

Child Care & Early Education RESEARCH CONNECTIONS

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Early Head Start/Head Start – Child Care Partnerships A Key Topic Resource List

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Research Connections conducted a comprehensive search of its collection for resources focused on Early Head Start/Head Start – Child Care Partnerships (EHS/HS-CC Partnerships). This Key Topic Resource List (KTRL) includes an overview of EHS/HS-CC Partnerships, as well as tools and studies to better support positive outcomes of these partnerships. Key words used in the search were “early head start-child care partnership,” “head start-child care partnership,” “early head start partnership,” and “early childhood collaboration.”

From the many results, *Research Connections* selected a limited number of resources of various types including reports and papers, executive summaries, and reviews. Selection criteria included topic relevance, with a particular focus on Head Start and Early Head Start Partnerships, and relatively recent publication (from 2000-2014).

Based on the search results, resources are grouped into the following categories:

- Guidance and tools for EHS/HS-CC Partnerships
- State and local examples of EHS/HS-CC Partnerships
- Examples of EHS/HS-CC partnerships with family child care
- Evaluating EHS/HS-CC partnerships

To obtain information on resources on this topic added to the *Research Connections* collection since the publication of this Resource List, please use the following link and filter by publication date:
[Create Updated Search Results.](#)

For related resources, please see the following resource lists and updated search results:
[Early Childhood Comprehensive Systems; Early Care and Education Collaboration.](#)

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OVERVIEW:

Research indicates that stable, nurturing, and enriching caregiving in children's earliest years is critical to all dimensions of development and lays the foundation for learning success in school and in life. High quality programs such as Early Head Start have been shown to promote social-emotional, language, and cognitive development in infants and toddlers from low-income families. However, many children eligible for Early Head Start may not be able to participate in these high quality experiences due to limited space. Further, Early Head Start program schedules – usually part-day and part-year – may be incompatible with the schedules and child care needs of working parents. Partnerships between Early Head Start and child care programs offer the opportunity to expand access to high quality early experiences and meet working families' needs for full-day, full-year care.

In January 2014, the Congress authorized \$500 million to support Early Head Start-Child Care Partnerships (EHS-CC Partnerships) for families eligible for and/or currently receiving child care subsidies who have children from birth to three years of age. This federal-to-local initiative allows EHS grantees the opportunity to partner with local child care centers and family child care providers to expand access to high quality programs for infants and toddlers by coordinating before- and after-care arrangements with the EHS program schedule. Like the Head Start-Child Care Partnerships (HS-CC Partnerships), the EHS-CC Partnerships aim to increase the supply of high quality child care by aligning practices in center and family child care settings with EHS performance standards. The EHS-CC Partnerships also promote the provision of comprehensive services for more low-income children in child care settings

Lessons learned during the Head Start-Family Child Care Demonstration and the Early Head Start for Family Child Care Project as well as other partnerships among early care and education programs and providers point out the challenges as well as the benefits of such partnerships. A recent (May 2014) review, included in this resource list, of a number of studies identified the most common barriers to forming and sustaining partnerships; these included differences in regulations and standards associated with different funding streams, insufficient funding, and lack of skills and capacity for collaboration among the participating agencies and programs. The most frequently identified factors facilitating partnerships were those that reflected commitment on the part of program leadership to a shared vision for the partnership, strong positive relationships across programs at the leadership level, formal agreements, and joint activities among staff.

Given the potential promise of EHS/HS-CC partnerships and the new EHS-CC Partnership Initiative, this Key Topic Resource List highlights literature that addresses the following issues:

- What are the goals and expectations for EHS/HS-CC Partnerships?
- In what ways can the EHS/HS-CC Partnerships benefit families of low-income children?
- What are the challenges and barriers to forming and implementing EHS/HS-CC Partnerships?
- In what ways can the EHS/HS-CC Partnerships improve quality of care for children in low-income families?
- What are some promising approaches and examples of designing and implementing effective EHS-CC Partnerships?
- How can state policies and actions facilitate and strengthen these partnerships?

