

Teaching Strategies® Curriculum and Assessment Solutions: Alignment to Head Start Program Performance Standards

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool	Family Child Care
1302.31 (b) <i>Effective teaching practices.</i> (1) Teaching practices must:			
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	<i>The Creative Curriculum® for Infants, Toddlers & Twos Foundation Volumes</i> offer guidance for room arrangement, interactions, and observing children to assess their development and learning.	<i>The Creative Curriculum® for Preschool Foundation Volumes</i> offer guidance for room arrangement, interactions, and observing children to assess their development and learning.	<i>The Creative Curriculum® for Family Child Care Foundation Volumes</i> offer guidance for room arrangement, interactions, and observing children to assess their development and learning.
1302.31 (b) (1) (ii) Focus on promoting growth in the developmental progressions described in the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> 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	Alignment of <i>GOLD® Objectives for Development & Learning, Birth Through Third Grade</i> with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> , weekly planning forms, and <i>Intentional Teaching</i> experiences are available in <i>GOLD®</i> and <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> .	Alignment of <i>GOLD® Objectives for Development & Learning, Birth Through Third Grade</i> with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> , weekly planning forms, and <i>Intentional Teaching</i> experiences are available in <i>GOLD®</i> and <i>The Creative Curriculum® for Preschool</i> .	Alignment of <i>GOLD® Objectives for Development & Learning, Birth Through Third Grade</i> with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> , weekly planning forms and <i>Intentional Teaching</i> experiences are available in <i>GOLD®</i> and <i>The Creative Curriculum® for Family Child Care</i> .
1302.31 (b) (1) (iii) Integrate child assessment data in individual and group planning	The <i>GOLD®</i> Class Profile is recommended for planning individual and group experiences.	The <i>GOLD®</i> Class Profile is recommended for planning individual and group experiences.	The <i>GOLD®</i> Class Profile is recommended for planning individual and group experiences.
1302.31 (b) (1) (iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> .	<i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> are associated with the objectives for development and learning, which are aligned to the <i>Head Start Early Learning Outcomes Framework</i> .	<i>The Creative Curriculum® for Preschool Daily Resources</i> are associated with the objectives for development and learning, which are aligned to the <i>Head Start Early Learning Outcomes Framework</i> .	<i>The Creative Curriculum® for Family Child Care Daily Resources</i> are associated with the objectives for development and learning, which are aligned to the <i>Head Start Early Learning Outcomes Framework</i> .

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool	Family Child Care
<p>1302.31 (b) <i>Effective teaching practices.</i> (2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:</p>			
<p>1302.31 (b) (2) (i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English</p>	<p><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> is available in English and Spanish; <i>Foundation Volumes</i> include guidance for supporting home language development and introducing English.</p>	<p>Not applicable</p>	<p><i>The Creative Curriculum® for Family Child Care</i> is available in English and Spanish; <i>Foundation Volumes</i> include guidance for supporting home language development and introducing English.</p>
<p>1302.31 (b) (2) (ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language</p>	<p>Not applicable</p>	<p><i>The Creative Curriculum® for Preschool</i> is available in English and Spanish; <i>Foundation Volumes</i> include guidance for supporting English language acquisition while maintaining the home language.</p>	<p><i>The Creative Curriculum® for Family Child Care</i> is available in English and Spanish; <i>Foundation Volumes</i> include guidance for supporting English language acquisition while maintaining the home language.</p>
<p>1302.31 (b) (2) (iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies.</p>	<p><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> includes culturally-appropriate songs, stories, and activities written especially for Spanish-speaking children; <i>Foundation Volumes</i> offer guidance on supporting home language development.</p>	<p><i>The Creative Curriculum® for Preschool</i> includes culturally-appropriate songs, stories, and activities written especially for Spanish-speaking children; <i>Foundation Volumes</i> offer guidance on supporting home language development.</p>	<p><i>The Creative Curriculum® for Family Child Care</i> includes culturally-appropriate songs, stories, and activities written especially for Spanish-speaking children; <i>Foundation Volumes</i> offer guidance on supporting home language development.</p>
<p>1302.31 (c) <i>Learning environment.</i> 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, and experimentation among a variety of learning, sensory, and motor experiences and:</p>			
<p>1302.31 (c) (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences</p>	<p><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> includes guidance and forms for planning individual and small group routines and experiences.</p>	<p>Not applicable</p>	<p><i>The Creative Curriculum® for Family Child Care</i> includes guidance and forms for planning individual and small group routines and experiences.</p>

