**Local Educational Agency (LEA) Timeline to Meet the Every Student Succeeds Act (ESSA) Memorandum of Agreement (MOA) for**

**Early Childhood-LEA Coordination Requirements**

**Background:** This document compiles local educational agency (LEA) responsibilities in the signed citywide MOA with Head Start Agencies (HSAs), other early childhood education programs if feasible, 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, and will look for evidence of coordination activities as part of ESSA risk-based monitoring after the 2018-19 school year. For more details including 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) **– LEA Commitment** (page) | Suggested Timeline (**MOA required deadline in bold text)** | **OSSE, HSA, or Other Support** |
| **Data** [Sec. 1119(b)(1)]**Data** [Sec. 1119(b)(1)] | Participate in joint professional development to learn about the contents of existing student transition packets and how they can best use early childhood data to support incoming students’ success at the LEA (citywide MOA page 7); | Recommended by Winter **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. |
| Examine the existing transition packets for each student entering from a Head Start program, or other early childhood development programs to the extent feasible, and use the data from the transition packet to identify the programs sending the largest number of children to the LEA in order to determine which programs to contact for questions and coordination; and to improve instruction, special education placement, health services, family support and/or other supports (7-8); and  | Recommended by Winter **2018-19 school year** | See above |
| Before the 2019-20 school year, at the latest, add a required question to the LEA enrollment packet for parents of incoming students to indicate which early childhood development program they attended, if any (whether a Head Start Agency or another program) (8). | **Before the 2019-20 school year, at the latest** |  |
| Participate in joint professional development to learn how to access their students’ early childhood data through a secure OSSE data system, and how LEAs can best use early childhood data to support incoming students’ success at the LEA (9); and | **2019-20 school year** | 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). |
| Examine early childhood data for each student entering from a Head Start program, and other early childhood development program to the extent feasible, and use the early childhood data to improve instruction, special education placement, health services, family support and/or other supports (9). | **2019-20 school year** |
| **Communication and Coordination of Services, Parent and Family Engagement**[Sec. 1119(b)(2)-(3)]**Communication and Coordination of Services, Parent and Family Engagement, contd.**[Sec. 1119(b)(2)-(3)] | Meet at least annually 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; and | **At least annually** | 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 |
| Share with OSSE and publicly post the LEA’s transition policy and/or any requirements for new pre-K and kindergarten students (11). | **At least annually -** Recommended by Feb. 1, 2019 (one month before lottery deadline) | Resources on transition from Head Start to elementary school can be found at the U.S. Department of Health and Human Services website: <https://eclkc.ohs.acf.hhs.gov/transitions> |
| If feasible, LEAs will perform at least one of the following: • Communicate at least annually, at least by email, with all DC HSAs, and other early childhood development programs as feasible, and invite program parents, staff and teachers to events for the LEA’s prospective students, which may include parent information sessions, student field trips for children in early childhood development programs to learn about the LEA and/or other events for prospective students and parents (to the extent practicable given funding and staff constraints); and/or  | **At least one of these two actions annually -** Recommended by Feb. 1, 2019 (one month before lottery deadline for grades PK3-8) | LEAs may email DC Head Start Association, DC Association for the Education of Young Children, and/or OSSE for assistance disseminating messages to HSAs and/or other early childhood programs. |
| • If feasible, publicly post the dates of transition events for prospective students entering from an HSA or other early childhood development program (at least two weeks before events, if feasible) (11). |
| After My School DC annual lottery results are announced and the early childhood education program family has enrolled their child in an LEA: **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;  | **At least one of these five actions annually -** Recommended between May 1 (lottery acceptance date) and the start of next school year | OSSE and/or the DC Head Start Association can disseminate information to HSAs and/or other early childhood education programs if requested. |
| • 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;  | **At least one of these five actions annually -** Recommended by December 2018 (with existing transition packets), by the first month of school in 2019 and annually thereafter | * OSSE will help facilitate professional development on existing transition packets, and will examine the feasibility of establishing a secure online data system to transfer records with parental consent.
* OSSE will provide LEAs with contact information for Head Start Agencies and other early childhood development programs.
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| • 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  | **At least one of these five actions annually**, as needed | OSSE will provide LEAs with contact information for Head Start Agencies and other early childhood development programs. |
| • Provide translation and/or interpretation services to support meetings and communications with the families, as needed (12). | **At least one of these five actions annually**, as needed at meetings above | Pursuant to the DC Language Access Act of 2004, all covered entities with major public contact are required to provide interpretation services for limited or non-English proficient customers. The interpretation service may either be in-person or over the phone. Specifically, a covered entity may use a bilingual staff member, hire an in-person interpreter or call the District’s contracted telephonic interpretation services. In addition, a covered entity is required to provide translation of vital documents in all languages spoken by three percent of the constituent population or 500, whichever is less. While the Act applies to DC Public Schools (DCPS), DC public charter LEAs are strongly encouraged to provide similar services. Detailed information and resources are at <https://bit.ly/2KZEawZ>  |
| **Joint Professional Development** [Sec. 1119(b)(4)] | Staff from each LEA must participate in, at minimum, **at least two of any of the following events annually**:  | **At least two of these 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.: 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; • Classroom Assessment Scoring System (CLASS); • Using 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 to special education services (IDEA 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) | LEAs, HSAs 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.**LEAs will:** Share resources and strategies with HSAs and to the extent possible with other early childhood programs on standards, curriculum and instruction, which **may include one of the following**:  | Recommended at least annually each school year | * OSSE, HSAs and/or other early childhood programs may facilitate joint professional development events to discuss curriculum and instruction.
* OSSE will provide LEAs with points of contact for all HSAs.
* In order to help determine the early childhood program sending the largest number of students to the LEA, to the extent feasible, OSSE will 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);
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| o Organize and/or participate in joint professional development on DC CCELS, Common Core State Standards in reading and math, science, arts, the WIDA English Language Development Standards/Early English Language Development Standards, and/or other applicable standards and how to effectively use curriculum to meet such standards;  |
| o To the extent possible, work directly with the HSAs or early childhood development programs from which a majority of entering students come, to align individual lessons or curriculum activities that meet the aligned standards;  |
| o To the extent possible, share facilities for professional development in cases where scheduling, location and legal requirements may allow; and/or  |
| o To the extent possible, send a literacy coach, math coach or similar leader to the HSAs (or other early childhood development program if feasible) to explain academic expectations at the LEA and help improve alignment and coordination between early childhood development programs and the LEA. |