

APPENDIX G: SAMPLE MOUS/MOAS

The following examples of MOUs/MOAs between local educational agencies, Head Start, and other early childhood programs represent strong and actionable agreements designed to foster collaborative partnerships that support children and families as they enter the school system and staff as they work together to build a continuum of learning for students. Many of the examples are based on the requirements outlined in the federal Head Start Act or Elementary and Secondary Education Act; some take into consideration local and state needs and address other partnership priorities that extend beyond what is statutorily required. Below are issues to consider before drafting an agreement.⁵³ Also, for further context, refer to the guidance tools in the other appendices of this document.

Scope

- List the agencies and jurisdiction, as well as Head Start(s) and early childhood programs, to be included in the agreement
- Describe their relationship to the partnership
- Describe the beginning, middle, and end users of the agreement

Definitions

- Describe the operational and technical terms associated with the process to avoid confusion and uncertainty
- Address any community-specific terms or acronyms
- Provide multiple definitions when they differ between Head Start/early childhood programs and the school system
- Consider inclusion of definitions for each of these terms

Policy

- Clarify timelines
- Specify who authorizes resources
- Identify when resources should be used
- Cite relevant statutory and regulatory authority

Oversight and Compliance

- Describe the entity or entities that oversee and monitor the requirements of the MOU/MOA
- Articulate the responsibilities of each agency entering into the MOU/MOA
- Describe monitoring processes for MOU/MOA compliance
- Name who is responsible for ensuring that the MOU is followed and that personnel are trained appropriately

Updates to the MOU

- Name who has the authority to update or modify the MOU
- Describe how the MOU is updated or modified

⁵³ Adapted from Help Me Grow, *Guide for Writing a Memorandum of Understanding (MOU)*, <http://www.helpmegrow.ohio.gov/professional/~media/3EBF3E5E54EA46A68DFFE2EADF933703.ashx>

A Generic Memorandum of Agreement between Appropriate Local Education Agency and Local Head Start,
and Seasonal Head Start Agency

I. Parties to the Agreement

The Parties in this MOA are the (Name) local Head Start Agency; and (Name) Local School Districts.

II. Purpose(s) of - The purpose(s) of the Head Start-School District MOA are:

- a. To improve availability and the quality of services in (Name the geographic service area) for the Head Start agency's children, age three to school entry, and their families.
- b. To support children's optimal development and readiness for school entry and long term success.
- c. To address the unique strengths and needs of the local population, such as homeless families, children in foster care, migrant families, or non-English speaking families.
- d. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate.
- e. To promote further collaboration to reduce duplication and enhance efficiency of services.
- f. To define the roles and responsibilities of the named parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services.
- g. To coordinate a comprehensive system of activities, policies, and procedures among the named parties which guide and support their delivery of services to children and their families.
- h. To support ongoing communication and parent outreach for smooth transition to kindergarten.
- i. To coordinate staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development.

III. Authority

- a. Head Start's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start agency is mandated in the Head Start Act: Public Law 110-134, *"Improving Head Start for School Readiness Act of 2007."*
- b. The Head Start Act of 2007 requires that Head Start programs enter into a memorandum of agreement with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start agency.
- c. Head Start Program Performance Standards (HSPPS) regulations 45 CFR Chapter XIII Part 1307 requires all agencies to establish school readiness goals, defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten." (Part 1307.2).
- d. Head Start Act, SEC.642A. Head Start Transition and Alignment with K-12 Education [42U.S.C. 9837a] requires that each Head Start agency shall take steps to coordinate with the local educational agency serving the community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effective transitions.

- e. The District shall work with the Provider to meet the requirements of the state policies, and any state guidance from the SEA and shall compensate the Provider in accordance with this Agreement.
- f. State-funded preschool programs in each school district shall include the elements established in this chapter as essential for the implementation of a high-quality preschool program as a condition of receipt of preschool education aid. This shall include, but not be limited to, all positions, supports, services, materials and supplies. The school district shall ensure that preschool programs offered in-district and by contracted private providers and local Head Start agencies receiving preschool funding meet all applicable requirements.
- g. The district board of education shall ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible.
- h. The [Name of the Office of Early Learning in the SEA] has legal and programmatic responsibility for preschool programs. Working with preschool programs across the SEA, the [Office of Early Learning] is responsible for the development, implementation, and alignment of program components with a focus on standards, curricula, and assessment.

IV. Program Description and Service Area(s):

Head Start Program

- a. (Name of Head Start) offers a school readiness program for (number of children) ages three to school entrance within the geographic boundaries of (name boundaries). Name school districts within Head Start service areas and the number of Head Start children served in each school district.
- b. Head Start is a nationwide federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, and family engagement. Head Start preschool programs are for children from 3 to school entry and their families.
- c. Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each program must have a written agreement with local school systems or local education agencies to coordinate and collaborate to best meet the needs of children and families.

V. Guiding Principles

- a. Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool ages, may receive comprehensive services to prepare them for elementary school and to address any potential "achievement gaps."
- b. Develop successful linkages within the context of "the Every Student Succeeds Act of 2015," the Head Start Act (2007), State Code, Race to the Top and the Preschool Expansion grant, as applicable.
- c. Plan and implement strategies based on practice and research that have been proven to support children's school success.
- d. Respect the uniqueness of each locality's needs and resources.
- e. Promote the involvement of members of the early care and education communities.
- f. Share commitment, cooperation, and collaboration for a coordinated service delivery system.

VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation

The Parties agree to review and develop a plan of activities for the coordination, collaboration, alignment, and implementation of each of the following ten areas mandated by the Head Start Act of 2007.

Education activities, curricular objectives, and instruction

The [name of state] state-funded preschool programs and federally-funded Head Start programs must adopt a high-quality, research-based curriculum that provides learning goals and activities in key areas of children's development that reflect support for school readiness. School districts and Head Start programs should work collaboratively to meet state and federal regulations and maintain and enhance the quality of services to all children.

Parties agree to:

*** Implement a research-based early childhood curriculum that is aligned with the [name of State] Teaching and Learning Standards.**

- Strengthen and support collaborative partnership by sharing policies and procedures regarding transition, school readiness goals, parent engagement, home visits, special events, celebrations, multicultural experiences, etc.
- Strengthen and support effective practices, engaging interactions and environments in early childhood classrooms.
- Define and develop strategies to ensure high-quality preschool classrooms, which should include a well-organized and managed classroom, social and emotional support, and instructional interactions and materials that stimulate children's thinking and skills.
- Strengthen and support the home language of children while also helping children progress in the acquisition of English as expressed through vocabulary, listening, speaking, reading and writing.
- Develop a transition plan of developmentally appropriate curricula objectives and shared expectations for children's learning and development as they transition from preschool to kindergarten:
 - Hold joint meetings to discuss education planning and developing strategies
 - Work as educational partners
 - Identify electronic methods through which local transition teams may raise and address challenges as well as share successes and resources.
 - Utilize data from the [Name of State] Kindergarten Entry Assessment (KEA).
 - Hold parent orientations
- Make available the name of the curricula, screening instruments and child assessment tools that are currently being used in each program and establish transition protocols.
- Use *the Early Childhood Environment Rating Scale, 3rd Edition* (ECERS-3) data and other assessments in developing school readiness goals.

The Head Start program agrees to:

- Provide the district(s) the curricula name and the assessment tool used.
- Develop strategies to implement curriculum to fidelity.
- Provide an aggregated summary of child outcome data.
- Use the ECERS-3.
- Staff members will be trained to reliability on the ECERS-3.
- Work toward aggregate ECERS-3 scores of 5.00 or higher.
- Collaborate with school district in the development of a transition plan
- Develop strategies to increase high quality programs
- Hold joint meetings with school district staff members to discuss education planning and develop strategies to increase child outcomes
- Strengthen and support collaborative partnership by sharing policies and procedures.
- Hold joint professional development trainings.
- Have mutual respect for the school district and staff members.

