**Head Start Agency Timeline to Meet the Every Student Succeeds Act (ESSA) Memorandum of Agreement (MOA) for**

**Early Childhood-LEA Coordination Requirements**

**Background:** This document compiles Head Start Agency (HSA) responsibilities in the signed citywide MOA with local educational agencies (LEAs) and the Office of the State Superintendent of Education (OSSE), as required by the Head Start Act and the Every Student Succeeds Act (ESSA). OSSE will help facilitate coordination activities for HSAs and LEAs to help meet these requirements, but the U.S. Department of Health and Human Services – not OSSE – monitors Head Start programs. Other early childhood education programs may meet the MOA requirements to the extent feasible, but are not required to do so by ESSA or the Head Start Ac.t For more details including background and the full MOA, relevant text of ESSA and the Head Start Act and past OSSE presentations, please visit OSSE’s [ESSA Early Learning Coordination Working Group site](https://osse.dc.gov/page/essa-early-learning-coordination-working-group).

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| **Coordination Domain** [ESSA cite] | **Text of** [**Citywide MOA**](https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Option%201%20-%20Statewide%20ESSA%20Early%20Learning%20MOA.pdf) **– HSA and/or Other Early Childhood Education Program Commitment** (page) | Suggested Timeline (**MOA required deadline in bold text)** | **OSSE, LEA, or Other Support** |
| **Data** [Sec. 1119(b)(1)]  **Data** [Sec. 1119(b)(1)] | Work with OSSE to determine the feasibility of electronically sharing child level data with OSSE and LEAs; | **2018-19 school year** | OSSE will work with HSAs to determine the feasibility of electronically capturing and sharing child level data (with parental consent and subject to all applicable federal and District privacy laws) with the LEA where the transitioning Head Start children are enrolling; |
| Manage the collection of and adherence to consent forms, sharing data only for students whose parents or guardians have signed consent forms, if such consent forms are required by law to implement the activities in this MOA; | **2018-19 school year** |
| Continue providing parents of exiting students with required transition packets, including the following information for each student, if applicable: immunization records, health action plans, behavior plans, nutrition and physical needs, Individualized Family Service Plan (IFSP), family goals and academic assessments from the most recent year; and | **2018-19 school year** | Head Start regulations and guidance on transition can be found at the U.S. Department of Health and Human Services website here: <https://eclkc.ohs.acf.hhs.gov/transitions> |
| As part of joint professional development, help explain the contents of existing transition packets to receiving LEAs and how the data can be used to best support incoming children (Citywide MOA, page 8) | **2018-19 school year** | OSSE will provide opportunities for joint professional development on the contents of the existing student transition packet from Head Start or other early childhood development programs to LEAs, so LEAs can learn how best to use existing early childhood data to support student success at the LEAs. |
| Provide parents of transitioning students with OSSE’s standardized parent consent form that parents may sign to provide consent, if required by law, to share their children’s records with OSSE and the students’ enrolling LEA; | **2019-20 school year and** annually **thereafter** | OSSE will:  • Create a standardized parent consent form that Head Start and other early childhood development program parents may sign to provide consent, if required by law, to share their children’s records with OSSE and the students’ enrolling LEA;  • Connect HSAs’ (and other early childhood development programs’, if feasible) existing student information systems to an OSSE student data system to transfer over early childhood student records (with parental consent);  • If HSAs or other early childhood programs are able to electronically connect their student information systems to OSSE, provide an online data application for LEAs to see a preview of their incoming students’ data from Head Start or other early childhood development programs, before the start of the 2019-2020 school year;  • Provide LEAs continual access to view their currently enrolled students’ data from HSAs or other early childhood development programs, to the extent technically feasible;  • Provide opportunities for joint professional development on the contents of the data shared with LEAs from Head Start or early childhood development programs, so LEAs can learn how best to use the data to support student success at the LEAs;  • Provide HSAs with a list of which exiting students enter stage five enrollment (as defined in 5A DCMR 2199) at each LEA (subject to all applicable federal and District privacy laws); and  • Provide HSAs with annual aggregate analysis of how their exiting students perform in their enrolled LEAs, which could include data such as attendance, continuing family/case management services and/or LEA interim assessments (subject to all applicable federal and District privacy laws) (8-9). |
| • Manage the collection of and adherence to consent forms, sharing data only for students whose parents or guardians have signed consent forms, if such consent forms are required by law to implement the activities in this MOA; and |
| • Connect their early childhood data systems with an OSSE data system to share student data (with parental consent, if required by law) with OSSE and the students’ LEA (9). |
| **Communication and Coordination of Services, Parent and Family Engagement**  [Sec. 1119(b)(2)-(3)]  **Communication and Coordination of Services, Parent and Family Engagement**  [Sec. 1119(b)(2)-(3)] | Attend at least one annual meeting with at least the DC Head Start Association (representing all DC HSAs), and other early childhood development programs if feasible, to discuss programs and the transition process (10) | Requested: At least once during school year 2018-19 | OSSE will work with the DC Head Start Association to plan and invite LEAs to at least one annual meeting discussing programs and the transition process |
