



Partnership Crosswalk

Head Start and Transitional Kindergarten in State and Federal Law

Introduction

The Master Plan for Early Learning and Care: Making California for All Kids (Dec 2020) sets a noble, ambitious and aspirational vision for early learning and care by 2030 ...

“ ... ensuring that all California children thrive physically, emotionally, and educationally in their early years, through access to high-quality early learning and care resources; equitable opportunities for the workforce that advance equitable outcomes for children; and greater efficiencies to the state today and every day through structures for continuous improvement. ”

The Budget Act of 2022—which funded the expansion of Transitional Kindergarten by lowering the age of eligibility from 57 months to 48 months over 4 years—has added to the complexity of the challenge. California’s entire early childhood mixed delivery system is now experiencing a deep and accelerated change. To proactively collaborate with school districts, Head Start programs will need to share, partner and coordinate with school districts to best serve California’s most vulnerable and at-risk children aged 0-5 and their families.

The Crosswalk

The purpose of the Crosswalk is to provide Head Start leaders a resource to support engage in ongoing outreach and collaboration with school districts. Organized by the requirements of the Budget Act of 2022, this document notes the relevant Every Student Succeeds Act (ESSA) law and Head Start Program Performance Standards (HSPPS) regulations, and then provides ideas and recommendations for Head Start and Local Education Agency (LEA) administrators to consider as they partner. The intent is to provide greater understanding of the intersection of state and federal requirements that impact partnerships between Head Start programs and local educational agencies.

The Team

In consultation with the California Head Start State Collaboration Office, the Crosswalk was developed by Head Start program leaders:

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Budget Act 2022 (AB131) [Sec. 10490 (a)(1)]



Developing and implementing a systematic procedure for transferring, with Head Start program records for each participating child to the school in which the child will enroll based on parent consent.

HSPPS 1302.71 Transitions from Head Start to kindergarten.

(a) *Implementing transition strategies and practices.* A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.

(b) *Family collaborations for transitions.* (1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.

(c) *Community collaborations for transitions.* (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.

ESSA: Sec. 1119: Coordination Requirement

Requires educational programs to systematically coordinate with Head Start or other programs serving preschool-age children by:

- Establishing a Memorandum of Understanding (MOU) outlining a plan to share student information
- Arranging for educators to participate in joint professional development and planning time together
- Planning family engagement opportunities
- Coordinating with other specialists and agencies serving children in the community

Topics to discuss with District leaders

- Concurrent enrollment and transition with and between TK and HS
- Schedule a Transition meeting
- Identify key LEA and Head Start staff to collaborate on enrollment processes and requirements

Internal work for Head Start Programs

- Develop a chart for age eligibility and a 'gentle handshake' for who will serve what group and create a sample MOU with the chart
- Create templates for MOUs that outline prioritization for enrollment, parental choice and concurrent enrollment of TK and Head Start students
- Developing a 'paperless' technology solution for transferring records

Budget Act 2022 (AB131) [Sec. 10490 (a)(2)]



Establishing channels of communication between Head Start staff and their counterparts in the schools, including, but not limited to, teachers, social workers, and health staff, to facilitate the coordination of programs.

HSPPS 1302.40

(a) A program must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child’s growth and school readiness.

(b) A program must establish and maintain a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community.

1302.45 Child mental health and social and emotional well-being.

(a) **Wellness promotion.** To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health, a program must:

(1) Provide support for effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns.

(2) Secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner.

(3) Obtain parental consent for mental health consultation services at enrollment; and,

(4) Build community partnerships to facilitate access to additional mental health resources and services, as needed.

b) **Mental health consultants.** A program must ensure mental health consultants assist:

(1) The program to implement strategies to identify and support children with mental health and social and emotional concerns.

(2) Teachers, including family childcare providers, to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;

ESSA

Requires educational programs to systematically coordinate with Head Start or other programs serving preschool-age children by:

- Establishing a Memorandums of Understanding (MOU) outlining a plan to share student information
- Arranging for educators to participate in joint professional development and planning time together
- Planning family engagement opportunities
- Coordinating with other specialists and agencies serving children in the community

HSPPS 1302.40

ESSA

(3) Other staff, including home visitors, to meet children’s mental health and social and emotional needs through strategies that include observation and consultation;

(4) Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,

(5) In helping both parents and staff to understand mental health and access mental health interventions, if needed.

(6) In the implementation of the policies to limit suspension and prohibit expulsion as described in §1302.17.

