



CHILD CARE & HEAD START

**INCENTIVES, CHALLENGES
&
MODELS FOR
SUCCESSFUL COLLABORATION**

Prepared by

Monica Rohacek

For the

**Los Angeles County
Child Care
Planning Committee**

JUNE 2001

Acknowledgements



The Child Care Planning Committee is grateful to collaborators who shared their valuable time to provide information about Head Start/Early Care and Education Partnerships in Los Angeles County. These generous people include: Daryel Rhodes (ABC Child Development), Linda Rahman (Charles R. Drew University of Medicine and Science), Marilyn Johnson and Loretta Curry (Long Beach Unified School District), Dolores Meade (Options), Judy Sanders (Pomona Unified School District), and Marlene Alfaro and Joellen Tullis (Venice Family Clinic.)

Information and background materials were also provided by Dr. Brigitte Rodgers of the Los Angeles County Office of Education and by Jaqueline Davis of Development Associates, Inc.

We also extend thanks to the many others who shared their expertise by answering inquiries or participating in meetings of the Head Start/Child Care Collaboration Work Group of the Child Care Planning Committee.

Paper produced by Monica Rohacek under contract for the Los Angeles County Child Care Planning Committee

Child Care Planning Committee

The Los Angeles Child Care Planning Committee is a 50-member body that is charged by the Board of Supervisors and the Superintendent of County School to implement the local child care planning mandates of AB 1542. The Committee's membership is drawn from five legislatively-defined categories, which include child care consumers, child care providers, community agencies, public agencies, and discretionary. Meeting on a monthly basis, the Committee welcomes participation from all interested persons.

Among its mandates, the Committee is directed to, "Coordinate part-day programs, including State Preschool and Head Start, with other child care to provide full-day child care." This document *Child Care and Head Start* will facilitate the Committee's efforts to promote effective collaborations, and to increase the supply of full day early care and education services. We are indebted to Monica Rohacek for her thorough research and skilled writing in preparing *Child Care and Head Start*. In addition, the Committee would like to offer our hearty thanks to all of the individuals who took the time to answer our questions and share their expertise.

For additional information on the Child Care Planning Committee, please contact our office by telephone at 213-974-4104 or by mail at Office of Child Care, 222 South Hill Street, 5th Floor, Los Angeles, California, 90012.

This publication was produced by the Office of Child Care/Services Integration Branch of the Los Angeles County Chief Administration Office. Funding was provided through a contract with the Child Development Division of the California Department of Education.

Child Care and Head Start

Table of Contents

I.	Introduction	
II.	Incentives	1
III.	Partnership Models	2
	A. Connected Care	
	B. Wrap-In Services	
	C. Blended Funding	
IV.	Implementation Details	5
	A. Program Standards	
	B. Funding Issues	
	C. Pomona Unified School District - Head Start/General Child Care	
V.	Partnerships in Los Angeles County	7
	A. Family Child Care Project - Long Beach Unified School District	
	B. Venice Family Clinic Early Head Start - Family Child Care Option	
	C. Pomona Unified School District - Head Start/General Child Care	
	D. Pomona and Claremont Unified School Districts	
	E. Venice Family Clinic - St. Joseph Infant Toddler Center	
	F. Charles R. Drew University of Medicine and Science and Head Start	
	G. ABC Child Development - Family Child Care Collaboration	
	H. ABC Child Development and Archdiocese of Los Angeles	
	I. Options - Child Start	
VI.	Unrealized Collaborations in Los Angeles County	17
VII.	Steps to Take When Considering Collaboration	14

Introduction

The field of early care and education is rapidly adding to its store of knowledge about what helps children develop and what works to support families. This knowledge, coupled with the movement of an increasing number of mothers into the workforce, emphasizes the need for a strong, comprehensive system of early care and education. In response to these needs, Head Start and child care programs are establishing new partnerships that will maximize their resources and make the most of their specific expertise.

Head Start programs, which serve around 40 percent of eligible three-and four-year olds in Los Angeles County, typically seek out partnerships to expand the numbers of children they reach with services and to better accommodate the needs of working families. Child care programs are forming new partnerships to expand the supportive services that they are able to provide to the children in their care, particularly programs serving low-income families.

This document is written for child care providers who are interested in forging collaborations with Head Start programs. It begins with information about the benefits of collaboration and description of three general collaborative models. Then, based on a review of Head Start and child care program requirements, as well as on case studies of nationwide partnerships, a number of program and financial issues related to collaboration are discussed. These issues serve as the basis for case studies of nine child care /Head Start partnerships in Los Angeles County. The case studies are followed by a discussion of several partnerships that never made it past the planning stage or that were unsuccessfully implemented. The report concludes with a list of "Steps to Take" for programs thinking about collaborating. Attachments include a list of resources for collaboration, list of Head Start grantees and delegates in Los Angeles County and comparison of income eligibility levels for Head Start and other types of early care and education subsidy in California.

Overall, the information and case studies point to a number of benefits that come from Head Start and child care partnerships. However, the information also reveals that these partnerships are not easy to implement. All of the successful partnerships are characterized by determined, visionary leaders who are committed to understanding and integrating the different rules, cultures and staffing requirements of Head Start and other resources of funding for early care and education. Additionally, many of the leaders spoke of the importance of similar determined and flexibility among the line staff who actually work with children and families.

REASONS AND INCENTIVES FOR COLLABORATION

Over the past few decades, the missions of child care and Head Start programs have evolved to share a larger number of common themes. Child care developed primarily as a service for parents who needed child care in order to work. Head Start developed primarily as an enrichment program for children living in low-income families. However, especially with recent welfare reform measures, part-day, part-year Head Start programs are an impractical alternative for the increasing number of parents who are required to work.

Similarly, as larger numbers of mothers move into the workforce, as the use of formal child care arrangements increases, and as we gain knowledge about the importance of quality, child care providers are increasingly called on to offer a wider and deeper array of services for children. Through collaboration, Head Start and child care programs can combine their strengths and resources to better meet the overlapping needs of the children and families in their communities.

The following benefits of child care and Head Start partnerships were identified by a Children's Defense Fund study and/or by the Los Angeles County Office of Education.

- Delivering comprehensive services to a greater number of children and families.
- Offering full-day, full-year care for Head Start children.
- Ensuring continuity of care for children enrolled in part-day Head Start programs.
- Expanding Head Start services in a cost-effective way and maximizing the use of facilities.
- Alleviating the difficulty of finding new space for expanding early childhood and Head Start programs.
- Improving quality in early childhood settings by combining resources.
- Expanding economic diversity of enrollees in child care and Head Start programs.
- Offering a range of settings for Head Start services.
- Strengthening early childhood systems by collaboratively working to assess and meet community-wide early care and education needs.
- Enhancing the child care infrastructure by improving child care facilities and environments, providing a stable and predictable funding source, expanding staff development opportunities, and increasing wages and benefits for child care staff.

The U.S. Department of Health and Human Services, Administration for Children and Families encourages Head Start programs to seek out collaborative opportunities. In 1999, \$7.7 million in expansion funding was made available to Head Start programs in California. These funds must be used to increase the number of children who receive Head Start services and, in addition, must provide children eligible for Head Start with access to full-day, full-year care. Among other things, proposals from Head Start grantees were required to meet the following conditions for expansion.

1. Provide full-day, full-year services to additional Head Start-eligible children.
2. Include a collaborative planning process with community child care and early childhood programs and providers.
3. Combine Head Start expansion funds with significant resources from other early childhood programs or funding streams.

PARTNERSHIP MODELS

Collaboration between child care and Head Start programs can take on a variety of different forms. However, most partnership models designed to offer full-day, full-year care fall into one of the following three categories, with numerous possibilities for variations within each model.

Connected Care. Head Start provides early care and education services for children during one part of the day (and/or year). Another agency provides early care and education services funded through another source during the remaining part of the day (and/or year). This concept is similar to "wrap-around care."

Wrap-In Services. Head Start support services are used to supplement the early care and education a Head Start eligible child receives from another child care provider. Essentially, the Head Start services are "wrapped into" the child care program.

Blended Funding. An organization obtains funds from a variety of sources, including Head Start and perhaps state preschool, Alternative Payment, California Department of Education contracts and/or parent fees and uses the combined resources to offer seamless services to children and families.

