Start parent-teacher conferences: First one completed within the first 90 calendar days of entry into the program. Second conference completed within a two week time frame that includes a designated day set by the Head Start or Early Head Start program. This day is typically in May of the current program year.

Fully participate in all CLASS reviews including those conducted by the federal government.

Encourage parent participation in activities to promote positive child-parent interactions and lend support and governance to the program (i.e.: parent meetings, policy council meetings).

Contribute {NUMBER OF} hours per month per child of volunteer time by the parent/guardian in order to reach the program's overall goal. Collaborations with the help of the Head Start or Early Head Start staff will assist parents in obtaining this goal. Head Start or Early Head Start will provide the form that must be utilized to report in-kind time.

Engage in effective and positive interactions with children by classroom staff.

Create and implement a safe, nurturing, learning environment that reflects the children's culture and languages.

Recruitment

Make families aware of the opportunity to participate in the Head Start or Early Head Start services within the child care.

Eligibility / Selection / Enrollment

Utilize the Head Start Early Head Start selection criteria to identify families in need of Head Start or Early Head Start programming. Complete a referral; application; proof of income; proof of age; and parental signature page and submit to the Head Start or Early Head Start intake staff to complete the enrollment process. Upon receipt and review of the documents child care will receive notification of an approved start date for enrollment.

Vacancies

Vacancies in enrollment are to be reported weekly to the partnership coordinator. Fill vacancies within 30 calendar days. Students that vacate a slot must reapply.

Attendance

Encourage families to maintain 100% on time attendance. Attendance must be recorded daily.

Health

Work with the Head Start nurse to ensure children have a current physical and vaccination record upon enrollment.

Work with the Head Start nurse to help parents continue to follow recommended schedules of well-child and oral health care.

Work with the Head Start nurse to ensure that all Early Head Start and Head Start children have a blood lead test at age one and age two.

Work with the Head Start nurse to ensure all Early Head Start children between nine to 12 months have a hemoglobin test to make sure the child's iron level is normal.

Work with the Head Start nurse to ensure all Early Head Start and Head Start children have a dental exam within 90 days of enrollment.

Promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth with toothpaste containing fluoride once daily in the classroom.

Follow the {STATE} Early and Periodic Screening, Diagnostic and Treatment schedule (EPSDT)

Report all medical emergencies which include accident, injury, anaphylactic reaction that result in ambulance transport, emergency room visit, or hospitalization of the child.

** On the day of the incident, a phone call must be made to {PARTNERSHIP COORDINATOR NAME} and a copy of the incident report must be forwarded to her.

Mental Health

Utilize strategies in their classroom based on {SOCIAL EMOTIONAL PROGRAM}. child care staff are to attend trainings offered by Head Start.

Provide an area for children to calm down if needed. The area should be cozy, inviting and away from areas that are high activity. Head Start or Early Head Start will provide materials and technical consultation on creation and use of the area.

Utilize the {MENTAL HEALTH SCREENING NAME}. Training and Technical consultation will be offered through Head Start or Early Head Start staff. Must complete the {MENTAL HEALTH SCREENING NAME} after the child has been in the program for four weeks, but within the first 45 calendar days of entry into the classroom. In addition Staff will assess children's social emotional skills using the {MENTAL HEALTH SCREENING NAME} two additional times during the year based on dates set by Head Start or Early Head Start. Typically the mid-{MENTAL HEALTH SCREENING NAME} is completed in {MONTH} and the post-{MENTAL HEALTH SCREENING NAME} is completed in {MONTH}.

Disabilities

Ensure that Head Start or Early Head Start children with disabilities receive the special education services they are entitled to.

Ensure that children receiving special education services have a current Individualized Education Program (IEP)/Individualized Family Service Plan (IFSP) on file.

Ensure that teachers individualize and support IEPs/IFSPs for children with disabilities in the classroom.

Communicate with parents regarding the early intervention process including working with parents to obtain releases for IEPs/IFSPs and consents for evaluations.

Adhere to early intervention policy and procedure.

Nutrition

Ensure compliance with Head Start and Early Head Start nutrition performance standards and ensure CACFP {STATE} guidelines are met.

Participate in nutrition/CACFP training when presented.

Provide required nutritious meals and snacks for each Head Start or Early Head Start eligible child and incorporate good practices in oral health hygiene, personal care, and safety into the program.

