Head Start Early Learning Outcomes Framework:
Ages Birth to Five Webinar

Amanda Bryans: Delighted that you could join the Office of Head Start today for this webinar to introduce the Head Start Early Learning Outcomes Framework: Ages Birth to Five. My name is Amanda Bryans. I'm the director of Education and Comprehensive Services here in the Office of Head Start. And I'm very glad to be joined by my colleague, Dr. Sangeeta Parikshak. She is a Society for Research in Child Development Fellow here with the Office of Head Start. She's also a clinical child psychologist, and she has worked with us during the development of the Framework. And I am especially thrilled to be able to introduce the director of the Office of Head Start, Dr. Blanca Enriquez, who is going to get our webinar kicked off this afternoon. Dr. Enriquez.

Dr. Blanca Enriquez: Thank you, Amanda. And welcome, and thank you, everyone that is joining us today. I just want to share with you that, you know, the world of a child is bubbling with wonder and creativity every single day. And it's overflowing with limitless possibility. In their framework, they can be an alien exploring other planets. They can be a bird-fish, hybrid creature, or a hero who saves the world with nothing more than a Lego and a crayon. They can be anyone, and they can do anything, and so can you. So long as there are children in our great nation, we in Head Start are called upon to create the highest quality, early education programs, using comprehensive services and family engagement to improve their education success.

As professionals in the field of early childhood, I know that we all have the same goals in our hearts. And I understand that we are all faced with similar challenges in creating the highest performing programs. The recent and historic overhaul of the Performance Standards was received with elation, and I am here today to give you reason to continue the celebration. This new Head Start Early Learning Outcomes Framework represents the best thinking in the field of early childhood. It was conceived through your input, and grounded in a comprehensive body of research regarding what young people should know, and be able to do during the most formative years. We re-envisioned the Framework to commit and bring into unison what has previously been independent silos. We hope this assists you in developing school readiness goals, in selecting your curriculum, and in selecting effective assessment tools that you will customize, and that you will make work for your program.

Further, we anticipate that this Framework will help you with teaching best practices as well as professional development and couching, so that you'll have the highest-quality staff with both the creativity and the skills to do what they know is best. If you have not yet seen the Framework, here is where you can find it. And, for our Spanish-speaking families, it is in the process of being translated and will be in Spanish shortly on the ECLKC.

Now, why a new Framework? Well, because you asked for our help. We brought together the best minds in early childhood to create a better aligned Framework as a guide for you to customize to enhance the full breadth of processes. If used correctly, the updated Framework should drive improvement in curriculum, in assessment, in professional development, and it should also help with teaching best practices, as well as teacher and child relationships, leading to better outcomes. Almost 50 percent of you operate both Early Head Start and Head Start programs. And you deserve a current document that reflects from birth to age five, suitable, developmental milestones in each domain so that you can plan your individual's life teaching that meets each child where they are.

We are confident that this new Framework will help you as you continue to establish and refine your local program goals. I strongly encourage you to carefully read the Framework, and begin planning its implementation. I believe the Framework represents a vital next step as we continue working to improve outcomes, and open the doors of opportunity for all of our children.

Amanda: Thank you so much, Dr. Enriques. And I especially loved your opening paragraph where you really remind us to think about this work from the perspective and the point of view, and the vantage point of the young children that we serve every day. We also wanted to ask the audience, or tell the audience that we will have time for questions, we think, at the end, so that if you have questions that you would like to ask about the Framework or its implementation, you can type them in, and we will be able to to answer some of those at the conclusion of today's webinar. We wanted to talk a little bit more -- to give you a little bit more detail about the purpose of the Framework and how we envision its use.

The Head Start Early Learning Outcomes Framework, which we will likely hear referred to as the HSEOF, was developed to describe the skills, the behavior, and knowledge that we want programs to foster in all children. It is meant to guide programs in important decision-making related curriculum, assessment, quality improvement, and implementing evidence-based teaching practices that we know support the strong child development outcomes that will help children as they enter school, at Kindergarten and life, and the time beyond school. And we expect that programs will use the Framework to really plan, improve instruction, to design opportunities for children to learn, play, explore, discover, and form relationships in positive, in stimulating environments that, again, support the best possible child development outcome.

