Head Start Early Learning Framework*	Kansas Early Learning Standards													
Content Area	Content Area	Standard & Benchmark												
Approaches to Learning														
IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	SED	SED.PD.i.3	SED.PD.i.5	SED.PD.mi.5	SED.R.t.1	SED.R.t.3								
IT-ATL 2. Child manages actions and behavior with support of familiar adults	ATL	ATL.C.t.5												
	SED	SED.PD.i.3	SED.PD.mi.3	SED.R.mi.1	SED.R.mi.3	SED.SD.mi.5								
IT-ATL 3. Child maintains focus and sustains attention with support.	ATL	ATL.PEL.mi.1	ATL.PEL.mi.2	ATL.PEL.i.1	ATL.PEL.i.2	ATL.PEL.i.3	ATL.PEL.t.1	ATL.PEL.t.2	ATL.PEL.t.3					
IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	ATL	ATL.PEL.i.4	ATL.PEL.mi.3	ATL.PEL.mi.4	ATL.PEL.t.4	ATL.PEL.t.5								
IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	ATL	ATL.C.t.1	ATL.C.t.5	ATL.C.mi.5										
IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	ATL	ATL.I.i.2	ATL.I.mi.1	ATL.I.mi.2	ATL.I.t.1	ATL.I.t.2	ATL.I.t.3							
IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	ATL	ATL.I.i.3	ATL.I.mi.3	ATL.I.t.1	ATL.I.t.3									
IT-ATL 8. Child uses creativity to increase understanding and learning.	ATL	ATL.C.i.2	ATL.C.mi.1	ATL.C.mi.5	ATL.C.t.4									
IT-ATL 9. Child shows imagination in play and interactions with others.	ATL	ATL.C.mi.4	ATL.C.t.5	ATL.C.t.4										
P-ATL 1. Child manages emotions with increasing independence	ATL	ATL.I.p3.6												
	SED	SED.R.p3.3	SED.R.p4.3	SED.R.p4.4	SED.PD.p4.2									
P-ATL 2. Child follows classroom rules and routines with increasing independence.	ATL	ATL.C.p3.3												
	SED	SED.P3.3	SED.R.p3.2	SED.R.p4.2										
P-ATL 3. Child appropriately handles and takes care of classroom materials.	SED	SED.PD.p4.8												
P-ATL 4. Child manages actions, words and behavior with increasing independence.	ATL	ATL.C.p4.2	ATL.C.p3.6	ATL.C.p4.5										
P-ATL 5. Child demonstrates an increasing ability to control impulses.	SED	SED.R.p3.3	SED.R.p4.3											
P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	ATL	ATL.PEL.p3.1	ATL.PEL.p3.2	ATL.PEL.p4.1	ATL.PEL.p4.3	ATL.PEL.p4.4								
P-ATL 7. Child persists in tasks.	ATL	ATL.PEL.p3.1	ATL.PEL.p3.2	ATL.PEL.p3.3	ATL.PEL.p4.1	ATL.PEL.p4.2								
P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	ATL	ATL.PEL.p3.1	ATL.PEL.p3.2	ATL.PEL.p3.3	ATL.PEL.p4.1	ATL.PEL.p4.2								
	ATL	ATL.C.p3.1	ATL.C.p4.1											
P-ATL 9. Child demonstrates flexibility in thinking and behavior.	SED	SED.SD.p4.13												
P-ATL 10. Child demonstrates initiative and independence.	ATL	ATL.I.p3.1	ATL.I.p3.2	ATL.I.p4.1	ATL.I.p4.2	ATL.I.p4.4								
P-ATL 11. Child shows interest in and curiosity about the world around them.	ATL	ATL.I.p3.1	ATL.C.p3.4	ATL.C.p3.5	ATL.C.p4.4									
Social and Emotional Development														
IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.	SED	SED.CD.i.2	SED.CD.mi.2	SED.SD.i.5	SED.SD.mi.4									
IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.	SED	SED.CD.i.1	SED.CD.mi.1	SED.CD.t.1	SED.CD.t.2									
	ATL	ATL.I.t.6												
	SS	SS.i.1	SS.mi.1											
IT-SE 3. Child learns to use adults as a resource to meet needs.	SED	SED.SD.t.6	SED.CD.i.1	SED.CD.mi.1	SED.CD.t.1	SED.CD.t.2	SED.PD.mi.4	SED.SD.i.5	SED.SD.mi.4	SED.SD.t.6	SED.SD.t.7			
	ATL	ATL.I.t.6												