Comply with CACFP monitoring tool.

Equipment

Approve in advance all equipment. Equipment furnished by the Head Start or Early Head Start program with a fair market value of \$250.00 or more shall be sole property of the Head Start or Early Head Start program.

Ensure equipment furnished by the Head Start or Early Head Start program will be available for use by both child care provider and Head Start or Early Head Start staff. Equipment furnished by the Head Start or Early Head Start program may be removed or replaced by Head Start or Early Head Start at its discretion. If this Purchase of Service Agreement is canceled, Head Start or Early Head Start shall remove all Head Start furnished equipment with a fair market value of \$250.00 or more from the premises. Head Start or Early Head Start shall pay for the cost of the removal of all such Head Start-furnished equipment and shall restore the premises to the condition that existed prior to the installation of the equipment.

Self-Assessment / Monitoring Review

Cooperate and participate in the annual program Self-Assessment process

Cooperate and participate in the Office of Head Start Federal Reviews, including CLASS reviews.

Teacher Qualifications

Ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

Notify {HEAD START PROGRAM NAME} Head Start or Early Head Start director upon hire or placement of any staff in a Head Start or Early Head Start classroom. Utilizing the {FORM NAME} enclosed, child care will complete annually for each staff member.

II. The Head Start or Early Head Start Program Will:

A. Financial Support Provided by the Head Start or Early Head Start Program

Head Start

Pay {AMOUNT IN DOLLARS} per month, per child, for the children enrolled in Head Start through the efforts of the child care Provider for each child enrolled in the program prior to and including the 10th day of any month.

For children enrolled in the Head Start Program after the 10th day of any month, the Head Start

Program shall pay the child care Provider a daily rate of {AMOUNT IN DOLLARS} per child for each day that the provider is open for operation.

For children enrolled in the Head Start Program that exit during the month, the Head Start Program shall pay the child care Provider a daily rate of {AMOUNT IN DOLLARS} per child for the days that the provider is open for operation up until the child exits the program.

This contract will not exceed {AMOUNT IN DOLLARS} unless prior written approval was given.

Early Head Start

Pay {AMOUNT IN DOLLARS} per month, per child, for the children enrolled in Early Head Start through the efforts of the child care Provider for each child enrolled in the program prior to and including the 10th day of any month.

For children enrolled in the Early Head Start Program after the 10th day of any month, the Head Start Program shall pay the child care Provider a daily rate of {AMOUNT IN DOLLARS} per child for each day that the provider is open for operation.

For children enrolled in the Early Head Start Program that exit during the month; the Early Head Start Program shall pay the child care Provider a daily rate of {AMOUNT IN DOLLARS}

This contract will not exceed {AMOUNT IN DOLLARS} unless prior written approval was given.

B. Services Provided

Make available the following services. However, the failure to provide these services shall not constitute default under this agreement:

Monitor, provide feedback, and ensure appropriate services are completed as outlined in the Performance Standards.

Provide a family worker to the site for monthly comprehensive family services and parent involvement.

Provide training for classroom staff in the following areas, for example:

- i. Curriculum planning and implementation
- ii. Lesson plan development and implementation
- iii. Child-Adult interactions
- iv. Completion of screening and assessments and how to utilize the information for planning purposes.
- v. Setting up an appropriate classroom environment to engage children in purposeful play
- vi. Program Standards and policies and procedures

Provide assistance of the agency's Head Start or Early Head Start coordinating staff for monitoring and consultation purposes.

Child Development:

Provide technical assistance to the child care director that supports best practices.

Provide assistance when possible with transportation for classroom field trips.

Provide diapers and wipes for Head Start or Early Head Start children and program supplies for Head Start or Early Head Start classrooms when the provider follows our purchasing process.

Create and maintain a seamless approach working collaboratively to meet the needs of the classroom staff.

Utilize our alert process for children or families with concerning behavior and/or circumstances where they could benefit from specialized support.

We will conduct the CLASS observation two times per school year.

Offer feedback and consultation regarding the social emotional atmosphere and content of the classroom environment.

Health:

Health team staff will assist families to obtain current physicals, vaccines, dental exams, and dental treatment as needed.

Health team staff will provide health resources/education to the partnership by providing health education for classrooms, parents, and child care staff.

Provide toothbrushes, toothpaste, and toothbrush holders for each classroom.

