

**A Memorandum of Agreement Between  
Gadsden Independent School District, and TMC Migrant Seasonal Head Start**

**I. Parties to the Agreement**

- A. Gadsden Independent School District (GISD); and
- B. TMC Migrant Seasonal Head Start (TMC MSHS)

**II. Purpose of the Agreement**

The intent of this agreement is to enter into a memorandum of agreement to institute a working procedure between Gadsden Independent School District (GISD) and TMC Migrant Seasonal Head Start (TMC MSHS) for the provision of providing services to children transitioning into the public school system, or local education agency and/or services to eligible children for Early Childhood: Special Education Program in compliance with Federal and State laws and regulations. TMC MSHS program and the GISD will:

- A. Improve availability and the quality of services for the geographic service area of the TMC MSHS Program's children, age three through compulsory age, and their families
- B. Support children's optimal development and readiness for school entry and success
- C. Address the unique strengths and needs of the local populations, such as homeless, migrant, or non-English speaking families
- D. Promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate
- E. Promote further collaboration to reduce duplication and enhance efficiency of services
- F. 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 education 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
- H. Address the legal requirements of both parties and arrangements for collaborative efforts when families, communities, and program mutually benefit
- I. Assurance of eligible children for the Special Education Program receive a free and appropriate public education within the least restrictive environment setting as required by law.

**III. Program Description and Mandates**

- A. TMC MSHS is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, and family involvement. Head Start preschool programs provide services to children from 3 years old to compulsory school age and their families.

TMC MSHS is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start Program must have a written agreement with the local school systems (LSS) or local education agencies to coordinate and collaborate to best meet the needs of children and their families.

TMC MSHS is responsible for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the

- may receive comprehensive services to prepare them for elementary school and to address any potential “achievement gap”
- B. Develop successful linkages within the context of No Child Left Behind Act of 2001, the Head Start Act (2007), and New Mexico, Anthony, Mesquite, and La Mesa legislation, policies, and procedures
- C. Plan and implement strategies based on practice and research that have proven to support children’s school success
- D. Respect the uniqueness of each locality’s needs and resources
- E. Facilitate and coordinate campus visits for TMC MSHS children and families transitioning into the GISD.
- F. Promote the involvement of members of the early care and education communities
- G. Share commitment, cooperation, and collaboration for a coordinated service delivery system

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

GISD and TMC MSHS will work together for the review, coordination, collaboration, alignment, and implementation of each of the following activities:

- A. Educational activities, curricular objectives, and instruction
  - 1. Implement a research-based early childhood curriculum that is aligned with the Head Start Child Development Early Learning Framework developed by the Secretary and, as appropriate, State early learning standards.
  - 2. Establish ongoing communications between TMC MSHS program 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 Development Early Learning Framework and, as appropriate, State early learning standards, and for shared expectations for children's learning and development as the children transition to school.
- B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs
  - 1. Generate support and leverage the resources of the entire local community in order to improve school readiness.
  - 2. Establish ongoing channels of communication between TMC MSHS 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.
- C. Selection priorities for eligible children to be served by programs
  - 1. Develop and implement a system to increase program participation of underserved populations of eligible children.
  - 2. 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 of the English language.
  - 3. 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

F. Program technical assistance

1. Link the services provided by TMC MSHS program with educational services, including services relating to language, literacy, and numeracy, provided by such local educational agency

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

1. Coordinate activities to make resources available for full working-day and full calendar year available to children
2. Coordinate activities and collaborate with programs under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.)

H. Communication and parent outreach for smooth transitions to the public school system for preschool children, including children with disabilities

1. Develop and implement a systematic procedure for transferring, with parental consent, TMC MSHS program records for each participating child to the school in which such child will enroll
2. 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
3. Conduct outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children
4. Help parents of limited English proficient children understand—
  - (i) The instructional and other services provided by the school in which such child will enroll after participation in TMC MSHS; and
  - (ii) 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)
5. 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
6. Assist families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between TMC MSHS services and elementary school classes
7. Help parents to understand the importance of parental engagement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from TMC MSHS to elementary school
8. Help parents understand the instructional and other services provided by the school in which their child will enroll after participation in the TMC MSHS Program
9. Meet to discuss, devise a plan, and coordinate services for enrolled children with disabilities transitioning to publicly funded schools.

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

1. Collaborate on the shared use of transportation and facilities, in appropriate cases
2. Collaborate to reduce the duplication and enhance the efficiency of services while increasing the program participation of underserved populations of eligible children
3. Exchange information on the provision of non-educational services to such children

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 or among themselves. 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 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 when a party requests a formal change. This agreement may not be waived, modified, amended, or altered except in writing and signed by TMC and the *GISD*.

**X. General Provisions and Term of Agreement**

- A. The agreement will become effective immediately after being signed and dated by all parties. By signing the agreement each agency agrees to the terms.
- B. The Disabilities Coordinator at the TMC MSHS Regional Office is designated to serve as the primary contact for TMC for the services of children with disabilities.
- C. The Parent, Family, and Community Engagement Coordinator at the TMC MSHS Regional Office is designated to serve as the primary contact for the coordination and collaboration of services between the parent, family, and community.
- D. The Child Development Coordinator at the TMC MSHS Regional Office is designated to serve as the primary contact for TMC for the educational services and transition activities of children.
- E. The *GISD* agrees to assign their Superintendent, or designee, as the contact person for the *GISD* service delivery area.

This agreement will become effective from 2/11/2015 to 2/10/2016 following the signing of the agreement by both parties and remain in effect until cancelled by either party.

**XI. Signatures**

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Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cesar Sotelo, Interim Chief Executive Officer

\_\_\_\_\_  
Date