

Subpart E— Family and Community Engagement

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(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

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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.

(b) Family engagement approach. A program must:

- (1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;
- (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 incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
- (4) Provide parents with opportunities to participate in the program as employees or volunteers;
- (5) Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent

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possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,

(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part [1303](#) subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

Plan of Action

In recognizing that parents are their children's primary teachers, parents are invited to provide input for the educational well-being of their child, taking into special consideration that the male role model in their family is very important, not just the mother who is often seen more in the program. Parent participation is encouraged and anticipated in the Head Start program. The curricula are presented and explained to the parent committee and they have the opportunity to ask questions and provide input on the curricula. Parents are invited to be leaders and participants in classroom projects such as reading, playtime activities, and developmental activities. Family Services staff makes initial family contact during the application intake and continue to build relationships with families in order to help them feel at ease and be able to participate in the family partnership process. Family Services staff establish the collaborative process through family contacts on campus, in the home, and by telephone. The TISD Head Start population is greater than 50 percent Hispanic, therefore translation is provided for recruitment messages, registration, enrollment, written documents, all conferences, parent meetings, and classes

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where non-English speaking family members are present. Translators or bilingual staff members are present for all Head Start meetings, trainings, home visits, and conferences when a language difference exists.

Language is honored with information presented in a simple, straightforward manner in both English and Spanish in all communications. Culture and customs of each family are considered when evaluating the “normality” of specific family situations. Culturally relevant customs are acknowledged.

During the period of enrollment, families are welcomed and encouraged to volunteer and participate in their child's education at the center level and at home. Families are informed of the importance of knowing what their child's daily routine is so that they can communicate more effectively with their child about school activities. Policy council members assist Head Start staff in encouraging parent participation in parent meetings and in other aspects of the Head Start program.

Most parent/staff interactions are conducted in an informal manner to assure that the family feels at ease. Head Start parents are urged to volunteer and to apply for employment positions that they are qualified to hold. Recruitment of parents for vacant positions occurs year round.

Monitoring Plan

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Parent/teacher conference forms, home visit forms, family partnership agreements,

Person (s) Responsible

Family Services staff, Health & Family Services Manager, teachers

Timeline

August –May

§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 partner 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

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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.

Plan of Action

Parent participation is encouraged and anticipated in the Head Start program. Parents are invited into the classroom to observe the actual implementation of appropriate practices. During home visits and parent/staff conferences, parents are encouraged to share information or concerns for their child. Head Start staff communicates information on classroom activities and anticipated outcomes and answers questions parents may have concerning their child. Parents are made aware that they are welcome to participate in classroom and center activities.

The Burnett library has literacy materials for children in both the English and Spanish languages. Parents are encouraged to attend and participate with their children in the various literacy activities hosted on campus. Parent surveys are completed each school year in which participating parents are asked to indicate their preferences for learning activities for families. The surveys are used to develop the parent activities for the year. Each month a parent involvement calendar of campus activities is printed in English and Spanish and is sent home to parents to encourage parent participation.

Parents are involved with the parent committee, policy council, Health Services Advisory Committee, and Team ERSEA. The

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importance of child attendance is discussed beginning at enrollment and also on an ongoing basis when a child is absent or tardy, through phone calls or face-to-face interactions with the parent when a student arrives on campus. The benefits of being in a Bilingual/ESL program are discussed with parents during LPAC sessions and also through the process of testing students for their language proficiency. The parent curriculum is presented and explained to the parents at the parent committee at which time parents will have the opportunity to ask questions and provide input on the curricula. Any adaptations will be made according to the family's needs if any.

Monitoring Plan

Home visit forms, parent communication logs, and meeting sign-in sheets

Person (s) Responsible

Family Services staff

Timeline

August-June

§1302.52 Family partnership services

(a) Family partnership process. A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and

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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 family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

(c) Individualized family partnership services. A program must offer individualized family partnership services that:

- (1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;
- (2) Help families achieve identified individualized family engagement outcomes;
- (3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
- (4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

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(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.

Plan of Action

An assessment that identifies the family's support systems, strengths, and areas of possible growth is conducted at intake. This assessment is reevaluated at the middle of the year and the end of the year to show family progress. The Head Start registration application process helps the Family Service staff understand family goals and services received to help avoid duplication. A family partnership agreement (FPA) is initiated after a working relationship is established with the family, as early as prior to the first home visit.

