A Memorandum of Understanding Between The School Districts of Crawford County and Ohio Heartland CAC Head Start

I. Parties to the Agreement

A. Buckeye Central Local School District
B. Bucyrus City School District
C. Colonel Crawford Local School District
D. Crestline Exempted Village School District
E. Galion City School District
F. Wynford Local School District
G. Mid-Ohio Educational Service Center (MOESC)
H. North Central Ohio Educational Service Center (NCOESC)
I. Ohio Heartland CAC Head Start

II. Purpose of Agreement

A. To improve availability and the quality of services for Crawford County, serving Head Start children, ages three to age five and their families

B. To support children's optimal development and readiness for school entry and success

C. To address the unique strengths and needs of the local population, such as homeless, migrant, or non-English speaking families

D. To promote collaboration regarding shared use of transportation, facilities and other resources, as appropriate

E. To promote further collaboration to reduce duplication and enhance efficiency of services

F. To define the roles and responsibilities of the named parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services

G. Coordinate a comprehensive system of activities, policies and procedures among the named parties which guide and support their delivery of services to children and their families

III. Program Descriptions

A. Ohio Heartland CAC Head Start program serves children 6 weeks to five years old in Crawford County located in central Ohio. Children are served in a half-day or a full day (146 days) center-based program provided from August through May. Early Head Start children are served in a full day full year center based program.

B. Head Start is a program of the United States Department of Health and Human Services that provides comprehensive Early Childhood education, health, nutrition, and parent involvement services to low-income children and their families. The program's services and resources are designed to foster stable family relationships, enhance children's physical and emotional well-being, and establish an environment to develop strong cognitive skills. The transition from preschool to elementary school imposes diverse developmental challenges that include requiring the children to engage successfully with their peers outside the family network, adjust to the space of a classroom, and meet the expectations the school setting provides.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local school systems (LSS) or the local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

C. This MOU is written specifically in relation to our work with children and families served within the boundaries of Crawford County.

IV. Authority

A. Head Start's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start grantee is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."

B. The Ohio Heartland CAC Head Start is authorized as the grantee by the Office of Head Start within the Administration for Children and Families/Department of Health and Human Services. As such the program is accountable to the Region V Office of Head Start in Chicago, Illinois.

V. Guiding Principles

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs or who are of preschool age, may receive comprehensive services to prepare them for elementary school and to address any potential "achievement gap"
- Plan and implement strategies based on practice and research that have proven to support children's school success
- Respect the uniqueness of each locality's needs and resources
- Promote the involvement of members of the early care and education communities
- Share commitment, cooperation, and collaboration for a coordinated service delivery system

VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation

Buckeye Central Local School District, Bucyrus City School, Colonel Crawford Local School District, Crestline Exempted Village School District, Galion City School District, Wynford Local School District and Ohio Heartland CAC Head Start will review and develop plans for the coordination, collaboration, alignment and implementation of each of the following 10 activities, as mandated by the Act.

A. Educational activities, curricular objectives and instruction

642(f) Implement a research-based early childhood curriculum that is aligned with the Head Start Early Learning Outcomes Framework developed by the Secretary and, as appropriate, Ohio Early Learning and Development Standards.

Ohio Heartland CAC Head Start uses Creative Curriculum, which is research-based. The Curriculum has been aligned with the Head Start Child Early Learning Outcomes Framework as well as Ohio's Early Learning and Development Standards. Ohio Heartland Head Start's implementation of the curriculum is outcomes-driven in that we adapt and modify approaches based on child outcomes data. Following an initial developmental screening using the Early Screening Inventory (ESI), ongoing child assessments are completed using Teaching Strategies Gold tool three times a year in the Head Start program.

642A (3) Establish ongoing communications between the Head Start grantee and the 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 Early Learning Outcomes Framework and, as appropriate, Ohio Early Learning and Development Standards) and for shared expectations for children's learning and development as the children transition to school

Ohio Heartland CAC Head Start will establish and maintain primary communication with Buckeye Central Local School District, Bucyrus City School, Colonel Crawford Local School District, Crestline Exempted Village School District, Galion City School District and Wynford Local School District. The connection will be made with the Superintendent who will be the primary contact unless they choose to designate another staff person directly involved in early childhood programming.

