

INTERAGENCY AGREEMENT BETWEEN
OHIO HEARTLAND COMMUNITY ACTION COMMISSION HEAD START-EARLY HEAD START,
NORTH CENTRAL STATE/OSU/M CHILD DEVELOPMENT CENTER-EARLY HEAD START, AND GREAT
LAKES COMMUNITY ACTION PARTNERSHIP MIGRANT AND SEASONAL HEAD START
AND
SCHOOL DISTRICTS AND AGENCIES IN RICHLAND COUNTY
2023-2024 PROGRAM YEAR

VISION AND PURPOSE STATEMENT

It is our belief that collaboration between all agencies that serve children under the age of five will improve services to young children with disabilities and their families while making the best use of available resources and avoid duplication of effort.

The purpose of this agreement is to outline roles, responsibilities and guidance for local collaboration between Head Start/CDC/EHS, various agencies, and the school districts in Richland County. This agreement shall address the following components:

- I. Participation in Child Find**
- II. Procedures for Referrals, Evaluations, IFSP, IEP Development, Placement and Transition.**
- III. Resource Sharing and Joint Training of Staff and Parents.**
- IV. Updating of Local Agreements Annually.**
- V. Resolution of Disputes Among Parties to the Agreement.**
- VI. Other Items Agreed Upon by all Parties**

1. Rationale

This joint agreement provides a framework and outlines roles, responsibilities, and guidance for local collaboration between Ohio Heartland CAC Head Start-Early Head Start, the North Central State/OSU/M Child Development Center - Early Head Start (CDC/EHS), GLCAP MSHS and all school districts in Richland County and agencies who serve young children who are eligible for special education services under IDEA (Individual with Disabilities Education Act) to develop a specific collaborative and cooperative agreement in compliance with Federal and State laws and regulations. This agreement will be effective from July 1, 2023 until June 30, 2024.

2. Parties Involved

An Interagency agreement is established between Ohio Heartland CAC Head Start-Early Head Start, North Central State/OSU-M Child Development Center-Early Head Start (CDC/EHS), GLCAP MSHS, Richland County Board of DD, Third Street Home Visiting Program, school districts in Richland County and Richland County agencies who provide early intervention and preschool services.

These schools and agencies include Richland County Board of DD, Mansfield City, Shelby, Madison, Crestview, Plymouth-Shiloh, Ontario, Lexington, Lucas, Clear Fork, Pioneer, Mid-Ohio ESC, and NCOESC. This agreement will be updated annually to assure that local needs are met with regards to prompt identification and appropriate services to preschool children with disabilities.

School Districts

Ohio school districts are required by the child identification process provisions of the IDEA (Individuals with Disabilities Education Act) to locate, identify and evaluate all children residing within their boundaries who may be eligible for special education services. Ohio school districts are required to provide services to children ages three through five years with disabilities who are determined eligible for special education and related services.

Head Start and Early Head Start

Head Start and Early Head Start are comprehensive child development programs which serve children from prenatal to age five and their families. The Head Start program has a long tradition of delivering comprehensive and high-quality services designed to foster healthy development, which is achieved through the provision of individualized services in the areas of education, health, nutrition, mental health and disabilities and parent involvement.

a. Ohio Heartland CAC Head Start-Early Head Start

Head Start grantees and delegates are required to enroll a minimum of 10% of their funded enrollment for children with disabilities. This will be accomplished through placement of children with disabilities and dual programming between Head Start, Early Head Start, Early Intervention and Preschool services through Mid-Ohio ESC, school districts and Richland County Board of DD. OHCAC Head Start uses Creative Curriculum which is aligned to the Ohio Early Learning and Development Standards and the Head Start Early Learning Outcomes Framework: Ages Birth to 5. Early Head Start is offered in a center-based option for children 6 weeks to 36 months of age.

b. CDC/EHS

The Child Development Center/Early Head Start provides early care and education for children from six weeks through kindergarten age, designed to be responsive to children's and families' interests, strengths, and needs.

Early Head Start is offered in center-based and home-based options and is required to enroll a minimum of 10% of their forty Early Head Start enrollment spaces available to children with disabilities. This is achieved with ongoing involvement in the Central Coordination system, so that appropriate referrals can be made to determine Early Intervention eligibility.

