

Head Start Program Performance Standards Wednesday Moving Right Along

Sharon Yandian: Good afternoon for most of you. Welcome to our seventh and last in a series of the Office of Head Start, Head Start Program Performance Standards Wednesday. We are excited to be here today and know that this series will culminate with our Leadership Institute in Chicago, Illinois April 6 and 7. So I wanted to -- my name is Sharon Yandian, and I'm the Training and Technical Assistance lead here at the Office of Head Start. And I'm joined with many folks who will be tuning in today. We have Ann Linehan, our acting director at the Office of Head Start, who you'll hear from. Colleen Rathgeb, our acting deputy assistant secretary for early childhood development. Elana Buroff, our communications lead, and Amanda Bryant, who you all know and love, who is our lead on all things school readiness as well as our research practices and aspects. And so, we're here today. You see, we have the title moving along.

We're hoping in today's agendas really kind of pull things together for you. If you have been with us in the last six webinars. We are hoping to pull together all of the pieces. We've heard from some of you that you've actually had kind of book clubs before and after these webinars, which we think is really exciting to see how you this aspect has been able to help you in your own implementation in your program. Today we have grantees on the line and we also have our TA providers. That's the audience. So, we're going to start with taking stock in, where are you on the road to implementation. You recall in December we had a succession examining where you were in implementation with the Standards. Kind of looking at it for its implementation science lends, and those implementation science, we actually asked some of you on how familiar some of you were with that. And many of you were, having participated in our Early Child Care Partnership.

That was a big emphasis in a lot of our orientations. And that really looked at the factors that influenced and still in effective use of innovation and practice. And next, we'll touch a little bit on that, not much. And then we're going to revisit the key themes in the Standards that you have been hearing from us, probably also in face-to-face opportunities with the national level staff and our regional colleagues around the country. We're also are going to have a chance to recap some of the common questions that we have heard to date, and pull them together for you that have come through the inquiry box on the ECLKC and also form sections around the country. We would be remiss if you did not have chance resourced spotlight so that you could draw your attention to some of what we have developed for you on the ECLKC in terms of the Showcase. And we want to look ahead, and we want to look at what's coming up next. Leadership Institute and some other supports that we have in place and can continue this important aspect of rolling out the Standards. S

o, like I said, very quickly, I just want to recap where we, what we chatted about in December, and that's basically looking at, using evidence base. Been having a lot of emphasis on that, using the evidenced-based practices to improve outcomes and establish meaningful lasting change. And so, using the standards of implementation as a frame to be able to think about this kind of stage-based approach in your approach to the Performance Standards implementation. We know that change can't happen all at once. Gotta be purposeful. We're -- we know that you're very aware of that. And so, recall that we talked about these four stages that are kind of dynamic and they move back and forth. But one of the things is to consider into these stages to help move you forward. It's really a non-linear process. And, I wanted to also remind folks that if they wanted to go back look at that prior webcast, you would just go to the HSPPS Webcasts. You know, put that in the search bar of the ECLKC and that webinar among others will come up. And so, let's take a look at these first couple of stages of implementation. And so, we really y here, many of you have spent time. I mean, you may still be there in some aspects, but you've spent some time accessing your need in that area of exploration. Where are you in terms how your approaching your implantation of standards? And this is when you have likely formed a very strong implementation team. You either organize that by contact folks or your key functions.

And you're really starting to think about where you are. Accepting where you are. Some areas for many of you, there's little change. You've been doing lots of work in the area that may be new to other folks. So that's that first stage, that state. Really getting a handle. And programs that have done that

in a number of ways. As you move towards the installation, the looking at your resources, that really means human resources or financial resources, you're looking at -- In that stage you're really beginning to look at what are those policy structures that are already aligned with the Standards and where are those areas that we need to look a little deeper. And I think during the December webinar, we offered the Management Systems Wheel from the program management and fiscal [Inaudible] that really helps you in terms of guiding questions to access the state of your management systems as you ready to think about where do I really need to look at my resources and my fiscal instances to make some changes. And so, then we move along to the next stage, and that's really where we're hoping you are in you're -- the differences between these two, these two stages of Installation and Initial Implementation. This is really where you're using all that data that you've gathered from both the exploration and installation to really start to to implement the practice and to strengthen our management systems. And some you actually spoon some of you, and this is where some of you see that you do need to make revisions to some of your policies to strengthen a particular aspect of your services. We've talked with some of you about what this looks like curriculum, to professional development systems, to support your staff and the direction of the program.

And so, you're really using what you've learned in the prior stages to bring it to bear, to begin to move forward. And I think that the other thing that's important to imagine here is you do go back to exploration. And some of you may find study your curriculum, you know, you've talked to, you've put together your teams to look at that. You thought things were really quite smooth. And then [Inaudible] What we've learned is we really need to fix it. Maybe a change. And so, you might go back to Exploration, and then you would need to access your human, fiscal resources to begin to implement. And there's time for that. So that, I think that's one of the reasons that we're bringing this up, that we want to help people feel good about the fact that it takes time, and that there are stages that you have to go through. And so, the only thing I would mention here is the implementation, because many of you here, with many aspects of the Standards, and I have my friend Sabrina Rinkel, our lead fiscal person in the room, is a good example might be, Sabrina, the uniform guidance that in 2014, programs really should be in a place where they are consistently implementing the systems practices in the interim guidance. Amanda Bryant: The practices go hand in hand with the implementation of the Performance Standards, you know, a complete system from both a programmatic and a fiscal perspective.

Sharon: Yeah. Those went into effect and you might, you know. If you might, you know, think about that through those stages. But programs really should be in the implementation of the Standards as they relate to the uniform guidance. That's just a really quick overview. I would just offer that the Frankfurter Grand Center, the National Implementation Research Network, NERN, has done a lot of work in this area, and if people want to explore that more, they can google that and come up with lots of resources to support that are free. Both. Alright. Well great. Colleen, I'm wondering if you might take us to the revisiting the key themes in the Standards.

