Hawai'i Early Learning and Development Standards (HELDS)

Focus Group Feedback Summary

Prepared for the Executive Office of Early Learning

September 2012

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Storyline Consulting facilitated ten focus groups in all counties from July 18 – August 21, 2012. Almost 100 community and early childhood stakeholders attended and shared feedback about the 2012 draft of the Hawaiʻi Early Learning and Development Standards (HELDS).

BENEFITS AND CHALLENGES

Participants from a variety of child care settings/programs, early childhood stakeholder groups, the Department of Education, community organizations, and higher education shared their thoughts:

- ✓ **The whole child.** The HELDS are research-based and rooted in a developmental continuum that begins at birth. The standards can support play and foster love of learning up through Kindergarten entry.
- ✓ **Parents and families.** The standards may help inform and reassure parents about the development of their child, and can support communication between teachers/caregivers and families.
- ✓ **Early childhood field.** The HELDS support professionals in a variety of settings, professionalizing the field and filling a void of available guidance for children ages 0 – 3.
- ✓ **Educational pipeline.** The HELDS mark the first time Hawaiʻi's early childhood field has a set of standards that aligns with the Department of Education .
- ✓ **Implementation concerns.** Participants worried that the HELDS might be taken as prescriptive rather than descriptive and risk a "teaching to the test" approach that would do more harm than good.

CONTENT SUGGESTIONS

Participants submitted over 140 written comments/suggestions about the HELDS. Common themes were:

- ✓ **"Emerging."** Participants expressed concern about the frequent use of this term; they worried that lack of information could lead to misuse and signs of healthy development could be missed.
- ✓ **Early years.** Many participants suggested that breaking up the first two years into smaller age spans to address the significant changes would be more useful for parents and caregivers.
- ✓ **Four-year-old standards.** The majority of suggested changes fell into this one age group, particularly in the Cognition domain.

IMPLEMENTATION IDEAS

Participants offered a broad set of implementation suggestions to foster use and benefits of the HELDS:

- ✓ **Format.** Suggestions included a reference manual, separate domains, and an interactive website. Participants widely agreed on making the language accessible and jargon-free in all formats.
- ✓ **Supplemental Materials.** A narrative introduction, definitions, examples, strategies, video, curriculum, activities, parent communication materials, and technology-enabled resources would help the standards be useful in many different settings.
- ✓ **Training.** Professional development opportunities include introductory and ongoing trainings, coaching, mentoring and administrative buy-in, and attendees requested integrating standards into higher ed.
- ✓ **Audience and Outreach.** In addition to early childhood practitioners and parents, important audiences for targeted outreach include English language learners, single fathers, low-income families, special needs children, home-based care settings, and the Department of Education.

OVERVIEW

WHAT ARE THE HELDS?

The *Hawai'i Early Learning and Development Standards* (HELDS) are a set of <u>research-based</u> standards that identify expectations of <u>knowledge and behavior</u> for children through a <u>chronological continuum</u>.

- ✓ <u>Research-based</u>. The HELDS were based on national research and a body of local knowledge in Hawai'i's early childhood community.

- ✓ <u>Knowledge and behavior</u>. The HELDS categorize development into five "domains" or areas. The five areas are based the National Education Goals Panel framework.

- ✓ <u>Chronological continuum</u>. The HELDS identifies expectations within five age groups, and the knowledge and behaviors listed are expected at the end of the age range listed.

The expected set of knowledge and behaviors are categorized in five domains, with subcategories called "strands." The domains are:
- ✓ Physical Well-Being, Health, and Motor Development
- ✓ Social and Emotional Development
- ✓ Approaches to Learning
- ✓ Cognition and General Knowledge
- ✓ Language and Literacy

In addition to national research, the updated HELDS are based on decades of work within Hawai'i's early childhood community. Several past efforts were reviewed and consolidated to draft the 2012 HELDS, and the 2011 standards served as an important basis. The 2012 HELDS contain some key differences from last year's standards:

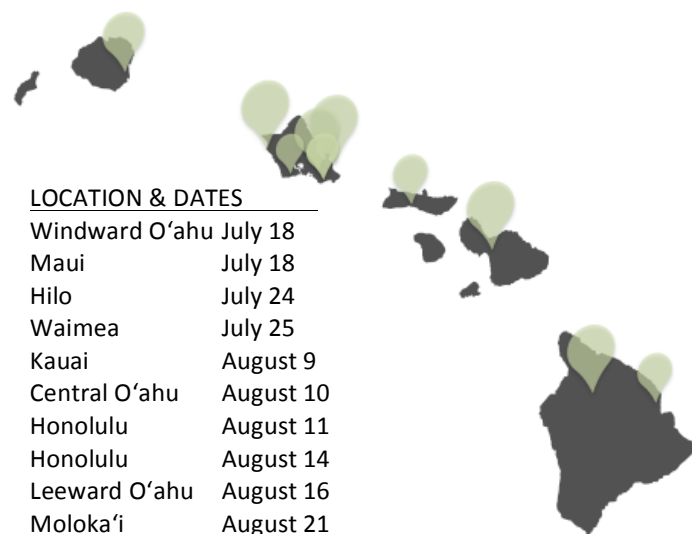| 2011 Standards contained:		2012 HELDS contain:
Dense Information Standards + strategies, indicators, guidance	→	Streamlined Standards Only Community input will help form strategies, etc.
4 Age Groupings in 18-month blocks	→	5 Age Groupings in 12-month blocks
No Alignment Not connected with DOE	→	Vertically Aligned With Common Core, General Learner Outcomes, and Race to the Top expectations

The HELDS Core Team was composed of representatives from the following six organizations and government agencies. Since the spring, the Core Team has worked to draft the standards and revise them based on community input. In addition, HELDS partners contributed to drafting, revision, focus group coordination, and gathering feedback.

FOCUS GROUP SUMMARY

Storyline Consulting worked with the Core Team to conduct focus groups across the islands and gather community feedback about the HELDS draft. Participants attended 90-minute focus groups and shared their impressions about the benefits of the new standards, feedback on the content, and ideas for implementation. See Appendix A for focus group agenda and question guide.

LOCATION & DATES

Windward Oʻahu	July 18
Maui	July 18
Hilo	July 24
Waimea	July 25
Kauai	August 9
Central Oʻahu	August 10
Honolulu	August 11
Honolulu	August 14
Leeward Oʻahu	August 16
Molokaʻi	August 21

Good Beginnings Alliance coordinators, Hawaiʻi Association for the Education of Young Children, and P-3 staff conducted outreach and invited the participation of early childhood professionals and community partners. Attendees received the focus group agenda and list of locations ahead of time, and electronic copies of the draft HELDS were distributed via email and the P-3 website.

Storyline conducted ten focus groups between July 18 and August 21, 2012 in the locations listed (left). In total, close to 100 people attended and shared their feedback.

Focus groups included a wide range of early childhood professionals and stakeholders, and a full list of participants can be found in Appendix B. Participants represented the following types of organizations:

Programs: Diverse early childhood care and education settings such as family child care, center-based programs, home-based programs and family child interaction learning programs.

Resources: Child-centered research, advocacy, and policy organizations – including Good Beginnings Alliance, Hawaiʻi Association for the Education of Young Children, Center on the Family, PATCH, and others.

Department of Education (DOE): From within the DOE, attendees included kindergarten teachers, District Office representatives, and special education preschool teachers.

Other: Community organizations, social services advocates and family strengthening programs.

