

Proposed Rule, from

<https://www.federalregister.gov/articles/2015/06/19/2015-14379/head-start-performance-standards#h-231>

Subpart E—Family & Community Partnership Program Services

§ 1302.50 In general.

(a) A program must integrate parent and family engagement strategies into all systems and program components and develop community partnerships to support family well-being in order to promote child learning and development and foster parental confidence and skills that will promote the early learning and development of their children.

(b) A program must:

(1) Promote shared responsibility with parents for children's early learning and development, provide parents with information about the importance of their child's regular attendance, and partner with parents, as necessary, to promote consistent attendance;

(2) Develop relationships with parents and structure services to encourage trust and respectful ongoing two-way communication between staff and parents to create welcoming program environments that are responsive to and reflect the unique cultural, ethnic, and linguistic backgrounds of families in the program and community, including conducting family engagement services in the family's preferred language, or through an interpreter, to the extent possible;

(3) Implement intentional strategies to engage parents in their children's learning and development, including specific strategies for father engagement;

(4) Provide parents with opportunities to participate in the program as employees or volunteers;

(5) Offer families the choice of sharing personal information in an environment in which they feel safe, and allow this to occur at the same time as the home visit conducted by the child's teacher; and,

(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

§ 1302.51 Parent activities to promote child learning and development.

(a) A program must recognize parents as a child's primary influence and implement family engagement strategies that are designed to foster parental confidence and skills

in promoting children's learning and development, including parent child-activities that support language and literacy development.

(b) A program must, at a minimum, offer opportunities for parents to participate in research-based parenting curriculum in which they practice parenting skills and developmentally appropriate parent-child activities to foster confidence and skills in promoting children's learning and development.

§ 1302.52 Family partnership services.

(a) *Family partnership process.* A program must implement a family partnership process that includes the sequence of activities described in this section to support family well-being, to support child learning and development, to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) *Identification of family strengths and needs.* A program must implement intake and assessment procedures together with parents to identify family strengths and needs in the areas listed, as appropriate, in the Head Start Parent Family and Community Engagement Framework. These areas must include family well-being and financial stability, parent-child relationships and parenting skill development, parent engagement and involvement in child education, parent literacy, adult and post-secondary education, and employment, transitions within and between the early learning and school environment, family connections to peers and the local community, and parent leadership in the program and community.

(c) *Individualized family partnership services.* A program must offer parents the opportunity to collaborate with staff to identify, prioritize, and access individualized family partnership services and supports. Such services and supports may be accessed through the program or through community partnerships to address identified family strengths and needs, including, as appropriate, pathways to achieving family goals. To support family access to individualized family partnership services and supports, a program must:

(1) Take into consideration the urgency and intensity of identified family needs and goals and assign appropriate staff based on such needs and goals and the availability of program resources;

(2) Implement strategies to ensure that both parents and staff are aware of, intentionally measure progress towards, and evaluate whether identified needs and goals are met, and take alternative actions, if necessary.

(d) *Existing plans and community resources.* In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

§ 1302.53 Community partnerships.

(a) *Community systems.* A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners, in accordance with the program's confidentiality policies.

(b) *Partnerships.* (1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access of children and families to community services that are responsive to their strengths, needs, and goals as described in § 1302.52 and to community needs, as determined by the community assessment described in § 1302.11(b).

(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:

(i) Health care providers, including child and adult mental health professionals, dentists, other health professionals, nutritional service providers, providers of prenatal and postnatal support, and substance abuse treatment providers;

(ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;

(iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;

(iv) Educational and cultural institutions, such as libraries and museums, for both children and families;

(v) Temporary Assistance for Needy Families, nutrition, and housing assistance agencies, workforce development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;

(vi) Providers of support to homeless children and families, including local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act ([42 U.S.C. 11431 et seq.](#));

(vii) Agencies that are funded by federal or state entities for the design, development, or implementation of a statewide data system including early childhood programs;

(viii) Domestic violence prevention and support providers; and,

(ix) Any other organizations or businesses that may provide support and resources to families.

(c) *Health services advisory committee.* Each grantee directly operating an Early Head Start or Head Start program, and each delegate agency, must establish and maintain a

Health Services Advisory Committee, which includes Head Start parents, professionals, and other volunteers from the community.

(d) *Memorandum of understanding.* A program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as described in section 642(e)(5) of the Act.

(e) *Quality Rating and Improvement Systems.* A program should participate in their state or local Quality Rating and Improvement System if their state or local system has been validated to show that the tiers accurately reflect differential levels of quality, are related to progress in learning and development, and build toward school readiness and that Head Start programs are able to participate in the same way as other early childhood programs in the state.