Specific versions of these models are described in greater detail below. The models should be thought of as examples, or starting points, for developing collaborations that are customized to meet the local needs of children and families.

Connected Care

Overview. In this model, Head Start offers its program and services during one part of the day and services from another agency "connect" with the Head Start program, adding service hours and days to those that Head Start is able to provide. For example, Long Beach Unified School District has implemented a Family Child Care Project in which children attend a half-day center-based Head Start program during one part of the day. During the other part of the day, children are cared for by family child care providers. Connected care can be offered in center-based programs or by family child care providers. The care is typically located in a facility other than the Head Start facility but it could also be located in the same facility as the Head Start program. Through this model, Head Start programs better meet the needs of low-income working families by helping them obtain full-day, full-year care. In cases where parents must otherwise choose full-day child care programs, programs implementing this model can give parents the option of choosing Head Start services.

Benefits. This type of collaboration helps families by easing some of the burden on parents to make arrangements for part-time care for their children to supplement the care offered by Head Start. In addition, use of the model can lead to greater continuity of care for children if the partners collaborate regarding curriculum and other program features. Continuity of care, consistency of routines and rules, and reinforcement of learning ideas are all thought to be beneficial to children's development. If the partners share space and other materials, saved resources can be reinvested into other parts of the programs. Finally, this model offers opportunities for the connected care providers to take advantage of Head Start quality-enhancement activities, including working with an education coordinator and participating in training offered to Head Start staff.

Challenges. The largest challenge in this model is the financial viability of the connected care program which is only needed during the days and hours Head Start does not provide services. It may not be cost-effective for the program to operate only part-time. If the partner program does decide to operate full-time, it may have difficulty finding part-time children to enroll only during the specific days and hours that Head Start children do not need their services. Another challenge in this model is ensuring quality and continuity of care. Extra effort is required to ensure that Head Start and the supplemental provider are able to communicate about curriculum and about how children are doing on a day-to-day basis. In addition, Head Start programs are challenged to make sure that quality in the connected care is of high quality. Transportation from the Head Start program to the connected care provider may also pose a challenge to successful implementation of this model.

Wrap-In Services

Overview. This model utilizes a child care program as the primary, full-time, year-round early care and education setting. Other Head Start services are "wrapped in" to the program for eligible children. For example, ABC Child Development and the Archdiocese of Los Angeles have an agreement through which the Archdiocese offers full-day full-year care to children at some of its State Preschool sites. ABC Child Development provides all supportive services to the children and families. In the wrap-in services model, the primary early care and education provider may be a center or a family child care home. Models vary in terms of whether the early care and education setting must meet Head Start performance standards.

Generally, in a wrap-in services model, the child care program is responsible providing for "early care and education" services. These child care services are the same as those offered to its non-Head Start eligible children and may be paid for with Head Start funds, other sources (parent fees, State subsidy) or some combination of the two. For the "wrap-in," Head Start pays for and coordinates the provision of mandated supplemental services for eligible children. These services include Disability, Health/Nutrition, Mental Health, Social Services, and Parent Involvement. In addition, Head Start may be responsible for ensuring that the partner program meets Head Start quality standards.

Benefits. The wrap-in model is probably one of the best choices for Head Start expansion, especially for child care programs who wish to approach Head Start to begin a new partnership. It offers the benefits of Head Start services to parents who have already chosen a satisfactory child care provider. It also allows families who have children of different ages to take advantage of Head Start services while giving them the convenience of placing all of their children into the same child care program.

For child care providers, the model brings resources to improve quality such as teacher training (including release time) that have benefits for all children in the program. In addition, Head Start expands the breadth of services available to eligible children. The supplemental services, which are often provided by a single "Wrap-In Family Worker" who has a caseload of 15 to 20 Head Start families, can have a positive effect on all the children in a classroom.

If other funding sources are used to pay for some or all of the cost of providing "early care and education," this model allows Head Start to reach a greater number of children with a given amount of funding. It is especially advantageous for Head Start programs who are having trouble expanding because of a space shortage.

Challenges. In terms of challenges to collaboration, this model presents three major issues. The first is maintaining continuity of care and of supplemental services for children who become ineligible for child care subsidy. In these situations, creativity and

determination to provide services to all families in need are important. The second challenge is ensuring effective collaboration between the child care and Head Start staff. Strong supervisor support and ample opportunities for communication and cooperative planning are important for effective staff collaboration. Finally, ensuring the quality of the early care and education program may present a challenge to Head Start, especially because the rules and regulations are unclear about which Head Start performance standards apply to the early care and education program.

Blended Funding

Overview. Of all the models, Blended Funding involves the greatest level of integration of child care and Head Start programs. Funding from numerous sources is combined to provide the same (or similar) services to all children in the program, sometimes including children who are not Head Start eligible. The service organization may be a Head Start grantee or delegate agency, or it may be a child care program with which a Head Start grantee contracts for the provision of comprehensive services to Head Start eligible children. In general, blended funding programs must meet the Head Start performance standards.

Funds can be blended in numerous ways. In some cases, Head Start funds a portion of the day and another source pays for the remainder. In other models, a proportion of the operating budget is allocated to Head Start and the remainder of the operating budget is allocated to other sources. This may be done in the same proportions for all items in the budget or proportioned differently for each line item. Some programs determine the proportions according to the number of Head Start eligible versus non-Head Start eligible children. Others determine the proportions for each budget line item according to the requirements and willingness to pay of each funding source. Though the blended funding model offers the greatest opportunity for seamless services, it is also the most complicated to implement.

Benefits. Under a blended funding model, the greatest number of services reach the greatest number of children with the smallest chance of disruption. Families with children of different ages can access care for all their children at one site. Working families have access to full-day, year-round care. By using multiple funding sources, children who become ineligible for one source may often be able to continue care through another funding stream. In many variations on the model, the agency does not have to worry about the eligibility of children who need specific services, most services are available to all children who need them.

Challenges. The largest challenge of the Blended Funding model is the financial management of the program. Although a blended program appears seamless on its face, careful accounting and financial accountability are important behind the scenes to ensure that the program meets the obligations associated with each of the funding streams. For example, programs must be careful to avoid "double-dipping," or receiving dual payment for the same service. Furthermore, they must be able to substantiate the allocation of costs to the various funding streams. Differing eligibility and program requirements can make this a complicated task. In addition to blending funds, Head Start and other early care and education programs may have very distinct and very different cultures that must also be "blended" to effectively serve children and families.

IMPLEMENTATION DETAILS

There are a number of implementation issues that must be resolved before child care and Head Start programs can have a successful partnership. These implementation issues fall into two main categories which are outlined and then described in greater detail below.

Program Standards. In a large number of areas, Head Start and child care have different programmatic requirements. These areas include staff-to-child ratios, staff qualifications and training, requirements for parent participation and nutrition. Fortunately most of the differences are not direct conflicts and thus, can be reconciled simply by meeting the more stringent of the two requirements.

Funding Issues. Head Start and child care programs generally face different fiscal constraints. Eligibility guidelines and rules for reassessment of eligibility are rarely the same. Child care reimbursement levels are often not high enough to support the full cost of meeting Head Start performance standards. Head Start teachers tend to have higher wages than child care staff. Head Start programs are required to have an in-kind match while other child care subsidy programs do not have this requirement. Head Start prohibits parent fees while other funding streams require them. Finally, careful decisions must be made how to allocate and account for expenses from various funding streams.

Center-based child care programs in California are subject to either Title 5 regulations of the Education Code or Title 22 regulations of the Health and Safety Code. Title 5 regulations apply to programs that contract directly with the California Department of Education to provide subsidized child care services. Title 22 regulations apply to all other regulated programs, including those that may serve children receiving a subsidy through a voucher or "Alternative Payment Program." Regulations for both Title 5 and Title 22 programs tend to be similar to Head Start performance standards. Thus, in regulated areas, child care programs will not have to make many adjustments. However, there are a number of topics addressed by Head Start performance standards that are not addressed in California's child care regulations.