Higher Education: Local college and university programs invested in developing early childhood educators.
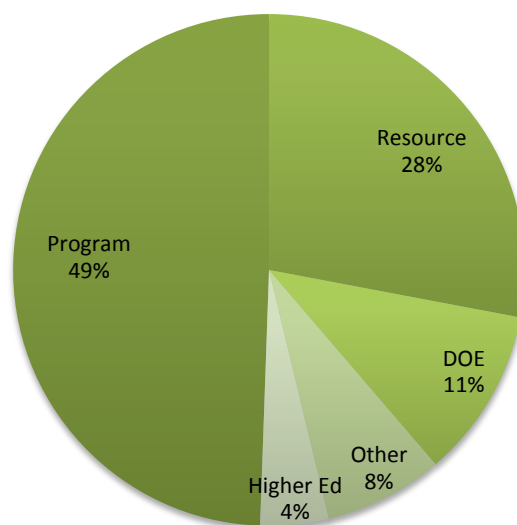
BENEFITS & CHALLENGES

The first focus group question asked participants to reflect on the benefits of the new standards—both how the HELDS might strengthen early childhood efforts in general, and how the HELDS might advance participants' work within their diverse roles and organizations. Participants identified the following strengths and benefits of HELDS usage:

The Whole Child.
- ✓ **Reinforcing developmental continuum.** The HELDS effort is research-based and rooted in the science of early childhood development. It allows for individual differences and helps counter myths about what is "normal," and instead allows for a range. "As a teacher, scope and sequence helps so we see the end. We see our kids where they're at now, and we forget about the years before. We're here and now, but we've got to listen to where we want them to be in the future … It's good to see the whole spectrum."
- ✓ **Beginning at birth.** This is the first time standards have started at the beginning. "So often we think only of 3 and 4-year-olds getting ready for kindergarten. This starts earlier and we haven't had a scope that large ... From . . . very young, we can still be teaching the basics."
- ✓ **Promoting love of learning.** The standards do not lose sight that play builds a love of learning. The HELDS are designed to integrate with and support activities already being done with children in many settings. "We must create opportunities for our children to experience joy, curiosity, trust, and develop a love of learning, or we are not preparing them for lifetime success."

Parents and Families.
- ✓ **Understanding development.** The HELDS give parents a resource to help understand development—the continuum, the stages and sequence of growth. As one participant shared, "Often times they are the ones who put pressure on their own kids to do things that might not be age appropriate."
- ✓ **Opening up communication.** The HELDS can also help caregivers communicate with parents of children in their care. They are not intended as a measurement, but as information about the sequence that parents might expect to see with their children.
- ✓ **Providing reassurance.** Parents wanting what is best for their child(ren) may have a tendency to worry if children are not meeting developmental expectations. The continuum helps show parents that the progression is normal. There is a range rather than a strict set of skills a child is "supposed" to display.

The Early Childhood Field.
- ✓ **Supporting professionals in many settings.** HELDS domains can also help childcare professionals see where their programs are strong and where there is room for improvement. HELDS age groupings help those working with multiple age groups. "This gives the practitioners a tangible document of evidence about what is developmentally appropriate for a specific age group, looking at birth all the way up the development chart. Teachers, caregivers will be able to look and see what is typical at a given age. [They can] use them as a tool, to guide their caregiving practice."
- ✓ **Filling a void.** The previously used Hawaii Preschool Content Standards (HPCS) were only available for four-year-olds. For the many three-year-olds in preschool, professionals used a modified form of the HPCS. The 2012 HELDS create common standards that are more developmentally appropriate.

- ✓ **Increasing Professionalism.** A shared effort to implement the HELDS gives the early childhood field credibility and conveys an expectation of quality and accountability.
- ✓ **Funding.** The effort also opens up possibilities of funding for early childhood initiatives. It might take time, but a solid set of standards with broad buy-in indicates a commitment and capacity.
- ✓ **Building future capacity.** The HELDS can be used as a teaching tool to help prepare the next generation of early childhood educators.

The Educational Pipeline.
- ✓ **Building common agenda.** The framework, goals, and language help put everyone on the same page, both in the early childhood field and across the educational spectrum in Hawaii.
- ✓ **Improving alignment.** The previous HPCS were aligned with the DOE K-12 Hawaii Content and Performance Standards III, but this will be the first time Hawaii has a set of early learning and development standards covering age 0-5 that are aligned with the DOE's expectations for kindergarten readiness. As one DOE representative shared, "This is nice for the DOE system who is receiving these kids. Administrators are so focused on [the] K-6 elementary piece. They might forget what leads up to it. [This reminds us and helps us] understand what leads up to it."
- ✓ **Increasing collaboration opportunities.** A handful of participants reflected that the HELDS provide the opportunity for positive dialogue between pre-K and kindergarten teachers.

In addition to positive feedback about the strengths and potential benefits of the standards, focus group participants also brought up perceived challenges, drawbacks, and risks of using the HELDS. They identified the following concerns about content and implementation:
- ✓ **Prescribing versus describing.** There was a commonly shared worry that these standards—without the right information and coaching—could be interpreted as directive approaches to childcare or parenting. A set of standards creates the risk of "teaching to the test." Many people brought up the concern that professionals who see the standards as instructional and begin "teaching" them one by one, will do a disservice to children by limiting opportunities to learn though play.
- ✓ **Driving measurement.** While the HELDS are meant to be guidance not an assessment, participants shared a common concern that they might be used to identify where a child is lacking, rather than support the child's development. One person worried, **"**Because things have a tendency to get measured, it is a potential problem to have things in certain blocks, because it does not allow for rate of development of child. It might be inappropriate to label or block children in groups that don't match actual development of [the] child, especially in early years when environment means a lot."
- ✓ **Overwhelming to implement and apply.** Shortages of expertise, staff, time and resources make it unrealistic to expect all caregivers to implement the use of the HELDS in a coordinated manner. Some participants said it was hard for them to understand how to apply and use the HELDS at all. Although some agreed more information around examples and strategies might help, others cautioned against the written materials increasing in volume and becoming even more overwhelming for teachers. For someone new to the field they could be difficult to grasp, creating an intimidating roadblock. Without background or proper training, they could be confusing as a standalone document.
- ✓ **Missing cultural element.** In their current form, the HELDS don't capture the cultural fabric that makes Hawaiʻi unique and special.

CONTENT FEEDBACK

Focus group attendees spent 10 to 20 minutes reviewing the draft HELDS document and making written notes on content feedback to submit to the facilitators. They had the option of providing feedback within each of the five HELDS domains in addition to the overall content.

This process yielded over 100 suggestions and questions about the HELDS, and a complete list of the content feedback is included in Appendix C of this report. The two most common suggestions that surfaced from all written feedback and discussion in terms of improving HELDS content are:.

☐ **Use of the term "Emerging."** The most common critique of the content was that the term "emerging" is used often but is not clear. There was concern that the lack of specific information might lead to misuse or the perception that this is not an important period of development. In addition, there are many signs of healthy development or healthy relationships in infancy that are not captured by the "emerging" designation.
☐ **Age breakdowns in early years.** Many people suggested that age spans of 0-12 months and 12-24 months were too long to be useful to parents and caregivers. The first 18 months incorporate so many different stages. (Additional suggestions explored in the Implementation Feedback section.)

Other content questions and requests for clarification included:

☐ **"Physical activity."** In the Physical Well-Begin, Health and Motor Development domain, several people requested a more clear definition of this term.
☐ **"Effective and Ethical Use of Technology."** While some people knew this was one of the six DOE General Learner Outcomes, there were a number of comments that asked for clarification or wondered if this pushed technology use before children are developmentally ready.
☐ **"Understands."** A number of the standards call for the child to "understand" a concept, but this is subjective and could be difficult for a caregiver to assess a child's understanding. Some wondered if there was a more appropriate action or indicator verb that would show evidence of understanding.

Submitting written feedback also provided the participants the opportunity to ask questions about both content and implementation. The list below captures some of the most frequent questions asked, and the HELDS team will publish answers in response.

☐ "Is learning about a baby's temperament listed anywhere? What kind of learner are you?"
☐ "Where is 'diversity'?"
☐ "What about preschool standards? More specifically, does DOE have standards for their special ed preschools?"
☐ "Was the AAP used as a guide to develop standards?"
☐ "Were the ASQ milestones built into the standards?"
☐ How will these be implemented? Monitored? Measured?
☐ What resources will support this work?
☐ Is there an accompanying narrative that goes with this?
☐ What about special needs children?
☐ "With the new standard for admission to kindergarten, how do we deal with FIVE YEAR OLDs in preschools?"