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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.	Not applicable	<i>The Creative Curriculum® for Preschool</i> includes guidance for encouraging child-initiated activities and active and quiet experiences; <i>Teaching Guides</i> and <i>Daily Resources</i> offer support for individual, small- and large-group experiences.	<i>The Creative Curriculum® for Family Child Care</i> includes guidance for encouraging child-initiated activities and active and quiet experiences; <i>Teaching Guides</i> and <i>Daily Resources</i> offer support for individual, small- and large- group experiences.
1302.31 (e) <i>Promoting learning through approaches to rest, meals, routines, and physical activity.</i>			
1302.31 (e) (2) A program must implement snack and meal times in ways that support development and learning.	<i>Mighty Minutes® for Infants, Toddlers & Twos</i> include songs, rhymes, and chants to engage children during routine activities such as eating; <i>Intentional Teaching Cards™</i> include recipes for children to explore making and tasting snacks; <i>The Creative Curriculum® for Infants, Toddlers and Twos</i> offers guidance on encouraging language development throughout the day.	<i>Mighty Minutes® for Preschool</i> include songs, rhymes, and chants to engage children during transitions; <i>Intentional Teaching Cards™</i> include recipes for children to explore making and tasting snacks; <i>The Creative Curriculum® for Preschool</i> offers guidance on encouraging conversations with and between children throughout the day.	<i>Mighty Minutes® for Family Child Care</i> include songs, rhymes, and chants to engage children during routine activities such as eating; <i>Intentional Teaching Cards™</i> include recipes for children to explore making and tasting snacks.
1302.31 (e) (3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth	<i>Mighty Minutes® for Infants, Toddlers & Twos</i> include songs, rhymes, and chants to engage children during routine activities such as resting, dressing, diapering, and hand washing.	<i>Mighty Minutes® for Preschool</i> include songs, rhymes, and chants to engage children during transitions. These activities can also be used during daily routines such as rest time, toileting, and hand washing.	<i>Mighty Minutes® for Family Child Care</i> include songs, rhymes, and chants to engage children during routine activities such as resting, dressing, diapering/toileting, and hand washing.

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<p>1302.32 (a) <i>Curricula</i>. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:</p>			
<p>1302.32 (a) (1) (i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation</p>	<p>Each component of <i>The Creative Curriculum® for Infants, Toddlers and Twos</i> is based on scientifically valid research; the <i>Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> offers support to implement the curriculum; Professional development is available to further support implementation; <i>Coaching to Fidelity: Infants, Toddlers & Twos</i> offers guidance for assessing and improving implementation of <i>The Creative Curriculum®</i>.</p>	<p>Each component of <i>The Creative Curriculum® for Preschool</i> is based on scientifically valid research; the <i>Guide to The Creative Curriculum® for Preschool</i> offers support to implement the curriculum; Professional development is available to further support implementation; <i>Coaching to Fidelity: Preschool</i> offers guidance for assessing and improving implementation of <i>The Creative Curriculum®</i>.</p>	<p>Each component of <i>The Creative Curriculum® for Family Child Care</i> is based on scientifically valid research; the <i>Guide to The Creative Curriculum® for Family Child Care</i> offers support to implement the curriculum; professional development is available to further support implementation.</p>
<p>1302.32 (a) (1) (ii) Are aligned with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework</p>	<p><i>GOLD® Objectives for Development & Learning</i>, which are the basis of all components of <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>, are aligned to all state early learning and development standards and the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>.</p>	<p><i>GOLD® Objectives for Development & Learning</i>, which are the basis of all components of <i>The Creative Curriculum® for Preschool</i>, are aligned to all state early learning and development standards and the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>.</p>	<p><i>GOLD® Objectives for Development & Learning</i>, which are the basis of all components of <i>The Creative Curriculum® for Family Child Care</i>, are aligned to all state early learning and development standards and the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>.</p>
<p>1302.32 (a) (1) (iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn</p>	<p>An organized, developmental scope and sequence that includes plans and materials for learning experiences based on the <i>GOLD®</i> progressions for development and learning is available for ages birth to 3 years.</p>	<p>An organized, developmental scope and sequence that includes plans and materials for learning experiences based on the <i>GOLD®</i> progressions for development and learning is available for ages 3 to 5 years.</p>	<p>An organized, developmental scope and sequence that includes plans and materials for learning experiences based on the <i>GOLD®</i> progressions for development and learning is available for ages birth to third grade.</p>

