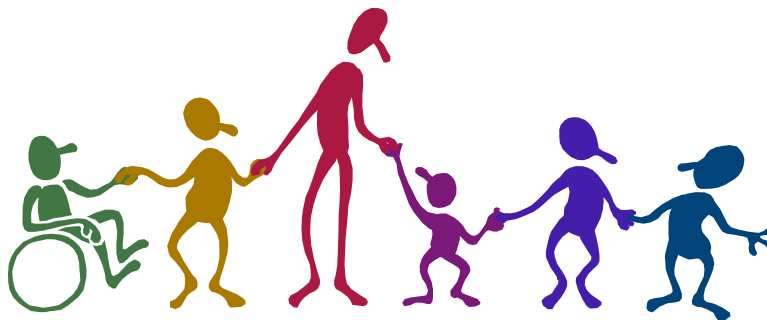


# COLLABORATION 101 GUIDEBOOK



Direct Online Link:

<http://www.ILEarlyChildhoodCollab.org/git/collab101git.html>

## ACKNOWLEDGEMENTS

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## **DEFINITION & BACKGROUND.**

*Collaboration is the process by which agencies formally commit themselves on a long-term basis to work together to accomplish a common mission.*

*Collaboration brings previously separate organizations into a new working structure that requires joint planning, training, implementation, and evaluation. This partnership also necessitates a sharing of resources, power, and authority. It requires organizations to blend their strengths as well as negotiate their differences with an underlying attitude of trust.*

*The goal of the partnership is comprehensive services for families that improve family outcomes.*

**- Texas Head Start State Collaboration Project, 1992**



Progress has been made on both the state and federal levels to move toward greater collaboration between Head Start and other programs that provide services to low-income children and families. However, some barriers still exist and, whenever possible, communities should work together to create a common vision across all early care and education programs. We must be committed to improving collaborations with the intent to create a system that is more responsive to the needs of working parents and that supports opportunities for children to participate in high-quality programs that involve communities in the planning and implementation of the services.

With the realization of welfare reform across the nation, states have increased their investments in and placed emphasis on programs that provide child care and development assistance to families. Thus, there is an increased need for greater collaboration among all programs that provide services to children in an effort to improve child well being and help to move more families toward self-sufficiency. Head Start provides a vision of comprehensive services that all early childhood programs can benefit from, including a focus on the entire family, links to health and social services, and a well-developed staff training system. With its long history of providing comprehensive child and family development and services to low-income children and families, Head Start is recognized as a model program throughout the country and should play an essential role in collaboration.

## MEETING FAMILIES' CHANGING NEEDS.

In its 35-year history, Head Start has developed many successful practices in parent involvement and family support services. This family focus practice reflects the interest in approaches to a child's development that promote learning in the context of home, school, and community.

As families needs change, it is critical that early care and education providers come together to provide comprehensive full day services to low-income families who are working and/ or in training programs. The process for helping families become self-sufficient involves a careful blend of providing needed services, reducing family isolation, expanding social support networks, and giving families an opportunity to contribute to and be valued by their community.

Many early care and education programs serve low-income families who are struggling to provide children with basic necessities and a warm, caring home. The majority of these families are living at or close to the poverty level and a substantial proportion receive some kind of public assistance. Some programs serve families with low levels of literacy, while others work with parents who are either attending school or employed in poorly paid jobs. Many of the children grow up in single-parent homes. The overall picture is that programs serve families with multiple-challenges including poverty and unemployment, domestic violence, illiteracy, social isolation, and substance abuse.

Early care and education programs can collaborate and develop strategies in

their communities to address parents' needs by:

1. Developing programs that enhance parents' skills, knowledge, and motivation to be involved with their children's education.
2. Creating early childhood programs that support parents in their journey toward education and self-sufficiency.
3. Helping parents gain access to services which address their needs and use their strengths through partnerships with community agencies.
4. Creating "caring communities" for parents by providing social support and promoting participation in community planning.
5. Offering multiple services for families in one location that increase the availability in low-density areas.
6. Providing more flexible hours of service that fit the parents working, training, or educational schedules.
7. Providing care in an environment where siblings are present to offer the convenience of a single child care arrangement for working parents.



