



Expanding Educational Freedom and Opportunities for Families in Head Start Programs

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Expanding Educational Freedom and Opportunities for Families in Head Start Programs ACF-OHS-IM-25-04

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Information Memorandum

To: All Head Start Recipients and State Agencies that Receive Head Start Collaboration Office Grants

Subject: Expanding Educational Freedom and Opportunities for Families in Head Start Programs

Information:

This Information Memorandum (IM) outlines Head Start programs' critical role in promoting parent choice to select the early care and education (ECE) providers that best meet their family's needs for their children, and recognizes that Head Start programs serve as the foundation for school readiness by preparing young children for academic and social success. Through this work, Head Start programs also help parents understand school choice options, including ECE, and can serve as a valuable resource to prepare families to effectively utilize the options in their communities. With this IM, we strongly encourage Head Start programs to facilitate parent choice in three key ways: 1) actively participating in state and local efforts to coordinate ECE enrollment and services and promote access to a variety of ECE

options in the state or local community; 2) engaging families to determine, develop, and improve their program model and consider how their program offerings respond to family needs and promote family choice; and 3) re-examining community partnerships and evaluating how they can be strengthened and expanded in ways that support family choice, including through connections to faith-based settings for families that desire this option.

Promoting Family Choice Through Active Participation in State and Local Efforts to Coordinate Early Care and Education

Through this IM, we encourage Head Start programs to be active participants in state and local efforts to coordinate ECE enrollment and services to support families' access to options that best fit their needs. Programs should consider how they can enter or expand their participation in mixed delivery systems that provide families access to a variety of ECE choices. A mixed delivery approach to ECE offers families early learning experiences in a range of settings, including community-based and private child care centers, public schools, charter schools, faith-based settings, and family child care (FCC) homes, many of which operate Head Start programs. Well-integrated ECE services at the state or local level help promote a variety of options — including Head Start programs — to support parent choice and better align with family needs and desires for their children's education and care. Efforts to better integrate ECE service options within a state or community can help provide families with the choices they need to select the program that is right for their family, allowing more children and families to benefit from access to needed services.

Statutory and Regulatory Requirements that Promote Family Choice Through Coordination

Several provisions within the Head Start Act (the Act) and the Head Start Program Performance Standards (the Performance Standards) direct Head Start programs and Head Start Collaboration Offices (HSCOs) to engage in state and local efforts that help families access their choice of ECE programs for their children's early care and education.

Section 642(e) of the Act and Section 1302.53(a)(2)(ii) of the Performance Standards lay out expectations for programs to establish collaborative relationships with elementary schools, state preschool and child care providers, and agencies that provide services to children with disabilities. Strong partnerships with state ECE leadership, local educational agencies, and other early childhood programs, including faith-based programs, are critical to foster opportunities for family choice in early childhood settings.

The Office of Head Start (OHS) encourages programs and HSCOs to coordinate with other early childhood programs and participate in state and local initiatives. Section 1302.53(b) of the Performance Standards requires programs to actively participate in coordinated systems at the state and local level to better promote a variety of early education services in their local community. More specifically, programs must establish memoranda of understanding with local agencies that manage publicly funded preschool programs (Section 642(e)(5) of the Act and 45 CFR § 1302.53(b)(1)). To the extent practicable, programs should also participate in their state or local quality rating and improvement system (QRIS) (45 CFR § 1302.53(b)(2)). State-based QRIS can help families understand the range of ECE choices available to them and determine the quality of such options. Programs should also participate in state education data systems through the sharing and integration of relevant Head Start data, to the extent practicable (45 CFR § 1302.53(b)(3)). Head Start participation in state efforts designed to communicate and track parent choices for their children help ensure that Head Start programs are an integral part of the state's ECE landscape and that parents have a full understanding of all choices in a mixed delivery system.