We also wanted to talk a little bit about who will use the Framework. And I think this is a really important part of studying the context of the implementation of this of Framework. So, it will be important to have conversations with policy groups, including agency boards, private counsels, policy councils. We will be able to use the Framework to help establish school readiness goals and measure children's' progress, and understand the effect that the program services are having on programs, on children's' progress towards the local school readiness goals that you establish. Directors and managers who [inaudible] critical in using the Framework to align their goals, to think about their curriculum and their assessment systems, and again, to measure children's progress, to analyze that progress, and importantly to recognize that professional development needs to make plans for professional development for teachers, home visitors, and other educators, as well as to guide their regular classroom observations. Increasingly, we know it's so important for programs to do regular observations in classrooms to support teachers, to create learning communities, to help people engage in reflective practice. It's a very critical part of ongoing program improvement.

And related to that, teachers will be able to use the Framework to really recognize each child's developmental status to plan experiences for individual children and groups of children, and make sure that everybody is having an experience that's scaffolded based on, kind of, where they are and what they need to do next developmentally. And, we believe that the Framework will be important for parents in understanding, again, child development, and seeing where there intersections with -- everyday conservations and routines they have with their children, and how those can be used to also support their child's development, and their role as members of policy councils, and thinking about how programs establish school readiness goals, and how the kids in Head Start overall are doing, and Early Head Start are doing.

Sangeeta Parikshak: Thanks, Amanda. This is Sangeeta, and I'm going to be talking a little bit about the Framework's guiding principles. As you all know, the setting principles for Head Start have been around since inception, and are really much relevant today. We have highlighted the principle at the beginning of the Framework, and we've weaved them throughout the Framework to really help us to guide what we hope that children can learn to be the most successful in school and beyond. So, first of all, we really emphasize that each child is unique and can succeed. And we do this in a couple of different ways throughout the Framework. First of all, we talk about children as really developing along a progression. So, we do not emphasize at all that there are endpoints, that children don't need certain deadlines, then they are going to fail. But instead, we are saying that it is really important that we focus on every child's background, including their temperament, and their home environment, and their culture, and look at that as ways that they can be the most successful. --- We also emphasize pullout boxes throughout the Framework, where we talk about children's culture, dual language learners, as well as children with disabilities.

The second guiding principle, also really important, in that it, we really know that learning does not occur within a vacuum, but that really it occurs in a context of a relationship. And when I talk about relationships, it's the relationships that children have with each other, as well as with variety of different adults. So, this can be teachers in the classroom, as well as program staff, and most importantly we know that families are the ones who know their children the best. And, as Amanda pointed out earlier, we really want them to be utilizing the Framework, just as much as the rest of the staff. And that we know that children learn best when they are emotionally and physically safe and secure, and that's also -- We can talk about this in the context of a relationship, as well. That, when children are at home, as well as when they're in Head Start programs, that they're feeling that they're with adults that are keeping them safe, and they're going to be the most successful.

Amanda: Sangeeta, one question that I, kind of, heard about that -- We often talk about this, kind of, attachment and emotional safety in regard to infants and toddlers. But do you think that this is the, a principle that is equally applicable the children in preschool Head Start?

Sangeeta: Oh, absolutely. I think that we know from the most current research that infants and toddlers, as well as preschoolers benefit from relationships with the people they spend every day with.

Amanda: I do better when I'm physically and emotionally secured.

Sangeeta: [Laughs] Absolutely. So, yeah.

Amanda: Some additional guiding principles. Again, I want to emphasize – these are the guiding principles that were in the minds and, I think the hearts, of the founders of Head Start -- And it's really, I think, hopefully both inspiring and reassuring to our programs that, that we have developed the new Framework in the context of these guiding principles. So, we know the areas of development that are integrated for young children. Children learn many skills and concepts at the same time. So, even when we're doing what we think of, as maybe a map, small group time with children, small children are also learning vocabulary, for example, or communications skills.

And again, I think we can say they're learning social and emotional development skills through that lesson that we're doing about early mathematics. We know that teaching must be intentional and focused on how children learn and grow. And when we say intentional, again, what we mean is that

teachers have good understanding of what children's developmental status is, and they have intentionally planned instruction and experiences that help children gain competency in the next layer of development, the next level. That's what we mean by intentional. Really thoughtfully planning experiences for groups of children and for individual children.

Sangeeta: And it sounds that what you're saying, Amanda, is that teachers can really look at CLASS's different domains, see where children should be falling in the developmental possessions, and create activities that really encompass each of the different domains.