Collen Rathgeb: Sure. So, this is Colleen Rathgeb. As we kind of have gotten to a place where we hope a chance that grantees are moving into neutral and Implementation, we thought it would be a good idea to re -- to revisit some of the teachings that are throughout the Performance Standards. And so, we want to talk a little bit about the goal of increase of clarity and local flexibility, how the Head Start Early Learning Outcomes Framework or the ELOF is integrated throughout, how we think there's lots, there's pieces in the Standards that support alignment across early childhood programs, and how we, programs can use data in their, in their continuous quality improvement, in their oversights, ongoing decision making so that it's really have Head Start programs be day-to-day driven decision makers. So, the first one I'm going to talk about is how the intent to increase the transparency and clarity of the regulation while at the same time giving more local flexibility. So, you know we talked about since we were first talked out with the Standards, talked about the paradigm shift. And trying to get away from a settling prescribed set of processes that can make it more about how large inter-focus on the outcomes and programs really said, have more flexibility to figure out how and it might mean it's based on children and families served, the staff we have, the data we know about of programs.

How the processes should support those outcomes. We first sold that people are finding these standards clear and easy to read. So we tried to explain English as we could and create an

organizational structure that made it easy for folks, a little more intuitive to find the standards where, throughout the body of the document. So we hope folks are find that to be the case. We really want to encourage and encourage again in this last in our kind of first interwebinar to encourage folks to read the Standards. We know that you all are, you know, very busy in your programs, actually operating the program, that you do serve the families that we really thing it's important that people read what's in the Standards. They've gotten hard copies out to all centers. And so we really encourage folks at all levels in the program to really to read those Standards. And the first thing to do when you're not sure about something, look at the standard [Inaudible] and read it. So we did, [Inaudible] we were talking about the year-long guidance and how these work together. We did try to eliminate Head Start specific requirements where there's already something uniform guidance or other HHS-wide procedures so that didn't have to worry about doing meeting two different requirements and we really encourage folks to do that, and we really again want programs to think how they meet the requirement in their program.

So, we want you to look at what the requirements are, how does it make sense in my community to do that as opposed to expecting that it will be more federal prescription, or your description of how you would have to do that. So we know that that is a shift from the way, certainly, at the Office of Head Start, that we have operated in the past So we know that shift, it's hard. There can be some frustration that you know the direct answer, it's how am I suppose to do this. But we also know that programs are very creative in doing lots of formulated things in the context of Standards. So we really want to encourage that. We also really want to put the responsibility and the, of the Performance Standards [Inaudible] that meets the Standards. So we want you to be able to develop the rationale this is why what I'm using in my program, this is the parent curriculum I'm using, and this is why it meets the standard. And so, we really, both think that the responsibility is also I think that it, hopefully really what people will want to do to empower them to say what does it mean in my community.

Ann Linehan: So let's put it to the test, Colleen. So let's look at some questions that really one can apply the flexibility. And I think still there might be some grantees that saying, you know, this notion of flexibility of great, but having the discretion really does put the burden on the grantee, really, for shouldering the responsibility of making the decisions that meets their need. So and this -- the first question that people are looking at, and this is so fascinating. this is not a question that really should have been traded by the of the new Performance Standards but when it comes up what I would say one of the most popular areas of questions that we're getting. It's about determining enrollment procedures. Can a child who turns three after the cut off dates of Sept .1 be eligible to enroll in Head Start when they turn three? So, I'm asking you this straight, what's the answer?

Collen: Right, so, this is a good example of where we would want to focus people directly back to what the standard says. So, we would look in ERSEA, so this is a question about enrollment So, we'd look at ERSEA the beginning of Section 1302. And, we'd look and say "What does the standard say?" The standard says "For Head Start a child must be at least three years old, or turn three years old by the date used to determine public enrollment for public school." So again, this is right Ann, this isn't a place that doesn't change in the revision of the standards, but I think it's made people look at things kind of fresh and also when we've been looking at people we've had a lot of people say, "But in my program we don't enroll a child until they are two years before kindergarten. So, we don't enroll them until they are three by that cutoff date." And, what we're saying is that the federal standard if there is a child three they are eligible for Head Start. A program may establish their own, obviously, selection criteria about who they prioritize they may not, they don't have to apply it; this is from a federal level. From the federal level, if you turn three in February, if the child turn three in February, parents want to enroll that child, there is a vacancy, they meet the other eligibility criteria and the selection criteria that says someone should be enrolled. They absolutely can be. There is nothing that is in the federal requirement that is keeping them from being able to be enrolled. And that has been long standing the case, but it has been every time I've been out talking someone comes up and says, "But wait a minute, does that really mean that I can enroll someone as soon as they turn 3?" And as far as the federal requirement, absolutely.

Ann: And I think someone mentioned in an earlier conversation, for programs in particularly, that have partnerships with other early childhood providers and [Inaudible] providers, that have Early Head Start

themselves those vacancies show up throughout the year and we've got children turning three in Early Head Start what a wonderful opportunity to transition children to the Head Start program. I think that another sort of common area, and again this is not, maybe this is a new twist, because now we're talking family engagement, but the related field. So, what is the related field for the family engagement coordinator and manager? And, I think we've heard this question for years about the fields related to other position.

Sharon: And, I think this also is kind of similar to what Colleen is saying, in terms, that the first step is to look in the Head Start Performance Standards around staff qualifications. You know, when you look at that look at the whole section to really get a broad understanding of what the regulations are requiring 1302.91 talks about programs ensuring that their staff consultants and consultants have the and the people who have engaged including contractors who are delivering the services have the competencies that they need and the knowledge in order to fully meet the expectations of each position to fulfill the role and responsibilities of each positions and ensure high-quality services. So, it's really making sure that when you're in the process of selecting staff you know what you expect the staff to do you have the most subjective as possible way to measure whether somebody coming in has both knowledge and the skills to do that position.

And then you know you're not through you're continuing, through oversight, to monitor people effectiveness in their positions and to be able to articulate I think how the people that you've employed meet the qualifications of the regulations and there is room for a lot of variation in that, and that is intentional. Because we think that people from different backgrounds; you could be somebody in a field that is related but different. Maybe you're a high school math teacher, and you think "well how could they do early childhood?" But when you look at their transcript you see they have more credits in early childhood than maybe somebody with an Associate's Degree would have and they have some experience. So, in that case while that person really doesn't look closely related when you actually look closely at the content of their degree, they have the knowledge and the expertise, so we just wanted to leave room for that. Amanda: And, I think the other point related to this, the flexibility of [Inaudible] if you make a decision of in one year you're not wedded to it forever and ever if you find out that decision you made, that you think meets the needs of the community, and you find out that it was really in retrospect because of performance or because of whatever, it was not the best decision, you get to change that.

