

***Helping Your Preschooler Learn***  
***A guide for parents of children ages 3-5:***  
**Correlation to the “Head Start Program Performance Standards:  
 Education and early childhood development (Part 1304.21)”**

The following data describe the pages of the guide *Helping Your Preschooler Learn* that address the “Head Start Program Performance Standards” (U.S. Department of Health & Human Services) for students in preschool. Analysis data show the page numbers of the guide that correlate to each performance standard.

<b>Head Start Program Performance Standards: Education and early childhood development.</b>	<b>Analysis Data</b>
<b>(a) Child development and education approach for all children.</b>	
<b>(1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies’ approach to child development and education must:</b>	
(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP).	Page 13
(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition.	Pages 13, 14
(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.	Page 4
<b>(2) Parents must be:</b>	
(i) Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.	Page 15
(iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child’s development and education.	Page 15
<b>(3) Grantee and delegate agencies must support social and emotional development by:</b>	
(I)(C) Encouraging development which enhances each child’s strengths by encouraging self-control by setting clear, consistent limits, and having realistic expectations.	Page 3

(i)(D) Encouraging development which enhances each child's strengths by encouraging respect for the feelings and rights of others.	Pages 3, 13
(i)(E) Encouraging development which enhances each child's strengths by supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.	Pages 13, 14, 15
<b>(4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:</b>	
(i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.	Pages 2, 5, 6, 8, 9, 10, 12, 13, 14
(iii) Promoting interaction and language use among children and between children and adults.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
<b>(5) In center-based settings, grantee and delegate agencies must promote each child's physical development by:</b>	
(i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.	Pages 2, 6, 7, 10
(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.	Pages 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>(6) In home-based settings, grantee and delegate agencies must:</b>	
encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials.	Pages 2, 4, 5, 6, 7, 9, 10, 11, 12

<b>(c) Child development and education approach for preschoolers.</b>	
<b>(1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that:</b>	
(i) Supports each child's individual pattern of development and learning.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
(ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age-appropriate literacy, numeracy, reasoning, problem-solving and decision-making skills which form a foundation for school readiness and later school success.	Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities.	Pages 3, 6, 10, 14