Strengthening a System of ECE Mixed Delivery Through Coordinated Enrollment

Head Start programs have an opportunity to actively participate in state or local coordinated enrollment systems that streamline access to a diverse array of ECE providers — including Head Start, state-funded preschool, public pre-K, private child care centers, and family child care homes. QHS strongly urges Head Start programs to collaborate with state and local agencies to develop and refine these systems, ensuring they efficiently connect families to ECE options that best meet their needs. Coordinated enrollment, such as through a unified online application or community-based intake process, empowers parents by simplifying access to clear, actionable information — such as program schedules (e.g., full-day or part-day), eligibility rules (e.g., income or age criteria), and available slots — while eliminating wasteful redundancies like multiple applications. This efficient approach maximizes the use of ECE resources across a region or community, and ensures families can choose their preferred setting, including faith-based options, in line with the directive to enhance educational freedom. Head Start programs should take specific steps to support this effort, such as partnering with state and local education departments to integrate Head Start slots into shared enrollment databases and systems, providing real-time updates on openings in Head Start program locations, and joining local planning committees to advocate for family-friendly system designs, thereby aligning their recruitment and enrollment processes with broader state or local efforts to optimize resources and empower parents.

Determining, Designing, and Improving Head Start Program Models Based on Family Input

Head Start programs are uniquely positioned to engage families to shape program models that enhance parental choice and align with community needs. Under § 1301.3(b) of the Performance Standards, families are required members of the policy council, a critical mechanism through which Head Start programs gather family input to continually improve services. QHS encourages programs to leverage the policy council and other engagement structures to ensure program designs reflect family preferences, support parental decision-making, and expand access to an array of ECE options, empowering families to choose the best educational paths for their children. To further this goal, Head Start programs may accept eligible children from outside their designated service areas when slots are available, offering families greater flexibility to enroll in a Head Start program that aligns with their preferred location, schedule, or educational approach — such as a center offering extended hours or a culturally specific curriculum — thereby broadening parental choice beyond geographic boundaries.

Section 1302.11(b)(1) of the Performance Standards requires programs to conduct a comprehensive community assessment to inform their program design and to ensure it reflects the needs of the community. The families served by Head Start programs are a central part of the community, and QHS strongly encourages programs to engage families in the community assessment process as programs determine, develop, and improve their program model. Programs can add questions in their parent surveys and self-assessments that explore the variety of parent options and needs in the community. Creating opportunities to gather input from families about their preferences and how they evaluate their ECE choices allows programs to integrate those preferences into their program design. Programs should consider how to ensure their available program options meet family needs and identify ways to promote choices to parents within their community.

A strong understanding of families' needs and preferences, as well as the range of available options in the community, allows Head Start programs to ensure their program options complement the other ECE programs available to families. Head Start programs can use this information to assist families in connecting to other programs that best meet family preferences and values, including services in faith-based organizations, charter schools, and private child care.

This includes during transitions for children out of Early Head Start and from Head Start Preschool to kindergarten. Sections 1302.70 and 1302.71 of the Performance Standards require programs to implement strategies to support successful transitions for children and their families at these key milestones. During

any transition, Head Start programs must collaborate with families to foster their continued involvement in and advocacy for the education and development of their child. In the transition to kindergarten specifically, programs are required to collaborate with local education agencies to support family engagement under Section 642(b)(13) of the Act, including working to provide training to enable parents to participate in decisions related to the educational choices for their children. As part of transition efforts, programs are also encouraged to help families understand school options in their local community.

Strengthening and Expanding Partnerships to Promote Parent Choice

Strong community collaborations are a core tenet of Head Start services; many programs have long-standing partnerships with state and community agencies that assist them in providing a wide variety of services for children and families. Section 1302.53(a)(1) of the Performance Standards requires Head Start programs to establish ongoing collaborative relationships and partnerships with community organizations. These partnerships facilitate access to community services that are responsive to child and family needs.

As programs conduct their community assessments, programs should re-examine how community partnerships extend and strengthen program services in ways that support family choice. This may involve broadening community partnerships to include partners that fit parents' preferences, such as their need for full-day services, faith-based instruction, or options to keep siblings together. Head Start programs are also encouraged to explore partnerships with state and local Child Care Resource and Referral agencies to inform working parents of the variety of ECE options in their community. In addition to establishing ongoing partnerships, programs can connect parents directly to local and state organizations that train parents on educational options and parental rights; these may include parent training and resource centers, community parent resource centers, and statewide family engagement centers.