IMPLEMENTATION FEEDBACK

The majority of time in focus groups was spent in a guided discussion around the implementation of the HELDS. All participants recognized the challenge of using a new set of standards across the early childhood spectrum, but the focus groups gathered a long list of ideas around four areas:

Format: How should the HELDS be presented for most effective adoption and use?

Supplemental Materials: What additional information, guides or materials will be needed to support the HELDS?

Support: What types of training and professional development will childcare providers, preschool teachers, and early childhood professionals to use the standards effectively?

Audience & Outreach: Who are other groups who might use the HELDS and how do we reach them?

FORMAT

Participants strongly agreed that the HELDS be offered in multiple formats to ensure wide accessibility to different audiences. Specific format suggestions included:

Booklet. There was widespread agreement that the standards need to be available in an integrated, written form.
- ✓ **Table of Contents.** It is important to have a reference/index.
- ✓ **Color coding.** Clearly marked sections to reinforce domains.
- ✓ **Tabs.** Referencing each section should be easy.
- ✓ **Readability.** Use clear headings, large font, appropriately sized boxes on all pages.
- ✓ **Supplemental information.** Adding some of the suggested supplemental materials to the manual would help teachers have one place to find things (see page 19 of this report).

> ### Format Examples
>
> - Learning to Grow guide. Several participants said tabs, color-coding, and user-friendly visuals made this Center on the Family publication helpful.
> - HELP Chart. Many people like the way the continuum is depicted on this resource.
> - HeadStart framework. As one person shared, "user friendly and uses 'real people' talk."

Segments. In addition to the full set of standards, most groups suggested that the they be available in smaller pieces – "pull-out" sections either by individual domain with all age groups included, or by one of the five age groups with all domains shown. Yet several people expressed concern that breaking up standards by age would detract from the benefit of the developmental continuum.

Website. Although printed standards are important, every group discussed the important of also having the standards available on the web. Most felt that the website should be interactive and allow the user to enter domain/age and access subsections of the standards. Any resources should be printable in black-and-white, since not all settings have tablet or color printing capabilities.

Posters. Visual depictions of the standards are helpful. Ideas included "hang charts" designed for the walls of schools, home care settings, doctors' offices, and other places and fold-out accordion lists of standards.

Other characteristics. Most attendees agreed that all HELDS formats should include a handful of important features:

- ✓ **Easy to understand language**. The format should be concise, and jargon-free in "real people language." The Early Childhood Field and the DOE each have specific language they are used to, and it would help to ensure parents feel supported rather than intimidated.
- ✓ **Continuum emphasized.** One of the often-cited strengths of the HELDS was the developmental continuum, and there was a strong sense this should be preserved. If there are individual age documents produced, one participant suggested including the year prior and year after to repeatedly emphasize that this is a continuum and children may differ at different points on the timeline.
- ✓ **Pictures and visuals.** Whatever format the standards take, there were a handful of suggestions that pictures make documents more user-friendly and easy to digest.
- ✓ Free. Making these available at no cost is important to encourage widespread use.

SUPPLEMENTAL MATERIALS

While the format of the standards is important, participants also offered a robust list of suggestions for supplemental materials that would assist with implementation and outreach. Ideas for materials included:

Narrative. The focus group participants agreed upon the importance of setting context and explaining why these standards are important. Some of the things a narrative might could convey include:

- ✓ **Continuum.** Many identified the importance of the continuum—and that very few children are going to be right on the chronological age line in all domains and at all points in time. Ensuring this concept is captured in the introduction or narrative is of high importance to most participants.
- ✓ **Widely applicable.** The HELDS are agnostic about philosophy/approach. The standards are applicable to all formal early care and education settings, and are not limited to any one educational brand or school.
- ✓ **Support.** The HELDS are meant to be supportive, not prescriptive or instructional. Otherwise, they could be interpreted strictly without the right guiding language.

Glossary/Definitions. HELDS users will need to know what words mean, especially terms that are commonplace among early childhood or educational professionals, but not used by laypeople.

Existing or Past Resources

- ▪ 2011 Standards. One person said, "too dense to digest easily but they had good information."
- ▪ Manuals. State of Hawai'i Manual given to licensed preschools was recalled as a "helpful resource."
- ▪ Placemats. One group recollected that Kellogg Foundation and McDonalds partnered to create restaurant placemats of learning activities.
- ▪ Creative Curriculum. Several attendees requested information about aligning HELDS to existing programs.

Examples. A frequent question raised was: "What does this standard look like?" Most participants felt the standards needed to be accompanied by some illustration to help people clearly understand *how* children demonstrate their knowledge or behaviors.

Strategies. For caregivers, many participants thought examples of activities that incorporate standards would be helpful. Most also agreed that caregivers are likely including standards in their activities already, but it would be beneficial for caregivers to have a tool to recognize this. "They are not thinking, ok this hits three standards, they are just doing a cooking lesson. But if they realized how much was being taught in that lesson, it might help their approach."

Web-based resources. As mentioned above, participants frequently said online access to the HELDS is very important. Many asked that supplemental examples, strategies, activities, etc. also be available on the website.
- ✓ **Video.** Many participants said they believe some resources exist, but are not consolidated or easy to find. Others suggested projects that could be used as a model .
- ✓ **Additional contacts.** Several people requested a list of resources where families could learn more about agencies and organizations who can help with specific needs.
- ✓ **Placement on other sites.** Many hoped that links to the HELDS will be widely available and promoted through partner websites.
- ✓ **Interactive.** Some suggested a chat space or posting board would allow HELDS users to ask questions of peers.

Curriculum Guide. Many attendees felt the updated standards are just a starting point. In order to help implement them, alignment with existing curricula or help transitioning the standards into new age-appropriate curricula could be beneficial.

Activities. Suggestions included one-page worksheets, "backpack activities" kids can bring home from school, a set of activity cards and other ways parents can interact with their children in easy, "real life" situations.

Communication Tools. The HELDS may help with parent communication, but most agreed that the comprehensive manual would not be the right tool for most families. A guideline page for each age group that could be used for parent conferences might ensure families and teachers maintain common understandings about child development.

Technology. In addition to online resources, attendees often mentioned possibilities created by today's information and technology tools. Suggestions included emails (similar to BabyCenter.com) that send personalized, age-based weekly reminders about developmental milestones. Other participants imagined mobile apps or text-based reminders, noting the cell phone is one thing every parent has these days.

Infant Guide. As mentioned in the Content Feedback section (page 7), changing the "Emerging" language and breaking up the first two years into smaller time spans were the most common suggestions. A separate guide breaking down these years into smaller chunks of time was the most frequent suggestion. Yet there were differing thoughts about which age groups would be appropriate, ranging from 3-month to 9-month time spans.

SUPPORT

Focus group results showed broad agreement that introduction, training, professional development and ongoing support will be crucial to rolling out the HELDS. Approaches to providing professional support in caregiver settings included:

Introductory training. Nearly all focus groups discussed the importance of training and professional development for introducing new standards. Most said this is an important piece that is sometime underestimated and almost always under-resourced. "I've been teaching over 30 years. Most of the efforts to implement standards fail to address the teachers themselves," one preschool director shared.

Ongoing training. Teachers also need support beyond a one-time initial training. Training should incorporate resources for professionals to call when roadblocks come up, and the HELDS can be part of a Professional Development Plan.

> **Existing Support Models**
> - MyTeacherPartner is a peer mentoring program cited for its approach to relationship and trust building.
> - QRIS coaching, which provides ongoing coach support around a specific set of data and goals.

Planning time. Teachers should get intentional and uninterrupted time to work on using the new standards.

Observation and collaboration. Connecting early education professionals with DOE helps reinforce the developmental continuum. "If there is some way [teachers] could go and observe, and learn by seeing different set ups and philosophies," one participant requested. "Exposure is good. Just the way preschool teachers could see kindergarten teachers. We could work collaboratively together sharing ideas to benefit the child."

