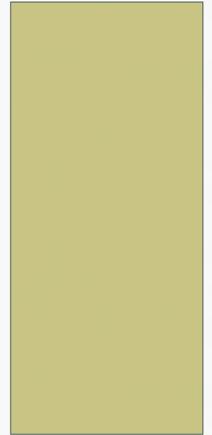




*HEAD START EARLY LEARNING
OUTCOMES FRAMEWORK:
AGES BIRTH TO FIVE*



OFFICE OF HEAD START

SPEAKERS

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WHERE TO FIND THE FRAMEWORK

- On the Front Page of the ECLKC!
<http://eclkc.ohs.acf.hhs.gov/hslc>
 - Also About Head Start -> School Readiness -> Frameworks
 - Or use Search



**Please note that the Framework will be available in Spanish shortly*

WHY A NEW FRAMEWORK?

- To reflect research, science, and best practice
- The majority of grantees enroll children birth to five
- Children vary in their development and do not always stay within expectations for their chronological age



PURPOSE

- The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* describes the skills, behaviors, and knowledge programs must foster in all children.
- The Framework guides programs in decision-making related to curriculum, assessment, quality improvement, and implementing evidence-based teaching practices that promote strong positive child outcomes.
- Programs will use the Framework to plan instruction and design opportunities for children to learn, play, explore, discover, and form relationships in a positive and stimulating environment.

WHO WILL USE THE FRAMEWORK?

- Policy Groups- Agency Boards, Tribal Councils and Policy Councils will use the Framework to help establish and measure progress toward school readiness goals.
- Directors and Managers will use it to align goals, curriculum and assessment, measure progress, plan professional development, and guide their regular classroom observations.
- Teachers will use it to increase their knowledge and advance their professional practice. It will help them understand each child's development and plan for supporting their continued growth.
- Parents will use it to understand their child's development and what they are learning.

THE FRAMEWORK'S GUIDING PRINCIPLES

1. Each child is unique and can succeed.
2. Learning occurs within the context of relationships.
3. Families are children's first and most important caregivers, teachers and advocates.
4. Children learn best when they are emotionally and physically safe and secure.



GUIDING PRINCIPLES CONTINUED

5. Areas of development are integrated, and children learn many concepts and skills at the same time.
6. Teaching must be intentional and focused on how children learn and grow.
7. Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.



THE FRAMEWORK CAN BE USED FOR:

Infants and Toddlers

- The infant and toddler period is divided into three age groups: birth-to-9 months, 8-to-18 months, and 16-to-36 months. Indicators are provided at 36 months to describe what children should know and be able to do as they enter preschool.



THE FRAMEWORK CAN BE USED FOR:

Preschoolers

- Research identifies more specific and differentiated skills, behaviors, and knowledge during the preschool years.
- The preschool period is divided into two age groups: 36 to 48 months (3-4 years); and 48 to 60 months (4-5 years). Indicators are provided at 60 months to describe what children should know and be able to do as they enter Kindergarten.



THE FRAMEWORK CAN BE USED FOR:

Children who are Dual Language Learners

- Ensure that children who are dual language learners (DLLs) progress toward all the goals in the Framework, including the acquisition of English.
- Continued development of the home language across the birth-to-5 period will support learning and development, including the acquisition of English.



THE FRAMEWORK CAN BE USED FOR:

Children with Disabilities

- Individualized instruction in order to develop and learn the skills described in the Framework may be needed.
- Use the Framework in collaboration with specialists identified on the child's IFSP, IEP, or 504 plan.
- Identify children's strengths and abilities to ensure that learning opportunities are maximized and that children are fully included in all educational experiences and activities.



STRUCTURE OF THE FRAMEWORK



STRUCTURE OF THE FRAMEWORK

The **Domains** are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success.

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

STRUCTURE OF THE FRAMEWORK

- The **Sub-Domains** are categories or components of development within a domain.
- The **Goals** are broad statements of expectations for children's learning and development.
- The **Developmental Progressions** describe the skills, behaviors and concepts that children will demonstrate as they progress towards a given goal within an age period.



STRUCTURE OF THE FRAMEWORK

- The **Indicators** describe specific observable skills, behaviors, and concepts that children should know and be able to do at the end of Early Head Start (by 36 months) or at the end of Head Start (by 60 months).



USING THE FRAMEWORK

- The Framework outlines the key areas and expectations for child development and learning. Head Start programs will use the Framework to:
 - Plan teaching strategies and learning environments
 - Establish school readiness goals
 - Align curricula
 - Select assessments
 - Tailor professional development including coaching
 - Inform program planning, improvement and implementation

USING THE FRAMEWORK (CONTINUED)

- Includes domains of learning most central to school success and presents a common set of expectations in these key learning areas.
- Is a guide to foster implementation of effective teaching practices in Head Start, including centers, family child care, and home visiting programs.
- Use the Framework with the Head Start Program Performance Standards to ensure high quality comprehensive services.

THE FRAMEWORK IS NOT:

- a curriculum;
- an assessment; or a
- a checklist



GETTING STARTED

- Read the entire Framework, including the introduction.
- Read ***Getting Started with the Head Start Early Learning Outcomes Framework***.
- Convene a planning meeting with key stakeholders.
- Develop a plan for reviewing current goals, practices, assessments, and curricula.



GETTING STARTED (CONTINUED)

- Develop a plan for identifying areas for change and training staff.
- Decide how you will provide ongoing support.
- Establish a timeline.
- OHS expects that it will take many programs a year to fully implement the Framework.



THINGS TO REMEMBER

- Build on children's interests;
- Provide ample opportunities for play;
- Individualize to support each child's development;
- Be innovative;
- Be intentional- know why you are doing what you do

Make learning fun!



THANK YOU

The Office of Head Start is deeply grateful to nationally recognized experts in early childhood who volunteered countless hours to helping us develop the new Framework.

We also want to thank the HS and EHS staff who both provided their expertise and reminders about “the real world.”

Finally, our Early Head Start National Resource Center and the Head Start Center on Quality Teaching and Learning provided patience, perseverance, intelligence and hard work.

Thanks to all of you for helping making the world a better place for children and families!