Amanda: Absolutely. And again, we think it's really important that we provided the Birth to Five Framework because we know that children are not all in one -- a single child is not -- going to be very, very, varied across all of the domains. So there may be many months ahead in a particular area, and many months lagging in a different area. And, it's really important to know both where that child is strong, and where that child is not as strong so that we can plan those experiences. And we know that every child has diverse things that are rooted in family culture, background, language, beliefs, and experiences that that child derives with -- when they come to our door. Even the youngest babies have already had a set of rich experiences that influence where they are.

Sangeeta: And do you think that children's culture and background really influences how they interact with others?

Amanda: Absolutely, and I think one thing that our programs will find in this Framework, examples of how culture and background can influence interactions. The more we can understand those things, again, and the more we are able to be responsive to every child, and his or her family to be respectful, and to support that child's development within our programs.

Amanda: So, infants and toddlers. Why don't you talk a little bit about how the Framework would be used -- can be used with infants and toddlers, will be used.

Sangeeta: Yeah. Well, I think that this is one of the most exciting pieces of this Framework, is that it is a very scriptified Framework. And we worked really hard to include the latest research and feedback from experts to truly understand how we can divide the age group with infants and toddlers. You know, often times, we think, okay. Well, a child is growing, and all of a sudden they have all of these skills at age three, and what we're learning from the latest research is, actually we can divide it at least between three different age groups. So we have birth to nine months, eight to eighteen months, and fifteen to thirty-six months. And, we also provide indicators, which we'll talk about a little bit later. But they're basically observable skills or behaviors, and they provide that at thirty-six months to describe what children should know and be able to do as the transition to preschool.

Amanda: Great. And, I've noticed there's some -- well, I noticed -- I was part of -- there's some overlap in these age groups. Can you talk a little bit about the reason why we have the overlap?

Sangeeta: Sure. We -- as we were talking about earlier with every child being unique, and can succeed, we talked about developmental progressions. And this is an example of what what we mean by developmental progressions. So, we know that not every child that's at the age of nine months is going to be doing certain things, and then maybe at ten months, they'll be doing that. And so, we've tried really hard to provide the overlap, so that we emphasize that we're not focusing on endpoints.

Amanda: Right. And it doesn't mean that a child, you know, doesn't do something by nine months, that we might expect to see, that there's necessarily anything wrong. But it gives us the opportunity to be really intentional about planning those experiences, and understanding that. Just as we know that there is a wide range of when children begin to walk, there's also a wide range as children acquire increasing vocabulary, and use it for communication. So, that's terrific. And similarly for preschoolers, I will share with everyone on the webinar that we originally had a draft of the Framework that had, kind of, these three different age groupings for children, from birth to three, and then only one age, kind of, only talking about three to five year olds. And when we sent it out to our experts to get a, kind of, final review based on their input, they, they told us very clearly that they did not think it was sufficient to just have the three to five year olds.

We needed to also have an age breakdown within that group. So, we have for preschoolers, identified more specific and differentiated skills, behaviors, and knowledge, which we'll talk about later that affects the domains for preschoolers. And we have also identified two age groups: thirty-six to forty-eight months, so that we are able to more intentionally think about what happens developmentally to that group and forty-eight to sixty months. And then, we provide indicators of what we expect children to know and do as they head off to Kindergarten at around five years of age.

Sangeeta: The Framework can also be used for children who are dual language learners. Now, this is something that we've emphasized in previous Frameworks, but we're doing it a bit differently in this Framework. So, in the last one you noticed that there was a separate domain, or pie piece for dual language learners, and we've now integrated them throughout the domains that we're going to be talking about in a few minutes. And just as a reminder, dual language learners are children who come to Head Start speaking a language other than English at home. We've tried to empathize throughout the Framework that children who speak more than one language must be allowed to demonstrate any skills that they are acquiring in either or both languages, and that learning two or more languages is an asset in areas that show executive functioning, or maintaining relationships with extended family as well as parents.

Amanda: Great. We also wanted to highlight the expectation that the Framework is appropriate with children with disabilities, that it can help programs think about the individualized instruction that they need to provide for children with disabilities. It can also and should be used in collaboration with the specialists who are providing services, identified by a child's Individualized Family Service Plan, or Individualized Education Plan, or, increasingly in Head Start we're seeing Part 504 plans. And finally, we really want programs to be able to use the Framework to identify the strengths and abilities that children with disabilities have, and maximize opportunities for children to grow even more with regards to both strengths and abilities. I think increasingly, we are finding through research that working to capitalize on the strength of children with disabilities might have more impact than just remediating the areas where they have delays. So, we want people to -- programs to use this Framework to be equally intentional about building children's strengths as they are about finding ways to help them grow in areas where they have delays.

