Kindergarten Readiness Transition Memorandum of Understanding Template Recommendation

TO: (Clear identification of the entity that will receive the recommendation)
FROM: Kansas Early Childhood Recommendations Panel
SUBJECT: Kindergarten Readiness Transitions Memorandum of Understanding Template
DATE: October 16, 2020

Background Information
Background information explaining the issue should include:

- **Description of how considerations of equity have informed this recommendation**

  The intent is that this Memorandum of Understanding will be available for use by every community in the state of Kansas that chooses to do so. This agreement will be all-Inclusive between the entities that are involved. In addition, each entity will include all children involved in their programs who are preparing to transition into Kindergarten. By incorporating cross-sector collaboration in this endeavor, it will provide equity in its implementation.

- **Description of how Kansas families have shaped this recommendation**

  Based on the research findings of the All in For Kansas Kids needs assessment, [https://kschildrenscabinet.org/all-in-for-kansas-kids/needs-assessment/](https://kschildrenscabinet.org/all-in-for-kansas-kids/needs-assessment/), where Kansas families were able to voice their needs:
  - "We need to create smoother transitions among the varying resources that support young children and families - a continuum of care and support."
  - "Disconnect is common during transitions, particularly from early childhood to K-12 systems, leaving families unsupported and at-risk."

  These comments and many others from Kansas family members, brought recognition to the need for the development of this MOU.
Description of the councils, committees, or workgroups with expertise, experience, or jurisdiction related to the issue

The Kindergarten Readiness Transitions Work Group, a subgroup of the Kansas Children's Cabinet and Trust Fund Early Childhood Recommendations Panel, developed this Memorandum of Understanding that is being presented for recommendation. This group is comprised of various individuals representing a mixed-delivery system of the following: Representative of local educational agencies, Representative of institutions of higher education in the State of Kansas, Representative of local providers of early childhood education and development services, Representative from Head Start agencies located in the State of Kansas, Parent of a young child currently receiving early childhood services from the state of Kansas, Other

Does the recommendation address a specific goal, strategy, or tactic of the All in for Kansas Kids strategic plan? https://kschildrenscabinet.org/all-in-for-kansas-kids/strategic-plan/

This recommendation addresses the following goals/strategies/tactics:
2.1.3 ; 2.2.1 ; 2.2.3 ; 5.4.1 ; 5.4.2 ; 5.4.3

The Kansas Early Childhood Recommendations Panel recommends that [insert recommendation specifying both actor and recommended action]

The Kansas Early Childhood Recommendations Panel advises the Kansas Children's Cabinet and Trust Fund, as outlined in Kansas Executive Order 20-02. Visit https://kschildrenscabinet.org/ and click "About" for additional information. Debbie Deere (ddeere@ksde.org) supports the Panel's work.
ATTACHMENT 1 - MEMORANDUM OF UNDERSTANDING
BETWEEN
XXXXXXXXX
AND
XXXXXXXX

This understanding is made and entered into this ## day of Month, Year by and between agency/district/program name, whose address is address, (if applicable) hereinafter referred to as " acronym" and agency/district/program name, whose address is address, (if applicable) hereinafter referred to as " acronym"

This Memorandum of Understanding or collaborative agreement outlines expectations and guidelines for working together in a partnership. Explain why(The purpose of this document is to build community partnerships between elementary schools, early childhood care and education providers, and other identified partners to ensure smooth transitions to Pre-K and Kindergarten)

It is co-authored by individuals representing the agencies/districts/programs involved.

1) SCOPE OF WORK
   A. PURPOSE - Describe the overall purpose of the collaboration.
   B. WAYS OF WORKING TOGETHER - Outline the processes you will use to work together. Collaborative work frequently fails due to unclear processes for making decisions and managing work that involves shared, and at times overlapping, tasks and responsibilities.

      Components include:
      ● Management structures
      ● Decision-making protocols
      ● Mechanisms for communicating
      ● Technology usage (e.g., housing materials, video conferencing, webinars, collaborative workspaces, learning platforms)

   C. ROLES AND RESPONSIBILITIES - List the roles and responsibilities of the participating. Clarity about roles helps participants understand their responsibilities, holds them accountable for their commitments, and limits duplication of effort.

