



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

**MEMORANDUM OF AGREEMENT (MOA)**

**BETWEEN**

**[DC PUBLIC CHARTER SCHOOL LOCAL EDUCATIONAL AGENCY (LEA) NAME(s)]**

**AND**

**DC Public Schools (in its capacity as both a Head Start Agency and LEA), Bright Beginnings, CentroNia, Edward C. Mazique Parent Child Center, Rosemount Center, and United Planning Organization, collectively the Head Start Agencies (“HSAs”)**

**AND**

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)**

**AND**

**[OTHER EARLY CHILDHOOD DEVELOPMENT PROGRAM NAME(s) IF FEASIBLE]**

**REGARDING THE IMPLEMENTATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PROVISIONS REGARDING COORDINATION REQUIREMENTS BETWEEN LEAS AND HEAD START AGENCIES AND IF FEASIBLE, OTHER EARLY CHILDHOOD DEVELOPMENT PROGRAMS**

**I. INTRODUCTION**

OSSE, the LEA NAMEs listed above (collectively “LEAs”), Bright Beginnings, CentroNia, DC Public Schools (both a Head Start Agency and LEA), Edward C. Mazique Parent Child Center, Rosemount Center, and United Planning Organization, collectively the Head Start Agencies (“HSAs”), and/or early childhood development programs as applicable, collectively referred to as the “Parties,” enter into this memorandum of agreement (“MOA”) for the purpose of establishing a collaborative partnership to ensure the implementation of the Elementary and Secondary Education Act (“ESEA”), as amended by the Every Student Succeeds Act (“ESSA”), P. L. No. 114-95 [20 U.S.C. §6301 et seq.], provisions regarding coordination between LEAs and Head Start Agencies and, if feasible, other early childhood development programs.

**II. DEFINITIONS**

- **Local Education Agency (LEA)** has the definition in ESEA Sec. 8101(30) for DC Public Schools According to the DC School Reform Act, P. L. No. 104-134 as amended, DC public charter schools are each their own LEA for purposes of ESEA Title I [D.C. Code §38-1802.10(a)(1)]; some charter school LEAs have multiple campuses.

- **Head Start Agency** is “any local public or private nonprofit agency, including community-based and faith-based organizations or for-profit agency, within a community,” pursuant to the requirements of Section 641(a)(1) of the Head Start Act, P. L. No. 97-45 as amended [42 U.S.C. 9836(a)(1)]. The District of Columbia Public Schools (DCPS) is one of the Head Start Agencies in the District of Columbia and for purposes of this MOA has the responsibilities of an HSA as well as an LEA.
- **Early Childhood Development Program** is an entity that provides services supported by (i) “Early Childhood Education Programs” as defined in ESEA Sec. 8101(16), (ii) the Child Care and Development Block Grant (CCDBG) Act, P. L. 101-508 as amended [42 U.S.C. §9857 et seq.], (iii) the Maternal, Infant and Early Childhood Home Visiting programs in Title V, Section 511 of the Social Security Act [42 U.S.C. §711], (iv) Part C of the Individuals with Disabilities Education Act (IDEA), P. L. No. 108-446 as amended [20 U.S.C. §1400 et. seq.], and (v) other locally- or privately-funded programs serving children before the age of kindergarten entry.

### III. **AUTHORITY OF MOA**

ESEA, reauthorized by ESSA, P. L. No. 114-95, enacted Dec. 10, 2015, Sections 1119 and 3116(b)(4)(D) [20 U.S.C. §§6322 and 6826(b)(4)(D)]. The Head Start Act, as reauthorized by the Improving Head Start for School Readiness Act, P. L. No. 110-134, enacted Dec. 12, 2007, Sections 642A and 642(e) [42 U.S.C. §§9837a and 9837(e)].

### IV. **APPLICABILITY**

- A. This MOA applies to children who are served by or enrolled in a Head Start Agency and/or early childhood development program, and who enter the LEA in pre-kindergarten or kindergarten.
- B. Unless specified herein, this MOA is in no way intended to modify the responsibilities or authority delegated to the Parties under federal or District of Columbia law.