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<p>1302.32 (a) (2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.</p>	<p><i>Coaching to Fidelity: Infants, Toddlers & Twos</i> offers guidance for assessing and improving implementation of <i>The Creative Curriculum</i>® through ongoing support and feedback. We can also offer in-person, ongoing coaching to support implementation and fidelity.</p>	<p><i>Coaching to Fidelity: Preschool</i> offers guidance for assessing and improving implementation of <i>The Creative Curriculum</i>® through ongoing support and feedback. We can also offer in-person, ongoing coaching to support implementation and fidelity.</p>	<p><i>Coaching to Fidelity: Infants, Toddlers & Twos</i> and <i>Preschool</i> offer guidance for providing ongoing support and feedback. We can also offer in-person, ongoing coaching to support implementation and fidelity.</p>
<p>1302.33 (b) <i>Assessment for individualization.</i></p>			
<p>1302.33 (b) (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the <i>Head Start Early Learning Child Outcomes Framework: Ages Birth to Five</i>. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.</p>	<p>The <i>GOLD</i>® assessment measures children's developmental level and progress in the objectives for development and learning, which are aligned to the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>. <i>GOLD</i>® allows teachers to use outcomes information to inform individual and group planning; up to four <i>GOLD</i>® checkpoints can be conducted within the program year.</p>	<p>The <i>GOLD</i>® assessment measures children's developmental level and progress in the objectives for development and learning, which are aligned to the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>. <i>GOLD</i>® allows teachers to use outcomes information to inform individual and group planning; up to four <i>GOLD</i>® checkpoints can be conducted within the program year.</p>	<p>The <i>GOLD</i>® assessment measures children's developmental level and progress in the objectives for development and learning, which are aligned to the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i>. <i>GOLD</i>® allows teachers to use outcomes information to inform individual and group planning; up to four <i>GOLD</i>® checkpoints can be conducted within the program year.</p>
<p>1302.33 (b) (2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.</p>	<p>The <i>GOLD</i>® assessment allows teachers, families, and other specialists (e.g., speech therapists) to offer observations to determine a child's strengths and needs; reports (such as the Development and Learning report) offer recommended activities to support developmentally-appropriate teaching practices in center-based and home-based settings for teachers and families.</p>	<p>The <i>GOLD</i>® assessment allows teachers, families, and other specialists (e.g., speech therapists) to offer observations to determine a child's strengths and needs; reports (such as the Development and Learning report) offer recommended activities to support developmentally-appropriate teaching practices in center-based and home-based settings for teachers and families.</p>	<p>The <i>GOLD</i>® assessment allows teachers, families, and other specialists (e.g., speech therapists) to offer observations to determine a child's strengths and needs; reports (such as the Development and Learning report) offer recommended activities to support developmentally-appropriate teaching practices in family child care settings for teachers and families.</p>