ACKNOWLEDGEMENTS

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GOVERNMENT

- **United States. Administration for Children and Families. Office of Planning, Research and Evaluation. (2014). Theory of change for the Study of EHS-Child Care Partnerships: Presented at the technical work group meeting for the Study of EHS-Child Care Partnerships on May 6, 2014. Washington, DC: United States. Administration for Children and Families. Office of Planning, Research and Evaluation.**

The Study of Early Head Start-Child Care Partnerships defines partnerships as formal arrangements between Early Head Start programs and community child care providers to provide services to eligible families with infants and toddlers. Services provided in child care settings should comply with the Head Start Program Performance Standards (HSPPS). Partnership services are usually funded through a combination of Early Head Start grant funds and child care subsidies. The purpose of Early Head Start-child care partnerships is to provide coordinated, high quality, comprehensive services to low-income infants and toddlers and their families. Achieving this goal requires contributions from Early Head Start programs; child care providers (including family child care homes and child care centers); families; and systems partners operating at the national, state, and local levels, such as child care subsidy systems, quality rating and improvement systems (QRISs), and federal technical assistance systems. The draft theory of change visually represents these four types of partners as puzzle pieces to acknowledge that all partners need to work together in a coordinated manner to achieve results. Together, these groups invest inputs and carry out activities designed to lead to five long-term outcomes: (1) sustained, mutually respectful, and collaborative, Early Head Start-child care partnerships; (2) increased community supply of high quality infant-toddler care; (3) improved family well-being; (4) improved child well-being and school readiness; and (5) well-aligned infant-toddler policies, regulations, and quality improvement supports at the national, state, and local levels. The theory of change also notes a range of organizational and contextual factors that are likely to influence partnerships. In the theory of change and throughout this document we use the term partnership programs to refer to programs (including Early Head Start programs and child care providers) funded under the new Early Head Start-child care partnerships initiative. The theory of change represents a comprehensive and broad range of inputs, activities, short- and long-term outcomes, and organizational and contextual factors that could be associated with Early Head Start-child care partnerships. However, not all partnerships will include all inputs, perform all activities, aim to achieve all outcomes, or involve all of the organizational and contextual factors included in the theory of change. (author abstract)

- **National Infant & Toddler Child Care Initiative (U.S.). Early Head Start for Family Child Care Project. (2011). Promoting Local Partnerships between Child Care and Early Head Start: Ideas for State Leaders. Washington, DC: United States. Office of Child Care.**

The following information is intended to outline specific State policy choices that impact how easy or difficult it is to develop a formal partnership agreement between child care providers and EHS grantees. It is organized according to the key functions of a comprehensive State early childhood system (as defined by a group of national organizations and individuals who make up the Early Childhood Systems Working Group): Define and coordinate leadership; Finance strategically; Enhance and align standards; Create and support improvement strategies; Recruit and engage stakeholders; and Ensure accountability. Additional information and technical assistance regarding this system framework is available on the Build Initiative website. In this brief, each section includes: (a) basic background, (b) strategies to consider, and (c) an example of implementation in early care and education. (author abstract)

OTHERS

- **Center for Law and Social Policy. (2014). State child care subsidy policies that support Early Head Start-child care partnerships: A tool for states. Washington, DC: Center for Law and Social Policy.**

This tool offers a menu of key subsidy policies that would help children in partnerships get and keep child care assistance and support child care providers in the provision of high-quality infant toddler care. It can be used to identify a state’s current child care subsidy policies and strategize what state child care subsidy policy changes could be made, whether to work toward those changes in the short- or longer-term, and whether those changes need state gubernatorial action, legislative action, or an administrative or regulatory change. As states anticipate changes to the federal Child Care and Development Block Grant (CCDBG, also known as the Child Care and Development Fund or CCDF) program – either through new rules promulgated by the federal Office of Child Care (OCC) or through a Congressional reauthorization of CCDBG – this tool also helps forecast how state policies may be required to change as compared to current law. Is a “forecast” research? Let’s think about a separate section on tools. (author abstract)

- **Matthews, H., & Schmit, S. (2014). What state leaders should know about Early Head Start. Washington, DC: Center for Law and Social Policy.**
- This paper reviews 11 key aspects of how the federal Early Head Start program works. Each section includes considerations for state leaders, such as how other state systems relate to a particular aspect of EHS, or*

what types of policy changes states could consider to better coordinate and leverage EHS resources, including new dedicated funding for EHS-CC partnerships. Each section concludes with links to related online resources. (author abstract)

- **Wallen, M., & Hubbard, A. (2013). Blending and braiding early childhood program funding streams toolkit: Enhancing financing for high-quality early learning programs. Chicago, IL: Ounce of Prevention Fund.**

