



Session: Introduction to the Early Childhood Framework for Quality (EFQ)

Facilitator overview:

This guide is meant to walk you through the facilitation of a professional learning session intended to introduce the Early Childhood Framework for Quality (EFQ) to program staff. You will notice this guide provides talking points, activity instructions, suggested materials, and facilitation notes. However, keep in mind that every group will have different participants and unexpected questions may arise. Always feel confident to notate them in a parking lot of questions and contact the EFQ group for questions you might not be able to answer. Moreover, make this session your own. Besides facilitating the content, there is still room to tailor this session to your staff and teaching teams' needs. This session is meant to be dynamic and engaging, so it should feel like a conversation with the group. Have fun!

Goal: the overarching goal for this session is to support participants understand what the EFQ is.

Materials:

- Chart paper (2-3)
- Markers
- Strips of paper with unidentified EFQ Practices (depending on the size of the group you might need more than 1 set)
- Pens (suggested)

Handouts:

- The Early Childhood Framework for Quality (EFQ) for each participant
- A printed copy of the PowerPoint deck for each participant
- Writing paper for all participants (suggested)

Session prep:

- Chart: "Quality"
- Chart: "Questions Parking Lot"
- Cut strips of paper with unidentified EFQ Practices

Expected time

- This session could be between 60 to 75 minutes.
- If you have limited time, you might want to shorten this session by avoiding engaging in the activity on slide 17.



Slide 1- 1min

The Early Childhood Framework for Quality (EFQ): The Division of Early Childhood Education (DECE) vision for high-quality early childhood programs

Talking points (suggested):

- Welcome and thank you for joining us! This is an introductory session to the new Early Childhood Framework for Quality, which throughout this time together we can refer to as the EFQ or “the Framework.”
- The goal of this session is to understand what the EFQ is and become familiar with its structure and content.

Slide 2- 5min

Materials:

- 1 chart paper or writing board with the word “Quality”
- Markers

Talking points:

- Take a couple of seconds to think about this. When we think about quality, what is the first word that comes to mind?
- Let’s popcorn these. You may share them out loud.
- There is no right or wrong answer.

Example:

Quality
-Curriculum
-Caring environment
-DAP
-Qualified staff

Notes to facilitator:

- In this exercise you are trying to gauge the audience’s understanding of early childhood education quality.
- You are also trying to make connections, and help everyone understand that although we have a new Framework, a lot of us might already have a baseline understanding of quality, and/or might be implementing quality practices.
- If possible, once you get to read the EFQ (slide 11), let the participants notice that a lot of the words they might have shared (e.g., curriculum, caring environment, developmentally appropriate practices, etc) are reflected on the document.





Slide 3- 1min

Talking points:

- Do we have a courageous volunteer who would like to answer this?

Notes to facilitator:

- You might or might not hear some answers. Some of the answers might include “This is the new PQS,” or, “these are the new standards.”
- Make sure to acknowledge the different answers you hear, and/or move on quickly if you don’t have any volunteers.

Slide 4- 1min

Talking points:

- The Early Childhood Framework for Quality (EFQ) describes the Division of Early Childhood Education’s (DECE) vision for high-quality birth-to-five programs in NYC.
- This framework replaced the Program Quality Standards (PQS) which served as the Division’s vision for quality from 2014-2019.

Slide 5- 3min

Talking points:

- The EFQ is grounded on the following:
- the Framework for Great Schools, NYCDOE’s vision for school improvement across the prek-12 continuum.
- the NYCDOE’S commitment for Equity and Excellence for All;
- the Head Start Program Performance Standards (HSPPS); and
- the expertise and experience of the DECE’s central office, support staff, programs, and community partners.

Notes to facilitator:

- If questions arise about the FFGS, you may state that you will cover that in a couple of minutes (slides 10-11)



Slide 6- 3min

Talking points:

- Why a new Framework?
- As the Division of Early Childhood Education (DECE) evolves, we need new tools to support our quality improvement work across multiple age groups and settings.
- The EFQ builds on the theoretical foundation of the Program Quality Standards (PQS), which was the Division's vision for quality for 5 years.
- The EFQ replaced the PQS in the fall of 2019 as we moved to a unified birth-to-five system and support the DECE's mission to build the best early care and education system in the country.

Slide 7- 30 sec

Transition:

Now let's move on to talk about the organization of the EFQ.