Sharon: Absolutely, I think that's right and I think that echoes what Colleen and Ann and you said before, being an organization that's flexible around the delivery of the highest quality services, and that it isn't static you're changing in response to different community needs and what you're learning. Colleen, before we move on to PDP did you have another comment related to the -- I just wanted to say that everything that Amanda and Ann said. And I think that there's also noting, we don't know here the title of every degree. A lot of, you know, communities, schools, different schools, calls, fields that are related to different things. What we don't want to do is say, we're going give out a list of 40 degrees that sound related and say it has to be one of these. We did want to put the onus on -- You know your community and you know the high education institutions that are there, you know where the staff are often coming from and the onus is on, again, to explain why this degree is related and gives folks the skills and competencies to do the job.

Ann: And, I'm kind of laughing, because I think the first time that we did one of the first webinars and I thought, "maybe I'll think of a way out degree," and I think I said agricultural degree and all of a sudden Melinda pops up and she said " I'm from Montana, don't be so quick to assume." So I think that speaks to titles. I mean, you just -- So. And then the another thing that sort of happens against things of flexibility, the [Inaudible] about policy councils. We're also finding out that people though there were rules in the old regs that never existed in the old rules I believe someone made up a rule to show them the gap. So, this one is basically saying, you know, we thought that they were required and that a number of policy councils meetings it's changed. So, how many times do we need?

Collen: And again, we never had a number, we don't have a number. Again, the programs have to determine what is the schedule of meetings and activities and engagements that they need to do so that the policy councils can truly be meeting the requirements of guiding the day-to-day operations,

and to be fully engaged. But, we think this gives us an opportunity in this area, whether it's your policies or procedures related to how often you had to meet or how you're enrolling children or what your related degrees are. We're hoping it lets programs take a step back and evaluate saying, "What am I doing in my program, that I have been doing, because we've always been doing it?" And many of those things may have become kind of believed to be federal requirements or we're required to do this. And, so, we've hoped as programs have really been moving into this implementation, it gives them an opportunity to say "If there's things that I've been doing because I've felt like I've had to, if it's not in these standards, the Office of Head Start is not saying that you have to do that. So, you really could say "And what with all the paper work that I've been collecting? What of my enrollment procedures? Are we doing these things because we thought we had to that we maybe have more flexibility now than we realize?"

Ann: And I think there are probably many guarantees out there saying, "Yeah, but Colleen, we've been told repeatedly by our program specialists that you've got to meet at least 9 to 10 times per year." And, I think, again, you're drawing back to what counts is what's in the language of the Standards, period. Amanda: And, what's really important, what they need to be able to say, because that could happen again, is why you do it the way you do it. If you say that we've found it's most efficient in our program to have 7 policy council, or whatever it is, that is the number it takes, in order to maximize the attendance per meetings, for meetings, and we're able to get 100 percent of the people there, and we're able to get all the business done that we need to do in order for policy council to exercise the responsibilities to that are outlined in the statute and regulation, that's the right answer and perfectly consistent with the requirement.

Sharon: Yeah, I think that we should acknowledge that it is a paradigm shift and it is for some they may feel that it's easier to continue on, you know like they did in the past, but that it really is a good opportunity to take stock, as everyone is saying. And do that hard work to figure out what it is that is necessary to be doing at this point.

Collen: And there's nothing, that if we took a regulation away, and you feel like the written performance appraisals, that there's no longer a requirement, but that at working in your program and you can continue to still do those things. Giving programs the ability to decide for themselves.

Sharon: That's a good point. We have had that a lot in the field, that "We're doing this, this and this." And we're saying, you know, you can continue to do this.

Collen: It's working for your program. [Inaudible] Amanda: We don't require written plans. Because people began to think that that was the goal. That the end, the final thing you needed about the service was to have the written plan. When that's not true. The final, kind of -- What we want a service to do is to meet the needs of the family and children enrolled. If a program find it most efficient to have a written plan in order to deliver the services. That's fine but we want to stick to the Head Start requirement to the performance expectation. Programs figure out the best way to do it, whether it's staff appraisals, or written plans, or other elements of how many meetings you need to have a year.

Ann: So Amanda, you're going to shift into one of your favorite topics. Amanda: I sure am, and I hope by now that everybody recognizes -- Well, I'm sure you do because in 2017 our Head Start Act specified, gave certain responsibilities to programs around using the Outcomes Framework. We in June 2015 released a new framework, called the Head Start Early Learning Outcomes Framework. And, it is embedded throughout the new regulations, as well. I think, again, everybody realized; you're probably all clutching your hard copy in your hands even as I speak, it's very exciting people. Maybe taking them home at night to read, because they are really hard to put down. Mesmerizing, somebody told me. Really, but, anyway it's one of the most exciting things I think about the framework is that it is birth to five. It's pretty unusual in that way in terms of other early learning guidelines. We think it's really important because a great number of our programs, our birth to five now, but also because we know children's development goes at its own pace. Each child develops in their own way, and at their own speed, and children don't stay right in their lane, in terms of their chronological age. So a child might be 28 months old, and do some things like a child who is only 18 months old, and other things like a child who is 40 months old. And the Framework, we really help programs individualize for all children.

Sharon: Isn't that exciting? Amanda: So, within the regulations, also, another kind of change, many people realize that the Early Head Start was added in 1995, 96, and we sort of, you know ad hoc piecemeal additions to the Head Start Performance Standards to newly include infants and toddlers. But it was imperfect. So sometimes, you couldn't tell whether a specific regulation applied to infants and toddlers, or preschoolers. And we have cleaned that all up in this new set of regulations. So unless it specifies what age group or another, you know that it applies to everybody. An example, of course, of where we would have difference would be with where it talks about the requirements where infants are held while they are fed a bottle. Obviously, that doesn't apply for preschoolers, so it makes that really clear. And of course the reason that that's a requirement is that feeding is an important part of the cognitive, and social and emotional development of babies. Attachment and trust are central for their overall learning and holding while feeding is key. And finally, I think another example around integrating the Early Learning Framework is that making sure that staff have a good understanding of child development. I think for years we talked about individualizing. We told people you have to individualize, but we didn't explain, explain what that means. And I think the Framework can really, really help as programs are implementing curriculum, they can identify where children are and a plan experiences for children who are kind of right at the next, the next developmental challenge, so that we are able to scaffold and build on children's learning and knowledge as they go along. Sharon, did you want to add something?