      It is possible that you may add additional staff after the MOU has been signed and the work has commenced. Outline expectations for adding new projects or staff (e.g., whether you would allow activities to be adapted) to avoid misunderstandings.
D. ACTIVITIES AND OUTPUTS/MILESTONES - Describe the activities you will conduct in a fair amount of detail, including steps within each activity. It takes a lot of work to iron out all the details at the outset, but comprehensive early planning makes it much more likely that you will be successful. Also describe anticipated outputs, such as materials produced, number of people served, or number of trainings provided. This will help you establish milestones that can be used to track progress in implementing activities. See Appendix for examples. (Reference Worksheet)

E. DATA SHARING – Describe data from each partner which supports the transition process. What items are needed and how it will be used and shared. See Appendix for examples.

F. TIMELINES AND DURATION - Establish timelines for each activity and for the duration of the collaborative agreement. The duration will vary depending on the intensity of the work. Some may be planned for a single year, while others may require several years.

G. OTHER POTENTIAL PARTNERS - Identify other likely partners. Although not signers to the MOU, other agencies, districts, programs, and individuals who will be involved in your collaborative activities. These include:
   1. Recipients (Families/children)
   2. Organizations and individuals who will help you implement activities. You may not know when you develop the MOU who all the partners will be, be sure to include as much detail as possible.

H. RESOURCE COMMITMENTS - Determine the resources that will be provided by participants:
   ● Time and staffing
   ● Financial
   ● Other
     (e.g., technology platforms, materials) This area will likely require work with each participant’s home agency to determine mechanisms and requirements for such things as shared funding, budgeting, and subcontracts.

1) TERM OF AGREEMENT
   This Agreement shall commence on Beginning Date and continue through Ending Date, with TBD additional TBD (numeric TBD) year renewal(s) by written mutual consent. (If renewal option is not desired, then delete the reference to one.)

2) COMPENSATION, PAYMENT AND FUNDING:
   Identify pricing and payment structure, if applicable.

3) TERMINATION
   Either party may terminate this MOU with Number days written notice. (or other terms agreed upon)

4) REPORTING REQUIREMENTS
   Define the desired outcomes of the work and how you will evaluate them:
● What changes will you expect to see?
● What benefits do you expect from the collaboration?
● How will the outcomes be evaluated (e.g., survey, interview, observation)? Choose evaluation methods carefully. Evaluation can have a significant impact on time and fiscal resources. Be sure to balance what you need and want to collect with your available resources.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed by their duly authorized official or officers.

XXXXXXXX (agency/district/program) XXXXXXXX (agency/district/program)

________________________________________  ____________________________  __________
Agency Head Date Agency Head    Date
Title     Title
Appendix

Activities/Milestones Examples:
- Shared Professional Development
- Professional Learning Teams across programs
- Family and Student Transition/Orientation
- Curricular/Assessment Alignment
- Resources and Support for Parents and Early Childhood Stakeholders
- Resources and Support for Students
- Family Engagement Activities
- Teacher Visits across programs
- Shared Roundups or Health Fairs
- Shared Home Visits
- Shared Behavior Management Model
- Play and Learn Groups across programs
- Transition Camp

Data Sharing Examples:
- Signed Family Consent may be required for sharing student level data
  - Child ID
  - Academic Scores
  - Screening and Assessment results, including Ages and Stages Questionnaire
  - Health Records
  - Individual Learning Styles/Interests/Motivators/Likes-Dislikes
  - IEP/IFSP
  - Positive Behavior Management Strategies
  - Family/Caregiver Dynamics and Contact Information

Potential Partner Examples (not limited to):
- School Districts
- Head Start Programs
- Pre-Schools
• Childcare Providers
• Parents/Caretakers
• Health Providers/Health Department
• Mental Health Providers
• Local Businesses
• Local Resource and Referral Agency
• Local Library
• Child and Family Community Groups
• Higher Education Resources
• Faith Based Organizations
• Private Schools