Health team staff will perform hearing and vision screening on all children in Early Head Start and Head Start. In addition, perform height, weight, blood pressure (Head Start only) and head circumference (Early HStart only). Any children who do not pass a vision or hearing screening will need to be referred to a primary care provider. Health team staff will notify the parent or guardian that the child did not pass and will need a follow up appointment with primary care provider. Health team staff will notify partnership director and teachers which children need follow up based on the screening results. Partnership staff will then be able to follow up on these children to ensure parents or guardians follow up with the primary care provider as well.

Disability:

Provide training and technical support for children with disabilities and those with suspected disabilities. With parental consent, assist the site in obtaining IEPs for children with disabilities and assist staff in individualizing and supporting the IEP in the classroom. Also, assist staff in referring children to the {STATE EARLY INTERVENTION} including referral, evaluation and meeting.

Nutrition:

Provide nutritious and CACFP approved menus as well as provide nutrition consultation training for families and staff as needed or requested.

TERMS of the AGREEMENT

The term of this agreement shall begin on the {DAY} day of {MONTH} {YEAR} and end on the {DAY} day of {MONTH} {YEAR}, unless terminated prior to that time by either the child care provider or the Head Start or Early Head Start program. If a final determination has not been made regarding the continuance or termination of this contract by {DAY} {MONTH}, {YEAR}, the conditions of this contract remain in effect until a final determination is made.

The child care provider agrees to comply with the terms and conditions of each and every one of the rules, regulations, assurances, standards, licensing requirements and other regulations referred to in this agreement, and that the Head Start or Early Head Start program shall have the right to terminate this Purchase of Services Agreement immediately for failure to comply.

This Purchase of Service Agreement may be terminated in the event that:

- i. The child care provider fails to provide service in full and complete compliance with the terms and conditions of the Head Start Performance Standards and licensing and regulatory requirements of the State of {STATE}
- ii. The Head Start or Early Head Start program shall be entitled to terminate this Purchase of Service Agreement within ten (10) days upon prior written notice in the event that its Grant Award is suspended or terminated or in the event that the Head Start or Early Head Start program's source of funds for the services set out above shall be interrupted.
- iii. Either the Head Start or Early Head Start program or the child care provider shall be entitled to terminate this Agreement for any reason upon thirty (30) calendar days prior written notice to the other.
- iv. Furthermore, upon the occurrence of any serious {STATE DEPARTMENT} noted violations that are health and safety concerns, where children are identified at risk, Head Start or Early Head Start has the responsibility to evaluate and determine continuance of the agreement. It is the child care Provider's responsibility to notify the Head Start or Early Head Start program of such incidents.

The child care provider understands that the Head Start or Early Head Start program has made, and is making, no commitment to renew this Purchase of Services Agreement after the end of the term of this Purchase of Service Agreement.

The child care provider shall notify the Head Start or Early Head Start program in writing at least thirty (30) calendar days in advance of any changes in the program that will affect the quality, extent, timeliness, or frequency of the service delivery under the terms and conditions of the Purchase of Services Agreement and further agrees that no such changes shall be implemented without the prior consent of the Head Start or Early Head Start program, and such consent will not be unreasonably withheld. The Head Start or Early Head Start program is not required to make payment for services rendered, according to such changes, unless written consent from the Head Start or Early Head Start program is received.

The child care provider and the Head Start or Early Head Start program hereby mutually agree at all times during the term of this Agreement to indemnify and hold one another harmless against any and all liability, loss, damages, or expenses by reason of any person's personal injury, death, or property loss or damage sustained and suffered because of its acts or omissions or those of its officers, employees, volunteers, or representatives.

The child care provider agrees to keep and maintain adequate, legible, genuine, current and complete records of services rendered under the terms of this Purchase of Services Agreement and to make available all such records to the Head Start or Early Head Start program upon request. These records shall consist of, but are not limited to, the following categories and/or documents:

- i. Enrollment records that include verification of family income and any other verification required for determining eligibility for Head Start or Early Head Start funding. Such verification must meet criteria required by the Administration of Children and Families; and
- ii. Attendance records showing the date(s) each child was in attendance at the child care provider's center.
- iii. Complete file of each child must be kept for a minimum of six (6) years either at the child care location or the complete file may be transferred to Head Start or Early Head Start.