This toolkit is designed to provide state advocates and policymakers with strategies, tools, resources and options to make policy choices that facilitate the blending and braiding of funding streams to improve access to and length of children's participation in full-workday, full-year, high-quality early learning programs that benefit vulnerable young children and working families. (author abstract)

- **Matthews, H., & Schumacher, R. (2008). Ensuring quality care for low-income babies: Contracting directly with providers to expand and improve infant and toddler care. Center for Law and Social Policy.**

This paper explores the potential of contracts to address issues of supply and quality in the provision of infant and toddler child care. CLASP interviewed policymakers in five states to understand why and how they use contracts in their state child care subsidy programs for infant and toddler care. CLASP also interviewed representatives of contracted providers. We discussed their thoughts on whether and how contracts could be used to increase quality or supply of infant and toddler child care, as well as implementation challenges and their suggestions for policy changes that would improve the contracts approach. This paper presents the findings of these discussions and offers guidance for other states considering using contracts in this way. (author abstract)

HEAD START – CHILD CARE PARTNERSHIPS

UNIVERSITY AND RESEARCH ORGANIZATIONS

- **Lim, Y., Schilder, D., & Chauncey, B. W. (2007). Supporting parents through Head Start-child care center partnerships. Southern Public Administration Education Foundation.**
Partnerships between child care centers and Head Start can meet the increased child care needs of low-income parents that resulted from the welfare reform in 1996 and improve children's school readiness by providing full-day, full-year, and high quality child care services. They can also provide comprehensive services for low-income parents such as job training classes and employment referral services that will enhance parents' productivity and ease job searches. Using data collected from parents in Ohio (N = 1,605), we estimate the probability of a parent selecting a child care center partnered with Head Start based on several parent characteristics. We find that parents in job training programs, in school, searching for a job, and working long hours are more likely to choose partnership centers. Next, we examine what types of family comprehensive services are offered through Head Start and child care partnerships. We find that parents of children in partnership centers are more likely to receive information about employment enhancement services than parents of children in unpartnered centers. Moreover, the spillover effects of employment enhancement services suggest that the benefits of such services extend to a larger population. These Head Start -child care center partnership services help low-income families become self-sufficient, a goal that cannot be achieved through child care subsidies alone. Not only do low-income working parents benefit, but communities and the wider economy as well. (author abstract)

- **Schilder, D., & Chauncey, B. W. (2006). Child care/Head Start partnerships: Teachers at partnering centers report benefits of partnership. Newton, MA: Education Development Center, Center for Children and Families.**
The U.S. Department of Health and Human Services (DHHS), Office of Policy Research and Evaluation (OPRE) provided grant funding to researchers at Education Development Center, Inc. (EDC) to conduct a rigorous investigation of the impact of one type of partnership – formal arrangements between child care providers, which primarily provide support for families' workforce participation, and Head Start programs, which focus on children's early development. This research builds on existing research findings that partnerships between child care and Head Start are associated with improved benefits at the program level. Our study examines whether partnerships yield benefits for family child care providers, examines quality at the classroom level, and explores the relationship between partnership and children's school readiness. This report represents the findings from our study of partnerships called the Child Care Quality Project (Grant Number 90YE0077). (author abstract)

STATE AND LOCAL EXAMPLES OF EHS/HS-CC PARTNERSHIPS

GOVERNMENT

- **United States. Office of Child Care. (2011). Cross system collaboration: A fresh look at working together: Increasing access to quality early learning: State examples.** Washington, DC: United States Office of Child Care.

The Office of Child Care (OCC) requested this report to capture the spirit and themes that emerged from this meeting and participant discussions. Based on information shared at the meeting and further research by the author, emerging topics being discussed by States and communities seeking to build collaborative services include: (1) Aligning quality across programs using the highest standards and putting funding together creatively to minimize complexities for parents, providers, and teachers. (2) Ensuring that eligibility and payment rules allow for creative collaboration that improves quality and continuity. (3) Developing a continuum of comprehensive services taking into account the whole family and linked to where children are. (4) Expanding and building 0-5 expertise and ownership among stakeholders. (5) Working across sectors to continually improve the quality of both the collaboration and the services delivered. By no means are these ideas and examples shared in this report meant to be exhaustive; many other approaches exist in States and communities. The report concludes by describing some additional ideas meeting participants suggested for moving forward in collaboration and next steps in progress at the Federal level. (author abstract)

JOURNALS

- **Ontai-Brzebik, L., Hinrichs, S., Beard, M., & Wilcox, B. (2002). Improving child care quality in Early Head Start programs: A partnership model.** *Infant Mental Health Journal*, 23(1-2), 48-61.