Slide 8- 2min

Materials:

- ☐ Copy of the EFQ (suggested)

Talking points:

- The EFQ is comprised of 6 **Elements**, which are high-level, research-based principles of early childhood quality aligned to the Framework for Great Schools.
- You will notice that at the end of each guiding paragraph for the Elements, you will always see a colored word representing the FFGS' element.
- Each Element identifies several **Practices**, or actions that can be taken by program leadership and teaching teams to demonstrate these principles.
- The Elements and Practices are applicable to all early childhood age groups and settings.

Notes to facilitator:

- You might want to go over this information while allowing participants to see their EFQ; at least pages 1 through 3.





Slide 9- 3min

Talking points:

- As indicated in the visual, most Practices listed under program leadership teams have parallel Practices under program teaching teams.
- The Practices under each Element are not listed in order of importance, nor are they intended to indicate that one Practice should be prioritized over another. Instead, they are interconnected and, when combined, help us better understand the actions, behaviors, and skills encompassed by each Element.
- The practices are still high-level for they are meant to be applicable to all birth-to-five center-based settings.

Notes to facilitator:

- You might want to check for understanding or use the visual as an example. Practice 3.1 for program leadership teams' parallel teaching practice would be 3.6.

Slide 10- 5min

Talking points:

- Earlier I mentioned the Framework for Great Schools. Let's come back to talk about its alignment with the EFQ.
- The Division of Early Childhood Education (DECE) is part of the larger NYC Department of Education, which uses the Framework for Great Schools to promote student achievement.
- The Framework for Great Schools is the primary way the NYC Department of Education partners with our PreK-12 schools.
- At the center of the Framework is student achievement. The core goal of education is to help students get to the next level and succeed.
- Surrounding that core are the three elements of student support: instructional guidance, teacher empowerment, and student-centered learning.
- Beyond the classroom, we need effective school leadership and strong family-community collaboration.
- The element that ties all of these supports together is trust. Building trust across the system and within a school—between administrators, educators, students, and families—is the foundation of the Framework for Great Schools.





Slide 11- 7-10 min

Materials:

- ☐ Copy of the EFQ

Talking points:

- Not let's take a couple of minutes to read the document.
- We might not have enough time to read all the Elements and 68 practices, so perhaps you could start by choosing an Element that speaks to you and read the Practices under that Element.
- As you read through the practices, you might want to think about ways that you already implement those Practices in your classrooms, or ways you would like to implement them moving forward.

Notes to facilitator:

- Give participants a couple of minutes to read the document, and then ask for comments and reactions.
- If possible, direct participants' attention back to the flipchart with the words they used to describe quality at the beginning of the session.

Slide 12- 1-3min

Talking points:

- For those of you who are familiar with the program quality standards (PQS), what are some similarities and differences you notice between the EFQ and the PQS?

Notes to facilitator:

- Your participants might not be familiar with the PQS. If this is not relevant for your audience, you might skip slides 12 and 13.



Slide 13- 3min

Talking points:

- We can think about the changes from the PQS to the EFQ from a couple of different perspectives, including structural and content differences.
- Structurally the EFQ has a more direct alignment to the Framework for Great Schools;
- It also emphasized the importance of the leaders by having a separate set of high-quality Practices.
- In terms of content, there is a greater emphasis on equity and access as well as an emphasized shift to a 2-generational approach;
- Moreover, there is a greater emphasis on the data cycle at the classroom and program level, and;
- Finally, there is an amplified focus on operational quality.

Notes to facilitator:

- Your participants might not be familiar with the PQS. If this is not relevant for your audience, you might skip slides 12 and 13.

Slide 14- 30 sec

Transition:

Now let's move on to talk about the Examples of Practice.

Notes to facilitator:

- At this point you may assess if the group needs a 3-5min break!

Slide 15- 3min

Talking points:

- Each **Practice** will have a set of **Examples of Practice** meant as a supplementary resource.
- The Examples of Practice are not an exhaustive lists of look fors. They illustrate what the Practices could look like; ways to help you understand what the Practices mean.
- The Examples of Practice are still in development and in the year 2019-2020 our site support staff may share with us as we set goals together.





Slide 16- 3min

Taking points:

- So far we have covered a lot of information. Let's put it all together.
- The EFQ is comprised of 6 high-level Elements;
- All Elements have program leadership, and program teaching teams Practices.
- All Practices have Examples of Practice, some of which will be differentiated by age groups.