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool	Family Child Care
1302.33 (c) <i>Characteristics of screenings and assessments.</i>			
1302.33 (c) (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.	The <i>GOLD</i> ® assessment has been proven to be valid and reliable with infants, toddlers, and twos from diverse cultures, linguistic backgrounds, program settings, and ability levels. Improved child outcomes have been observed when teachers use the tool with fidelity. Teachers may be certified as “reliable assessors” by completing the Inter-Rater Reliability certification, available and free to all <i>GOLD</i> ® users. <i>GOLD</i> ® is available in English and Spanish. Guidance is available to support assessing children in languages other than English.	The <i>GOLD</i> ® assessment has been proven to be valid and reliable with preschoolers from diverse cultures, linguistic backgrounds, program settings, and ability levels. Improved child outcomes have been observed when teachers use the tool with fidelity. Teachers may be certified as “reliable assessors” by completing the Inter-Rater Reliability certification, available and free to all <i>GOLD</i> ® users. <i>GOLD</i> ® is available in English and Spanish. Guidance is available to support assessing children in languages other than English.	The <i>GOLD</i> ® assessment has been proven to be valid and reliable with children ages birth to third grade from diverse cultures, linguistic backgrounds, program settings, and ability levels. Improved child outcomes have been observed when teachers use the tool with fidelity. Teachers may be certified as “reliable assessors” by completing the Inter-Rater Reliability certification, available and free to all <i>GOLD</i> ® users. <i>GOLD</i> ® is available in English and Spanish. Guidance is available to support assessing children in languages other than English.
1302.33 (c) (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:			
1302.33 (c) (2) (i) Assess language skills in English and in the child’s home language, to assess both the child’s progress in the home language and in English language acquisition	<i>GOLD</i> ® is available in English and Spanish. Spanish language and literacy objectives were especially written to reflect the unique progressions of Spanish language and literacy development and learning. Guidance supports caregivers to assess both the child’s progress in the home language and in English language acquisition. <i>GOLD</i> ® includes two English language acquisition objectives measuring children’s receptive and expressive language skills, though these objectives are not recommended for children under age 3.	<i>GOLD</i> ® is available in English and Spanish. Spanish language and literacy objectives were especially written to reflect the unique progressions of Spanish language and literacy development and learning. Guidance supports caregivers to assess both the child’s progress in the home language and in English language acquisition. <i>GOLD</i> ® includes two English language acquisition objectives measuring children’s receptive and expressive language skills.	<i>GOLD</i> ® is available in English and Spanish. Spanish language and literacy objectives were especially written to reflect the unique progressions of Spanish language and literacy development and learning. Guidance supports caregivers to assess both the child’s progress in the home language and in English language acquisition. <i>GOLD</i> ® includes two English language acquisition objectives measuring children’s receptive and expressive language skills.

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1302.33 (c) (2) (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain	<i>GOLD</i> ® can be used to support dual-language learners in any language because many of the objectives, such as physical and social–emotional objectives, are not language-dependent. Guidance in <i>GOLD</i> ® supports capturing each child’s development and skills in the language that best represents their behaviors, skills, and abilities.	<i>GOLD</i> ® can be used to support dual-language learners in any language because many of the objectives, such as physical and social–emotional objectives, are not language-dependent. Guidance in <i>GOLD</i> ® supports capturing each child’s development and skills in the language that best represents their behaviors, skills, and abilities.	<i>GOLD</i> ® can be used to support dual-language learners in any language because many of the objectives, such as physical and social–emotional objectives, are not language-dependent. Guidance in <i>GOLD</i> ® supports capturing each child’s development and skills in the language that best represents their behaviors, skills, and abilities.
1302.34 (b) <i>Engaging parents and family members.</i> A program must offer opportunities for parents and family members to be involved in the program’s education services and implement policies to ensure:			
1302.34 (b) (3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child’s education and developmental progress and activities in the program	Each <i>Intentional Teaching Card</i> ™ features a recommended <i>LearningGames</i> ® activity. The Developmental and Learning report in <i>GOLD</i> ® lists recommended activities. These resources support families to implement developmentally-appropriate experiences that scaffold the child’s behaviors, skills, and abilities along the progression of development and learning.	Each <i>Intentional Teaching Card</i> ™ features a recommended <i>LearningGames</i> ® activity. The Developmental and Learning report in <i>GOLD</i> ® lists recommended activities. These resources support families to implement developmentally-appropriate experiences that scaffold the child’s behaviors, skills, and abilities along the progression of development and learning.	Each <i>Intentional Teaching Card</i> ™ features a recommended <i>LearningGames</i> ® activity. The Developmental and Learning report in <i>GOLD</i> ® lists recommended activities. These resources support families to implement developmentally-appropriate experiences that scaffold the child’s behaviors, skills, and abilities along the progression of development and learning.
1302.34 (b) (4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program	<i>The Creative Curriculum</i> ® for <i>Infants, Toddler & Twos, Foundation Volumes</i> include letters to families to support families’ understanding of the developmental progressions and curricular resources used in the classroom.	<i>The Creative Curriculum</i> ® for <i>Preschool, Foundation Volumes</i> and <i>Teaching Guides</i> include letters to families to support families’ understanding of the developmental progressions and curricular resources used in the classroom.	<i>The Creative Curriculum</i> ® for <i>Family Child Care, Foundation Volumes</i> and <i>Teaching Guides</i> include letters to families to support families’ understanding of the developmental progressions and curricular resources used in the program.