The School District agrees to:

- Hold joint meetings with both Head Start staff members and school district staff members to discuss education planning and develop strategies.
- Collaborate and coordinate with Head Start programs
- Have mutual respect for the Head Start program and staff members.
- Participate in the development of the MOA between Head Start and school districts
- Hold joint professional development trainings
- Jointly collaborate to develop a transition plan with Head Start program.
- Hold joint meetings with Head Start programs to discuss education planning and develop strategies to increase child outcomes.
- Provide aggregate data of children leaving kindergarten.
- Develop strategies to implement developmentally appropriate kindergarten curriculum to fidelity.

Public Information Dissemination and Access to Programs for Families Contacting the Head Start Program or any of the Preschool Programs

We must ensure that families have the necessary information to access high-quality early care and education. This is especially critical for the state's most vulnerable children, who often fall behind their peers well before entering kindergarten. Head Start agencies shall collaborate and coordinate with public and private entities, to the maximum extent practicable, to improve the availability of quality services to Head Start children and their families.

Parties agree to:

1. Develop agreements of confidentiality and parent consent which will allow for the sharing of information between Head Start and school district's preschool programs.

2. Meet biannually to review registration processes to ensure the most vulnerable families are accessing quality services and examine community assessment data.
3. Promote parents' use of family-friendly versions of the preschool and family standards in multiple languages.
4. Establish and maintain communication channels between Head Start and their counterparts in the schools, including teachers, social workers, McKinney-Vento coordinators and health staff who facilitate programs.

Head Start program agrees to:

- Enroll homeless children
- Provide services for homeless children and their families
- Enroll foster care children
- Meet biannually with the district's McKinney-Vento Coordinator
- Develop recruitment strategies to include measured recruitment outcomes.

School District agrees to:

- Have ongoing communication with Family Services, Health Coordinators and the Education staff members to ensure quality services are provided to children and their families.
- Improve coordination for family services by scheduling regular meetings with the district's McKinney -Vento Coordinator, Social Service staff and Head Start Family Service Coordinator.
- Coordinate with Head Start programs regarding dissemination of information for families needing services and how to access the services.

Enrollment Priorities for Eligible Children to be served by Programs

Head Start grantees are legally mandated to be fully enrolled with eligible children from low-income families on the first day of school. Priority shall be given to children whose families receive family support services, child abuse prevention services, protective services, foster care services, services for children with disabilities, services for homeless children, and services for families whose first language is not English.

Parties agree to:

1. Develop joint enrollment, screening, and registration activities that are family-friendly and welcoming, and will meet the needs of the community.
2. Coordinate recruitment efforts to ensure that Head Start eligible children are enrolled in Head Start program.
3. Develop strategies to ensure Head Start programs meet their full enrollment mandate by September 1.
4. Collaborate on creating appropriate recruitment strategies and allow Head Start programs the flexibility of registering children at Head Start sites.
5. Discuss strategies to assist parents in the registration process to eliminate duplication of enrollment paperwork and appointments.

6. Share policies regarding child selection, enrollment, and notification practices that ensure all eligible children will be served by the appropriate programs and to ensure there will be no competition for children.
7. Refer families not eligible for Head Start to the local school district's preschool program.
8. Establish a procedure for child recruitment and referral to ensure that Head Start programs meet their funded enrollment, including children with disabilities, by the first day of school:
 - a. Designated staff of both parties will meet to develop procedures
 - b. Draft procedures will be reviewed by both parties
 - c. Procedures will be finalized within three months of the first meeting
 - d. Procedures will be reviewed and revisions made annually
 - e. Parties will be made aware of the number of children to be served in each program for the upcoming school year
 - f. Plans of any sites and classroom changes will be identified and shared.

Head Start Program agrees to:

- Coordinate enrollment activities to ensure full enrollment of Head Start program.
- Be the responsible entity for enrolling Head Start children and share completed recruitment packets with school districts.
- Refer families not meeting the Head Start eligibility to the local district's preschool or other providers.
- Meet with School District personnel to discuss enrollment policies and registration process to eliminate duplication of enrollment paperwork.
- Standardize paperwork to include district information.
- Reserve one or more slots for children experiencing homelessness or children in foster care for 30 days.
- Develop strategies to promote regular attendance and reduce absenteeism and share the strategies with the School District.

School District agrees to:

- Give the standardized enrollment packets to Head Start personnel to eliminate the need for families to enroll twice.
- Meet with Head Start personnel to discuss enrollment policies and registration process to eliminate duplication of enrollment paperwork.
- Refer families eligible for Head Start services.
- Ensure ongoing communication with district staff regarding Head Start program's recruitment policies.
- Refer to the [Name of State] Department of Education website on recruitment and enrollment policies.
- Develop strategies to promote regular attendance and reduce absenteeism and share the strategies with the Head Start grantee.

Definition of Services Areas

Each Head Start grantee is legally mandated to serve a designated geographic area from which all recruitment, selection, and enrollment must be conducted based on program's community assessment.

Head Start grantees are serving children in multiple districts; therefore, holding meetings to develop consistency and continuity in the curricula objectives and school readiness goals for children’s learning and development within the Head Start grantee must be assured.

Parties agree to:

1. Identify barriers to a coordinated delivery system and consider strategies to overcome such barriers.
 - a. Each party will assign individuals to identify current and possible future barriers.
 - b. Through discussion, jointly design specific strategies to overcome barriers.
2. Enhance efficiency of services to eligible children by reducing and/or avoiding the overlapping and duplication of services (while maintaining compliance with all Head Start regulations):
 - a. Meet to determine which services are being duplicated or overlapped and make adjustments.
 - b. Develop a listing of educational and non-educational services offered.
 - c. Develop a system for sharing services.
 - d. Complete the system for sharing services within two months of the first meeting.
 - e. Update and revise the system annually or as needed.

Staff Training, Including Opportunities for Joint Staff Training on Topics such as Academic Content Standards, Instructional Methods, Curricula, and Social and Emotional Development

Key components for the development of a highly skilled workforce include professional development and ongoing training. Joint staff training and professional development will ensure highly qualified and effective staff to assist young children and their families.

Parties agree to:

Participate in the *[Name of State] Workforce Registry*, a statewide system for tracking professional development and work experience.

Promote the sharing of professional development and training opportunities based on Quality Rating and Improvement System (QRIS) data.

Provide joint trainings for school district and Head Start staff members on topics reflective of program assessment data, e.g. ECERS, curriculum fidelity tools, CLASS, performance-based assessment and child outcome data.

Support the establishment of professional learning communities composed of both Head Start and school district preschool teachers as a professional development avenue.

Head Start agrees to:

- Provide orientation that focuses on program goals, philosophy of the program, and program implementation.
- Assess all education staff to identify strengths, areas of needed support, and provide coaches for staff.
- Utilize a coach with adequate training, including completion of the Role of the Master Teacher training series offered by the *[Name of State] Department of Education*, and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals.

School District agrees to:

- Provide joint professional development trainings and invite Head Start staff to professional development that is offered to district and contracted provider preschool staff.
- Establish a professional development team to include Head Start staff members.
- Coordinate professional development trainings with Head Start programs.
- Provide curriculum and assessment training to Head Start staff members (when the Head Start agency and the district implement the same curriculum).

Program Technical Assistance

Technical assistance is the provision of targeted and customized support by a professional(s) with subject matter and adult learning knowledge and skills to develop and strengthen practices, knowledge, application, or implementation of services by recipients.