Section 1302.11(b)(2)(vii) of the Performance Standards requires that programs collect and use data on gaps in community resources to address the needs of eligible children and families. This data, combined with information on families' needs and preferences, allows programs to identify partners, including faith-based organizations or family child care options, that could expand programs' ability to support families in accessing the ECE services that are the best fit for them.

Layering Funding to Strengthen Partnerships and Support Family Choice

Head Start programs and HSCOs can also collaborate with state and local community agencies as they examine their existing funding sources and consider how those funding streams may be leveraged more effectively within a mixed delivery system. Programs should consider how federal funds, such as those from Head Start, CCDF, and IDEA, can be effectively layered and braided to support broader access to services. Layered funding can be used to expand full-day, full-year services and comprehensive services that best serve families' needs or to free up resources for other purposes. Coordinating funding streams also allows programs to think more creatively about ways to partner with other programs and services, including partnering with faith-based organizations that offer early childhood opportunities that may be most desired by families in the community.¹

Coordinating funding streams fosters innovative partnerships with diverse ECE providers — including charter preschools, family child care homes, and faith-based programs — and ensures families can access settings that reflect their values and needs. OHS urges programs to use this flexibility to participate in state and local mixed-delivery initiatives, reexamine program models based on family input, and build community collaborations that maximize educational freedom. By layering and braiding funding and listening to families, Head Start programs can help reduce or eliminate financial barriers and can empower families with limited resources to make informed ECE choices, e.g., selecting a program with a specific curriculum, quality rating, or convenient location. This can be accomplished by sharing clear information

on options and eligibility through a variety of mechanisms such as coordinated enrollment systems and parent workshops.

This strategic use of federal funds not only enhances family agency but also optimizes resources, reducing waste and aligning with the goal of making federal programs more effective for American families. Thank you for your dedicated efforts to support children and families in exercising their educational freedom.

Sincerely,

/ Captain Tala Hooban /

Captain Tala Hooban
Acting Director
Office of Head Start

¹ Head Start programs may partner with faith-based organizations when any explicitly religious activities (such as activities that involve overt religious content such as worship, religious instruction, or proselytization) are separate and distinct from the Head Start program, and the distinction is completely clear to the beneficiary or prospective beneficiary. See 45 CFR 87.3(d).

Historical Document



One-time Supplemental Funds for Nutrition and Healthy Eating for Head Start Children and Families

headstart.gov/policy/pi/acf-ohs-pi-25-02

One-time Supplemental Funds for Nutrition and Healthy Eating for Head Start Children and Families
ACF-OHS-PI-25-02

U.S. Department
of Health and Human Services

ACF
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Program Instruction

To: All Head Start Recipients

Subject: One-time Supplemental Funds for Nutrition and Healthy Eating for Head Start Children and Families

Instruction:

This Program Instruction (PI) outlines the process for Head Start grant recipients to request supplemental funds to promote nutrition services and healthy eating for enrolled children and families. The [PI \(Program Instruction\)](#) is also intended to assist programs in determining allowable uses of funds to meet program needs.

As affirmed in [ACF-OHS-IM-25-03](#), Head Start programs play a critical role in ensuring children and families have access to comprehensive nutrition services and a variety of nutrient-dense food, including whole grains, fresh fruits, and vegetables, while reducing intake of ultra-processed foods and added sugars. Access to healthy foods and other nutrition services help children grow, develop, and learn. Healthy nutrition is essential for brain development and provides children with the energy needed to stay active and focused throughout the program day. A balanced diet and physical activity help strengthen a child's immune system, reducing the risk of infections and illnesses. They also prevent childhood obesity, which can lead to chronic diseases such as heart disease and diabetes.

Some Head Start programs have shared that a lack of funding can be a barrier to improving or expanding their nutrition services and support for healthy eating. In response to this feedback, the Office of Head Start (OHS) is making available this opportunity for one-time supplemental funding. The scope and size of the improvements that programs may want to make to their nutrition services will vary and [OHS \(Office of Head Start\)](#) recognizes it cannot anticipate all circumstances in which these supplemental funds may be needed. Based on recipient feedback on both promising practices for and common barriers to implementing robust nutrition and health services for children and families, this [PI \(Program Instruction\)](#) provides a non-exhaustive list of allowable uses of funds for programs' consideration.