Staff-Child Ratios & Group Size. Depending on licensing regulations, some child care programs may have to make adjustments to their class size and staff configurations. Head Start requires one teacher and one aide in each classroom while, for smaller numbers of children, child care programs may operate classrooms with only one teacher. Despite this, given the configuration of one teacher and one aide, programs that meet California Title 5 and Title 22 regulations will, for the most part, be in compliance with Head Start standards. The table below compares the staffing requirements and the maximum class size for Head Start and Title 5 programs are shown in the table below. It should be noted that Title 22 is silent on the issue of group size, with the exception of the Toddler Option. This option, involving children between 18 and 30 months of age, limits the group size to 12 children.

Title 22 programs that wish to meet Head Start program standards already meet them for four-year olds, but will have to lower the size of their three-year old classes with one teacher and one assistant from 18 to 17 children. Title 22 programs may operate classes of 12 children with only one teacher, a model which is not permitted under Head Start rules.

Title 5 programs may operate classes of 8 children with one teacher, or classes of 24 with one teacher and two assistant teachers. Neither of these models is permitted under Head Start. However, given a room with one teacher and one assistant, Title 5 programs will not have to change ratios to meet Head Start standards, which are less stringent than the State regulations.

Comparison of Maximum Size in Full-Day Class with 1 Teacher and 1 Assistant			
	Head Start	Title 22*	Title 5
<i>Three-Year Olds</i>	17	18	16
<i>Four- and Five-Year Olds</i>	20	18	16

* Title 22 specifies a ratio of one fully qualified teacher and one qualified aide for every 18 children in attendance.

For younger children, Early Head Start generally requires smaller group sizes and staff with more education than Title 5 and Title 22. Maximum group size in Early Head Start is eight and two teachers are required. State rules allow maximum groups of 12 to 18 children, and these groups may be staffed with only one teacher supervising up to five assistants.

Comparison of Teacher to Child Ratios and Group Size for Children Under Age 3			
	Early Head Start	Title 22	Title 5
<i>Maximum Children per Teacher</i>	4	4 OR 6*	3 OR 4*
<i>Maximum Group Size</i>	8	12	16 OR 18*

* Depends on age of children in group*

Staff Education. Head Start programs require teachers to have a minimum of a Child Development Associate credential (CDA). In California, the CDA is equivalent to 12 units of early childhood education or an Associate Teacher Permit. However, Head Start is encouraging programs to employ teachers who have an associate or Bachelor's Degree in early childhood education or child development. By 2003, 50 percent of center-based Head Start teachers must have a degree. There do not appear to be any education requirements for teacher aides in Head Start programs.

All teachers and aides in Title 5 and Title 22 center-based programs meet the minimum Head Start education requirements. Teachers in Title 5 programs must have 24 units of early childhood education (Teacher Permit) as well as 16 units of general education. Assistants in Title 5 programs must have six units in early childhood education (Assistant Teacher Permit). In Title 22 programs, teachers must have an Associate Teacher Permit, 12 units in early childhood education or a Child Development Associate credential. Assistants in Title 22 programs must have at least two college units in early childhood education prior to being employed and must continue earning college credits until they have six units in early childhood education.

Parent Participation. Parent participation and education is an integral part of Head Start's service philosophy. Parents are required to volunteer either in the classroom or on projects that can be completed at home and are often utilized as substitutes. Each grantee and delegate must have a Policy Council or Committee whose membership is at least 51 percent parents of currently-enrolled children. In addition, in programs with multiple sites, each center must have a parent committee made up exclusively of parents. The policy groups, to differing degrees, have authority to develop, review, and approve or disapprove a variety of policies and procedures.

On the other hand, many low-income families who use child care services because they are newly employed or because they must work more than one job will not have time to regularly volunteer or participate on policy boards. Although it requires a special effort, most of the nationally-profiled programs have been able to maintain parent participation despite the time constraints faced by working parents.

Planning Time. Head Start performance standards require paid time for staff to participate in pre-service training, plan and set up the program, conduct health exams, maintain records, and to keep service component plans and activities current. Because State regulations do not require paid planning time, child care programs that wish to meet Head Start standards will have to adjust their budget to include paid planning time.

Home Visits. As part of Head Start's mission to provide parent support and education, staff must conduct at least two home visits and two parent conferences during each program year. This is not a typical program component in other types of early care and education programs. In addition, it can be difficult to schedule visits and conferences with parents receiving subsidy because most of these parents are required to work during the day. Head Start and child care collaborations have addressed this problem by scheduling visits on the evenings and weekends or during adult school breaks or work holidays.

Supplemental Services. Head Start programs are required to provide comprehensive early childhood development and health services to children in their care. These include assessments, direct service, and referrals in the areas of physical health; sensory, behavioral, motor, language, social, cognitive, perceptual, and emotional skills; dental health; safety; nutrition; and mental health. Although many non-Head Start programs offer some of these types of services, Head Start's requirements are likely to be more comprehensive than what other program are currently able to provide.

Funding Issues

Child care programs may have a variety of funding sources with which they could partner Head Start revenue. Some of these funding sources (including parent fees, private donations, and funding from corporations or foundations) are likely to have very few restrictions or requirements and will pose few problems when combined with Head Start funding. Other funding sources (particularly those from the State including CalWORKS child care, Alternative Payment, General Child Care, and State Preschool) have a number of requirements related to how they are spent and how they are accounted for that must be carefully reconciled with requirements for Head Start funding. Some issues related to partnering Head Start with State-funded child care programs are discussed below.

Eligibility Levels. Children are eligible for Head Start services if their family income falls below the federally-established poverty level. There are no parent employment or education requirements. Up to 10 percent of Head Start enrollees may exceed income-eligibility requirements. For most other types of child care subsidy, the eligibility threshold is 75 percent of Statewide median income. (A comparison of actual income eligibility levels for Head Start, State Preschool, and other California Department of Education-funded programs is provided in Attachment C.) In addition to meeting income eligibility, families must typically demonstrate a need for child care due to participation in employment, job training, education, or a job search. This demonstration of "need for services" is also required for children to be eligible for full-day, full-year Head Start services.

Duration of Eligibility. Children who are found to be income-eligible for Head Start are considered eligible for the entire program year and also for the subsequent program year (if they are not entering kindergarten). This is in contrast to child care subsidy programs, for which eligibility changes as soon as there is a change in family employment, income, or education status.

In a case study of eight full-day Head Start programs, the programs frequently reported problems related to changing family eligibility. These programs stressed the importance of continuity of care and the related importance to plan or allow children whose families become ineligible for subsidy to continue receiving services.

Parent Fees. Head Start programs may not charge a fee for Head Start services. This can conflict with child care subsidy program funding which typically requires a parent co-payment. However, with careful program design, this conflict can be reconciled through the Head Start rule that allows Grantees "...to charge for services which are provided outside of the hours of the Head Start program." If other assistance is not available, connected care providers may have to charge parents fees which may, in turn, prevent some parents from using connected care.

PARTNERSHIPS IN LOS ANGELES COUNTY**Family Child Care Project – Long Beach Unified School District Head Start (Connected Care)**

Long Beach Unified School District (LBUSD) Head Start serves around 2,100 three- to five-year old children in its half-day programs. In 1997, in response to a need for full-year, full-day care for Head Start children with parents who are employed or in school, LBUSD initiated the Family Child Care Home Project.

Goals. The Project is designed to help parents of children in Head Start become licensed as family child care providers and to match other Head Start parents with a source of high quality care during the days and hours that Head Start does not serve children. Because the new providers also care for children not enrolled in Head Start, and because other family child care providers are invited to participate in training and education, the Project also works to increase the availability and quality of child care in the entire Long Beach community.

Program Details. The Family Child Care Home Project includes many components to train and support Head Start parents who are interested in becoming licensed family child care providers. Once per month, LBUSD hosts a Community Care Licensing Training to give Head Start parents an overview of family child care. Every other month, this training is conducted in Spanish. A full-time education specialist provides technical assistance to parents who are working to become licensed. This technical assistance includes a pre-licensing visit, as well as support during the actual licensing visit, if it is requested. Parents working to become licensed also receive a package of donated supplies (worth around \$300), help with licensing, fees, and the required CPR and First Aid training.