As the family shares their information about their family with the staff, the Family Service staff describes the elements of the FPA. The FPA includes family identified goal(s), strategies to achieve goal, person(s) responsible, and target date. Referrals may be provided to the family to assist in their planning when needed. Information will be documented in the Child Plus database and printed for the parent. Follow-up is initiated as needed, but no less than every eight weeks with revisions of family goals, as the family deems necessary.

The Family Services staff or classroom teacher provides instructions on accessing the Terrell ISD Community Resource Guide to each family. In partnership with TISD, the resource guide is updated annually and provides names, addresses, and phone numbers for service agencies in the local community. The guide is published in

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English and Spanish. A database of community resources that is more refined toward the Head Start population will be maintained in Child Plus and Family Service staff are available to provide families assistance with contact and utilization of these resources. The Family Service staff assigned to the family will also assist the families if situations arise necessitating further referrals and will follow up accordingly on those referrals. The family strengths and resources are taken into account as the assistance plan is formulated. Assistance includes communication with the family, gathering of information, evaluation of the situation, and referral to the appropriate service person or agency.

Direct referrals may be made to Family Services by TISD staff or family members. Additional concerns may be presented during the child staffing process and the Student Study Team (SST). Direct assistance may take the form of accompanying the parents to the service source. Follow-up on emergency/crisis referrals to outside agencies will occur within an appropriate time frame for the type of referral/assistance activities in progress.

Substance abuse, child abuse and neglect, and domestic violence information is provided to parents. Educational opportunities are provided through formal and informal community networks, such as Texas Workforce Commission, Department of Human Services, and ESL programs.

Follow-up on referrals made to an outside agency takes place within a 45-day timeline of the referral date, unless the referral is an emergency/crisis situation in which staff will follow up as needed, but no more than two weeks from the referral date. Family Services staff document the family's need, referral, and outcome in Child Plus.

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Monitoring Plan

Community Partnership Notebook, Survey Results, Referral Forms, and Parent Communication Notebook

Person (s) Responsible

Family Services Staff

Timeline

August - June

§1302.53 Community partnerships and coordination with other early childhood and education programs.

(a) *Community 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 to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.

(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, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, providers of

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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 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) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the 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) Domestic violence prevention and support providers; and,

(viii) Other organizations or businesses that may provide support and resources to families.

(b) *Coordination with other programs and 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, while protecting the privacy of [child records](#) in

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accordance with subpart C of part [1303](#) of this chapter and applicable federal, state, local, and tribal laws.

(1) *Memorandum of understanding.* To support coordination between Head Start and publicly funded preschool programs, 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.

(2) *Quality Rating and Improvement Systems.* A program, with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvement System (QRIS) if:

- (i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system;
- (ii) Participation would not impact a program's ability to comply with the Head Start Program Performance Standards; and,
- (iii) The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement.

(3) *Data systems.* A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs.

(4) *American Indian and Alaska Native programs.* An American Indian and Alaska Native program should determine whether or not it will participate in the systems described in paragraphs (2) and (3) of this section.

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Plan of Action

Ongoing collaborative relationships and partnerships are established each year with community organizations. Family Services staff participate in community resource coalitions to determine services currently being offered in the community. In partnership with TISD, the Community Resource Guide is updated annually and provides names, addresses, and phone numbers for service agencies in the local community. The results from the Community Assessment and the response from the parent survey that the parents return at the beginning of the school year assists to determine the needs and areas that families may need assistance with and helps in planning the method of delivery of information, be it individually or as a group such as during a parent meeting. Information from collaborative agencies is sent home with the children to notify families of special programs in which they may participate. Memorandums of Understanding are held with various community agencies such as physicians, dentists, the local Mental Health Mental Retardation (MHMR), Library, and TISD Special Services among others to assist in providing needed services to families. The Early Childhood Data System (ECDS) will be utilized to collect early childhood data to inform school districts, communities, and early childhood programs about the effectiveness of pre-k /Head Start programs in preparing children for success in Kindergarten under Texas Education Code (TEC).

Monitoring Plan

Community partnership agreements, parent communication documentation

Person (s) Responsible

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Family Services staff, teachers

Timeline

August - June