

TO: HEAD START PROGRAMS - May 2011

FROM: Susan B. Gunnewig, *Director of Product Development*

FOR YOUR INFORMATION AND CONSIDERATION

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Quality Improvement

All grantees will include in their funding requests to the regional office a plan for using the allocated quality improvement funds that includes the information detailed below. Any proposed use of quality improvement funding must be consistent with the provisions of Section 640 (a) of the Head Start Act."

B) Any remaining funds from the reserved amount described in subparagraph (A) shall be used to carry out any of the following activities:

- Ensuring that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities.
- Ensuring that Head Start programs have qualified staff that promote the language skills and literacy growth of children and that provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.

As you continue your plans for using ARRA and other funds, I wanted to take this opportunity to provide assurance that Hatch has several products, including some new, aligned with the requirements of the Head Start Act 2007 and the new Head Start Child Outcomes, The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old.

These include the TeachSmart® Learning System (TSLs), which is in use in a large number of Head Start classrooms across the nation. The TSLs is aligned with findings from:

- Head Start Act
- Accreditation standards for the National Association for the Education of Young Children (NAEYC)
- Head Start Child Outcomes
- Early Childhood Environmental Rating Scale (ECERS)
- Early childhood learning standards from two prominent expert panels (McGraw-Hill and Mid-Continent Research Education Laboratory-McREL)
- National Early Literacy Panel (NELP)
- National Research Council on Mathematics in Early Childhood (NRC)

We would like to introduce you to the TeachSmart Learning System-Spanish Version.

We are also excited to bring you the iStartSmart™ Learning System, which focuses on Literacy/Language and Mathematics.

We also want to remind you of the Right on Target™ Kit, the Read Aloud Prekindergarten Book Series with Read Aloud Labels, the Fit 4 You™ Kit, the Hatch Prekindergarten Instant Classroom, and the Computer Learning Center. The Right on Target™ Kits were developed with the most current scientific research and specific state learning standards, NAEYC standards, and Head Start Child Outcomes. The Read Aloud series is an excellent tool to promote the Head Start goals, from vocabulary development to understanding print as well as promoting a love for reading. The Fit 4 You™ Kit has connections with scientific research-based development in the areas of alphabet recognition, writing, vocabulary and language development supporting good nutrition and

physical health, which are key factors in school success for low-income children. This Kit is aligned with Head Start Outcomes and NAEYC Standards. With the purchase of the Hatch Instant Prekindergarten classroom, you receive a free Hatch computer. We now build our computer learning centers around ECLaunch®, a utility software program owned by Hatch, which makes the Computer Learning Center independently accessible for young children and easy for teachers. We will come back to your site as often as you like to do follow-up trainings, parent trainings, and even specialized trainings correlating to your curriculum.

To facilitate your use of these products in your ARRA and other efforts, we have linked for you the products and their connections with the important Head Start Act parameters such as alphabet knowledge, phonological awareness, writing, language, vocabulary, and mathematics; as well as the overall cognitive and social-emotional skills children need to be successful. We have updated the Solution to be inclusive of the new areas of the Head Start Outcomes. Taking the TeachSmart® Learning System for example; problem solving, taking turns, and play just to name a few, are strongly encouraged to aid in developing social and emotional skills in young children. This system supports many other goals and standards in early childhood that are critical for school success. There are a number of math activities that are aligned with the National Council of Teachers of Mathematics (NCTM) and the National Research Council Committee on Early Childhood Mathematics recommendations for early childhood. Screening instruments are included in the system to identify children who are at risk of reading failure later in kindergarten. Current Head Start purchasers of the system are impressed with the digital portfolio. They find this component a fabulous tool for parent conferences. NAEYC in a recent Beyond the Board issue, discussed interactive white boards in the early childhood classroom. You may find this article, "Meaningful Technology Integration in Early Learning Environments" available at www.naeyc.org.

For plan writing purposes and to inform your purchasing decisions, we have developed a set of resources available here and on our website. These include:

- Tables showing the critical goals as required by Head Start Act 2007 and how they can be met using the products described above.
- The research-basis for the Hatch Products found in this Solution.
- Descriptions and pricing information on the products.

If you are interested in discussing the research connections, please contact Dr. Dale McManis, *Research Director* at dmcmanis@HatchEarlyChildhood.com. Please contact your Hatch sales consultant for further information about purchasing our products.

Most of all, good luck!

Susan B. Gunnewig, M.Ed.



"We must pay attention to good scientifically based research. We cannot ignore it. When adults face children at risk, every moment is crucial and there is no time to waste. "

***-School Readiness Summit, Austin, Texas
March 31, 2009***

***Amy Wilkins, Vice-President
Education Trust, Washington, D.C.***

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How the TeachSmart[®] and iStartSmart[™] Learning Systems Support Head Start Programs

Context and Background from the Head Start Act and Child Outcomes:

What does a High Quality Early Learning Classroom Look Like?

In a high-quality early education program, there is a literature-rich environment with letters of the alphabet clearly displayed at the children's eye level, play and learning centers that include a large number and wide variety of good books, writing tools, and other materials and toys conducive to imaginative play, and many interesting and challenging activities through which children can gain vocabulary and knowledge about the world. Children are engaged in purposeful, meaningful, and significant learning activities and play, and are in the company of teachers who work from lesson and activity plans for which the purposes are known. Teachers engage in rich verbal exchanges and responsive interactions with their students. There is a balance between individual, small-group, and large-group activities. The Head Start Act does not emphasize the formal teaching of reading and mathematics; rather it is about providing opportunities for children to develop early reading skills through activities that are appropriate and enjoyable for young children. The program encourages teachers to use constructive and imaginative play as opportunities for children to develop their vocabulary, understanding, and ability to think about the world around them. Through improvements in instruction and the classroom environment that are grounded in scientifically based reading research, the Head Start Act mandates children develop the oral language skills, vocabulary, phonological awareness, print awareness, and alphabet knowledge that will prepare them for later school success.

The Role of the Head Start Child Development and Early Learning Framework in Head Start Programs

This Framework is a revision of the Head Start Child Outcomes Framework that was issued in 2000. The Framework outlines the essential areas of development and learning that are to be used by Head Start programs to establish school readiness goals for their children, monitor children's progress, align curricula, and conduct program planning. The Framework reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007 and current research in child development and learning.

The 11 **Domains** represent the overarching areas of child development and early learning essential for school and long-term success. The eight domains of the original Framework, listed below, are retained and in some cases renamed. The domains in the revised Framework are:

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills
- Science Knowledge & Skills
- Creative Arts Expression

Three additional domains have been added:

- Logic & Reasoning
- Social Studies Knowledge & Skills
- English Language Development