Once licensed, the education specialist offers ongoing support and technical assistance. Family Child Care Home Project providers attend weekly training meetings coordinated by the education specialist. They are also encouraged to join professional groups and associations. For ongoing training and education, LBUSD Head Start works with Long Beach City College to offer a Child Care Management Class and collaborates with the Long Beach Family Child Care Provider Association to offer three training sessions per year.

In November 1999, the Family Child Care Home Project opened a model family child care home which is also used for training and demonstrating appropriate practice for other Project providers. The model family child care home enrolls ten Head Start children in the morning and ten in the afternoon. Parents of children enrolled in the model home do not pay fees. The services are funded by Head Start.

In exchange for support from LBUSD Head Start, Project providers are asked to stay in business for at least one year and to reserve half of their spaces for Head Start children. To facilitate referrals for parents who need full-day, full-year child care services, Head Start centers receive regular updates of the availability of care in these (and other) child care programs.

Challenges. Financing the child care offered by participating providers is the largest challenge faced by the Family Child Care Home Project. Currently, the Project does not have funding to pay for care during the hours children are not enrolled in Head Start. As a result, parents are required to pay the fees on their own. A few parents (primarily those involved with CalWORKS) are able to gain access to child care subsidy. However, because of an extreme shortage of subsidy funding, most parents are placed on waiting lists for assistance and are forced to choose free or less expensive alternatives to

Project providers. Project staff are interested in trying to find outside sources of funding for parents but are concerned about issues of liability that arise if the Family Child Care Home Project were to directly subsidize the care in the homes with which they work.

In addition to cost, Head Start parents face other barriers to gaining access to the care developed through the Family Child Care Home Project. One of these barriers is that the family child care homes rapidly fill up with children from the greater community. Another barrier is the lack of transportation to or from the Head Start Program from or to the family child care home. The project has also faced challenges in gaining community visibility and support. With greater support, the Project could provide better ongoing assistance to participating providers and to the families they serve. Finally, Project staff have found that potential participants need better opportunities for access to basic skills (especially reading and writing) training in their community. With this type of training, participants could benefit even more from the training and support they receive through the Family Child Care Home Project.

Success. Project staff report that the program has been successful at meeting its goals. To date, around 20 providers have received their license and several have expanded from small to large homes. Participating parents have shown great personal growth as they move through the process of becoming licensed and learning to operate their own business. Several factors have been important in the Project's development. First is the participation of committed staff who have the skills to nurture parents who are learning their way through the complicated and often frustrating licensing system. Second, community support has been an important part of the developing a network to help parents become successful family child care providers. Finally, strong leadership in planning for program needs has been important to the project's success.

Venice Family Clinic Early Head Start – Family Child Care Option (Wrap-In Services)

Venice Family Clinic operates an Early Head Start program, Children First, serving around 130 families with a home-based child and family development program. The program involves weekly home visits and monthly center-based activities to help families ensure that they and their children receive needed services for healthy child development and to help them develop positive and supportive parenting skills. In the Family Child Care Option, started in mid-1998, Children First partners with licensed family child care providers to offer full-day, full-year child care to eligible Early Head Start families.

Goals. The purpose of the Family Child Care Option is to offer flexible full-day, full-year Early Head Start services to families who need child care because they are working or in school. In addition, the program is designed to improve the quality of child care that is available to Early Head Start Families and, as a result, it improves the quality of care for other families in the community. On an emergency basis, the Family Child Care Option also offers other Early Head Start families respite care.

Program Details. The Family Child Care Option is a modification of Children First's standard home visiting program. Venice Family Clinic partners with licensed family child care providers to offer both home visiting and child care to Early Head Start-eligible families. Each month, a visitor employed by Children First conducts two visits to the home of each participating child and family and two visits to the family child care provider. These visits involve a combination of observation and discussion and are designed to help parents and caregivers assess a child's developmental needs and to develop a plan to work together to meet these needs.

Children First offers a number of supports and quality enhancement activities for its partner providers. Upon their entry into the program, the program coordinator visits providers and conducts an assessment using the Family Day Care Rating Scale. The assessment is reviewed with the provider and recommendations are made for improvement. A follow-up assessment is conducted after three months. Providers attend regular training that is open to the entire community. Children First staff produce a newsletter and are available as needed for technical assistance. In addition, Children First offers a toy and book loan program.

The program currently works with ten family child care providers who care for a total of 17 Early Head Start children. The cost of the family child care is covered with Early Head Start funding. Families must be working or in school to participate in the Family Child Care Option. If their work or school status changes, they become ineligible for the program.

Challenges. The biggest challenge faced by Children First's Family Child Care Option is a lack of control over the quality of care. Program staff are exploring alternatives to better ensure high quality standards are consistently met by the family child care providers with whom they work. Although the program coordinator has always made scheduled visits to help providers to improve program quality, program staff recently began conducting unscheduled visits. In addition, the Head Start Bureau is currently working to develop standards for family child care. Once these are completed, Children First will conduct training on the guidelines and will require partner providers to adhere to the standards.

Successes. Children First's Family Child Care Option has been successful at meeting families' needs for full-day, full-year child care. Family child care providers willingly participate in all aspects of the program. Staff attribute these successes to use of written agreements, open lines of communication and effort to develop trust among all the partners.

Pomona Unified School District – Head Start/General Child Care Classrooms (Blended Funding)

The Pomona Unified School District (PUSD) serves 103 preschool age children on a full-time basis and 1,400 preschool age children on a part-time basis through Head Start, General Child Care and State Preschool. Over the past few years, PUSD has implemented a number of innovative funding partnerships to offer full-day, full-year comprehensive services to some children. One of these funding partnerships combines revenue from Head Start with revenue from California Department of Education General Child Care grants.

Goals. The two primary reasons for blending funds from Head Start and General Child Care are to raise the quality of care for all the children cared for in PUSD early care and education programs and to allow PUSD to offer eligible families more hours and more days of care.

Program Details. Head Start and General Child Care funds are blended in 3 classrooms, each which may serve three- or four-year olds. Depending on the age of the children, classrooms have either one teacher and two assistants or two teachers and one assistant. Each classroom enrolls 24 children. Four children are considered to be exclusively enrolled in General Child Care and 20 children are considered to be dually enrolled.

Program costs are divided between Head Start and General Child Care on a line item by line item basis. In general, Head Start pays for four hours of the classroom staff costs and General Child Care pays for the remainder (six hours). Supplemental services are paid for entirely by Head Start, as are field trips and supplies. General child care funds 100% of facility, food program, furniture and custodial costs.

Because General Child Care grants do not include funding for supplemental services, children not eligible for Head Start only receive supplemental services that do not cost "extra" money. For example, the program would not pay for a non-Head Start eligible child to see a dentist outside of a program but, if a dentist comes to a classroom to do a screening for a flat fee, non-Head Start eligible children would be able to participate in the screening. In addition, whenever possible and necessary, non-Head Start eligible children receive referrals to outside resources for supplemental services.

Parents in the collaborative classrooms are not charged fees. Eligibility for the program is verified annually. If a parent loses eligibility for General Child Care by becoming unemployed, the child is moved to a site that has part-day Head Start. PUSD has one Head Start policy council on which families from the collaborative classrooms are represented.

Challenges. PUSD reports that there were a number of challenges faced during the first year in which the program moved from being exclusively funded through General Child Care to blended funding. Parents and teachers were not used to all the resources that Head Start has to offer. It was difficult to encourage them to use the available resources. Implementation of Head Start performance standards was a challenge. Many line staff used to less stringent programmatic requirements had a difficult time meeting the performance standards.

Successes. The collaborative classrooms have, thus far, been successful at improving the care and education PUSD offers to young children and their families. Quality has increased because all teachers at the centers with collaborative classrooms have access to supportive resources such as an expert with whom to talk to about curriculum. Head Start funding for supplies has freed General Child Care funding for use in other areas. One important factor in the project's success was the choice of staff for the first classroom in which funding was blended. Program directors specifically chose a teacher who had demonstrated flexibility and who had previously helped to implement a new project for PUSD.

Pomona USD – Claremont USD (Blended Funding and Wrap-In Services)

Pomona Unified School District (PUSD), which serves preschool age children in its service area through Head Start, State Preschool and General Child Care, has an innovative partnership to ensure that children in Claremont Unified School District (CUSD) also gain access to Head Start services. Through this arrangement, PUSD contracts with CUSD to provide educational services to Head Start-eligible children in CSUD General Child Care classrooms.