IT-SE 4. Child shows interest in, interacts with, and develops personal	SED	SED.SD.i.3	SED.SD.mi.3	SED.SD.t.5										

Head Start Early Learning Framework*	Kansas Early Learning Standards													
Content Area	Content Area	Standard & Benchmark												
relationships with other children.	ATL	ATL.PEL.i.3	ATL.PEL.t.2											
IT-SE 5. Child imitates and engages in play with other children.	SED	SED.SD.i.3	SED.SD.mi.3	SED.SD.t.5										
	ATL	ATL.PEL.i.3	ATL.PEL.t.2											
IT-SE 6. Child learns to express a range of emotions.	SED	SED.PD.t.1												
	ATL	ATL.I.mi.5												
IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	SED	SED.SD.i.1	SED.SD.mi.1	SED.SD.t.1	SED.SD.t.2									
IT-SE 8. Child expresses care and concern towards others.	SED	SED.SD.i.1	SED.SD.mi.1	SED.SD.t.1	SED.SD.t.2									
IT-SE 9. Child manages emotions with the support of familiar adults.	SED	SED.R.t.1	SED.PD.i.3	SED.PD.mi.3	SED.PD.mi.4	SED.PD.t.4	SED.SD.mi.5	SED.SD.t.8						
IT-SE 10. Child shows awareness about self and how to connect with others.	SED	SED.PD.i.1	SED.PD.mi.1	SED.PD.t.1	SED.PD.i.2	SED.PD.mi.2	SED.PD.t.2	SED.PD.t.3						
T-SE 11. Child understands some characteristics of self and others.	SED	SED.PD.i.2	SED.PD.mi.2	SED.PD.t.2										
IT-SE 12. Child shows confidence in own abilities through relationships with others.	ATL	ATL.I.i.3	ATL.I.mi.3	ATL.I.t.4										
IT-SE 13. Child develops a sense of belonging through relationships with others.	SS	SS.i.1	SS.mi.1	SS.t.1										
P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	SED	SED.SD.p4.10	SED.SD.p4.11											
	ATL	ATL.PEL.p3.1												
P-SE 2. Child engages in prosocial and cooperative behavior with adults.	SED	SED.CD.p3.1	SED.CD.p4.1											
	ATL	ATL.PEL.p3.1												
P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	SED	SED.SD.p3.6	SED.SD.p4.9	SED.SD.p4.10	SED.SD.p4.11									
P-SE 4. Child engages in cooperative play with other children.	ATL	ATL.I.p3.2	ATL.I.p3.3	ATL.I.p4.3										
P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	SED	SED.R.p3.1	SED.R.p4.1	SED.R.p3.3	SED.R.p3.4	SED.R.p4.3	SED.R.p4.4	SED.SD.p3.7	SED.SD.p4.12	SED.SD.p4.13				
P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	SED	SED.PD.p3.1	SED.PD.p3.2	SED.PD.p4.1	SED.PD.p4.2									
	ATL	ATL.I.P4.7	ATL.I.p3.6											
P-SE 7. Child expresses care and concern toward others.	SED	SED.SD.p3.1	SED.SD.p4.11	SED.SD.p4.2										
P-SE 8. Child manages emotions with increasing independence.*	SED	SED.R.p4.3	SED.R.p4.4	SED.R.p3.3	SED.R.p3.4									
P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	SED	SED.PD.p3.3	SED.PD.p3.4	SED.PD.p3.5	SED.PD.p4.3	SED.PD.p4.4								
P-SE 10. Child expresses confidence in own skills and positive feelings about self.	SED	SED.PD.p3.3	SED.PD.p3.4	SED.PD.p3.5	SED.PD.p4.3	SED.PD.p4.4								
	ATL	ATL.I.p3.4	ATL.I.p3.5	ATL.I.p3.6	ATL.I.p4.5	ATL.I.p4.6	ATL.I.p4.7							
P-SE 11. Child has sense of belonging to family, community, and other groups.	ATL	ATL.I.p3.5	ATL.I.p4.5											
	SS	SS.p3.1	SS.p4.1											
Language and Literacy														
IT-LC 1. Child attends to, understands, and responds to communication and language from others.	CL	CL.SL.i.1	CL.SL.i.2	CL.SL.i.3	CL.SL.mi.1	CL.SL.mi.2	CL.SL.mi.3	CL.SL.t.1	CL.SL.t.1a	CL.SL.t.2	CL.SL.t.3			