Sharon: I did just want to add really quickly. I think that's one of the things that's also come out in that the Standards are written birth to five, except in those cases where there's development differences you described. And so, teachers really need to have a good understanding of child development. Because what that standard may look like for a 3-month-old versus a 4-month-old is going to be very different. But I think the ELOFT, the Early Outcomes Framework really helps look at what does that look like on that developmental trajectory so that tools are hand in hand with the standards is really important. Amanda: I think that's right. And I think the ELOF has really helped programs as they implement their curriculum. One question we had is if there's fidelity, then does that mean you can't, how do you individualize, with your following a curriculum with fidelity. Well, fidelity means you're implementing the curriculum kind of what the instructions say in the order. But that doesn't mean every child is doing the same thing in the same way. And the framework can really help you, again, plan. So if you're meeting needs of children at the time. We wanted to also remind everyone. They probably already knew this but the ELOF is integrated across many, I mean all of the educational requirements, that you can look at when you're thinking about the standards for learning environments. Teaching practices which are critically important a curriculum can fail or succeed largely based on the practices that teachers are using in their classrooms or home visitors are using in home-based. I already mentioned kind of how the ELOF works with the curriculum. You want to make sure, the ELOF can help you make sure your curriculum covers all of the domains and has steps to help children really learn things. You want to have rich experiences or children that occur over time and in different settings so that they can really get these understandings of each of the areas. Again, the ELOF can help you think about that. You want to make sure that children are being assessed on the experiences and instruction that they're getting in the classroom. So the ELOF can also help you make sure that the assessment systems is aligned. One of the major benefits that we've heard and that we thought about when we were developing the ELOF was school readiness goals. It really provides a set of goals that many programs are choosing to think about and use, and add part or all of their school readiness goals. People wanted more specificity about that, and I think the ELOF provides a lot. And it is equally, again, applicable for home-based. And, you know, we wanted to remind programs, we have the same expectations for the learning and development and outcomes of children in enrolled in the home-based faction as we do for children enrolled in center-based or family child care. So using the ELOF is part of that. It's key. You know, the document that came out when it was first published called getting started with ELOF reminds programs so important to engage parents. That it's really a place that you can also -- you can use the Framework to talk with parents about children's development, and be able to kind of show them where children are and what they're going to do next. It's a great tool. I think -- I've already mentioned that you can really use it for evaluating and considering your curricula's assessments and goals. And thinking about how the Framework can help you make the most rich, meaningful and exciting environments for you children.

Sharon: You know I was going to say, I know we're going to turn to do a poll, to hear from folks. I think one of the things that also that, you know, we talked a lot about, you know, we've done, kind of, a whole-sale revision of the Standards, and we're hoping they're going to live for a long time as they are. And so the Early Learning Outcomes Framework, you know, some people have asked why it's referenced in the Standards, yet it is a separate document. So it is possible over time that research changes in some of these areas, and the Early Learning Outcomes may change. But the Standards reference it. And so people should feel very comfortable with us keeping up with the research, that the Early Learning Outcomes Framework, while somewhere down the road may change, the Standards are referencing [Inaudible].

Amanda: I think that's a really good point, Karen. And you know, before we get to these, I just want to remind people that some of what I said sounded even [Inaudible] to me. So I just wanted to remind people that when you're looking at the Framework, you should be imagining all of the possibilities for learning that can happen for young children [Inaudible]. Exciting, challenging, dynamic, engaging, and emerging. And you should see evidence of joy in the classroom, between parents and their children as you go to home visits, as you thinking about these experiences and children gain confidence, stability and confidence. [Inaudible] And now we have the interactive - - one of the interactive parts of today's webinar. We want to poll you and ask you to -- Oh, they said only, two choices. Boy. I wanted everybody to select as many so that they would all take a [Inaudible] Ahah. So. You can select up to two choices about how your programs is using ELOF. This is tough. Just the two main ones. We know you're, we know you're not using it or [Inaudible]. Just the main things that you use it. Establishing school readiness goals. Section curriculum or assessment systems. Doing planning for your classroom. Individualizing And in your professional development. Or some other ones. [Inaudible] And there's no attributions. So we want know who said what.

Collen: And at the end of the poll, we'll share with you what we're seeing. I think that will be most interesting. [Inaudible] So I don't think they can see it until they respond. Is that right? Amanda: Well yeah because they -- Yeah.

Ann: You want to [Inaudible] I got a couple of questions from -- I got a couple of questions for Amanda. Or do you want to wait. [Inaudible]

Collen: Let's see. Well, they should -- Yep. It is. See? Our listeners can't see it but they will very soon. We are seeing that in the front is establishing school readiness goals. Obviously that's, that's one of the top. We have some others. This is interesting. Very interesting. Amanda: And of course, planning professional development. That's really exciting to see.

Collen: Selecting a [Inaudible] assessment system. Not so much. A little bit. [Inaudible] We have several people responding so we're just going to take a few more minutes to see, to see what you tell us. [Inaudible]

Ann: Do you want me to answer questions? Yes. So, let's go to practical applications Framework. And I think, one of the things that is so critical [Inaudible] are the, for those of us who are not steeped in the [Inaudible] of brand new teacher assistant, a manager, someone with a master's, and someone with a high school diploma is going to be very helpful in taking a look at that. So we have a question. This came in from a grantee. And it talks about the old Standards' require that children must be involved in student, prudent activities. In the past, we require a set number of activities per year. We reviewed the new nutrition and education standards, and did not see a comparable requirement. What are the relevant ones? So what is the [Inaudible]? Amanda: This is another great example the [Inaudible] of regulation. That is true, there is no requirement of set number of [Inaudible]. If you look the health and physical development part of the domain, the Framework, there are experiences around food that we expect young children to have. And so, we're not mandating how we do this. But there are programs that need to figure out how to support children's development in those areas through the [Inaudible] which is credibly important activity for young children. It's dependent on a lot of learning happens, the very important related to socio-emotional development. We also know that children in Head Start may experience food insecurity, which can have consequences. So really looking at the Framework, and then making a plan that will [Inaudible] the needs of children in your program, and make plans for them that enables them to make progress in those areas. Because, again, because food is so interesting to young children, you may look at a different the Framework. Maybe you're

thinking about math or increasing children's vocabulary. Introducing more unfamiliar [Inaudible] this kind of a vehicle for doing it. So again, it's not about checking on a list [Inaudible]. It's more about how does food integrate. Overall, how are you meeting those specific areas of learning and the Framework. You want to go back to the polls?