## MEETING CHILD NEEDS

Most early care and education programs have commonalities:

- They all provide services to young children;
- They all have frequent contacts with parents;
- They may work with children who have special needs;
- They may work with the USDA nutrition program;
- They share a commitment to providing quality services for all children and families; and
- They all have a great deal of knowledge and experience to offer each other.



Young low-income children who are at risk often receive services and assistance from a variety of agencies. Frequently, these agencies provide fragmented services even though coordination and communication could help improve services for the child. Agencies often do not know what other service providers are doing, what services are already provided, or what information is already available to understand a child's needs.

In Illinois, leaders are helping develop collaboration between Head Start and

other early care and education programs. Head Start programs are serving as core organizations, collaborating with community agencies and providing a central location where multiple agencies can work together to meet children's needs. Across the state, agencies are implementing programs that collaborate in a variety of ways. Such collaboration:

- reduces the fragmentation of services by ensuring continuity of care for children, who benefit greatly from a relationship with a primary caregiver in a single setting.
- builds a comprehensive support system for low-income children and families that increase their access to health and social services.
- increases the knowledge of service professionals about the needs of children and families.
- strengthens the local early childhood systems by helping them to get the most out of limited resources.
- builds upon all the community's resources in addressing the needs of children and families by expanding services in a cost-effective manner while maximizing the use of facilities.
- improves quality in early childhood settings by combining resources to: improve staff-child ratios, expand training for child care staff, increase the number of staff with child development credentials, purchase equipment and supplies for children, and enhance child care facilities.
- offers a range of settings that best meets the needs of the families by providing different options for the parent to choose from for their child's early care and education.

## MEETING COMMUNITY NEEDS

The United States is in the midst of significant reform efforts in education, health care, and social services that hold major, but unclear, implications for Head Start and other community service organizations in the years ahead. Head Start faces a central challenge posed by its mandate to be a comprehensive, community-based program, on one hand, and by its need to make reasonable judgments about what it can be expected to accomplish in the context of contemporary poverty, on the other. For many programs this raises questions about what it means to involve families in Head Start, the interdependence of Head Start and other community resources in efforts to achieve positive outcomes for children and families, and Head Start's role in relation to other organizations and resources in the community.

Today, it is increasingly difficult to meet all of the needs of low-income families, with full-time employment by low-income mothers, growing needs for mental health services, calls to improve family literacy, and rising community violence, to name a few contemporary pressures. But there are programs that have developed creative strategies for involving all parents, encouraging the participation of fathers, addressing community violence, providing family literacy and self-sufficiency programs, teaching in the context of multilingual classrooms, and linking Head Start with other community agencies. By collaborating, these programs have been able to:

- share information on particular children and families
- develop shared missions and integrated programs
- coordinate services more completely

- “braid” funds for shared purposes
- provide multiple services at a central site.

To develop partnerships, community agencies must come together to determine how to best meet the needs of the children and families that they serve. Community building action steps should include:

- ❑ conducting a joint community assessment to identify needs, problems, strengths, and community resources that will assist in developing partnerships. Head Start programs already do an in depth community assessment every three years, with annual updates.
- ❑ developing and using a planning tool for guidance in identifying needs and monitoring the development of partnerships.
- ❑ contacting community agencies for information, products, and services to help build collaboration.
- ❑ contacting local agencies to mobilize support for collaboration.
- ❑ reviewing research and planning guides to strengthen partnerships with parents and community agencies.
- ❑ examining other models of collaboration already in use.
- ❑ encouraging staff to collaborate with parents and community agencies in developing programs and services for children and families.

Collaborations can be instrumental in fostering fundamental changes in communities by: increasing parental involvement in community decision-making; increasing employment of low income families; and allowing community agencies to work together in serving low income families more effectively.