The Head Start or Early Head Start program and child care Provider agree that at the conclusion of the term of this Purchase of Service Agreement, the Head Start or Early Head Start program shall issue final payment to the child care provider. The child care Provider shall, upon receipt of final payment, confirm that no further amounts are due and owing; and that the Head Start or Early Head Start program is discharged from any further obligation to the child care provider under this Purchase of Service Agreement. The child care provider further agrees that the child care Provider will assist the Head Start or

Early Head Start program in confirming that full payment has been received and that the Head Start or Early Head Start program has been discharged from any and all further requirements pursuant to this Purchase of Service Agreement.

This contract shall not create third party beneficiary rights with the child care provider nor shall this agreement create the relationship of employee/employer or principal and agent between Head Start or Early Head Start and the child care provider.

Failure to comply with the above requirement could result in a delay of payment and potential termination of this contract.

IN WITNESS WHEREOF, the Head Start or Early Head Start program and the child care provider have executed this Purchase of Service Agreement as of the date first above written.

By:

Date: _____

By:

Date: _____

Guide to Retrofitting and Federal Interest Regulations

Starting up a new partnership MAY require physical changes to indoor and/or outdoor space to accommodate the needs of young children, the staff that work for them, and others who engage with the space on campus. As a reminder, Head Start requires specific, usable space (not hallways or bathrooms) of usable space per child for both indoor and outdoor space.

Estimating retrofitting and/or construction costs is complicated and can't be summarized on one page; however, there are many things that should be considered when beginning to plan out the conversion, updating, or building of any on-campus space. Relevant staff, such as your college facilities manager and Head Start director, should be involved in reviewing this list and beginning any plans or estimates.

Areas with Potential for Construction

- Indoor space, including:
 - Classrooms
 - Office and storage space
 - Bathrooms
 - Food preparation area
 - Tooth brushing area
 - Security
- Outdoor space, including:
 - Fencing
 - Play structure (ideal, but not required)
 - Ground cover (eg. mulch, turf)
- Other on-campus spaces, including:
 - Parking lots
 - Drop off and pick-up area and traffic flow

If significant construction is going to occur, federal interest regulations come into play. You'll need to enlist the help of an expert in Head Start's 1303 processes.

Overly simplified, when federal funding is used to purchase or renovate facilities, the government maintains certain ownership or property rights when it comes to that building. This is not ideal for space on community college campuses and is best if avoided.

The easiest ways to avoid federal interest are to:

- Stay below the \$250,000 threshold;
- Use other funding sources, such as state or foundation money; or
- Have the college pay the costs initially and have Head Start pay it off over time as part of any rent payments. (While mortgage payments do create federal interest, rent payments do not.)

Finally, be sure to review the Davis–Bacon Act of 1931 and any regulations around relevant union workers when it comes to planned construction or renovations.

College Process

The process of retrofitting existing space or building new construction, if needed, can be a complicated endeavor. Each college will have different internal operation and administrative processes but there are some general guidelines that may be helpful.

Where to Start?

A project of this scope that involves a partnership with an external organization should start with senior leadership approval and buy in. How the proposal makes its way to the president can happen either from an internal department such as a program area, workforce development, or student services submission or the president can be directly engaged and spearhead the initiative. The president will inform the board of trustees at some point either to inform or gain approval depending on the scope.

Internal vs External

Depending on the scope of the project, the project could be handled by internal college facilities staff. Some factors that would go into that determination are:

- Scope of work based on project size
- Timeframe of the project
- Capacity of the internal staff
- If project requires permitting (always external)
- New building construction (always external)

Most colleges have an “in-house” construction manager associated with the college but as the project develops, there may be a decision made to use an new external construction manager triggering a bidding process.

Funding

If the project is going to be handled internally, the funds may be already appropriated in the facilities budget. The facilities department is given spending authority each year as part of the budgeting process. An amount is requested based on projects and incorporated into the overall budget request to the county. They can use these funds as they see fit and do not need additional approval as long as they remain under their limit.

If the project is on the larger scale and will be above the scope of the facilities budget or is being handled externally, there is a separate funding process that occurs. Generally, funding will come from three sources, the state, county, and institution. State funds are typically only available if the project is part of the ‘master plan’ of the college. If the project is eligible for state funds, the percentage can vary but is usually around 50%. The other 50% of the project is funded through a combination of county and institutional funds. The county will determine the percentage they will contribute. The college may have to undertake a fundraising campaign to meet its obligation.