Sangeeta: Yeah, I think that's a really good point, Amanda. I also wanted to highlight that I really love that throughout the Framework we have pullout boxes where we have specific examples of the types of disabilities that you might see in Head Start programs. So we talk about oral language delays, physical

limitations and motor delays. And we give example of the types of accommodations that these children may need.

Amanda: Great.

Sangeeta: Next, we're going to talk about the structure of the Framework. So, it's changed quite a bit from the previous model. We no longer have the pie chart. We do have some of the same elements. So, the Framework is organized into the following elements. And it's almost like a top-down approach. We start kind of broad, and then as we're going down the list, things get a little more specific. So, we start off with domains, which is a term that is familiar to everyone. And we will go into more depth over the next few slides about this. But this is just an overview. We also have subdomains, which previously we referred to as domain elements. We also highlight goals for the infant and toddler, as well as for preschoolers. Developmental progressions that we've talked about already, and we'll refer to again, and also indicators which we previously called examples.

And we do want to highlight that within all of these elements, there's a lot of information that is really grounded in the latest research, and is very comprehensive to include all the scales that kids need to be successful. They are inclusive of all types of children, as we've talked about before. And we really like that the scales are measurable and observable by teachers and staff, as well as parents. And here is what the new Framework looks like. So, the pie chart is gone, and we have this lovely Framework here. And we have -- these are central domains. So the domains are broad areas of early learning and development from birth to five years that are essential for school and long-term success.

Amanda: Terrific. Thank you, Sangeeta. We also wanted to highlight that the subdomains, which are categories or components of development within a domain and the goal. These are the broad statements of expectations for children's learning and development, and the developmental progressions, which again, describe the skills, behaviors, and concepts that develop as children progress, over a, usually a developmental period toward a given -- the developmental period -- toward a given goal within an age period. We also have the indicators. And the indicators are finally -- we really wanted to have concrete, specific, observable skills, behaviors, concepts, that children should know and be able to do as they reach the end of the age period. So, by thirty-six months and then again, as children are leaving Head Start at around sixty months. We say sixty months, but of course, that has a lot to do with the child's birth date and the age of school eligibility, but at sixty months children need to, as I said, leave Head Start, they need to really know how to do these things that are very concretely described in the Framework.

Sangeeta: Do you think it would be helpful to maybe give an example of some of these? I'm happy to do that.

Amanda: Okay, why don't you -- Why don't you give us a couple of examples.

Sangeeta: Yeah. So, an example of the domain as we talked about earlier -- social and emotional development. And if you're thinking about what we were talking about, the top-down approach, a subdomain within that would be emotional functioning, and a goal that we would see for infants and toddlers, as well as preschoolers, would be a child learns to express a range of emotion. So you would see within the developmental progression that, as children grow and develop, they're obviously going to be able to express more of a range of emotion and what the indicators are going to reflect at the end.

They're going to be more specific and they're going to be more directly related to how they interact with their peers, as well as with their parents and teachers.

Amanda: I think that's terrific, and I'm really glad that you picked emotional functioning as the domain to talk about, with the example. We wanted to talk just a little bit also about using the Framework. As we have described that areas and expectations for child development and learning, we want programs to use the Framework, again, to plan very intentional teaching strategies and learning environments. And increasingly, we have searched evidence and information that we can use to plan to the strategies that are known to support child outcomes in specific areas. We hope that the Framework is very helpful to you in establishing school readiness goals. This -- the Act requires that programs establish these school readiness goals locally. We very much think that's an important process, that grantees work with parents, with your staff, with the community, including the local education agencies about what children should know and do, and how what you're doing in Head Start helps you accomplish that. And we hope that this Framework provides a very important source of information as you're thinking about that. We want you to be able to really take a good look at your curriculum. Curriculum or curricula around what is included to support children's development in all of the domains, how effective it is, thinking about your assessments. Make sure you're collecting information about all these areas, that you use it to understand, kind of, how children are making progress, what's happening with regards to implementation of the curriculum, and the professional development of the staff.