Provision of Additional Services to Meet the Needs of Working Parents, as Applicable

Many low-income working parents may need before and/or after child care services. Additional services may also be required to ensure the overall well-being of children and families.

Parties agree to:

Collaborate with County Councils, Child Care Resource and Referral Agencies, and Department of Social Services.

Communication and Parent Outreach for Smooth Transitions to Kindergarten

Variations in prior experience to school entry and increasingly higher educational expectations at younger ages make the transition to kindergarten particularly challenging for many young children and their families. While it is important for districts and Head Start programs to prepare teachers, children, and their families for this transition, it is even more critical that districts and Head Start programs intentionally provide seamless supports for all children as they move to kindergarten.

Head Start agrees to:

- Develop a parent survey regarding kindergarten transition.
- Create a transition leadership team to include school district personnel and parents.
- Develop transition leadership plan with School District personnel.
- Host training for staff to work with families and school district personnel.
- Host transition to kindergarten activities for families and school districts

School District agrees to:

- Participate in the transition leadership team.
- Develop transition plan with Head Start staff members.

- Host a welcome to kindergarten activity in May for new children and their families.
- Ensure a smooth transition to developmentally appropriate practice (DAP) kindergarten for all new children and their families.

Provision and Use of Facilities, Transportation, and Other Program Elements

Head Start grantees and school districts share resources to avoid duplication of program elements and to use provisions efficiently.

Head Start agrees to:

- Provide a list of Head Start sites, including the number of Head Start classrooms within the district.
- Provide a contact list of Head Start personnel and their titles.
- Provide information on transportation policies and services.
- Coordinate transportation for children with disabilities.

School District agrees to:

- Coordinate transportation services.
- Provide a list of available classroom space for Head Start programs to utilize, if applicable.
- Provide information on building new in-district preschool buildings.

Other Elements Mutually Agreed to By the Parties

As time and situations change, Head Start grantees and school districts shall meet to discuss such situations and mutually agree upon ways to address them. At the time of this MOU, Head Start agencies and school districts have mutually agreed on the following elements:

Head Start program and local school district will be trained in the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children and share the responsibility of jointly ensuring enrolled preschoolers who exhibit persistent behavior or learning challenges receive the necessary support for success in kindergarten classrooms.

In this section, Head Start programs and local school districts should discuss situations, mutually agreed-on ways to address them, and add those here as appropriate.

Local school districts shall share child assessment data with Head Start programs each year from kindergarten through third grade.

- Head Start program staff will be trained in the ECERS-3.
- School Districts and Head Start programs will work collaboratively to coordinate services to avoid duplication.

Confidentiality

All Parties acknowledge confidentiality requirements that each must follow regarding informed parental consent and the sharing and release of personally identifiable information regarding children and families. Each Party to this MOU will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records and that applicable State and Federal laws for excise of the rights be strictly followed. The Family Education Rights and Privacy Act (FERPA) will be followed. (See 34CFR303.460)

Dispute Resolution

The Parties will create a process to work collaboratively toward the resolution of disputes or differences and to solve problems. The process will include timelines for regular meetings to review the implementation of the MOU.

Review and Amendments

The parties will jointly review the MOU annually and more frequently when laws or regulations are amended that significantly impact the MOU or when a Party requests a formal change. Any proposed amendment or modification to the MOU shall be submitted to the other Party at least thirty days prior to formal discussion or negotiation. All Parties must concur on any amendments.

Effective Date

The MOU will become effective immediately after being signed and dated by all parties. By signing the MOU, the Parties agree to the terms. The signed MOU will be binding on all successors of the Parties to the MOU.

SIGNATURES



HOWARD COUNTY PUBLIC SCHOOL SYSTEM EDUCATIONAL PARTNERSHIP DECLARATION

between

Howard County Office of Children and Families,
Howard County Licensed Child Care Centers

and

Howard County Public School System

Vision

The vision of the community partnership between the Howard County Office of Children and Families, Howard County Licensed Child Care Centers, and Howard County Public School System is that all students are physically, socially, emotionally, and intellectually ready to thrive in kindergarten.

Mission

The mission of the community partnership between the Howard County Office of Children and Families, Howard County Licensed Child Care Centers, and Howard County Public School System (HCPSS) is to encourage collaboration and communication, and together be able to provide a range of experiences and opportunities to familiarize students with the school environment and their community while developing a readiness for school.

This partnership agreement has been reviewed and all activities have been approved by HCPSS Offices of Risk Management, Elementary Curricular Programs, and School Administration.

Objectives

The Howard County Office of Children and Families will participate on the Transition to Kindergarten workgroup and collaborate with HCPSS to promote the initiatives of this agreement and other school readiness strategies to local Howard County child care programs.

The Howard County Licensed Child Care Centers, as identified by the Maryland State Department of Education Office of Child Care [Region 6 \(Howard County\)](#), may participate in any or all the activities listed below.

- Refer families that may be eligible to Howard County Public School System Pre-K (www.hcpss.org/schools/pre-k-programs/), and inform families of additional HCPSS resources, programs, and opportunities.
- Collaborate with the HCPSS Office of Early Childhood Programs (www.hcpss.org/enroll/kindergarten) to prepare child care center students with the knowledge, skills, and behaviors necessary to participate and succeed when they begin elementary school.

- Work with child care center families to identify which elementary schools their children will be attending (<https://schoollocator.hcpss.org/SchoolLocator/>).
- Access HCPSS curriculum and instructional resources and offered professional learning opportunities, as appropriate.
- Share information about kindergarten registration and readiness opportunities with child care center families, e.g., HCPSS Road to Kindergarten, Howard County Library System’s Kindergarten, Here We Come!, Howard County’s Children’s Discovery Fair, etc. Volunteer at county-wide school readiness events as appropriate and scheduling allows.
- Provide completed HCPSS Learning Progress Forms to the HCPSS Office of Early Childhood Programs in order to communicate information about incoming kindergarten students to applicable HCPSS teachers. The child care center will obtain parent permission prior to sharing any student information and will be available to answer questions as needed.
- Partner with the local elementary school to:
 - o Become a part of the school community by subscribing to the school newsletter (<https://subscriptions.hocoschools.org/>) and keep families informed of relevant information.
 - o Introduce child care center teachers to the kindergarten teachers and provide opportunities for the child care center teachers to observe a kindergarten class.
 - o Invite HCPSS kindergarten staff to child care center events, as appropriate.
 - o Schedule a spring tour of the school for the child care center students who will be attending kindergarten the next school year.
 - o Volunteer in early childhood classrooms and attend school events as appropriate and scheduling allows.
 - o Write letters and/or use technology to remotely visit and learn about kindergarten.
- Host and/or participate in Learning Parties.
- Explore opportunities with the HCPSS Academic Offices [Gifted & Talented, Career and Technology Education, Work Study, etc. (www.hcpss.org/about-us/partnerships/programs/)] to provide internship opportunities for highly motivated, qualified high school students.

Howard County Public School System may:

- Refer families that do not qualify for Pre-K to the Howard County CARE line (www.howardcountymd.gov/careline) so that they can find other high quality programs, and inform families of additional resources, programs, and opportunities within the county.
- Lead the Transition to Kindergarten Workgroup comprised of various community stakeholders including members of the child care community.
- Collaborate with Howard County Licensed Child Care Centers to help ensure that child care center students start school with the knowledge, skills, and behaviors necessary to participate and succeed in kindergarten.
- Provide access to HCPSS curriculum and instructional resources and professional learning opportunities, as appropriate.