| The Parties to this MOA will help prepare families for transition from early childhood development programs to LEAs. The parties will take the following actions annually (unless another timeline is stated):  Head Start Agencies and other early childhood development programs will, to the extent possible, perform **at least one of the following:**   * Provide support to parents on navigating the My School DC lottery and selecting a school; | **At least one of these three actions annually -** Best by February 1 (one month before lottery deadline) | OSSE will, to the extent possible, perform at the minimum, at least two of the following:  • Provide information on the My School DC Lottery;  • Compile, post and disseminate to HSAs and other early childhood development programs a list of LEAs’ points of contact for early childhood transition activities, homeless liaisons, special education coordinators and English learner program coordinators;  • Compile, post and disseminate to LEAs a list of early childhood points of contact for HSAs and other early childhood development programs to the extent feasible;  • Provide HSAs and other early childhood development programs with information on the OSSE School Report Card in general, and as new report card data are updated annually; and/or  • Share with LEAs public search tools on HSAs and other early childhood development programs, including OSSE’s My Child Care DC and the U.S. Department of Health and Human Services Head Start Center Locator, which are searchable by location and other features.  For more information on English Language instructional programs, visit OSSE’s guidebook for serving English Learners [here](https://osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators). |
| * Provide support for parents on schools’ English language instructional program, if needed; and/or | **At least one of these three actions annually** – Best by May 1, (lottery acceptance deadline) |
| * Coordinate, to the extent feasible, with nearby LEAs to organize staff visits, student field trips or other transition events for prospective students to help young children gain familiarity with school in general, even if they may not enroll at the LEA (12). | **At least one of these three actions annually** – Best by May 1 |
| After My School DC annual lottery results are announced and the early childhood education program family has enrolled their child in an LEA Head Start Agencies, and other early childhood development programs if feasible, will to the extent possible perform **at the minimum at least two of the following**:  • Provide parents with the dates and locations of transition events at their selected LEA; | **At least two of these annually between May 1 (lottery acceptance deadline) and the start of upcoming school year** | The LEAs will, to the extent possible, perform at least one of the following:  • Provide OSSE and email HSAs and other early childhood development program points of contacts as early as possible, with at least 14 calendar days’ notice if feasible, the dates of open houses, playdates, summer academy or transition events for the upcoming school year for confirmed enrolled students;  • Publicly post parent teacher organization or other meetings that new or prospective parents may join;  • View incoming students’ transition packets, portfolios or other data on their accomplishments and needs, to the extent such data are provided by parents, HSAs and other early childhood development programs or through a secure OSSE data system, and contact early childhood development program staff to discuss individual student needs as needed;  • Conduct meetings involving parents, kindergarten or elementary school teachers and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children; and/or  • Provide translation and/or interpretation services to support meetings and communications with the families, as needed.  OSSE and/or the DC Head Start Association can disseminate information to HSAs and/or other early childhood education programs if requested. |
| • Provide parents with the LEAs’ transition policies and requirements; |
| • Provide parents with the LEAs’ information on English learner instructional supports; |
| • Support parents in attending transition events to the extent practicable; |
| • Send exiting students’ transition packets, portfolios or other data on their accomplishments, language spoken and other needs to the students’ receiving LEAs directly, via parents and/or through a secure OSSE data system; |
| • Conduct outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, language, developmental and other needs of individual children as needed; |
| • Develop and implement a family outreach and support program and coordinate to the extent possible with LEAs’ parent and family engagement efforts under ESEA Title I, Title III and the McKinney-Vento homeless education program; | OSSE provides the following resources:   * For more information on parent and family engagement under ESSA Titles I-IV, visit here: <https://osse.dc.gov/page/parent-and-family-engagement-under-essa-requirements-and-resources> * For more information on serving English Learners, visit OSSE’s guidebook here: <https://osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators> * For more information on the McKinney-Vento Homeless Education Program, visit here: <https://osse.dc.gov/service/homeless-education-program> |
| • To the extent possible, participate in meetings with the receiving LEAs involving parents, kindergarten or elementary school teachers and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental, language and other needs of individual children; | **Continued… At least two of these annually between May 1 (lottery acceptance deadline) and the start of upcoming school year** |  |