How that's all working together to ensure that children can know and do these things by thirty-six months and sixty months. We can coaching that there's going to be increasing way -- the more evidence, again, we get about what works to change teaching classes, the more we understand that coaching is so much more effective than kind of the one-stop approach of workshops for professional development. So again, we're using your assessments to understand the effectiveness of your curriculum and the teaching, the instructional strategies, and then, you know, using coaching to really support teachers as they work to continuously improve what they do. We also think that the Framework, again will really help inform program planning, improvement, and the implementation of, you know, continuously better child development services. We also want to make sure that programs understand the use of the Framework to unders -- kind of have a common understanding of expectations in the key domains that are identified, that you use it to foster implementation of effective teaching practices. And that this class all programs options and settings, that includes Head Start to kind of center-based care, family child care, home visiting, and combination options.

We want the same outcomes for children, whether they are in home-based programs or center-based programs. And that you use that Framework with the Head Start Performance Standards to ensure high-quality, comprehensive services. You know, one thing I would highlight here -- we talked -- Sangeeta mentioned the pie, that's the former Framework, which was only for children from three to five. And it had a eleven domains, kind of, in the outer wheel, and we know that people may say, "Hey, what about creative expression or social expression, and isn't that important?" Well, yes of course those things are important, that we understand increasingly that those become part of the teaching rubric -- part of the mechanisms, part of the experiences that we provide to children to help them reach the outcomes that we've identified in the new Framework, and that the Performance Standards, that the existing Standards, and the proposed Standards adopt those areas.

Sangeeta: We also want to highlight that the Framework should not in any way be used as curriculum, an assessment, or a checklist. And we've tried to emphasize that through the developmental progressions, as well as the transitions, and really that children learn many skills at different rates. So, it would be very difficult to actually use it as a checklist because not every child is going to be running at the same rate, or with the same skills at the same time. And so, it's, its purpose is to be used in alignment with the [Inaudible].

Amanda: Right, and it really could be that people might be tempted to just say, well I'm just going to step up whether every child in my classroom does this or not. However, it doesn't have any other criteria for being a section. It does not talk about a standardized approach to accessing a child's development. It doesn't have, you know, the standardized training around using the assessment. It is not an assessment and should not be used that way. And again it's needless to say that even if a checklist, that's not, not -- what it's -- that's not its purpose to not -- It doesn't meet the criteria for doing those kind of things. Similar for the curriculum.

Sangeeta: We've talked about what the Framework is and what it isn't. So maybe we should talk about how we're going to get started with it. So, we've provided something that is currently on the ECLKC, which is Getting Started with the Head Start Early Learning Outcomes Framework. So, it's just kind of a beginning step. We do expect that it will take about a year for programs to really fully implement it, and we will be coming out with more implementation guidance. So, again, this is just, kind of, the first step. So, obviously, we'd like everyone to read the entire Framework, including the introduction, and then, you know, begin to convene a planning meeting with key stakeholders in your area, develop a plan to review current goals, practices, assessments, and curricula. And you know, I was talking with someone from a program recently, who said it's very helpful for them to actually write out what they're currently using -- the curriculum they are currently using, with the domains are currently, and compare it to the new Framework. And, kind of, draw it out so you can see areas that maybe there needs to be changes made, and areas that you can, basically, keep the same.

Amanda: Terrific. So, and we wanted to go on. There's a little bit more information about getting started. We think that -- It's really critical to develop a plan, to identifying areas of change, and the training of staff that may need to occur, as you implement the Framework. Thinking about, kind of your ongoing support strategies, whether that involves coaching, or additional communications between governing bodies -- all of those kind of affects. And, I think that people will be happy to hear that it's important to establish a timeline, but that the Office of Head Start fully recognizes that it may take a year to fully implement this revised Framework. We know that you've been operating with a Framework, and that, and that, you have, you know, currently got curriculum. We don't necessarily expect that programs are going to make huge changes in their -- immed -- and certainly not immediate changes in the curricula, the assessment systems, and the school readiness goals that they have. We want them to really thoughtfully look at the Framework, look at what they're using, and identify, really, points of alignment, effectiveness, and where they want to make changes, and then, have a plan of how they want to implement those changes.