Collen: Yeah, let's go back. [Inaudible]

Collen: Let's see. So yes, we are publishing [Inaudible] Amanda: Well good. It's a very nice poll. Thank you all for participating. It wouldn't have been no fun without you participation. And we wouldn't have the exciting colors on our bar chart. [Inaudible] now?

Collen: That's great. So we heard that a couple people were only able to select one. [Inaudible] Okay. [Inaudible] gives us [Inaudible] have already used it through [Inaudible] I'm really keen to know about the other. I'm sorry we didn't have it other in there. Amanda: Nobody wants to write in comments. And individualizing. So it's great that there's quite a variety. You know, Ann, I just wanted to also remark. I think one of the things about the Early Outcomes Framework, is that it really teaches you about child development. I think that's [Inaudible]. If you, you know, so when we said that teachers really need to have an understanding of child development, using that really teaches you about development across the [Inaudible]

Ann: So. So you want to --

Collen: I think we [Inaudible]

Ann: Why don't we go to the next question. I think this one gets back concern what [Inaudible] We should talk about the plan, more on the Standards. In this case, we're talking about the importance of the Framework [Inaudible] And I think it's vitally important this year. Because I think that this year is still kind of new to some grantees, and I think this where there is a little bit of competitiveness and folks starting to do the right thing. And really talking about [Inaudible] responsibilities that programs have to track progress [Inaudible] with their ongoing assessments. And particularly [Inaudible] dual language learning. You know, a lot of people say do we need to track progress in both languages in all areas. So how does, I think the Standards say this, and so how does the Framework work. Amanda: Well. I mean, I think I'll say a couple of things, and then ask Sharon to chime in. One thing that we do know from research [Inaudible] is that when programs have a strong foundation in their home language, their more successful at their eventual English literacy and linguism. So language and literacy. So I think that is important. I think the other thing that Karen will probably expand on, is that children acquire -- it depends on what happening [Inaudible] If a child is in a monolingual environment then you're going to assess their progress in a language that they are exposed to all the time. And obviously, 3-month-olds aren't usually oral language yet. With anyone. Even though living in bilingual environments [Inaudible] It's really important to have a full understanding of their overall development. You have to be aware of what, where they are in each language. And Sharon can you -- You want to expand on that?

Sharon: Sure. Yeah, I mean I think that you really [Inaudible] And as Amanda said, it's really, there's so many factors that [Inaudible] what the language models are. The, as you said, how many languages that the child exposed to in their home. I think we need to, I think we need to know, as you said, that an infant is just learning language, any language. And so, part of that is that a program's ability to articulate that and individualize to that child, and they will be assessing what it is that they want to know. So it would look different for a 3-month-old than it is for a one and a half-year-old. And it would depend on whether or not the program is exposing the children to English, and it would depend on when the child actually is [Inaudible] I think that programs, this is also a area where we are providing more technical assistance in the field is coming along in terms of what's required. This is the standard that will continue to support the increased research in this area on how best to support children languages other than English.

Ann: [Inaudible]

Sharon: Yes, and I think, we have a good example from the Early Learning Outcomes Framework on the screen about what that looks like. What does the communication and language experiences,

particularly as we're talking about infants and toddlers, [Inaudible] of helping [Inaudible] Amanda: And I'll use this opportunity to say and it's critically important. We do acknowledge that [Inaudible] But that's not, there's so many opportunities to provide teaching and learning experiences [Inaudible] on observation, and really recognizing what the child is doing and providing a, you know, scaffolding so that that child is continuing to develop during that critical time, unless it's [Inaudible]

Sharon: One other example, and we'll move on. You know, one of [Inaudible] Is the way to even understand, you know, many -- Some programs especially have many, many, many [Inaudible] a word bank, a language bank. You know, they have 50 or 100 words, for example, and all of the languages. And most of the words, while the staff are not fluent in those languages, they're using those. Very important words around attachment that you can also see that the child understands. They begin to understand in their language at home [Inaudible] And so, Colleen.

Collen: Yep. So I'm going to talk a little bit about the alignment across Head Start and other child care programs. Throughout most of the parts of the Standards, we did try to be thoughtful about how this Standards would work in conjunction with other state systems or other requirements. So, we particularly tried to have some alignment around that subject, how we talk about licensing, and the [Inaudible] improvement system. [Inaudible] And our health and safety training. So we've had really heard for many years that many programs that have different licensing things they have to meet, that Head Start is under slightly different multiple entities that look at [Inaudible] So we really tried to become less proscribed in the Head Start health and safety areas, and more in fitting the responsibility with programs to develop the systems and the policies and procedures they needed to ensure that the safety in all of the required areas. And we can agree that all the, we could be looking at the child care or a prepay, or other standards being approved being the same across, we really think our less specific standards gives us an opportunity in that area. So we really want programs to do is evaluate the policies and procedures, and processes are, and what they can do to [Inaudible] systems in a number of these areas. So we specifically talked about background checks. So background checks is an area where very intentionally the new Standards are aligned with the new requirements in the Child Care and development block grant that's law. So we had, and we also had and also after the initially published the Standards, we put out a PI and a set of frequently asked questions that even closer aligned with what we are doing with Child Care. We had had not realized when we first published with this that Child Care has an effective date. That they are background check requirements for licensing or [Inaudible] providers, that wasn't until next September, and we had proposed a sooner timeline for Head Start. So now we have said the new background check requirements will not go into place until the end of September of 2017. We also, and that is in the PI. People have not seen that. And so, people can look on the ECLKC for that. So I want to acknowledge that we do know that there are some states that are coming in or licensed to come in for an extension to the Child Care timeline, to request an additional year if they are part of the Child Care requirements that they cannot come into compliance with. And we will be working closely with our colleagues at the Office of Child Care to make sure we understand if there is Wednesdays that do come in, and if they are granted extensions, [Inaudible] We are also [Inaudible] around these background checks for both these early child care programs. It's an area where we're hopeful that as programs will not have to do with one thing for Head Start and something different for licensing. But that we're working together so that they will be able to use the same process where state will give us, kind of, a pretty light, or a red light on an individual hire across those, the program. And --