### V. **FEDERAL STATUTORY REQUIREMENTS**

The following statutory requirements apply to LEAs receiving ESEA Title I funds and serving pre-Kindergarten and/or kindergarten:

#### **ESEA SEC. 1119. [20 U.S.C. 6322] COORDINATION REQUIREMENTS.**

(a) **IN GENERAL.**—Each local educational agency receiving assistance under [Title I Part A] shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

(b) **ACTIVITIES.**—The activities referred to in subsection (a) are activities that increase coordination between the local educational agency and a Head Start agency and, if feasible,

other entities carrying out early childhood education programs serving children who will attend the schools of the local educational agency, including—

- (1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
- (2) establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
- (3) conducting 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;
- (4) organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
- (5) linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

LEAs receiving funding under ESEA Title III for English Language Acquisition must meet the following provision of law:

**ESEA Sec. 3116(b)(4)(D) [20 U.S.C. 6826] Local Plans**

(D) The eligible entity [LEA(s) alone or in consortia with an institution of higher education, community-based organization, or state education agency] will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

The following statutory requirements apply to Head Start agencies:

**Improving Head Start for School Readiness Act of 2007**

**SEC. 642A [42 U.S.C. 9837a] Head Start Transition and Alignment with K-12 Education**

(a) In General—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, including--

- (1) developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll;
- (2) establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, local educational agency liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)), and health staff) to facilitate coordination of programs;

- (3) establishing ongoing communications between the Head Start agency and local educational agency for developing continuity of developmentally appropriate curricular objectives (which for the purpose of the Head Start program shall be aligned with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards) and for shared expectations for children's learning and development as the children transition to school;
- (4) organizing and participating in joint training, including transition-related training for school staff and Head Start staff;
- (5) establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies;
- (6) conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children;
- (7) helping parents of limited English proficient children understand—
  - (A) the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and
  - (B) as appropriate, the information provided to parents of English learners under section 1112(e)(3) of the Elementary and Secondary Education Act of 1965;
- (8) developing and implementing a family outreach and support program, in cooperation with entities carrying out parent and family engagement efforts under title I of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.], and family outreach and support efforts under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11431 et seq.], taking into consideration the language needs of parents of limited English proficient children;
- (9) assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes;
- (10) linking the services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such local educational agency;
- (11) helping parents (including grandparents and kinship caregivers, as appropriate) 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;
- (12) helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program;
- (13) developing and implementing a system to increase program participation of underserved populations of eligible children; and
- (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with--
  - (A) the Head Start Child Outcomes Framework, as developed by the Secretary; and
  - (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.

(b) Construction- In this section, a reference to a Head Start agency, or its program, services, facility, or personnel, shall not be construed to be a reference to an Early Head Start agency, or its program, services, facility, or personnel.

**SEC. 642(e) [20 U.S.C. § 9837] Collaboration and Coordination**

(e) Collaboration and Coordination- To be so designated, a Head Start agency shall collaborate and coordinate with public and private entities, to the maximum extent practicable, to improve the availability and quality of services to Head Start children and families, including carrying out the following activities:

(1) Conduct outreach to schools in which children participating in the Head Start program will enroll following the program, local educational agencies, the local business community, community-based organizations, faith-based organizations, museums, and libraries to generate support and leverage the resources of the entire local community in order to improve school readiness.

(2) (A) In communities where both a public prekindergarten program and a Head Start program operate, collaborate and coordinate activities with the local educational agency or other public agency responsible for the operation of the prekindergarten program and providers of prekindergarten, including outreach activities to identify eligible children.

(B) With the permission of the parents of children enrolled in the Head Start program, regularly communicate with the schools in which the children will enroll following the program, to--

(i) share information about such children;

(ii) collaborate with the teachers in such schools regarding professional development and instructional strategies, as appropriate; and

(iii) ensure a smooth transition to school for such children.

(3) Coordinate activities and collaborate with programs under the Child Care and Development Block Grant Act of 1990 [42 U.S.C. 9858 et seq.], the agencies responsible for administering section 106 of the Child Abuse Prevention and Treatment Act [42 U.S.C. 5106a] and parts B and E of title IV of the Social Security Act [42 U.S.C. 621 et seq., 670 et seq.], programs under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11431 et seq.], programs under section 619 and part C of the Individuals with Disabilities Education Act [20 U.S.C. 1419, 1431 et seq.], and other entities providing early childhood education and development programs or services, serving the children and families served by the Head Start agency.

