AGREEMENT BETWEEN

LEA [Name] AND

HEAD START [Agency]

MEMORANDUM OF UNDERSTANDING

Between

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEA name

And

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Head Start Agency

This Memorandum of Understanding is for the purpose of coordinating mutually beneficial activities of the parties involved to provide effective services for children and families served. This agreement shall be in affect from [Insert Date] through [Insert Date] and will be reviewed annually for necessary updates.

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 meet new requirements of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requiring local educational agencies (LEAs) receiving Title I funds to:

1. Establish channels of communication between school staff and Head Start staff;
2. Receive and transfer children’s records, enrollment, parent communication;
3. Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
4. Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
5. Link LEA educational services with Head Start agency services.

**Required Activities**

**Describe the activities (listed above), along with each agency’s responsibilities to the required activities. In addition, describe how implementation of the activities will be monitored. Examples are provided for each activity. Please note: These are examples and are designed to represent possible activities that may be developed between parties. Please include activities that make sense for your specific organizations.**

Activity 1: Establish channels of communication between school staff and their counterparts.

Consider: Who is responsible? How will communication occur? In what ways will teachers, staff, and families be involved to inform choices regarding effective communication strategies.

**Example:** Communications will occur between (designated LEA contact) and (designated Head Start contact) on a quarterly basis to discuss issues of activity implementation.

Specifics of local communications between school building staff and the respective head Start program sending students to each specific school building is detailed in our coordinated transition plan (attached).

Activity 2: Develop and implement a systematic procedure for receiving records regarding children who will attend the schools of the LEA.

Consider: Who is responsible? How will records be kept? What records will be shared? How will families be involved?

**Example:** The Head Start agency will assure the Head Start programs compile records of children transitioning into {LEA} and seek parent consent to transfer these records.Records will be shared with {LEA} no later than the 15th day of May. The LEA will receive, file, and utilize the files shared with them. The LEA will assure the kindergarten teacher who will be responsible for a transferring child has access and utilizes the information shared with them from the Head Start agency.

Activity 3: Conduct and attend 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.

Consider: Who is responsible? Who will contact the family? How will all parties be involved to assure the scheduling needs of all parties are considered? Are substitutes needed so teachers can attend meetings?

**Example:**  Head Start agency will coordinate an annual meeting with families and receiving school staff to discuss the developmental and other needs of individual children. A district wide event will occur annually and local meetings between school building staff and the respective Head Start program sending students to each specific school building will occur as detailed in our coordinated transition plan (attached).

Activity 4: Joint transition-related training will occur between (designated LEA contact) and (designated Head Start contact) on a biannual basis.

Consider: Who is responsible? How will the content be determined? How will staff of both the school district and the Head Start contribute to topics for training?

**Example:**  The LEA and Head Start program staff, will actively participate in the two Transition Round Tables that occur annually and are implemented through the County Level Transition Team. In addition, {name of LEA representative} and {name of Head Start representative} will actively participate in the planning team for these events.

Activity 5: LEA will link the educational services provided by such LEA with the services provided by the local Head Start agencies.

Consider: How will outreach, communication, and sharing information occur to help identify eligible children and make delivery of services more efficient and less duplicative? What services are currently offered by each party? Are services duplicative or do they compliment one another?

**Example:** LEA and Head Start agency will coordinate efforts to ensure that families have the necessary information to access high-quality early childhood care and education. Head Start agencies will collaborate and coordinate with public and private entities to improve the availability of quality services to Head Start children and their families. In addition, the LEA will offer school spaces for Head Start family events, and, if feasible, to expand Head Start services into specific school buildings.

**Signatures indicating agreement:**

School District (Center) Representative(s): Date:

County Head Start (Program) Representative(s): Date: