

Hatch Computer Learning Center with Software Correlations ARRA HS COLA and Quality Improvement and Head Start Act 2007

Below you will find mandates from the ARRA COLA/Quality Improvement and the Head Start Act 2007 correlated to the Hatch Computer Learning Center with Software.

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(ii) Ensuring that the physical environments of Head Start programs are conducive to providing effective services to children and families, and are accessible to children with disabilities and other individuals with disabilities.

(iv) Ensuring that Head Start Programs have qualified staff that promotes the language skills and literacy growth of children and that provide children with variety of skills, through scientifically based reading research, as predictive of later reading achievement.

Head Start Act 2007 Page 28 Sec. 641A. Standards: Monitoring of Head Start Agencies and Programs [42 U.S.C. 9836A]

(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 this 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 642(A), 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-

(i) language knowledge and skills, including oral language and listening comprehension;

Hatch Computer Learning Center with Journeys Literacy Software: Interactive Book Reading, Two Step Listening

(ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge;

Hatch Computer Learning Center with Journeys Literacy Software: Rhyming, Initial Sounds Recognizing Letters of the Alphabet (upper case and lower case); Print Awareness with Signs and other icons.

(iii) mathematics knowledge and skills;

Hatch Computer Learning Center with Journeys Math Software: Counting 1 to 5, Creating Sets 1 to 5, Creating Representations, Numeral Recognition, and Matching Numerals to a Number of Objects.

(iv) science knowledge and skills:

Hatch Computer Learning Center with House Series Software: Basic Science Concepts such as animals, recycling and others

(vii) social and emotional development related to early learning, school success, and social problem solving;

Hatch Computer Learning Center: The Hatch Computer Learning Center encourages turn taking, self regulation, conversation with peers and adults, problem solving, independent play, with few restrictions, encourage child choice. Children are supported to succeed by being asked to "try again" rather than receiving a negative response often found in many other software packages.

(vii) abilities in creative arts;

Hatch Computer Learning Center: Art activities are encouraged in many ways in the House Series software.

(ix) physical development;

Hatch Computer Learning Center: The Hatch Computer Learning System supports fine motor development. Children use a touch screen monitor, and children use their fingers as a mouse. This 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.

(x) in the case of limited English Proficient children;

Hatch Computer Learning Center: Interaction with the touch screen monitor and the software activities support English acquisition and the development of early literacy and mathematic skills.

Recent research published in the *Journal of Pediatrics* found that small children who had access to computers and were compared to those who did not, performed better on measures of cognitive development and school readiness (as measured on the Boehm Test of Basic Concepts and others). The lead author states that the findings suggest that, "computer access before or during the preschool years is associated with the development of preschool cognition." (Li,X, and Atkins,M.S. (2004) *Pediatrics*, 113.



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