



Title I, Part A Early Childhood Coordination Requirements Frequently Asked Questions (FAQs)

1. Are Local Educational Agencies (LEAs) required to develop written agreement with all early childhood education programs within their boundaries?

LEAs must develop written agreements with Head Start agencies within the boundaries of their LEA, and if feasible, other entities carrying out early childhood development programs (20 U.S.C. 6322).

2. What does the Every Student Succeeds Act (ESSA) define as a regular early childhood education program?

ESSA outlines early childhood education programs as programs birth to the age which the LEA provides public elementary education. This may include early private daycare programs if they meet the definition of an “Early Childhood Education Program” as defined in the Higher Education Act of 1965 (20 U.S.C 1003) which includes the following:

- (A) A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start Program that also received state funding;
- (B) A state licensed or regulated child care program; or
- (C) A program that -
 - (i) serves children from birth through age six that addresses the children’s cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and
 - (ii) is-
 - (I) a state prekindergarten program;
 - (II) a program that serves children ages three, four and five with individualized education programs (IEPs) [a program authorized under section 619 [20 U.S.C. 1419]] or a program that serves infants and toddlers ages birth to three with an individualized family service plan (IFSP) [part C of the Individuals with Disabilities Education Act [20 U.S.C. 1431 et seq.]]; or
 - (III) a program operated by a local educational agency.



3. Are LEAs required to develop written agreements with Head Start agencies that do not reside within their boundaries?

It is not a requirement to develop an agreement with a Head Start agency that does not reside within the boundaries of the LEA (20 U.S.C. 6322). However, it is encouraged as a best practice to evaluate the transition trends and needs of children that attend both the LEA and the Head Start agency. If data demonstrates a need for further communication and collaboration, it may be in the best interest of both parties to develop a written agreement.

4. What records should be included when developing systematic procedures for transferring records?

Systems to transfer records between the Head Start agency and LEAs should focus on the necessary information to meet students needs. Transferring or sharing student records requires parental consent (Wis. Stat. sec. 118.125). Records to consider include: assessment results, individualized education programs (IEPs), health records, other relevant student academic information, and any additional information helpful to teachers.

5. What should coordination look like between private preschools and the school district?

Requirements under the Head Start Act of 2007 and ESSA (20 U.S.C. 6322) outline the specifics for coordinating Head Start programs and LEAs. Coordination between other types of early childhood education programs and LEAs is not specifically defined in ESSA. Early childhood education programs include private child care programs (including in-home daycare types of preschools). LEAs coordinating written agreements and activities with other early childhood development programs should start with the high expectations they maintain with their Head Start agencies, and adjust to meet both program needs.

6. Can Title I funds be used to meet the early childhood coordination requirements listed in ESSA 20 U.S.C. 6322 (b)?

Yes, an LEA may use Title I funds for the required coordination activities. However, LEAs may only provide direct Title I services to eligible students.

7. Can Title I funds be used to provide professional development regarding parent and family engagement strategies to early childhood educators or parents?

Yes, an LEA may use part of its family engagement reservation to provide joint professional development among early childhood educators, elementary school staff, and parents/families (20 U.S.C. 6318(a)(3)(D)).



8. Are LEAs that serve elementary grade spans and do not have a Title I preschool program required to fulfill the communication agreement requirements?

Yes, ESSA requires each LEA receiving Title I funds to develop written agreements with Head Start programs and, if feasible, other early childhood programs (20 U.S.C. 6322). This communication and coordination helps ensure successful transition between early childhood and elementary school.

9. Are unified high school LEAs or independent charter programs that do not serve elementary grade spans required to fulfill the communication agreement requirements?

No, it is not reasonable to assume an LEA that does not serve elementary grade spans is responsible to fulfill the requirements for coordination between Head Start programs and early childhood education programs. Unified high school LEAs and independent charter programs that do not serve elementary grade spans should coordinate with their respective LEAs that serve the corresponding elementary grade spans to identify potential resources and needs that can be coordinated or aligned (20 U.S.C. 6312).