Notes to facilitator:

- You might want to ask a participant to explain the information above.

Slide 17- 15-20min

Materials:

- EFQ Practices shuffled and mixed strips (mix-and-match)
- EFQ copies

Talking points:

- The best way to become more familiar with the EFQ is to interact with it!
- We will not have an opportunity to dive deeper into the content and structure of the EFQ.
- We will break into teams
- Each team will be given strips of papers with EFQ **Practices**. As you will notice they will not have the corresponding numbers on them.
- You are tasked with matching the Practices to a group (either **teaching teams** or **leadership teams**), and the corresponding **Element**.
- Each group will have a **checker**. This is the only person who can flip through the EFQ to check the answers. Everyone else can only refer to page 2 of the EFQ, where all 6 Elements are listed.
- It is okay to respectfully disagree or find some Practices confusing, this activity is designed to start conversations with colleagues about the practices.

Notes to facilitator:

- You may model what this activity could look like by doing one strip with the large group. Read it out loud and ask for the corresponding group (either leadership or teaching team), and Element.
- If you have a small group, you may be the checker. If you have multiple teams, make sure to go around the room and check in with teams.
- Some teams might need more support. You may give them "hints" or draw their attention to words such as "classroom" and "program" to determine the team the Practice belongs to' you might highlight that the active verbs for leaders might include "establish," "create," "develop," whereas for the teachers they might include "model," "collaborate," "facilitate," etc.





Slide 18- 5min

Talking points:

- Let's come back together as a team and share with everyone.
- What was hard about it?
- Which practices did you find confusing?
- What did you learn from your peers?

Notes to facilitator:

- You might hear that some Practices could be in both groups. Acknowledge that that could potentially be the case, and that there are some nuances in the Practices for leadership and teaching teams.
- You might also hear that some Practices could belong in more than one Element. Acknowledge that that could definitely be the case, and it shows the interconnectedness that exists in the field of early childhood education.

Slide 19- 1min

Talking points:

- Finally, let's go over the relationship between the EFQ and other Frameworks and standards in early childhood education.

Notes to facilitator:

- If some of these frameworks and standards do not apply to your program setting, feel free to skip them, and/or take them out of your presentation deck.

Slide 20- 1 min

Talking points:

- The NYCDOE DECE's policy handbooks for NYCECCs and District Schools articulate policy requirements that programs must satisfy. Whereas the EFQ describes high-quality practices to work towards.
- Beyond baseline quality, the EFQ is intended to support programs in their journey of continuous quality improvement.



Slide 21- 1min

Talking points:

- The Head Start Program Performance Standards define standards and minimum requirements for the entire range of Head Start services. They apply to both, Head Start and Early Head Start programs, and serve as the foundation for Head Start's mission to deliver comprehensive, high-quality individualized services supporting the school readiness of children from low-income families.
- As I mentioned PREVIOUSLY, the EFQ is intended to support programs in their journey of continuous quality improvement.

Slide 22- 1min

Talking points:

- The New York State Prekindergarten learning standards outlines the state of New York's early learning expectations for preschool students linked to k-12 standards.
- This is the updated version of the New York State Prekindergarten Foundation for the Common Core Learning Standards (PKFCC) published in 2012.
- These are standards for children, whereas the EFQ outlines high-quality practices for adults.

Slide 23- 1min

Talking points:

- The ELOF: describes the skills, behaviors, and knowledge programs must foster in all children birth-to-five.
- Meanwhile, the EFQ outlines the skills, behaviors, and knowledge of the adults working with these children.

Slide 24- 1 min

Talking points:

- During this time together we learned:
 - What the EFQ is
 - How the EFQ is organized
 - About the EFQ's supplementary resource: the Examples of Practice; and,
 - Standards and the EFQ's relationship to other frameworks in early childhood education.





Notes to facilitator:

- This is a great time to check in with participants about clarifying questions.
- If the answer might be content you covered during this session, allow someone else to answer, whenever possible.
- Remember to notate those questions you do not have an answer to in your parking lot, and send them to efq@schools.nyc.gov.

Slide 25-1min

Thank the audience for their participation, and remind them of the other online resources available on the NYCDOE Early Childhood Educators InfoHub.

Notes to the facilitator:

- You did it! Thank yourself for your work.

