



## HEAD START PROGRAM PERFORMANCE STANDARDS SUPPORT MATH, CULTURE AND LANGUAGE

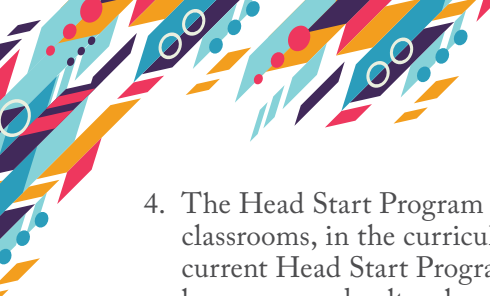
### PART 1302- PROGRAM OPERATIONS

- Subpart C - Education and Child Development Program Services
  - 1302.30 Purpose
  - 1302.31 Teaching and the learning environment
  - 1302.35 Education in home-based programs
  - 1302.36 Tribal language preservation and revitalization

All programs must provide high-quality early education and child development services that include children with disabilities and promote children’s cognitive, social, and emotional growth. Teaching practices should not only provide learning experiences that support all of the developmental domains in the ELOF, such as math and cognitive development, but also foster trust and security and intentionally create an environment that builds on children’s individual development and learning patterns. Additionally, home-based programs must encourage parents as the child’s first teacher and support parents as they provide high-quality early math experiences that build on children’s individual mathematical development and learning patterns.

1. Children’s math-related skills are linked to school readiness goals. Therefore, it is important to provide a high-quality, math-rich environment for young children to help them learn. Using math language such as “Please pick up 2 blocks” or “You have 4 berries on your plate” helps children develop a sense of number and quantity and eventually perceptual subitizing—recognizing the number of objects without counting. Additionally, playing games with dice helps promote conceptual subitizing—putting together the parts of multiple sets.
2. The Cognition domain of the Early Learning Outcome Framework (ELOF) supports number recognition and subitizing. Children develop a sense of number and quantity during the infant and toddler years and will begin to recognize the number of small objects in groups without counting! These are ELOF goals across the developmental continuum for infants, toddlers, and preschoolers.
3. Supporting children’s number recognition and subitizing development is present in much of what you do. This is not an additional curriculum piece to add to your planning and practices. Providing children with a number-rich environment, labeling “how many” during daily interactions, and using math language are all ways to support math development and growth.





4. The Head Start Program Performance Standards help you integrate tribal language and culture in Head Start classrooms, in the curricula, ongoing observation-based assessment, and program systems and services. The current Head Start Program Performance Standards require programs to support all children’s home languages and cultural and linguistic heritages (1304.21(a)(1)(i)). When most children speak the same language, at least one classroom staff member or home visitor must also speak the children’s home or tribal language. If staff are unable to speak the children’s home or tribal language, a native speaker (who does not have to meet the credentialing requirements of Head Start staff) can join the classroom (1304.52(g)(2)). The Head Start Early Learning Outcomes Framework notes that children must be “allowed to demonstrate the skills, behaviors, and knowledge in the Framework in their home language, English, or both languages” (page 4).

In addition, 1304.53(b)(1)(i) and (ii) address culturally appropriate toys, materials, and furniture in Head Start programs. They require that a program’s approach to child development, education, and assessment be culturally and linguistically appropriate.

These Head Start Program Performance Standards support the integration of tribal language and culture into every aspect of the Head Start and Early Head Start program model.