Examples of Allowable Uses of Supplemental Funds

Head Start programs have many options for integrating creative approaches to nutrition services. The activities outlined below meet the programmatic purposes and goals of the Head Start mission and are allowable under the relevant statutory and regulatory requirements. The following is not a list of required activities, but rather a list of allowable activities that program administrators may consider in addressing the unique circumstances in their communities related to promoting nutrition services and healthy eating. Head Start funds must be used in ways that comply with the Head Start Program Performance Standards (Performance Standards). These Performance Standards emphasize the importance of providing materials, activities, and environments that meet the safety guidelines for young children and consider the age and developmental stage of children. Please note, a multi-disciplinary approach to nutrition and healthy eating may include multiple activities, and the examples of allowable activities listed below are intended to be reflective of non-recurring expenses that would be appropriate uses of one-time supplemental funds. [OHS \(Office of Head Start\)](#) expects that programs leverage multiple sources of funding to support the ongoing provision of comprehensive nutrition services. Under [45 CFR §1302.44\(b\)](#), a program must use funds from U.S. Department of Agriculture (USDA) Food, Nutrition, and Consumer Services Child Nutrition programs as the primary source of payment for meal services. Head Start funds may be used to cover those allowable costs not covered by the USDA. Applicants for proposed funding must demonstrate that they have not received duplicative funding for proposed expenses from another federal funding source, including USDA grant programs such as the School Equipment Grant ([National School Lunch Program Equipment Assistance Grants](#)) or the [Patrick Leahy Farm to School program](#). Additionally, applicants must demonstrate that proposed expenses are not duplicative of funds received through the USDA's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Applications should be specifically tied to nutrition and health outcomes for children and families, including enhancing healthy nutrition practices for participating families and children.

- **Food Service Upgrades**
 - Modernization of kitchen facilities and related upgrades to ensure safe food preparation and storage, and opportunities to prepare fresh, whole foods on-site.
 - Procurement of fresh, locally sourced, and nutritious food items, which may include transportation costs for delivering fresh ingredients to centers.
 - Designated breastfeeding spaces, such as lactation rooms and breast milk storage at center-based programs to provide private and sanitary spaces for breastfeeding mothers.
 - Programs receiving funding for facility renovations must follow all requirements for recording notices of federal interest as outlined in [45 CFR §1303.46](#).
- **Materials, Supplies, and Equipment**
 - Materials and equipment for center-based, home-based, or family child care activities focused on healthy eating, such as cooking demonstration kits or supplies to create community or family gardens, greenhouses, and Indigenous seed hubs.
 - Commercial-grade appliances (refrigerators and freezers for safe food storage; ovens, stoves, and microwaves for on-site meal preparation; dishwashers for sanitizing utensils and dishes).
 - Food preparation tools, cookware and bakeware, and storage containers.
 - Sanitation equipment and protective kitchen gear to ensure the safety of staff, children, and families during food preparation and cooking activities.
 - Breastfeeding supplies for use in Head Start facilities, such as breast pumps, nursing pads, storage containers, or comfortable nursing chairs for designated breastfeeding spaces specifically designed to encourage breast feeding.
 - Gardens or gardening supplies designed to foster farm-to-table strategies and ensure children are exposed to range of healthy food options through educational experiences.
- **Nutrition Education Resources**
 - Development of nutrition and breastfeeding education programming and curricula for children, families, and staff.
 - Training for staff on nutrition and breastfeeding best practices and dietary guidelines, aligned with USDA requirements and targeting improved outcomes for children and families.
 - Workshops, seminars, and community events for families on nutrition, breastfeeding, health, and wellness topics.
 - Healthy food during programming, including meals and snacks for children and families during parent and family engagement activities.
 - Building or enhancing partnerships around health and nutrition with local child care providers or other local resources families use for parenting supports.
- **Non-recurring Personnel Costs**
 - Consultations with specialized staff (such as registered dietitians or nutritionists) to develop and oversee meal plans that meet USDA guidelines and address the specific needs of children, such as special dietary needs, or provide nutrition counseling to families and staff.
 - Staff training and professional development, which may include nutrition education workshops to train staff on the importance of balanced diets and portion control, physical activity, and food safety, and how to prepare healthy meals and snacks efficiently. Staff training could also include sessions with mental health professionals to address emotional and behavioral challenges related to food insecurity or unhealthy eating habits, and provide counseling to children and families on stress management and its impact on nutrition.
 - Consultations with individuals who can promote physical activity and healthy lifestyle choices among children and staff, such as with [I Am Moving, I Am Learning](#), or develop programming that integrate nutrition and wellness into daily routines.
 - Community outreach coordinators to help programs set up partnerships with local farms, food banks, and health organizations to enhance nutrition services and organize events such as cooking classes and nutrition fairs for families.