Many Early Head Start (EHS) programs do not provide child care directly but instead contract with existing community child care agencies to provide services. Such arrangements challenge EHS programs to create unique ways to ensure quality in the child care component of the program. The current research project reports on the efforts of a partnership between an EHS program and community child care agency to improve child care quality. The goal was to systematically identify changes in quality made within the EHS program as the result of a system of monitoring and assessment carried out under the partnership. The current study utilized ITERS and Arnett scales to assess the quality of the community center-based infant child care at the beginning of the EHS program and nine months later. The results indicate a significant improvement in some areas of child care whereas other areas appeared to be more difficult to enhance with the current method. Additionally, differential areas of improvement were found between infant and toddler classrooms. The discussion

focuses on aspects of the partnership that most likely contributed to quality improvements. (author abstract)

- **Buell, M. J., Hallam, R. A., & Beck, H. L. (2001). Early Head Start and child care partnerships: Working together to serve infants, toddlers, and their families.** *Young Children*, 56(3), 7-12.

Family support literature indicates that child care programs can serve as a conduit for information on services and supports that families may need (Powell 1989; Lopez & Dorros 1999). Given resource constraints it is often challenging for child care programs to offer extensive support services to families. Partnerships between EHS and community-based child care groups allow both types of programs to expand the services they provide. A variety of partnerships can develop between EHS programs and child care programs. This article describes some strategies that have worked in our community in the development of formal partnerships between child care programs and our EHS program. (author abstract)

UNIVERSITY AND RESEARCH ORGANIZATIONS

- **Schilder, D. (2004). Child care quality: Does partnering with Head Start make a difference?** Newton, MA: EDC.

A three-year investigation of the relationship between Child Care/Head Start partnerships, observed quality, and children's school readiness, conducted in Ohio by the Education Development Center (EDC). The research expands on an existing study to examine: (1) under what conditions child care partnerships with Head Start are related to observed child care classroom quality; (2) whether there is a link between partnerships and children's school readiness; and (3) whether partnerships are associated with observed quality in family child care homes. The study uses data collected on environmental quality and child outcomes, through the use of observational and child assessment instruments, from 67 child care center classrooms, 673 children, and 135 family child care homes, all randomly selected. This research addresses critical questions about the effectiveness of coordination efforts and provides evidence about the outcomes of strategies designed to improve child care quality. (author abstract)

- **Schilder, D., Kiron, E., & Elliott, K. (2003). Early care and education partnerships: State actions and local lessons.** Newton, MA: Education Development Center, Center for Children and Families.

This report was developed by the Partnership Impact Research Project to learn about the nature of early care and education partnerships and their impact on quality and access to services. The project analyzes qualitative data in an existing database that was collected by the QUILT – Quality In Linking Together: Early Education Partnerships initiative. The project also collects new

quantitative and qualitative data from randomly selected child care and Head Start providers in Ohio to study the influence of partnerships on quality and access to services. (author abstract)

OTHERS

- **Capizzano, J., & Boyle, K. (2014). Deciding the state role in Early Head Start Expansion and Early Head Start-Child Care Partnership grants: What are the different levels of potential state involvement?. Boston, MA: Build Initiative.**

The recently released \$500 million Funding Opportunity Announcement (FOA) for Early Head Start (EHS) Expansion and Early Head Start-Child Care (EHS-CC) Partnership grants provides an opportunity to increase the supply of high-quality infant and toddler care within states. Through this initiative, eligible organizations are strongly encouraged to partner with center-based and family child care providers who agree to meet Early Head Start Program Performance Standards and provide comprehensive, full-day, full-year services for eligible infants and toddlers and their families. The initiative creates an opportunity for applicants to think creatively about bringing federal Early Head Start standards and funding together with state child care subsidy regulations and funding to improve the quality of care for infants and toddlers in child care settings. The Partnership concept, and the implementation challenges that come with it, are not new. The \$1.1 billion expansion of EHS through the American Recovery and Reinvestment Act created similar partnerships, and more generally, Head Start programs have placed contracted Head Start slots within child care programs for many years. Although the concept is not new, this specific opportunity provides the various administrators working within a state's early childhood system with the opportunity to think differently about how the state's early childhood efforts to support infant and toddler health, development and care relate to the federal EHS program. Although the federal to local funding structure of Head Start has historically caused significant state-level coordination issues, state participation in this Partnership opportunity can build upon the work started by Head Start State Collaboration Directors to create stronger connections and alignment between EHS and state child care systems and can facilitate more streamlined implementation of the Partnership model on the ground. This brief outlines different ways in which states can participate in EHS-CC Partnership grants. While states cannot be grantees in the Head Start program (which serves children three- to five-years old), states are eligible to become Early Head Start grantees. (author abstract)