Goals. The goals of the partnership between the two school districts is to ensure that the greatest possible number of Head Start-eligible children gain access to the services and resources of Head Start. Because so few children in CUSD's service area qualify for Head Start, it has not been cost-effective for a grantee or delegate agency to open a Head Start program in that area. However, through this partnership between PUSD (an established delegate agency serving a large number of children with Head Start) and CUSD (an established early care and education agency serving families in the targeted geographic area), families in CUSD's community are now able to gain access to Head Start Services.

Project Details. CUSD operates one classroom, serving 24 three and four-year olds with early care and education services. This classroom is funded with California Department of Education General Child Care dollars. During the 1999-2000 school year, eight Head Start-eligible children were also served in this General Child Care classroom. This classroom meets Head Start performance standards.

PUSD, a Head Start delegate, covers nearly all the costs of services to the Head Start-eligible children. For most costs, PUSD has agreed to pay an amount proportional to the number of Head Start eligible children in the classroom. For example, if eight of 24 children are Head Start-eligible, PUSD pays CUSD for one-third of staff costs, one-third of supplies and so on. The only exception is that CUSD covers 100% of space costs and PUSD covers 100% of the supplemental services. The supplemental services are provided by PUSD staff who travel to CUSD and who also have responsibilities for offering these services to children in other PUSD Head Start programs.

Challenges. One challenge PUSD and CUSD have faced in implementing their partnership has been in finding staff members willing to work with the additional guidelines imposed by Head Start. Although PUSD took responsibility for ensuring that Head Start performance standards were met, the agency initially had no input in the hiring decisions, limiting their capacity to ensure that cooperative staff were able to implement Head Start standards. When subsequent hiring decisions were made, CUSD included PUSD in the selection of partnership staff.

Successes. Despite a few implementation challenges, the partnership between PUSD and CUSD has successfully helped a number of eligible children in the Claremont area receive Head Start Services. In addition, the partnership has served to increase the quality of care and education for other children in CUSD's programs. One factor contributing to the success of the partnership was a strong prior working relationship among the individuals responsible for the partnership's implementation. In addition, both partners have approached the project with flexibility, making modifications to the partnership plan as needed.

Venice Family Clinic – St. Joseph Infant Toddler Center (Wrap-In Services)

This collaboration between Venice Family Clinic Early Head Start, Venice Community Housing and St. Joseph Infant Toddler Center will ensure space in a newly-built Infant Toddler Center for Early Head Start children in need of full-day, full-year child care. The goal of the partnership is to secure adequate funding to build the community's first licensed Infant Toddler Center and to ensure that Early Head Start families will have access to high quality, subsidized center-based child care services.

The St. Joseph's Infant Toddler Center is scheduled to open sometime in mid-2000. It will offer subsidized care to 24 children, including 6 Early Head Start children. In exchange for guaranteeing space for Early Head Start children and for meeting Early Head Start performance standards, the Infant Toddler Center received help with the construction costs from Venice Family Clinic's Early Head Start program. In addition, Venice Family Clinic will provide technical assistance and training to Infant Toddler Center staff.

Although construction is nearly completed, because a director has not yet been hired for the Infant Toddler Center, the precise responsibilities of each partner have not been specifically agreed upon. The partners are currently operating with a memorandum of understanding which outlines the major pieces of the agreement. Important to the project's success thus far has been a clear and common vision of the ultimate goal of providing licensed, high quality child care for infants and toddlers in the community.

Charles R. Drew University of Medicine and Science Head Start (Blended Funding)

Charles R. Drew University of Medicine and Science Head Start has 21 sites and a home-based program serving over 1,700 children in the Southern part of Los Angeles County. Most families are enrolled in part-day, either morning or afternoon, services. However, beginning in February 2000, Drew Head Start will blend Head Start and State Preschool funding to offer full-day, full-year care to some 171 children and families.

Goals. The primary purpose of the combined funding project is to offer full-day, full-year services to Head Start families who need them. However, the project is also designed to meet a more general need in the community for state of the art, high quality early care and education. In addition, because some costs of equipping classrooms are covered by State Preschool, a greater portion of Drew University's Head Start grant amount is available to improve supplies and equipment in its part-day classrooms.

Program Details. Drew Head Start plans to provide full-day, full-year services to 171 Head Start children at three sites. All 171 children are eligible for both Head Start and State Preschool and, in addition, their parents must be working or in school full-time. If parents stop working, children are moved to a part-day Head Start classroom. All the children are three- to five- year olds and Head Start performance standards are adhered to at all times.

Classrooms have a maximum of 20 children and are staffed by two full-time teachers and two assistants (one full-time and one part-time) over the course of a 10 hour day. Because Head Start and State Preschool have different staffing requirements, and in order to conserve funding, the actual staffing pattern is somewhat complicated. However, for large parts of the each day, staffing patterns exceed requirements and also provide for ample planning and break time.

California's Title 5 State Preschool requirements (one to eight ratio) for staffing are met for 4 hours per day and Head Start requirements (one teacher and one assistant) are met for the remaining 6 hours. In each classroom, the two "full permit" teachers work full-time, including one hour of planning time each day. A full-time assistant relieves the other three classroom staff for breaks and also helps to meet the required Head Start ratio at the end of the day after one teacher leaves. A second assistant spends four hours in the classroom in the morning and then moves to other sites in the afternoon to relieve teachers in part-day Head Start classrooms or to provide release time for teachers who are attending school. Costs are allocated to Head Start and State Preschool revenues by using an appropriate formula for each line item. Half of the teacher staffing costs are paid by each source as are costs for supplemental services and supplies. State preschool pays a smaller portion of the cost of an Education Coordinator, an Area Manager, accounting, maintenance and electricity. State Preschool also covers indirect costs of 8% of its portion of the budget and Head Start covers indirect costs of 15% of its portion of the budget. Some of this cost allocation is applied retroactively because Head Start provides an agreed-upon amount of grant funding up front, while State Preschool reimburses after service is provided, based on actual attendance and dates of service. One site (for 80 children) is a new building that was paid for by the California Department of Transportation as a settlement with the community after the building of the 105 Freeway.

Challenges. Because the program has just begun combining funding, many small details are presenting the biggest challenges to successfully and efficiently blending Head Start and State Preschool dollars. For the enrollment of the first class, Drew Head Start engaged families in two intake processes with two sets of forms, one each for Head Start and State Preschool. Because

Head Start does not require full enrollment until 30 days after the start of the program year, Drew Head Start faced challenges meeting the State Preschool requirement to have full enrollment in place 120 days prior to the start of the program year.

Successes. When assessing options for funding to expand Head Start to provide full-day, full-year services, Drew University Head Start looked to State Preschool because many requirements of the two programs are similar. Another important characteristic of the project is an emphasis on high quality services for children and families. The differing staffing requirements are met with a creative solution that maximizes resources, ensures continuity of care for children and offers good working conditions for teachers who have regular breaks and planning time. The new site for 80 children is pursuing accreditation by the National Association for the Education of Young Children.

ABC Child Development Family Child Care Collaboration (Wrap-In Services)

ABC Child Development and Community Services, which offers Head Start and State Preschool services to 1,828 children and has several center-based partnerships, is working with Los Angeles County Office of Education to plan a pilot project offering family child care-based Head Start services. It is anticipated that the project, called the Family Child Care Collaboration, will be implemented on July 1, 2000.

Goals. ABC Child Development is implementing the Family Child Care Collaboration to offer parents full-day services at no cost and, at the same, time, offer parents a choice of settings for the care and education of their children.

Program Details. The Family Child Care Collaboration will offer services for 120 four-year olds in the Highland Park and East Los Angeles Area. Family child care providers will be reimbursed for a half-day of care and education through Head Start. The second half of the daily care by family child care providers will be funded through CalWORKS and Alternative Payment programs. ABC Child Development is working closely with the three local Resource and Referral agencies to ensure that this funding will be available to participating families.

Family child care providers will receive help meeting licensing requirements and training in business management and will be required to hold a California child development permit. They must agree to care for at least four children enrolled in Head Start. ABC Child Development plans to have a formal contract with providers, to help them finance liability insurance and will help providers participate in the Child and Adult Care Food Program.