To ensure the most appropriate placement services following infants' and toddlers' Early Head Start experience, the transition planning must be implemented for each child and family six months prior to the child's third birthday. The CDC also offers preschool where transitioning children can receive supportive services.

The Early Learning Outcomes Framework describes essential early concepts, understandings, and skills for Ohio's children; set expectations for end of preschool experiences; and represent the potential of all children. Staff work with families and home school districts to assure appropriate identification of educational needs and to assist in the transition process.

Great Lakes Community Action Partnership Migrant and Seasonal Head Start

The Migrant and Seasonal Head Start (MSHS) program provides education and support services to low-income children of migrant and seasonal farm workers and their families. Our strategy mirrors the objectives of Head Start and Early Head Start in that we enhance children's growth and development, strengthen families as the primary nurturers and teachers of their children, provide children with educational, health and nutritional services and link children and families to needed community services. Migrant and Seasonal Head Start is mandated to have 10% of the enrollment be children with disabilities. Migrant and Seasonal Head Start services are administered locally by Great Lakes Community Action Partnership (GLCAP).

Richland County Board of DD

The Richland County Board of DD offers the following services for eligible children birth through age five.

Early Intervention

The Early Intervention Program is a system of services designed to strengthen eligible families with children birth - through 2 by building on family strengths, identifying family needs, and assisting families in discovering and using community resources.

1. Services are coordinated by an Early Intervention Service Coordinator; serving as the single point of contact. Assisting parents in gaining access to and coordinating the provision of early intervention services; and coordinating other services identified in the Individual Family Service Plan (IFSP).
2. Services include referral, eligibility, child assessment and provision of services as outlined within Board policy.

Service & Support Administration

Service and Support Administration 3-5: This program provides supports for children three through five who are eligible for county board services. Services may include selection of a Service Support Administrator, linkage and referral, advocacy, planning, monitoring and crisis intervention.

Mid-Ohio ESC

Mid-Ohio ESC believes that each child is a unique individual with an unlimited capacity for learning and offers a variety of services for children who are typically developing as well as those with special needs ages 3-5.- Mid-Ohio ESC offers itinerant services utilizing the Consultative Model.

Therapy services are available for children enrolled in Mid-Ohio ESC programs. Mid-Ohio ESC participates in preschool special education and Early Childhood Education grant funding programs from Ohio Department of Education.

NCOESC

North Central Ohio Educational Service Center philosophy mirrors that of the Ohio Department of Education Division of Early Learning and School Readiness. We support the following principles:

- All children are born ready to learn;
- Relationships are influential;

- Environments matter; and
- Communication is critical

The NCOESC provides itinerant services and all related services including teachers for the hearing and visually impaired.

Pioneer Preschool and Childcare

The Pioneer Preschool and Childcare Program at Pioneer Career and Technology Center serves children 6 weeks up to 5 years old. The program is a public preschool that offers income eligible families financial assistance with their preschool child's preschool tuition (must meet age requirements). A curriculum is utilized emphasizing the physical, emotional, social, and cognitive development of the child as he or she passes through predictable and sequential stages of development. Preschool staff and Career Tech students provide a variety of learning experiences so that each child can construct knowledge at his or her own developmental level and pace. Each child's progress will be assessed and the curriculum will be revised to meet the needs of each child. Intervention will be provided to those individuals who need assistance.

Ohio Department of Education - Parent Mentor

The Parent Mentor Program is designed to provide the necessary support and resources for the families of children with disabilities and the professionals who serve them. The Parent Mentor acts as a liaison/link between the parents and school to help guide families through the Special Education Process and provides outreach event in the community. Parent Mentors for Richland County can be contacted via Mid-Ohio ESC.

3. Joint Responsibilities

When serving children in accordance with Federal Regulations, Head Start/Early Head Start grantees and delegate agencies in partnership with the above-named school districts and county agencies are required:

- To ensure that parents are equal partners in the process and that parental rights, with regard to identification, evaluation, and provision of services and exchange of information are observed.
- To provide screening services.
- To work in collaboration to determine Part C Early Intervention/Part B preschool eligibility.
- To assist families and children through transition

I. Participation in Child Find

A. Participation in Child Find

- The School Districts will follow Operating Standards for Ohio Schools Serving Children with Disabilities (See 3301-51).