Ann: [Inaudible] And I think that's absolutely right. So I think, as, we couldn't unreasonable [Inaudible] There are states that are [Inaudible] We are working with them. We are also similarly throughout the guidance, looking to put out guidance around [Inaudible] from different players. So we are looking at what Child Care is saying about [Inaudible], how long you have to between your [Inaudible] use a, the information that was obtained by staff the first time. So we are looking into that and ways [Inaudible] But ultimately we want to know [Inaudible] that were impacted by the requirement [Inaudible] or could have unsupervised access to children and families. And make it clear [Inaudible] state entity. The assurance that they had the check, and that they did not meet one of the disqualifying factors. So another area that we are working to provide more guidance in and that is around the QRS. So this is a requirement that does not come effective until the end of this summer. So in August of 2017, and we

have three conditions in the requirements. Head Start programs that participate, but only in the states that Head Start monitoring data that programs meet the criteria. [Inaudible] That the participation will not impact the program's ability to meet our program Performance Standards, and [Inaudible] other programs cannot participate. So, there's some things that are very clear, just again, by reading the Standards. If you are in a state where they do not accept any Head Start data. So whether you will get that automatically, or just as a piece of the information. If there is... you know there's information for Head Start. [Inaudible] for participation. And so, [Inaudible] Does not apply to you. If the state does automatically say yes, I accept that being in good standing with Head Start, for example, as all you need to get the entry level into QRS. It might get you to a middle tier. It might get you to the second highest tier, or the highest tier. But all you need is in order to get anything else except for provide information about the [Inaudible] Those things, the first condition is met. So you, there are programs, there are states that accept some information from Head Start, but require other information, as well. We need to work through understanding those states a little bit better, and be able to provide and will be hopefully [Inaudible] guidance, how the, what the first condition is in those states. And for everyone, regardless of what your state says, [Inaudible] that there are other reasons that they would not, that they would not participate, and begin [Inaudible] We are not intending to provide a comprehensive list and these are the compelling reasons. Because we think it is really something again, like other things in the Standards, the programs really should the rationale of why the it is the not to participate, or how it should impact their ability to meet the Standards. So we think those will be much more on a case by case basis. But we think that this a good opportunity for programs that haven't been involved before to learn more about the QRIS. WE know [Inaudible] And so we're thinking at this point the best thing to do is for programs to be learning more about QRIS in their state.

Ann: Colleen, I don't know if you've mentioned this, but what we don't want is for programs to [Inaudible] Because this is something that we want to learn more about over the next year. And this is, again, I think as described, that the connection is there and each each system can [Inaudible] but we're not, this is not [Inaudible]

Collen: And I think, we certainly, you know this is something that doesn't even go into effect until the end of next August So this is not we would anticipate to be a high priority, you know, looking at right out of the gate on the monitoring systems.

Sharon: You know, and we're also are working on a TA resource that looks you know kind of captures any state, what's going on. So it's kind of a factual piece for everyone to use, to understand.

Collen: So the last thing we want to highlight in the alignment is Caring for Our Children Basic. So in the Standards, it does say as programs are designing their policies and procedures to ensure that they have systems. [Inaudible] that based on themselves Caring for Our Children Basics. It does not say it needs to adopt, everything that is in Caring for our Children's basics, but it is a good resource for programs to use. So we do want people to consult that as they are developing there, their health and safety policies and procedures. So, we've gotten a lot of questions about these Caring for Our c=Children Basics, the same thing as Caring for Our Children, and Caring for our Children Basics is a minimum. It kind of take everything that that field the health field, the health care experts and early care experts, and early child hood experts, and put together and Caring for Our Children, which is very big document with a good, another good resource, but it sounds like it's more aspirational as it places more about the research as supposed to just the standards are, that they recommend. And so we have boiled that down to we, what we believe is the minimum that experts believe should be in place. And so that is a place for programs If they do not have a [Inaudible] or other separate procedures that they would be actually able to use that as a resource to ensure that what they're doing is based on, based on strong foundation. But again, it is, it is a resource not a requirement.

Sharon: [Inaudible] Again, if research changes over time, after the hand washing or how frequently we should be doing things, the references here in the Standards state songs. And I think people to understand a little bit about why we're --

Collen: I think that you're right. And I think that it's something that is also in the child care world, their also, you're encouraging the easy place for state teams, as they develop. They're helping safety standards and licensing, and would it agree, kind of the big vision would be that states use this

document or documents like it to establish common, common state licensing standards and it aligns with what is required in Head Start that Head Start wouldn't have to worry about, you know, what's the standards around the hand washing, or licenses, or licenser comes in and what, when a Head Start comes in to the degree that these can become foundational for a a one [Inaudible] [Inaudible] leverage the information better, and [Inaudible] and then tweak slightly differently if depending on who is coming and looking. So that is the, the long term goal in some of these foundational things that they're might compensate the that it really cuts across the program or the funding that maps.

Ann: So, I just want to transition to data-driven [Inaudible] But I do think we took great, great care in trying that even the data requirements in the Start Standards was about data that was needed to either guide or influence decisions programs were making across a variety of topics, content areas, and stakeholders within their agency. [Inaudible] Yes, it's important to us to look at [Inaudible] So even if we start with ERSEA, you know, we've all talked about [Inaudible] So when you really think about taking a look at meaningful data collected, again, meaning [Inaudible] It would really help a program to determine where they need to do their heaviest recruiting because they're going to know from the community assessment where the base pockets are of eligible children. I think the same things about program design and structure. Taking a look even into that community. The children that you eventually recruit and have data on their needs. what the best design for the program? Full year, full day? Is there still some home-based in the community. Again, one would hope that no one is [Inaudible] people say I have no idea why we're collecting this. That is not a useful way of programs to function. [Inaudible] How is this information work. And again, we can take a look at program management. I think their kind of key, and the thing, the point now is coordinated approaches And I think about the coordinated approach around children's disabilities, or dual language learners. I think certain people collect data that is useful to the, and I think they stop short and don't think who else needs this information in our organization in order to do their job. Again, I think that is the question [Inaudible] And clearly when we talk about monitoring and continuing improvement, how will we know what area we need to improve be it in management, be it in practical, within a classroom. Be it in our eligibly determination process. Without selecting data to determine how the process is clearly functioning, we're not going to know with the [Inaudible]. And I think every, every community is fluid, there are changes going on. And it's only the data going to help us not just make some corrections, but to serve our communities. And I think as we take a look at some questions, and I think my colleague sue can help me out, you know [Inaudible] struggling to address under enrollment in some of our centers. But we know there are plenty of eligible children in our overall service area. How do we convince the Board and parents to consider relocating some classrooms to move to an area where there are more eligible children? And Amanda, I know you talk about this last time. So, you know, what's the importance of data here. You're talking about trying to influence thorough data the decisions and eventually the policy council needs to make. Amanda: Right. So I think being able to present compelling story to the Board about where your centers should be located. It is an emotional topic offering. [Inaudible] ...to say hay, you know, things have shifted, and theirs a high-need population in this corner of the county that, there are, you know hundreds of children that need services. [Inaudible] ...And it's not okay to have a center over here that doesn't, include and no waiting list when we have hundreds of kids that unmet children, you know, in these other areas. Again, being able to present that in a professional way using data will be much more compelling than trying to talk about [Inaudible]