(4) Take steps to coordinate activities with the local educational agency serving the community involved and with schools in which children participating in the Head Start program will enroll following the program, including--

(A) collaborating on the shared use of transportation and facilities, in appropriate cases;

(B) collaborating to reduce the duplication and enhance the efficiency of services while increasing the program participation of underserved populations of eligible children; and

(C) exchanging information on the provision of noneducational services to such children

(5) Enter into a memorandum of understanding, not later than 1 year after December 12, 2007, with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start agency, that shall--

(A) (i) provide for a review of each of the activities described in clause (ii); and

- (ii) include plans to coordinate, as appropriate, activities regarding--
  - (I) educational activities, curricular objectives, and instruction;
  - (II) public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs;
  - (III) selection priorities for eligible children to be served by programs;
  - (IV) service areas;
  - (V) staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development;
  - (VI) program technical assistance;
  - (VII) provision of additional services to meet the needs of working parents, as applicable;
  - (VIII) communications and parent outreach for smooth transitions to kindergarten as required in paragraphs (3) and (6) of section 642A(a) [20 U.S.C. 9837a(a)];
  - (IX) provision and use of facilities, transportation, and other program elements; and
  - (X) other elements mutually agreed to by the parties to such memorandum;
- (B) be submitted to the Secretary and the State Director of Head Start Collaboration not later than 30 days after the parties enter into such memorandum, except that--
  - (i) where there is an absence of publicly funded preschool programs in the service area of a Head Start agency, this paragraph shall not apply; or
  - (ii) where the appropriate local entity responsible for managing the publicly funded preschool programs is unable or unwilling to enter into such a memorandum, this paragraph shall not apply and the Head Start agency shall inform the Secretary and the State Director of Head Start Collaboration of such inability or unwillingness; and
- (C) be revised periodically and renewed biennially by the parties to such memorandum, in alignment with the beginning of the school year.

**VI. PROGRAMMATIC OBLIGATIONS OF THE LEA AND HEAD START AGENCY AND/OR OTHER EARLY CHILDHOOD DEVELOPMENT PROGRAMS**

The following are the ways Parties to this MOA will meet federally required areas of coordination in DC:

**A. Data and Records Sharing**

<b>ESSA Section 1119 – Coordination Requirement</b>	<b>Head Start Act Section 642A - Transition and Alignment with K-12 Education</b>
(b) Each LEA shall carry out agreements with Head Start and other early childhood development programs on coordination, including...	[Each HSA shall take steps to coordinate with LEAs and schools in which the children will enroll after the Head Start program, including...]
(1) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start	(a)(1) Developing and implementing a procedure for transferring program records for each participating child to the school in which the child will enroll.

program or, where applicable, another early childhood education program.	
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**Definition:**

For the purposes of this MOA, “records” in ESEA Sec. 1119(b)(1) or Head Start Act Sec. 642A(a)(1) above are defined as including at least the following information, transferred with parental consent and following all applicable District and federal privacy laws:

- Student immunization and health records;
- Individualized Family Service Plan (IFSP) and/or Individualized Education Programs (IEPs), if applicable as those terms are defined in the Individuals with Disabilities Education Act [20 U.S.C. 1400 et seq.];
- Health action plan and nutrition needs, if applicable;
- Behavior plan, if applicable;
- Results of assessments based on the Head Start Early Learning Outcomes Framework across multiple domains, or assessments from other early childhood development programs if applicable; and
- All other records maintained by the HSA or early childhood development program regarding the child.

**Initial Efforts in 2018-2019 School Year:**

To meet these requirements in the 2018-2019 school year, the Parties as applicable will undertake the following activities, to the extent feasible and permissible under District and federal privacy laws:

**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;
- Securely provide LEAs a list of their enrolling students that attended each HSA (and other early childhood education programs if feasible), or if individual student data cannot be shared, provide LEAs with an aggregate number of enrolling students that attended each HSA (and other early childhood education programs if feasible); and
- 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.