- **Colvard, J. (2012). Expanding access to Early Head Start: State initiatives for infants & toddlers at risk. Washington, DC: Center for Law and Social Policy.** In 2008, ZERO TO THREE and CLASP released *Building on the Promise: State Initiatives to Expand Access to Early Head Start for Young Children and their Families*, which outlined the diverse ways states expanded upon or enhanced EHS services for infants, toddlers, and their families. At that time, the researchers found 20 states with some efforts to expand or enhance EHS services at the state level. This report provides updated information on how states are supplementing EHS four years later. (author abstract)

- **Schumacher, R. (2008). Building on the promise: State initiatives to expand access to Early Head Start for young children and their families. Washington, DC: Center for Law and Social Policy. Zero to Three. Policy Center.** Congress' reauthorization of Head Start and Early Head Start in 2007, when fully funded, will present new opportunities for building on and expanding EHS that states should capture. Some states have taken action to expand and enhance Early Head Start services for infants, toddlers, and their families. This brief is an in-depth study of these state efforts, and includes an analysis of the lessons learned from state experiences and recommendations to help other states expand the reach of Early Head Start. (author abstract)
- **Paulsell, D. (2003). Kansas and Missouri Early Head Start programs: Kansas City, Kansas, and Sedalia, Missouri. Zero to Three, 23(4), 17-26.** These case studies provide detailed descriptions of two Early Head Start programs: Project EAGLE, in an urban Kansas community, and the Children's Therapy Center, in a rural Missouri community. Features described include the child care partner recruitment process, partnership agreements, community initiatives supporting those partnerships, technical assistance training, and Child Development Associate (CDA) programs. Partnership successes are identified, such as increased child care access for low-income families and improved support for children with special needs. Challenges are reported in the areas of: quality improvement; coordination of funding streams; communication between families and staff; high teacher turnover rate; additional teacher duties required by the partnerships; and meeting the CDA requirement.
- **Paulsell, D., Cohen, J., Stieglitz, A., Lurie-Hurvitz, E., Fenichel, E., & Kisker, E. (2002). Partnerships for Quality: Improving Infant-Toddler Child Care for Low-Income Families. Washington, DC: Zero to Three.** This interim report describes what we have learned in the study's first year about promising strategies for building community collaborations and partnerships, as well as preliminary operational themes that may be helpful for programs, communities, and state and federal policymakers who seek to develop, implement, and support partnership strategies. Because Early Head Start has been at the forefront of efforts to promote the development of community partnerships – especially those with child care providers – to help meet the unique needs of families with infants and toddlers, the report examines these Early Head Start-child care partnerships in detail. (author abstract)

- **Pausell, D. (2002). Quality care for low-income infants and toddlers: A study of community strategies. *Zero to Three*, 22(4), 44-49.**
This study identifies and categorizes partnership agreements between child care providers and Early Head Start programs. These partnerships, which primarily address the use of subsidies, are presented as exemplary efforts to improve the quality and supply of infant-tod-

dlar care available to low-income families. Additionally, this report provides an overview of broader initiatives that include components that increase the availability of infant and toddler care for low-income families. The findings and discussion in this article are based on the first year of a multi-year study on collaborative and community-based initiatives to improve low-income families' access to quality infant and toddler care.