Ohio Heartland CAC Head Start will share the following types of information with each district office (with parental consent) to help ensure a spirit of open communication and information-sharing:

- Teaching Strategies Gold aggregated data about child progress on meeting the federal domains as identified in the Creative Curriculum
- Agency Annual Report
- E-DECA results (Devereaux Social Emotional Screening Tool)
- ESI results (Developmental Screening Tool)
- School Readiness Checklist (kindergarten eligible children only)

In exchange, Buckeye Central Local School District, Bucyrus City School, Colonel Crawford Local School District, Crestline Exempted Village School District, Galion City School District and Wynford Local School District agree to share information as follows with Ohio Heartland Head Start:

- kindergarten expectations
- results of all ODE Kindergarten Entry Assessment for children who have attended any Head Start site, if permission is granted by the parent/guardian
- district information relevant to preschool services

Ohio Heartland CAC Head Start and the school districts of Crawford County have agreed to the following:

Preschool Enrichment that Leads to Kindergarten Success

Approaches to Learning

- Manages emotions with increasing independence
- Follows classroom rules and routines with increasing independence
- Appropriately handles and takes care of classroom materials
- Manages actions, words, and behavior with increasing independence
- Demonstrates an increasing ability to control impulses
- Maintains focus and sustains attention with minimal adult support
- Persists in tasks
- Holds information in mind and manipulates it to perform tasks
- Demonstrates flexibility in thinking and behavior
- Demonstrates initiative and independence
- Shows interest in and curiosity about the world around them
- Expresses creativity in thinking and communication
- Uses imagination in play and interactions with others

Social and Emotional Development:

- Engages in and maintains positive relationships and interactions with adults
- Engages in prosocial and cooperative behavior with adults
- Engages in and maintains positive interactions and relationships with other children

- Engages in cooperative play with other children
- Uses basic problem-solving skills to resolve conflicts with other children
- Expresses a broad range of emotions and recognizes these emotions in self and others
- Expresses care and concern toward others
- Manages emotions with increasing independence
- Recognizes self as a unique individual having own abilities, characteristics, emotions, and interest
- Expresses confidence in own skills and positive feelings about self
- Has sense of belonging to family, community, and other groups

Language & Literacy

- Attends to communication and language from others
- Understands and responds to increasing complex communication and language from others
- Varies the amount of information to meet the demands of the situation
- Understands, follows, and uses appropriate social and conversational rules
- Expresses self in increasingly long, detailed, and sophisticated ways
- Understands and uses a wide variety of words for a variety of purposes
- Shows and understanding of word categories and relationships among words
- Demonstrates awareness that spoken language is composed of smaller segments of sound
- Demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)
- Identifies letters of the alphabet and produces correct sounds associated with letters
- Demonstrates an understanding of narrative structure through storytelling/re-telling
- Asks and answers questions about a book that was read aloud
- Writes for a variety of purposes using increasingly sophisticated marks

Cognition/Mathematics Development/Scientific Reasoning

- Knows number names and the count sequence
- Recognizes the number of objects in a small set
- Understands the relationship between numbers and quantities
- Compares numbers
- Associates a quantity with written numerals up to 5 and begins to write numbers
- Understands addition as adding to and understands subtraction as taking away from
- Understands simple patterns
- Measures objects by their various attributes using standard and non-standards measurement. Uses differences in attributes to make comparisons
- Identifies, describes, compares, and composes shapes
- Explores the positions of objects in space
- Observes and describes observable phenomena (objects, materials, organisms, and events)
- Engages in scientific talk
- Compares and categorizes observable phenomena
- Asks questions, gathers information, and makes predictions
- Plans and conducts investigations and experiments
- Analyzes results, draws conclusions, and communicates results

Perceptual, Motor, and Physical Development

- Demonstrates control, strength, and coordination of large muscles
- Uses perceptual information to guide motions and interactions with objects and other people
- Demonstrates increasing control, strength, and coordination of small muscles
- Demonstrates personal hygiene and self-care skills
- Develops knowledge and skill that help promote nutritious food choices and eating habits
- Demonstrate knowledge of personal safety practices and routines

B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs

642(e) (1) Generate support and leverage the resources of the entire local community in order to improve school readiness

Ohio Heartland CAC Head Start will continue to take an active role as a member of the Crawford County Family and Children First Council in order to share community news with families as deemed relevant. The agency has active representation on the Advisory Council for the Child Care Resource and Referral Program (YWCA of Northwest Ohio). This agency assists families in finding child care in the local community as well as providing a wide range of training for community child care workers.