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1302.34 (b) (5) Parents and family members have opportunities to volunteer in the class and during group activities	<i>The Creative Curriculum® for Infants, Toddler & Twos, Foundation Volumes</i> include guidance on how to encourage families' frequent and meaningful participation in the classroom.	<i>The Creative Curriculum® for Preschool, Foundation Volumes</i> include guidance on how to encourage families' frequent and meaningful participation in the classroom. <i>Teaching Guides</i> feature letters and weekly ideas for including family participation in each investigation.	<i>The Creative Curriculum® for Family Child Care, Foundation Volumes</i> include guidance on how to encourage families' frequent and meaningful participation in the classroom.
1302.34 (b) (6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress	The <i>GOLD®</i> assessment reports (such as the Child Profile) offer families detailed information about their child's progress throughout the program year.	The <i>GOLD®</i> assessment reports (such as the Child Profile) offer families detailed information about their child's progress throughout the program year.	The <i>GOLD®</i> assessment reports (such as the Child Profile) offer families detailed information about their child's progress throughout the program year.
1302.35 (a) A home-based program must provide home visits and group socialization activities that promote secure parent-child relationships and help parents provide high-quality early learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. A program must implement a research-based curriculum that delivers developmentally, linguistically, and culturally appropriate home visits and group socialization activities that support children's cognitive, social, and emotional growth for later success in school.	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i> includes family-friendly resources that home visitors can share with families to support their child's growth and development in language, literacy, mathematics, social-emotional functioning, approaches to learning, science, physical skills, and creative arts. Each component of <i>The Creative Curriculum® for Infants, Toddlers & Twos</i> is based on scientifically valid research that supports developmentally, linguistically, and culturally appropriate home visits and socialization activities. The most crucial research information for home visiting programs is the foundational research behind the <i>LearningGames®</i> series, which has been determined to be valid and reliable.	<i>The Creative Curriculum® for Preschool</i> includes family-friendly resources that home visitors can share with families to support their child's growth and development in language, literacy, mathematics, social-emotional functioning, approaches to learning, science, physical skills, and creative arts. Each component of <i>The Creative Curriculum® for Preschool</i> is based on scientifically valid research that supports developmentally, linguistically, and culturally appropriate home visits and socialization activities. The most crucial research information for home visiting programs is the foundational research behind the <i>LearningGames®</i> series, which has been determined to be valid and reliable.	Not applicable

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1302.35 (b) <i>Home-based program design</i> . A home-based program must ensure all home visits are:		
1302.35 (b) (1) Planned jointly by the home visitor and parents, and reflect the critical role of parents in the early learning and development of their children	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs in supporting families as the child’s primary teacher and includes planning forms that support home visitors and family members to work together to plan appropriate activities that support the family’s engagement with their child between home visits.	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs in supporting families as the child’s primary teacher and includes planning forms that home visitors and family members to work together to plan appropriate activities that support the family’s engagement with their child between home visits.
1302.35 (b) (2) Planned using information from ongoing assessments that individualize learning experiences	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about using what you learn about a child’s knowledge, skills, and behaviors to help families individualize learning experiences.	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about using what you learn about a child’s knowledge, skills, and behaviors to help families individualize learning experiences.
1302.35 (c) <i>Home visit experiences</i> . A program that operates the home-based option must ensure all home visits focus on promoting high-quality early learning experiences in the home and growth towards the goals described in the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and must use such goals and the curriculum to plan home visit activities that implement:		
1302.35 (c) (1) Age and developmentally appropriate, structured child-focused learning experiences	<i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> are age- and developmentally-appropriate activities focused on individualizing learning experiences for each child.	<i>The Creative Curriculum® for Preschool Daily Resources</i> are age- and developmentally-appropriate activities focused on individualizing learning experiences for each child.
1302.35 (c) (2) Strategies and activities that promote parents’ ability to support the child’s cognitive, social, emotional, language, literacy, and physical development	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about promoting families’ ability to support their child’s cognitive, social–emotional, language, literacy, and physical development by using <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> .	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about promoting families’ ability to support their child’s cognitive, social–emotional, language, literacy, and physical development by using <i>The Creative Curriculum® for Preschool Daily Resources</i> .