So, here -- we wanted to make sure that you had some, kind of, overarching big picture messages, and I would say, they are -- it is built on children's interests. This is always kind of central to good child development theory. The extent to which we build upon what children are interested in, in doing as we try to ensure that they have this knowledge and skills, will improve the effectiveness of what we do. We

want ample opportunities for children to play, and no one should mistake this for saying we should replace children's play with sit-down, much -- incredible amounts inappropriate amounts of sit-down learning time, where the teacher's telling them what they should know. So, this is no way a change to, kind of, the good development principles we talked about in the beginning. We need to continue to individualize, to support every child's development, even as we're thinking about what's happening for groups of children.

We want you to be able to be innovative, to find ways of implementing the Framework that exciting and interesting, and effective, and responsive to the needs of the communities, of children, and families that you serve in your program, as well as the staff, and to be intentional. Really, this is such a good opportunity to sit down and say, "What are we doing and why do we do it? How do we understand the ways that what we do influences the outcomes for children?" And we want this to be fun. We want children to be excited learners, joyful, to recognize themselves as people who can learn and would be successful at learning. We want to make sure that absolutely no child that comes into Head Start is going to experience school failure before they even get to Kindergarten. And we want teachers, administrators also to be -- to understand, kind of the excitement and the opportunity that we have has servants of Head Start, and to be able to have fun doing it.

It's not -- every minute is not going to be fun, but they're overall -- we are privileged to work for this program, and we want to share the joy that the youngest children are experiencing as they learn during this profoundly important time in their lives. So, I think we have a few thanks to make, and then I think we'll be able to take some questions.

 So, we want -- it's very important that we express our deep, deep gratitude to the nationally recognized experts in early childhood who volunteered countless hours to help us develop this new Framework. It is just remarkable to me that people who are so well-known and recognized internationally, many of them, and certainly all nationally, as well-leading experts in their field, have over and over again been willing to help us -- both with this Framework and with our previous Frameworks. We just are very, very grateful for their work. We also want to thank the many Head Start and Early Head Start who provided expertise and reminders about doing this in the real world, and kept us grounded. And finally, we have to give special thanks to our Early Head Start National Resource Center and the Head Start Center on Quality, Teaching, and Learning. They were patiently beyond any reasonable expectation. They persevered above, you know, unbelievable obstacles. They brought their own very, very highly regarded national expertise and intelligence, and they just worked really hard. And thank you all in our local programs, and our friends, our collaboration directors, our TA specialists, our state partners, our childcare partners, and all of the people in local programs, including the parents and staff. They're helping make the world a better place for the children and families who come to Head Start. So that concludes the official part of our webinar.

But we're very pleased to have some questions that we can ask. That we can answer to today -- or try to answer. I'm happy to see that we had a question about worrying about the Arts being left out. And I'm happy because I'm always very concerned about the Arts. We know that art, the Arts are a form of human expression that are really kind of limited. Right? We have speaking. We have writing. And we have art. That is how we express ourselves as human beings. So, it is true that it is not explicitly included in this Framework, however the Arts are considered an incredibly important teaching tool, as well as a tool for children's expression. And, we think that you should use the Head Start Framework in

conjunction with the existing Performance Standards. We would also encourage you to really read our Notice of Proposed Rule Making, our proposed standards to see, see if you think we've sufficiently addressed the Arts in the proposed Standards, and to write to us about that, whether we got it or we haven't got it. Because this Framework is authorized or mandated through the Head Start Act of 2007 . And it is meant to work in conjunction with the existing Head Start Performance Standards, and eventually what will be our final regulation on the Performance Standards. So great question. We have another question about programs -- are they going to be required to revise their existing school readiness goals. So I would say in answer to that, that's government form, it depends.

So, what we really want you to do is review your existing school readiness goals. Also review your success in using those goals to prepare children for Kindergarten. If you haven't been talking to your Kindergarten teachers and principals about how Head Start children are doing when they get there, that's a really important consideration. Do very careful alignment review, that that the new Framework and your school readiness goals. And then make decisions about whether you -- the overall five domains are the same. I think most programs may need some additional school readiness goals because of the increased specificity of this new Framework, about what children should know and do. But it's possible that you won't. So each program will need to do a careful review, and then make a plan about what they want to replace, and what their timing should be. I see another question about the former Framework having a good definition about the school readiness, which we didn't carry over into the new Framework. But we continue to talk about a broad definition of school readiness. This is a very broad definition, but as children being ready for school, and life, and schools being ready for children, and parents being ready to be their child's advocate and the largest influence on their child's development, and Head Start in the end. So I, you know, retaining that in our other, you know, kind of TA materials.