2. Referrals for Help Me Grow Early Intervention and/or Home Visiting are coordinated through the state wide Help Me Grow which accepts calls, and on-line referrals for children birth-2.
3. Richland County Board of DD with parent consent will notify LEA's on a quarterly basis per DODD regarding children turning three which may have a Transition Planning Conference with the school district.
4. Head Start/Early Head Start collaborates with the Richland County Youth and Family Council, Richland County Board of DD, Mid-Ohio ESC, NCOESC, and the Local Education Agencies in locating and/or identifying children birth to compulsory school age.
5. Mid-Ohio ESC will coordinate with Plymouth School District for screening and assessment needs for their students.
6. Mansfield City Schools (MCS) will coordinate screening & assessment needs for the MCS school district students.

B. Eligibility

Children Birth through Two

Agencies who observe a child who they suspect of having a delay or disability will assist the family to call and/or make an online referral to Help Me Grow in accordance with the same criteria used for children birth through two in Richland County under IDEA.

In this manner, all eligible children, (per DODD Early Intervention rule) and their families are afforded:

1. Service Coordination
2. An Individualized Family Service Plan (IFSP)
3. Due process
4. Notification of Procedural Safeguards-Part C/Part B-Federal IDEA
5. Confidentiality
6. Child Find and Identification
7. Transition

Children Ages Three through Five

Agencies who observe a child who they suspect of having a delay or disability will refer to the LEA, with parental consent.

In this manner, all eligible children and their families are afforded, per Ohio Department of Education Operating Standards for Students with Disabilities:

1. A free appropriate public education in the least restrictive environment
2. An Individualized Education Program (IEP)
3. Due process

4. Notification of Procedural Safeguards
5. Confidentiality
6. Child Find and Identification

Children not meeting State criteria but meeting eligibility criteria as defined by Head Start Performance Standards may be served by Early Head Start/Head Start.

II. Procedures for Referral, Evaluations, IFSP, IEP Development Placement and Transition

A. Referral Procedures

All agencies involved in this agreement shall follow their established time lines in regard to children's identification and program referrals.

The process of identification, referral, and evaluation, protected under procedural safeguards, begins per program established guideline for a suspected disability and/or delay.

Children Ages Birth through Two

Early Head Start is mandated to provide a screening for developmental, sensory, and behavioral concerns within 45 days of the child's entry into the program. OHCAC Early Head Start and the Child Development Center/EHS will complete the developmental screening, Ages and Stages (ASQ), on all children enrolled in the program according to the required periodic schedules of observation and recordings.

Families enrolled in OHCAC Early Head Start and the Child Development Center/EHS with infants and toddlers who are suspected of having a delay and/or disability are promptly referred to Help Me Grow Central Coordination.

The Help Me Grow Central Coordination contacts the family to determine interest in the program. If the family gives consent, Help Me Grow Central Coordination sends the referral to the local Help Me Grow. Once assigned to an EI Service Coordinator they will coordinate the process to determine Part C eligibility, and if eligible, a child assessment and as applicable develop an Individual Family Service Plan.

Early Intervention eligibility and the IFSP must be completed within 45 days of the referral at the county level.

Children referred to Ohio's Early Intervention:

- 45 days or fewer of their third birthday will be referred directly to the LEA, with parent consent to complete evaluation and determine qualifying services based on ODE timelines.

Children Ages Three through Five

All intakes may be processed through local school districts.

Ohio Heartland CAC Head Start and the Child Development Center/EHS is mandated to provide a screening within 45 days after services begin. If a child scores in the re-screen range twice or the refer range, parent permission to refer the child to the Local Education Agency is obtained by the Head Start Intervention Manager or the Child Development Center/EHS Health and Safety Coordinator. Head Start must refer a child to the Local Education Agency as soon as the need is

evident.

All intakes will utilize the differentiated referral procedures. Record review, parent interviews, screening and/or observations may be conducted at this time to determine if a disability is suspected.

All participating agencies may provide the following items for purposes of determining if a disability is suspected:

- Copies of the current developmental screening tools, observations, assessments, medical/dietary needs, parent and child information.
- Signed parental permission forms to release and exchange information among participating agencies.

After all information has been reviewed, and an assessment is deemed necessary, evaluating agencies/Local Education Agency will contact the parent and fill out the Referral for Evaluation Form (PR-04) and Prior Written Notice (PR-01). Procedural safeguard information must be provided to the parent at the time of the referral. Parents will be provided with a copy of "A Guide to Parent Rights in Special Education" which describes the procedural safeguards for children with disabilities. If after reviewing the information an assessment is not deemed necessary, PR-01 will be given/sent to the parent. This is the responsibility of the Local Education Agency.