Ann: Where its 50 percent full where you can relocate and have a center that's' completely full. What's the complication of transporting children for 45 minutes to an hour, whereas relocating could cut transportation costs maybe down maybe walking their children, or maybe the transportation may be so much shorter. Amanda: I think that's right, Ann, I think that illustrates another point which is [Inaudible] [Inaudible] So if you're doing an accurate community assessment in identifying the community barriers, [Inaudible]]You will be able to find a way to extend the hours of services that much. So having really good kind of, trying to have as much data as you can to inform your decisions, and sharing that data with the board and the policy council I think is critical in this [Inaudible]

Sharon: Let's just see what I think is more relevant because this is certainly a new area of focus. [Inaudible] In the Standards we talk about having a targeted approach. You know I have some people

who are teachers across three counties. You know you tell me what day I'm going to use to figure out how I'm going to target those skills, what might be limited resources through guessing. Amanda: So that's another great question. I think that programs might [Inaudible] for example all our first-year teachers is going to get the [Inaudible]. In fact, you might have to first-year teacher who are among the most effective in the among the staff. But you have a lot of data. And here again, it's important not to duplicate one source of data, I could also see a program say we're just going to look it up and the folks the classrooms made the least progress, is going to get the focus. But again, you don't necessarily you can't say based on that data alone, whether or the teachers are performing effectively. It may have to be with what's going on with the children. It may be different languages. It may be thought out different development in a place. So I think, when you look at data across all of the sources. You got child assessment data. You might have child, teacher-child interaction maybe CLASS or another instrument that you need. You may have data about each, you know, it is important to consider the professional development stage have. And you've got data about children, both assessment data and other data. And you kind of use and triangulating. You know, looking at that data across different sources to really help you determine who is going to really benefit the most from having that in terms of coaching experience.

Ann: I think we added two additional questions. And this really has to do about data privacy and, you know, children's records, and who has that system of programs. And I really do encourage folks to carefully read the section of the regulation that someone can tell me what the citation is, that would be very helpful. But really I think describes sort of the uses around personally identified information, that you have it yet.

Collen: So it's part 1303. Subpart C [Inaudible] and Privacy of Child Records.

Ann: And I think, you know, we've gotten this question so many times over the past years. And who can share the data with, can you share it with the state, or, you know, what type with the state, or what type can you share with the state. And I think that the regulations really set a great foundation to help people make the decisions that are sort of within all of the important regulation in our, in our regulation we captured things to really ensure that we are protecting child level data. But I also think, as Fran mentioned in the last session, it really is important to parents to know what rights they have around the data in their child file, and when they can access it. And I also think this would all this emphasis on sharing data, leveraging resources, it brings me to me an added responsibility to programs to ensure not only the experiencing but also the storage of the data, to ensure the confidentiality. So I think that this is, we are bringing greater emphasis to the responsibilities that always existed, but I think having some regs that are -- and I think that they are prescriptive and throughout, if for the protection is trying to maximize use and encourage sharing, but also to protecting children, families, and staff. And Elana, I don't -- do you want to swing over to some of your --

Elana Buroff: Yeah. So the ECLKC has a couple of data resource right now. The PMFO has the Getting Use To Data Series that is really good and really solid for an intro to data in your program. And, PMFCE has the Markers of Progress that talk about how you can measure the implementation of the Parent, Family, and Community Engagement Framework in your program. And this Spring PMFO will putting out a bunch of new resources that they're very excited about. Community assessment, on the ERSE resources, and on leadership and data management.

Sharon: Great. Well, we just wanted to, a second an opportunity here to summarize some of the questions that have come in through the ECLKC for those who have submitted it. You know the one that is not here, you heard Colleen talk about, the background checks and the fact that we heard from you loudly early on, and that's why the PI and the Frequently Asked Questions were released that really resolved some of the questions that were coming in. So here, these are some of the questions that we had. Of course, duration many of you on the phone are in receipt the durations fund that has extended the hours and the days of service. But we wanted to remind people that the requirements don't go into effect until 2019, and the HHS secretary must determine whether to adjust those [Inaudible] 2018. And so, we tell you those dates because we have between that time, we have what, 18 months. And so we don't expect programs to be doing, except for those who received those

duration time, we don't expect programs to be making a lot of other changes right now without knowing what the requirements around that will be. So that's what we wanted to, and people had a lot of questions around the timeline of that. Staff qualifications, we've talked a little bit about that today. We've received lots of questions about the new requirements regarding that flexibility for current staff in rural programs, and questions about equivalency, some of which we touched on here. And we are working on guidance documents that, to inform those questions. But we want to continue to encourage that local flexibility in that, and that ability to provide your own local rationale, justification as to why that person, staff member, meets the requirements in that way. Coaching. Okay some questions around coaching. The requirements related to staff qualifications and implementing that coaching strategy, and we very, very soon, if you haven't heard already, I think we can imagine it later, as we are having three large coach trainings around the country to respond some of those initial questions. Curriculum. We had some questions specifically centered the four: the home-based curriculum, the parenting curriculum, curriculum fidelity, and scope and sequence. And those are, we also are working on that. In fact, the Leadership Institute, there will be lots of sessions that really address those areas and the other areas, as well. And then lastly, we've gotten a lot of questions, and you heard Ann talk about the coordinated approaches which, you know, when Amanda was talking, and she talked about it's not a requirement written plan, we think about the coordinated approach, it doesn't say whether it's written or not. There's been lots of questions around what does that really look like in those four required areas of data, training and professional development, services with children with disabilities, and dual language learners. And we are, and that, you'll find that in program management and quality, the quality improvement. 1302.101. We are working on some TA resources to support that, and we've been really having programs take a look at your management systems across those areas, to begin to think about how your services, in the cases of children who are dual language learners, or children with disabilities are provided in a coordinated manner. And also how you are tackling it. Talking about data, as a system and professional development. We are working on that to help articulate and support you in your implementation of that standard.