Coaching and mentoring. Many discussed examples of successful coaching and suggested the common thread is trust and relationship building. There should be clear communication that coaching is NOT assessment, but rather support and connection to resources. One idea pairs more experienced teachers with newer ones, recognizing that they both have something to offer each other.

Administrative buy-in. Without support from school leadership, teachers will face an uphill battle. Some administrators or program directors themselves shared concern that it might not be a priority. And both administrators and teachers need access to training. Directors can't be expected to attend trainings and then disseminate information to teachers, and teachers shouldn't be expected to communicate training rationale or information to directors, either.

Incorporation with higher education. Several people suggested the HELDS should be widely incorporated in Hawai'i's higher education programs to build a baseline familiarity with the standards.

Attendees also reminded us that it would be helpful to make support available for stay-at-home parents, those choosing to home school, and informal parent groups.

AUDIENCE & OUTREACH

Throughout the discussion, the importance of including parents in conversations came up repeatedly. In addition, participants shared thoughts on a number of other crucial groups to include when thinking about HELDS implementation. Important populations identified included:

Languages for Translation
- Hawaiian
- Cantonese
- Chuukese
- Ilocano
- Japanese
- Korean
- Mandarin
- Marshallese
- Samoan
- Spanish
- Tagalog
- Vietnamese

Fathers. One participant shared that their school has seen a growing population of single fathers. "We can't forget about the dads!" she said. "There is a tendency for everything to be marketed to moms. But we're seeing half of single parents are male, now it's 50-50 in regards to who is raising the children in elementary. Not sure when it starts, but we need to be aware of this."

Low-income families. Outreach locations for families with fewer financial resources may include DHS unit waiting rooms, and places where families access SNAP or WIC benefits. Community organizations that support families are also potential partners or resources.

English Language Learners. Participants felt the HELDS should be offered in culturally appropriate translations to a number of key populations, and the full set of suggested languages is listed in the call-out box above. A few also noted that language acquisition for English language learners occurs in different ways, and additional support or resources around ELL applications of the HELDS may be needed.

Special needs children. Most agreed there was not a need to create different standards for special needs children, since the continuum provides a way for special education teachers to adjust the HELDS timeline in a developmentally appropriate way. Many had thoughts about supplemental materials and training, and several cited DOE special education preschools as a potential resource.

Home-based care. PATCH provides many resources for these caregivers, but there are a large number of unlicensed and informal care settings that are not included in PATCH. Making resources freely available to anyone involved in caring for children advances all efforts.

Department of Education. Many DOE professionals may not have an early childhood background., and the DOE employees attending the focus groups shared that some would find the HELDS helpful. The connection with the kindergarten standards connects the early childhood field in a new way.

Other Outreach. In addition to preschools, centers and programs, participants suggested outreach through pediatricians' offices, hospitals' new mom packets, and public service announcements/media coverage.

LOOKING AHEAD

POTENTIAL OPPORTUNITIES AND RECOMMENDATIONS

The suggestions in this section for immediate and longer-term follow up are based on the wisdom and experience of the individuals and organizations who shared their thoughts at the focus groups.

Revise HELDS. Focus groups intended to solicit community feedback and inform revisions. The draft could be revised to include suggestions that maintain fidelity to the research basis, and most commonly suggested revisions may be priorities for the final draft.

Share findings. Many participants were curious about the focus group results, revisions based on community input, and next steps. P-3 has committed to sharing this report, which could be done by emailing it to all participants, posting on the P-3 website, and sharing with other stakeholders who may be interested in the process.

Answer remaining questions. Participants asked a specific questions, listed on page seven of this report, that are not all answered in this document. The HELDS team may consider posting publicly accessible replies to questions and other updates.

Release mini-grants. P-3 is currently designing a mini-grant opportunity for professionals and communities to provide some financial support for successful implementation of the HELDS standards. The mini-grant concept was introduced at each focus group. Based on the resulting discussions, it seems the greatest opportunity for community input is to frame grants around the creation of supplemental materials that will help support successful HELDS implementation across Hawaii's diverse settings and audiences. Mini-grant supported materials might include:
- ✓ **Translations.** Providing the HELDS information in a variety of other languages in a way that is culturally and contextually appropriate (not just word-for-word literal translations).
- ✓ **Infant guides.** Compendia with more guidelines for ages 0 – 24 months
- ✓ **Culture-based materials and activities.** Supplemental information or guidance that helps to place HELDS standards within culturally meaningful approaches to education and childrearing.
- ✓ **Video resources.** Video resources that provide examples of demonstration of standards, or of implementing activities or curricula that help children practice developmentally appropriate skills.
- ✓ **Teacher training modules.** Pilot projects that demonstrate training or professional development approaches and results.
- ✓ **Activities or communication materials.** Worksheets, "backpack" activities, and home-based activities that use free and readily available materials, as well as communication or outreach materials for parent conferences or other settings.

Use parents as a resource. Focus groups all shared a prevalent theme of including parents and other family caregivers, and most suggested making the standards accessible and supporting their use at home. One of the ways to ensure the language is clear for the layperson and the information is useful for families may be to conduct parent/caregiver focus groups and use their input and requests to create supplemental materials.

Build website capabilities. Each of the ten focus group emphasized the importance of the website. There was strong feedback that the standards should be available in a user-friendly, easy to manipulate, printable form. It will take time and resources to design and develop a site that is interactive, visually appealing, simple and streamlined (i.e. takes a user a minimal amount of searching and clicks), and with rich multi-media content. Including time for user testing and feedback and revisions may also results in a more functional site.

Determine support opportunities. Implementation will take time, effort, and patience on many fronts. While finding time for training and professional development is a challenge, it is critical to successful adoption and implementation of the HELDS.
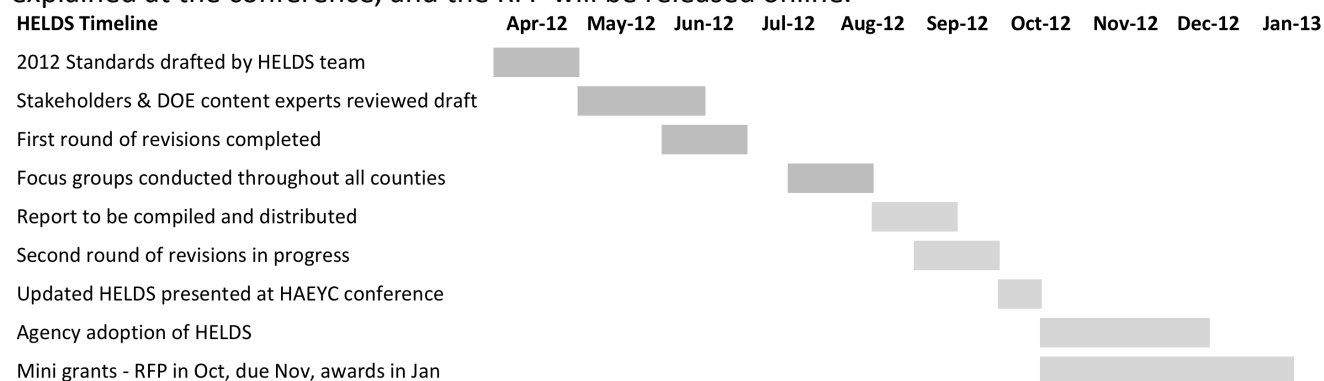
Create an outreach plan. Many groups suggested different outreach approaches, but there was consistent agreement that the HELDS should be available in a wide variety of settings. Formulating a clear outreach strategy and plan should help ensure inclusion of the many identified audiences.

Engage higher education. Participants noted the important role the HELDS materials can play in "teaching our future teachers." Establishing a baseline familiarity with the standards during the training period for early childhood professionals is an important component of implementation and outreach strategy.

NEXT STEPS

The HELDS Core Team is revising their initial draft based on feedback presented here. The team expects to present the standards at the fall HAEYC conference and subsequently will work with State of Hawaiʻi agencies to adopt HELDS. The team will then work with community organizations and early childhood stakeholders to begin implementation, outreach, and public education efforts..