Topics to discuss with District leaders

- Teachers and support staff to continue multi-disciplinary meetings (proactive not reactive) for all kids and families / family case management or pre planning prevention/intervention articulation meetings conferencing. TK. Districts have district wide social workers, Special Education and HS staff
- Concurrent enrollment and Transition between TK and HS including agreements on which age group each agency (LEA and HS) will serve
- Interagency staffing coordination
- Establish policies and procedures that provide information about similar and differing components of TK and Head Start as well as support for transition between the programs
- Establish expectations for ongoing communication between TK and Head Start staff to develop continuity of service delivery
- Develop and utilize a universal consent system for accessing services that ensures confidentiality and allows consent and authorization from parents/guardians and staff to discuss items throughout process

Internal work for Head Start Programs

- Ongoing training for transition between HS and TK

Budget Act 2022 (AB131) [Sec. 10490 (a)(3)]



Conducting meetings involving parents, kindergarten, or elementary school teachers, and Head Start program teachers to discuss the educational, developmental, and other needs of individual children.

HSPPS

(3) A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.

(d) *Learning environment activities.* A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.

(e) *Transition services for children with an IEP.* A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.

ESSA

Sec. 1119: Coordination Requirement

Requires educational programs to systematically coordinate with Head Start or other programs serving preschool-age children by:

- Establishing an MOA outlining a plan to share student information
- Arranging for educators to participate in joint professional development and planning time together
- Planning family engagement opportunities
- Coordinating with other specialists and agencies serving children in the community

Sec. 3123: Coordination with Related Programs

Ensures close cooperation between schools and other organizations that serve language-minority and English learners.

Sec. 4107: Activities to Support Well-Rounded Educational Opportunities
Requires that schools receiving certain funds apply a portion of the funds to:

- Coordinate with other schools and community programs Partner with recognized public or private organizations to implement "well-rounded educational opportunities"

Sec. 4108: Activities to Support Safe and Healthy Students

Directs schools to:

- Coordinate with other community programs
- Ensure a healthy, supportive academic environment
- Promote parent involvement
- Partner with reputable public or private organizations to support student well-being and success

Topics to discuss with District leaders

- Collaborative parent conferences w/ HS and TK to discuss individual and child goals and planning including content areas of education, development, health, and mental health
- Student Support Team (SST) or Child Success Team (CST) process and parent involvement
- Individualized Development Plan (IDP) (HS) and Home Visit / combine the two conferences with school districts
- Work together on MOU planning for children and families

Internal work for Head Start Programs

- Develop joint parent meetings and training that assist families with continuity of involvement in TK and Head Start
- Create templates for MOUs that provide the time and resources needed for joint planning for the educational goals of individual children

Budget Act 2022 (AB131) [Sec. 10490 (a)(4)]



Organizing and participating in joint transition-related training of school staff and Head Start staff.

HSPPS 1302.71 Transitions from Head Start to kindergarten

(a) Implementing transition strategies and practices.

(b) Family collaborations for transitions.

(c) Community collaborations for transitions.

See page 2 above.

ESSA: Sec. 1119: Coordination Requirement

Requires educational programs to systematically coordinate with Head Start or other programs serving preschool-age children by:

- Establishing an agreement outlining a plan to share student information
- Arranging for educators to participate in joint professional development and planning time together
- Planning family engagement opportunities
- Coordinating with other specialists and agencies serving children in the community

Topics to discuss with District leaders

- Collaborative parent conferences w/ HS and TK to discuss individual and child goals and planning including content areas of education, development, health and mental health
- Schedule joint staff training dates for topics such as standards, curricula and transition
- Provide program staff with the documents that show alignment TK/ Head Start standards to gain better understanding of common language
- Preschool Learning Foundations with Key Early Education Resources

Internal work for Head Start Programs

- Inform and share school readiness materials
- Create templates for MOUs that provide the time and resources needed for joint planning for the educational goals of individual children

Budget Act 2022 (AB131) [Sec. 10490 (a)(5)]



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. Sec. 6301 et seq.).

HSPPS 1302.50 Family Engagement

ESSA: Sec. 1116: Parent and Family Engagement

(a) *Purpose.* A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

1302.51 Parent activities to promote child learning and development

(a) A program must promote shared responsibility with parents for children’s early learning and development and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development. These strategies must include:

(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;

(2) Providing parents with information about the importance of their child’s regular attendance, and partnering with them, as necessary, to promote consistent attendance; and,

(3) For dual language learners, information, and resources for parents about the benefits of bilingualism and biliteracy.

(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents’ knowledge and offers parents the opportunity to practice parenting skills to promote children’s learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

Ensures schools have family outreach programs, activities, and procedures in place.

States that families must be meaningfully consulted in the planning and implementation of family engagement activities.

