







# ParentCorps Alignment with Head Start Performance Standards



Head Start Performance Standard	Professional Development	Parenting Program	Friends School	ParentCorps Alignment
<b>§1302.31 (b) Effective teaching practices. (1) Teaching practices must:</b>				
<p>§1302.31 (b) (1) (i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities;</p>	✓		✓	<p><b>Professional Development</b> strengthens teachers’ capacity to provide safe, nurturing, and consistent environments, promote children’s social, emotional, and language development, and support children’s meaningful engagement in learning experiences.</p> <p><b>Friends School</b> fosters trust, emotional security and emotional development in classrooms, empowering children to navigate big emotions, communicate effectively, solve problems, care for their community, and build a positive sense of identity.</p>
<p>§1302.31 (b) (1) (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in § 1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning;</p>	✓		✓	<p><b>Professional Development</b> supports educators in strengthening their knowledge of child development progression, and provides new skills, knowledge and strategies to support high-quality, child-centered learning environments.</p> <p><b>Friends School</b> is designed to support pre-K educators to provide high-quality learning experiences that are responsive to and build upon each child’s unique developmental progression. This social-emotional learning curriculum includes structured lesson plans, thoughtfully organized activities, individualized coaching, and implementation support.</p>
<b>§1302.31 (c)(2) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration,</b>				
<p>§1302.31(c)(2) for preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.</p>	✓		✓	<p><b>Professional Development</b> supports educators in creating well-organized learning environments by applying emotionally responsive practices across a range of classroom activities, including teacher-directed and child-initiated activities, as well as individual, small-group, and large-group learning experiences.</p> <p><b>Friends School</b> incorporates consistent, developmentally appropriate routines such as a welcome circle, a lesson, an activity, exercise, food review, calm time, and sticker time. Coaches provide guidance to integrate these components into the existing classroom schedule to support exploration, play, and engagement for both small and large groups.</p>

**§1302.32 Curricula. (1) Center-based and family child care program must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancement, as appropriate that:**

<p>§1302.32 Curricula. (1) (i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;</p>				<p><b>Friends School</b> is a research-based social-emotional learning curricula drawing on strategies widely demonstrated to support children’s health and development. This curriculum enhancement includes standardized training materials including manuals, parent communication about social-emotional learning, materials lists, and supplies in order to support implementation.</p>
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**§1302.45 (a) Supports for mental health and wellbeing. Program-wide wellness supports. To support a program-wide culture that promotes mental health, social and emotional well-being, and overall health and safety, a program must use a multidisciplinary approach that:**

<p>§1302.45 (a) (1) Coordinates supports for adult mental health and well-being, including engaging in nurturing and responsive relationships with families, engaging families in home visiting services, and promoting staff health and wellness, as described in §1302.93.</p>				<p><b>Professional Development</b> champions mental health, social-emotional well-being, and overall health and safety for all children, families, and staff. It equips educators with tools to reflect on their practices, expand their understanding of family engagement and early childhood development, and implement proactive, responsive strategies that support parental well-being and foster inclusive and nurturing environments where every child can thrive.</p> <p><b>Parenting Program</b> supports adult mental health by providing an affirming, group-based space for caregivers of young children. Mental health professionals who facilitate the program receive ongoing, responsive coaching support as well as an expanded clinical practice community.</p> <p><b>Friends School</b> supports the social-emotional well being of both educators and children. Through training, coaching and program implementation, teachers receive support for their own social-emotional well being and learn to integrate emotionally responsive practices into their classroom routines and curricula, ensuring positive, supportive learning environments for all children.</p>
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<p>§1302.45 (a) (2) Coordinates supports for positive learning environments for all children; supportive teacher practices; and strategies for supporting children with social, emotional, behavioral, or mental health concerns.</p>				<p><b>Professional Development</b> enhances effective teaching practices by encouraging self-reflection, deepening understanding of early childhood development, and providing proactive and responsive strategies to create inclusive learning environments that support every child’s social, emotional, and mental well-being.</p> <p><b>Friends School</b> empowers educators to actively model and nurture children’s social-emotional learning. Coaches provide ongoing individual and group support to help teachers integrate and implement these strategies alongside existing curricula, ensuring positive and supportive learning environments for all children.</p>
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**§1302.50 (b) Family engagement approach. A program must:**

<p>§1302.50 (b)(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;</p>	✓	✓		<p><b>Professional Development</b> supports staff in building strong, culturally responsive relationships with families, recognizing parents as their children’s primary teachers and nurturers. Staff are equipped with intentional strategies to engage families in their children’s learning and development, foster positive parent-child relationships, and support children’s social-emotional well-being.</p> <p><b>Parenting Program</b> is a strengths-based group that celebrates caregivers and honors their role as experts. It provides families with opportunities to explore evidence-based strategies that promote children’s early learning and development while respecting their autonomy, cultural identity, and unique expertise.</p>
<p>§1302.50 (b)(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;</p>	✓	✓		<p><b>Professional Development</b> prioritizes family engagement by supporting staff to address barriers and develop skills for fostering respectful, ongoing two-way communication. Through strategies such as active listening, expressing empathy, and navigating moments of disconnection, staff are empowered to build trust and strengthen relationships with caregivers.</p> <p><b>Parenting Program</b> offered in English, Spanish, and Chinese Mandarin, celebrates and honors families’ unique cultural, ethnic, and linguistic backgrounds, and provides a warm, predictable space for caregivers to reflect on their values and upbringing.</p>
<p>§1302.50 (b)(4) Provide parents with opportunities to participate in the program as employees or volunteers;</p>		✓		<p><b>Parenting Program</b> encourages parents who complete the program to participate as ambassadors or volunteers and engage with new incoming parents.</p>

**§1302.51 Parent activities to promote child learning and development.**

<p>§1302.51(a)(1) 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: Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;</p>		✓		<p><b>Parenting Program</b> fosters a shared responsibility with families for children’s early learning and development by providing a warm, predictable space where caregivers can build community and confidence in relationship with school staff. Through engaging activities and discussions on common parenting challenges, the program strengthens parent-child relationships and equips families with evidence-based strategies to support their children’s development, including language, dual language, literacy, and bi-literacy skills, which they can incorporate into their daily routines.</p>
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<p>§1302.51 (b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development.</p>				<p><b>Parenting Program</b> is a research-based parenting curriculum designed to build on parents' existing knowledge and provide opportunities to practice and explore effective parenting strategies that promote children's learning and development. Recognized in Head Start's Parenting Curricula Review Database under Parenting Curricula for Group-Based Delivery, ParentCorps offers families evidence-based tools to support their role as their children's first teachers.</p>
<p><b>§1302.92 (b) Training and professional development. A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate, and integrated with employee engagement practices in accordance with §1302.101(a) (2). At a minimum, the system must include:</b></p>				
<p>§1302.92 (b)(3) Annual training on positive strategies to understand and support children's social and emotional development, such as tools for managing children's behavior;</p>				<p><b>Professional Development</b> provides programs with a systematic approach to equipping staff with proactive reinforcement and responsive strategies that support children's social and emotional development and promote positive behavior management. Training emphasizes concrete, adaptable tools that align with high-quality, comprehensive service standards.</p> <p><b>Friends School</b> teachers receive experiential training, online access to research-based materials and tools, and individualized coaching, ensuring staff are prepared to meet children's social, emotional, and behavioral needs effectively while enhancing their professional skills and engagement.</p>