EHS/HS PARTNERSHIPS WITH FAMILY CHILD CARE

GOVERNMENT

- **United States. Office of Head Start; United States. Office of Child Care. (2011). Building Partnerships Between Early Head Start Grantees and Family Child Care Providers: Lessons from the Early Head Start for Family Child Care Project. Washington, DC: United States. Office of Head Start; United States. Office of Child Care.**
This report aims to capture the key lessons learned from the Early Head Start for Family Child Care project framework and to provide information to the field about strategies the partnership teams used to implement the framework at the local and state levels. In addition, this evaluation contributes to the growing bodies of research on (1) approaches to supporting quality in family child care and (2) initiatives designed to facilitate greater collaboration among organizations and systems with common goals. The report can be a useful resource for entities interested in forming partnerships between Early Head Start and family child care to create more seamless service delivery systems and, more broadly, any community interested in building partnerships to support collaboration and system development among early childhood providers. (author abstract)
- **United States. Office of Head Start. (2011). The Early Head Start for Family Child Care Project: Profiles of the partnership teams: Final report. Washington, DC: U.S. Office of Head Start.**
This report provides profiles for the 22 partnership teams. Each profile identifies the Early Head Start and child care partner agencies; highlights local and state initiatives designed to support quality in family child care; describes the team's targeted outcomes and key strategies implemented as part of the Early Head Start for Family Child Care project; and identifies the team's key partners. Each profile also lists contact information for lead staff on the partnership team. (author abstract)
- **United States. Administration on Children, Youth, and Families. Commissioner's Office of Research and Evaluation. (2000). Evaluation of Head Start Family Child Care Demonstration: Final report. Washington, DC: U.S. Administration on Children, Youth, and Families, Commissioner's Office of Research and Evaluation.**

In the fall of 1992 the Administration on Children, Youth, and Families (ACYF) funded 18 Head Start family child care demonstration projects for a 3-year period. The primary purposes of this evaluation were to determine whether services provided in the family child care homes met Head Start Program Performance Standards and to compare the outcomes for children and families participating in family child care homes with outcomes for those participating in center classroom-based programs. Each local site served two groups of 40 children who were randomly assigned to either family child care homes or center-based settings. After an initial planning and start-up year, staff at each project agreed to serve two cohorts of 40 four-year-olds in Head Start family child care. Eligibility was limited to parents who were either working, attending school, or in a job training program. This report focuses on the findings from the second cohort of children because the evaluation instruments were not approved in time for use at the beginning of the first cohort, considered a pilot. (author abstract)

JOURNALS

- **Buell, M. J. (2002). Caring for the caregiver: Early Head Start/family child care partnerships. *Infant Mental Health Journal*, 23(1-2), 213-230.**
This study explores the results of partnering with an Early Head Start program for four family child care providers. Providers reported on their perceptions of caregiving, the types of support they found useful from the program, and ways the Early Head Start program could better serve the community. Results indicate that providers feel that they benefited from their partnership with the Early Head Start program in both emotional and instrumental ways, that through the partnership they were able to enhance both the quality of their program and increase their sense of support and professionalism. These results are discussed in terms of supporting infant and toddler development by supporting providers. Policy recommendations are also given. (author abstract)

EVALUATING EHS/HS-CC PARTNERSHIPS

GOVERNMENT

- **United States. Administration for Children and Families. Office of Planning, Research and Evaluation. (2014). Preliminary findings from the literature review presented at the technical work group meeting for the Study of Early Head Start-Child Care Partnerships. Washington, DC: United States. Administration for Children and Families. Office of Planning, Research and Evaluation.**
The literature review is designed to guide the theory of change and measurement framework for the Study of Early Head Start-Child Care Partnerships and to inform future research and practice. The literature review is examining the following five research questions: (1) What are the characteristics and/or components of partnerships? (2) What are the potential benefits of partnerships to programs, providers, and families? (3) What are common barriers to forming and sustaining partnerships? (4) What factors may facilitate partnerships (such as funding supports, policies and procedures, technical assistance, or other infrastructure supports)? What are promising models or features

of partnerships that the research literature suggests have the potential to improve quality and support child development and family well-being? (5) What are the gaps of the existing literature? To answer these questions, we reviewed research on partnerships in the field of early childhood education, such as partnerships among Head Start/Early Head Start, child care, and state prekindergarten programs. The review included studies that examined two or more entities partnering to plan and implement direct early childhood care and education (ECE) services. We included journal articles as well as unpublished and non-peer-reviewed materials (such as project reports and white papers) published in the past 15 years (January 1, 1998 through December 31, 2013). We chose this timeframe to capture studies conducted since welfare reform was enacted in 1996, which included work and workforce development requirements for welfare recipients. This requirement meant that many more low-income families needed child care for infants, toddlers, and preschool-aged children while they worked or participated in education and training programs. (author abstract)