642A (2) Establish 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

Ohio Heartland CAC Head Start will work with designated district personnel as identified by the Office of School Improvement and External Resources. Such personnel include but are not limited to the following: school liaison for the homeless and school health staff. The purpose of establishing these channels of communication is to ensure that as much as possible information is shared about services for homeless children as well as to fully understand the health requirements for children entering the district.

C. Selection priorities for eligible children to be served by programs

642A (13) Develop and implement a system to increase program participation of underserved populations of eligible children

Ohio Heartland CAC Head Start maintains an open recruitment and enrollment effort throughout the year. Outreach efforts include public service announcements, wide distribution of community fliers through various agencies and churches as well as to current families and participation in community events.

As required by Head Start Performance Standards, the program uses established enrollment criteria to select the "neediest of the needy" for the program. As is allowed by regulations, we are able to accept 10% of the population as over-income children, but frequently these slots are reserved for children with disabilities. Of the total enrollment, 10% of the children must be identified as having disabilities.

Data from the program Community Assessment indicates that there are many grandparents raising grandchildren in Crawford County. Recognizing that Head Start enrollees are being raised by grandparents, program recruitment efforts include reaching out to this population as well as to current families with infants and toddlers in the home. When grandparents are the primary caregivers for the children, developmental summaries will be shared with them and staff will assist them in the transition from Head Start to public school.

642(f) (10) Develop procedures for identifying children who are limited English proficient, and informing the parents of such children about the instructional services used to help children make progress towards acquiring the knowledge and skills described in section 641A(a)(1)(B) and acquisition of the English language.

Ohio Heartland CAC Head Start will work with families identified with limited English proficiency as much as possible. The program will access other community services, including ESL programs, as necessary, to ensure a smooth transition into the public schools. Ohio Heartland CAC Head Start works with translators to ensure that agency forms and other information is available to non-English speaking families. Ohio Heartland CAC Head Start has the Family Handbook, Head Start 101, flyers, Weekly In-Home Activities, pre-registrations and other information in Spanish.

641A(E) Include information on the innovative and effective efforts of the Head Start agencies to collaborate with the entities providing early childhood and development services or programs in the community and any barriers to such collaboration that the agencies encounter

Ohio Heartland CAC Head Start works in active collaboration with several community agencies including but not limited to the following:

- Department of Job and Family Services (family support and child care)
- Health Department (well-child clinics, WIC program)
- YWCA of Northwest Ohio (Resource and Referral Agency)
- Children's Services
- Mid-Ohio Educational Service Center (MOESC)
- North Central Ohio Educational Service Center (NCOESC)

641(H) the plan of such applicant to coordinate and collaborate with other public or private entities providing early childhood education and development programs and services for young children in the community involved, including—(i) Programs implementing grant agreements under the Early Reading First and Even Start programs under subparts 2 and 3 of part B of title I of the Elementary And Secondary Education Act of 1965 (20 U.S.C. 6371 et seq., 6381 et seq.)

Currently no school districts in Crawford County operate an Early Reading First and Even Start Program.

(ii) Other preschool programs under title I of that Act (20 U.S.C. 6301 et seq.)

Ohio Heartland CAC Head Start provides referrals to full day/full year preschool programs funded under Title 1 and as such agrees to work in collaboration with the districts.

(iii) Programs under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.)

- Ohio Heartland CAC Head Start works closely with the preschool education division of the school districts to refer children for an Evaluation Team Report (ETR). Ohio Heartland CAC Head Start collaborates with Bucyrus City School, Buckeye Central Local School District, Crestline Exempted Village School District, Colonel Crawford Local School District, Galion City School District, Wynford Local School District and North Central Ohio Educational Service Center (NCOESC) and Mid-Ohio Education Services (MOESC) to place children that are currently on Individual Education Programs (IEP) into our classrooms.