IT-LC 2. Child learns from communication and language experiences with others.	CL	CL.SL.i.2	CL.SL.i.3	CL.SL.mi.2	CL.SL.mi.3	CL.SL.t.1	CL.SL.t.3							
IT-LC 3. Child communicates needs and wants non-verbally and by using language.	CL	CL.SL.i.4	CL.SL.i.5	CL.SL.mi.5	CL.SL.t.5	CL.SL.t.6								
T-LC 4. Child uses non-verbal communication and language to engage others in interaction.	CL	CL.SL.i.3	CL.SL.mi.3											

Head Start Early Learning Framework*	Kansas Early Learning Standards													
Content Area	Content Area	Standard & Benchmark												
IT-LC 5. Child uses increasingly complex language in conversation with others.	CL	CL.SL.i.6	CL.SL.mi.5	CL.SL.t.6	CL.LS.t.1	CL.LS.t.2	CL.LS.mi.1	CL.LS.t.3	CL.LS.t.1	CL.LS.t.2				
IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	CL	CL.SL.i.2	CL.SL.i.3	CL.SL.mi.2	CL.SL.mi.3	CL.SL.t.1	CL.SL.t.3							
IT-LC 7. Child understands an increasing number of words used in communication with others.	CL	CL.LS.t.1	CL.LS.t.2	CL.LS.i.1	CL.LS.mi.1	CL.LS.t.3								
IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	CL	CL.LS.t.1	CL.LS.t.2	CL.LS.i.1	CL.LS.mi.1	CL.LS.t.3								
IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.	CL	CL.L.i.1	CL.L.t.2	CL.L.i.2	CL.L.mi.2	CL.L.t.3	CL.L.t.4	CL.L.i.4	CL.L.mi.5	CL.L.t.8				
IT-LC 10. Child handles books and relates them to their stories or information.	CL	CL.F.i.1	CL.F.mi.1	CL.F.t.1	CL.F.t.2									
IT-LC 11. Child recognizes pictures and some symbols, signs, or words.	CL	CL.L.i.3	CL.L.mi.3	CL.L.mi.4	CL.L.t.5									
IT-LC 12. Child comprehends meaning from pictures and stories.	CL	CL.L.mi.1	CL.L.mi.3	CL.L.mi4	CL.L.t.1	CL.L.t.2	CL.L.t.5	CL.L.t.6	CL.L.t.7	CL.F.t.2				
IT-LC 13. Child makes marks and uses them to represent objects or actions.	CL	CL.W.t.2												
P-LC 1. Child attends to communication and language from others.	CL	CL.SL.p3.1	CL.SL.p3.1a	CL.SL.p3.1b	CL.SL.p4.1	CL.SL.p4.1a	CL.SL.p4.1b							
P-LC 2. Child understands and responds to increasingly complex communication and language from others.	CL	CL.SL.p3.3	CL.SL.p3.4	CL.SL.p3.5	CL.SL.p4.3	CL.SL.p4.4	CL.SL.p4.5							
P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	CL	CL.SL.p3.3	CL.SL.p3.4	CL.SL.p3.5	CL.SL.p4.3	CL.SL.p4.4	CL.SL.p4.5							
P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	CL	CL.SL.p4.1a	CL.SL.p3.1a	CL.SL.p3.1b	CL.SL.p4.1b									
	SED	SED.SD.p3.5	SED.SD.p4.6											
P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	CL	CL.SL.p3.5	CL.SL.p4.5											
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	CL	CL.LS.p3.3	CL.LS.p3.4	CL.LS.p3.4a	CL.LS.p3.5	CL.LS.p4.3	CL.LS.p4.4	CL.LS.p4.4a	CL.SL.p4.5					
P-LC 7. Child shows understanding of word categories and relationships among words.	CL	CL.LS.p3.1	CL.LS.p3.1c	CL.LS.p3.1d	CL.LS.p3.1e	CL.LS.p3.1f	CL.LS.p4.1	CL.LS.p4.1b	CL.LS.p4.1c	CL.LS.p4.1d	CL.LS.p4.1e	CL.LS.p4.1f		
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	CL	CL.F.p3.2	CL.F.p3.2a	CL.F.p3.2b	CL.F.p3.2c	CL.F.p4.2	CL.F.p4.2a	CL.F.p4.2b	CL.F.p4.2c	CL.F.p4.2d	CL.F.p4.2e	CL.F.p4.2f	CL.F.p4.3	
P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	CL	CL.F.p3.4	CL.F.p4.4	CL.F.p4.4a	CL.F.p3.1	CL.F.p3.1a	CL.F.p3.1b	CL.F.p3.1c	CL.F.p4.1	CL.F.p4.1a	CL.F.p4.1b	CL.F.p4.1c	CL.F.p4.1d	
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	CL	CL.F.p3.1c	CL.F.p4.1d											