Sangeeta: And we also have another question about, at the end of sixty months, is the transitioning child expected to learned all of the indicators? So, again, all of the indicators are really meant to be examples of the different goals, as well as really helping you to break it down more specifically for the different domains. So no, we do not expect that by sixty months, they would have learned all the indicators. But we do expect that when you are creating your curriculum, that you are aligning it with all of the different central domains that we were talking about, as the different goals that we have highlighted for you.

Amanda: Yeah. And I think I can share that we had a lot of energetic debates about the exact wording related to the indicators. Should it be -- some of our research friends thought maybe we should say most, you know, tell them to do most of these things. But we don't want in any way to set a lower bar, or describe -- you know, then people are gonna want to know, well how many is most. I think Sangeeta's right. Those are examples. I think in some cases children may not do everything, or know everything. But they may know and do other things that are representative of their development in those areas. So, our goal is that, you know, you work towards children knowing and doing those things, and recognizing, again that they are examples, and sometimes that children, there will be variation in exactly what they know and do under each domain.

Sangeeta: We got a few practical questions, as well, just wanting to know how soon the presentation will be available on the ECLKC. So, we're hoping that in a week or two, we'll be able to send out an e-blast, and let you guys know that it is available. However, the slides themselves will be available for download to share by the end of the week. There's also another question about programs and when

they're expected to implement the Framework. And, you know, I'd like to reiterate what we said at the end of our presentation, which is that we fully expect that it will take about a year to implement the Framework. We will be providing documentation guidance. Definitely, we are not leaving you high and dry on that. We expect that this is going to take some time. But just use the Getting Started Guide for now.

Amanda: Right. We had a question also about the, the infant-toddler Framework currently being used. And the answer to that is that's a little bit different kind of a framework, but as far as a child outcomes framework, the new Child Outcomes Framework is the one that we just discussed. The Head Start Early Learning Outcomes Framework is for children birth to five. There's still some important implications of the infant-toddler existing framework around the community involvement, and I think that's still applicable. But it's start -- it's a different kind of framework. This is our first framework that includes outcomes for infants and toddlers.

We had a question about, are we -- should you remove the pie chart poster from the classrooms. And that's a good, good, kind of, question about that transition process. We know that programs are in different -- everybody has kind -- there's a lot of variation in programs. Early Head Start operates full year. There are different, there are variations in when programs conduct assessments. I think that we expect you to make your own plan for how you transition to the new Framework. So, if programs are using that pie chart to help them in their current, kind of, curriculum and assessment, they may elect to keep it there for a while. We left it on the ECLKC. And we're leave it there for a while as this transition is made. We're not going to tell you exactly when you have to take it down. But we do want you to make a timeline about the transition to the new Framework. We anticipate over the next year -- and this is really important, developing a lot more materials to support implementation, including, likely, a new graphic that will be of assistance. It may be that you want to -- I think some programs are excited to take the old pie down right away. I think others will a plan to do it as they, kind of, provide training and implement the new Framework. So, it may also be that you wait for the new resources around implementation.

Sangeeta: We had another question. Will this Framework replace the other one? Yes. This is a replacement of the old Framework. I think that's a good question because we, again, had some back and forth about that, and believed that because the structure is so different, even though we're keeping some of the same domains, some of the wording is different, it's also become much larger birth to five Framework. And so, it definitely should replace the old Framework.

Amanda: And, that's a -- Dr. Enriquez has given us a question or a, you know, identified a question that we got about whether there would be a professional development resource developed for coaches and mentors that aid in implementation of the new Framework. Yes, I think that we will be doing that. It will take some time. Because we also have, as many programs may know, in the process of re-competing the, our current National Centers. That as we a bring new, as we get these new Centers on, the implementation of this Framework will be of priority, and we, we definitely will be looking at, at the coaches as we do that. We got a question about -- Do we anticipate revising the Framework once the new -- the proposed Performance Standards are finalized?

The answer is no. This Framework will accompany the revised Performance Standards. We -- It has taken two years to develop this Framework, and we -- And it is self-standing. It works in conjunction with the Performance Standards, but it will stand with whatever those Standards are. Another question

was how will this Framework work with the Family Engagement Framework. That's a terrific question, because it allows us to highlight, kind of -- This Framework is about what children know and do. The overall Head Start Performance Standards describe the comprehensive services. The Family Engagement Framework is distinct, and different, and has a different focus, and it is separate and self -- you know -- it continues to exist in its own right. So, it does not in any way -- This -- The Child Outcomes Framework does not impact the Family Engagement Framework. And, you know, it doesn't replace the need to provide comprehensive services related to health, mental health, nutrition, creative arts -- all of the other kind of areas we've always known were important for child development.