B. Evaluations

School districts are responsible for coordinating the Multi-Factored Evaluation process.

The Evaluation Team Report must be completed and a meeting held within 90 days of the referral or 60 days from the date of parental permission for testing. It is understood that the shorter time lines are more appropriate for preschool children and their families. Therefore, it is recommended that consideration be given to reduce the time lines, whenever possible. If the child is in Early Intervention, the evaluation and IEP must be completed by the child's third birthday.

1. After completion of the Multi-Factored Evaluation, the Special Education Representative will coordinate with service providers to complete the ETR (Evaluation Team Report) process. The Special Education Representative will receive the ETR from the evaluation team no more than 30 days after the assessment.
2. It is understood that some children in Head Start exhibit delays but do not qualify for special education services as defined by the Ohio Administrative Code (3301-51). These children may require additional support for successful participation in the early childhood program. OHCAC Head Start-Early Head Start may utilize an Individual Intensive Intervention Plan depending on the severity of the needs for these children.

C. Birth through Two Individualized Family Service Plan (IFSP)

1. The Individualized Family Service Plan is a written plan for providing early intervention services to an eligible child. The IFSP is developed after eligibility/assessment is

completed.

2. The initial IFSP must be developed and signed by parents within 45 calendar days of the initial referral to the EI service coordination agency.
3. A family's EI service coordinator facilitates with the family and their team the development, implementation, review and monitoring of the IFSP and its timelines.
4. A review of the IFSP shall occur every 6 months, more frequently when the family requests such a review; or within 45 days of program referral for any child who transfers early intervention service coordination contractors within Ohio. The review occurs to determine the degree to which measurable progress toward achieving the outcomes identified in the IFSP is being made and whether modification, revision or development of new outcomes or services identified in the IFSP is necessary.
5. A child's annual eligibility may be required per DODD Early Intervention Rule. A child assessment is completed annually for all eligible children and a new IFSP is developed.

D. Three-Five Individualized Education Program (IEP)

1. An Individualized Education Program (IEP) is developed by the IEP team and facilitated by the school district. Any IEP team member, including the parent, may make suggestions for additions, deletions, and/or revisions of the IEP goals.
2. For the initial placement meeting, the district representative will invite a representative from the receiving agency, the child's Service Coordinator (if the child was in Early Intervention) in addition to the parent and other appropriate participants.
3. Programs developed through a Head Start Intervention Plan for children with delays (not meeting the State definition of a child with a disability) are supervised by Head Start personnel and/or a specialist contracted by Head Start to develop the Individual Intensive Intervention Plan and provide services. The school district may be invited to be a part of the team to develop the Individual Intensive Intervention Plan.
4. The IEP must address all areas outlined in the Ohio Administrative Code (Chapter 3301.51-07).
5. If Ohio Heartland CAC Head Start initiated the referral and is providing any type of services or the IEP team is to consider Head Start as the least restrictive environment for placement, then the Head Start Intervention Manager will receive a written invitation/email or phone call to attend the IEP meeting.
6. The IEP must be reviewed at least annually.

E. Placement

Birth through Two

The Early Intervention Service Coordinator and someone from the eligibility team discuss services needed to achieve IFSP outcomes. EI service coordinator coordinates EI services. Services are provided using a primary service provider model. Initial services begin within 30 days of the parent signing the IFSP and if unavailable are listed as not yet coordinated. Services are provided in natural environment settings.

Children Ages Three through Five

The school district is responsible for assuring a free and appropriate public education. If placed in Head Start, the children and families have access to all the comprehensive services offered by Head Start.

