

1304.21 Education and Early Childhood Development

- (a) Child Development and Education Approach for All Children
- (b) Child Development and Education Approach for Infants and Toddlers
- (c) Child Development and Education for Preschoolers

1304.21 (a)(1)(i)

(a) Child development and education approach for all children.

(1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school life, grantee and delegate agencies' approach to child development and education must:

(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;

[Pro-Social Guidance and Classroom Management](#)

[Ongoing Assessment Policy](#)

[Language Acquisition](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Language Acquisition](#)

[Individualized Goals Policy](#)

[Developmental Levels of Child Growth](#)

[Mental Health Policy](#)

1304.21 (a)(1)(ii) Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CRF 1308.19)

[Recruitment Selection and Enrollment Policy](#)

[Comprehensive Parent Staff Conference Policy](#)

[Definition of High Risk Families](#)

[Transition Policy](#)

[Individualized Goals Policy](#)

[Disabilities Service Plan for Special Children in Head Start](#)

[Identification of Children with Potential Disabilities](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Services to Children with Disabilities](#)

[Developmental Levels of Child Growth](#)

1304.21(a)(1)(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;

[Pro-Social Guidance and Classroom Management](#)

[Ongoing Assessment Policy](#)

[Language Acquisition](#)

[Curriculum Development](#)

[Classroom Daily Plans](#)

[Holiday and Special Events Policy](#)

**Curriculum Guide Document**

1304.21(a)(1)(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; and

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Individualized Goals Policy](#)

1304.21(a)(1)(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.

[Toilet Learning Policy](#)

1304.21(a)(2)(i)

(2) Parents must be:

(i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;

[Home Visit Policy](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Comprehensive Parent Staff Conference Policy](#)

[Communication - Education/Disabilities Program](#)

[Developmental Levels of Child Growth](#)

1304.21(a)(2)(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and

[Ongoing Assessment Policy](#)

[Developmental Screening](#)

[Observing Children Policy](#)

[Comprehensive Parent Staff Conference Policy](#)

[Home Visit Policy](#)

1304.21(a)(2)(iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education (see 45 CFR 1304.40(e)(4) and CFR 1304.40(i)(2)).

[Comprehensive Parent Staff Conference Policy](#)

[Home Visit Policy](#)

1304.21(a)(3)(i)(A)

(3) Grantee and delegate agencies must support social and emotional development by:

(i) Encouraging development which enhances each child's strengths by:

(A) Building trust:

[Mental Health Policy](#)

[Supporting Social Emotional Concerns](#)

[Curriculum Development](#)

[Pro-Social Guidance and Classroom Management](#)

[Classroom Daily Plans](#)

[Individualized Goals Policy](#)

**Curriculum Guide**

1304.21(a)(3)(i)(B) Fostering independence:

[Curriculum Development](#)

[Classroom Daily Plans](#)

[Individualized Goals Policy](#)

[Mental Health Policy](#)

1304.21(a)(3)(i)(C) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Pro-Social Guidance and Classroom Management](#)  
[Individualized Goals Policy](#)  
[Mental Health Policy](#)

1304.21(a)(3)(i)(D) Encouraging respect for the feelings and rights of others; and

[Pro-Social Guidance and Classroom Management](#)  
[Ongoing Assessment Policy](#)  
[Language Acquisition](#)  
[Curriculum Development](#)  
[Mental Health Policy](#)  
[Mental Health Education and Consultation](#)  
[Classroom Daily Plans](#)

1304.21(a)(3)(i)(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; and

[Language Acquisition](#)  
[Curriculum Development](#)  
[Mental Health Policy](#)  
[Mental Health Education and Consultation](#)  
[Supporting Social Emotional Concerns](#)  
[Classroom Daily Plans](#)

1304.21(a)(3)(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Pro-Social Guidance and Classroom Management](#)

1304.21(a)(4)(i)

(4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:

(i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;

[Observing Children Policy](#)  
[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Individualized Goals Policy](#)  
[Pets In the Classroom](#)  
[Plants In the Classroom](#)  
[Choosing Appropriate Classroom Materials](#)  
[Field Trip Policy](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)  
**Curriculum Guide**