P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	CA	CA.DP.p3.1	CA.DP.p3.2a	CA.DP.p3a	CA.DP.p3.3b	CA.DP.p4.1	CA.DP.p4.1a	CA.DP.p4.2	CA.DP.p4.2a	CA.DP.p4.2b	CA.DP.p4.3	CA.DP.p4.3a	CA.DP.p4.3b	CA.DP.p4.3c
P-LIT 5. Child asks and answers questions about a book that was read aloud.	CL	CL.L.p3.1	CL.L.p4.1	CL.L.p4.9										
P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	CL	CL.W.p3.1	CL.W.p3.2	CL.W.p3.3	CL.W.p3.4	CL.W.p3.5	CL.W.p3.6	CL.W.p4.1	CL.W.p4.2	CL.W.p4.3	CL.W.p4.4	CL.W.p4.5	CL.W.p4.6	
Cognition														
IT-C 1. Child actively explores people and objects to understand self, others, and objects.	M	M.MD.i.1	M.MD.mi.1	M.MD.T.1	M.G.i.1	M.G.mi.1	M.G.t.2	M.G.i.2	M.G.mi.2	M.G.t.3				
	ATL	ATL.I.mi.1	ATL.I.t.1											

Head Start Early Learning Framework*	Kansas Early Learning Standards													
Content Area	Content Area	Standard & Benchmark												
IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	S	S.MS.i.2	S.MS.mi.1	S.MS.mi.2	S.MS.t.1	S.MS.t.2								
IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	SED	SED.SD.mi.2	SED.SD.t.3											
	SS	SS.i.1	SS.mi.1	SS.mi.4	SS.t.4									
IT-C 4. Child recognizes the stability of people and objects in the environment.	SS	SS.mi.3	SS.t.3											
IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	SS	SS.Mi.4	SS.t.4											
	ATL	ATL.C.mi.5	ATL.C.t.4											
	SED	SED.R.mi.2	SED.R.t.2											
IT-C 6. Child learns to use a variety of strategies in solving problems.	ATL	ATL.PEL.i.4	ATL.PEL.mi.1	ATL.PEL.mi.3	ATL.PEL.t.1									
IT-C 7. Child uses reasoning and planning ahead to solve problems.	S	S.MS.i.1	S.MS.mi.1											
	ATL	ATL.C.mi.2	ATL.C.t.2	ATL.C.t.1										
IT-C 8. Child develops sense of number and quantity.	M	M.CC.mi.1	M.CC.t.1	M.CC.mi.2	M.CC.t.2	M.CC.t.3	M.CC.mi.3	M.CC.t.4	M.OA.t.1	M.OA.t.2				
IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	S	S.M.S.i.1	S.M.S.mi.1	S.MS.mi.2	S.MS.t.2									
IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	M	M.MD.mi.2	M.MD.t.2	M.MD.t.3	M.G.i.1	M.G.mi.1	M.g.t.1							
IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	ATL	ACTL.C.t.2	ATL.C.t.4											
	SED	SEDPD.i.5												
	CL	CL.F.t.4	CL.F.t.5											
IT-C 12. Child uses objects or symbols to represent something else.	S	S.HHI.t.2												
	CA	CA.DP.t.3	CA.DP.mi.2											
IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	SS	SS.mi.2	SS.t.4											
	CA	CA.DP.mi.1b	CA.DP.mi.3	CA.DP.t.1	CA.DP.t.3									
P-MATH 1. Child knows number names and the count sequence.	M	M.CC.p3.1	M.CC.p4.1	M.CC.p4.3										
P-MATH 2. Child recognizes the number of objects in a small set.	M	M.CC.p4.2	M.CC.p3.5	M.CC.p4.4										
P-MATH 3. Child understands the relationship between numbers and quantities.	M	M.CC.p3.2	M.CC.p4.2	M.CC.p3.5	M.CC.p4.4	M.CC.p4.5								
P-MATH 4. Child compares numbers.	M	M.CC.p3.6	M.CC.p3.7	M.CC.p4.6	M.CC.p4.8	M.MD.p3.1	M.MD.p4.1	M.MD.p4.2	M.MD.p3.2	M.MD.p4.3				
P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	M	M.CC.p3.2	M.CC.p4.2											
P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	M	M.OA.p3.1	M.OA.p3.2	M.OA.p4.1	M.OA.p4.2	M.OA.p4.3								
P-MATH 7. Child understands simple patterns.	M	M.OA.p3.2	M.OA.p4.3											
P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	M	M.MD.p3.1	M.MD.p4.1	M.MD.p4.2										
P-MATH 9. Child identifies, describes, compares, and composes shapes.	M	M.G.p3.1	M.G.p3.2	M.G.p4.1	M.G.p4.2	M.G.p3.3	M.G.p3.4	M.G.p4.3	M.G.p4.4	M.G.p4.5				