1. Community based early childhood programs may be utilized as a setting by public schools for preschool children determined eligible for special education services. Local school districts will provide services and monitor the IEP with support of the community based early childhood program.
2. All children enrolled in Head Start who are identified with a disability or in need of interventions will be placed in Head Start with the approval of the Head Start Intervention Manager. The Head Start Intervention Manager or the Child Development Center Health Coordinator must be invited in writing/email or via phone call to the IEP meeting if Head Start is considered as a placement. Head Start resources cannot be committed without Head Start being involved in the IEP process and the approval of the Head Start Director. The children with special needs in any Head Start center, who have a Local Education Agency's IEP, will receive special education services through LEA certified/licensed special education staff.
3. As part of the consultative model, in addition to designated Special Education Staff, community based early childhood staff may be listed as a participating party for addressing and monitoring the child's IEP goals and objectives.
4. The Local Education Agencies with the IEP team will comply with Ohio Department of Education guidelines for provision of services for the extended school year. Actual services are determined through the IEP process. Summer programs operated by a variety of agencies may be considered as an option for extended year services.

F. Transition

All parties will mutually determine a system for transitioning children in and out of Early Intervention and the preschool program, as well as across program options, while ensuring

placement of eligible children in the least restrictive environment.

Early Intervention to Preschool

1. Transition processes are ongoing and future focused. Transitions are addressed in every Individualized Family Service Plan (IFSP) including the sequence of activities, the individual responsibilities, and the timeline for the activities.
2. District Representatives will receive lists of transitioning early intervention children quarterly (February 1st, May 1st, August 1st and November 1st) whose parents have not opted out.
3. The transition outcome(s) must be written no later than when the child turns 27 months to ensure that parents and their children experience a smooth transition for early intervention to other services and supports at age 3.
4. The Transition Planning Conference shall be held at least 90 calendar days, but not more than 9 months prior to the child's 3rd birthday.
5. The school district is responsible to ensure the ETR is completed and the IEP is implemented by the child's third birthday.

Early Head Start

To ensure the most appropriate placement and services following participation in Early Head Start, transition planning will be undertaken for each child and family at least six months prior to the child's third birthday. The process will consider:

- the child's health status and developmental level
- progress made by the child and family in Early Head Start
- relevant family circumstances
- availability of Head Start and other child development or child care services in the community

As appropriate, the child may remain in Early Head Start following his/her third birthday for additional months until he/she can transition into Head Start or another program.

OHCAC and the Child Development Center/EHS staff and family participate in and support efforts for a smooth and effective transition for children who, at age three, will need to be considered for eligibility under IDEA, Part B.

During the process, Early Head Start will encourage parents to schedule an observation of the Head Start centers. Early Head Start and Head Start will collaboratively schedule the observation with the parent.

Head Start

If Head Start is considered a possible placement option for children enrolled in Early Intervention, then the Head Start Intervention Manager or the Child Development Center Health Coordinator will be invited to the Transition Planning Conference as a team member with parents' consent.

Preschool to Kindergarten

1. Local Education Agency

Children's transition from preschool to kindergarten will be facilitated by the program providing special education preschool services and their district of residence.

- a. A transition conference will be scheduled with the parent, preschool programs involved in giving present services and the Local Education Agency. The transition paperwork may be filled out at this time. The Head Start program focuses primarily on 3 - 4-year-old students.
- b. A child who is being transitioned to kindergarten may go through kindergarten screening.
- c. If a child is reevaluated as part of the transition to kindergarten process the current preschool special education program, in coordination with the LEA Representative will schedule the ETR/IEP meeting and the LEA may send out invitations to all parties who may be expected to provide services.
- d. The ETR and/or IEP meetings will take place before the child enters a school age program.

2. Head Start

Head Start is responsible for facilitating the transition of young children between Head Start and the public schools of Richland County.

- a. During the Head Start registration period, the Head Start student's parents sign a Release of Information Form giving Head Start permission to forward information to the child's district of residence (as mandated by Head Start Policy or requested by the Local Education Agency) for transition to kindergarten.
- b. Head Start will develop and distribute information for parents regarding Local Education Agency registration dates and kindergarten screening dates.
- c. For the children who are eligible for kindergarten, Head Start may arrange a visit to a kindergarten classroom with the cooperation of the schools in Richland County. Visits are arranged to assist Head Start children with their understanding

of kindergarten and provide Head Start teachers with an idea of the structure of the kindergarten classroom.

- d. The kindergarten screening may include participation of Head Start staff in local kindergarten screening. The Local Education Agency provides the training for participation in screening.
- e. Head Start encourages Richland County School teachers to visit Head Start centers to increase their awareness of the Head Start program.
- f. Parents/Guardians of Head Start children will have their child's transition information from Head Start to give to Richland County schools. The information may include; children's work samples, current assessments, and individual transition information. Intervention plans may be released with parent permission. Evaluations, health reports, and screening results may be included in the transition information.

