



# HEAD START PROGRAM PERFORMANCE STANDARDS SUPPORT EMERGENT WRITING, LANGUAGE, AND CULTURE

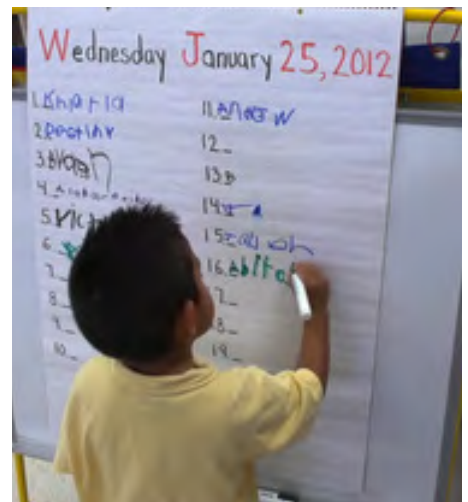
## PART 1302 - PROGRAM OPERATIONS

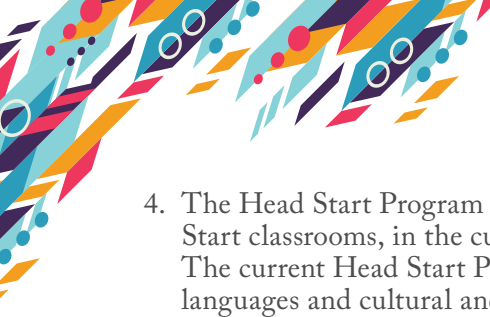
- Subpart C - Education and Child Development Program Services
  - 1302.30 Purpose
  - 1302.31 Teaching and the learning environment
  - 1302.35 Education in home-based programs
  - 1302.36 Tribal language preservation and revitalization

All programs must provide high-quality early education and child development services to all children, including those with disabilities. These services promote children’s cognitive, social, and emotional growth for later success in school. The teaching practices should support all developmental domains outlined in the ELOF, (such as language and literacy development), foster trust and security, and support children’s development. Adults must 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 them as they provide high-quality early writing experiences to help children learn.



1. Children’s success in writing depends on the materials and tools that they have access to and their ability to exercise this growing skill. It also depends on their fine motor coordination and cognitive understanding. It is important to provide a high-quality, print-rich environment with a variety of options to explore writing to help children grow. Model writing, transcribe children’s artwork, and encourage children to use invented spelling to foster emergent writing.
2. The Language and Literacy domain of the Early Learning Outcome Framework (ELOF) supports emergent writing. Children begin exploring writing by making marks on paper during the infant and toddler years. As they grow, they assign meaning to their attempts and eventually begin using invented spelling! These are ELOF goals across the developmental continuum for infants, toddlers, and preschoolers. Fine motor goals help children learn to hold and manipulate writing tools. Also, cognitive goals, such as the ability to use representation—one thing stands for another—connect to emergent writing.
3. You are supporting children’s writing in much of what you do. This is not an additional curriculum piece you have to add to your planning and practices. Provide children with a print-rich environment, model the use of writing, and encourage children to write and then talk about the meaning of their writing or drawings.



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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.