



Coordination Requirements for LEAs and Head Start Programs in ESSA and the Head Start Act

	ESSA Section 1119 – Coordination Requirement	Section 642A - Head Start Transition and Alignment with K-12 Education and Section 642 (e)(5) - Memorandum of Understanding
Data and Records Sharing/ Enrollment	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Developing and implementing a procedure for transferring program records for each participating child to the school in which the child will enroll. Sharing information on selection priorities for eligible children served by Head Start programs and service areas.
Professional Development	<ul style="list-style-type: none"> Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff. 	<ul style="list-style-type: none"> Organizing and participating in joint training of staff on topics such as academic content standards, instructional methods, curricula, and social and emotional development. Coordinating program technical assistance.
Coordinating Services/ Communication	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Establishing transition policies and procedures that support children transitioning to school. Developing and implementing a system to increase program participation of underserved populations of eligible children. Provision of additional services to meet the needs of working families. Establishing channels of communication between Head Start staff and their counterparts in the school. Establishing communications between a Head Start agency and a local educational agency for developing continuity of developmentally appropriate curricular objectives.

<p>Family Engagement</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children. • Helping parents of limited English proficient children understand the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012). • Developing and implementing a family outreach and support program, in cooperation with entities carrying out parental involvement 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. • 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. • 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
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		<p>moves from Head Start to elementary school.</p> <ul style="list-style-type: none"> • 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>Services for Children with Disabilities</p>		<ul style="list-style-type: none"> • A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA, including: <ul style="list-style-type: none"> ○ the referral and evaluation process ○ service coordination ○ promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting ○ transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten. <p><i>(as described in 1302.62 of the Head Start Program Performance Standards)</i></p>
<p>Curriculum and Instruction</p>	<ul style="list-style-type: none"> • Linking the educational services provided by the local educational agency with the services provided by local Head Start agencies. 	<ul style="list-style-type: none"> • Linking the services provided by a Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by a local educational agency. • Coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with the HHS Head Start Child Outcomes Framework and state early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children

		entering kindergarten are expected to demonstrate.
Facilities and Transportation		<ul style="list-style-type: none">• Coordinating the provision and use of facilities, transportation or other programs.