(iv) State pre-kindergarten programs

Ohio Heartland CAC Head Start recognizes that there are state-funded ECE classrooms and as such agrees to work in collaboration with the Bucyrus City Schools, Buckeye Central Local School District, Colonel Crawford Local School District, Crestline Exempted Village School District, Galion City Schools and Wynford Local School District to share referrals between programs.

(v) Child care programs

Ohio Heartland CAC Head Start recognizes the various child care programs in Crawford County and as such agrees to work in collaboration with the district to share referrals between the child care programs. In doing so, we reach children in the environments chosen by parents, while ensuring that these children, parents and staff also receive the full-range of Head Start services, provided in our own self-operated sites.

(vi) The educational program that the children in the Head Start program involved will enter at the age of compulsory school attendance

Ohio Heartland CAC Head Start makes every effort to ensure a smooth transition for children entering into the schools of Crawford County by planning and implementing activities for both the children and parents prior to leaving our program. These activities may include such things as invitations to kindergarten teachers to meet with parents and field trips to kindergarten classrooms. At the end of the current program year, we will be preparing developmental summaries for all children; these summaries will be available to the districts upon request and parental consent.

(vii) Local entities, such as a public or school library for—

(I) Conducting reading readiness programs
(II) Developing innovative programs to excite children about the world of books including providing fresh books in the Head Start classroom
(III) Assisting in literacy training for Head Start teacher
(IV) Supporting parents and other caregivers in literacy efforts

Ohio Heartland CAC Head Start supports a lending library program where the children pick out books in their own classroom and take them home for their parent/guardians to read to them. The children may take field trips to any of the Crawford County Public Libraries. Parents are encouraged to apply for library cards for both themselves and their children. Ohio Heartland CAC Head Start sponsors four evening Family Night events. The activities for these events are related to literacy, science, mathematics and health and safety. The activities are based on objectives from Creative Curriculum Teaching Strategies Gold.

C. Definition of service areas

Define areas where local entity and Head Start provide services to children:

Head Start services within Crawford County are provided through our center based half-day/full day programs. The center based programs are located at the following locations:

Bucyrus Centers 1 & 2 and EHS
740 Tiffin Street
Bucyrus, OH 44820
Serving 40 Head Start children (Full Day)
Serving 8 Early Head Start Children

Galion Centers 1 & 2
525 Dawsett Ave.
Galion, OH 44833
Serving 54 Head Start children (Full and Half Day)

D. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development.

642A (4) Organize and participate in joint training, including transition-related training for school staff and Head Start staff

- Ohio Heartland CAC Head Start will work with the Bucyrus City School, Buckeye Central Local School District, Colonel Crawford Local School District, Crestline Exempted Village School District, Galion City School District, and Wynford Local School District to identify shared training opportunities on an annual basis. Ohio Heartland CAC Head Start does extensive training of all staff employed through the agency. Training topics include a wide variety related to classroom instruction and child assessments, multiple topics related to working with families, required sessions related to state child care licensure and sessions related to the state's quality rating system (SUTQ). Ohio Heartland Head Start, Bucyrus City School, Buckeye Central Local School District, Crestline Exempted Village School District, Colonel Crawford Local School District, Galion City School District, Wynford Local School District, Mid-Ohio Educational Service Center Preschool (MOESC) and North Central Ohio Educational Service Center (NCOESC) will share training related to kindergarten-transitions each year.

E. Program technical assistance

642 (10) Link 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

Ohio Heartland CAC Head Start will work with the school districts to implement an Educational Advisory Committee that will meet annually to ensure that Head Start educational practices are appropriately linked to district expectations for school readiness. Advisory Committee members will include but not be limited to Head Start staff such as teachers and administrative representatives, district staff such as representatives from kindergarten classes, preschool special education staff and administrative representatives.

648(i) (e)(3) Encourage States to supplement the T/TA funds with Federal, State, or local funds other than funds made available, to expand training and technical assistance activities beyond Head Start agencies to include other providers of other early childhood education and development programs within a State

Ohio Heartland CAC Head Start will notify districts and collaborating agencies of training opportunities. We will also work with the YWCA (Resource and Referral) to ensure that all the county preschool programs are informed about training provided through this Resource and Referral Agency.