At the HAEYC conference, Hawaiʻi P-3 will also release the Request for Proposals (RFP) for the HELDS mini-grant program. Details about eligible projects and application requirements will be fully explained at the conference, and the RFP will be released online.

HELDS Timeline	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13
2012 Standards drafted by HELDS team	■									
Stakeholders & DOE content experts reviewed draft		■								
First round of revisions completed			■							
Focus groups conducted throughout all counties				■						
Report to be compiled and distributed					■					
Second round of revisions in progress						■				
Updated HELDS presented at HAEYC conference							■			
Agency adoption of HELDS								■		
Mini grants - RFP in Oct, due Nov, awards in Jan								■		

Mahalo

Hawaiʻi P-3 and Storyline Consulting would like to thank the early childhood professionals, resource providers, Department of Education representatives and community members who gave time to this effort. We value their experiences, perspectives and shared hopes for Hawaii's children and their futures.

APPENDIX A: FOCUS GROUP GUIDE

Focus Group Agenda

Welcome - Context, History, and Purpose (15 minutes)

- Updating HELDS
- Building on past work
- Implementing HELDS

HELDS Standards Feedback (20 minutes)

- Please take 10 minutes to review the HELDS document
- When you're ready, please use the post-it notes provided to identify priority suggestions or revisions. You may provide overall feedback, spread feedback across the five domains, or focus on any one of the domains you prefer.

HELDS Implementation (50 minutes)

1. What benefits do you anticipate from the use of these standards?

2. Where do you foresee providers needing additional support in using these standards?

3. What format would help increase the use and application of these standards in a wide variety of settings?

4. What supplemental resources and information do you feel would help make these useful?

5. How can these standards advance the work you do?

6. What additional populations would be priorities for the development of additional materials?

Next Steps (5 minutes)

- We will be typing up your feedback and sharing it with you later. Please make sure your current contact information is on the sign-up sheet.
- HELDS revisions and implementation: timeline
- P-3 mini-grants

Hawaiʻi Early Learning and Development Standards (HELDS) Focus Group Locations & Dates

CONTACT	LOCATION	DATE & TIME	
Windward Oʻahu **Phyllis Ida** **(808)265-3584**	King Intermediate School 46-155 Kamehameha Hwy, Kaneʻohe Room #A-5	Wednesday July 18	1:00 – 2:30 PM
Maui **Kaʻina Bonacorsi** **(808)270-5557**	Maui College 310 West Kaahumanu Avenue, Kahului	Wednesday July 18	6:15 – 7:45 PM
Hilo **Gayla Coloma** gaylacoloma@gmail.com	Hawaii Community College, 1175 Manono Street, Hilo Building # 3393; Room # 119 **please RSVP	Tuesday July 24	5:30 – 7:00 PM
Waimea **Angela Thomas** **(808)887-1228**	Saffron Restaurant 65-1259 Kawaihae Road, Waimea	Wednesday July 25	12:00 – 1:30 PM
Kauaʻi **Anna Peters** **(808)632-2114**	Queen Liliuokalani Children's Center 4530 Kali Road, Līhuʻe	Thursday August 9	5:30 – 7:00 PM
Central Oʻahu **Joanne Miyasato** joanne_miyasato @notes.k12.hi.us	Pearl Harbor Kai Elementary 1 C Avenue, Honolulu Multi Purpose Room	Friday August 10	10:00 – 11:30 AM
Honolulu **Kathy Murphy** **(808)942-4708**	Ohana Airport 3401 N. Nimitz Highway, Honolulu **HAEYC Members & HAEYC Board	Saturday August 11	2:00 – 3:30 PM
Honolulu **Linda Buck** lbcuk@hawaii.edu	Honolulu Community College, 874 Dillingham Boulevard, Honolulu Building # 2; Room # 213	Tuesday August 14	8:30 – 10:00 AM
Leeward Oʻahu **Amber Richardson** amberr@inpeace.org **(808)620-9041**	Nānākuli Community Learning Center 89-101 Farrington Hwy, Waiʻanae Room # 102	Thursday August 16 9:00 – 10:30 AM	
Molokaʻi **Kaʻina Bonacorsi** **(808)270-5557**	Queen Liliuokalani Children's Center Kamehameha V Highway, Kaunakakai	Tuesday August 21 11:30 AM – 1:00 PM	

APPENDIX B: FOCUS GROUP ATTENDANCE LIST

NAME	ORGANIZATION	LOCATION	DATE
Angela Calhoun	All God's Children Preschool	Molokai	8/21/12
Sonny Ferreria	ALU LIKE	Nanakuli	8/16/12
Gail Judd	Baby STEPS	Waimea	7/25/12
Angela Thomas	Baby STEPS, Early Learning Advisory Board	Waimea	7/25/12
Maureen Appleton	Baby STEPS, Hawaii Department of Education	Waimea	7/25/12
Janina Martin	Center on the Family	Central	8/10/12
Reina Kurisu	Child & Family Service, Kauai Head Start	Kauai	8/9/12
Nancy Rivera-Hiro	DOE Kea'au Elementary	Hilo	7/24/12
Kerrie Urosevich	Family Hui, Early Learning Advisory Board	Windward	7/18/12
Anna Peters	Good Beginnings Alliance	Kauai	8/9/12
Kuulani Keohokalole	Good Beginnings Alliance	Windward	7/18/12
Ka'ina Bonacorsi	Good Beginnings Alliance, Early Learning Advisory Board	Maui	7/18/12
Shelley Ng	Hawaii Associaion for the Education of Young Children, PATCH	Honolulu	8/11/12
Karen Harmer	Hawaii Association for the Education of Young Children, Hawaii Early Childhood Accreditation Project	Maui	7/18/12
Bryan Chee	Hawaii Association for the Eduction of Young Children	Honolulu	8/11/12
Dorothy Siko	Hawaii Association for the Eduction of Young Children	Honolulu	8/11/12
Kara Canaday	Hawaii Association for the Eduction of Young Children	Honolulu	8/11/12
Kathy Murphy	Hawaii Association for the Eduction of Young Children	Honolulu	8/11/12
LaiYin Ng	Hawaii Association for the Eduction of Young Children	Honolulu	8/11/12
Mai Hall	Hawaii Association for the Eduction of Young Children	Honolulu	8/11/12
Marci Whitman	Hawaii Association for the Eduction of Young Children, Aloha School	Honolulu	8/11/12
Liz Santa Ana	Hawaii Association for the Eduction of Young Children, Chaminade Univeristy Lab School, Montessori	Honolulu	8/11/12
Pamela Perkins	Hawaii Association for the Eduction of Young Children, Early Learning Advisory Board, Family Childcare Provider	Honolulu	8/11/12
Troy Jarrell	Hawaii Association for the Eduction of Young Children, Hawaii	Honolulu	8/11/12
Jaime Goya	Hawaii Association for the Eduction of Young Children, Ka Pa'alana	Honolulu	8/11/12
Elmay Gombio	Hawaii Association for the Eduction of Young Children, US Army CDC	Honolulu	8/11/12
Bridget Arume	Hawaii Department of Education	Kauai	8/9/12
Joanne Miyasato	Hawaii Department of Education	Central	8/10/12
Kerry Shiroma	Hawaii Department of Education	Nanakuli	8/16/12
Sheri Arima	Hawaii Department of Education	Central	8/10/12
Stephen Dantzig	Hawaii Department of Education	Nanakuli	8/16/12
Judy Mailheau	Hawaii Department of Education	Windward	7/18/12
Lynn Holman	Hawaii Department of Education	Waimea	7/25/12
Rosey Potts	Hawaii Department of Education	Windward	7/18/12
Angeline Geldhof	Hawaii Montessori Schools	Waimea	7/25/12
Grant Kogami	HCAP Head Start	Windward	7/18/12
Deanne Goya	Head Start	Windward	7/18/12
Jady Lee	Head Start	Windward	7/18/12
Eva Moravcik	Honolulu Community College	Honolulu 2	8/14/12
Sherry Nolte	Honolulu Community College	Honolulu 2	8/14/12
Dawna Kreuger	Iao Preschool	Maui	7/18/12
Nalani Galariada	INPEACE	Nanakuli	8/16/12
JoAnn Freed	jbfconsulting	Waimea	7/25/12
Kathy Oshiro	Ka Hala o na Keiki	Waimea	7/25/12
Shirena Leong	Kama'aina Kids	Windward	7/18/12
Phyllis Ida	Kamalapua O Ko'olau	Windward	7/18/12