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1302.35 (c) (3) Strategies and activities that promote the home as a learning environment that is safe, nurturing, responsive, and language- and communication- rich	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about promoting the home as a learning environment that is safe, nurturing, responsive, and language- and cognitive-rich by using <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> .	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about promoting the home as a learning environment that is safe, nurturing, responsive, and language- and cognitive-rich by using <i>The Creative Curriculum® for Preschool Daily Resources</i> .
1302.35 (c) (4) Research-based strategies and activities for children who are dual language learners that recognize bilingualism and biliteracy as strengths, and:		
1302.35 (c) (4) (i) For infants and toddlers, focus on the development of the home language, while providing experiences that expose both parents and children to English	<i>The Creative Curriculum® for Infants, Toddlers & Twos, Foundation Volumes</i> offer guidance on supporting home language development while the <i>Daily Resources</i> providing experiences that expose both families and children to English.	Not applicable
1302.35 (c) (4) (ii) For preschoolers, focus on both English language acquisition and the continued development of the home language	Not applicable	<i>The Creative Curriculum® for Preschool, Foundation Volumes</i> offer guidance on supporting English language acquisition and the continued development of the home language.
1302.35 (c) (5) Follow-up with the families to discuss learning experiences provided in the home between each visit, address concerns, and inform strategies to promote progress toward school readiness goals.	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about how to work with families to discuss learning experiences in the home, address concerns, and inform strategies to promote progress toward school readiness goals using <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> .	<i>The Creative Curriculum® Guide for Home Visitors</i> provides guidance for home-based programs that includes information about how to work with families to discuss learning experiences in the home, address concerns, and inform strategies to promote progress toward school readiness goals using <i>The Creative Curriculum® for Preschool Daily Resources</i> .

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool
<p>1302.35 (d) <i>Home-based curriculum</i>. A program that operates the home-based option must: (1) ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that:</p>		
<p>1302.35 (d) (1) (i) Promotes the parent's role as the child's teacher through experiences focused on the parent-child relationship and, as appropriate, the family's traditions, culture, values, and beliefs</p>	<p>Guidance for home-based programs includes information about how to promote the families' role as the child's primary teacher through experiences focused on the family-child relationship and the family's traditions, culture, values using <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i>.</p>	<p>Guidance for home-based programs includes information about how to promote the families' role as the child's primary teacher through experiences focused on the family-child relationship and the family's traditions, culture, values using <i>The Creative Curriculum® for Preschool Daily Resources</i>.</p>
<p>1302.35 (d) (1) (ii) Aligns with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework</p>	<p><i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 3: Objectives for Development & Learning</i> aligns with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and state early learning standards and promotes measurable progress toward goals outlined in the Framework.</p>	<p><i>The Creative Curriculum® Preschool, Volume 6: Objectives for Development & Learning</i> aligns with the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and state early learning standards and promotes measurable progress toward goals outlined in the Framework.</p>
<p>1302.35 (d) (1) (iii) Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn</p>	<p>An organized, developmental scope and sequence that includes plans and materials for learning experiences based on the <i>GOLD®</i> progressions for development and learning is available for ages birth to 3 years.</p>	<p>An organized, developmental scope and sequence that includes plans and materials for learning experiences based on the <i>GOLD®</i> progressions for development and learning is available for ages 3 to 5 years.</p>
<p>1302.35 (d) (2) Support staff in the effective implementation of the curriculum and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development</p>	<p><i>The Guide to The Creative Curriculum® for Infants, Toddlers & Twos</i> offers support to implement <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>; professional development is available to further support implementation; <i>Coaching to Fidelity: Infants, Toddlers & Twos</i> offers guidance for assessing, monitoring, and improving implementation of <i>The Creative Curriculum®</i> through ongoing support, feedback and supervision.</p>	<p><i>The Guide to The Creative Curriculum® for Preschool</i> offers support to implement <i>The Creative Curriculum® for Preschool</i>; professional development is available to further support implementation; <i>Coaching to Fidelity: Preschool</i> offers guidance for assessing, monitoring, and improving implementation of <i>The Creative Curriculum®</i> through ongoing support, feedback and supervision.</p>