| • Assist families (in their home language), administrators and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes; | * For DC Language Access Act requirements and resources, including a vetted list of interpretation services, visit DC Office of Human Rights:   <https://ohr.dc.gov/page/LAportal/coveredentity>   * For more information on serving English Learners, including referral and screening procedures, visit OSSE’s guidebook here: <https://osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators> * Strong Start DC Early Intervention Program is a statewide, comprehensive, coordinated, multidisciplinary system that provides early intervention therapeutic and other services for infants and toddlers with disabilities and developmental delays and their families. For more information and referral, visit: <https://osse.dc.gov/service/strong-start-dc-early-intervention-program-dc-eip>. * Early Stages is a free DC Public Schools assessment center for children between the ages of 2 years 8 months and 5 years 10 months. Early Stages helps identify any delays that the child may have and arranges services to address them. Early Stages can serve or refer any child who goes to a DC public school or public charter school, is home-schooled, attends a DC child care center, is in a DC private school or has not yet entered the school system. For more information and referral, visit: <https://www.earlystagesdc.org/>. |
| • Help parents, including grandparents and kinship caregivers, as appropriate and in their home language (using trained interpreters and translators when needed) to understand  the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head  Start to elementary school; |
| • Help parents in their home language (using trained interpreters and translators when needed) understand the instructional and other services provided by the school in which their child will enroll after participation in Head Start; |
| • Provide translation and/or interpretation services to support meetings and communications with the families as needed. |
| • Refer young children who may be English Learners to the corresponding LEA for language screening; and/or |
| • Refer young children who may be eligible for special education services to Strong Start, Early Stages, or the corresponding LEA for evaluation and early intervention as needed (11-12). |
| **Joint Professional Development** [Sec. 1119(b)(4)] | LEA and HSA professionals from early childhood through second grade, as well as community-based organizations (CBO) professionals, if feasible, are encouraged to participate in as many of the following events as possible.  Staff to Attend: Participants must include at least one staff member per organization, which may include a leadership team member or an early childhood development program coordinator. Additional stakeholders could include teachers, parents, non-teaching staff and additional LEA and HSA leadership team members. | **Attend at least one of these types of joint professional development opportunities annually** | OSSE, LEAs, HSAs and/or early childhood development programs will coordinate to plan and/or facilitate joint professional development activities that will help LEAs meet the requirements.  Topics: With input from LEAs, HSAs and other early childhood development programs, joint professional development topics may include those with the most relevance, such as:  • My School DC lottery;  • Coordinating school readiness planning;  • Helping parents and young children know what to expect from the new setting;  • Support for parents of students eligible for English learners’ (EL) services, including what questions to ask of schools to better understand their approach to EL instruction;  • Helping understand the English language development services to which they are entitled;  • Understanding the roles of each program;  • DC Common Core Early Learning Standards (DC CCELS);  • Classroom Assessment Scoring System (CLASS);  • Utilizing best practices to equitably serve students of all abilities and backgrounds;  • Social and emotional development of young children with a focus on trauma-informed care;  • Student data collected by HSAs or other early childhood development programs, the contents of existing Head Start transition packets, and how LEAs can best use early childhood data to support incoming students’ success at the LEA; data may be used (with parental consent) by the students’ receiving LEA to improve instruction and student services;  • Preparing and using individual student transition data and information to ensure smooth and effective transitions; and/or  • Coordinating the transition for children with disabilities from early intervention services (Part C) to special education services (Part B) (14-15). |
| • Early childhood-elementary joint professional development activities jointly organized and/or facilitated by OSSE, LEAs, HSAs and/or early childhood development programs; |
| • Early childhood training sessions jointly organized by OSSE, DC Head Start Association, DC Association for the Education of Young Children (DCAEYC), HSAs, other early childhood development programs, LEAs and/or PCSB; |
| • LEA staff training sessions for staff serving children age three through second grade, in which LEAs invite and collaborate on planning with at least the HSAs and/or other early childhood development programs sending the largest number of students to the LEA; and/or |
| • National conferences, regional conferences or webinars in which early childhood through second grade experts share best practices on early childhood, which may include coordination and transition to elementary school (14). |
| **Standards, Curriculum and Instruction and Other Educational Services** [Sec. 1119(b)(5) | HSAs, LEAs and other early childhood development programs, if feasible, will work collaboratively to meet state and federal regulations that support and maintain high-quality services for all children while creating meaningful partnerships that promote school readiness and address achievement gaps.  Head Start Agencies and other early childhood development programs, to the extent possible, will:  • Adopt the national Head Start Early Learning Outcomes Framework (HSELOF); | **Ongoing** | * For more information on HSELOF, visit <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>. * For more information on DC CCELS, visit: <https://osse.dc.gov/publication/district-columbia-common-core-early-learning-standards-dc-ccels>. |
| • Utilize a research-based curriculum that is aligned to DC CCELS; |
| • Develop school readiness goals; and |
| • Implement continuous quality improvement aligned to HSELOF (16). |

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