NAME	ORGANIZATION	LOCATION	DATE
Chelsie Omo	Kamehameha Schools	Nanakuli	8/16/12
Colleen Fratinardo	Kamehameha Schools	Hilo	7/24/12
Darissa Kekuawela	Kamehameha Schools	Hilo	7/24/12
Kaila Lui-Kwan	Kamehameha Schools	Nanakuli	8/16/12
Malia Newhouse	Kamehameha Schools	Windward	7/18/12
Tommy Kaaiai	Kamehameha Schools	Windward	7/18/12
Charlene Doi	Kansha Preschool	Maui	7/18/12
Kathy Bently	Kathy's Parenting Solutions	Windward	7/18/12
Katie Danner-Demmin	KCAA Preschools	Honolulu 2	8/14/12
Elvrine Chow	KIDS School	Kauai	8/9/12
Phyllis Kunimura	KIDS School	Kauai	8/9/12
Kimberly Kulolola	Little Explorers	Maui	7/18/12
RoseAnn Bateman	Little Explorers	Maui	7/18/12
Michelle Kita	Little Genius Books	Waimea	7/25/12
Debbi Amaral	Maui Economic Opportunity	Maui	7/18/12
Chelsa Clarabal	Maui Family Support Services Good Beginnings Program	Maui	7/18/12
Claire Iveson	MCHC Ikaika ITDP	Molokai	8/21/12
Bonnie Beckett	Montessori Education Center	Waimea	7/25/12
Susan Entz	North Hawaii Child Development	Waimea	7/25/12
Gayla Coloma	P-3 Keaau-Kau-Pahoa	Hilo	7/24/12
Cynthia Okazaki	PACT-KCFC	Windward	7/18/12
Monica Ka'auwai	Partners in Development Foundation	Kauai	8/9/12
David Okumura	PATCH	Waimea	7/25/12
Delle Tanioka	PATCH	Honolulu 2	8/14/12
Jowett Chew-Marumoto	PATCH	Kauai	8/9/12
Lani Julian	PATCH	Nanakuli	8/16/12
Lorraine Shimauchi	PATCH	Kauai	8/9/12
Kaleimomi Cezar	PCDC Wai'anae	Nanakuli	8/16/12
Silvana Tooher	Rainbow School	Windward	7/18/12
Tiffany Nishikawa	Seagull School	Windward	7/18/12
Edwina Greenleaf	Tutu & Me Traveling Preschool/Partners in Development Foundation	Molokai	8/21/12
Kanoe Paleka	Tutu & Me Traveling Preschool/Partners in Development Foundation	Molokai	8/21/12
Mardee Richardson	Tutu & Me Traveling Preschool/Partners in Development Foundation	Waimea	7/25/12
Mele Hooper	Tutu & Me Traveling Preschool/Partners in Development Foundation	Molokai	8/21/12
Jolyn Ballenti	UH CDS	Nanakuli	8/16/12
Ann Tom	UH Center on the Family	Nanakuli	8/16/12
Krys Yadao	UH Center on the Family	Nanakuli	8/16/12
Elaine Yamashita	University of Hawaii Maui	Maui	7/18/12
Amy Nashiwa	Wailuku Hongwanji Preschool	Maui	7/18/12
Dawn Nashiwa	Wailuku Hongwanji Preschool	Maui	7/18/12
Joy Fukushima	Wailuku Hongwanji Preschool	Maui	7/18/12
Karen Yoshida	Wailuku Hongwanji Preschool	Maui	7/18/12
Kanani Kan Hai	Wailuku Union Preschool, Hawaii Association for the Education of Young Children, Hawaii Early Childhood Accreditation Project	Maui	7/18/12
Amy Salling	Waimea Country School	Waimea	7/25/12
Raelene Tenno	Westside Service Provider Network	Honolulu 2	8/14/12
Raelene Tenno	Westside Service Provider Network	Nanakuli	8/16/12
Patti Kuwamoto	Windward Early Childhood Services Program	Windward	7/18/12
Charlene Stanley		Maui	7/18/12
Keomailani Case		Waimea	7/25/12

APPENDIX C: CONTENT FEEDBACK LOG

The following list of recommendations and questions contains all feedback gathered about the HELDS content. Suggestions around format and implementation were combined into the Implementation Feedback section (starting on page 8).

1. Physical Well-Being, Health and Motor Development	Strand	Topic	Age Group	Pg.
Motor Development: Gross motor 0-12 month maybe not use examples of "roll over, crawls, begins to use arms legs purposefully" IF standard stated (Move to explore environment) is meant to be standard met by 12 months (Examples too immature/basic for 1 yr old)	1a: Motor Development	Gross Motor Skills	0	4
Strand motor development Infant standard gross motor "move to explore environment" don't they first move to move? To learn to use body?	1a: Motor Development	Gross Motor Skills	0	4
Motor Development: Gross motor (0-12 months) "sits with propped up" not clear	1a: Motor Development	Gross Motor Skills	0	4
Infant - gross motor sites "with" propped up, should it be "while"	1a: Motor Development	Gross Motor Skills	0	4
Typo? Pg 4 Balance while exploring immediate environment (e.g. sits with propped up) while?	1a: Motor Development	Gross Motor Skills	0	4
Motor Development Gross motor, should we add the ability to skip?	1a: Motor Development	Gross Motor Skills		4
Fine motor 4 yr olds: "small precise finger and hand movements" "three point finger grip" *Column heading reads "4's Standards" but gives up to 60 months as window. Unsure if underlined above appropriate for 4 years.	1a: Motor Development	Fine Motor Skills	4	5
Fine motor skills - buttons, zips, buckles.	1a: Motor Development	Fine Motor Skills		5
3s - Physical exercise, discuss ways that physical acts benefit socially or emotionally	1b: Physical Development	Physical Exercise	3	5
Name a physiological indicator that accompanies moderate and rigorous physical activities? Please provide an example for a 4-year-old.	1b: Physical Development	Physical Exercise	4	5
Elaborate on expected physical activities (movements, balancing, skills, coordination) such as …?	1b: Physical Development	Physical Exercise		5
Define physical exercise; define variety	1b: Physical Development	Physical Exercise		5
Name types/examples of physical exercise	1b: Physical Development	Physical Exercise		5
Physical development - participate in a variety of physical exercise such as …	1b: Physical Development	Physical Exercise		5
4s - Health & personal, ask for help when hurt (from teacher and/or peer)	1c: Health & Personal Care		4	5
Daily Living Skills: Younger Toddler - Instead of "Name people who keep us healthy," keep same criteria as B-12 mos. "Recognize basic health care workers in books, pictures, photos, or in person." (add)	1c: Health & Personal Care	Daily Living Skills	2	6
Daily Living: 4s - Instead of 1D signs & symptoms, "With reminders, washes hands before eating, after toileting, after using tissues."	1c: Health & Personal Care	Daily Living Skills	4	6
Daily Living: 4s - instead of "Name a personal health goal," repeat 3s "Attend to personal health needs."	1c: Health & Personal Care	Daily Living Skills	4	6
Health and Safety Ages 0-12, 12-24, 24-36: I would differentiate Safe Practices--from rules and regulations to identify specifics for those strands, rather than lumping them together	1c: Health & Personal Care			7

