Infant Toddler Services 101: Transitioning from Pre-K to Birth to Three

By

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Dr. Angela Searcy holds a B.A. degree in English and secondary education with teacher certification through the state of Illinois and a M.S. degree in early childhood development from Erikson Institute, with a specialization in Infant Studies and a Doctorate in Education with a specialization in assessment and response to intervention. Her research revolves around brain-based learning as assessed by CLASS and it’s correlation to aggressive behaviors in preschool children.

Angela who began as educator in 1990 is the owner and founder of Simple Solutions Educational Services, and has experience at all levels of education. Angela is currently a seminar leader and continuing education instructor at Erikson Institute, a professional development provider for Teaching Strategies, LLC, a Teachstone Affiliate Trainer, a member of the Classroom Assessment Scoring System CLASS Community Advisory Board and an Author for Gryphon House Publishing

A former neuro-developmental specialist, Angela has specialized training in neuroscience and is a nationally recognized speaker. She has been featured on Chicago’s WGN Channel 9 News, Chicago Public Radio’s Chicago Matters, Chicago Parent and Chicago Baby Magazines

COMING SOON

PUSH PAST IT!

Angela Searcy, EdD

Push Past it!

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WGN 9 NEWS
Simple Solutions Team! This is our FIRST meeting!

Let’s Stay Connected!

Angela Nelson-Searcy
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There is a BIG difference between Pre-k and 0-3.

1. Introduce yourselves
2. Talk about the differences with your group
3. Write on flip chart paper and be prepared to introduce your group and share out in 10 minutes

Key Differences: Ratios and Structure

§1302.21 Center-based option.
(b) Ratios and group size.
(c) Service duration.

1. Staff-child ratio and group size maximums must be determined by the age of the majority of children and the needs of children present. A program must determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. A program must maintain appropriate ratios during all hours of program operation, except:
   (i) For brief absences of a teaching staff member for no more than five minutes;
   and,
   (ii) During nap time, one teaching staff member may be replaced by one staff member or trained volunteer who does not meet the teaching qualifications required for the age.

2. An Early Head Start or Migrant or Seasonal Head Start class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A program must minimize teacher changes throughout a year.

Recognizes state licensing.
(b) New exceptions.

Nap time relates to §1302.31(e)
(1) and (e)(1) – Flexible and individual schedules for infants and young toddlers.
(b) (2) Supports continuity via local flexibility and mixed age groups.

NOTE: This document consists of excerpts from the Head Start Program Performance Standards (HSPPS). The excerpts include requirements about serving infants, toddlers, and pregnant women and about Early Head Start programs. The relevant terms are highlighted in yellow. Missing text is indicated by [...] Readers are advised to review the complete standards for more information. Revised 12/22/16
Key Differences: Training

EHS-CCP teachers must have a minimum of a Child Development Associate (CDA) and training with an infant/toddler focus or comparable credential from their state. Teachers who have a degree or other credential in early childhood education with a focus on infants and toddlers (at least commensurate to what is required for an Infant/Toddler CDA) do not need a CDA. All EHS-CCP teaching staff are expected to meet the qualification requirements within 18 months of receiving the grant. Family child care providers have additional time to meet this requirement and need to enroll in the appropriate CDA (or commensurate program) within six months and have two years to become certified. If teaching staff or family care providers are unable to complete these requirements within timeframes listed, the EHS-CCP grantees and their partners must provide evidence that their staff are making sufficient progress toward receiving the required certifications.

Formal monitoring of grantee compliance with the Early Head Start standards and HSPPS will not take place until after the first 18 months of the grant. However, during the first 18 months, all EHS-CCP grantees will participate in a baseline assessment that will include a review of environmental health and safety issues, fiscal management issues, and an analysis of the status of other key elements of the partnership funded through EHS-CCP. The purpose of this baseline is to assess initial grantee and partner capacity across multiple domains and to help improve the quality of the partnerships in this early stage of development. It also will be used to identify additional technical assistance or support that may be needed by the grantees and their partners to ensure that they are on track for successful implementation and can meet all EHS requirements within 18 months.

Key Differences: Think About Outdoor And Indoor Play

A circle time for infants, toddlers and twos isn’t required

Infants, toddlers and two’s must be separate from preschoolers during inside and outside play

For mixed aged groups put materials low for younger children and higher for older children

Children aged 0-3 have a schedule but feed and sleep on demand and that schedule is flexible
Key Differences: Learning Happens Through Routines

4. Read the slides in front of you and talk with your group.

5. Is there anything you would add to the flip chart paper?

6. Anything surprise you?
   Share back in 15 minutes.

There is a BIG difference between Pre-k and 0-3.
Resources on ECLKC!

Layering Early Head Start Services and Funds with Child Care

The Cost Estimation Tools for Early Head Start (EHS) and Child Care (CC) Partnership Services is designed to help EHS/CC Partnership grantees and their child care partners plan for the cost of the interagency component. It can also be used to provide meaningful information about the costs of offering early childhood care and education.

In the tool, you can enter up to the rates that you can generate when you are certified by the State and the rate you plan to charge.

It provides support for determining the costs associated with the implementation of an EHS/CC Partnership. It is important to note that there are a variety of methods and approaches to evaluating costs. The tool does not estimate or calculate the rates for providing individual child care services. It is intended to help you estimate the costs associated with the implementation of an EHS/CC Partnership.

Additional Resources for the Cost Estimation Tool for EHS/CC Partnership Services

- Cost Estimation Tool: Frequently Asked Questions

For those interested in other cost estimation tools and the broader topic of early care and education financing, see the resources below:
- Cost Estimation Tool: Early Care and Education FF
- Cost Estimation Tool: Early Care and Education CF
- Cost Estimation Tool: Early Care and Education TC
- Cost Estimation Tool: Early Care and Education FC

Webinars on ECLKC!

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Reflection and Evaluation

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