Head Start will fund a social worker for families enrolled in the Family Child Care collaboration. The Family Partnership Assistant will be responsible for enrolling eligible children, providing referrals to nurses, dieticians and other specialists and offering parent training. In addition, one Child Development Supervisor for every ten providers will spend at least one hour per week in each provider's home to observe, model behavior and provide general guidance and support.

Challenges. At the time of the interview, ABC was dealing with challenges related to recruiting and retaining providers, a challenge made more difficult because of a need for providers who speak English in addition to other languages. They plan to develop contracts with community colleges to train and recruit providers. To ensure that an adequate number of providers will be available to care for children, ABC Child Development will recruit, train and license two to three times the number of providers with which they will eventually contract. ABC Child Development will try to prevent turnover by offering adequate contract funding to participating providers.

ABC Child Development and Archdiocese of Los Angeles (Blended Funding)

ABC Child Development and Community Services offers Head Start and State Preschool services to 1,828 children, most of whom attend part-day programs. In addition, ABC has a partnership with the Archdiocese of Los Angeles to blend State Preschool and Head Start funds to offer full-day, full-year care and education to eligible children.

Goals. The partnership was formed in order to provide comprehensive full-day, full-year care and education to children eligible for Head Start and who need full-time care because their parents are employed or attending school.

Program Details. Since 1998, ABC Child Development has offered Head Start funding and supportive services to 90 three- and four-year olds in two State Preschool sites operated by the Archdiocese of Los Angeles. ABC Child Development covers a portion of the costs for the Archdiocese to offer full-day, full-year care and education services. The portion funded by ABC Child Development is a flat rate based on the cost of offering Head Start services for 246 afternoons per year.

In addition to funding, ABC Child Development provides all supportive services to the children and families including a registered dietician, registered nurse, education coordinator, social worker, disabilities coordinator, onsite parent education, parent referrals and mental health services. ABC Child Development is also responsible for registering families. The Head Start program also invites Archdiocese staff to its inservice trainings and monitors the partnership classrooms to ensure that Head Start performance standards are met.

Challenges. One of the largest challenges ABC Child Development has worked to address is reconciling different program philosophies. For example, parent financial contributions are an important part of the Archdiocese program. Even though Head Start is willing to cover costs that are normally charged to parents (for example for field trips), the Archdiocese philosophy is that parents should make these contributions. ABC Child Development also reports some curriculum-related differences such as differing levels of focus on holidays in the curriculum.

Successes. The success of ABC Child Development's partnership with the Archdiocese is related to the fact that the Head Start program feels it is important to be a "good partner." The organization demonstrates a commitment to partnering by bringing funding to the table, focusing on integrated services, and flexibly working to develop a model that has benefits both for ABC Child Development and its partner agencies.

In the near future, ABC will offer services through new partnerships similar to the model described above. One possible partnership, with International Institute, will offer full-day, full-year care and education to 25 children by blending State Preschool and Head Start funds. A second, firm, partnership, with East Los Angeles College, will offer full-day, full-year care and education to 60 children by blending Head Start with Cal WORKS, State Preschool and voucher funding.

Options – Child Start (Blended Funding)

Options is a multi-service agency, offering General Child Care, Head Start and Child Care Resource & Referral (among other) services. Child Start is an initiative which partners Head Start and General Child Care (State) funding.

Goals. The primary goal of Child Start is to provide full-day, full-year subsidized services to eligible children. Planning for the

program began in 1997, when it became apparent that the Head Start Bureau was not likely to fund full-day, full-year expansion unless grantees found another source of revenue to cover a portion of expenses.

Program Details. In all, Child Start is funded to provide full-day, full-year services to 260 three- to five-year olds in 13 centers. Thirty-nine of these children are only eligible for General Child Care while 221 of the children are eligible for both Head Start and General Child Care. Options has one eligibility form for both Head Start and State-funded General Child Care. This form is used agency-wide and is based on the State eligibility form which was modified to include additional items required by Head Start.

To comply with Head Start regulations, there are only 20 children in each classroom, which, over the course of an eleven and a half hour day, is staffed by two teachers, two associate teachers and two assistant teachers. The staff all meet the more stringent California Title 5 education/training requirements. Children and families not eligible for Head Start do not directly receive supplemental services such as medical care or counseling. However, to the greatest extent possible, children not eligible for Head Start receive referrals to needed services. All families receive home visits.

When developing the program proposal, Options developed a budget for the total cost of providing full-day, full-year services that would meet both Head Start performance standards and the requirements of General Child Care Funding. Based on this total amount, Options determined how much of the cost could be covered by each of the potential funding sources. As a result, for most expenses, including staffing, space, materials and supplies, Head Start covers 53% of the line item cost and General Child Care covers 47% of the cost. There are some expenses, specifically related to Head Start (such as Policy Council and medical/dental care) or to State-funded General Child Care which are paid entirely by the responsible funding source.

Parents from Child Start participate in an agency-wide Head Start Policy Council which has proportional representation from Options' part- and full-day Head Start programs as well as from Child Start. Parents of children in Child Start are also represented on the Parent Advisory Committee which has representatives from all the full day/full year preschool sites operated by Options.

Challenges. One challenge faced by Child Start is finding enough children whose parents are working or in training but still meet Head Start's very low income requirements. For example, a single mother with one child who works full-time at minimum wage does not meet Head Start's eligibility requirements. A second challenge faced by the Child Start program is that staff are required to understand and comply with two sets of regulations. Although the regulations are not typically in conflict, teachers and administrative (eg. fiscal) staff must invest extra time and energy to learn about and ensure they are meeting all the requirements.

Successes. Child Start has been successful at meeting the needs of children and families for a number of reasons. Options had prior experience with both Head Start and State-funded General Child Care and both programs are ultimately overseen by a single administrator. In addition, from the start, the agency had a clear vision about what they hoped to accomplish through Child Start. At the same time, Options remained flexible throughout the planning and implementation process, making changes as needed to accommodate the requirements of both the State of California and the Head Start Bureau.

UNREALIZED COLLABORATIONS IN LOS ANGELES COUNTY

Not all collaborative projects have met with success. The case study research revealed some collaborative efforts that never reached the implementation stage and others that were in operation for only a short time. Three of these unrealized partnerships are described below. They offer the following lessons: 1) Head Start-child care partnerships are not for everyone, 2) each partner must bring something (and some knowledge) to the table, and 3) partners must learn about each other to ensure they share similar goals and philosophies.

Partnerships Won't Work for Everyone

A private child care program and a Head Start program engaged in negotiations for a partnership in which the child care program would provide comprehensive full-day, full-year early care and education services to Head Start eligible children. A portion of the cost would be covered by the Head Start grantee and a portion of the cost would be covered by another funding source found by the child care center.

The child care program stood to benefit from the partnership because it had empty space and potential funding for part-day services. The Head Start program stood to benefit from the partnership because it had eligible Head Start children for whom there was not adequate classroom space and because partnering would make them eligible for expansion dollars.

Unfortunately, the child care and Head Start program were not able to agree on a mutually-beneficial reimbursement level. Given the costs of operating the child care program, and the level at which the grantee was able to reimburse for each Head Start child, the collaborative was not fiscally viable for the child care program and the negotiations fell through.

Each Partner Must Bring Something and Some Knowledge to the Table

In a second partnership that did not go beyond early discussions, a Head Start program approached a Resource & Referral agency to inquire about partnering to provide Head Start families with child care subsidy to help fund full-day, full-year services. The Resource and Referral agency responded that, although they were willing to help Head Start families, because of a shortage of subsidy funds and long waiting lists, they could not guarantee that funding would be available to Head Start families who needed it.

The Resource and Referral agency also expressed uncertainty about whether this type of arrangement would represent "double-dipping" and how closely child care subsidy and Head Start eligibility requirements intersected. Although not explicitly expressed, it appears that this collaboration did not proceed both because of a lack of adequate information and because there were no apparent benefits to participation for the Resource and Referral Agency.