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law</i></p>	<p>The TeachSmart® Learning System (English and Spanish) offers over 1000 classroom-tested strategies and activities. These are categorized in areas that offer content needed to prepare children for kindergarten; such as literacy, language, and math; to be taught to children in an intentional but playful manner. The strategies and activities follow the findings of the National Early Literacy Panel and the National Research Council on Mathematics in Early Childhood, and are aligned for you with standards and guidelines from key groups in the early childhood field, such as NAEYC (National Association for the Education of Young Children), Head Start Child Outcomes, and prekindergarten content standards from two distinguished panels of experts (CTB-McGraw Hill through the Carnegie Foundation and McREL: Mid-continent Research for Education and Learning).</p> <p>The TeachSmart Learning System-Spanish has activities in Spanish in literacy and mathematics. In addition to all the original content and alignments, the Spanish version was informed by the best research in the field on Young English Language/Dual Language Learners, such as the Report of the National Literacy Panel on Language Minority Youth and Children and the National Task Force on Early Childhood Education for Hispanics.</p>
<p>Will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments</p>	<p>The TSLS provides the teacher with already designed and tested research-based strategies and activities that can be used with just a touch. The strategies and activities, which are playful, engaging, and purposeful; are in the important school readiness skill areas of pre-literacy, language, math, social studies, and science; and are tied into national prekindergarten standards, which further strengthens the early childhood program and Head Start outcomes for the children they serve. All activities in the TSLS are heavily language-focused.</p>
<p>Will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, pre-reading activities, and the development of spoken vocabulary skills</p>	<p>The best use of educational technology depends on linking tested strategies, activities, and lessons in a meaningful way with curriculum and standards. The entire TeachSmart® Learning System does this almost effortlessly for the early childhood teacher. This is because Hatch has provided the correlations with prekindergarten standards and key curriculum areas, and designed strategies and activities that come pre-loaded on the System showing these connections. This allows teachers to get started right away and to quickly see benefits for their children.</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Will help staff in the programs to meet more effectively the diverse needs of preschool-aged children in the community, including such children with limited English proficiency, disabilities, or other special needs</p>	<p>The TSLS is designed to engage young children in fun, motivating, and developmentally appropriate strategies and activities that are based on scientific research. The Interactive Whiteboard component in particular supports this goal through displaying information visually, being able to keep and improve lessons, see children’s work immediately, and the vast opportunities to explore knowledge. The Learning System can quickly be customized to an individual child or group of children based on their learning styles, functioning levels, and interests. Children with special needs and children learning English as a second language are well supported as well with the System.</p>
<p>Will help children, particularly children experiencing difficulty with spoken language, pre-reading, and early reading skills, to make the transition from preschool to formal classroom instruction in school</p>	<p>The TSLS is designed such that after a teacher models for the child, then she or he can guide the child in reproducing the behavior, determining along the way if the skill should be presented more simply or in a more advanced manner for the child, and finally seeing the child carrying out the target end behavior on their own. Children can learn very effectively when an adult scaffolds the instruction. This also helps children progress from being "other-regulated" (the teacher) to "self-regulated" as their attention, cognitive, language, and motor skills advance. Even further, the TSLS recognizes that being "multi-faceted" is the new role of the prekindergarten teacher. Teachers become organizers of the environment, facilitators, managers, and scribes for children as they play and explore with materials and activities. While doing so, the child-directed learning will add to the teacher-directed activities. This leads to a successful balance for optimal learning and supports children in transitioning to formal instructional settings.</p>
<p>Support local efforts to enhance the early language, literacy, and pre-reading development of preschool-aged children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research</p>	<p>In the busy early childhood classroom, teachers need to know that the strategies and activities they plan for their children are developing cognitive and social/emotional skills. This includes basic skill building as well as remediation or enrichment. These are both supported since the TSLS is based on the best research in the field of literacy and learning approaches for prekindergarten children. The System supports local efforts as the Learning System also allows teachers to create their own strategies and activities. This enables them to build on their children’s interests, needs, and increases the number of valuable "teachable moments". The strategies and activities that come pre-loaded can serve as excellent models for teachers to develop their own customized activities and strategies.</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond</p>	<p>Experts confirm that prekindergarten age children are developmentally ready and able to benefit from instruction with technology. The use of educational technology is now known to have a major, positive impact on the social, emotional, language, and cognitive development of children. It is recommended that many opportunities be given during the prekindergarten years for exploration using technology tools in a playful, supportive environment. Researchers further agree that a number of technology applications have the potential to support and extend learning in the young child through their unique capability to provide excellent instruction in these important developmental areas that are critical for educational success. For example, research has found that pre-kindergarteners, who used computers with supporting activities for key learning goals, had more gains than children without computer experiences. Among others, these included gains in knowledge, long-term memory, verbal skills, problem solving, and manual dexterity, all skills that support reading in the early stages and throughout all the school years.</p>
<p>Integrate scientifically reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services</p>	<p>The TSLS was built with the capability to be used in all early childhood education settings, whether single or mixed delivery. The learning standards that accompany each set of activities within the system are drawn from all types of learning environments. A powerful feature to engage parents is that children’s individual work and progress can be shared with the System’s Digital Portfolios. Children can benefit from seeing their own work samples as evidence of their growth and progress. For parents, documentation of their child’s work in the context of conferences or evaluations allows them to learn about the curriculum and to have knowledge and expectations about their child’s performance that are appropriate. This makes them feel more a part of their child’s education and will encourage parent involvement, which research shows is strongly connected to children’s success in school. Being able to share children's progress and current skills so readily allows other programs in which the child is participating to know how a child is doing in an accurate and timely manner.</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>It is the purpose of this subchapter to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development—</p> <p>(1) in a learning environment that supports children’s growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and</p> <p>(2) through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] (a) Standards-</p> <p>(1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, including--</p> <p>(A) performance standards with respect to services required to be provided, including health, parental involvement, nutritional, and social services, transition activities described in section 642A, and other services;</p> <p>(B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate--</p> <p>(i) language knowledge and skills, including oral language and listening comprehension;</p> <p>(ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge;</p> <p>(iii) mathematics knowledge and skills</p> <p>The page of the law is 28.</p>	<p>Herein lies the "heart" of the TeachSmart® Learning System. The following outlines the literacy, language, and mathematics activities included in the TSLs, samples of learning standards that are supported by the System, a new section on English Language Learners and the TeachSmart Learning System-Spanish and additional support showing the scientific research basis upon which the System was built.</p> <p><i>Skill Development</i></p> <p>Emergent literacy (phonological awareness, alphabet knowledge, writing and language development), mathematics and language-based science, and social studies activities are located in this category. Scaffolded and research-based activities are found in each of these cognitive areas. The Skill Development areas of literacy and mathematics are offered in Spanish.</p> <p><i>Stories</i></p> <p>Large colorful environmental backgrounds with movable characters and props enrich the sense of story and vocabulary development. Children’s interaction with these backgrounds enhances creative play, story planning, and social interaction.</p> <p><i>Living Books</i></p> <p>Famous books come alive to enable children to track print and interact with the pages of the book. Children are encouraged to recreate the story and record their own versions. The stories are offered in Spanish.</p> <p><i>Charts</i></p> <p>A number of playful charts with pictures encourage the development of rhyme and the rhythm of language. Suggestions guide the teacher to utilize these charts in interactive play as well.</p> <p><i>Assessment</i></p> <p>Progress monitoring assessments are included for the following areas: letter and numeral recognition, drawing, and storytelling. Clear guidance is suggested for the teacher. The Assessments are offered in Spanish.</p> <p>Specific Skills Areas connected to Head Start Outcomes:</p> <p><i>Emergent Literacy –Phonological Awareness Activities</i></p> <p>Words In A Sentence; Blending Compound Words; Segmenting Compound Words; Blending Syllables; Segmenting Syllables; Rhyming; Initial Sound Matching; Onset Rime; Blending Words With Two Sounds</p> <p>Example Standards in Phonological Awareness Supported by TSLs:</p> <p>CTB Guideline IV. Children will gain literacy and language learning. Objective 4. Children will develop phonemic awareness.</p> <p>McREL Language arts Standard 8. Uses listening and speaking strategies for different purposes. 18. Knows that words are made up of syllables.</p> <p><i>Emergent Literacy –Alphabet Knowledge</i></p> <p>Letter Recognition; Letter/Sound Matching</p> <p>Example Standards in Alphabet Knowledge Supported by TSLs:</p> <p>HS 2010 Framework: Literacy Knowledge & Skills: Phonological Awareness.</p> <ul style="list-style-type: none"> • Identifies and discriminates between words in language. • Identifies and discriminates between separate syllables in words. • Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 642 SEC. POWERS AND FUNCTIONS OF HEAD START AGENCIES. [42 U.S.C. 9837] (f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall-- (1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling; (2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section; (3) implement a research-based early childhood curriculum that-- (A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning; (B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; (C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives; (D) is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and (E) is aligned with the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards; (4) implement effective interventions and support services that help promote the school readiness of children participating in the program; (5) use research-based assessment methods that reflect the characteristics described in section 641A(b)(2) in order to support the educational instruction and school readiness of children in the program;</p>	<p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Phonological Awareness (PA). The ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning. National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Phonological Memory. The ability to remember spoken information for a short period of time. McREL Language arts Standard 5. Uses the general skills and strategies of the reading process. 6. Knows some letters of the alphabet, such as those in the student’s own name. CTB Guideline IV. Children will gain literacy and language learning. Goal 1. Listening. 5. Children will be able to identify letter-sound relationships. Emergent Literacy – Writing Name Writing; Writing Other Letters & Words; Using Capital Letters & Punctuation Example Standards in Writing Supported by TSLS: Head Start 1304.2(a) (4) (iv). Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child: Help children to see the functional uses of print in the program. HS 2010 Framework: Literacy Knowledge & Skills: Early Writing</p> <ul style="list-style-type: none"> • Experiments with writing tools and materials. • Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Copies, traces, or independently writes letters or words. <p>McREL Language arts Standard 1. Uses the general skills and strategies of the writing process. 1. Knows that writing, including pictures, letters, and words, communicates meaning and information. Emergent Literacy – Language Storytelling; Dramatic Play; Vocabulary Building Example Standards in Language Supported by TSLS: Head Start 1304.21(a)(4)(iii)(ii). Promote interaction and language use among children and between children and adults. Use a variety of strategies for children to learn new and interesting vocabulary, and to expand their language skills through songs, games, poems, and stories</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with-- (A) the Head Start Child Outcomes Framework, as developed by the Secretary; and (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate. The page of the law is 53.</p>	<p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Rapid automatic naming of objects or colors. The ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., “car,” “tree,” “house,” “man”) or colors. NAEYC 2.E. Curriculum content area for cognitive development: Early literacy. 2.E.04. Children have varied opportunities to be read books, be read to regularly, explore books on their own, have access to various types of books, be read the same book on repeated occasions, retell and re-enact events in storybooks, engage in conversation that helps them understand the content of the book, be assisted in linking books to other aspects of the curriculum. McREL Language Arts Standard 8. Uses listening and speaking strategies for different purposes. 2. Uses new vocabulary to describe feelings, thoughts, experiences, and observations. 4. Uses descriptive language (e.g., color words; size words, such as bigger, smaller; shape words).14. Understands basic conversational vocabulary. HS 2010 Framework: Literacy Knowledge & Skills: Alphabet Knowledge.</p> <ul style="list-style-type: none"> • Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. • Recognizes that letters of the alphabet have distinct sound(s) associated with them. • Attends to the beginning letters and sounds in familiar words. • Identifies letters and associates correct sounds with letters. <p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Alphabet Knowledge (AK). Knowledge of the names and sounds associated with printed letters. HS 2010 Framework: Literacy Knowledge & Skills: Language Development: Receptive.</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or exclamations. • Comprehends different grammatical structures or rules for using language.

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] (a) Standards-</p> <p>(1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, including--</p> <p>(A) performance standards with respect to services required to be provided, including health, parental involvement, nutritional, and social services, transition activities described in section 642A, and other services;</p> <p>(B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate--</p> <p>(i) language knowledge and skills, including oral language and listening comprehension;</p> <p>(ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge;</p> <p>(iii) mathematics knowledge and skills</p> <p>The page of the law is 28.</p>	<p>HS 2010 Framework: Literacy Knowledge & Skills: Language Development: Expressive:</p> <ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. <p>Example Standards in English Language Learners Supported by TSL-</p> <p>Spanish: HS 2010 Framework: English Language Development: Receptive English Language Skills.</p> <ul style="list-style-type: none"> • Comprehends and responds to increasingly complex and varied English vocabulary. • Follows multi-step directions in English with minimal cues or assistance. <p>HS 2010 Framework: English Language Development: Expressive English Language Skills.</p> <ul style="list-style-type: none"> • Repeats word or phrase to self. • Uses one or two English words, sometimes joined to represent a bigger idea. • Uses increasingly complex and varied English vocabulary. • Constructs sentences. <p>HS 2010 Framework: English Language Development: Engagement in English Literacy Activities.</p> <ul style="list-style-type: none"> • Demonstrates eagerness to participate in songs, rhymes and stories in English. • Points to pictures and says the word in English. • Learns part of a song or poem in English and repeats it. • Talks with peers or adults about a story read in English. • Tells a story in English with a beginning, middle, and end from a book or about a personal experience.