2. Social and Emotional Development	Strand	Topic	Age Group	Pg.
Interacts with adults - 3yo delete w/out demonstrating a great deal of anxiety, 4yo manages separating w/out distress, is able to engage w/ trusted adults	2a. Social Development	Interactions with adults	3&4	8
Social Development 3s Standard Initiate interactions w other children OR when other children initiates interactions with them they interact	2a. Social Development	Interactions with peers	3	8
Interaction with peers - 4yo delete "w/ assistance" shares materials, toys, etc.	2a. Social Development	Interactions with peers	4	9
Social interactions with peers: Separate out phrase: -recognize feeling of others, -recognize the causes of reactions of friends and family members	2a. Social Development	Interactions with peers	4	9
Define "respect" or take out word	2a. Social Development	Interactions with peers	4	9
Needs an example or two. E.g. does not take toys from others, usually attempts to solve problems with peers without hurting.	2a. Social Development	Interactions with peers	4	9
Emotional development 3s & 4s differentiation in self-control & regulation. Regulate own behavior and emotion (3s) seems to include "begin to show self control (4s)	2b. Emotional Development		3&4	9
Again this is culturally biased. Let's say demonstrates culturally appropriate satisfaction/pride in accomplishments	2b. Emotional Development	Self-Efficacy	4	9
Include the negative behavior too such as tantrums, fighting over toys. Etc. so that parents and caregivers know they are developmentally appropriate, asserting independence, etc.				
I'd prefer to see addition of a new strand under Social Development to reflect the topic under the Hawaii Preschool Content Standards called "Behaviors Expected in School"				

3. Approaches to Learning

Initiative/Creativity - 3yo try new activities delete "independently" replace "w/ prompting"	3a. Learning Approaches	Initiative & Creativity	3	11
Like having initiative and creativity, problem solving	3a. Learning Approaches	Initiative & Creativity	4	11
I see Initiative and Creativity as two entirely different things. In some standards, they each have their own lines. The same with Persistence and Attentiveness	3a. Learning Approaches	Initiative & Creativity		11
Assessment continuum - What will that look like? Learning approaches: persistence/attentiveness. Age 3 "sustain longer interest."	3a. Learning Approaches	Persistence & Attentiveness	3	11
Learning Approaches Young Tods & Older Todds, Persistence & Learning Approaches. Young Todds "Repeat tasks - mastery" Older Todds "Begin to show persistence in variety of tasks …" How differentiated?	3a. Learning Approaches	Persistence & Attentiveness	3&4	11
Problem Solving: Can you clarify "React to Problem" in the birth to 12-month range? Can you clarify "Solve problems without having to try every possibility" at the 3 to 4 year range and "Begin to think problems through, considering several possibilities and analyzing results" at the 4 to 5 year range? They seem high to me for those ages as written.	3a. Learning Approaches	Problem Solving	0,3,4	11
Reflection of Interpretation None of the examples address reflection - what is considered reflection?	3a. Learning Approaches	Reflection & Interpretation		12
Page 12: Reflection: Can you clarify "Recall experiences I order, providing details" in the 3 to 4 year range?	3a. Learning Approaches	Reflection & Interpretation	3,4	12
Clarification on: Learning Approaches Effective and Ethical Use of Technology under older toddlers and 3s	3a. Learning Approaches	Effective and Ethical Use of Technology	2&3	12
24-36 mos topic: Effective & Ethical Use of Technology. "Engage in tactile experiences creating letters and other forms" Just because keiki manipulate their parents' phones and ipads, I do not believe it is a d.a. to teach or expect children to learn letters with technology. I believe hands-on tactile approaches should come before technology.	3a. Learning Approaches	Effective and Ethical Use of Technology	3	12
Ethical use of technology 4yo add "with assistance will be able to " locate info on identified topics using resources	3a. Learning Approaches	Effective and Ethical Use of Technology	4	12
Technology only says "emerging, then for 4s says "Locate information on identified topics using resources provided by teacher" (There is no practice using technology tools)	3a. Learning Approaches	Effective and Ethical Use of Technology	3&4	12
What is "ethical" use of technology?	3a. Learning Approaches	Effective and Ethical Use of Technology		12
all of these are focused on literacy/letters why? How does it relate to Uses various technologies to create new products?????	3a. Learning Approaches	Effective and Ethical Use of Technology	2,3,4,K	12
3&4 Sequential & consequential thinking "if … , then"			3&4	

4. Cognition & General Knowledge	Strand	Topic	Age Group	Pg.
Mathematics: 24-36 mos - in my experience they aren't able to "recognize" numerals. Name yes.	4a. Mathematics & Numeracy	Number Sense	3	13
3yo count to 5: not age appropriate --maybe counts to 3 with an adult	4a. Mathematics & Numeracy	Number Sense	3	13
Recognize and name a few numerals - not age appropriate for ages 2,3,4	4a. Mathematics & Numeracy	Number Sense	2,3,4	13
Page 13: Number sense: 2 to 3 year range…can you give examples of how a child will demonstrate an understanding of one/two? Many 3 years olds will give you a hand full of blocks when you ask for one or two. Similarly many 4 year olds are still counting by rote with errors in sequence.	4a. Mathematics & Numeracy	Number Sense	2,3	13
Math & Numeracy: recognize numbers 1-10, name/point to numbers 1-10	4a. Mathematics & Numeracy	Number Sense	4	13
Page 13: Number sense: Can you add "…with errors in the sequence" to "Begin to imitate rote counting using some names of numbers"…this one seems a little high…	4a. Mathematics & Numeracy	Number Sense	4	13
Page 13: 3-4 year standard: Do you mean touch counting when you refer to one-to-one correspondence? Piaget had a very different meaning for that term. His definition was much closer to what you describe at the 4 to 5 year level. Most 5 year olds will begin to show the latter skill, so that looks good where it is…this might be my own semantics concern.	4a. Mathematics & Numeracy	Number Sense	4	13
Math and numeracy: 4s - Add "correctly" to "count as many as 7 things correctly in a scattered configuration. Also is in "operations."	4a. Mathematics & Numeracy	Number Sense	4	13-14
Patterns: specify "simple patterns" ABAB or ABCABC	4a. Mathematics & Numeracy	Number Sense		15
Math/operations: typo "greater than." It says "that."	4a. Mathematics & Numeracy	Operations	4	15
Math & Operations: add "count to 7 with "one-one correspondence" ' any more for subtraction? "take away"	4a. Mathematics & Numeracy	Operations	4	15
For the "Count as many as 7 things in a scattered configuration" - OK but then why count to 10 above?	4a. Mathematics & Numeracy	Operations	4	15
Math & Numeracy: esp like Range of strategies (top of pg 15)	4a. Mathematics & Numeracy		4	15
Page 17: Measurements: Can you clarify "Show an interest in matching and sorting according to color, size or shape"? This seems high for 24 months.	4a. Mathematics & Numeracy	Measurement & Data	1	17
Page 17: Measurements: Can you add "with self-correcting materials (i.e., nested boxes)" to "Order a few objects by size with assistance"?	4a. Mathematics & Numeracy	Measurement & Data	2	17
"Follow basic directionality with adults and peers" - don't know what this means	4a. Mathematics & Numeracy	Geometry	3	17
Change to "asks" (add letter S)	4b. Science	Science & Engineering Practices	3	19
I think the "differences in properties" and "comparisons among objects" are reversed.	4b. Science	Physical Science	2,3	19
Page 19: Life Sciences: "Differentiate between animal and plant" and "Distinguish between adult and baby animals" seem high for 24 months.	4b. Science	Life Science	1	19
Life science esp like "notice similarities between animals and offspring (pg 19)	4b. Science	Life Science		19
Life Sciences: Older Toddler - instead of "name examples," "notice examples."	4b. Science	Life Science	3	19
Topic: Earth's place in the universe. Title seem unrelated or far fetched. But the standard is understandable but might be able to relocate in diff topic	4b. Science	Earth's Place in the Universe		19
The word "local" - I know what we're trying for but I don't think this makes it-- how about names simple weather characteristics while they are experiencing them (e.g. it's sunny, it's rainy)	4b. Science	Earth's Place in the Universe	3	19
Instead of "give an example of a weather change, How about "describes weather they have experienced and how it changes or stays the same. Anticipates weather changes --e.g. sees a dark cloud and says, it might rain."	4b. Science	Earth's Place in the Universe	4	19