Requires schools to distribute a family engagement policy to all families which describes:

- Opportunities to participate in educational and event planning
- The school's family engagement strategies.
- Opportunities for feedback, review, and improvement of engagement strategies.
- Parent advisory board opportunities.

Topics to discuss with District leaders

- Collaborative parent conferences w/ HS and TK to discuss individual and child goals and planning including content areas of education, development, health and mental health
- Combine conferences with school districts
- Establish Principal roundtables with Head Start Directors – share information and connect transition and encourage discussions to support parents
- Co-registration, offset registration redundancy and paperwork

Internal work for Head Start Programs

- Orienting parents about both Head Start and TK and how the partnership can be successful
- Create templates for MOUs that provide the time and resources needed for joint planning for the educational goals of individual children

Budget Act 2022 (AB131) [Sec. 10490 (a)(6)]



Assisting families, administrators, and teachers in enhancing educational and developmental continuity between Head Start services and elementary school classes.

Note: See HSPPS 1302.71 Transitions from Head Start to kindergarten and ESSA: Sec. 1119: Coordination Requirement on page 2.

Topics to discuss with District leaders

- District wide 'Global Messages' to create a message that informs and includes both HS and TK
- Share information regularly between HS and TK
- Establish Community of Practices with P3 Alignment at center and Leadership of ECE programs

Internal work for Head Start Programs

- Curriculum and classroom environment what are the supports to bring the TK and HS programs together and as a seamless program (grade level)
- Messaging on mixed service delivery, parent choice, and HS benefits
- Creating a consistent transition plan for each child so that staff are clear and can articulate

Budget Act 2022 (AB131) [Sec. 10490 (a)(7)]



Linking the services provided in the Head Start program with the education services provided by the local educational agency.

Note: See HSPPS 1302.71 Transitions from Head Start to kindergarten and ESSA: Sec. 1119: Coordination Requirement on page 2.

Topics to discuss with District leaders

- Alignment with the Early Learning Outcomes Framework (ELOF)
- Framework or understanding of how curriculum is complimentary and how does it support school readiness
- Establish process to define how curricula used is aligned to both LEA and Head Start requirements for kindergarten entrance competencies
- Ensure that curricula used is research based and recognizes scope and sequence of developmental markers

Internal work for Head Start Programs

- Curriculum and classroom environment—what are the supports to bring the TK and HS programs together and as a seamless program
- Framework or understanding of how curriculum is complimentary and how does it ensure for school readiness. Research based for scope and sequence are aligned to both LEA and HS requirements that build to K skills. There are some TK curriculums being used that are research based
- Identify Comprehensive Services and why is it beneficial to districts

Budget Act 2022 (AB131) [Sec. 10205 (j)(9)]



How parents will be provided enhanced information about making an informed child-care choice that best meets their child’s and family’s needs, from the full spectrum of quality child-care available.

HSPPS 1302.41 Collaboration and communication with parents

(a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate manner and communicate with parents about their child’s health needs and development concerns in a timely and effective manner.

(b) At a minimum, a program must:

(1) Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services; and,

(2) Share with parents the policies for health emergencies that require rapid response on the part of staff or immediate medical attention.

ESSA: Sec. 1116: Parent and Family Engagement

Ensures schools have family outreach programs, activities, and procedures in place.

States that families must be meaningfully consulted in the planning and implementation of family engagement activities.

Requires schools to distribute a family engagement policy to all families which describes:

Opportunities to participate in educational and event planning

The school's family engagement strategies
Opportunities for feedback, review, and improvement of engagement strategies
Parent advisory board opportunities

Topics to discuss with District leaders

- Establish MOU for transition and for serving children with disabilities
- Ensure that curricula used is research based and recognizes scope and sequence of developmental markers

Internal work for Head Start Programs

- Develop a brochure highlighting the benefits of the program / a partnered program / health services, nutrition services, health services, curriculum, parent involvement
- Multi-media (TikTok, Instagram, etc.) for all generations to meet the audience for parent choice
- Partnership with Resource and Referral Network (R&R), Local Planning Council (LPC), First 5 (local and State), and Quality Counts California
- Partnership and coordinated efforts with licensing
- Bridge Program DSS training and engagement

Budget Act 2022 (AB131) [Sec 10486 (b)(1)(K)(8)]



Coordinate part-day programs, including state preschool and Head Start, with other child-care and development services to provide full-day child-care.