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 642 SEC. POWERS AND FUNCTIONS OF HEAD START AGENCIES. [42 U.S.C. 9837] (f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall-- (1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling; (2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section; (3) implement a research-based early childhood curriculum that-- (A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning; (B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; (C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives; (D) is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and (E) is aligned with the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards; (4) implement effective interventions and support services that help promote the school readiness of children participating in the program; (5) use research-based assessment methods that reflect the characteristics described in section 641A(b)(2) in order to support the educational instruction and school readiness of children in the program;</p>	<p>Specific Skills Areas connected to Head Start Outcomes: Mathematics Activities Counting; Order; Numerals; Operations; Verbal Problems; Geometry & Spatial Sense; Shapes; Measurement; Classification & Patterns Example Standards in Counting Supported by the TSLS: Head Start 1304.21(a)(4)(iv). Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Provide objects for counting, sequencing games, and one-to-one correspondence as appropriate. HS 2010 Framework: Mathematics Knowledge & Skills: Number Concepts & Quantities.</p> <ul style="list-style-type: none"> • Recites numbers in the correct order and understands that numbers come “before” or “after” one another • Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. <p><i>National Math Council.</i> Step 1 (ages 2 and 3). Number Core: Beginning 2- and 3-year-olds learn the number core correspondence for very small numbers: cardinality, number, word list, 1-1 counting correspondences, and written number symbols; later 2- and 3-year-olds coordinate these number core components to count n things and, later, say the number counted. Step 2 (age 4/prekindergarten). Number Core: Extend all four core competences (cardinality, number, word list, 1-1 counting correspondences, and written number symbols) to large numbers and also use conceptual subitizing (the process of identifying the number of items in a small set, also known as cardinality) if given learning opportunities to do so. <i>McREL Math Standard 2.</i> Understands and applies basic and advanced properties of the concepts of numbers. 2. Counts by ones to ten or higher. 3. Counts objects. 4. Understands one-to-one correspondence Example Standards in Numerals Supported by the TSLS: HS 2010 Framework: Mathematics Knowledge & Skills: Number Concepts & Quantities.</p> <ul style="list-style-type: none"> • Recognizes numbers and quantities in the everyday environment. • Associates quantities and the names of numbers with written numerals. • Uses the number name of the last object counted to represent the number of objects in the set. <p><i>National Math Council.</i> Step 1 (ages 2 and 3). Number Core: Beginning 2- and 3-year-olds learn the number core correspondence for very small numbers: cardinality, number, word list, 1-1 counting correspondences, and written number symbols; later 2- and 3-year-olds coordinate these number core components to count n things and, later, say the number counted. Step 2 (age 4/prekindergarten).</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with-- (A) the Head Start Child Outcomes Framework, as developed by the Secretary; and (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate. The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>Number Core: Extend all four core competences (cardinality, number, word list, 1-1 counting correspondences, and written number symbols) to large numbers and also use conceptual subitizing (the process of identifying the number of items in a small set, also known as cardinality) if given learning opportunities to do so.</p> <p>NAEYC 2.F. Curriculum content area for cognitive development: Early mathematics. 2.F.02. Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.</p> <p>Example Standards in Operations Supported by the TSLS: HS 2010 Framework: Mathematics Knowledge & Skills: Number Relations and Operations.</p> <ul style="list-style-type: none"> • Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to. • Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. • Identifies the new number created when numbers are combined or separated. <p>National Math Council. Step 1 (ages 2 and 3). Relations (More Than/Less Than) Core: Use perceptual, length, and density strategies to find which is more for two numbers less than or equal to 5. Step 2 (ages 4/prekindergarten). Relations (More Than/Less Than) Core: Use counting and matching strategies to find which is more (less) for two numbers less than or equal to 5.</p> <p>National Math Council. Step 1 (ages 2 and 3). Addition/Subtraction Operations and Relations: Use subitized and counted cardinality to solve situation and oral number word problems with totals less than or equal to 5. Examples are change plus, change minus, and put together/take apart. Step 2 (ages 4/prekindergarten). Addition/Subtraction Operations and Relations: Use conceptual subitizing and cardinal counting of objects or fingers to solve situation, word, and oral number word problems with totals less than or equal to 8. Step 3 (ages 5/kindergarten). Addition/Subtraction Operations and Relations: Use cardinal counting to solve situation, word, and oral number word problems with totals less than or equal to 10.</p> <p>McREL Math Standard 3. Uses basic and advanced procedures while performing the processes of computation. 1. Knows that the quantity of objects can change by adding or taking away objects.</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] (a) Standards-</p> <p>(1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, including--</p> <p>(A) performance standards with respect to services required to be provided, including health, parental involvement, nutritional, and social services, transition activities described in section 642A, and other services;</p> <p>(B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate--</p> <p>(i) language knowledge and skills, including oral language and listening comprehension;</p> <p>(ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge;</p> <p>(iii) mathematics knowledge and skills</p> <p>The page of the law is 28.</p>	<p>Example Standards in Verbal Problems Supported by the TSLS: Head Start 1304.21(c)(1)(ii). Provide 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. Use books, games, and computers, as well as other concrete materials to raise questions and solve problems. Engage children in creative activities and problem solving.</p> <p>NAEYC 2.D. Areas of development: Language development. 2.D.06. Children have varied opportunities and materials that encourage them to have discussions to solve problems that are interpersonal and those that are related to the physical world.</p> <p>Example Standards in Geometry & Spatial Sense Supported by the TSLS: HS 2010 Framework: Mathematics Knowledge & Skills: Geometry and Spatial Sense.</p> <ul style="list-style-type: none"> • Recognizes and names common shapes, their parts, and attributes. • Combines and separates shapes to make other shapes • Compares objects in size and shape. • Understands directionality, order, and position of objects, such as up, down, in front, behind. <p>National Math Council. Step 1 (ages 2 and 3). Shape: Recognition and informal description (including at least circles, squares, then triangles, rectangles). Step 2 (age 4/prekindergarten). Shape: Recognition and informal description at multiple orientations, sizes, and shapes (includes circles and half/quarter circles, squares and rectangles, triangles, and others [the pattern block rhombus, trapezoids, hexagons regular]).</p> <p>National Math Council. Step 2 (age 4/prekindergarten). Space: Match Shapes by using geometric motions to superimpose them. Step 2 (age 4/prekindergarten). Space: Use relational words of proximity, such as “beside,” “next to,” and “between,” referring to a 2-D environment.</p> <p>McREL Math Standard 5. Understands and applies basic and advanced properties of the concepts of geometry. 1. Knows basic geometric language for naming shapes (e.g., circle, triangle, square, rectangle). 2. Understands the common language used to describe position and location (e.g., up, down, below, above, beside, inside, outside). 3. Knows that geometric shapes can be put together or taken apart to form other shapes. 4. Understands that a shape’s orientation in space can change.</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements: Sec. 642 SEC. POWERS AND FUNCTIONS OF HEAD START AGENCIES. [42 U.S.C. 9837] (f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall-- (1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling; (2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section; (3) implement a research-based early childhood curriculum that-- (A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning; (B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; (C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives; (D) is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and (E) is aligned with the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards; (4) implement effective interventions and support services that help promote the school readiness of children participating in the program; (5) use research-based assessment methods that reflect the characteristics described in section 641A(b)(2) in order to support the educational instruction and school readiness of children in the program;</p>	<p>Example Standards in Measurement Supported by the TSLS: HS 2010 Framework: Mathematics Knowledge & Skills: Measurement and Comparison.</p> <ul style="list-style-type: none"> • Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier). • Orders objects by size or length. • Uses nonstandard and standard techniques and tools to measure and compare. <p>National Math Council. Step 1 (ages 2 and 3). Measurement: Informally recognize length as extent of 1-D space. Compare 2 objects directly, noting equality or inequality. Step 2 (age 4/prekindergarten). Measurement: Compare the length of two objects by representing them with a third object.</p> <p>McREL Math Standard 4. Understands and applies basic and advanced properties of the concepts of measurement. 4. Orders objects qualitatively by measurable attributes (e.g., smallest to largest, lightest to heaviest, shortest to longest).</p> <p>Example Standards in Classification & Patterns Supported by the TSLS: HS 2010 Framework: Mathematics Knowledge & Skills: Patterns.</p> <ul style="list-style-type: none"> • Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. • Recognizes, duplicates, and extends simple patterns. • Creates patterns through the repetition of a unit. <p>NAEYC 2.F. Curriculum content area for cognitive development: Early mathematics. 2.F.03. Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color. 2.F.08. Children are provided varied opportunities and materials that help them recognize and name repeating patterns.</p> <p>Specific Skills Areas connected to Head Start Outcomes: Science Activities Living & Nonliving, Healthy & Unhealthy Food, Hot & Cold, You Are What You Eat, Daily Questions-Food, Hygiene</p> <p>Example Standards in Science Supported by the TSLS: Head Start 1304.21 (a)(4)(i). Provide for the development of each child's cognitive and language skills by supporting each child's learning various strategies including experimentation, inquiry, observation, play, and exploration. Provide opportunities for children of all ages to acquire knowledge in areas such as science, social studies, the arts, numeracy, language and literacy. Plan experiences for children to learn the function and properties of objects, and to classify materials into groups.</p>

<p>Head Start Act 2007</p>	<p>TeachSmart® Learning System (English and Spanish)</p>
<p>Statutory Requirements: Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with-- (A) the Head Start Child Outcomes Framework, as developed by the Secretary; and (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate. The page of the law is 53.</p>	<p>Head Start 1304.21(c) (1)(ii). Provide 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. Incorporate developmentally appropriate strategies for children to learn concepts and skills related to science, social studies, language, literacy, numeracy, art, and movement.</p> <p>Head Start 1304.21(c) (1)(iii). Integrate all educational aspects of the health, nutrition, and mental health services into program activities. Provide pictures regarding health and nutrition.</p> <p>HS 2010 Framework: Science Knowledge & Skills: Scientific Skills & Methods.</p> <ul style="list-style-type: none"> • Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. • Observes and discusses common properties, differences, and comparisons among objects. • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. • Collects, describes, and records information through discussions, drawings, maps, and charts. • Describes and discusses predictions, explanations, and generalizations based on past experience. <p>HS 2010 Framework: Science Knowledge & Skills: Conceptual Knowledge of the Natural & Physical World. Observes, describes, and discusses living things and natural processes.</p> <p>ECERS 25. Nature/ Science. 5.3. Everyday events used as a basis for learning about nature/science.</p> <p>NAEYC 2.G. Curriculum content area for cognitive development: Science. 2.G.05. Children are provided varied opportunities and materials to collect data and to represent and document their findings (e.g., through drawing and graphing). 2.G.06. Children are provided opportunities to question and reason about observed and inferred phenomena.</p> <p>McREL Science Standard 5. Understands the structure and function of cells and organisms. 1. Knows that living things and nonliving objects are different. 2. Knows that living things go through a process of growth and change.</p> <p>CTB Guideline VIII. Children will gain foundational knowledge of the physical, life, and Earth sciences. Goal 3. The Earth Sciences. Objective 2. Children will name and describe the surfaces of the earth in their immediate environment. Objective 3. Children will become acquainted with different landforms that are in their immediate environment.</p>

Head Start Act 2007	TeachSmart® Learning System (English and Spanish)
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>Specific Skills Areas connected to Head Start Outcomes:</p> <p><i>Social Studies Activities</i></p> <p>Where People Live; I Can Make a Map; Guess the Picture & Talk About It: People, Community Helpers, Homes; Daily Questions- Environments; Wants & Needs</p> <p>Example Standards in Social Studies Supported by the TSLS:</p> <p>Head Start 1304.21 (a)(4)(i). Provide for the development of each child’s cognitive and language skills by supporting each child’s learning various strategies including experimentation, inquiry, observation, play, and exploration. Provide opportunities for children of all ages to acquire knowledge in areas such as science, social studies, the arts, numeracy, language and literacy.</p> <p>Head Start 1304.21(c) (1)(ii). Provide 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. Incorporate developmentally appropriate strategies for children to learn concepts and skills related to science, social studies, language, literacy, numeracy, art, and movement.</p> <p>HS 2010 Framework: Social Studies Knowledge & Skills: Self, Family & Community.</p> <ul style="list-style-type: none"> • Understands similarities and respects differences among people. • Recognizes a variety of jobs and the work associated with them. • Describes or draws aspects of the geography of the classroom, home, and community. <p>HS 2010 Framework: Social Studies Knowledge & Skills: People & the Environment.</p> <ul style="list-style-type: none"> • Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. • Recognizes that people share the environment with other people, animals, and plants. <p>NAEYC Activities 28. Promoting acceptance of diversity. 5.1. Many books, pictures, and materials accessible showing people of different races, cultures, ages, etc.</p> <p>CTB Guideline X. Children will gain foundational knowledge of the social sciences. Goal 3. People, places, and environment. Objective 1. Children will develop knowledge that the Earth is the place people live.</p> <p>Note: You are able to choose the appropriate developmental level. Four levels are available for you: Emergent – beginning or introduction to skill. Still Developing – needs additional practice or exposure to skill. Developed – understands skill. Extension – additional exposure to skill at a higher level.</p>

Find the detail research basis for this product at <http://www.hatchearlychildhood.com/Research>.