- Offer child care center teachers the opportunity to volunteer at various county-wide events that support transition to kindergarten and school readiness, e.g., HCPSS Road to Kindergarten, Learning Parties, Howard County’s Children’s Discovery Fair, etc.
- Receive and make use of Learning Progress Forms sent by child care center teachers. Contact the appropriate child care center teachers as necessary to gather additional information.
- Inform elementary schools of the opportunities to partner with local child care center(s) in ways such as:
 - o Being aware of the child care centers located within the school boundaries as well as child care centers outside the boundaries that send a significant population to the school.
 - o Notifying child care center families of school events appropriate for kindergarten transition during the spring and summer prior to the start of school (e.g., Parent Information Sessions, Spring Picnics, Summer Playdates, Orientation, etc.).
 - o Encouraging the child care center staff and kindergarten staff to meet to share ideas and information about how best to prepare the incoming kindergarten students for success at elementary school; invite child care center administration and/or teachers to observe a kindergarten class.
 - o Welcoming child care center staff to volunteer in kindergarten classrooms or at events (e.g., Learning Parties).
 - o Encouraging kindergarten classes to write letters and/or use technology to remotely visit a child care center to share information about typical kindergarten environment and practices.
- Issue a press release to announce the signing of a partnership between Howard County Licensed Child Care Centers and HCPSS.
- Invite Howard County Licensed Child Care Center representatives to the Howard County Public School System Annual Partnership Celebration.
- Recognize the partnership with Howard County Licensed Child Care Centers in the *Howard County Public School System Educational Partnerships Annual Report*.
- Ensure that the partnership follows all Howard County Board of Education policies and procedures.

Performance Measures

The partnership objectives above are aligned with the strategic plan of the school system, *Vision 2018: Fulfilling the Promise of Preparation* and will be evaluated using the following performance measures mutually agreed upon by the *Howard County Licensed Child Care Centers* and *Howard County Public School System*:

- Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
- Track each year the number of Howard County Licensed Child Care Center programs and teachers participating in kindergarten transition events.
- Improve Kindergarten Readiness Assessment (KRA) scores for all students, as well as certain student groups and prior care categories.

This partnership agreement emphasizes the following goals, outcomes, and strategies:

Goal 1: Students

Outcome 1.7: Schools support the social and emotional safety and well-being of all students. (1.7.7)

Goal 2: Staff

Outcome 2.1: Staff members experience a culture of trust, transparency, and collaboration. (2.1.2)

Goal 3: Families and the Community

Outcome 3.2: HCPSS is strengthened through partnerships. (3.2.1)

HCPSS welcomes the opportunity to partner with many types of businesses and organizations. A partnership, however, does not constitute promotion or endorsement by HCPSS for any partner's causes, ideas, web sites, products, or services.

The Howard County Public School System does not discriminate on the basis of race, color, creed, gender, age, national origin, religion, sexual orientation, or disability in matters affecting employment or in providing access to programs.

We, the following, do fully agree to the above stated partnership agreement between Howard County Licensed Child Care Centers and the Howard County Public School System on this the 15th day of June in the year 2017. The agreement shall remain in effect until such time that either party provides 10 days notice of its intent to terminate the partnership.

Memorandum of Understanding

between

Kitsap Community Resources Early Learning and Family Services

And

Bremerton School District (WA): Naval Avenue P-3 Early Learning Center/West Hills Elementary School

More than simply attaching a preschool to an elementary school, Kitsap Community Resources (KCR) and Bremerton School District (BSD) are committed to a partnership of shared space, resources, and aligned curriculum, assessment and quality instructional practices to provide a strong PreK-3 foundation for our shared families. The Naval Avenue Early Learning Center serving birth to third grade children and families and the West Hills Elementary School serving PreK-5th grade are living examples of our commitment to our children and families.

It is the intent of KCR and BSD to provide seamless education services to children and families as they transition from PreK-K through Third Grade. KCR, as the early learning provider, will offer early instruction in the Naval Avenue School and West Hills Elementary, working in full collaboration with BSD staff to ensure the following:

- KCR representation on the Early Childhood Care and Education Leadership group, Bremerton School District representation on the KCR Board;
- Use of early childhood, birth through third grade, instructional practices that take into account the latest neuroscience and how young children learn;
- Aligned curriculum including, but not limited to literacy, math, positive behavior supports, and handwriting;
- Teaching team planning including KCR and BSD staff on a regularly scheduled timeline;
- Establish patterns of engagement (child, family, and community) in school and learning;
- Develop and support social/emotional resilience skill building for all children through use of Second Step, DECA, and positive Behavior Supports in collaboration with School Psychologist;
- Provide qualified Teaching staff;
- Staff participate in monthly professional development;
- Children participate in monthly goal setting celebrations;
- Establish and maintain classroom environments that are appropriate to developmental levels of children, and are safe, secure, and conducive to learning;
- Evaluation of child progress each year ensures teachers are knowledgeable and accountable for adjusting curriculum for continuous improvement;
- Annual assessment at each grade level from Preschool through Third grade at the start of the school year and again in the Spring;
- Results celebrated and feedback given at each grade level for current year and prior year to inform adjustment to teaching practices;
- Pass the Baton model of transitions at each grade level through Teaching team information sharing meetings;

- Pre-school staff will provide Kindergarten staff with individual child *What Your Child Knows* information as part of the Pass the Baton transition process;
- Pre-K + Full Day Kindergarten + Grades 1,2, & 3 adjusted curriculum for skill retention;
- Pre-school participation in all school events including assemblies, library, music, and physical education;
- The School Principal, Kindergarten staff, and School Psychologist will regularly visit the Pre-School classroom to establish ongoing relationships with children;
- KCR staff will adhere to all established school protocols with regards to dress code and professional campus behaviors;
- KCR Family Development Specialist collaborates with School Psychologist to develop and implement family activities, trainings, and supports;
- KCR staff participate in school functions such as Open House, Curriculum Night, and Tissues & Tears (Kindergarten Entry Event).

KCR and BSD agree to continue with Memorandum of Understanding as being accurate and correct for the continuing school year unless one or both parties request changes. If there are no changes, both parties mutually agree to initial and date the existing agreement thus maintaining continuous service.

“CHILDREN FIRST, A VISION FOR ALL”

A Memorandum of Understanding Between the Maryland State Department of Education and the Maryland Head Start Association for Developing Successful Linkages Between Head Start and Public Schools

I. Parties to the Memorandum of Understanding (MOU)

- A. Maryland State Department of Education, an agency of the State of Maryland, hereafter referred to as “MSDE”; and
- B. Maryland Head Start Association, an organization of Head Start and Early Head Start administrators, staff, parents, and friends of Head Start programs, which are locally administered, hereafter referred to as “Head Start”; and

Hereinafter, MSDE includes the Maryland State Department of Education and the Division of Early Childhood Development. Head Start includes the members of the Maryland Head Start Association.

II. Purpose of MOU

- A. To work together effectively to improve outcomes and provide opportunities for children birth through five to experience school success
- B. To promote collaboration among the parties and their local counterparts
- C. To encourage and support the development of local and/or regional agreements between public school systems and Head Start programs.

III. Authority/Program Description

- A. The Maryland State Department of Education is an agency of the State of Maryland governed by the Education Article of the Annotated Code of Maryland
- B. The authority for Head Start is found in Head Start Act, as amended, 42 USC 9801 et seq. Head Start and Early Head Start are federally funded, comprehensive child development programs for low-income families with children from birth to age five, pregnant women, and children with disabilities.