## **COLLABORATION MODELS AND OPTIONS**

The following are a few commonly used approaches for collaboration.

### **Family Child Care and Head Start:**

*The Head Start program contracts with a network of, or individual, licensed family child care home providers who remain independent rather than becoming Head Start employees. The family child care provider is considered the Head Start teacher and receives support from Head Start staff, including training, technical assistance, supplies and materials, and participation in a provider support group. Head Start staff provides comprehensive social and health services to enrolled families. The provider may receive total funding from the Head Start program or receive reimbursement from child care subsidies along with funding from the Head Start program.*

### **Center-Based Child Care/Head Start:**

*Head Start provides the social service and health staff, while paying the early care and education center for some or all of the cost of child development services. One variation might be having social service and health staff work for the center, which operates under a contract with Head Start grantee as a delegate agency. Another option is to contract for classroom space in the child care facility and place Head Start teachers in the classroom. In this model, child care subsidy funds and Head Start funds can be braided to support the cost of child care.*

**Extended Day Head Start:** *Head Start programs can access child care subsidy funds to pay for non-Head Start hours. This allows Head Start programs to develop full day/full year services within a Head Start facility. In Illinois, Head*

*Start programs can collaborate with Child Care Resource and Referral (CCR&R) agencies and/or Site Administered child care agencies.*

### **Pre-Kindergarten At-Risk and Head Start:**

*Pre K At-risk programs and Head Start may share the responsibility of providing the early care and education services, with Head Start staff providing the social and health services for children and families.*

Many programs and communities have designed innovative approaches to combining funding streams and programs to provide high quality “seamless” services to children and families. They have all overcome challenges through their efforts. Although communication, funding policies, and program requirements may initially pose a challenge to collaboration, models continue to grow and thrive.



## **POTENTIAL BARRIERS, SAND TRAPS & HOW TO OVERCOME THEM**

All collaborations experience challenges. Some are inevitable, while others are dangerous sand traps that can be avoided by alert collaborative partners. Below are some common sand traps to avoid, or act upon if they appear.

### **Organizational:**

- Deciding not to begin until all stakeholders are at the table;
- Failing to set clear ground rules;
- Losing sight of the partnership's purpose and mission;
- Choosing unattainable goals;
- Trying to handle too many issues or actions at once;
- Inadequate resources for carrying out plans;
- Adverse community relations or media attention;
- Not stopping to evaluate, reflect, and celebrate;
- Not acknowledging or avoiding conflict.

### **Leadership:**

- Trying to maintain control by resisting power-sharing or shared decision-making;
- Allowing political pressure or individual partner self-interests to drive the collaborative;
- Lack of shared leadership;
- Not involving consumers, direct service staff, and policy-makers in critical decisions;
- Becoming too dependent on one or two partners to keep the collaborative going;
- Unrealistic expectations or demands.

### **Membership:**

- Attempting to act before partners establish a sense of trust and ownership in a shared vision;
- Frequent turnover in partners or membership organizations;
- Unequal distribution of work or recognition of members;
- Not taking the time to involve opponents, who could easily block the collaborative mission or goals;
- Failing to recognize an individual partner's needs or self-interests; or
- Turf battles or power struggles among partners.

*Adapted from Atelia Melaville and Martin Blank with Gelareh Asayesh, "Together We Can: A Guide for Crafting a Profamily System of Education and Human Services" (Washington, D.C.: US Dept. of Education and US Dept. of Health and Human Services, 1993).*

### **Barriers to collaboration:**

- Time
- Absence of Community Vision
- Resources
- Conflicting Requirements
- Attitude
- Turf-ism
- Lack of Shared Information
- Lack of Awareness of Need and/or Opportunity
- Loss of Autonomy
- Lack of Leadership
- Ineffective Inter-Or Intra-Agency Structures or Systems
- Comfort with the Status Quo and/or Resistance to Change