Head Start Act 2007	iStartSmart™ Learning System
<p>Statutory Requirements: Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>The iStartSmart™ is an educational software program/package designed to increase the school readiness skills of preschoolers. By bringing an engaging, play-based system into the classroom; iStartSmart™ achieves this goal in many ways.</p> <p>iStartSmart™:</p> <ul style="list-style-type: none"> ● Is based on the most current, relevant research and learning standards; and on rigorous field testing with a diverse group of preschoolers ● Delivers a full set of the critical school readiness skills ● Is driven by a set of progression rules that move children through all the skills in a way that ensures mastery and decreases frustration ● Supports and can be easily integrated into current classroom curricula ● Has built-in progress monitoring with fully formatted and printable reports for teachers, administrators, and parents <p>The System offers 5 families in 18 skill development areas.</p> <p>For Literacy and Language, these are:</p> <ul style="list-style-type: none"> ● Initial sounds ● Onset rime ● Blending and segmenting compound words ● Blending and segmenting sentences ● Letters of the Alphabet ● Language <p>For Mathematics, these are:</p> <ul style="list-style-type: none"> ● Counting Foundations ● Spatial Thinking ● Numeral Recognition ● Objects in a Set, Adding/Subtracting in a Set ● Sorting ● Patterning ● Common Shapes ● Measurement
<p>Will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments</p>	<p>Language is considered by many theorists as the foundation for all complex mental activities. With support, by the end of the preschool years, children can and should have a large vocabulary and a variety of complex grammatical forms. Young children’s emergent literacy reveals they can understand a great deal about written language before they read and write in conventional ways. The iSS provides the teacher with already designed and tested research-based strategies and activities that can be used independently by young children. All activities in the iSS are heavily language-focused. A licensed speech-language pathologist recorded all the pronunciation and directions for the children.</p>

Head Start Act 2007	iStartSmart™ Learning System
<p>Will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, pre-reading activities, and the development of spoken vocabulary skills</p>	<p>The National Early Literacy Panel conducted a meta-analyses resulting in a landmark study published in 2009. The skills found to be the strongest predictors/precursors to later literacy achievement & with the most “staying power” are represented in the iSS and are:</p> <ul style="list-style-type: none"> • Alphabet Knowledge • Phonological Awareness • Rapid Automatic Naming of Letters, Digits, Objects, & Colors • Phonological Memory • Writing or Writing Name <p>Further, the system is built on research which shows that important experiences that can set the stage for solid cognitive skill development for young children are:</p> <ul style="list-style-type: none"> • Encouraging exploration • Mentoring in basic skills • Reinforcement of developmental growth • Guided rehearsal and extension of new skills • Constructive feedback • An environment with rich and responsive language
<p>Will help staff in the programs to meet more effectively the diverse needs of preschool aged children in the community, including such children with limited English proficiency, disabilities, or other special needs</p>	<p>The iSS accomplishes this in several ways. The iSS includes a complete range of levels connected to the skills. These are tutorial, emerging, developing, developed, and completed. Through targeted remediation, the iSS is designed so that the system places children into games based on their performance. The games provide automatic remediation and instruction based on each answer the child gives. Additionally, the product allows a teacher to manually place children where they need the most remediation. This is called Teacher Mode. This is launched when a child is having difficulty (determined by progression rule within the iSS software). It “locks” the child out from continuing to play a particular game so that the child does not continue to experience failure repeatedly. There is audio telling the child to please get his/her teacher. If the teacher is unable to intervene at this time, the child is directed to another skill area that he can play on his own without this lock out feature and immediate teacher assistance. By supporting a wide range of interests and abilities, the iSS is created to have an impact over the course of one school year. The iSS is designed with a guided play-based format that children find immensely engaging, self-motivating, and tailored to their developmental abilities. This feature supports special education students and children as it is based on moving children sequentially through appropriate developmental levels within the skill areas, and supports children who are English language learners as well with rich language experiences to enable them to acquire a more fully developed command of English. For young children and children with physical disabilities, the touch screen is easy to use for those who are unfamiliar or uncomfortable with computers so it decreases apprehension. It supports young children and special needs children as it overcomes limited motor movement that may cause difficulty in using a mouse or a keyboard. Finally, the full set of formatted reports support RTI and Special Education goals and aid in frequent assessment of an individual child's progress.</p>

<p>Head Start Act 2007</p>	<p>iStartSmart™ Learning System</p>
<p>Will help children, particularly children experiencing difficulty with spoken language, pre-reading, and early reading skills, to make the transition from preschool to formal classroom instruction in school</p>	<p>The iSS helps children progress from being "other regulated" (the teacher) to "self-regulated" as their attention, cognitive, language, and motor skills advance. This leads to a successful balance for optimal learning and supports children in transitioning to formal instructional settings. The iSS supports the key school readiness skills in which children will need to be competent in order to successful transition to kindergarten. These include:</p> <ul style="list-style-type: none"> • Literacy: Alphabet Knowledge, Phonological Awareness, Language and Writing • Mathematics: Counting, Spatial Thinking, Numeral Recognition, Objects in a Set, Addition, Subtraction, Sorting, Patterning, Common Shapes, Measurement, • Social-Emotional: Self Regulation, Self Esteem, Peer Conversation, Turn Taking, Accepting Others • Critical Thinking: Decision Making, Problem Solving, Creativity • Motor: Small-muscle Strength &Control, Eye Hand Coordination
<p>Support local efforts to enhance the early language, literacy, and pre-reading development of preschool-aged children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research</p>	<p>The System supports local efforts as the Learning System comes with Beyond the Computer Activities. These activities show the teacher explicitly how to bring the skills within the iSS into other areas of the classroom such as centers and large group. The Progress Monitoring and Reporting Tool in the iSS goes beyond most traditional early childhood software by providing appropriate, actionable information for teachers, parents and educators as it relates to school readiness on an individual child level, small group level, and classroom level. Through the reporting feature, parents gain specific and detailed information at three time points throughout the school year so that they know exactly how their child is progressing on his/her path to school readiness.</p>

Head Start Act 2007	iStartSmart™ Learning System
<p>Provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond</p>	<p>The iSS is a powerful tool for early childhood teachers to ensure children go to kindergarten school ready. Through exposure to critical primary school readiness skills, the iSS instructs children within each of the critical primary skills in language/literacy and mathematics that children should master prior to entering kindergarten. Further, by incorporating important supporting skills, the iSS provides further instructional support in important secondary skills such as listening comprehension, problem solving, creativity, decision-making, vocabulary, social studies, and science. In addition, the iSS supports social-emotional development through children interacting with “friends” throughout the structured activities and in free play in positive ways. The context of the iSS is of course educational technology. Experts confirm that prekindergarten age children are developmentally ready and able to benefit from instruction with technology. The use of educational technology is now known to have a major, positive impact on the social, emotional, language, and cognitive development of children. It is recommended that many opportunities be given during the prekindergarten years for exploration using technology tools in a playful, supportive environment. Researchers further agree that a number of technology applications have the potential to support and extend learning in the young child through their unique capability to provide excellent instruction in these important developmental areas that are critical for educational success. Research has found that pre-kindergarteners, who used computers with supporting activities for key learning goals, had more gains than children without computer experiences. Among others, these included gains in knowledge, long-term memory, verbal skills, and problem solving, all skills that support reading and mathematics learning in the early stages.</p>
<p>Integrate scientifically reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services</p>	<p>The strategies and activities in the iSS are based on the latest research including:</p> <ul style="list-style-type: none"> • National Early Literacy Panel 2009 • National Research Council Early Mathematics report 2009 • NAEYC • Head Start Act 2007 and Head Start Child Outcomes Framework • CLASS (Classroom Assessment Scoring System) • State early childhood standards <p>Being able to share children's progress and current skills so readily through the Progress Monitoring Tool allows other programs in which the child is participating to know how a child is doing in an accurate and timely manner.</p>

Head Start Act 2007	iStartSmart™ Learning System
<p>Statutory Requirements: Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] (1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, including-- B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate-- (i) language knowledge and skills, including oral language and listening comprehension; (ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge; (iii) mathematics knowledge and skills; The page of the law is 28.</p>	<p>Herein lies the "heart" of the iStartSmart™ Learning System. The following outlines the literacy/language and mathematics activities included in the iSS, samples of learning standards that are supported by the System, and additional support showing the scientific research basis upon which the System was built.</p> <p>Skill Development The System offers 5 families in Phonological Awareness, Numeric Operations, Language Development, Alphabet Knowledge, and Logic & Reasoning and 18 skill development areas within these families. For Literacy and Language, these are:</p> <ul style="list-style-type: none"> • Initial sounds • Onset rime • Blending and segmenting compound words • Blending and segmenting sentences • Letters of the Alphabet • Language <p>For Mathematics, these are:</p> <ul style="list-style-type: none"> • Counting Foundations • Spatial Thinking • Numeral Recognition • Objects in a Set, Adding/Subtracting in a Set • Sorting • Patterning • Common Shapes • Measurement

<p>Head Start Act 2007</p>	<p>iStartSmart™ Learning System</p>
<p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837]</p> <p>(f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall--</p> <p>(1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling;</p> <p>(2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section;</p> <p>(3) implement a research-based early childhood curriculum that--</p> <p>(A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning;</p> <p>(B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; (C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives;...</p> <p>The page of the law is 42.</p>	<p>Henry's Hideout</p> <p>This engaging free play area provides opportunities for exploration and cooperative play, and prompts social development (such as turn taking, self regulation, problem solving, and accepting others). There are many “touchables” where children will hear songs, sound effects, or audio responses. Two games are also found in Henry’s Hideout, a Nutrition Game plus an Art & Writing Game. The Nutrition Game allows child/children to create a healthy lunch by working with the food groups. The Art & Writing Game allows child/children to create their own drawings on top of various backgrounds and to practice writing free style.</p> <p>Progress Monitoring</p> <p>At three time points within the school year, the System will automatically generate progress monitoring data. These time points are October 15, January 15, and April 15. There are a full set of reports available and all reports are printable and formatted to print (these are great for parent conferences). The reports are:</p> <ul style="list-style-type: none"> • <i>Class report that shows time on task per skill per child</i> (for children under 3.5, only time on task will be generated but the System will automatically generate competence skill development level when the child reaches 3.5) • <i>Class report that shows skill development level per skill per child</i> • <i>List of children at a chosen level and skill for a chosen reporting period</i> (for Administrators, the report is divided by class) • <i>Count of the number of children at a chosen level and skill for chosen reporting period</i> (for Administrators, the report is divided by class) <p>Story Time</p> <p>A reading enrichment area where children can access eBooks. Titles include classics such as <i>The Icky Sticky Frog</i>, and beautiful non-fiction e-books, such as <i>Butterflies, Ants, How do Animals use Their Flippers</i>, and <i>Howl, Growl, Moo, Whoo!</i>.</p> <p>ECLaunch</p> <p>An exclusive desktop navigational tool for preschoolers, ECLaunch™ is an internet-safe, child-directed desktop management system that protects your Windows® desktop from a child's curiosity and still allows children to launch software programs independently. Further, you can add additional software and websites to customize the learning experiences of your children.</p> <p>Literacy & Language</p> <p>Specific Skills Areas connected to Head Start Outcomes:</p> <p><i>Literacy-Phonological Awareness</i></p> <p>Sentence Segmenting, Initial Sounds, Blending, Compound Words: Segmenting Compound Words, Onset Rime</p> <p>Example Standards in Phonological Awareness Supported by iSS:</p> <p>Head Start 1304.21(a)(4)(iv). Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Help children develop awareness of sounds of language using rhymes and by identifying sounds.</p>