Know Your Partner

One collaboration that was in operation for around a year was dissolved after the program could not recruit enough parents. In this collaboration, a Head Start program used space in a licensed child care center to provide half-day Head Start services. During the second half of the day, the children moved to another classroom in the center which subsidized the wrap-around care. The center covered space and food costs for the Head Start program and the Head Start program offered training to center staff. Unfortunately, parents were unwilling to enroll their children in this particular site which also experienced a high level of child turnover because of parent concerns with the quality of care. As a result of this low enrollment, the Head Start program withdrew from the collaboration.

STEPS TO TAKE WHEN CONSIDERING A CHILD CARE & HEAD START COLLABORATION

Drawing from the case studies and from the research, a few steps to take are offered below for child care providers who might be interested in collaborating with Head Start.

1. Assess needs of children and families in your program and community.
 - Are there eligible children not currently served by Head Start who could benefit from Head Start services?
 - Do children currently in your program have needs that could be met through a partnership with Head Start?
2. Clearly identify what your agency hopes to gain and what your agency has to offer the partnership.
 - What do Head Start eligible, and not Head Start eligible, children and families stand to gain through a partnership between your agency and Head Start?
 - What does your agency have to offer to the collaboration?
 - What do you expect Head Start to offer to the collaboration?
3. Determine how your program is similar to, and differs from, Head Start.
 - What are the ways in which your program meets and does not meet Head Start performance standards?
 - What changes will your program have to make and what kind of help will you need to meet Head Start standards?
 - What are the ways in which your agency's mission and culture are similar to, and different from, Head Start's mission and culture? (For example, are resources focused on different program areas such as teacher salaries rather than ongoing training or supplies and equipment?)
4. How will the partnership affect your current practices for budgeting and allocation of expenses?
5. Assess the willingness of your agency's board, fiscal and other staff to implement a Head Start collaboration.
 - Will your agency's Board of Directors approve and support a collaboration with Head Start?
 - Will staff embrace or reject additional program standards and a changing organizational culture?
 - Will fiscal staff be willing to carry out the procedures needed to appropriately account for revenue from multiple sources, including Head Start?
6. Spend ample time with prospective partners to plan, to learn about the services each agency provides, to identify a common vision and goals and to develop written agreements and policies.

Notes:

Attachment A RESOURCES FOR COLLABORATION

Collaborative Partners: California's Experience with the 1997 Head Start Expansion Grants. Based on a survey of 17 Head Start grantees who received Head Start expansion funding, this report provides a great deal of information about State and Federal actions that can be taken to reduce barriers to collaboration. For each partnership, the report identifies: the structure of the partnership; successful strategies for establishing collaborative partnerships; sources of support in the collaborative effort; barriers to partnering; policy issues that had to be addressed; positive outcomes of the collaborative; and broad unresolved issues. The report was produced by the California Head Start-State Collaboration Office and the Child Development Division and is available from the California Department of Education, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271, (916) 323-0823).

Working Together for Children: Head Start and Child Care Partnerships. This report provides general information about the benefits of Head Start and child care collaborations as well as suggestions about how to: find a partner and develop partnership agreements, finance the partnership, provide comprehensive care, education, health and social services, involve parents and ensure quality. The report also includes profiles of more than 20 partnerships across the country and sample documents from these partnerships. Written by Nicole Oxendine Poersch and Helen Blank in 1996, the publication is available from the Children's Defense Fund, 25 E Street, NW, Washington, DC 20001, (202) 628-8787.

Head Start and Child Care: Partners Not Competitors. This booklet, written by a director of an agency offering both Head Start and child care programs in Pennsylvania, provides a detailed description of similarities and differences between child care and Head Start, as well as a description and analysis of six models of collaboration. One chapter provides guidance on assessing the needs of families in the community. Two chapters cover child care financial planning and other management issues. Several financial worksheets are also included. The book is available from Support Services for Child Care Professionals, P.O. Box 57, Lumberville, PA 18933, (215) 297-5005.

California Head Start-State Collaboration Office. The California Head Start-State Collaboration Office is a part of the California Department of Education. Its purpose is to ensure that California Head Start programs are involved in State-level decision-making about early care and education and to help foster partnerships between Head Start and other early care and education programs. The Office publishes a quarterly newsletter which can be found through the Child Development Division web site (http://www.cde.ca.gov/cyfsbranch/child_development/cddhome.htm).

QUILT – Quality in Linking Together... Early Education Partnerships. QUILT is a training and technical assistance project funded by the Head Start and Child Care Bureaus in the Administration for Children and Families. Its goal is to foster and support full-day, full-year early education partnerships among Head Start, child care, pre-kindergarten and other programs. QUILT offers onsite technical assistance to programs developing or engaged in partnerships; materials to help support and sustain partnerships; a toll-free technical assistance hotline (1-877-867-8458); and a web site describing partnership structures and strategies (<http://www.quilt.org>).

The Child Care Partnership Project. The Child Care Partnership Project was created by the Child Care Bureau of the U.S. Department of Health and Human Services to promote and nurture innovative practices and public-private partnerships for child care. The Project is managed by The Finance Project and its partners, the Families and Work Institute and the National Governors Association. The Project has produced a number of technical assistance materials, some of which are relevant for organizations interested in Head Start collaborations. Most materials are available online (<http://nccic.org/ccpartnerships>).

state preschool or child care subsidy requirements, child care providers wishing to collaborate, and who will have to make changes to meet the standards can find them online (<http://www2.acf.dhhs.gov/programs/hsb/regs/regs/rg-index.htm>).

Options for Full-Day Services for Children Participating in Head Start. This report, funded by the U.S. Department of Health and Human Services, written by the Pelavin Research and The Urban Institutes, provides information to Head Start programs about how they might provide full-day services. The paper describes how eight Head Start grantees provide full-day services, the strengths and weaknesses of the eight approaches for the children and families served and the Head Start Grantees, and key policy choices faced by Head Start administrators who are considering expansion to full-day services. The report is available online ([http://aspe.os.dhhs.gov/hsp/cyp/fullday .htm](http://aspe.os.dhhs.gov/hsp/cyp/fullday.htm)).

Los Angeles County Child Care Planning Committee -Head Start/Child Care Collaboration Work Group. The Los Angeles County Child Care Planning Committee is charged with planning related to the County's child care infrastructure. One of the Committee's Work Groups, the Head Start/Child Care Collaboration Work Group is charged by AB 1542 to "Coordinate part-day programs, including state preschool and Head Start, with other child care to provide full-day child care." For more information about the Work Group or to obtain more information about Head Start and child care collaboration in Los Angeles County, contact the Office of Child Care at (213) 974-4103.

ATTACHMENT B
LOS ANGELES COUNTY GRANTEES AND DELEGATE AGENCIES

Early Head Start Grantees

Children's Institute International
 Early Head Start
 711 South New Hampshire Avenue
 Los Angeles, CA 90005

Hope Street Family Center
 Early Head Start
 1339 South Hope Street
 Los Angeles, CA 90015

Long Beach Unified School District
 Head Start Program
 2898 Orange Avenue
 Signal Hill, CA 90806

Los Angeles County Office of Education
 17315 Studebaker Road
 Cerritos, CA 90730

Venice Family Clinic
 Children First Early Head Start
 604 Rose Avenue
 Venice, CA 90291

Vista Del Mar Child and Family Services
 Home-SAFE Child Care
 6720 Melrose Avenue
 Los Angeles, CA 90038

Head Start Grantees

Center for Community & Family Services Head Start
 508 East Mendocino Street
 Altadena, CA 91001

Charles Drew University of Medicine and Science -
 Head Start Program
 135 W. Victoria Street
 Long Beach, CA 90805

Long Beach Unified School District
 Head Start Program
 2898 Orange Avenue
 Signal Hill, CA 90806

Los Angeles County Office of Education
 Head Start State Preschool Division
 17315 Studebaker Road
 Cerritos, CA 90703

Options - Head Start Division
 1330 N. Potrero Avenue
 South El Monte, CA 91733

University of Southern California
 Head Start Program
 741 West 27th Street
 Los Angeles, CA 90007

Los Angeles County
Office of Education
Head Start Delegate Agencies

ABC Child Development
 3324 West Beverly Boulevard
 Montebello, CA 90604

ABC Unified School District
 16700 South Norwalk Boulevard
 Cerritos, CA 90701

City of Azusa
 328 North Orange Place
 Azusa, CA 91702

Baldwin Park Unified School District
 3699 North Holly Avenue
 Baldwin Park, CA 91706

Bassett Unified School District
 943 North Sunkist Street
 La Puente, CA 91746

Bellflower Unified School District
 4718 Michelson Street
 Lakewood, CA 90712

Child Care Resource Center
 16650 Sherman Way
 Van Nuys, CA 91406

Culver City Unified School District
10800 Farragut Drive
Culver City, CA 90230

Delta Sigma Theta
5120 Goldleaf Circle, Suite 270
Los Angeles, CA 90056

Duarte Unified School District
1620 Huntington Drive
Duarte, CA 91010

El Monte City Schools
3540 North Lexington Avenue
El Monte, CA 91731

Federation of Preschool and Community
Education Centers
22504 South Avalon Boulevard
Carson, CA 90745

Foundation for Early Childhood
Education Centers
535 South Clarence Street
Los Angeles, CA 90033

Garvey School District
7424 Newmark Avenue
Rosemead, CA 91770

Hacienda La Puente Unified School District
1234 Valencia Avenue
Hacienda Heights, CA 91745

Inglewood Unified School District
10409 10th Avenue
Inglewood, CA 90303

Kedren Community Health Center
710 East 111th Place
Los Angeles, CA 90059

Latin American Civic Association
340 Parkside Drive
San Fernando, CA 91340

Los Angeles Urban League
7226 South Figueroa Street
Los Angeles, CA 90003

Mexican American Opportunity Foundation
401 North Garfield Avenue
Montebello, CA 90640

Montebello Unified School District
5745 Rickenbacker Road
City of Commerce, CA 90040

Mountain View School District
2109 Burkett Road
El Monte, CA 91723

Norwalk-La Mirada Unified School District
14616 Dinard Avenue
Norwalk, CA 90650

Pacific Asian Consortium in Employment
2525 West 8th Street
Los Angeles, CA 90057

Palmdale School District
39139-49 10th Street East
Palmdale, CA 93550

Plaza De La Raza Head Start
6620 Telegraph Road
City of Commerce, CA 90040

Pomona Unified School District
1460 East Holt Avenue, Suite 128
Pomona, CA 91767

Training and Research Foundation
4949 West 104th Street
Inglewood, CA 90304

Volunteers of America
Head Start - Maud Booth Center
1135 West 257th Street
Harbor City, CA 90710

Volunteers of America Head Start
11243 Kittridge Street
North Hollywood, CA 91606
grantees

Attachment C

COMPARISON OF ELIGIBILITY GUIDELINES
FOR SUBSIDIZED EARLY CARE AND EDUCATION PROGRAMS

Head Start and State Preschool programs have income eligibility guidelines. For Head Start services, children living in families with incomes at or below poverty level are eligible for services. As shown in the table below, income eligibility levels for State Preschool are higher than for Head Start.

Other California Department of Education-funded programs have "need" requirements in addition to the income eligibility guidelines. Generally, children living in families with incomes at or below 75 percent of the statewide median income are income eligible. Families must also demonstrate a "need" for care. Most often, care is needed so that parents can maintain employment, education or training. There are a limited number of other "need" categories, including children at risk of abuse or neglect, disability of the parent, and children with special developmental needs.

Annual income eligibility limits for Head Start, State Preschool and other California Department of Education-funded programs are compared below for the 2000-2001 program year.

FAMILY SIZE	HEAD START	STATE PRESCHOOL	GENERAL CHILD CARE ALTERNATIVE PAYMENT
2	\$11,250	\$30,228	\$32,760
3	\$14,150	\$34,632	\$35,100
4	\$17,050	\$37,644	\$39,000
5	\$19,950	\$39,504	\$45,240
6	\$22,850	\$41,184	\$51,480
7	\$25,750	\$42,120	\$52,644

LIST OF SOURCES

- Administration for Children and Families, U.S. Department of Health and Human Services. (19 March 1999). Invitation to *Head Start Grantees to Apply for Fiscal Year 1999 Financial Assistance to Expand Head Start Enrollment*. [Information memorandum to Head Start Grantees and Delegate Agencies]. ACYF-PI-HS-99-02.
- Brush, L., Deich, S., Traylor, K. and Pindus, N. (7 March 1995). *Options for Full-Day Services for Children Participating in Head Start*. [Report produced by Pelavin Research Institute and The Urban Institute.] Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. [Available on-line at <http://aspe.os.dhhs.gov/hsp/cyp/fullday.htm>].
- California Department of Education, Child Development Division. (No date). *Preschool Funding Terms and Conditions and Program Requirements, Fiscal Year 1998-1999*. Sacramento, CA : Author. [Available on-line at <http://165.74.253.64/labbranch/9899ftcs/index.html>].
- California Department of Social Services, Community Care Licensing Division. (November 1998). Manual of Policies and *Procedures: Child Care Center, Title 22, Division 12*, Chapter 1. [Unofficial version of the California Code of Regulations]. Sacramento, CA Author.
- California Department of Social Services, Community Care Licensing Division. (November 1997). *Manual of Policies and Procedures: Family Child Care Homes, Title 22, Division 12*, Chapter 3. [Unofficial version of the California Code of Regulations]. Sacramento, CA Author.
- California Head Start-State Collaboration Office. (2000). *Collaborative Partners: California's Experience with the 1997 Head Start Expansion Grants*. Sacramento, CA: California Department of Education.
- Child Care and Development Fund, 45 *Code of Federal Regulations* § 98 (1 October 1998).
- Child Care and Development Programs, Title 5 *California Code of Regulations* § 17906 - 18308 (1999).
- Child Care and Development Services Act, *California Education Code* § 8200 -8499.7 (1999). [On-line version of Education Code available at <http://leginfo.ca.gov>].
- Colorado Head Start -State Collaboration. (No date). *A Comparison of Seven Early Childhood Program Standards*. Denver, CO: Author.
- Davisson, W. (Fall 1999). "Merging Federal and State Children's Programs in Contra Costa County." *BRIDGES*, 4 (2), p. 12. [Newsletter produced by California Head Start - State Collaboration Office. Available online at http://www.cde.ca.gov/cyfsbranch/child_development/headstart.htm].
- Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start, 45 *Code of Federal Regulations* § 1305 (1 October 1998).
- Garnett, D.M., Cuciti, P.L., Badar, C., Kauerz, K., Proctor, K. (1 March 1999). *Assessment of Community Consolidated Child Care Program*. [Produced by The Center for Human Investment Policy and The Center for Public-Private Sector Cooperation, Graduate School for Public Affairs, University of Colorado at Denver.] Denver, CO: Colorado Department of Human Services and Colorado Department of Education. Head Start Grants Administration, 45 *Code of Federal Regulations* § 1301 (1 October 1998).

Head Start Staffing Requirements and Program Options, 45 *Code of Federal Regulations* § 1306 (1 October 1998).

Kennedy, A. and Rodgers, B. (Fall 1999). "Lessons Learned from the Los Angeles County Office of Education Head Start -State Preschool Division." *BRIDGES*, 4 (2), p. 14. [Newsletter produced by California Head Start -State Collaboration Office. Available online at http://www.cde.ca.gov/cyfsbranch/child_development/headstart.htm].

Koppel, S.G. (1995). *Head Start and Child Care: Partners Not Competitors*. Mohrsville, P A: Support Services for Child Care Professionals.

Los Angeles County Office of Education, Head Start -State Preschool Division. (1999). *Head Start and Child Care Partnerships*. [Materials developed and distributed by County Office of Education. Specific Author not cited.]

On The Capitol Doorstep. (1998). *Child Care Staffing Ratios and Qualifications: Current Requirements and History*. Sacramento, CA: Author.

Poersch, N.O., and Blank, H. (January 1996). Working Together for Children: *Head Start and Child Care Partnerships*. Washington, DC: Children's Defense Fund.

Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies, 45 *Code of Federal Regulations* § 1304 (1 October 1998).

Silver, M. and Zito, M. (Fall 1999). "Message from the California Head Start -State Collaboration Office." *BRIDGES*, 4 (2), p. 1. [Newsletter produced by California Head Start -State Collaboration Office. Available online at http://www.cde.ca.gov/cyfsbranch/child_development/headstart.htm].