F. Provision of services to meet the needs of working parents, as applicable

642(e) Coordinate activities to make resources available for full working-day and full calendar year available to children

Ohio Heartland CAC Head Start does not currently provide full-day, full year services. The agency does coordinate pick-up and drop-off schedules with full-day, full-year services in Crawford County and works with referral agencies to provide information to parents about options for child care.

642(e)(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.)
See previous response

G. Communication and parent outreach for smooth transitions to kindergarten

642A (1) Develop and implement 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

Ohio Heartland CAC Head Start will work with district representatives to implement a systematic procedure for the transfer of child program records, including but not limited to the following: Individual Education Program (IEP), Early Screening Inventory (ESI), speech screening results, classroom observations/anecdotal notes, Child Progress & Planning Report, Individual Child Transition Plan, artwork and drawings. The district may also request a Health Summary Report which includes: hearing screening results, vision screening results, dental information, medical exam, and health care plans, when applicable. When Family Advocates are registering a child for Head Start services, they have the parent/guardian sign a Public School Transition Release of Information Form. The Public School Transition Release of Information Form gives Ohio Heartland CAC Head Start permission to release any of the above information, when requested by the district.
Head Start staff will secure parent/guardian permission for the district to release to Head Start the results of ODE Kindergarten Readiness Assessment (i.e. KRA) of former Head Start children.

642 (5) Establish comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies. See previous response

642 (6) Conduct outreach to parents and elementary school (such as Kindergarten) teachers to discuss the educational, developmental, and other needs of individual children

As referenced earlier in this document, Ohio Heartland CAC Head Start makes every effort to ensure smooth transition for children entering the Bucyrus City School, Buckeye Central Local School District, Crestline Exempted Village School District, Colonel Crawford Local School District, Galion City School District and Wynford Local School District by planning and implementing activities for both the children and parents prior to leaving our program. These activities may include such things as invitations to kindergarten teachers to meet with parents, field trips to kindergarten classrooms and discussions between the Family Advocate and the parent/guardian regarding the kindergarten screening dates and options.

642 (7) Help 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 limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C.7012)

Ohio Heartland CAC Head Start will assist parents of limited English proficient children understand the school enrollment process for their children by working with the school district for appropriate referrals and by providing interpretive services, when necessary.

642 (8) Develop and implement 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
See previous response

642 (9) Assist 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

Ohio Heartland CAC Head Start will provide a developmental summary report for every Ohio Heartland Head Start child entering the school district. Included in this packet of information will be the child's health history, immunization record, health and developmental screening profile and

child assessment information. Ohio Heartland CAC Head Start will work with the district to ensure that parents/guardians understand ways in which they can be involved with the school the child will be attending. The developmental summary report will be given to school districts, upon request and with a signed parental consent form.

642 (11) Help 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. See previous response

(12) Help parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program

Ohio Heartland CAC Head Start will work with districts to ensure that parents/guardians understand ways in which they can be involved with the school the child will be attending.

H. Provision and use of facilities, transportation, and other program elements

642(e)(4) (A) Collaborate on the shared use of transportation and facilities, in appropriate cases (B) Collaborate to reduce the duplication and enhance the efficiency of services while increasing the program participation of underserved populations of eligible children (C) Exchange information on the provision of non-educational services to such Children

As a collaborative partner with the LEA, Ohio Heartland CAC Head Start, provides space and transportation for the children enrolled in the program.

I. **Other elements mutually agreed to by the parties**

VII. Confidentiality

All parties acknowledge the confidentiality requirements that each grantee and agency must follow regarding the sharing and release of personally identifiable information regarding children and families. Each grantee and agency will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)

VIII. Dispute Resolution

Parties will first attempt to resolve the dispute between them. All local agencies will ensure that a system is in place to resolve disputes and solve problems. The system should include:
a) timelines for regular meetings to review local agreements, plan collaborative activities, and resolve issues; and
b) the identification of a liaison from each grantee and agency

IX. Review of Agreement

The agreement will be jointly reviewed by all parties annually and more frequently if laws and regulations are amended that will significantly impact this agreement or if a party requests a formal change.

X. Term of Agreement

The agreement will become effective immediately after being signed and dated by all parties. By signing the agreement each grantee and agency agrees to the terms. The signed agreement will be binding on all successors of parties to the agreement. This agreement will be effective from July 1, 2019 until June 30, 2020.