Work Process

Once the project is approved to move forward, it will start with what may be called a “program development”. This is where the project manager will meet with the department area, any subject matter experts that can provide information on any requirements for the space or regulations that need to be accounted for. If it is a space that is being retrofitted, an environmental study may be required depending on what the space was used for previously. Once the needs and requirements are determined, architects can be engaged. They will create an approval process and begin the initial schematic design process. They will then review them with the stakeholders for feedback and revisions. The next step will be the creation of the design. During both the schematic and design process, changes can be made without incurring any costs. The last phase from the architect is the construction drawings. Cost estimates are created from these so any changes at this phase will have expense implications. All of these processes will go into the decision for a construction manager. As processes begin, the project is typically managed by a mixture of the college and the construction management firm.

Other Stakeholders

Some other individuals and organizations may need to be engaged depending on the scope and scale. They include:

Trustees

The board of trustees will be engaged at a minimum to inform them of the project but will be more involved if budget approvals are required. Each college has expense thresholds that trigger different levels of approval.

County Government

The county will be engaged whenever there is permitting or inspections that are required. If the project requires a new building, then planning and zoning are involved. They will conduct what is called a site development plan where they assess things like roads and infrastructure, parking, utilities, and stormwater management. They will also conduct an environmental concept plan to assess any environmental concerns.

Public Safety

Public safety is typically engaged during the “program development” to get their input into the space and their needs.

Project Timing

Depending on the scale of the project, timing may not be a consideration. If it is a large scale and expensive project, then building it into a budget cycle or a capital campaign may be required which will have an impact on start time. If it is small enough to be handled internally, it can be worked into the facilities’ schedule. An out of cycle request can be made for certain priority projects but those will typically come from the president.

Retrofit Consideration Checklist for Community Colleges

Leadership support for partnership

- ☐ Departmental development
- ☐ Senior leadership development

Scope of project

- ☐ Can it be handled by internal facilities?
 - ☐ Met with facilities
 - ☐ Staff capacity determination
 - ☐ Created “program development”
 - ☐ Reviewed cost estimates
 - ☐ Create project timeline
- ☐ External contractor
 - ☐ Does scope require permitting?
 - ☐ “In-house” construction manager vs. bidding
 - ☐ Created “program development”
 - ☐ Architect approval process
 - ☐ Schematic design
 - ☐ Design development
 - ☐ Construction drawings

External stakeholders

- ☐ County government
 - ☐ Any permitting needs
 - ☐ Any inspection needs
 - ☐ Environmental study for existing building
 - ☐ New construction needs
 - ☐ Site develop plan
 - ☐ Environmental concept plan

Funding

- ☐ Internal budget allocation
 - ☐ Obtain approvals needed
- ☐ External capital campaign
 - ☐ Eligible for state funds
 - ☐ County government contribution
 - ☐ Fundraising campaign

Internal stakeholders

- ☐ Board of trustees
 - ☐ Do they need to be informed
 - ☐ Do they need to approve project costs
- ☐ Public safety
 - ☐ Involved in “program development”
- ☐ Academic programs
 - ☐ Provide subject matter expertise and program requirements
 - ☐ Other workforce development opportunities

Timing

- ☐ Internal renovations
 - ☐ Timeline developed with facilities
 - ☐ If from senior leadership can it be prioritized
 - ☐ Align with campus schedule to minimize impact
- ☐ External renovations
 - ☐ Follow capital improvement process

Launching Your Partnership

Marketing Material Templates

Head Start recruitment is a systematic, year-round process. It requires constantly reaching out to families with eligible children, informing them about program services, and helping them apply and provide all the required eligibility documentation. A good recruitment plan uses multiple channels to engage families, connect with the community, and build relationships with potential partners.

For your partnership, you should consider specific marketing and recruitment efforts aimed at on-campus families. These materials likely need specific language detailing what is available at the center.

Where to place marketing materials:

- ☐ Campus bulletin boards
- ☐ Office of the registrar and student services
- ☐ In the hands of advisors and guidance counselors
- ☐ Student services center
- ☐ Campus library
- ☐ Take a walking field trip on campus with parents

Be sure to also include information on your college's website, tied to any page that student-parents may use.

