



# PARTNERSHIP DEVELOPMENT TIPS FOR PROVIDERS OF EARLY CARE AND EDUCATION PROGRAMS



## PUT YOUR AGREEMENT ON PAPER

Whether this is an MOU, a contract, or some other form of partnership agreement, development occurs through a process of ongoing meetings and dialogue between the partners. The conversations help each partner gain an understanding of the requirements they would need to meet, the internal procedures each partner will follow to meet those requirements, and the resulting plan to serve the community's children and families together.



## IDENTIFY THE PURPOSE

Describe the reason for the partnership and the goals the partners intend to meet as a result.



## DESCRIBE PROGRAM PARTNERS

Describe the general contributions each group will bring to the partnership. May include:

- Services, type of programming, characteristics and needs of children to be enrolled
- Environment capacity and ratios



## MAINTAIN THE PARTNERSHIP

- Respect the agreed upon roles and responsibilities
- Revisit and amend as needed
- Keep communication open and regular
- Meet your partner where they are and provide support when needed
- Value your partner's ideas and input

# OUTLINE DETAILS OF THE AGREEMENT



## WHO IS INVOLVED?

- The roles and responsibilities of each partner and shared responsibilities for progress monitoring and reporting, data management, service logs
- Supervision of staff and management of personnel issues
- Communication of incidents, day-to-day concerns
- Partner to parent communication—when, how, what type, what is/isn't included
- Frequency of communication between partners and anticipated, informal, or required meetings
- Staffing-credentials, roles, IEP and other meeting attendance, working with children with disabilities, serving all children

## WHAT WILL PROGRAMMING AND SERVICE DELIVERY LOOK LIKE?

- Service delivery (how much time in program does the child need), attendance, evidence-based practices, follow up support of goals/instructional activities
- Related service provision (e.g., therapy, transportation, assistive technology)
- Equipment provided per IEP
- Data collection (attendance, progress, behavior)
- Mealtime, rest time, indoor and outdoor activities
- Interpreters and translation services

## WHEN WILL THE PROGRAM OPERATE?

- Program operation calendars-months, weeks, days, hours per day
- Special education service time needs identified in the IEP
- Days and times of specially designed instruction delivery

## WHERE WILL THE CHILDREN ATTEND?

- The indoor and outdoor enrollment setting, include information about any rooms/equipment to be used during programming, including any safety measures
- For regular early childhood programming and for special education programming
- Field trips, parent drop offs, parent check-in

## HOW WILL THE PARTNERS DEFINE FISCAL AND OPERATIONAL POLICIES?

- Write a contract, agreement, or Memorandum of Understanding (MOU)
- Fiscal topics—billing for tuition, staffing, documenting expenses, equipment maintenance including reimbursement, billing and payment timeframes
- Policy non-negotiables e.g., State Board of Education for Restraint and Seclusion (CH.33), Special Education (MUSER), federal special education regulations (IDEA), state licensing regulations (10-148 CMR Chapter 32)
- Engaging in professional development, technical assistance, including costs to attend
- A process and timeline for reviewing the agreement and resolving differences