## CREATING THE PARTNERSHIP

*Lines are being redrawn in the early care and education field. Where there used to be walls, there are now windows of opportunity. Programs that were once self-sufficient are reaching out to build seamless networks of community support. The change in attitude is reflected by a change in language: We now work in collaboration with our partners, linking together in the name of children and families.*

- "Promising Partnerships" NHSA-1996

### **STEP 1**

**PLANNING.** Intra-agency planning for collaboration is a process and takes some time to create. Most successful partnerships require the agencies to begin planning one year in advance of implementation and are based on community assessments. The planning process should include direct service staff, parents, and governing board of the agency. There are four elements of partnership planning:

**A. Vision.** The vision should be a systems-focused approach that will embrace partners as an integral part of future service delivery. The vision must include a clear understanding of where the collaboration is going based on goals, an assessment of the community at all levels, and a plan to accommodate and meet the future needs of children birth to five and their families.

**B. Assessment.** The assessment needs to be comprehensive and inclusive, identifying internal and external needs and strengths, include local and state levels, and based on the status of children and families. This process will allow collaboration to address families' needs to effectively provide a

comprehensive system that respects, responds to, and empowers families.

**C. Capacity.** Examine your agency's current services, space, facilities, personnel, and the number of children and families served. Then determine if a partnership can help build the organization's capacity.

**D. Relationship Development.** Create and develop mutually respectful personal, professional, and political relationships with staff, parents, community leaders and organizations. To be successful, you must know and be familiar with the services and philosophies of the other agencies in the community. Building trust and cultivating openness takes time.



### **BEFORE PARTNERING:**

- Look inward – clarifying and being able to articulate your program mission, goals, and culture.
- Look outward – building community resources and support.

*Page 7a is a checklist you can use to assess your agency's need to collaborate.*

## **STEP 2**

### **IDENTIFYING POTENTIAL PARTNERS.**

In creating partnerships, you want to find partners who will be a good fit for your program. A good match can make the difference later when you are searching for common ground on which to build a collaborative partnership. It is important to find partners who share your vision and have the resources and management capabilities needed to support the collaboration. Partnerships may begin in two ways: building on and formalizing an existing relationship, or seeking out new organizations. Many partnerships begin on an individual level, between people representing different agencies sharing a common interest. These personal relationships should be valued and cultivated as an important first step for crossing agency boundaries. Leaders of many successful partnerships point to supportive administrators and directors who allowed them to participate in networking activities that built relationships with other community service providers. Community involvement allows you to share services and also familiarizes you with the strengths and needs of other community groups providing essential information for creating a partnership.

When identifying potential partners, consider the following aspects:

- ❖ Who are the partners we already know and with whom we already share a relationship?
- ❖ Who are the other agencies or individuals that we do not know well but we believe will bring clout and commitment to the collaborative effort?
- ❖ Who are the individuals or organizations that may be in a position to block the collaborative efforts? What are the possibilities of including

them and helping them to see the advantages of working together?

- ❖ What is the other agencies mission and philosophy?
- ❖ What resources and expertise might they bring to the collaboration? (Helpful resources include: connections, quality services, decision-making authority, integrity, & other skills such as charisma, visibility, and persuasion.)
- ❖ How well will their management structure adapt to working with another agency? Is the agency financially sound? How long has the agency been in existence?
- ❖ What is their organizational culture? Do they represent the community? Are different sectors of the community represented?
- ❖ How many partners do we want to recruit? (Keep it simple and small for initial effort.)