**LEAs will:**

- 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;
- 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; and
- 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).

Head Start Agencies and other early childhood development programs, to the extent feasible, will:

- Work with OSSE to determine the feasibility of electronically sharing child level data with OSSE and LEAs;
- 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;
- 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
- 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.

Full Implementation in the 2019-2020 School Year and Beyond:

To meet the requirements of law, by the 2019-2020 school year, DC agencies and organizations will undertake the following activities:

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).

LEAs will:

- 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; and
- 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.

Head Start Agencies and other early childhood development programs, to the extent feasible, will:

- 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;
- 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.

**B. Communication and Coordination of Services, Parent and Family Engagement**

<p><b>ESSA Section 1119 – Coordination Requirement</b> (b) Each LEA shall carry out agreements with Head Start, and other early childhood development programs if feasible, on coordination, including...</p>	<p><b>Section 642A - Head Start Transition and Alignment with K-12 Education</b> [(a) Each HSA shall take steps to coordinate with LEAs and schools in which the children will enroll after the Head Start program, including...]</p>
<b>Communication and Coordination of Services</b>	
<p>(2) Establishing channels of communication between school staff and their counterparts (including teachers, social workers and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs.</p>	<p>(2) Establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, LEA homeless liaisons, and health staff) to facilitate coordination of programs; [...]</p> <p>(5) Establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies; [...]</p>

	(13) Developing and implementing a system to increase program participation of underserved populations of eligible children
<b>Parent and Family Engagement</b>	
(3) Conducting 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.	<p>(6) Conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children; [...]</p> <p>(8) Developing and implementing a family outreach and support program, in cooperation with entities carrying out parent and family engagement efforts under Title I of [ESEA], and family outreach and support efforts under [the McKinney-Vento Homeless Assistance Act], taking into consideration the language needs of parents of limited English proficient children;</p> <p>(9) Assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes; [...]</p> <p>(11) Helping parents (including grandparents and kinship caregivers, as appropriate) 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;</p> <p>(12) Helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program.</p>

In DC, families attending Head Start or other early childhood development programs use the My School DC common lottery process to enroll in a seat for public pre-K or for a public K-12 school that is outside their DC Public Schools (DCPS) boundary. It is important for early childhood development programs to help families understand the process and critical timelines associated with student enrollment via the My School DC lottery. The suggested activities outlined below are designed to help facilitate smooth and effective transitions for families enrolled in HSAs or other early childhood development programs.

**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):**

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.

LEAs will perform the following:

- 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
- Share with OSSE and publicly post the LEA's transition policy and/or any requirements for new pre-K and kindergarten students.

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
- 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).

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;
- Provide support for parents on schools' English language instructional program, if needed; and/or
- 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.

**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;
- 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.

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;
- 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;

- 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;
- 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;
- 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 the Head Start program;
- 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;
- Refer young children who may be English Learners to the corresponding LEA for language screening; and/or
- Provide translation and/or interpretation services to support meetings and communications with the families as needed.

**C. Joint Professional Development**

<p align="center"><b>ESSA Section 1119 – Coordination Requirement</b></p> <p>[(b) Each LEA shall carry out agreements with Head Start and other early childhood development programs on coordination, including...]</p>	<p align="center"><b>Head Start Act Section 642A – Transition and Alignment with K-12 Education and Section 642 (e)(5) – Memorandum of Understanding</b></p>
<p>(4) Organizing and participating in joint transition-related training of school staff, Head Start program staff and where appropriate, other early childhood education program staff.</p>	<p>Head Start Act Sec. 642A (a)(1)(4) [Coordination with LEAs and schools shall include...] Organizing and participating in joint training of staff on topics such as academic content standards, instructional methods, curricula, and social and emotional development</p> <p>Head Start Act Sec. 642(e)(5)(A)(ii)(V) and (VI) [MOU between Head Start and the local entity managing public preschool shall include...]</p> <p>(V) Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development;</p>

Participation: To meet these requirements, 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 from each LEA must participate in, at minimum, at least two of any of the following events annually:

- 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, District of Columbia Association for the Education of Young Children (DCAEYC), HSAs, other early childhood development programs, LEAs and/or the DC Public Charter School Board (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.