1304.21(a)(4)(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Promoting and Supporting Creative Ability](#)  
[Individualized Goals Policy](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)  
[Choosing Appropriate Classroom Materials](#)

1304.21(a)(4)(iii) Promoting interaction and language use among children and between children and adults; and

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Individualized Goals Policy](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)

1304.21(a)(4)(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Individualized Goals Policy](#)  
[Family Literacy Policy](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)  
[Learning the Code](#)  
**Reading Is Fundamental Program**

1304.21(a)(5)(i)

(5) In center-based settings, grantee and delegate agencies must promote each child's physical development by:  
(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;

[Choosing Appropriate Classroom Materials](#)  
[Choosing and Maintaining Appropriate & Safe Facilities](#)  
[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Current Levels of Child Growth](#)  
[Disabilities Service Plan for Special Children in Head Start](#)  
[Individualized Goals Policy](#)  
[Outdoor Policy](#)  
[Outdoor Lesson Plan Guidance](#)

1304.21 (a)(5)(ii)

(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of the motor skills according to each child's developmental level; and

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Current Levels of Child Growth](#)  
[Choosing Appropriate Classroom Materials](#)  
[Choosing and Maintaining Appropriate & Safe Facilities](#)

[Disabilities Service Plan for Special Children in Head Start](#)  
[Outdoor Policy](#)  
[Outdoor Lesson Plan Guidance](#)

1304.21(a)(5)(iii)

(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.

[Curriculum Development](#)  
[Classroom Daily Plans](#)  
[Current Levels of Child Growth](#)  
[Choosing Appropriate Classroom Materials](#)  
[Choosing and Maintaining Appropriate & Safe Facilities](#)  
[Services to Children with Disabilities](#)  
[Identification of Children with Potential Disabilities](#)  
[Disabilities Service Plan for Special Children in Head Start](#)  
[Outdoor Lesson Plan Guidance](#)

1304.21(a)(6)

(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.

[Home Visit Policy](#)  
[Curriculum Development](#)  
[Individualized Goals Policy](#)  
[Early Head Start Home Base Summer Program](#)  
[Developmental Levels of Child Growth](#)

### **Curriculum Guide**

1304.21 (b)(1)(i)

(b) Child development and education approach for infants and toddlers.

(1) Grantee and delegate agencies' program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum):

(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 (see 45 CFR 1304.52(g)(2));

[Job Descriptions](#)  
[Language Acquisition](#)  
[Ongoing Assessment Policy](#)  
[Curriculum Development](#)  
[Education Staff Qualification and CDA Credentials](#)  
[Rules and Regulations for Family Homes](#)  
[Supporting Social Emotional Concerns](#)  
[Pro-Social Guidance and Classroom Management](#)  
[Classroom Daily Plans](#)

### **Curriculum Guide**

1304.21(b)(1)(ii)

(ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and

[Supporting Social Emotional Concerns](#)  
[Curriculum Development](#)  
[E18 Child Care Parent Handbook](#)  
[Classroom Daily Plans](#)

1304.21(b)(1)(iii)

(iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulations from teachers and family members.

[Home Visit Policy](#)  
[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[E18 Child Care Parent Handbook](#)  
[Comprehensive Parent Staff Conference Policy](#)  
[Outdoor Lesson Plan Guidance](#)  
[Choosing Appropriate Classroom Materials](#)

1304.21(b)(2)(i)

(2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:

(i) Encourages the development of self-awareness, autonomy, and self-expression; and

[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[Mental Health Policy](#)  
[Supporting Social Emotional Concerns](#)  
[Choosing Appropriate Classroom Materials](#)  
[Choosing and Maintaining Appropriate & Safe Facilities](#)  
[Pro-Social Guidance and Classroom Management](#)

### **Creative Curriculum for Infants and Toddlers**

1304.21(b)(2)(ii)

(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.