*Pages 8a-8b are tools that can be used to help your agency identify community partners and the stages of collaboration.*

### **STEP 3**

#### **IDENTIFYING THE BENEFITS.**

As you begin to look at how this will benefit your agency, make sure you ask yourself: “What’s in it for us?” “What’s in it for the partners?” “What’s in it for children and families?” There are various benefits that can be gained by partnering with other early care and education agencies, with the most important one being more effective services for children and families. The benefits of collaboration not only affect children and families but the community as a whole. By braiding funding and other resources, agencies will be able to improve the early childhood experience of young children. Benefits include:

- Increasing health and social services for children and families.
- Providing full day, full year care for Head Start families.
- Developing a continuity of care for young children.
- Creating a method of expanding services in a cost effective manner.
- Opportunity to improve the quality of early care and education environments.
- Ability to serve a wider range of children and increase services for rural areas.
- Serving new communities.
- Providing more flexible hours of services that meet families work schedules.
- Strengthening the local early care and education system.

### **STEP 4**

#### **DEVELOPING THE COLLABORATIVE PARTNERSHIP.**

This step requires the key players of each agency to come together to set the ground rules and plan for the development of a collaborative

partnership. During this step, partners should take time to understand each other’s organization and build trust and ownership. They must be committed to developing services that promote high expectations for all children and families. Communicating and being able to recognize the strengths of others within the partnership will help you to implement a shared vision. Using different methods to engage partners and build a base of common knowledge will set the stage for the development of a written agreement and plan of action.

The *written agreement* spells out the roles and responsibilities of each partner, identifies objectives, and details activities required to accomplish the objectives within established timelines. This agreement should identify the work to be accomplished and serve as a way to monitor and assess your progress toward your identified goal. The agreement should be written jointly and used to help maintain the focus of the partnership. Written agreements should include the following, but are not limited to:

- The partnership’s mission
- Services to be provided
- Clearly stated goal(s) and objectives to be achieved with timelines
- Clearly defined roles & responsibilities of each partner
- Clearly defined lines of communication
- Financial arrangements that have been agreed upon
- Expected outcomes with timelines
- Duration of the partnership
- Signatures of organizations’ executive directors and/or presidents

The **plan of action** identifies the task(s) to be completed for each objective, sets timelines for completion, and identifies who is responsible for doing each task. An action plan will provide the foundation for implementing your partnership. It is important to discuss availability of resources and personnel of partners to accomplish the mission and to have a backup plan. Depending on availability and other factors, the commitment level may vary throughout the partnership. But by communicating anticipated needs as soon as possible and establishing open communication on issues of this nature, you can prevent misunderstandings or disappointment as the collaboration moves forward.

Partnerships often fall apart when members perceive their role to be meaningless. Once partners are committed to the goals of the partnership, it is essential to keep them engaged. Active participation goes beyond attending meetings. If all partners assume significant roles they make invaluable contributions and feel that the time and energy they invest in the partnership is worthwhile.

*Pages 10a-10i are tools that can be used in developing the collaborative partnership.*



## **STEP 5**

### **MANAGING THE PARTNERSHIP.**

It is the responsibility of all parties involved to manage the process and implementation of the partnership. Because it is an ongoing process, everyone should have a clear understanding of the goals/expectations of the partnership and be informed of the rules and regulations for all funders and committed to abiding by them. You can manage a partnership by:

- ✓ Establishing regularly scheduled meetings
- ✓ Creating communication systems that work for all partners
- ✓ Deciding who will manage what aspect of the collaboration
- ✓ Developing reporting procedures, how and when they are to be generated and by whom
- ✓ Identifying one contact person from each organization and clearly communicate that to all staff
- ✓ Establishing concrete procedures to assess the partnership's progress, expected outcomes, and the developing relationship
- ✓ Ensuring that the written agreement addresses all services of the collaboration, legal issues and financial obligations of each partner
- ✓ Developing and implementing a record keeping system that includes policies and procedures

## **STEP 6**

### **MONITORING AND ASSESSING.**

The continued success of collaborations ultimately depends on being able to demonstrate positive results over time. Partners must find ways to show continued progress towards goals and objectives in all phases of their work. Ideally, goals should be set and performance measures should be used to track the success and promote the value of the collaboration. Collaborations should regularly collect data to measure progress toward their shared goal(s). Both process and program evaluations are important tools for tracking the partnership successes. By establishing indicators, collecting information, and analyzing data, partners can determine how well they are doing and/or what changes need to occur. Ideas to consider:

- Develop a monitoring tool or use one already developed that is compatible with program services;
- Complete monitoring at six (6) month intervals or as needed and provide feedback/follow-up;
- Provide training and/or technical assistance for areas that need improvement;
- Provide information on best practices and replicable models; and
- Share results and updates with everyone involved in the collaboration.