Head Start Act 2007	iStartSmart™ Learning System
<p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with--</p> <p>(A) the Head Start Child Outcomes Framework, as developed by the Secretary; and</p> <p>(B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.</p> <p>The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>HS 2010 Framework: Literacy Knowledge & Skills: Phonological Awareness.</p> <ul style="list-style-type: none"> • Identifies and discriminates between words in language. • Identifies and discriminates between separate syllables in words. • Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. <p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Phonological Awareness (PA). The ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning.</p> <p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Phonological Memory. The ability to remember spoken information for a short period of time.</p> <p>NAEYC 2.E. Curriculum content area for cognitive development: Early literacy. 2.E.04. Children are regularly provided multiple and varied opportunities to develop phonological awareness by encouraging children to play with the sounds of language, including syllables, word families, and phonemes using rhymes, poems, songs and finger plays, helped to identify letters and the sounds they represent, and recognize and produce words that have the same beginning and ending sounds, and self-initiated efforts to write letters that represent the sounds of words are supported.</p> <p><i>Literacy-Alphabet Knowledge</i> Letter Recognition</p> <p>Example Standards in Alphabet Knowledge Supported by iSS:</p> <p>HS 2010 Framework: Literacy Knowledge & Skills: Alphabet Knowledge.</p> <ul style="list-style-type: none"> • Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. • Recognizes that letters of the alphabet have distinct sound(s) associated with them. • Attends to the beginning letters and sounds in familiar words. • Identifies letters and associates correct sounds with letters. <p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Alphabet Knowledge (AK). Knowledge of the names and sounds associated with printed letters.</p> <p>McREL Language arts Standard 5. Uses the general skills and strategies of the reading process. 6. Knows some letters of the alphabet, such as those in the student’s own name.</p> <p><i>Language Development</i> Vocabulary, Motivation to Read, Sense of Story</p> <p>Example Standards in Language Supported by iSS:</p> <p>Head Start 1304.21(a)(4)(iii)(ii). Promote interaction and language use among children and between children and adults. Use a variety of strategies for children to learn new and interesting vocabulary, and to expand their language skills through songs, games, poems, and stories.</p> <p>Head Start 1304.21.(a)(4)(i). Provide for the development of each child’s cognitive and language skills by supporting each child’s learning using various strategies, including experimentation, inquiry, observation, play, and exploration. Have conversations with children to expand their learning and thinking.</p>

Head Start Act 2007	iStartSmart™ Learning System
<p>Statutory Requirements: Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] (1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, including-- B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate-- (i) language knowledge and skills, including oral language and listening comprehension; (ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge; (iii) mathematics knowledge and skills; The page of the law is 28.</p>	<p>HS 2010 Framework: Language: Receptive Language.</p> <ul style="list-style-type: none"> • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends increasingly complex and varied vocabulary. • Comprehends different forms of language, such as questions or exclamations. • Comprehends different grammatical structures or rules for using language. <p>HS 2010 Framework: Language: Expressive Language.</p> <ul style="list-style-type: none"> • Engages in communication and conversation with others. • Uses language to express ideas and needs. • Uses increasingly complex and varied vocabulary. • Uses different forms of language. • Uses different grammatical structures for a variety of purposes. • Engages in storytelling. • Engages in conversations with peers and adults. <p>National Early Literacy Panel: Variable representing early literacy skills or precursor literacy skills related to later measures of literacy development: Rapid automatic naming of objects or colors. The ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., “car,” “tree,” “house,” “man”) or colors.</p> <p>NAEYC 2.D. Areas of development: Language development. 2.D.04. Children have varied opportunities to develop vocabulary through conversations and experiences.</p> <p>Mathematics Mathematics-Numeric Operations Counting Foundations, Numeral Recognition, Sequence Counting, Objects in a Set, Addition, Subtraction, Common Shapes, Measurement, Spatial Skills Example Standards in Counting Supported by the iSS: Head Start 1304.21(a)(4)(iv). Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child. Provide objects for counting, sequencing games, and one-to-one correspondence as appropriate. HS 2010 Framework: Mathematics Knowledge & Skills: Number Concepts & Quantities.</p> <ul style="list-style-type: none"> • Recites numbers in the correct order and understands that numbers come “before” or “after” one another. • Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. <p>Example Standards in Numerals Supported by the iSS: HS 2010 Framework: Mathematics Knowledge & Skills: Number Concepts & Quantities.</p> <ul style="list-style-type: none"> • Recognizes numbers and quantities in the everyday environment. • Associates quantities and the names of numbers with written numerals. • Uses the number name of the last object counted to represent the number of objects in the set.

Head Start Act 2007	iStartSmart™ Learning System
<p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837]</p> <p>(f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall--</p> <p>(1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling;</p> <p>(2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section;</p> <p>(3) implement a research-based early childhood curriculum that--</p> <p>(A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning;</p> <p>(B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; (C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives;...</p> <p>The page of the law is 42.</p>	<p>National Math Council. Step 1 (ages 2 and 3). Number Core: Beginning 2- and 3-year-olds learn the number core correspondence for very small numbers: cardinality, number, word list, 1-1 counting correspondences, and written number symbols; later 2- and 3-year-olds coordinate these number core components to count n things and, later, say the number counted. Step 2 (age 4/prekindergarten). Number Core: Extend all four core competences (cardinality, number, word list, 1-1 counting correspondences, and written number symbols) to large numbers and also use conceptual subitizing (the process of identifying the number of items in a small set, also known as cardinality) if given learning opportunities to do so. NAEYC 2.F. Curriculum content area for cognitive development: Early mathematics. 2.F.02. Children are provided varied opportunities and materials to build understanding of numbers, number names, and their relationship to object quantities and to symbols.</p> <p>Example Standards in Operations Supported by the iSS: HS 2010 Framework: Mathematics Knowledge & Skills: Number Relations and Operations.</p> <ul style="list-style-type: none"> • Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to. • Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. • Identifies the new number created when numbers are combined or separated. <p>National Math Council. Step 1 (ages 2 and 3). Relations (More Than/Less Than) Core: Use perceptual, length, and density strategies to find which is more for two numbers less than or equal to 5. Step 2 (ages 4/prekindergarten). Relations (More Than/Less Than) Core: Use counting and matching strategies to find which is more (less) for two numbers less than or equal to 5.</p> <p>National Math Council. Step 1 (ages 2 and 3). Addition/Subtraction Operations and Relations: Use subitized and counted cardinality to solve situation and oral number word problems with totals less than or equal to 5. Examples are change plus, change minus, and put together/take apart. Step 2 (ages 4/prekindergarten). Addition/Subtraction Operations and Relations: Use conceptual subitizing and cardinal counting of objects or fingers to solve situation, word, and oral number word problems with totals less than or equal to 8. Step 3 (ages 5/kindergarten). Addition/Subtraction Operations and Relations: Use cardinal counting to solve situation, word, and oral number word problems with totals less than or equal to 10.</p> <p>Example Standards in Geometry & Spatial Sense Supported by the iSS: HS 2010 Framework: Mathematics Knowledge & Skills: Geometry and Spatial Sense.</p> <ul style="list-style-type: none"> • Recognizes and names common shapes, their parts, and attributes. • Combines and separates shapes to make other shapes. • Compares objects in size and shape. • Understands directionality, order, and position of objects, such as up, down, in front, behind.

Head Start Act 2007	iStartSmart™ Learning System
<p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with--</p> <p>(A) the Head Start Child Outcomes Framework, as developed by the Secretary; and</p> <p>(B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.</p> <p>The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>National Math Council. Step 1 (ages 2 and 3). Shape: Recognition and informal description (including at least circles, squares, then triangles, rectangles). Step 2 (age 4/prekindergarten). Shape: Recognition and informal description at multiple orientations, sizes, and shapes (includes circles and half/quarter circles, squares and rectangles, triangles, and others [the pattern block rhombus, trapezoids, hexagons regular]).</p> <p>National Math Council. Step 2 (age 4/prekindergarten). Space: Match Shapes by using geometric motions to superimpose them. Step 2 (age 4/prekindergarten). Space: Use relational words of proximity, such as “beside,” “next to,” and “between,” referring to a 2-D environment.</p> <p>NAEYC 2.F. Curriculum content area for cognitive development: Early mathematics. 2.F.06. Children are provided varied opportunities to understand basic concepts of geometry.</p> <p>Example Standards in Measurement Supported by the iSS: HS 2010 Framework: Mathematics Knowledge & Skills: Measurement and Comparison.</p> <ul style="list-style-type: none"> • Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier). • Orders objects by size or length. • Uses nonstandard and standard techniques and tools to measure and compare. <p>National Math Council. Step 1 (ages 2 and 3). Measurement: Informally recognize length as extent of 1-D space. Compare 2 objects directly, noting equality or inequality.</p> <p>Step 2 (age 4/prekindergarten). Measurement: Compare the length of two objects by representing them with a third object.</p> <p>NAEYC 2.F. Curriculum content area for cognitive development: Early mathematics. 2.F.05 Children are provided varied opportunities to understand measurement.</p> <p>Mathematics-Logic & Reasoning Sorting, Patterning</p> <p>Example Standards in Sorting and Patterning Supported by the iSS: HS 2010 Framework: Mathematics Knowledge & Skills: Patterns. • Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. • Recognizes, duplicates, and extends simple patterns. • Creates patterns through the repetition of a unit.</p> <p>NAEYC 2.F. Curriculum content area for cognitive development: Early mathematics. 2.F.03. Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color. 2.F.08. Children are provided varied opportunities and materials that help them recognize and name repeating patterns.</p>

Find the detail research basis for this product at <http://www.hatchearlychildhood.com/Research>.