Sangeeta: We also got another question, asking are we -- give us specific example of an indicator and the domain of Social-Emotional. So, as you may recall, I did give specific examples of the subdomain and goals. So we talked about the subdomain being emotional functioning. And a goal for infants and toddlers being child learns to express a range of emotions. So, an indicator, an example of an indicator that would link to that goal would be that by thirty-six months, a child would express through a variety of emotions through facial expressions, sounds, gestures, or word. We have a similar goal for preschoolers that reads, "child expresses a broad range of emotion, and recognizes these emotions in self and others." And the specific indicator by sixty months would be that child would then be able to recognize and label basic emotions in books or photographs. And this is an example of how you would be able to observe this. When you're reading a book with a child, and asking the child, you know, if the person in the book feels, looks like they feel happy or sad. That would be a way that you could then be able to assess how they're doing in that particular area.

Amanda: Thank you, Sangeeta. So, I want to ask this question to Dr. Enriquez. We were asked if we have any recommendations on how to share this information with state partners, including how to promote state early childhood systems development with this tool.

Dr. Enriquez: Excellent question. Excellent question. I do believe that we should be promoting this with public school systems, promoting this with early childhood daycare centers, family day homes -- all of the current providers of early childhood education should know about our Head Start Early Learning Outcomes Framework, because this Framework is good for all children ages birth to five. And so, we need to share, and we need to promote, and if ever anybody out there is doing a training on the Early Learning Outcomes Framework, you should invite other people to join you. If there is a webinar, you should tell them about the webinars that are going to be upcoming. Share that with them. We want this Framework to be used very widely with as many children, as many classrooms, as many teachers, and as many systems as possible. What is in here is good for all birth-to-five children. And I thank you for the question.

Amanda: Yeah, that's really great. And I think it's also an opportunity to remind everyone that the Act requires that programs align their work with the state early learning frameworks or guidance, or early learning standards, as much as possible, to the degree appropriate. We know that almost all states have a framework. Many of them have birth to five. We believe that there is a large amount of -- We've reviewed all of those as we were doing these. We even said to ourselves, maybe we shouldn't do a framework, because maybe everyone should just work with their own state's framework. But we found there's a lot of variation across the states, and we also, because of our Federal -- the way we're funded, and the TA resources we have, we thought it was really important around the implementation of the

framework, that we have a national Head Start framework, and that we really work to support implementation, and that we do work with the states around alignment.

We got a question about whether the implementation of the Early Learning Outcomes Framework is required. It is defined in the Act. The Act defines the requirements around the Outcomes Framework in Head Start. So, yes.

We also got questions about getting a copy of the Framework and the Getting Started material. We're going to work hard on that. In the interim, it is all available on the ECLKC. Our first slideshow, the link. But if you just Google E-C-L-K-C, the first page has a link you can click to get to the Framework. You can print it from there. It's about -- It is seventy-five pages long, so it's not an easy -- and it's color, and the color's important, particularly in the tables, that the domains. So, it's not an easy thing to print. And we recognize that. Director Enriquez has requested that we do everything possible to get, at least, one copy -- a hard copy sent to each program. And we're going to do what we can to make that happen.

The Government is heavily into electronic media, so it may take some time. But, in the meantime, print -- Some people have said that they find it helpful to -- if you don't have a high capacity printers in your program, or colored printers, sometimes you can put it on a flash drive and take it to a local copy center that can -- it's not necessarily inexpensive, but it may be worth it for many programs to get some hard copies in color.

I think that represents most of the questions that we had today, and we are nearly at the end of our hour. I, again, want to thank our audience so much for participating with us this afternoon. And, I guess, the biggest thing is to take a deep breath, read the Getting Started document, think about your partners that you're going to work with as you plan the timeline, and remember that we are incredibly privileged to work with young children and their families, and this Framework gives us the opportunity to improve what trajectory for those children and families. So, thank you all for joining us, and, you know, keep in touch. We will continue to keep resources flowing to you.

Sangeeta: Thank you, all. This concludes our webinar.

[End video]