## **STEP 7**

### **STRENGTHENING THE RELATIONSHIP.**

Once the collaboration is operating, it is imperative that you continue to build the relationship with the partner(s). Take the time to celebrate progress and show appreciation for those involved by acknowledging their efforts. There will be many challenges to overcome in this process, and working on the relationship will make it easier to respond to challenges in other areas. Listed below are several ideas to use in strengthening your relationship with your partner(s):

- Implement team-building activities using an outside facilitator.
- Develop conflict resolution methods to be used.
- Practice clear lines of communication. Have formal and informal open discussions.
- Make sure all staff know the lines of authority, communication, and how decisions are made.
- Implement joint staff training opportunities and allow time for them to get to know each other and share “lessons learned”.
- Co-sponsor special events and share resources.
- Always be respectful of each organizational cultural and structure.
- Celebrate small and large successes.
- Always keep the mission and goals in mind.

*Page 11a are tips partners can use to guide the successful operation of a partnership*

## **STEP 8**

### **EVALUATION.**

As you implement your collaborative partnership, you need to evaluate each step. The word evaluation makes many people nervous because they think you are evaluating their personal performance. Make sure everyone understands that this is a systems-focused process and that the outcomes of the collaboration are being evaluated for the purpose of improving services for children and families. Two types of evaluations you might want to consider are:

***Process evaluation*** explores how effectively the collaborative partners are working together and how their relationships could be improved. Methods for gathering this information includes:

- \* *Informal discussion among staff*
- \* *Focus groups*
- \* *Surveys*
- \* *Anecdotal evidence*

***Outcome evaluation*** measures the effects of your collaborative partnership on children and families. Indicators for success should relate directly to collaboration goals, be measurable and achievable. Methods for evaluating include:

- \* *Surveys of parents and others*
- \* *Focus groups*
- \* *Phone interviews*
- \* *Compiling data from the family file information*
- \* *Program information reports*

There may be several reasons for evaluating the collaborative partnership, so make sure you have a clear purpose for its use. One reason may be to share with funding resources in order to maintain or increase funding. Another reason may be to maintain support of leadership in partnering organizations. But the most important reason is to measure your success in improving services for children and families.

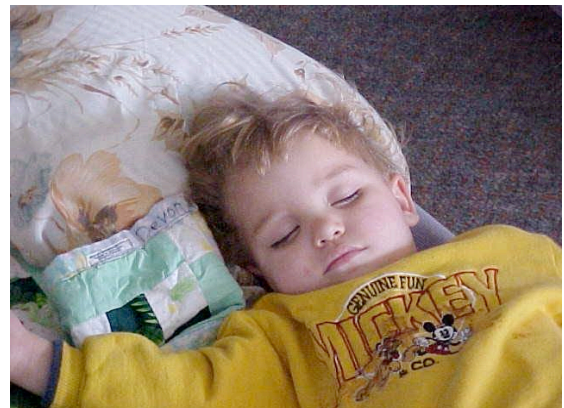
### **CONCLUSION.**

Collaborative partnerships do not appear overnight, but must be cultivated and nurtured as the decision is made to partner. In conclusion, although there are many sand traps, collaboration is worth it for everyone involved. Effective planning and open communication are the keys. You have the steps..... now just do it!

Guiding principles for developing partnerships':

- Effectively creating continuity based on the strengths of families and responding to their needs/preferences.
- Involving parents and draw upon their knowledge of the community & insights about their children.
- Recognize and cultivate the interrelationships among all community agencies.
- Engage and maintain partners in meaningful ways.
- Know that change and improvements are the results of long-term commitments and the efforts of many concerned individuals working together.