How the Right On Target™ Kit Supports Head Start Programs

Head Start Act 2007	The Right On Target™ Kit
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>The Right On Target Kit has over 90 activities which are child centered. These activities are categorized in areas that offer content needed to prepare children for kindergarten: such as alphabet knowledge, phonological awareness, vocabulary and language development, and mathematics; to be taught in an intentional and playful manner. The strategies and activities follow the findings of the newly released National Early Literacy Panel report, "Developing Early Literacy", and are aligned for you with state prekindergarten standards, NAEYC, and Head Start Child Outcomes which are list on every activity in the Teacher Guide.</p>
<p>Will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments</p>	<p>The Right On Target Kit provides the teacher with already designed and tested research-based strategies and activities that can be used with small group instruction. The strategies and activities, which are playful, engaging, and purposeful; are in the important school readiness skill areas of pre-literacy, language, and mathematics and are tied into state, NAEYC, and Head Start Child Outcomes, which further strengthens the early childhood program and outcomes for the children they serve. As recommended by Findings from the National Early Literacy Panel, "Developing Early Literacy", released January 8, 2009, all activities in the Right On Target Kit are heavily language-focused.</p>
<p>Will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, pre-reading activities, and the development of spoken vocabulary skills</p>	<p>The best use of educational materials depends on linking tested strategies, activities, and lessons in a meaningful and intentional way with curriculum and standards. The entire Right On Target Kit does this almost effortlessly for the early childhood teacher. This is because Hatch has provided the correlations with prekindergarten standards and key curriculum areas, and designed strategies and activities that are in the Teacher Quick Reference lap guide showing these connections. This allows teachers to get started right away and to quickly see benefits for their children.</p>

Head Start Act 2007	The Right On Target™ Kit
<p>Will help staff in the programs to meet more effectively the diverse needs of preschool-aged children in the community, including such children with limited English proficiency, disabilities, or other special needs</p>	<p>The Right On Target Kit is designed to engage young children in fun, motivating, and developmentally appropriate strategies and activities that are based on scientific research. This Kit is very compatible with other curriculums found in the early childhood classroom. Its focus is to provide intentional attention to small group work for all children. Children with different learning styles will find success by interacting with the game-like activities and rich conversations with their peers and teachers, as the teacher's guide encourages. The Kit can quickly be customized to an individual child or group of children based on their learning styles, functioning levels, and interests. This Kit has a strong focus on alphabet knowledge (upper case and lower case), phonological awareness, writing, language development as well as sound mathematical principles for early childhood.</p>
<p>How the proposed project will help children, particularly children experiencing difficulty with spoken language, pre-reading, and early reading skills, to make the transition from preschool to formal classroom instruction in school</p>	<p>The Right On Target Kit is designed such that after a teacher models for the child, then she or he can guide the child in reproducing the behavior, determining along the way if the skill should be presented more simply or in a more advanced manner for the child, and finally seeing the child carrying out the target end behavior on their own. Children can learn very effectively when an adult scaffolds the instruction. This also helps children progress from being "other-regulated" (the teacher) to "self-regulated" as their attention, cognitive, language, and motor skills advance. Even further, the Kit recognizes that being "multi-faceted" is the new role of the prekindergarten teacher. Teachers become organizers of the environment, facilitators, managers, and scribes for children as they play and explore with materials and activities. While doing so, the child-directed learning will add to the teacher-directed activities. This leads to a successful balance for optimal learning.</p>

Head Start Act 2007	The Right On Target™ Kit
<p>Support local efforts to enhance the early language, literacy, and pre-reading development of preschool-aged children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research</p>	<p>In the busy early childhood classroom, teachers need to know that the strategies and activities they plan for their children are developing cognitive and social/emotional skills. This includes basic skill building as well as remediation or enrichment. These are both supported since the Right On Target Kit is based on the best research in the field of literacy and learning approaches for prekindergarten children, The Kit supports local efforts as the Right On Target Kit also allows teachers to create their own strategies and activities. This enables them to build on their children’s interests and increase the number of valuable "teachable moments". The strategies and activities that are included in the Kit can serve as excellent models for teachers to develop their own customized activities and strategies using some of the same materials or other materials they may have in the classroom.</p>
<p>Provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond</p>	<p>Experts confirm that prekindergarten age children benefit greatly from instruction with hands on activities and rich conversation. Researchers have informed the early childhood field that children spend much of their day in whole or large groups. Small group instruction, which is so valuable for learning, is at a minimum in most settings. This Kit supports the busy teacher in providing research based activities that address children in small group settings. Extension activities are provided for those children who may go beyond the basic activity. School readiness is at the heart of the Right On Target Kit which has a strong focus on alphabet recognition, phonological awareness, writing, language development, and mathematics.</p>
<p>Integrate scientifically reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.</p>	<p>The Right on Target Kit was created with the capability to be used in all early childhood education settings, whether single or mixed delivery. A powerful feature is that teachers are encouraged through intentional activity cards, which act as a lesson plan, to engage children in small group instruction. Head Start Child Outcomes, State Prekindergarten, and NAEYC Standards are listed on each card for teacher convenience. Children can benefit from seeing their own work samples as evidence of their growth and progress. Extensions are provided to support children’s development beyond the initial activity. If a current curriculum implemented in these settings does not reflect current scientific research, then this Kit will help bolster those very important cognitive areas needed to be school ready.</p>

Head Start Act 2007	The Right On Target™ Kit
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law</i></p>	<p>Herein lies the heart that is behind the development of this Kit. The following outlines the literacy, language, and mathematics activities included in the Right On Target Kit and samples of the scientific research basis upon which the Kit was built. Each activity has the Head Start Child Outcome listed as well as state standards, and NAEYC standards.</p> <p>Skill Development</p> <p>Emergent literacy (phonological awareness, alphabet knowledge, writing and language development), language-based, and mathematics. Each of these areas has "must do" activities with extensions provided when children are ready. Read aloud books with guided reading labels assist the busy teacher with questioning techniques to obtain the optimal experience for the children. Research-based activities are found in each of these cognitive areas.</p> <p>Assessment</p> <p>Teachers are encouraged to observe and keep checklists for each child to follow their developmental path.</p> <p>Emergent Literacy – Phonological Awareness Words In A Sentence; Blending Compound Words; Segmenting Compound Words; Blending Syllables; Segmenting Syllables; Rhyming; Initial Sound Matching; Onset Rime; Blending Words With Two Sounds</p> <p>Emergent Literacy – Alphabet Knowledge Letter Recognition; Letter/Sound Matching/Make a Letter Wall</p> <p>Emergent Literacy – Writing Name Writing; Writing Other Letters & Words; Using Capital Letters & Punctuation through modeling by the teachers, journal writing, morning message, taking dictation, shared writing experiences, etc.</p> <p>Emergent Literacy – Language Story Sequencing; Vocabulary Building, Receptive and Expressive Language activities using actual photos</p> <p>Emergent Mathematics Counting Numerals, Numeral Recognition; Shapes Sorting; Graphing; Adding; Subtracting, and Sets</p>

Find the detail research basis for this product at <http://www.hatchearlychildhood.com/Research>.

How the Hatch Prekindergarten Instant Classroom Supports Head Start Programs

Head Start Act 2007	The Hatch Prekindergarten Instant Classroom
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>The Hatch Prekindergarten Instant Classroom is comprised of furnishings and other supplies and materials to promote positive early childhood outcomes. A well-planned physical room arrangement must be rich with environmental print and allow for small, cozy spaces with materials and books easily accessible. A classroom management system, Positive Beginnings, is included. Classroom management, or the manner in which activities are conducted throughout the day, is closely linked with the physical arrangement in achieving a successful environment. The areas of this classroom for prekindergarten are: furniture, blocks & manipulatives, puzzles & problem solving, math & science, literacy, dramatic play, art supplies, sand and water play, gross motor play, and music. Every important early childhood component is attended to in the Hatch Instant Classroom. This classroom list is correlated with the ECERS Environmental Scale.</p>
<p>Will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments</p>	<p>The classroom's contents provide the teacher with the Positive Beginnings Kit which was developed by CIRCLE at the University of Texas Health Science Center. CIRCLE created the 2002 Head Start STEP Literacy Training. This Kit enhances the classroom setting with environmental print for center play, guided reading chart, routines and responsibilities, and materials to create a classroom letter wall. This management system encourages activities, which are playful, engaging, and purposeful; in the important school readiness skill areas of pre-literacy, language, and mathematics. These are tied into state, NAEYC, and Head Start Child Outcome, which further strengthens the early childhood program for the children they serve. This is supported by findings from the National Early Literacy Panel, "Developing Early Literacy", released January 8, 2009.</p>
<p>Will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, pre-reading activities, and the development of spoken vocabulary skills</p>	<p>The best use of educational materials depends on linking tested strategies, activities, and lessons in a meaningful and intentional way with curriculum and standards. A teacher will find numerous book collections with read aloud labels, puzzles, picture and story cards, manipulatives, puppets, letter recognition games, and writing tools in the Hatch Instant Classroom to provide opportunities for young children to acquire these very important skills.</p>

Head Start Act 2007	The Hatch Prekindergarten Instant Classroom
<p>Will help staff in the programs to meet more effectively the diverse needs of preschool-aged children in the community, including such children with limited English proficiency, disabilities, or other special needs</p>	<p>The Hatch Prekindergarten Classroom is designed to engage young children in fun, motivating, and developmentally appropriate practice with furniture, materials and supplies that have been reviewed by early childhood experts. This classroom list has been customized to meet among others, Head Start Outcomes, and NAEYC standards. As new research has informed the field, Hatch has responded through stronger inclusion of cognitive readiness materials and supplies. Children with varying learning styles and needs will have positive experiences in this classroom.</p>
<p>Will help children, particularly children experiencing difficulty with spoken language, pre-reading, and early reading skills, to make the transition from preschool to formal classroom instruction in school</p>	<p>After the Instant Classroom has been installed, teachers will find themselves as organizers of a number of materials and activities to encourage children in acquiring pre-reading skills such as alphabet puzzles, letter games, writing materials, word and story picture cards, and stories. Many books with guided reading labels to support the teacher(s) will enrich discussions during the reading experience. These books can also go home with children so their parents may read aloud with them using the included appropriate read aloud guidelines.</p>
<p>Support local efforts to enhance the early language, literacy, and pre-reading development of preschool-aged children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research</p>	<p>In the busy early childhood classroom, teachers need to be comfortable that the environment’s furniture, carpet and other furnishings, and, supplies and materials are laying the foundation of what is needed to develop cognitive and social/emotional skills. The Instant Classroom, product list was based on the best research in the field of literacy, mathematics, social-emotional development, and learning approaches for prekindergarten children.</p>
<p>Provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond</p>	<p>Experts confirm that prekindergarten age children benefit from instruction with hands on activities and rich conversation. The depth of books with read aloud labels, and supplies and materials that are a part of the Instant Classroom provide the high-quality environment that is needed to prepare children for kindergarten and to become life-long learners.</p>
<p>Integrate scientifically reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services</p>	<p>The Hatch Instant Classroom was created with the capability to be used in all early childhood education settings, whether single or mixed delivery. The learning standards that were utilized to develop this Instant Classroom represent all types of learning environments.</p>