[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[Supporting Social Emotional Concerns](#)  
[Individualized Goals Policy](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)  
**Curriculum Guide**

### **Creative Curriculum for Infants and Toddlers**

1304.21(b)(3)(i)

- (3) Grantee and delegate agencies must promote the physical development of infants and toddlers by:
- (i) Supporting the development of the physical skills of infants and toddlers including gross motor skills such as grasping, pulling, pushing, crawling, walking, and climbing; and

[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[E18 Child Care Parent Handbook](#)  
[Individualized Goals Policy](#)  
[Outdoor Lesson Plan Guidance](#)  
[Choosing Appropriate Classroom Materials](#)  
[Choosing and Maintaining Appropriate & Safe Facilities](#)

**Curriculum Guide**

**Creative Curriculum for Infants and Toddlers**

1304.21(b)(3)(ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands and feet.

[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[E18 Child Care Parent Handbook](#)  
[Individualized Goals Policy](#)  
[Choosing Appropriate Classroom Materials](#)

**Curriculum Guide**

**Creative Curriculum for Infants and Toddlers**

1304.21 (c)(1)(i)

- (c) Child development and education approach for preschoolers.
- (1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5) that:
- (i) Supports each child's individual pattern of development and learning;

[Developmental Levels of Child Growth](#)  
[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[Disabilities Service Plan for Special Children in Head Start](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)  
[Home Visit Policy](#)

1304.21 (c)(1)(ii)

- (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;

[Pro-Social Guidance and Classroom Management](#)  
[Observing Children Policy](#)  
[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[Disabilities Service Plan for Special Children in Head Start](#)  
[Individualized Goals Policy](#)  
[5 Teacher Talk Strategies & 4 Principles of Literacy](#)

## [Learning the Code](#)

1304.21(c)(1)(iii)

Integrates all educational aspects of the health, nutrition, and mental health services into all program activities;

[Field Trip Policy](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Developmental and Health History Policy](#)

[Physical & Dental Exam Policy](#)

[Hearing Screening Policy & Procedure](#)

[Vision Screen Policy and Procedure](#)

[Immunization Policy](#)

[Oral Health Policies & Procedures](#)

[Hand Washing Policy and Procedure](#)

[Mental Health Policy](#)

[Mental Health Education and Consultation](#)

[Supporting Social Emotional Concerns](#)

[Culturally and Ethnically Diverse Meals](#)

[Food Service Policy](#)

1304.21(c)(1)(iv)

(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;

[Pro-Social Guidance and Classroom Management](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Mental Health Policy](#)

[Mental Health Education and Consultation](#)

[Supporting Social Emotional Concerns](#)

1304.21(c)(1)(v)

(v) Enhances each child's understanding of self as an individual and as a member of a group;

[Pro-Social Guidance and Classroom Management](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Mental Health Policy](#)

[Mental Health Education and Consultation](#)

[Supporting Social Emotional Concerns](#)

[Disabilities Service Plan for Special Children in Head Start](#)

[Individualized Goals Policy](#)

1304.21(c)(1)(vi)

(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and

[Pro-Social Guidance and Classroom Management](#)

[Classroom Daily Plans](#)

[Curriculum Development](#)

[Mental Health Policy](#)

[Mental Health Education and Consultation](#)  
[Supporting Social Emotional Concerns](#)  
[Disabilities Service Plan for Special Children in Head Start](#)  
[Individualized Goals Policy](#)

1304.21(c)(1)(vii)

(vii) Provides individual and small group experiences both indoors and outdoors.

[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[Choosing Appropriate Classroom Materials](#)  
[Choosing and Maintaining Appropriate & Safe Facilities](#)  
[Individualized Goals Policy](#)  
[Outdoor Lesson Plan Guidance](#)

1304.21(c)(2)

(2) Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child (see 45 CFR 1304.20(b), 1304.20(d), and 1304.20(e)).

[Ongoing Assessment Policy](#)  
[Outcome Measures Tracking Policy](#)  
[Developmental Screening](#)  
[Observing Children Policy](#)  
[Classroom Daily Plans](#)  
[Curriculum Development](#)  
[Individualized Goals Policy](#)