Chapter 21. Section 10373.5. It is the intent of the Legislature that the department work with Head Start and state preschool programs to generate extended-day and evening care for recipients of aid under Chapter 2 (commencing with Section 11200) of Part 3, or any successor program, through recruiting and training parents to be licensed and license-exempt care providers and shall facilitate connections between Head Start and state preschool contractors and child care certificate administrators, including counties and other alternative payment programs, so that funds available for Sections 10371, 10372, and 10372.5 cover the cost of this care.

HSPPS 1302.15

ESSA: Sec. 1119: Coordination Requirement

(a) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible.

(b) Continuity of enrollment. (1) A program must make efforts to maintain enrollment of eligible children for the following year.

1302.11(b) Community wide strategic planning and needs assessment (community assessment). (1) To design a program that meets community needs, and builds on strengths and resources

1302.13 Recruitment -In order to reach those most in need of services, a program must develop and implement a recruitment process designed to actively inform all families with eligible children within the recruitment area of the availability of program services, and encourage and assist them in applying for admission to the program. A program must include specific efforts to actively locate and recruit children with disabilities and other vulnerable children, including homeless children and children in foster care.

Requires educational programs to systematically coordinate with Head Start or other programs serving preschool-age children by:

- Coordinating with other specialists and agencies serving children in the community

Topics to discuss with District leaders

- Twilight Programs: Creative use of space for non-traditional and weekend hours, possibly, aligned with the 21st Century programs
- Pop-up services and care for children experiencing homeless as well as foster youth
- Engage and work with CDE TK to provide other non-traditional options
- Develop partnerships with non-traditional providers including homeless shelters and license exempt entities
- Provide resources and training to parents on becoming a licensed childcare provider (Family Child Care Home)

Internal work for Head Start Programs

- Create guidance and educate on blended/layered funding models for full day
- Create map of every ECE in district attendance area
- Establish relationships with specific staff at every elementary site serving TK
- Resources for Head Start Leaders
- Examples of blended funded and cost allocation

The Role of the California Head Start State Collaboration Office

The [California Head Start State Collaboration Office \(CHSSCO\)](#), funded by a grant from the Administration for Child and Families, creates a visible presence for Head Start at the state level and assists in the development of multi-agency and public-private partnerships among Head Start and other interested stakeholders to “facilitate collaboration among Head Start agencies (including Early Head Start agencies) and entities that carry out activities designed to benefit low-income children from ages birth to school entry, and their families.”

The CHSSCO Director supports Head Start and state agency collaboration by sharing information and facilitating engagement among stakeholders.

This Crosswalk is intended to be a living document. Input from the field to improve this resource is strongly encouraged. If you have suggestions and ideas, please email Stephanie.myers@dss.ca.gov.

Resources

- Current MOUs with your local LEAs
- [Preschool through Third Grade \(P-3\) Alignment](#)
- [Universal Prekindergarten FAQs](#)
- [Birth to Kindergarten Transition Framework \(LACOE\)](#)
- [California Educators Together](#)
- [Head Start research - Fast Facts](#)

Law and Regulations References

- [Head Start Program Performance Standards - Transition to Kindergarten](#)
- [ESSA - Every Student Succeeds Act](#)
- [ABA 131 Transitional Kindergarten](#)

Appendix A – Research Component of AB 131

PART 1.8. Child Care and Development Services Act Section 10213

b) To guide the implementation of a well-aligned, comprehensive state early learning and care system, the Secretary of California Health and Human Services, or the secretary's designee ... shall enter into a contract with one or more nongovernmental research entities to review existing research and data and to conduct research on priority areas of study identified pursuant to subdivision....

c) The report or series of reports prepared pursuant to subdivision (b) shall be designed to support and incorporate relevant components of the 2019 California Assembly Blue Ribbon Commission on Early Childhood Education Final Report, and are intended to be used to develop a master plan to ensure comprehensive, quality, and affordable child care and universal preschool for children from birth to school age

d) The amount appropriated for purposes of this section in the Budget Act of 2019 shall be allocated for the following priority areas of study:

(1) A fiscal framework that provides options for ongoing funding to significantly expand early learning and care in the state....

(2) Early learning and care facility needs statewide...

(3) Need for early learning and care services by families eligible for subsidies, including those not currently receiving services.

(4) An actionable quality improvement plan that includes, but is not limited to, both of the following: (5) Necessary steps to provide universal prekindergarten education for all three- and four-year-old children in California, including by considering both of the following:

(A) Recommendations to address the overlap between the transitional kindergarten, state preschool, and **Head Start** programs, and ensure that all children, regardless of family income, have access to the same level of prekindergarten program quality.

(B) Recommendations to align prekindergarten education with the subsidized child care system and the elementary and secondary education system, to ensure that children have access to a full day of care, as needed, and ensure seamless matriculation to elementary and secondary education.