The desired outcomes for participation in the events listed above are demonstration of a joint planning or coordination effort such as executing a joint training or establishing shared guidance around a topic of mutual interest. Minimum attendance requirements will be confirmed by sign-in sheets.

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.

Topics: With input from LEAs, HSAs and other early childhood development programs, joint professional development topics may include those with the most relevance for practitioners, such as:

- Preparing families for school selection and visits and participation in the My School DC lottery;
- Coordinating school readiness planning;
- Helping parents and young children know what to expect from the new setting;
- For parents of students eligible for English learners' (EL) services, helping parents know what EL instruction entails, what questions to ask of schools to better understand their approach to EL instruction and how to provide input into their child's English language instructional program in accordance with Steps 1 and 5 of [OSSE's EL guidebook](#);

- Helping families of children who are English learners understand the English language development services to which they are entitled;
- Understanding the roles of each program and organization;
- Sharing information on the DC Common Core Early Learning Standards (DC CCELS);
- Using the Classroom Assessment Scoring System (CLASS) data to improve learning environments for young children, including English learners;
- Utilizing best practices to equitably serve students of all abilities, racial/ethnic, linguistic and socioeconomic backgrounds;
- Supporting the social and emotional development of young children with a focus on trauma-informed care and instruction;
- 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)

**D. Standards, Curriculum and Instruction and Other Educational Services**

<p align="center"><b>ESSA Section 1119 – Coordination Requirement</b></p> <p>(b)(2) Each LEA shall carry out agreements with Head Start and other early childhood development programs, including...</p>	<p align="center"><b>Head Start Act Section 642A Head Start Transition and Alignment with K-12 Education</b></p> <p>[(a) Each HSA shall take steps to coordinate with LEAs and schools in which the children will enroll after the Head Start program, including...]</p>
<p>(5) Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.</p>	<p>(10) Linking the services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such local educational agency; [...]</p> <p>(14) Coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with--</p> <p>(A) The Head Start Child Outcomes Framework, as developed by the Secretary; and</p> <p>(B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and</p>

	physical competencies that children entering kindergarten are expected to demonstrate.
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Alignment of Standards, Curriculum and Instruction

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.

OSSE will:

- Maintain and post a list of evidence-based curricula from which child development facilities receiving child care subsidy funding and/or Pre-K Enhancement and Expansion funding must use; and
- Provide professional development opportunities to better understand DC CCELS, Common Core State Standards in reading and math, science, arts, English language development and other DC state standards, and how to effectively use curriculum to meet the standards. (See joint professional development section above for examples of joint professional development OSSE may help facilitate, in addition to separate professional development for early childhood development programs and LEAs.)

Head Start Agencies and other early childhood development programs, to the extent possible, will:

- Adopt the national [Head Start Early Learning Outcomes Framework \(HSELOF\)](#);
- Utilize a research-based curriculum that is aligned to DC CCELS;
- Develop school readiness goals; and
- Implement continuous quality improvement aligned to HSELOF.

LEAs will:

- Share resources and strategies with HSAs and to the extent possible with other early childhood development programs on standards, curriculum and instruction, which may include one of the following:
  - 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 DC educational standards and how to effectively use curriculum to meet such standards;
  - 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;
  - To the extent possible, share facilities for professional development in cases where scheduling, location and legal requirements may allow; and/or
  - To the extent possible, send a literacy coach, math coach or similar instructional leader to the HSAs (or other early childhood development program if feasible) to explain expectations for literacy at the LEA and help improve alignment and

coordination between HSAs and other early childhood development programs and the LEA.

**VII. DURATION OF THE MOA**

The period of this MOA shall be from the date of execution through Sept. 30, 2019. This MOA shall renew automatically on Oct. 1 of each subsequent fiscal year until September 2023, unless terminated in writing by the Parties pursuant to the Termination Section of this MOA (see below). The Parties shall periodically review the requirements of this MOA and make amendments or modifications as needed (see below).