P-MATH 10. Child explores the positions of objects in space.	M	M.G.p3.2	MG.p4.2											
P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	S	S.SI.p3.1	S.SI.p3.2	S.SI.p3.3	S.SI.p4.1	S.SI.p4.2	S.SI.p4.3							
P-SCI 2. Child engages in scientific talk.	S	S.SI.p3.2	S.SI.p4.2											
P-SCI 3. Child compares and categorizes observable phenomena.	M	M.MD.p4.1	M.MD.p4.2											
	S	S.MS.p4.1												

Head Start Early Learning Framework*	Kansas Early Learning Standards													
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P-SCI 4. Child asks a question, gathers information, and makes predictions.	S	S.SI.p3.1	S.SI.p3.2	S.SI.p3.3	S.SI.p4.1	S.SI.p4.2	S.SI.p4.3							
P-SCI 5. Child plans and conducts investigations and experiments.	S	S.SI.p3.3	S.SI.p4.3											
P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	S	S.SI.p3.1	S.SI.p4.1	S.SI.p4.2	S.SI.p4.3									
Perceptual, Motor, and Physical Development														
IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	ATL	ATL.I.mi.1												
	S	S.SI.i.1	S.SI.t.1											
IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	ATL	ATL.I.mi.1												
	S	S.SI.i.1	S.SI.t.1											
IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	PHD	PHD.GMS.i.1	PHD.GMS.i.2	PHD.GMS.i.3	PHD.GMS.mi.1	PHD.GMS.mi.3	PHD.GMS.t.1	PHD.GMS.t.2	PHD.GMS.t.3					
IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	PHD	PHD.GMS.i.1	PHD.GMS.i.2	PHD.GMS.i.3	PHD.GMS.mi.1	PHD.GMS.mi.3	PHD.GMS.t.1	PHD.GMS.t.2	PHD.GMS.t.3					
IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	ATL	ATL.I.mi.1												
	S	S.SI.i.1	S.SI.t.1											
IT-PMP 6. Child coordinates hand and eye movements to perform actions.	PHD	PHD.FMS.i.1	PHD.FMS.i.2	PHD.FMS.mi.1	PHD.FMS.mi.2	PHD.FMS.t.1								
IT-PMP 7. Child uses hands for exploration, play, and daily routines.	PHD	PHD.PF.i.1	PHD.PF.mi.1	PHD.PF.t.1										
IT-PMP 8. Child adjusts reach and grasp to use tools	PHD	PHD.FMS.i.2	PHD.FMS.mi.1											
	CL	CL.W.i.2	CL.W.mi.1	CL.W.mi.2	CL.W.t.1									
IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	PHD	PHD.SC.i.1	PHD.SC.mi.1	PHD.SC.t.1	PHD.SC.t.2									
IT-PMP 10. Child uses safe behaviors with support from adults.	PHD	PHD.S.i.1	PHD.S.mi.1	PHD.S.t.1	PHD.S.t.2									
IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	PHD	PHD.NHE.i.1	PHD.NHE.mi.1	PHD.NHE.t.1										
P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	PHD	PHD.GMS.p3.1	PHD.GMS.p4.1	PHD.GMS.p4.2	PHD.GMS.p4.3									
P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	PHD	PHD.GMS.p3.1	PHD.GMS.p4.1	PHD.GMS.p4.2	PHD.GMS.p4.3									
P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	PHD	PHD.FMS.p3.1	PHD.FMS.p4.1											
P-PMP 4. Child demonstrates personal hygiene and self-care skills.	PHD	PHD.SC.p3.1	PHD.SC.p3.2	PHD.SC.p4.1	PHD.SC.p4.2									
P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	PHD	PHD.NHE.p3.1	PHD.NE.p3.2	PHD.NHE.p4.1	PHD.NHE.p4.2									
P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	PHD	PHD.S.p3.1	PHD.S.p3.2	PHD.S.p4.1	PHD.S.p4.2	PHD.S.p4.3								
*HSPPS 1302.102(a)(3) Establishing program goals. A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include: School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part														