IV. Guiding Principles

- A. Create and maintain a meaningful partnership to ensure acceleration of school readiness and eliminate the “achievement gap”
- B. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9801, et seq.), and the Bridge to Excellence as codified in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland
- C. Plan and implement strategies based on practice and research that have proven to support children’s school success

- D. Plan and implement strategies that improve the health, education, and well-being of low-income children and their families
- E. Encourage and support the development of local and/or regional agreements that incorporate the guiding principles and strategies included in this MOU
- F. Respect the uniqueness of each locality's needs and resources when promoting local and/or regional agreements
- G. Promote the involvement of all other members of the early care and education community
- H. Incorporate by reference all provisions of the Memorandum of Agreement between the Maryland State Department of Education, the Maryland Infants and Toddlers Program, Head Start, Early Head Start, and Migrant and Seasonal Head Start

V. **Joint Planning Actions**

- A. Support the development and renewal of regional and/or jurisdiction-specific agreements that model this MOU
- B. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other's programs
- C. Promote effective and efficient use of facilities and space utilization to meet prekindergarten requirements of the Bridge to Excellence in Public School Act
- D. Establish on-going planning process for mutual issues
- E. Evaluate measurable results of this MOU and children's progress according to existing data
- F. Institute a reciprocal process whereby Head Start and public school representatives would participate on early childhood planning committees
- G. Coordinate recruitment of eligible children to maximize services and avoid duplication
- H. Incorporate strategies that address the needs of children with disabilities, homeless children, and non-English speaking children
- I. Document and disseminate collaboration successes and best practices
- J. Market the MOU that articulates the vision of the partnership, "Children First, A Vision for All" to Head Start, public schools, other early care and education partners, parents, and the community.

VI. **Articulation Agreement**

- A. Establish effective transition procedures and practices
- B. Plan joint meetings for national and/or state program accreditation
- C. Establish a curriculum articulation process, including joint professional development, between Head Start and the prekindergarten to grade 12 system (i.e., Maryland Model for School Readiness, Voluntary State Curriculum, and the Head Start Child Outcomes Framework)
- D. Align curricula, assessment, and accountability measures in preschool with kindergarten
- E. Coordinate calendars of events and professional development to reinforce collaboration

- VII. **Family Involvement:** All parties to this agreement will encourage local agreements that address on-going communication between parents and teaching staff and continued and enhanced family support as children move from Head Start to public schools through strategies that include, but are not limited to:
- A. Holding joint meetings and activities for families whose children attend public prekindergarten and Head Start programs
 - B. Developing a process for Head Start parents to work with school staff on School Improvement Team
 - C. Assessing the extent of parental involvement in public schools of Head Start parents and provide outreach, as needed
 - D. Planning joint Head Start/Public School parent events
 - E. Developing articulation meetings between families, parents, counselors and school point persons to discuss transition and share information on the different programs and services available
 - F. Creating shared and consistent goals for dually enrolled children and families
 - G. Holding regular, interactive parent-teacher meetings that address the needs of each student who is dually enrolled or receiving services from the public schools, including children with disabilities and non-English speaking children
 - H. Scheduling on-going parental meetings to document children's progress
- VIII. **Joint Staff Development:** All parties to this agreement agree to encourage Head Start programs and public schools to:
- A. Include each others' staff in applicable training opportunities, including, but not limited to, the Maryland Model for School Readiness and other professional development opportunities
 - B. Offer appropriate credit/credentialing for joint professional development
 - C. Work with colleges to review and align early childhood coursework between MSDE, community colleges, four-year colleges, and the Division of Early Childhood Development
 - D. Jointly plan training based on needs assessments
 - E. Identify and disseminate successful staff development and instructional practices
 - F. Identify and disseminate opportunities for shared resources
- IX. **Collaboration:** Under the following circumstances, MSDE will provide resources to Head Start to support the Head Start State Collaboration Project by:
- A. Conducting, compiling, and analyzing an annual needs assessment with respect to collaboration, coordination, and alignment of services and curricula
 - B. Based on the needs assessment results, developing a strategic plan to enhance the collaboration of Head Start services with public schools and other entities providing early childhood education and development services
 - C. Planning and delivering an early childhood track at the Maryland Head Start Association conference
 - D. Planning and conducting meetings and events to promote collaboration around the provision of comprehensive services and improvement in the quality of instruction

- E. Representing the MHSA and the Head Start State Collaboration Project at selected meetings and events
 - F. Performing agreed upon services, including meetings and facilitation, that enhance Head Start partnerships with local school systems
- X. **Implementation**: All parties to this agreement will encourage local agreements that identify a mechanism or mechanisms for on-going Head Start and public school communication, including, but not limited to, creating or using an existing steering committee with Head Start and public school representation.
- XI. **Termination for Default**: If either party fails to fulfill its obligations under this Agreement or otherwise violates any provisions of the Agreement, the Agreement may be terminated by written notice to the defaulting party. The notice shall specify the acts or omissions relied upon as cause for termination.
- XII. **Termination for Convenience**: Performance under this Agreement may be terminated in accordance with this clause in whole, or from time to time in part, whenever either party shall determine that such termination is in the best interest. It is understood that this Agreement may be terminated for the convenience of the parties or for performance deemed to be unsatisfactory.
- XIII. **Modification**: This Agreement may be modified as MSDE and Head Start mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.
- XIV. **Term of Contract**: The term of the Agreement shall be three (3) years from the date this Agreement is executed. This Agreement may be renewed as MSDE and Head Start mutually agree in writing.

XIV. **Signatures**

AGREEMENT BETWEEN
Local PUBLIC SCHOOLS
AND
Local/HEAD START

PURPOSE

The purpose of this agreement is to describe the responsibilities of each agency and to provide guidance for coordination and cooperation between local education agencies and Head Start in order to:

1. Assure that children in need of special education or special education and related services receive appropriate services for which they are eligible; and
2. Assure quality programs and reasonable and appropriate services through the joint utilization of resources.

RESPONSIBILITIES

The [Name] Public Schools are required to:

1. Locate, identify and evaluate all children birth to twenty-one residing within their boundaries who may have a disability.
2. Provide a multidisciplinary evaluation.
3. Provide special education services and related services to all eligible children, as determined by the local placement committee and as described on their Individualized Education Program (IEP) or Individual Family Service Plan (IFSP).
4. Assure that whenever appropriate the IEP/IFSP will include instruction for parent(s)/guardian(s) to assist in accomplishing the goals and objectives of the IEP/IFSP.
5. Assure that procedural safeguards and confidentiality of information are provided to eligible children and their parents.
6. Facilitate the transition of eligible children between their preschool program and the K-12 system.

Head Start is required to:

1. Recruit, enroll and serve eligible children. Ten percent of Head Start enrollees must be children with an identified disability. **Provide to the LEA by December 1, annually the number of children receiving services under IEPs.**
2. Refer children suspected of having a disability to the child's School District for evaluation. **[1308.4 (L)]**
3. Insure completion of health screening/assessment (medical, dental, nutritional, and developmental) not performed by the local education agency, as part of the evaluation for determining if a disability is present.
4. Collaborate with the local education agency in the multidisciplinary evaluation, IEP development, and the implementation of the portions of the IEP/IFSP identified for the Head Start Program, the IEP/IFSP annual review, and the transition process.
5. Insure that procedural safeguards, including confidentiality of records are provided for all children with disabilities and their parents.
6. Offer a support system for families of children with disabilities through training, information and social support to enable parents to advocate for their child.