**VIII. AMENDMENTS AND MODIFICATIONS**

The terms and conditions of this MOA may be amended or modified only upon prior written agreement by the Parties. Any modification or amendment of this MOA shall be valid only when reduced to writing, duly signed and attached to the original MOA. A Party may initiate discussions regarding modification to this MOA by giving thirty (30) days' notice in advance of the proposed modifications. Either party may request in writing a modification to the agreement due to changes in federal, state or local regulatory requirements that render the agreement illegal, ineffective or too costly to continue as originally written.

**IX. TERMINATION**

Either Party may terminate this MOA at a date prior to the renewal date specified in the MOA by giving the other Party at least sixty (60) days written notice. The MOA shall terminate on the date specified in the written notice, and the liabilities of the Parties hereunder for further performance of the terms of the MOA shall cease, but the Parties shall not be released from the duty to perform the MOA up to the date of termination.

**X. RESPONSIBILITY FOR THE ACTS OF THE PARTIES**

- A. The Parties to this MOA are cooperating District government entities and/or private entities. No employee or agent of any entity shall be deemed to be an employee or agent of another entity and shall have no authority, expressed or implied, to bind any other entity except as expressly set forth in the MOA. Each entity shall be responsible for its acts and those of its employees, agents and subcontractors, if any, during the course of this MOA.
- B. This MOA shall not be construed to create any rights, substantive or procedural, enforceable at law by any person in any judicial or administrative matter. This MOA is made for the benefit of the Parties hereto and not for the benefit of a third party.
- C. The Parties, individually, shall have a mechanism in place for implementing and monitoring how this MOA's coordination activities occur with other Parties.

**XI. NOTICE OF CLAIMS AND LAWSUITS**

Each Party shall promptly inform the other Party of any information related to the provision of services under this MOA that could reasonably lead to a claim, demand or liability against the other Party by a third party. Any Party that becomes a defendant in a lawsuit that involves services provided under this MOA and that may involve legal liability of the other party shall deliver to the other Parties, within five days of service of process, a copy of any pleading relating to such lawsuit.

**XII. CONSISTENT WITH LAW**

The Parties shall comply with all applicable laws, rules and regulations whether now in effect or hereafter enacted or promulgated.

**XIII. CONFIDENTIAL INFORMATION**

The Parties to this MOA will use, restrict, safeguard and dispose of all information related to or provided under this MOA in accordance with all relevant federal and local statutes, regulations and policies. Any unlawful use or disclosure of information related to the services provided under this MOA shall be subject, as applicable, to penalties outlined in the Data-Sharing and Information Coordination Amendment Act of 2010, effective Dec. 4, 2010 [D.C. Law 18-273; D.C. Official Code § 7-241 et seq.] and its implementing regulations at 29 DCMR 3000; the Health Insurance Portability and Accountability Act of 1996 (HIPAA), approved Aug. 21, 1996 [P.L. 104-191, 42 U.S.C. §1320d et seq.], as amended, and its corresponding regulations at 45 CFR Parts 160, 162, and 164; the Family Educational Rights and Privacy Act [(FERPA), 20 U.S.C. § 1232g, 34 CFR Part 99]; the Individuals with Disabilities Education Act [(IDEA), 20 U.S.C. § 1400 et seq., 34 CFR Part 300], and any other applicable District and Federal laws.

**XIV. SEVERABILITY**

In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

**XV. EFFECTIVE DATE**

This MOA shall be effective upon the last date of execution by signatories below.

IN WITNESS THEREOF, The Parties have executed this MOA as follows:

**[LOCAL EDUCATION AGENCY NAME]**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**Bright Beginnings Head Start Agency**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**CentroNia Head Start Agency**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**DC Public Schools (in its capacity as both a Head Start Agency and LEA)**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**Educare DC Head Start Agency**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**Edward C. Mazique Parent Child Center Head Start Agency**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**Rosemount Center Head Start Agency**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

**United Planning Organization Head Start Agency**

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE  
Agency Director or Designee

\_\_\_\_\_  
Date

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

  
\_\_\_\_\_

Hanseul Kang, State Superintendent of Education

8/23/18

\_\_\_\_\_  
Date

And

[OTHER EARLY CHILDHOOD DEVELOPMENT PROGRAM(S), IF FEASIBLE]

\_\_\_\_\_  
EXECUTIVE NAME/ TITLE

Agency Director or Designee

\_\_\_\_\_  
Date