Head Start Act 2007	The Hatch Prekindergarten Instant Classroom
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>Herein lies the "heart" of the Hatch Instant Classroom.</p> <p>Skill Development</p> <p>Stories Age appropriate story books (fiction and nonfiction) to develop a love of reading plus acquire knowledge of the alphabet, rhyming, etc. The reading aloud labels that attach to the back of the book provide a lesson plan for the teacher to engage in rich conversation and vocabulary development with their children.</p> <p>Environmental Print A number of charts allow children to use icons connected to print to demonstrate that print has meaning. Suggestions guide the teacher to utilize these charts in interactive play as well as a system to support child choice for center selection.</p> <p>Specific Skills Areas connected to the Head Start Act 2007:</p> <p>Emergent Literacy –Attention to Print Conventions Colorful charts and signs with real, not cartoon like, icons are included to support children recognizing print in their everyday environment.</p> <p>Emergent Literacy –Alphabet Knowledge Letter Recognition: Letter Wall Materials with detailed directions for displaying in the classroom at eye level. Contents include alphabet cards (upper case and lower case) with real picture icons, and blank sentence strips with markers. Teachers are encouraged to use children’s own names on their letter wall.</p> <p>Example Standards in Alphabet Knowledge Supported by the Instant Classroom: McREL Language Arts Standard 5. Uses the general skills and strategies of the reading process. 6. Knows some letters of the alphabet, such as those in the student’s own name. CTB Guideline IV. Children will gain literacy and language learning. Goal 1. Listening. 5. Children will be able to identify letter-sound relationships.</p> <p>Emergent Literacy – Writing Name Writing; Writing Other Letters & Words; Using Capital Letters & Punctuation</p> <p>Example Standards in Writing Supported by the Instant Classroom:</p> <p>Head Start 1304.2(a) (4) (iv). Support emerging literacy and numeracy development through materials and activities according to the developmental level of each child: Help children to see the functional uses of print in the program. McREL Language Arts Standard 1. Uses the general skills and strategies of the writing process. 1. Knows that writing, including pictures, letters, and words, communicates meaning and information.</p>

Head Start Act 2007	The Hatch Prekindergarten Instant Classroom
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>Emergent Literacy – Language</p> <p>Story reading with rich discussions & vocabulary building with read aloud lesson plans attached</p> <p>Example Standards in Language Supported by the Instant Classroom:</p> <p>Head Start 1304.21(a) (4)(iii) (ii). Promote interaction and language use among children and between children and adults. Use a variety of strategies for children to learn new and interesting vocabulary, and to expand their language skills through songs, games, poems, and stories.</p> <p><i>NAEYC 2.E. Curriculum content area for cognitive development: Early literacy.</i></p> <p><i>2.E.04. Children have varied opportunities to be read books, be read to regularly, explore books on their own, have access to various types of books, be read the same book on repeated occasions, retell and re-enact events in storybooks, engage in conversation that helps them understand the content of the book, be assisted in linking books to other aspects of the curriculum.</i></p> <p><i>McREL Language Arts Standard</i></p> <p><i>8. Uses listening and speaking strategies for different purposes.</i></p> <p><i>2. Uses new vocabulary to describe feelings, thoughts, experiences, and observations.</i></p> <p><i>4. Uses descriptive language (e.g., color words; size words, such as bigger, smaller; shape words).</i></p> <p><i>14. Understands basic conversational vocabulary.</i></p>

Find the detail research basis for this product at <http://www.hatchearlychildhood.com/Research>.

How the Fit 4 You™ Kit Supports Head Start Programs

Head Start Act 2007	The Fit 4 You™ Kit
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>The Fit 4 You™ Kit offers classroom-tested strategies and activities to support awareness for physical development, nutrition, as well as areas that offer content needed to prepare children for kindergarten; such as literacy, language, and math; to be taught to children in an intentional but playful manner. The strategies and activities follow the findings of the National Early Literacy Panel and are aligned for you with standards and guidelines from key groups in the early childhood field, such as NAEYC (National Association for the Education of Young Children), and Head Start Child Outcomes. The USDA MyPyramid program has reviewed this Kit and posted Hatch as a supportive partner in fighting obesity in young children. These standards and guidelines are listed on every activity card for a teacher's quick reference.</p>
<p>Will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments</p>	<p>The Fit 4 You™ Kit provides the teacher with already designed and tested research-based strategies and activities that can be used quickly and easily. The strategies and activities, which are playful, engaging, and purposeful; are in the important school readiness skill areas of pre-literacy, language, math, physical development and nutrition and are tied into national prekindergarten standards, which further strengthens the early childhood program and outcomes for the children they serve. All activities in Fit 4 You™ are language focused.</p>
<p>Will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, pre-reading activities, and the development of spoken vocabulary skills</p>	<p>This Kit makes best use of instructional time by providing interactive activities in the classroom, outside the classroom, and at home. All strategies, activities, and lessons are tied in a meaningful way with curriculum and standards. The entire Kit does this almost effortlessly for the early childhood teacher. This is because Hatch has provided the correlations with prekindergarten standards and key curriculum areas that are included in a teacher quick reference lap guide on an O-ring that is easy to use, durable, and can go anywhere the teacher and children go. A home connection is included.</p>

Head Start Act 2007	The Fit 4 You™ Kit
<p>Will help staff in the programs to meet more effectively the diverse needs of preschool-aged children in the community, including such children with limited English proficiency, disabilities, or other special needs</p>	<p>The Fit 4 You™ Kit is designed to engage young children in fun, motivating, and developmentally appropriate strategies and activities that are based on scientific research and developmental milestones. The Kit is comprised of everything a teacher needs to plan for developing four important early childhood skill areas. These areas are cognitive, social/emotional, physical development, and nutrition awareness. Children with diverse needs will benefit from the activities found in the Kit. Teachers are guided to support children in their current level of development and provide scaffolding opportunities for them to continue their development.</p>
<p>How the proposed project will help children, particularly children experiencing difficulty with spoken language, pre-reading, and early reading skills, to make the transition from preschool to formal classroom instruction in school</p>	<p>The teacher Quick Reference Guide found in the Kit is designed such that after a teacher models for the child, then she or he can guide the child in reproducing the behavior, determining along the way if the skill should be presented more simply or in a more advanced manner for the child, and finally seeing the child carrying out the target end behavior on their own. Children can learn very effectively when an adult scaffolds the instruction. This also helps children progress from being "other-regulated" (the teacher) to "self-regulated" as their attention, cognitive, language, and motor skills advance. Even further, the Fit 4 You™ recognizes that being "multi-faceted" is the new role of the prekindergarten teacher. Teachers become organizers of the environment, facilitators, managers, and scribes for children as they play and explore with materials and activities. Just as important is the connection between home and school to involve parents with these important development skills. While doing so, the child-directed learning will add to the teacher-directed activities. This leads to a successful balance for optimal learning.</p>
<p>Support local efforts to enhance the early language, literacy, and pre-reading development of preschool-aged children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research</p>	<p>In the busy early childhood classroom, teachers need to know that the strategies and activities they plan for their children are developing cognitive, physical, and social/emotional skills. These are supported since the Fit 4 You™ Kit is based on the best research in the field of development and learning approaches for prekindergarten children. The Kit supports local efforts by allowing teachers to expand their own strategies and activities. This enables them to build on their children’s interests, needs, and increase the number of valuable "teachable moments". The strategies and activities are the focus of this Kit.</p>

Head Start Act 2007	The Fit 4 You™ Kit
<p>Provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond</p>	<p>The integration of skills and concepts in early childhood classrooms is now known to have a major, positive impact on the social, emotional, physical, language, and cognitive development of children. It is recommended that many opportunities be given during the prekindergarten years for exploration in a playful, supportive environment. For example, research has found that pre-kindergarteners, who experience an integrated approach to learning develop "time windows" of knowledge that can be tapped later on in school and life. Among others, these include gains in knowledge, long-term memory, verbal skills, problem solving, and physical development, all skills that support reading in the early stages and throughout all the school years.</p>
<p>Integrate scientifically reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services</p>	<p>The Fit 4 You™ Kit was developed with the capability to be used in all early childhood education settings, whether single or mixed delivery. The learning standards that accompany each set of activities within the system are drawn from all types of learning environments. The "Fitness At Home" section of the teacher quick reference guide enables the teacher to provide a connection with cognitive, physical development, and nutrition awareness at home. Books with realistic pictures of healthy food choices to be sent home with a read aloud label attached to the back for discussions between parent and child make the connection for the child.</p>

Head Start Act 2007	The Fit 4 You™ Kit
<p>Statutory Requirements:</p> <p>Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A]</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837]</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a]</p> <p>The page of the law is 28.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>Herein lies the "heart" of the Fit 4 You™ Kit. The following outlines the language, literacy, mathematics, and physical fitness and nutrition activities included in the Fit 4 You™, samples of learning standards that are supported by the Kit, and additional support showing the scientific research basis upon which the Kit was built.</p> <p>Skill Development Emergent literacy (phonological awareness, alphabet knowledge) mathematics (counting, sorting, problem solving, recognizing and writing numerals)^{1,2} writing and language development, and physical development and nutrition awareness activities are located in this category. Research-based activities are found in each of these areas.</p> <p>Nonfiction Books As children need exposure to nonfiction books healthy eating books with a connection to the USDA MyPyramid program, are found in this Kit. Read aloud labels to guide the teachers to give the most optimum experience for children have been developed to accompany the books. Connections outside the read aloud are found in the teacher quick reference guide making connections with areas for cognitive development. Teachers are encouraged to send the books home with children.</p> <p>Specific Skills Areas connected to Head Start Programs: Head Start 1304.2(a) (4) (iv) Emergent Literacy –Alphabet Knowledge Letter Recognition</p> <p>Example Standards in Alphabet Knowledge Supported by the Fit 4 You™ Kit: McREL Language Arts Standard 5. Uses the general skills and strategies of the reading process. 6. Knows some letters of the alphabet, such as those in the student’s own name. CTB Guideline IV. Children will gain literacy and language learning. Goal 1. Listening. 5. Children will be able to identify letter-sound relationships.</p>

Find the detail research basis for this product at <http://www.hatchearlychildhood.com/Research>.