AREAS OF COORDINATION AND COOPERATION [1308.4 (L)]

1. Information on children enrolled in Head Start and/or jointly enrolled children will be shared with written consent of the parent/guardian. This information would include the Head Start Diagnostic Reporting Form, evaluations, developmental screenings, IEP/IFSP, etc. in accordance with the Head Start Performance Standards 45CFR Part **[1308.4 (L)]**.
2. A copy of a Head Start Referral and Treatment Record will be sent to _____ Public Schools when referring a child for further evaluation. Upon completion of the evaluation, the school will complete and return the Head Start referral form with notification if special services are necessary.
3. _____ Public Schools may refer eligible children to the Head Start program either orally or in writing at any time throughout the year.
4. _____ Public Schools may request a Head Start representative to attend the IEP/IFSP meeting of a child being considered for Head Start enrollment to explain Head Start services. All information shared will remain confidential.
5. _____ Public Schools will notify Head Start either in writing, electronically or by phone of Placement Committee Meetings, IEP/IFSP Meetings or IEP/IFSP Review Meetings for any child receiving joint services.
6. An IEP/IFSP will be collaboratively developed for each jointly placed child identified with a disability at a staffing which includes the child's parent or legal guardian, public school staff, Head Start staff and other appropriate service providers.
7. Services for jointly placed children with disabilities including the purchase of necessary equipment may be cooperatively shared as agreed upon at joint IEP meetings.
8. Staff working with jointly placed children with disabilities will meet on a monthly basis.
9. Planning for the transition of each child with disabilities will be discussed during the IEP/IFSP review. **[1308.4 (L)]**
10. _____ Public Schools staff may be used on a consultation basis for children served in Head Start inclusive of preschool psychological screening, assessments and observations. Written recommendations provided by _____ Public Schools staff would be used by the teaching staff to meet the individual needs of the child/children. All information will remain confidential.
11. The development and implementation of an annual screening process for three and four year olds utilizing _____ Public School staff and Head Start staff will be cooperatively arranged each year. **[1308.4 (L)]**
Suggestions for collaboration:
_____ Public School and the Head Start Program will coordinate screening efforts by:
 - a. Sharing staff and facilities for joint screenings.
 - b. Coordinating the instruments and procedures to be used.
 - c. Informing and including parents in the screening process.
12. _____ Public Schools and Head Start agree to share information on training and in-services to facilitate joint training whenever appropriate. **[1308.4 (L)]**
13. This agreement will be reviewed annually or as necessary. We the undersigned agree to follow this agreement for coordination and cooperation.

Superintendent of School District

Director of _____/Head Start

Date

MEMORANDUM OF UNDERSTANDING

Between

_____ **School District**

And

Head Start Program

This Memorandum of Understanding is for the purpose of coordinating mutually beneficial activities of the parties involved to provide better services for children and families served. Services to be provided August 15, 2012 through May 31, 2013.

HEAD START WILL:

**xxxxxxx COMMUNITY
SCHOOL DISTRICT WILL:**

I. Educational Activities, Curricular Objectives, Instruction

Provide certified teachers meeting Head Start and state-funded 4-year-old preschool requirements	Provide certified teachers meeting Head Start and state-funded 4-year-old preschool requirements
Provide teacher associates to meet Head Start requirements	
Provide Area Manager to monitor classroom to ensure Head Start performance requirements are met.	Provide one-on-one aides as required
Contact District for assistance in finding certified subs if needed	Provide assistance finding substitutes who meet qualifications
Provide supervision of Head Start staff	Provide supervision of district staff
Implement Head Start Performance Standards and Creative Curriculum	Reinforce implementation of Creative Curriculum and Head Start Performance Standards
Provide preschool services for children ages 3 and 4 by September 15 th based on agreed upon schedule of hours and days to meet program requirements	Assist with calendar coordination including hours/ days and snow day cancellations
Provide developmentally appropriate equipment and supplies to meet curriculum requirements	Provide supplies as mutually agreed upon
Teacher to provide 2 home visits and 2 conferences each year for each family	Teacher to provide 2 home visits and 2 conferences each year for each family
Teachers to complete requirements for monthly nutrition activities and daily tooth brushing.	Teachers to complete requirements for monthly nutrition activities and daily tooth brushing.
Provide mental health professional to complete observation/report twice a year	Permit mental health professional to complete observation/report twice a year

II. Public Information Dissemination and Access

Recruit age eligible children	Assist with recruitment
Notify families of acceptance	
Communicate with district to determine placement of children in classrooms	Communicate with Head Start to determine placement of children in classrooms

III. Selection Priorities

Enroll up to 16 children meeting income guidelines in Head Start	Support established enrollment process
Enroll up to 24 Universal Pre-K students. Provide voluntary preschool services to children not enrolled in Head Start who are 4-years-old by September 15.	
Provide 3 year old preschool services as enrollment allows	
Class size not to exceed 20 students	Class size not to exceed 20 students

IV. Service Area

Serve families in xxxxxx County	Serves children in xxxxx Community School District
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V. Professional Development

Provide training and technical assistance on Creative Curriculum, Second Step, a Violence Prevention Curriculum, Positive Behavioral Interventions and Supports (PBIS), CLASS, and other curriculums provided by Head Start	Orient District teacher to District policies/ procedures.
Provide general Head Start orientation	Invite Head Start to area wide professional development day when appropriate
Orient Head Start employees	Send staff to Head Start training as needed/ appropriate

VI. Program Technical Assistance

Provide technical assistance on curriculum	
Provide technical assistance on Head Start requirements	
Enroll in GOLD data base with the state wide program	Provide technical assistance on district requirements
Provide school readiness reports up to 3 times a year as requested	Request required reports from Head Start office

VII. Working Parent services

Provide parent activities at time convenient for parents such as evening/morning	Provide nurse for health care
Parent meetings to be held in the evenings	Provide meeting space for parent meetings in the evening
Provide parent engagement activities, including at the end of the school day	Allow playground use by families after program hours
Conduct roundup to preschool activities at a variety of times	

VIII. Kindergarten Transitions

Inform parents of dates for roundup	Inform Head Start about roundup dates
Assist with transfer of records	Coordinate with Head Start on required records
Provide transition activities in classroom to prepare children	Coordinate meeting with Kindergarten teachers for transition meeting
Provide parent information in spring about child's transition	

IX. Facilities, Transportation, Other Program Elements

FOOD SERVICE

Head Start will provide breakfast and lunch during program operation.	District staff will provide meals through a separate contract. Prepare meals to meet CACFP requirements
Head Start to provide developmentally appropriate dinnerware and serving equipment.	Provide staff to deliver serving ready breakfast and lunch to classrooms
Approve menus by Registered Dietitian	Prepare agreed upon menus including substitutions
Provide child size tables and chairs	Assist to provide child size tables and chairs
Provide staff supervision as required by regulations	Provide quality social environment during meal time
Meals and serve as family style dining, staff to eat with children serving as role models	Meals and serve as family style dining, staff to eat with children serving as role models
Staff to complete CACFP and Civil Rights training	Staff to complete CACFP and Civil Rights training
Head Start to provide meal reimbursement to xxxxx Schools upon receipt of invoice for meals provided at rates established in separate agreement	Invoice Head Start for meals provided to students as per separate contract.

FACILITIES

Provide telephone service	Provide phone and internet service in classroom
Provide necessary equipment/supplies	Maintain/repair/upgrade equipment
Pay required inspection fees (Fire Marshal/Licensing)	Facilitate internet service

	Provide additional storage space
Provide smoke detector, fire extinguisher, and CO2 detector for classrooms as needed	Provide custodial services
	Provide snow removal
	Provide one classroom space consisting of 700 square feet minimum with sink in room
	Provide restrooms with at least four functioning toilets and sinks
	Provide playground area near the facilities with fence and equipment installation as appropriate and agreed upon
	Furnish all necessary utilities for the premises utilized by Head Start (including heat, light, water, sewer, etc.)