*Page 12a is a guide that can be used in developing evaluation tool(s).*



## SUCCESSFUL COLLABORATIONS.

The following programs have developed successful collaborative partnerships in their community and are willing to share information and “lessons learned.”

### BCMW

Director: Laura Hatch  
[bcmwhs@midwest.net](mailto:bcmwhs@midwest.net)  
(618) 532-4890  
(Community)

### City of Rockford Human Services

Director: Joanne Lewis  
[joanne.lewis@ci.rockford.il.us](mailto:joanne.lewis@ci.rockford.il.us)  
(815) 987-8282  
(Full Day/Full Year)

### Evanston Early Head Start

Director: Martha Arntson  
[arntsonm@childcarenetworkofevanston.org](mailto:arntsonm@childcarenetworkofevanston.org)  
(847) 475-2661  
(Full Day/Full Year)

### Migrant Seasonal Head Start

Director: Molly Joseph  
[dhsd6002@dhs.state.il.us](mailto:dhsd6002@dhs.state.il.us)  
(217) 524-6318  
(Full Day/Seasonal)

### PACT

Director: Denise Conkright  
[dconkright@pactheadstart.com](mailto:dconkright@pactheadstart.com)  
(217) 773-3903  
(Community)

### PCCEO

Director: Jennett Caldwell  
[jcaldwell@pcceo.org](mailto:jcaldwell@pcceo.org)  
(309) 671-3960  
(Full Day/Full Year)

### SIUC

Director: Cathy Reed  
[cjreed@siu.edu](mailto:cjreed@siu.edu)  
(618) 453-6448  
(Community & Full Day/Full Year)

### Two Rivers Head Start

Directors: Jane Whitaker & Linda Ruhe  
[trhsa@ameritech.net](mailto:trhsa@ameritech.net)  
(630) 406-1444  
(Community & Full Day/Full Year)

### Champaign County Head Start

Director: Kathleen Liffick  
[kliffick@ccrpe.org](mailto:kliffick@ccrpe.org)  
(217) 328-3313  
(Full Day/Full Year)

## COLLABORATION RESOURCES.

Listed below are places you can find information on collaboration and developing partnerships:

### WEB SITES.

Working Together for Children: Head Start and Child Care Partnerships-by Nicole Oxendine Poersch & Helen Blank for the Children’s Defense Fund  
25 E Street, NW  
Washington, DC 20001  
(202) 628-8787  
<http://www.childrensdefense.org>

Child Care-Head Start Collaboration Topics/publications/organizations/links.  
<http://nccic.org/cctopics/cc-hs.html>

Child Care Collaboration  
Locate virtual sites on childcare collaboration.  
<http://www.hskids-tmssc.org>

Child Care and Early Childhood Development Augmentation Head Start Collaboration Project.  
<http://www.srskansas.org/kidsnet/childcare-early-childhood.htm>

The Child Care Partnership Project  
A Guide to Successful Public-Private  
Partnerships for Child Care.  
<http://nccic.org/ccpartnerships/guide/index.html>

#### **MANUALS/PUBLICATIONS.**

***Cooperation, Coordination, and Collaboration:*** A guide for Child Care and Head Start Programs. Published by the Oregon Head Start Collaboration Project. Oregon Department of Education.  
(503) 378-5585 ext. 662

***Promising Partnerships I & II:*** How to Develop Successful Partnerships in Your Community. NHTSA Partnership Office  
(703) 739-0875

***Working Together for Children:*** Head Start and Child Care Partnerships. Children's Defense Fund.  
(202) 628-8787

***The Early Care and Education Community Collaborative Tool Kit:*** A collection of activities to support collaboration and early care and education. The Texas Head Start State Collaboration Project.  
Fax: (512) 232-1853

***Continuity in Early Childhood:*** A Framework for Home, School and Community Partnerships, 1999.