



PlayBright Alignment with Head Start Performance Standards

The PlayBright® Early Learning System is a proven educational program that simplifies the latest brain development and child development benchmarks and translates them into fun, easy-to-use activities. Developed by fellow Head Start and Early Head Start educators, leading researchers and early learning experts, the PlayBright Learning System makes it easy for you to help each child build early learning skills, school readiness and a strong foundation for success.

Consisting of five developmentally appropriate guidebooks focused on each year from birth to age 5, a comprehensive learning research guide and professional development training for educators and parents it is easily integrated and can be used to support a variety of high quality Early Head Start and Head Start programs. Use of the PlayBright materials will help your program meet the following Head Start Performance Standards:

1304.3 Definitions	PlayBright Keys to Learning	PlayBright Guidebooks 0-36 Months	PlayBright Guidebooks 36-60 Months
Definition of Curriculum. (a)(5) Curriculum means a written plan that includes: <ul style="list-style-type: none"> (i) The goals for children’s development and learning (ii) The experiences through which they will achieve these goals (iii) What staff and parents do to help achieve these goals (iv) The materials needed to support the implementation of the curriculum. The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn. 	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

Reference: Head Start Program Performance Standards and Other Regulations.
Administration on Children, Youth, and Families.

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1304.21 Education & Early Childhood Development	PlayBright Keys to Learning	PlayBright Guidebooks 0-36 Months	PlayBright Guidebooks 36-60 Months
<p>(5) In center-based settings, grantee and delegate agencies must promote each child's physical development by:</p> <ul style="list-style-type: none"> (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. (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level. (iii) Providing an appropriate environment and adult guidance for the participation of children with special needs. <p>(6) In home-based settings, grantee and delegate agencies must 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.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>✓</p>
<p><u>(b) Child development and education approach for infants and toddlers.</u></p> <p>(1) Grantee and delegate agencies' program of services for infants and toddlers must encourage:</p> <ul style="list-style-type: none"> (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language. (ii) Trust and emotional support so that each child can explore the environment according to his or her developmental level. (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members. <p>(2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:</p> <ul style="list-style-type: none"> (i) Encourages the development of self-awareness, autonomy, and self-expression. (ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely. <p>(3) Grantee and delegate agencies must promote the physical development of infants and toddlers by:</p> <ul style="list-style-type: none"> (i) Supporting the development of physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing. (ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>

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<p style="text-align: center;">motions, using eyes, mouth, hands, and feet.</p> <p><u>(c) Child development and education approach for preschoolers.</u></p> <p>(1) Grantee and delegate agencies, in collaboration with parents, must implement a curriculum that:</p> <p style="padding-left: 20px;">(i) Supports each child’s individual pattern of developing and learning.</p> <p style="padding-left: 20px;">(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.</p> <p style="padding-left: 20px;">(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships.</p> <p style="padding-left: 20px;">(v) Enhances each child’s understanding of self as an individual and as a member of a group.</p> <p style="padding-left: 20px;">(vi) Provides each child with opportunities for success to</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

1304.24 Child Mental Health	PlayBright Keys to Learning	PlayBright Guidebooks 0-36 Months	PlayBright Guidebooks 36-60 Months
<p style="text-align: center;">help develop feelings of competence, self-esteem, and positive attitudes toward learning.</p> <p><u>(a) Mental health services.</u></p> <p>(1) Grantee and delegate agencies must work collaboratively with parents by:</p> <p style="padding-left: 20px;">(i) Soliciting parental information, observations, and concerns about their child’s mental health.</p> <p style="padding-left: 20px;">(ii) Sharing staff observations of their child and discussing and anticipating with parents their child’s behavior and development, including separation and attachment issues.</p> <p style="padding-left: 20px;">(iii) Discussing and identifying with parents appropriate responses to their children’s behavior.</p> <p style="padding-left: 20px;">(iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

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1304.40 Family Partnerships	PlayBright Keys to Learning	PlayBright Guidebooks 0-36 Months	PlayBright Guidebooks 36-60 Months
<p><u>(a) Family goal setting</u></p> <p>(4) A variety of opportunities must be created by the grantee and delegate agencies for interaction with parents throughout the year.</p> <p>(5) Meetings and interactions must be respectful of each family's diversity and ethnic background.</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
<p><u>(d) Parent Involvement</u></p> <p>(2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><u>(e) Parent involvement in child development and education</u></p> <p>(1) Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education.</p> <p>(2) Grantee and delegate agencies operating home-based program options must build upon principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.</p> <p>(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>

45 CFR 1308 Services for Children with Disabilities

1308.21— Parent participation and transition of children into Head Start and from Head Start to public school.	PlayBright Keys to Learning	PlayBright Guidebooks 0-36 Months	PlayBright Guidebooks 36-60 Months
<p>(a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks:</p> <p>(2) Provide information to parents on how to foster the development of their child with disabilities.</p> <p>(3) Provide opportunities for parents to observe large group, small group, and individual activities described in their child's IEP.</p> <p>(4) Provide follow up assistance and activities to reinforce program activities at home.</p> <p>(9) Provide information in order to prevent disabilities among younger siblings.</p> <p>(10) Build parent confidence, skill, and knowledge in accessing resources and advocating to meet the special needs of their children.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>