TRANSPORTATION

Provide a mini-bus that meets all state and federal requirements to transport children between the ages of 3 and 5	Provide and pay for a driver to drive the mini-bus. The driver will meet all state requirements for a school bus driver as set forth by xxxxx code, to include proof of background check completed
Provide and pay for an adult monitor to ride the school bus and meet the needs as set forth by Head Start	Will wash and clean the bus on a regular basis as part of the normal routine conducted by all XXXXX School District bus drivers
Pay for fuel for portion of route with Head Start children	Pay for fuel for the portion of route with paying preschool children
Pay for ½ the cost of oil changes to the bus. The oil change routine will take place every 3000 miles and will be completed by the transportation staff at xxxxxx Community Schools. At the time of the oil change the filter will also be changed and the bus will be greased.	Pay for ½ the cost of oil changes to the bus. The oil change routine will take place every 3000 miles and will be completed by the transportation staff at xxxxxx Community Schools. At the time of the oil change the filter will also be changed and the bus will be greased.
Pay for any major repairs to the mini-bus that may fall outside of maintenance (such as glass replacement, engine repairs, transmission repairs, tires, alignment, and body repair)	Will provide a radio for direct communication between the bus driver and the school district office
Train the bus monitor and/or driver at the xxxxx Community School District and on non-contract time for the duties the above mentioned employee may have with the school district	Will hold monthly bus evacuation drills for the students and will document those drills
Both Parties agree:	Both Parties agree:
Drop off/pick up point will be at the xxx School Building in xxxxx, at the xxxxx, and at the xxx (if Needed)	Drop off/pick up point will be at the xxxxx School Building in xxx, at the xxxxx, and at the xxxxx (if Needed)
Head Start qualified families will have their bussing expenses covered by funds from xxxxxx Head Start	xxxxxx Community School will charge non-Head Start qualified riding families a fee per semester to ride the bus (empowerment eligible families may apply for exemption)

X. Other Elements

Require all Head Start staff to complete initial health examination that includes tuberculosis screening. Copy of forms on file at Head Start in individual's personnel file.	Require all district staff including transportation staff that works with Head Start children to complete initial health screening including tuberculosis screening. Copy of forms located at the school district. Allow Head Start to monitor compliance.
Head Start completes a criminal record check on all Head Start staff PRIOR to hire.	District provides documentation that any staff working with Head Start children has received a criminal record check PRIOR to hire. Documentation must show date criminal record check was completed. Allow Head Start to monitor compliance
Maintain adequate comprehensive insurance consisting of general liability, workers' compensation and pupil health insurance covering children, volunteers, and Head Start staff while on the premises or involved in program activities	Maintain adequate comprehensive insurance consisting of general liability, workers' compensation covering District staff and volunteers
All staff utilized in the preschool program classroom will have a record check and fingerprint check completed. Cost for payment to provide this service will be mutually agreed upon between the two entities at the time of service	All staff utilized in the preschool program classroom will have a record check and fingerprint check completed. Cost for payment to provide this service will be mutually agreed upon between the two entities at the time of service
Head Start will provide all requested data to the District for the State reports regarding the Voluntary Four Year Old Preschool. These reports shall be submitted in a timely manner as required by the various requestors.	xxxx School shall submit such records, reports, and evaluations as required by Head Start and DHHS/ACF. These reports shall be submitted in a timely manner as required by the various requestors.
Head Start to request report of non-federal share "in-kind"	xxxxx will provide report for non-federal share "in-kind" upon request for Head Start services
Discrimination in staffing and programming is prohibited. Head Start will not discriminate against any person employed in the performance in this contract, or against any applicant for employment because of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition. No person shall on the grounds of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition be denied benefits of or subject to discrimination in the performance in this contract.	Discrimination in staffing and programming is prohibited. XXXX School district will not discriminate against any person employed in the performance in this contract, or against any applicant for employment because of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition. No person shall on the grounds of race, sex, age, creed, religion, color, national origin, political affiliation, veteran's status or handicapping condition be denied benefits of or subject to discrimination in the performance in this contract.

xxxxxx School District will reimburse Head Start \$xxxxx.00 to serve at least 18 children through the voluntary 4-year-old-preschool program. Head Start to submit invoice with documentation requested.

xxxxxx Community Schools agrees to perform all activities authorized by this agreement in accordance with the grant conditions inclusive of Head Start Performance Standards and all other DHHS/ACF/OHS directives. If xxxxx Schools is determined to be operating out of compliance, Head Start will notify xxxxx Community Schools and assist in developing an improvement plan to come into compliance within the specified period.

xxxxx Community Schools and Head Start will jointly notify one another in writing of their intent to continue their cooperative programming efforts for the next contractual period. Notification will be binding unless disruptions of funds on the part of either party would preclude their ability to meet the terms of this agreement on/or after June 30, 2012. Under such circumstances either party must provide 30 days advance notice prior to termination of this agreement.

This Agreement becomes effective August 15, 2012, with signature of both Parties involved. Duration of Agreement is contingent upon receipt of funding and upon approval of site by state Fire Marshall's office and state child care licensing personnel.

This Agreement shall be renegotiated annually.

Date

xxxxx, Superintendent
xxxxxx Community Schools

Date

xxxxxxx, Executive Director
Head Start Program

**Cooperative Special Education Services Agreement
Northside Independent School District**

and

**Family Service Association of San Antonio Head Start
2009-2010 and 2010-2011 School Year**

Pre-Referral

- * Head Start will conduct the Ages and Stages Questionnaire 3 (ASQ3) and Ages and Stages Social Questionnaire Social Emotional (ASQSE) on all children enrolled in the Head Start Program within 45 calendar days of their enrollment.
- * Head Start will complete a Learning Accomplishment Profile 3 (LAP3) assessment on all students enrolled in their program three times each school year and develop an Individual Child Education Plan (ICEP).
- * Head Start will consult with the Center for Health Care Services if they have concerns about a child's behavior or social development.
- * Head Start Disabilities Coordinators will observe a child in their classroom and suggest interventions if the Head Start staff have concerns about a child's development. Interventions will be provided for the child for 6-8 weeks before a referral will be made for special education testing to allow the child time to benefit from the interventions.
- * Head Start will refer students with an obvious need (medical diagnosis) or students who have received services through an Early Childhood Intervention (ECI) Program directly to NISD for special education testing.

Transition from ECI Program

- * Transition meetings will be held each Friday at Easter Seals no less than 90 days prior to the child's third birthday. If the family is interested in services through Head Start and the school district they will meet with both the Head Start and NISD representatives. NISD will complete the evaluation for special education services.

Referral

- * Head Start will make evaluation referrals for students living inside NISD boundaries through the Head Start Disabilities Coordinators.
- * Head Start Disabilities Coordinators will fax or mail all referrals to the NISD Child Find Office.

Head Start will provide the following information to NISD with all referrals:

- Head Start Disabilities Referral Form
- Consent for Release of Information
- ASQ3, ASQSE, LAP3 Screening Information
- Individual Child Education Plan (ICEP)
- Vision and Hearing Screenings and Physical
- Pre-Referral information and behavior plan if applicable
- Last evaluation and most current progress note from Head Start contract therapist if applicable

- * NISD Child Find Office will forward referral information to the speech therapist at the student's home campus or the NISD Preschool Assessment Team. If there is an obvious need or previous services through ECI, NISD will forward information to the campus coordinator at the student's home campus and ask the campus team to consider a temporary placement into either speech or PPCD services.

Evaluation

- * NISD will complete the evaluation within 60 calendar days of the signed consent by the parent.

Admission Review Dismissal (ARD) Meeting

- * NISD will hold the ARD meeting with 90 calendar days of the signed consent by the parent.