How the Hatch Computer Learning System Supports Head Start Programs

Purpose of Head Start	Hatch Computer Learning Center
<p>Provide preschool-aged children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.</p>	<p>Hatch Computer Learning Centers offer over sixty-four language rich learning opportunities in areas such as literacy, math, science and art to support children’s acquisition of literacy and mathematic skills.</p> <p>Recent research published in the Journal of Pediatrics found that small children who had access to a computer and were compared to those who did not, performed better on measures of cognitive development and school readiness (as measured by the Boehm Test of Basic Concepts and the Wechsler Preschool and Primary Scales of Intelligence). This study included Head Start children who were three years of age. The lead author states that the findings suggest that "computer access before or during the preschool years is associated with the development of preschool concepts and cognition". In another set of studies, a computer curriculum implemented among young Head Start children found that "the computer curriculum led to increases in cognitive, motor, and language scores (as measured by an early screening test) when compared with children in a regular curriculum". The National Association for the Education of Young Children also states that considerable research points to the positive effects of educational technology on small children's learning and development when used appropriately.</p> <p>Further, NAEYC’s position statement on Technology and Young Children states, “The teacher’s role is critical in making certain that good decisions are made about which technology to use and in supporting children in their use of technology to ensure that potential benefits are achieved.” Hatch supports the role of the teacher in effective technology implementation by providing one-on-one teacher training on how to appropriately integrate the learning opportunities available on the computer learning center into their curriculum and daily planning. Because this training is unlimited for the lifetime of the equipment, administrators can feel confident that their investment in technology for their Head Start classrooms will continue to support their children with cognitive learning opportunities.</p> <p>Children who have been unsuccessful affecting their environment through traditional methods, can often experience immediate success if a computer is modified properly to their needs such as adjustable furniture, software, and hardware. As children with disabilities experience these successes, their self-esteem improves and inclusion efforts are less challenging. The Hatch Computer Learning System includes the Touch Screen monitor. Children use their finger as a mouse, and will work anywhere a mouse would normally work. The component supports children who may have difficulty with motor control or eye/hand coordination issues. Children with ADHD/ADD find it easier to focus on the tasks with the touch screen capability. All systems can be upgraded and are fully customizable to fit the needs of a classroom or the entire program. The day the Computer Learning Center is installed the teacher will receive the first initial training on integrating technology into the classroom. Additionally, we will come back to your site as often as you like to do follow-up trainings, parent trainings, and even specialized trainings correlating to your curriculum.</p>

Head Start Act 2007	Journeys Software
<p>Statutory Requirements Sec. 641A. Standards: Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A} Page 28 Language knowledge and skills, including oral language and listening comprehension; Literacy knowledge and skills, including phonological awareness, print awareness, and skills and alphabetic knowledge; Mathematics knowledge and skills; Cognitive abilities related to academic achievement and child development; Approaches to learning to academic achievement and child development; Social and emotional development related to early learning; school success, and social problem solving; In the case of limited English proficient children, progress toward acquisition of the English language while making meaningful progress in attaining the knowledge, skills, abilities, and development described in clauses (i) through (ix), including progress made through the use of culturally and linguistically appropriate instructional services;</p>	<p>Experts confirm that prekindergarten age children are developmentally ready and able to benefit from instruction with technology. The use of educational technology is now known to have a major, positive impact on the social, emotional, language and cognitive development of children. It is recommended that many opportunities be given during the prekindergarten years for exploration using technology tools in a playful, supportive, environment. Hatch computer learning centers are designed to support these findings by being very child directed and offering choices to explore concepts in a playful, yet meaningful manner. The literacy concepts are interactive book reading, word rhyming, recognizing letters of the alphabet, environmental print, and connecting initial sounds with letters. To strengthen the children’s mathematics foundation, there are software activities scaffolding such concepts as numeral recognition, shapes, patterns, sorting of objects and problem solving. Both cognitive areas (literacy and math) have a review of the concepts to support the mastery level of the skills. Language, specifically vocabulary development, is evident in the interactive books found in the computer learning centers. Children hear multiple step directions which is vital in developing auditory skills. If a child has difficulty remembering the multiple step direction, they may listen repeatedly if necessary. Teachers may encourage children to work in pairs to support taking turns, problem solving, and peer conversations. However, children or teachers may choose to work alone and if that is the choice, this software supports the child in staying engaged and attentive. Each program is designed to support the self-esteem of the child, providing the needed support to insure that the child will have a positive experience exploring each concept.</p>

discover! Science™ Kit

Researchers are beginning to examine more closely science in prekindergarten. They are looking at how children can increase their knowledge and experiences around science. The Children’s Learning Institute at the University of Texas, developed discover! Science™. This Kit is based on sound early childhood best practices. When children are provided with hand-on science activities, they begin to think about science in a more positive and meaningful way.

Head Start Act 2007	discover! Science™
<p>Statutory Requirements: Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A] The page of the law is 28.</p> <p>Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837] The page of the law is 42.</p> <p>Sec. 642A. Head Start Transition and Alignment with K-12 Education [42 U.S.C. 9837a] The page of the law is 53.</p> <p><i>See Appendix A for the complete sections of the law.</i></p>	<p>Head Start Child Outcomes and Framework</p> <p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</p> <p>Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.</p> <p>Develops growing abilities to collect, describe, and record information .</p> <p>Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</p>

Hatch Solution Product Descriptions and Pricing

All of the products offered in the Head Start Hatch Solution have been developed by experts in the field of early childhood education, are based on scientifically sound research, are linked with state and national early childhood learning standards, and have been teacher and child tested.

Product	Description	Price
<p>TeachSmart[®] Learning System Spanish and English</p>	<p>The TeachSmart[®] Learning System (TSL) is an interactive, hands-on technology tool which enables early childhood teachers to plan for playful and purposeful activities for children. This powerful tool comprised of a computer and interactive whiteboard with built-in LCD projector offers strategies and activities that reflect the latest scientific research for pre-literacy and mathematics concept acquisition in young children. The System includes many teacher support features such as activity plans, links to standards, the capability for teachers to design their own activities using our model, child assessments, and digital portfolios. The TSL is also the only prekindergarten educational software accredited by SMART Technologies.</p>	<p>\$8,295.00</p>
<p>Right On Target™ Kit</p>	<p>The Right on Target Kit™ is your bridge from prekindergarten state and national standards to the classroom. Helping teachers meet the goal of preparing children for kindergarten, it is a customized and carefully designed path for teachers to follow. Right On Target™ assists busy early childhood teachers to intentionally plan for instruction that supports school readiness. The easy-to-use Quick Reference Guide helps teachers plan for game-like activities in different groups settings to develop critical cognitive skills such as alphabet knowledge, phonological awareness, language development, writing, and mathematics. Kits are currently available for 13 states. Hatch will develop a customized Kit for your state if we do not currently carry it.</p>	<p>\$924.95</p>
<p>The Hatch Prekindergarten Instant Classroom</p>	<p>The Hatch Pre-kindergarten Instant classroom is customized to fit all the needs of your prekindergarten children and program. Aligned with the ECERS observation scale, this classroom includes all the furnishings, materials, and supplies required to establish a positive appropriate setting for young children. The content of the teaching resources is tied to alphabet knowledge, language, and other key cognitive areas. Talk to a Hatch Representative to learn how you can receive a Computer Learning Center FREE!</p>	<p>\$9000 - \$20,000</p>

Product	Description	Price
<p>The Fit 4 You™ Kit</p>	<p>The Hatch Fit 4 You™ Kit combines exercise, wellness and awareness aligned with cognitive, social, and physical development. A teacher Quick Reference Guide is included with materials for easy use by the teacher and children, divided into three parts: Fitness Inside the Classroom, Fitness Outside the Classroom, and Fitness At Home. All three sections focus on letters, sounds, vocabulary, mathematics, reading books, eating healthy, and exercise through fun and playful activities. For instance, this Kit includes all the materials to turn the dramatic play center into a gym. This Kit has also been listed on the USDA MyPyramid Web site.</p>	<p>\$405.95</p>
<p>Hatch Book Series with Read Aloud Labels</p>	<p>Hatch offers a number of Pre-kindergarten Book Collections that are highly appropriate for early childhood. Making these book collections unique is that a read aloud label comes with each book that is attached to the book's back cover. Teachers are able to glance at the back cover to support their read aloud with the children, which includes Vocabulary, Before Reading, During Reading, and After Reading. Teachers will find rich vocabulary suggestions and higher level thinking questions to ensure that the children obtain the optimum read aloud experience. In addition, these books are suitable to be taken and shared at home for family book reading.</p>	<p>\$45.95 - \$175.95</p>
<p>The discover! Science™ Kit</p>	<p>The discover! Science™ Kit provides teachers with ready-to-use science activities that encourage children to engage in scientific concepts using a variety of tools to become "scientists". Each themed activity has a focus book with sections that include relevant questions and vocabulary words. The activities are engaging and appropriate for early childhood themes common in most early childhood classrooms. In addition, the activities are correlated with the Head Start Outcomes. Children will have fun working together while learning scientific facts and building rich vocabulary and language skills. The themes are: nature, animals, water, body, insects and weather.</p>	<p>\$435.95</p>

Product	Description	Price
<p>Computer Learning Center</p>	<p>Hatch is the leading provider of developmentally appropriate computers to early childhood classrooms in the country. All systems can be upgraded and are fully customizable to fit the needs of a classroom or your entire program. The day your Computer Learning Center is installed you will receive your first initial training on integrating technology into the classroom. Additionally, we will come back to your site as often as you like to do follow-up trainings, parent trainings, and even specialized trainings correlating to your curriculum. Our software, Destination Reading™ and Destination Math™, introduces and builds early literacy and math skills for children. Based on research, this software package address the important foundation concepts children need to possess before transitioning to kindergarten. The early literacy skills found in Destination Reading™ are language, phonological awareness and alphabet recognition. Number sense, creating sets and creating representations are some of the skills found in Destination Math™. The experts who created the Destination Series are guided by the philosophy that children are active learners who seek out engaging and meaningful activities. The teacher’s role is to be a decision maker and learning guide for whole-group, small-group, or individual instruction. This holistic program integrates computer technology and classroom-based instruction. The focus on early literacy and early mathematics instruction is more important than ever. In addition, this software package is aligned with current national standards such as Head Start Child Outcomes.</p>	<p>Call for Pricing</p>

Our skilled sales team is available to talk with you about any of these products or any of the other outstanding early childhood education products Hatch carries. You can contact them toll-free at 800.624.7968

Research Basis for Hatch Innovation Products: Solutions for Success in the Early Childhood Education Setting

The purpose of this White Paper is to bring together the research basis for a powerful set of innovative products designed to prepare children to be ready and successful in school. Here we present the research that comprehensively defines “high quality” early childhood education programs with a focus on positive outcomes for young children in the area of school readiness. From this research, Hatch has culled a solid set of multi-dimensional and interconnected design principles on which the Hatch Innovative Product line is built. Hatch is pleased to both use and promote this process. See the full white paper at <http://www.hatchearlychildhood.com/Research>.

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Appendix A: Head Start Act 2007: Sections 641A, 642, and 642A

Sec. 641A. Standards; Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A]

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(a) Standards-

(1) Content of Standards- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under the subchapter, including--

(A) performance standards with respect to services required to be provided, including health, parental involvement, nutritional, and social services, transition activities described in section 642A, and other services.

(B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate-

- language knowledge and skills, including oral language and listening comprehension;
- literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge;
- mathematics knowledge and skills;
- science knowledge and skills;
- cognitive abilities related to academic achievement and child development;
- approaches to learning related to child development and early learning;
- social and emotional development related to early learning, school success, and social problem solving;
- abilities in creative arts;
- physical development; and
- in the case of limited English proficient children, progress toward acquisition of the English language while making meaningful progress in attaining the knowledge, skills, abilities, and development described in clauses (i) through (ix), including progress made through the use of culturally and linguistically appropriate instructional services;

Sec. 642. Powers and Functions of Head Start Agencies. [42 U.S.C. 9837]

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(A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development; physical development, and approaches to learning;

(E) is aligned with the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards;

(4) implement effective interventions and support services that help promote the school readiness of children participating in the program;

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(B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.