4. Cognition & General Knowledge (continued)	Strand	Topic	Age Group
Seems inconsistent - 2's can point out the sun and the moon when asked. 3's can name the sun, moon, stars, and clouds. 4's know that the sun is out during the day, the stars at night, and may know that the shape of the moon changes	4b. Science	Earth's Place in the Universe	2,3,4
Technology, why is experiment with a variety of writing tools and surfaces under tech?	4b. Science	Engineering, Technology, Application	
Social Studies: older toddler - instead of "state periods of day when events occur," "recognizes day and night."	4c. Social Studies	History	3
History 4yo add Able to use time phrases and tense selection appropriately in reference to time (today, yesterday, tomorrow, past, later)	4c. Social Studies	History	4
Instead of "state periods of day when …" "can name what comes next in the daily routine"	4c. Social Studies	History	2
Instead of "recognize calendars" - "can understand yesterday, today, tomorrow. Can explain that some things happened a long time ago (when they were babies) and some things will happen a long time from now (they will be grown-up)"	4c. Social Studies	History	4
Social Studies/Geography: younger toddler - in e.g. take out "walks backwards"	4c. Social Studies	Geography	2
These do not all seem the same--if it's about basic needs how about: Infants--makes basic needs known (e.g. cries when hungry). young tods--names basic needs with single words (e.g. milk, Mama). old tods--recognizes that others have basic needs (e.g. offers a cookie or hug). 3's identifies some basic needs and how to meet them (e.g. when I'm thirsty I get a drink). 4's understands and can identify many basic human needs (e.g. hunger, thirst, sleep, love), recognizes that everyone has basic need, can articulate how basic needs are fulfilled--when someone is hungry they need to eat.	4c. Social Studies	Economics	all
Social Studies/Economics: older toddler - instead of "describe how money is needed," "recognize that …" and take out "ID that business provide goods and services."	4c. Social Studies	Economics	3
Economics 4yo identify people's basic needs add "and begin to explain how they fulfill them"	4c. Social Studies	Economics	4
4yo Identify "one or two" workers and their jobs in the community	4c. Social Studies	Economics	4
Cognition Social Studies Government Young toddlers/older toddlers. Cooperate with basic safety practices ? What are we saying here?	4c. Social Studies	Government	1
Community and Culture 4 yo Able to extend learning to the home environment delete "can write first name"	4d. Community & Culture		4
Community and Culture, Expand on "can write first name" this seems more about fine motor development and literacy rather than community and culture	4d. Community & Culture		4
Community and Culture: Can write 1st name (in right area???)	4d. Community & Culture		4
Creative arts expression & representation: Describe color - s/b describe primary colors	4e. Creative Arts Expression & Representation	Visual	3
Explain how color can convey mood and emotion? Based on what - may (should) be different based on a child's feeling?	4e. Creative Arts Expression & Representation	Visual	4
Music - matching rhythmic (audio) patterns match different pitches	4e. Creative Arts Expression & Representation	Musical	
"Use instruments to create rhythm and sound" also for 12-24 mo in addition to 24-36 mo	4e. Creative Arts Expression & Representation	Musical	2
Cognition & General Knowledge Creative Arts Expression should there be a place for expression through handwork ie woodworking, clay, crafts, sewing, building, etc.	4e. Creative Arts Expression & Representation		

5. Language Arts & Literacy	Strand	Topic	Age Group	Pg.
Standout items: Reading Lit, Integration (pretend to read p 26), Craft & Structure, recognize books with common subject matter (p 27), Reading foundation, rhyming words (p28), writing in diff ways (p 31)				26-31
RL Key Ideas split up verbiage - identify characters, -recall and event in a story	5a. Reading & Literature		3 & 4	27
"Responds appropriately" does not leave space for "open endedness." Who determines what is appropriate? One answer for all			3&4	27
Reading informational 3s standard Request familiar or favorite books should come before recognizing books with common subject matter (put it on young toddlers)	5b. Reading Informational		3	
r28 typo "right sized" instead of "right-side"	5c. Reading Foundational	Print Concepts	3	28
Handle books respectfully and appropriately, holding them right side up …	5c. Reading Foundational	Print Concepts	3	28
R I Craft & know parts of a book; front cover, back, spine	5c. Reading Foundational	Print Concepts		28
Phonological awareness reorder-rhyming. Older toddlers sing along with rhyming. 3s and 4s switch them. Question re: 10 letter for 4s in child's name	5c. Reading Foundational	Phonological Awareness	3&4	28
Phonics & Word Recognition: Swap or clarify 'identify some letters in own name" and "identify own name in print."	5c. Reading Foundational	Phonics & Word Recognition	3&4	29
Phonics & Word Recognition: 3 or more letters with sounds. Too little?	5c. Reading Foundational	Phonics & Word Recognition	4	29
Identify own name in print should be earlier. Can identify at a much earlier age. Identify letters in own name comes after identifying name.	5c. Reading Foundational	Phonics & Word Recognition	4	29
Text types and purposes: older toddlers - delete "make controlled linear scribbles" Because physical development will not necessarily be where they can do linear scribbles. Circular scribbles?	5d. Writing	Text Type & Purposes	4	30
Conventions of Standard English some of our parents/teachers use pigeon. How is this addressed?	5e. Language	Conventions of Standard English		33
Language - why only conventions of standard English, what about other languages?	5e. Language	Conventions of Standard English		33
Vocab - looks like this should be under math (sorting and classify)	5e. Language	Vocabulary Acquisition & Use	2, 3 & 4	35
3s & 4s - just read stuff on self-talk and the important in early years. Maybe can send references?			3 & 4	

For parents: 6 mo. Breakdowns, checklists, when to see your pediatrician … tools for achieving standards
Who were your resources for the -=12 month piece?
More work is needed on the front end 0-3 years
Break up 0-12, 12-24 by smaller age chunks
Ages up to 24 months: separate into smaller time cycles (0-3 mos) OR provide a compendium/appendix that gives
My only concern is that months are grouped together. The difference in abilities between a 6 month old and a 12
Age breakdown birth -12 months not in alignment with developmental norms. Birth to 9 or 10 months makes more
Why are there so many labeled "emerging?"
Strongly feel you do a disservice to the early years by describing so many domains as "emerging."
Emerging--what does it look like?
Too many "Emerging" at the lower ends
Define "emerging" or what that means per age range. Signs = ?
AAP milestones are not included. Need to expand more on what is an emerging skill in the HELD. Breakdown birth-12
Infant standards, young toddler standards. Wherever it says "emerging" we are leaving infant/toddler programs
Infant standards. Can we really define a standard for infants? Infant development range might be better.
Birth - 12 moths should be more detailed vs. Emerging. Introduced by talking about it, selecting healthy choices
It's great to have the standards available in order to better improve early childhood education.
Looks like old domains were consolidated ("Cognitive development" and "creative development"_ while adding the
Like that aligned with DOE standard and Common Core State Standards--only had 4-year-old standards which did not
I like that you have category of "learning approaches."
Age appropriate, very specific clear on what a 2yo, 3yo, 4yo should be doing
Nice to have a range of development within each age group. Put 3-4 points of progression under each
Is learning about a baby's temperament listed anywhere? What kind of learner are you?
Where is diversity?
What about preschool standards? More specific, does the DOE have preschool standards for their special ed
Was the AAP used as a guide to develop the standards?
Was the ASQ milestones built into the standards?
With new standard for admission to kindergarten, how will we deal with FIVE YEAR OLDs in preschools?
What are the expectations on how they will be used?
How will this be used?
Required? Where do we get the funding to do this particular evaluation on a yearly basis?
How regulated/enforced?
How will these be implemented? Monitored? Measured?
Is there an accompanying narrative that goes with this?
What will be the resources to support this?
What about for special needs children?