NISD will invite Head Start staff (disabilities coordinator, child's teacher or Head Start center director) to the ARD meeting. The invitation to the ARD meeting will be mailed to: Kim Wilson, Head Start Disabilities Coordinator
Family Service Association
702 San Pedro Ave.
San Antonio, TX 78212

NISD Services

- * NISD will provide services through either the PPCD Program or Speech Therapy Program in NISD for any Head Start student that qualifies for these services.
- * NISD will provide transportation to and from the child's home if they qualify for transportation as a related service. For a child who qualifies for PPCD Services NISD will provide transportation to and from school if the Head Start Center is within the cluster boundaries of the home school. For a child who qualifies for Speech Only Services, NISD will provide transportation to and from school if the Head Start Center is within the NISD boundaries.
- * Head Start or child's parent will provide transportation to and from the child's home school if the Head Start Center is outside of NISD boundaries or outside of the cluster boundaries of the NISD home school for students eligible for PPCD.

NISD Referral to Head Start

- * NISD will refer parents to Head Start if they request information about Head Start services. Referral for children with special needs will be made to:
Kim Wilson, Head Start Disabilities Coordinator
phone: (210) 601-2152
email: kwilson@family-service.org
fax: (210) 226-0108

Staff Development

- * Head Start and NISD can provide staff development training for each other on mutually agreed upon topics (ie., pre-referral interventions, referral process, evaluation, child development, modifications/accommodations, effective teaching strategies, etc...)

This service agreement will be in effect for the 2009-2010 school year and the 2010-2011 school year.

Memorandum of Understanding (MOU) Between Head Start Grantee and PreK/Preschool for All Entity

I. PARTIES

The Parties in this MOU are the Head Start Grantee and the PreK/Preschool for All Entity.

II. PURPOSES

The purposes of the Head Start – PreK/Preschool for All MOU are:

- To define the coordination and collaboration roles and responsibilities of the Parties and enhance linkages and relationships to achieve a coordinated service system
- To improve availability and quality of services for children ages three through five and their families by ensuring that all children in the service area have access to quality care and education and that the Parties are planning and coordinating this access
- To support children’s optimal development and school readiness and success
- To address the unique strengths and needs of the local population
- To reduce duplication and enhance efficiency of services
- To collaborate in the areas of transportation, facilities, and other resources, as appropriate, and ensure information exchange regarding educational and non-educational services

III. AUTHORITY

- A. Head Start’s responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start grantee is mandated in the Head Start Act: Public Law 110-134 “Improving Head Start for School Readiness Act of 2007.”
- B. The Illinois State Board of Education (ISBE) Early Childhood Block Grant (ECBG), including PreK/Preschool for All, is authorized by Section 1C-2 of the Illinois School Code. PreK/Preschool for All’s general responsibility for coordination with other programs in the same service area is covered under several sections of Title 23, Part 235 of the Illinois Administrative Code [Subtitle A, Subchapter f; 235.20(c)(7), 235.50(a)(2)(B), and 235.70(b)(2)]. Specific rule about collaborating with Head Start is in Sections 235.120(b)(3)(B) and 235.140(a).

IV. PROGRAM DESCRIPTIONS AND SERVICE AREA

- A. Head Start. Head Start is a comprehensive child development program, funded by the U.S. Department of Health & Human Services and serves families with young children. Services include the areas of education, social service, health and family involvement. The Head Start Grantee serves _____ children within the geographic boundaries of _____.

- B. PreK-Preschool for All. State PreK-Preschool for All is a preschool education program funded by the ISBE Early Childhood Block Grant Program and serves children ages three and four and is designed to improve school readiness through education and parent education services. The PreK-Preschool for All Entity serves ___ children in the service area.
- C. The service area defined by this MOU is the Head Start Grantee’s service area delineated in IV.A. of this MOU.

V. JOINT ROLES IN SYSTEM COLLABORATION, ALIGNMENT, AND IMPLEMENTATION

The Parties agree to review and develop a plan of activities for the coordination, collaboration, alignment, and implementation of each of the following ten areas mandated by the Head Start Act of 2007.

- A. Educational activities, curricular objectives, and instruction
 - 1. Research based curriculum coordination aligned with the Head Start Child Outcomes Framework and the Illinois Early Learning Standards.
 - 2. Ongoing communication between the Parties for continuity of curricular objectives and shared expectations for children’s learning and development as the children transition to school.
- B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs
 - 1. Community/public information dissemination and resource development to support and improve school readiness.
 - 2. Ongoing communication channels between Head Start and their counterparts in the schools, including teachers, social workers, McKinney-Vento coordinators and health staff that facilitate program coordination.
- C. Selection priorities for eligible children to be served by programs
 - 1. Child selection, enrollment, and notification practices that ensure all eligible children will be served by the appropriate program and there will be no competition for children.
 - 2. Program participation of underserved populations of eligible children.
 - 3. Identifying limited English proficient children and informing their parents of instructional services to help children acquire English proficiency.
 - 4. Coordination and collaboration with other programs, as applicable, such as Early Reading First, Even Start, Title I Preschool, Early Intervention, Early Childhood Special Education, libraries, etc.
- D. Definition of service area
 - 1. Child recruitment and referral practices that ensure all children will be served by the appropriate program in the service area and there will be no competition for children.
 - 2. Collaboration to reduce duplication and enhance service efficiency in the service area.
 - 3. Coordinated service delivery and strategies to overcome collaboration barriers.
- E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, transition, and social and emotional development.
- F. Joint program technical assistance and/or shared technical assistance resources, where feasible.
- G. Provision of services to meet the needs of working parents, as applicable: coordinating activities to

make full day and year resources available to children who need it and collaborating with child care entities in the service area.

- H. Communication and parent outreach for smooth transitions to kindergarten
 - 1. Joint support of children’s transition to elementary school, including appropriate records transfers, outreach to parents, and specific activities to address limited English proficient children and their families’ development.
- I. Provision and use of facilities, transportation, and other program elements
 - 1. Sharing facilities, as feasible and appropriate.
 - 2. Sharing transportation, as feasible and appropriate.
 - 3. Joint parent activities, education and involvement, as feasible and appropriate.
 - 4. Exchange of information on children’s service provision, as feasible and appropriate.
- J. Other elements mutually agreed to by the Parties.

VI. CONFIDENTIALITY

All Parties acknowledge confidentiality requirements that each must follow regarding informed parental consent and the sharing and release of personally identifiable information regarding children and families. Each Party to this MOU will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records and that applicable State and Federal laws for exercise of these rights be strictly followed. The Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)

VII. RESOLUTION OF DIFFERENCES

The Parties will create a process to resolve disputes or differences and to solve problems, working first to resolve disputes between them. The process will include timelines for regular meetings to review the MOU, plan collaborative activities, update each other on the plan achievement, and resolve issues. Each Party will identify a liaison to be responsible for MOU communication and plan implementation.

VIII. REVIEW AND AMENDMENTS

The Parties will jointly review the MOU annually and more frequently when: laws or regulations are amended that significantly impact the MOU or when a Party requests a formal change. Any proposed amendment or modification to the MOU shall be submitted to the other Party at least thirty days prior to formal discussion or negotiation. All Parties must concur on any amendments.

X. EFFECTIVE DATE

The MOU will become effective immediately after being signed and dated by all Parties. By signing the MOU, the Parties agree to the terms. The signed MOU will be binding on all successors of the Parties to the MOU.

XII. SIGNATURES

The Parties believe that Head Start and PreK-Preschool for All can create and maintain a meaningful partnership to promote school readiness so that low income children are served in a coordinated, high quality system. The Parties agree to plan and implement strategies based on practice and research that have proven to support children’s school success. The Parties agree to coordinate recruitment and enrollment so that each child and family is served in the best setting and programs cooperate to maximize community resources.

The Head Start Grantee

Head Start Director Date

Head Start Grantee Authorized Representative Date

PreK/Preschool for All Provider

Authorized Agency Representative Date

Superintendent of Schools (if applicable) Date