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool
1302.35 (e) <i>Group socialization</i> . (2) Group socializations must be structured to:		
1302.35 (e) (2) (i) Provide age appropriate activities for participating children that are intentionally aligned to school readiness goals, the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and the home-based curriculum	Guidance for home-based programs includes information about providing age appropriate activities using <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> that are aligned to school readiness goals and the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> .	Guidance for home-based programs includes information about providing age appropriate activities using <i>The Creative Curriculum® for Preschool Daily Resources</i> that are aligned to school readiness goals and the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> .
1320.35 (e) (2) (ii) Encourage parents to share experiences related to their children’s development with other parents in order to strengthen parent-child relationships and to help promote parents understanding of child development.	<i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> and <i>Foundation Volumes</i> include strategies and activities that promote families as valuable members of the classroom community as they support their children’s cognitive, social–emotional, language, literacy, and physical development.	<i>The Creative Curriculum® for Preschool Daily Resources</i> and <i>Foundation Volumes</i> include strategies and activities that promote families as valuable members of the classroom community as they support their children’s cognitive, social–emotional, language, literacy, and physical development.
1302.35 (e) (3) For parents with preschoolers, group socializations also must provide opportunities for parents to participate in activities that support parenting skill development or family partnership goals identified in §1302.52(c), as appropriate and must emphasize peer group interactions designed to promote children’s social, emotional and language development, and progress towards school readiness goals, while encouraging parents to observe and actively participate in activities, as appropriate.	Not applicable	<i>The Creative Curriculum® for Preschool Daily Resources</i> and <i>Foundation Volumes</i> include strategies and activities that promote peer group interactions to promote children’s social–emotional, and language development, and progress towards school readiness goals. Guidance for home visitors supports parenting skill development and encourages families to observe and actively participate in activities.
1302.35 (f) A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child’s progress.	Support articles, reports and conference forms in <i>GOLD®</i> support home visitors to inform families about the purposes of and the results of the <i>GOLD®</i> assessment to discuss children’s progress. <i>The Creative Curriculum® for Infants, Toddlers & Twos, Foundation Volumes</i> include letters to families about the curriculum and how families can support their children.	Support articles, reports and conference forms in <i>GOLD®</i> support home visitors to inform families about the purposes of and the results of the <i>GOLD®</i> assessment to discuss children’s progress. <i>The Creative Curriculum® for Infants, Toddlers & Twos, Foundation Volumes</i> include letters to families about the curriculum and how families can support their children.

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool
1302.51 (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:		
1302.51 (a) (1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate	Guidance for home-based programs includes information about selecting activities from <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> that support family-child relationships and child development including language, dual language, literacy, and bi-literacy development.	Guidance for home-based programs includes information about selecting activities from <i>The Creative Curriculum® for Preschool Daily Resources</i> that support family-child relationships and child development including language, dual language, literacy, and bi-literacy development.
1302.51 (a) (3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i> includes information for families about the benefits of bilingualism and biliteracy. In addition, <i>Helping Your Child Learn Two Languages</i> , a book about language acquisition and families’ real experiences, provides families with support and guidance as they help their child take the first steps on the path to becoming bilingual is available in sets of 10 copies.	<i>The Creative Curriculum® for Infants, Toddlers & Twos</i> includes information for families about the benefits of bilingualism and biliteracy. In addition, <i>Helping Your Child Learn Two Languages</i> , a book about language acquisition and families’ real experiences, provides families with support and guidance as they help their child take the first steps on the path to becoming bilingual is available in sets of 10 copies.
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.	Guidance for home-based programs includes information about how to provide opportunities for families to participate in experiences that build on their knowledge and offer them guided practice implementing activities to promote children’s learning and development using <i>The Creative Curriculum® for Infants, Toddlers & Twos Daily Resources</i> .	Guidance for home-based programs includes information about how to provide opportunities for families to participate in experiences that build on their knowledge and offer them guided practice implementing activities to promote children’s learning and development using <i>The Creative Curriculum® for Preschool Daily Resources</i> .

Head Start Program Performance Standard	Infants, Toddlers & Twos	Preschool	Family Child Care
<p>1302.61 (a) Additional services for children with disabilities. Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services. Programs must provide any necessary modifications to the environment, multiple and varied formats for instruction, and individualized accommodations and supports as necessary to support the full participation of children with disabilities.</p>	<p><i>The Creative Curriculum® for Infants, Toddlers & Twos</i> includes guidance for supporting children with disabilities, including strategies for adapting the learning environment, structure, and use of the <i>Daily Resources</i> to support the participation of all children.</p>	<p><i>The Creative Curriculum® for Preschool</i> includes guidance for supporting children with disabilities, including strategies for adapting the learning environment, structure, and use of the <i>Daily Resources</i> to support the participation of all children.</p>	<p><i>The Creative Curriculum® for Family Child Care</i> includes guidance for supporting children with disabilities, including strategies for adapting the learning environment, structure, and use of the <i>Daily Resources</i> to support the participation of all children.</p>