Children Entering Programs with an Existing IEP

- 1. The Head Start Intervention Manager or the Child Development Center Health Coordinator will release the information to the Local Education Agency representative with a signed release from the parent.
- 2. The team, including the LEA and parents, will meet to discuss and review the IEP and will make any necessary changes to meet the needs of the child.

III. Resource Sharing and Joint Training of Staff and Parents

A. Joint Training

- 1. Experts from each agency will work cooperatively or independently to provide in-service training for staff and families. Preparation time, cost associated with in-service training, and time spent for presentation will be donated or negotiated for shared costs. Agencies are encouraged to notify each agency in this agreement of all training opportunities, changes or cancellations.
- 2. Informal training and consultation by early childhood itinerant special education providers may be provided to community based preschool program staff.

B. Resource Sharing

Eligible children will be offered specialized services through a Special Education Program even if they are involved in other programs. It is mutually beneficial for evaluations and implementation of the IFSP and IEP to be a joint effort of shared resources between Early Head Start/Head Start

and other agencies/schools in Richland County. Procedures for sharing information are encouraged for the following reasons:

- to provide optimum benefit to the child
- to avoid duplication of efforts
- to offer parent choice

Children receiving special education who are placed in Head Start can receive all other Head Start services.

C. Other Collaborative Services and Shared Resources may include:

1. Collaborative agencies will commit to participation in the Richland County Early Childhood Coordinating Committee. (Family Council Executive Director, Michelle Miller, will decide if this will continue)
2. Collaboration of intervention meetings/observations of children who are dually enrolled with other agencies and Early Head Start/Head Start with parent permission.
3. Collaboration of screening activities.
4. Collaboration between the Parent Mentors and the families of children with disabilities and the professionals who serve them.

IV. Update of Local Agreement Annually

- A.** The Interagency Agreement will be reviewed annually by all parties involved to assure that local needs are being met with regard to prompt and appropriate services to eligible preschool students with special needs.

V. Resolution of Disputes Among Parties to the Agreement

- A.** If there is a dispute between parties to the agreement, the agency representatives will meet to try to resolve the dispute. If the dispute is not resolved by the agency representatives, then the issue will be referred to the agency administrators for discussion.

- B.** Procedures for families with disputes regarding agency services:

1. Ohio's Early Intervention Program

If a parent has a concern, they follow Ohio Early Intervention Parent Right's brochure which is provided by their Early Intervention Service Coordinator. If a parent does not have access to their copy they may contact their local EI Service Coordinator or obtain a copy at ohioearlyintervention.org.

2. Richland County Board of DD

Richland CB of DD complaint resolution includes the process of how they fulfill Due Process “rights”.

Resolution Process:

Discuss complaint with EI Service Coordinator and/or service provider. If unresolved contact the Director of Education and Therapy services @ 419-774-4285. If unresolved contact the Superintendent @ 419-774-4200.

3. Local Education Agency

Children with disabilities are afforded all rights in accordance with Chapter 3301-51 of the Ohio Administrative Code. Procedures outlined in Ohio Administrative Code will be followed regarding dispute with any agency providing services. This process may be initiated by Head Start/Early Head Start, the school district of residence of the child, the parent, the school district, or other educational agencies providing the special education or related services. Parents may refer to “A Guide to Parent Rights in Special Education”, A Resource Guide for Parents for Procedural Safeguards.

4. Early Head Start and Head Start Program

Concerns regarding services provided by Early Head Start/Head Start program licensed by the Ohio Department Job and Family Services should be directed to that state agency. (Help Desk Toll Free (877) 302-2347) Early Head Start and Head Start also have a parent/community grievance process identified under the Head Start Performance.

VI. Other Items Agreed Upon by all Parties

A. Personnel

1. Schools/Head Start

Personnel providing special education services to children with disabilities at the Head Start center will need to have the Outside Agency Personal Working 1-on-1 with children who have an IEP. This form will be obtained by OHCAC Intervention Manager/Specialist.

2. Head Start-Early Head Start

A Head Start teacher must hold an Associate Degree or higher in Early Childhood Education. An Early Head Start teacher must hold a CDA or an Associate Degree or higher in Early Childhood Education. Itinerant services, if determined appropriate through the IEP, may be delivered in a Head Start classroom.