

Appendix G provides examples of local agreements.

Characteristics of a Strong Agreement

A clearly articulated agreement is critical for Local Educational Agencies (LEAs) and their local partners to effectively coordinate and deliver high-quality educational services. LEAs need to plan and discuss the terms of the agreement with each partner. At a minimum, the agreement should:

- Identify the parties involved;
- Outline the length or term of the agreement;
- Describe in detail the roles and responsibilities required of each party;
- Address the reporting requirements of all parties; and
- State how performance concerns will be addressed and what enforcement action will ensure that responsibilities are met.

In addition, a strong agreement should be able to address the unique needs of each partner and outline a process for making decisions and settling disagreements among the partners. Appendix G provides additional and more detailed characteristics of a strong agreement and examples.

Source: Adapted from U.S. Department of Health and Human Services' *Policy and Program Guidance for the Early Head Start-Child Care Partnerships (EHS-CCP)* and the model Memorandum of Understanding provided by the U.S. Department of Education to support early childhood governance in the administration of Race to the Top—Early Learning Challenge.

Implementation and Oversight

Once an LEA agreement is adopted by the school board or charter school board, ongoing outreach and offers of technical assistance to administrators and teachers at the school level will ease the implementation of the policy. The superintendent or other LEA leaders may want to consider a communications plan to all schools, local Head Start programs, local community-based child care, and preschool programs about the contents of the policy and resources for the school district or charter school to use to coordinate services.

School Role: Inform Implementation

School principals can support implementation of LEA-Head Start agreements by organizing their most appropriate school staff, such as early elementary and preschool teachers, assistant teachers and curricular leaders, to develop recommendations to district leaders about aspects of coordination that should be addressed. School personnel are well positioned to identify opportune areas for partnerships, such as data, standards, professional development, enrollment and recruitment, and effective strategies to carry out those connections. School staff and leaders can also improve this process by talking with Head Start and preschool parents about their transition, informational needs, interests, and experiences as their children prepare for school systems.