Below is just one sample of an on-campus flyer:

Leaders in Early Childhood Education
Somos Líderes en Educación Temprana

Early Head Start

- Home Based
- Available to Pregnant Women and Children
- 13 Years of Age
- Serving Harrisburg, Steelton, Carlisle, and the West Shore Area

Preschool

- Center Based Program, Part-Day/School Year
- Available to Children 3-4 Years of Age
- Serving Dauphin, Cumberland, and Perry Counties

Educación Temprana

- Servicios directamente en su casa
- Disponible si está embarazada o sus hijos están entre 0 y 3 años
- Servimos en Harrisburg, Steelton, y Carlisle

Pre-escolar

- Programa basado en el centro, día parcial / año escolar
- Disponible para niños entre 3 y 4 años
- Se ofrecen servicios en los condados de Dauphin, Cumberland, y Perry

NOW ENROLLING
Matriculas Abiertas

Call/Llame al (717) 541-1795
KHS.org/what-we-do/head-start-services

FREE to you, but must meet income guidelines

Sin cargo para usted, pero debe cumplir con las tabla de ingresos de Head Start o Pre-K Counts

A program of Keystone Human Services / Un programa de Keystone Human Services

Enhancing Work With College Departments

The partnership between a community college and Head Start program opens doors for coordination far beyond the obvious early childhood connection. Below you'll find a list of additional on-campus departments or training programs that could benefit students with hands-on learning opportunities under the supervision of their instructors while providing valuable services to the children, families, and staff in the on-campus child development center.

Early Childhood Education Programs

The relationship between early childhood education and Head Start centers is a natural one. Most institutions have an associate of applied science degree in early childhood education. This two year degree prepares you to work with young children in many different settings such as preschools, stand alone and family child care centers, elementary schools, and Head Start centers. The coursework consists of child development, early childhood education and other related topics. Students also need to complete a field experience which can be done at the onsite Head Start center.

Many schools also have early childhood or child care certificate programs. These can either be credit or non-credit programs and prepare students to work in child care centers, become self-employed as child care providers, or work as teacher's aides in various educational settings.

Colleges will typically have an established pathway to articulate coursework from certificate programs to degree programs which allow someone to continue their career development. Most will also have a transfer agreement to a four year institution for those wishing to pursue a bachelor's degree.

Nursing Programs

Practical learning is an important part of every nursing program. A partnership between Head Start and the nursing program to have nursing students conduct health screenings would allow nursing students to get hands-on experience with children and meet an important need of the Head Start program. Nursing students could also help provide a variety of health education information to families.

"We now have a relationship with the nursing program. So the nursing students come in and do some practicum hours, with Head Start doing the assessments and the health screenings and things like that."

- Head Start director

Allied Health Programs

Many non-nursing healthcare programs also require practical learning. Students in programs such as medical assistant certifications could provide similar support as the nursing students shared above, creating a real life work environment working as part of a team with other health care professionals.

Dental Hygiene and Assistant Programs

Like nursing students, dental hygienists and dental assistant students benefit from practical learning. Head Start programs support dental health of the children they serve, including ensuring they are connected to a dental practice and have had dental screenings and cleanings. Dental hygiene and dental assistant students could provide valuable cleaning and consultation services while getting practical experience working with children (or even parents and staff!).

Food and Nutrition Service Programs

Part of the requirements of Head Start programs is that they provide meals for the children. There are multiple ways to accomplish this and institutions that have culinary programs or food service related programs can leverage their students to help.

Trade Programs

Students in various trades programs—such as construction, HVAC, Occupational Safety and Health Administration (OSHA), electrical, carpentry, plumbing, and welding programs—may be able to assist with new construction and/or the retrofitting of existing space on campus. In addition, students in construction management programs can work with design firms, construction companies, and general contractors through internships or apprenticeships throughout the process.

“Originally, the building was built by the college’s construction trade programs... Head Start got the building; the college got hands-on experience for their trade school students.”

- Head Start director

Physical Medicine Programs

Head Start students come from all walks of life and some have the need for physical services for various challenges. These services are often sourced from the local school district and can provide the opportunity for students in physical therapy assistant or occupational therapy assistant programs to observe typical and atypical development and behaviors.

Psychology and Humanities Programs

This may be one area that is not thought of that could benefit students but there is a lot of information that can be obtained about typical and atypical development and behavior through observation. Observing interactions between the students, watching them play and the dynamics of the relationships can be very beneficial to students studying fields such as psychology, social work or social services, or humanities.