Physical Development & Health:

Physical Health Status - Children and families will be aware of the importance of maintaining over-all health and well being.

Health Knowledge & practice - Children and family will gain knowledge and demonstrate Health and Safety practices.

Gross Motor Skills - Children will develop the control of large muscles for movement, navigation and balance with family participation and support.

Fine Motor Skills - Children will develop control of small muscles to manipulate various objects with family participation and support.

Social & Emotional Development:

Social Relationships - Children and families will develop and learn to maintain positive relationships in the home and school environment.

Self-Concept & Self Efficacy - Children will become aware of appropriate ways to make choices with family support.

Self-Concept & Self Efficacy - Children will begin to learn steps to complete tasks to meet goals with family support.

Self-Regulation – Children and families will begin to develop appropriate ways to express positive and negative emotions with family support and guidance.

Emotional & Behavioral Health – Children and families will begin to develop a healthy spectrum of emotional expression and learn positive alternatives to inappropriate behaviors.

Approaches to learning:

Music - Children will be introduced to and will respond to musical sounds.

Creative Movement & Dance - Children will begin to use body language in response to music.

Art - Children will begin to explore and use art media utilizing their 5 senses to express self creatively.

Drama - Children will express imaginary play through actions and language with family involvement.

Initiative & Curiosity - Children will begin to observe, explore, discover and inquire about their environment with family guidance.

Persistence & Attentiveness - Children will initiate and follow through to complete tasks with family collaboration.

Cooperation - Children will work together with peers in small and large group settings with family support.

Language & Literacy:

Receptive Language - Children will learn language skills by listening to expressive vocabulary and various forms of communication with family collaboration.

Expressive Language - Children will develop the ability to use language in a variety of language settings with family collaboration.

Book Appreciation & Knowledge - Children will demonstrate an interest and develop an understanding of books and other types of print with family participation and engagement in a variety of settings.

Phonological Awareness - Children will begin to develop an awareness that language consists of sounds, alliteration, words and rhymes with family participation and engagement in a variety of settings.

Alphabet Knowledge - Children will be introduced to environmental sounds and language patterns in an environment that is rich with language including family involvement and participation.

Alphabet Knowledge - Children will begin to recognize letter sounds and associate the sounds with the appropriate letters including family involvement and participation.

Print concepts & Conventions - Children will be introduced, develop awareness, begin to recognize and understand the concepts about print and identify letter sound relationships with active family support.

Early Writing - Children will utilize writing tools to express entry-level communications skills (thoughts, concepts, ideas, beliefs, opinions, etc...) with active family interactions/involvement.

Cognition & General Knowledge:

Reasoning & Problem Solving - Children will begin to develop emerging skills for reasoning and problem solving with family support and guidance.

Symbolic Representation - Children will begin to recognize and utilize the use of symbols or objects to represent something else with family modeling.

Numbers Concepts & Quantities - Children will be introduced to early number concepts and quantities with family support.

Number Relationships & Operations - Children will be introduced to early number relationships and operations with family support.

Geometry and Spatial Sense - Children will begin to explore basic shapes with family support.

Geometry & Spatial Sense - Children will begin to develop an awareness of spatial sense with family support.

Patterns - Children will begin to recognize patterns with family support.

Patterns - Children will begin to practice sequencing with family support.

Patterns - Children will begin to develop critical thinking skills with family support.

Measurement & Comparison - Children will be introduced to objects and/or materials that can be compared and measured.

Scientific Skills & Methods - Children will explore the natural and physical world to begin to develop science knowledge skills with family support.

Conceptual Knowledge of the Natural & Physical World - Children will explore the natural and physical world to begin to develop science knowledge skills with family support.

Self, Family & Community - Children will begin to develop an awareness of self, family and community involvement.

People & the Environment - Children will begin to develop an awareness of the connection among home, school, and community.

History & Events - Children will begin to develop an awareness of past, present, and future events within the future.

The Head Start Child Development and Early Learning Framework

How Do Preschool Programs Support School Readiness?

The revised *Head Start Child Development and Early Learning Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns with and builds from the five essential, or core, domains of birth to five school readiness, to identify critical areas of learning and development for 3 to 5 year children, including dual language learners and children with disabilities. The *Framework* guides curriculum selection, implementation, and assessment and can be used when planning and assessing teaching and learning experiences and children's progress toward school readiness goals.

School Readiness Goals

Regulation 45 CFR Chapter XIII Part 1307 requires all agencies to establish school readiness goals, define expectations of children's status and progress across domains of language and literacy development, cog general knowledge, approaches to learning, physical health and well-being and motor development, and emotional development that will improve readiness for kindergarten goals" (Part 1307.2).

Each agency must utilize the five domains, represented by the inner wheel of the Framework as the basis preschool school readiness goals. Agencies should articulate how the curriculum and child assessment(s) align with the established goals, and how parents are involved in this process. Head Start programs are e

1. Adopt and align established OHS goals from the revised Framework.

2. Create and implement a plan of action for achieving the goals.

3. Assess child progress on an ongoing basis and aggregate and analyze data three times per year.

4. Examine data for patterns of progress for groups of children in order to develop and implement a plan for program improvement (ACF-PI-HS-11-04).

In order to help address school readiness requirements, the Office of Head Start will continue to commun support local programs, and will guide the efforts of the Training and Technical Assistance (T/TA) Networ Communications will support programs' continued efforts to build their systems and to deliver quality ser children, families, and communities.

Core Strategies to Promote School Readiness

In order to help prepare children to be successful when they enter school, Head Start programs may imp strategies such as the following:

- Implementing an integrated curriculum that addresses the essential domains of school readiness i *Head Start Child Development and Early Learning Framework*.

- Aggregating and analyzing child-level assessment data at least three times per year (except for pi operating less than 90 days, which must do so at least twice within the operating program period) using that data in combination with other program data to determine grantees progress toward m goals, to inform parents and the community of results, and to direct continuous improvement rela curriculum, instruction, professional development, program design and other program decisions (< Chapter XIII 1307.3 (2)(i), as amended).

- Providing early learning coaching to staff across program options and settings.

- Establishing individualized Wellness Plans that promote healthy development for every child.

- Ensuring a parent partnership process that promotes an understanding of their child's progress, p support, and encourages learning and leadership.

- Providing ongoing communication with local schools to exchange information about children and p and to align services for early learning, health, and family engagement.

- Creating a learning community among staff to promote innovation, continuous improvement, and integrated services across education, family services, and health.

Select any domain area to find strategies and resources for each domain element.

△ Domain

▶ Domain Element

English Language Development

The 10 domains above apply to all children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language other than English at home.

How Do Preschool Programs Support School Readiness? [PDF, 248KB]

Head Start Approach to School Readiness – Full Text [PDF, 473KB]

The Head Start Child Development and Early Learning Framework (Revised Sept 2011) [PDF, 1.6MB]

The Head Start Child Development and Early Learning Framework (En Español) (Revised Sept 2011) [PDF, 473KB]

Webcast on Revised Framework

This webcast introduces the Framework and includes:

- an overview of the revisions—what's new and what's the same;
- descriptions of the three new domains and their rationale;
- the relationship of the Framework to program operations, program planning, and quality improver and
- how the Framework brings additional focus to school readiness for preschool children

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