

# MEMORANDUM OF UNDERSTANDING

BETWEEN  
XXXXXXX  
AND  
XXXXXXX

This understanding is made and entered into this ## day of Month, Year by and between agency/district/program name, whose address is address, ((if applicable) hereinafter referred to as " acronym") and agency/district/program name, whose address is address, ((if applicable) hereinafter referred to as " acronym")

This Memorandum of Understanding or collaborative agreement outlines expectations and guidelines for working together in a partnership. Explain why (The purpose of this document is to build community partnerships between elementary schools, early childhood care and education providers, and other identified partners to ensure smooth transitions to Pre-K and Kindergarten) It is co-authored by individuals representing the agencies/districts/programs involved.

## 1. SCOPE OF WORK

- A. PURPOSE - Describe the overall purpose of the collaboration.
- B. WAYS OF WORKING TOGETHER - Outline the processes you will use to work together. Collaborative work frequently fails due to unclear processes for making decisions and managing work that involves shared, and at times overlapping, tasks and responsibilities.  
Components include:
  - Management structures
  - Decision-making protocols
  - Mechanisms for communicating
  - Technology usage (e.g., housing materials, video conferencing, webinars, collaborative workspaces, learning platforms)
- C. ROLES AND RESPONSIBILITIES - List the roles and responsibilities of the participating. Clarity about roles helps participants understand their responsibilities, holds them accountable for their commitments, and limits duplication of effort. It is possible that you may add additional staff after the MOU has been signed and the work has commenced. Outline expectations for adding new projects or staff (e.g., whether you

would allow activities to be adapted) to avoid misunderstandings.

- D. **ACTIVITIES AND OUTPUTS/MILESTONES** - Describe the activities you will conduct in a fair amount of detail, including steps within each activity. It takes a lot of work to iron out all the details at the outset, but comprehensive early planning makes it much more likely that you will be successful. Also describe anticipated outputs, such as materials produced, number of people served, or number of trainings provided. This will help you establish milestones that can be used to track progress in implementing activities. See *Appendix* for examples.
- E. **DATA SHARING** – Describe data from each partner which supports the transition process. What items are needed and how it will be used and shared. See *Appendix* for examples.
- F. **TIMELINES AND DURATION** - Establish timelines for each activity and for the duration of the collaborative agreement. The duration will vary depending on the intensity of the work. Some may be planned for a single year, while others may require several years.
- G. **OTHER POTENTIAL PARTNERS** - Identify other likely partners. Although not signers to the MOU, other agencies, districts, programs, and individuals who will be involved in your collaborative activities. These include:
- Recipients (Families/children)
  - Organizations and individuals who will help you implement activities. You may not know when you develop the MOU who all the partners will be, be sure to include as much detail as possible.
- H. **RESOURCE COMMITMENTS** - Determine the resources that will be provided by participants:
- Time and staffing
  - Financial
  - Other

(e.g., technology platforms, materials) This area will likely require work with each participant's home agency to determine mechanisms and requirements for such things as shared funding, budgeting, and subcontracts.

## 2. TERM OF AGREEMENT

This Agreement shall commence on Beginning Date and continue through Ending Date, with TBD additional TBD (numeric TBD) year renewal(s) by written mutual consent. *(If renewal option is not desired, then delete the reference to one.)*

## 3. COMPENSATION, PAYMENT AND FUNDING:

*Identify pricing and payment structure, if applicable.*

## 4. TERMINATION

Either party may terminate this MOU with *Number* days written notice. *(or other terms agreed upon)*

## 5. REPORTING REQUIREMENTS

Define the desired outcomes of the work and how you will evaluate them:

- What changes will you expect to see?
- What benefits do you expect from the collaboration?
- How will the outcomes be evaluated (e.g., survey, interview, observation)? Choose evaluation methods carefully. Evaluation can have a significant impact on time and fiscal resources. Be sure to balance what you need and want to collect with your available resources.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed by their duly authorized official or officers.

XXXXXXXX (agency/district/program)

XXXXXXXX (agency/district/program)

\_\_\_\_\_  
Agency Head                      Date

Title

\_\_\_\_\_  
Agency Head                      Date

Title

## *Appendix*

### **Activities/Milestones Examples**

Shared Professional Development  
Professional Learning Teams across programs  
Family and Student Transition/Orientation  
Curricular/Assessment Alignment  
Resources and Support for Parents and Early Childhood Stakeholders  
Resources and Support for Students  
Family Engagement Activities  
Teacher Visits across programs  
Shared Roundups or Health Fairs  
Shared Home Visits  
Shared Behavior Management Model  
Play and Learn Groups across programs  
Transition Camp

### **Data Sharing Examples**

Signed Family Consent may be required for sharing student level data

- Child ID
- Academic Scores
- Screening and Assessment results, including Ages and Stages Questionnaire
- Health Records
- Individual Learning Styles/Interests/Motivators/Likes-Dislikes
- IEP/IFSP
- Positive Behavior Management Strategies
- Family/Caregiver Dynamics and Contact Information

### **Potential Partner Examples (not limited to)**

School Districts  
Head Start Programs  
Pre-Schools  
Childcare Providers  
Parents/Caretakers  
Health Providers/Health Department  
Mental Health Providers  
Local Businesses  
Local Resource and Referral Agency  
Local Library  
Child and Family Community Groups  
Higher Education Resources  
Faith Based Organizations  
Private Schools