Funding Requests

Grant recipients should engage in an assessment of programmatic and community nutrition and health needs that considers the immediate, interim, and long-term impacts and associated costs, understanding that one-time funds should be used for non-recurring expenses. If grant recipients pursue one-time supplemental funds to support personnel, for purposes such as those outlined above, we encourage consideration for whether these positions are short-term or if ongoing expenses can be built into program budgets moving forward. Application narratives must clearly delineate which of the following categories of funding are included in the request:

- 1. Food Service Upgrades
- 2. Materials, Supplies, and Equipment
- 3. Nutrition Education Resources
- 4. Non-recurring Personnel Fees

Each proposed grant activity should have clear timelines for execution and completion. Project completion timelines, including major activities within each phase, need to be clearly stated in the application. For categories 2–4 above, applicants must limit proposed expenses to evidence-based interventions or training. As part of their applications, grant recipients should provide the research and evaluations for the interventions they intend to use and describe how they will maintain fidelity to the model described in the research. Additionally, as mentioned in the section above, applicants for proposed funding must demonstrate that they have not received duplicative funding for proposed expenses from another federal funding source, including USDA grant programs such as the School Equipment Grant ([National School Lunch Program Equipment Assistance Grants](#)) or the [Patrick Leahy Farm to School program](#). Additionally, applicants must demonstrate that proposed expenses are not duplicative of funds received through the USDA's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

Application Instructions

[OHS \(Office of Head Start\)](#) is making funds available for nutrition and health supplements. **We encourage applications to be submitted as soon as possible, but no later than Friday, August 22 for the priority deadline. Applications will be reviewed on a rolling basis.** Applications may continue to be considered on a rolling basis after the priority deadline of Friday, August 22, if funds are available.

To be considered, grant recipients must apply for supplemental funds through an application in the Head Start Enterprise System (HSES). Applications should be submitted using the "Supplement – Nutrition" application amendment. Applications submitted for nutrition purposes using a different application type will not be considered for this opportunity. Supplemental applications should include the following:

- SF-424
- SF-424A
- Program Narrative
- Budget Narrative
- Governing Body and Policy Council Approvals (if not possible to include with the application submission, these may be submitted prior to awards being made)

None of the nutrition and health supplemental funds awarded to grant recipients will be included in the calculation of the grant recipient's base grant in subsequent fiscal years. Nutrition and health supplemental funds are not subject to the allocation requirement of [Sec. 640\(a\)](#) of the Head Start Act.

In addition to all the information included in this ~~PIE Program Instruction~~, grant recipients must also comply with all award terms and conditions.

Funding Considerations

OHS's priority is to promote high-quality nutrition services and healthy eating for enrolled children and families in Head Start programs. Awards will be based on how effectively the proposed model design fits the needs of the community to be served. ~~ACF (Administration of Children and Families)~~ reserves the right to deny funding to any applicant that is presently designated as "high risk," probationary, or not in good standing, or has been debarred or defunded by any state or federal agency.

Through this funding opportunity, ~~OHS (Office of Head Start)~~ is interested in reaching areas of greatest nutritional needs to facilitate the enhancement of services for families who would most benefit from services. ~~ACF (Administration of Children and Families)~~ reserves the right to prioritize organizations based on their ability to demonstrate their community's need and provide sustainable approaches toward the ongoing provision of comprehensive nutrition services.

For questions regarding nutrition and healthy eating needs, please contact ohs_policy@acf.hhs.gov. For assistance submitting the application in HSES, contact help@hsesinfo.org or 1-866-771-4737.

We are committed to supporting your program as we work together to promote nutrition and healthy eating for Head Start children and families.

Thank you for your work on behalf of children and families.

/ Captain Tala Hooban /

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