[Date]

[First and Last Name of Superintendent]

Superintendent, [Name of School District]

Dear Superintendent [Last Name of Superintendent],

I am the [title] of [Name of local Head Start Program]. We operate # sites and employ # Head Start teachers and staff within your school district boundaries. We work closely with [list of community partners / services]. We serve # children ages aged #-# months. Head Start is a 60-year national program providing services and supports to our most vulnerable, and at-risk children and their families.

I am reaching out to discuss with you the expansion of transitional kindergarten—a major change to our Sate’s early childcare mixed-delivery system. As you know, the Education Omnibus Trailer Bill AB130 appropriated $200 million to local educational agencies to support the expansion of access to classroom-based pre-kindergarten programs in local educational agencies.

“Grant funds may be used for costs associated with creating or expanding California state preschool programs or transitional kindergarten programs, ***or*** to *establish or strengthen partnerships with other providers of prekindergarten education within the local educational agency, including Head Start programs,* to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, *planning costs,* hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.”

[Name of local Head Start Program] is committed to collaborating with [Name of School District] to ensure that parents have access to the full range of local options so that they can secure childcare that best meets their needs. We can support the district in four ways.

* Support services: We provide our most at-risk children with a range of services that are essential for their growth and development, and we are prepared to plan collaboratively with you to provide your children access to those services.
* Data: As a requirement of the Head Start grant, we conduct annual community needs assessments, and can assist the district in determining the scope of early childcare needs for the community.
* Engagement: We support *extensive* parent engagement and can help facilitate local planning that is inclusive of parents of young children to make sure parents are informed and their needs considered. Parent choice is a key principle of *The Master Plan for Early for Learning and Care.*
* Expertise: We have early childcare professionals with training and experience serving children aged 36-60 months and can partner with [Name of School District] to provide training and coaching.

Therefore, in support of the Governor’s goal to expand access to more families, I am formally requesting that [Name of local Head Start Program] be fully included in all local planning regarding the expansion of transitional kindergarten.

Sincerely,

Your Name, Your Title

[Name of local Head Start Program]

**Partnership Opportunities**

Head Start and State Preschool have been collaborating for decades, resulting in enhanced services for children, families, and staff and shared financial resources for the district. TK and Head Start are well suited to do the same. Some benefits of a collaboration include:

For enrolled children:

* Age-appropriate early intervention and health screenings such as vision, hearing, blood pressure, height/weight assessments, hematocrit/hemoglobin, Tuberculosis, and lead screens. Follow-up treatment and referrals as needed;
* Dental screenings and examinations with follow-up treatment and referrals as needed;
* In-class mental health support services and individualized intervention plans;
* Meals, including breakfast, lunch and snack, with accommodations for special diets and cultural preferences;
* Child developmental and social/emotional screenings at the start of the school year;
* Child developmental assessments three times per year;
* Two home visits and parent-teacher conference per program year;
* Special education screenings, assessments, and individualized plans.

For enrolled families:

* Financial support for educational goals, including degrees, certifications, job training and ESL classes;
* Career development and job seeking support;
* Individualized plans for family needs and child development;
* Parent-engaged policy committees for shared decision-making;
* Parenting education classes and support services.

For staff:

* Lower teacher-child ratios
* Higher education levels for co-teachers
* Financial support for educational goals
* Support services in the classroom for children with challenging behaviors and special needs
* Professional development, staff training and personalized coaching

For Districts:

* Shared costs
* Revenue based on enrollment, not attendance
* Additional funding for administrative costs
* Maximized facility space
* Financial support for facilities and outdoor enhancements
* Expanded hours and/or additional child/student services at no additional cost to the district
* Additional support staff/funding for registered nurses, social workers, psychologists, registered dieticians, community liaisons, bilingual aides, substitutes, etc.

**Federal Interest**

‘Federal interest’ means that the Office of Head Start (OHS, Administration for Children and Families (ACF) may have invested federal funds in the purchase, acquisition, renovation or major repair of a facility including on school district property. As such, the federal interest property can only be used by the Head Start/Early Head Start program and cannot be used for non-Head Start purposes. Before planning alternative use of these facilities for non-Head Start purposes, districts will need to consult with the Head Start grantee in advance and receive prior approval from The Administration of Children and Families (ACF) OHS approval.