Collen: You know, so right now, we want to be a little interactive again. In these areas, we thought we'd do a quick poll to see again, unfortunately, we are limited to two choices. Elana: I think it's one choice.

Collen: Oh you think it's only just one? Oh goodness. That's a little upsetting. So you're only going to be able to choose one. But these questions that have come in may not reflect anybody. People who send us questions on the ECLKC really important for us, because we're taking that and we're using it in our directed to our TA providers to help support things that we need to develop. So let's see. Let's see what people say in the areas that I just described. Duration. Staff qualifications. Coaching. Curriculum. and Coordinated approaches. Where --

Ann: What's your most?

Collen: What's your most? What are you most can certainly more about? Unfortunately, you can choose one, we're hearing. And we're hoping, and here it goes. You can't see it yet, but we can. What's it saying? It's looking, it's funny. Curriculum. There's lots of. Oh, nope. No. Coordinated approach. Coaching. Coaching. Okay, we need some more responders. We've got over 1000 people on the line here. Elana: We had about 700 people [Inaudible].

Collen: 700? [Inaudible] Okay. Got it. Done. That we have right now the coordinated approaches and curriculum almost done high. But we others coming out. Still some questions around duration. And staff. And I am being told that if you hold the control button, you can, you can pick the second answer, but maybe we're not going to tell people that. But they might have just heard me. [Laughter] So we're just going to keep on with the poll. I'm sure we have some clever people that are doing it already. Giving the poll, that official poll. Elana: That's about 700 people.

Collen: We got about 700. Okay. So we're, we're going to publish now, you know, just so we can just wrap up here. But, we had as you can see Coordinated approaches out edged outcomes. Coordinated approach. Good to know. Oh yeah. Coaching, that's thing. So we have coordinated approaches. And coaching.

Ann: By big margins.

Collen: By big margins. And then curriculum. And staff qualifications. And duration. Their looking at it. If they're looking at it right now. That's excellent feedback. We got some work to do. That's wonderful. Thanks for that. Alright, well let's -- So let's turn our attention, Elana, to as we are closing -- Elana: I have a question that came in. Is there going to be stuff about coaching at the Leadership Institute?

Collen: Oh, absolutely. There's going to be stuff about coaching, the coordinated approach, curriculum fidelity. We are actually really trying to take what we've heard from the field and have the factions there that will be most beneficial. Elana: So we do have some resources coming out. There's new videos available on the, on the Performance Standards Showcase on the ECLKC. New videos available now and new videos coming soon, as well as online Head Start related outcomes Framework in an interactive way. We have, Sharon mentioned this in the beginning, the videos for each of these webcasts is available on the ECLKC if you search HSPPS webcast, you can pull them all up. And a lot of people say that the sound dropped out our they missed the question, and they just want to verify something, you can go back and kind of scan the transcripts. If you don't want to listen to a whole hour webinar. And to the parts you may have missed. Lastly, we are excited to have delivered hard copies of the Performance Standards and the Early Learning Outcomes Framework, and the Preamble to grantee offices and the Performance Standards, and the ELOF to every center. I've been getting the -- in English and Spanish. We've been getting a couple return boxes, so if you haven't gotten your Performance Standards, do make sure that your address and AFCF is correct, and if it's wrong, you might want to check with your neighbor on the street that has your address to see if they've accepted your boxes. If you have more questions, [Inaudible] you can put them into the ECLKC, the "Contact Us." Enter your questions and we do review all those questions [Inaudible] products we're coming out with.

Sharon: So, we really do encourage you to go to the ECLKC and take advantage of some of the videos that we've developed for the areas that you can use on your own staff training. We just want to wrap up. Again we've been, we really enjoyed having this opportunity each month with you and we are hoping that we'll see you in Chicago on the 6th and 7th. We did have a bit of, a hiccup getting the registration out, and so that did come out in, on March 2 or 3. We know programs need lead time, and so we we're encouraging you to register if you're planning on coming. We did have the hotel block extended for many of the hotels. You're ability to get the government rate, and that's extended to the 17. But we are just sending out a call to have people register. We really need that for planning purposes as soon as possible. So that's available to you on the ECLKC. Elana: [Inaudible]

Sharon: Thank you so much. Based on the hiccup that we've had, we're just opening the registration to anybody who'd like to come, any number of people in any program. As you know, it's free because it's put on by the Office of Head Start. So, we had originally, we're just trying to tailor it, because we were worried about the numbers. We have a maximum of 3500, but we are needing to see more registrants. So we are, you know, hoping to also know in the next couple of weeks who have registered so we can make sure sessions are tailored enough to the audiences that are coming. So we may see more managers and others coming. And that is, please go. You're planning on doing it, run now. Don't stop. [Laughter] And what's next? And we do, as I shared earlier, have some practice safe coaching, training. You should have heard about this already. There is space for one program each. All around the country. The Save the Date went out, and that's really to support you in this new requirement that has yet to kick in. And so, please go ahead and sign up for that and know that that was designed with the intent, specific intention of supporting the, that Performance Standard that people we're talking about. There are regional TA system also. Very knowledgeable folks. They are out there. We work with them. We just had a meeting last week with our National Centers and our Regional TA folks, and they are working with you on an ongoing basis. Lastly, we do see the ECLKC, our website, as a way to communicate with the field, and we know that sometimes there's a lot of information, kind of fast and furious on there, but please use it as a resource because it is something that the Office of Head Start sees as our kind of master, if you will.

That there's authoritative information on there that is very beneficial for all of you. So, I don't know if anyone else would like to say anything, but I do want to, again, thank everyone for participating today,

and look forward to seeing you in Chicago. Thank you.

[End video]