

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



By



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COMING SOON

- **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**



Push Past It!

Angela Searcy, EdD



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Simple Solutions Team! This is our FIRST meeting!



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Let's Stay Connected!



**Angela Nelson-Searcy**  
OR  
**Simple Solutions**  
**Educational Services Page**  
**@angelassimplesolutions**

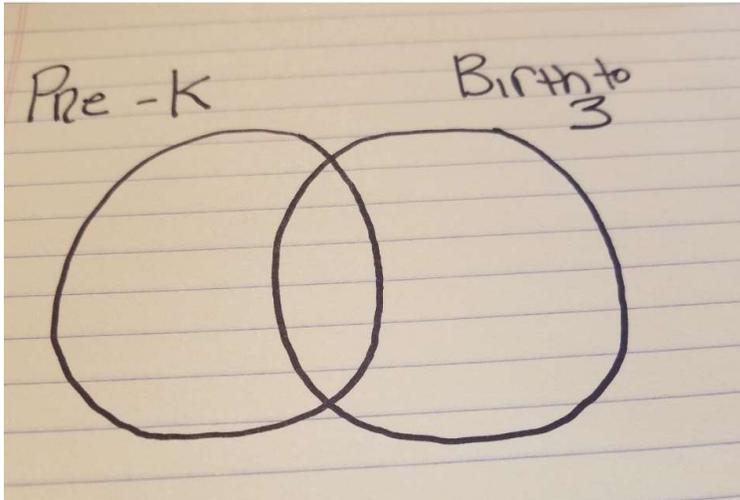


**@Angela\_Searcy**



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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 you group and share out in 10 minutes

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## Key Differences: Ratios and Structure

**§1302.21 Center-based option.**

(b) Ratios and group size.

(c) Service duration.

[...] (b) Ratios and group size.

(1) Staff-child ratios 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

Recognizes state licensing.  
(b) New exceptions.

**Nap time relates to §1302.31(c)(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

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## 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 grantee 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**.

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## 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

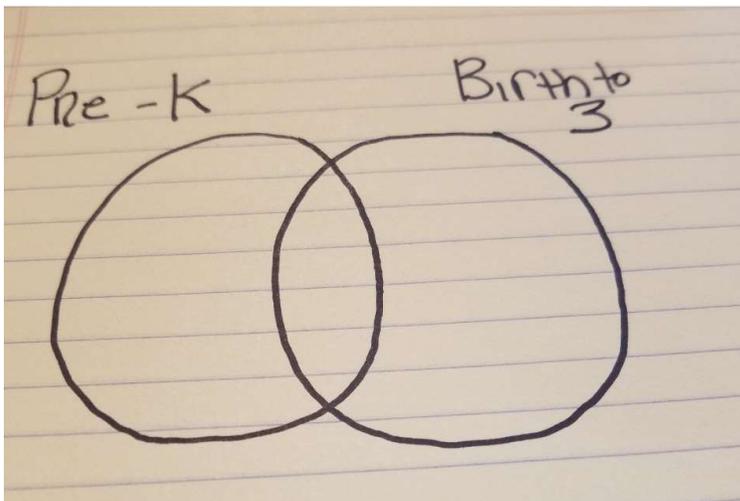
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## Key Differences: Learning Happens Through Routines

	<p>(e) <u>Promoting learning through approaches to rest, meals, routines, and physical activity.</u></p> <p>(1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest...[...]</p> <p>(2) A program must implement snack and meal times in ways that support development and learning. For <b>bottle-fed infants, this approach must include holding infants during feeding</b> to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.</p> <p>(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth. [...]</p>	<p>(e) (2) Holding bottle-fed children is not new.</p> <p>(e) (3) Intentional teaching</p>
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There is a BIG difference between Pre-k and 0-3.



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

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

3. Anything surprise you?  
Share back in 15 minutes

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## Layering Early Head Start Services and Funds with Child Care

The Cost Estimation Tool for Early Head Start-Child Care (EHS-CC) Partnership Services is designed to help EHS-CC Partnership grantees and their child care partners plan for the cost of delivering comprehensive Early Head Start (EHS) services to children enrolled in child care homes and centers.

Before using the tool, you may want to print the report that you can generate after you've identified the type of service your partner offers. This will show you the data you'll need to gather prior to completing the tool.

It provides a step-by-step process for identifying relevant costs and resources that support the implementation of an EHS-CC Partnership.

It is important to note that there are a variety of methods and resources available to help programs estimate the costs of high quality early care and education. Related services and programs should choose whatever method works best for their individual needs and context.



### Cost Estimation Tool for EHS-CC Partnership Services

The Cost Estimation Tool will help EHS-CC Partnership grantees identify:

- Child care services currently offered and compare them to determine additional costs for your partner to extend the day and year to ensure full-time services (up to 10 hours per day/48 weeks per year) (Layer One)
- Current child care revenue that covers those costs and consider other sources of revenue that can support EHS-CC Partnership services
- Types of program enhancements and estimate the costs your partner will likely incur to meet EHS standards
- Costs your partner will incur to fulfill responsibilities for providing individual child and family services to meet EHS standards (Layer Three)

### Additional Resources for the Cost Estimation Tool for EHS-CC Partnership Services

- The Cost Estimation Tool for Early Head Start-Child Care Partnership Services: Orientation Webinar
- The Cost Estimation Tool: Text Version [\(PDF, 498KB\)](#)
- Funding and Payments [\(PDF, 137KB\)](#)
- Helpful Tips for Using the Cost Estimation Tool [\(PDF, 118KB\)](#)
- Layering Services and Funds in Early Head Start-Child Care Partnerships: Frequently Asked Questions [\(PDF, 309KB\)](#)

For those interested in other cost estimation tools and the broader topic of early care and education financing, see the resources below.

- Cost Modeling in Early Care and Education [\(PDF, 118KB\)](#)
- Provider Cost of Quality Calculator [\(PDF, 118KB\)](#)
- Professional Development System Cost Analysis Tool [\(PDF, 118KB\)](#)

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## Reflection and Evaluation



Illinois Early Learning Guidelines  
Family Childcare & Center-Based Providers  
Participant Evaluation

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Please circle your level of satisfaction.

	Below	Average	Excellent		
Course Content Relevancy	1	2	3	4	5
Course Staff qualifications, communicating ability	1	2	3	4	5
Course Value applicability and usefulness of information/instruction	1	2	3	4	5
Participant opportunities for discussion and questions	1	2	3	4	5
Coordination/timing and control of course	1	2	3	4	5

**PRESENTERS**

	Poor	Average	Excellent		
Please circle your level of satisfaction.	1	2	3	4	5
Facilitated for group through discussion and/or other learning activities	1	2	3	4	5
Clearly communicated the subject matter	1	2	3	4	5
Maintained use of respectful and appropriate	1	2	3	4	5
Was well organized	1	2	3	4	5
Kept the course alive and interesting	1	2	3	4	5
Showed enthusiasm and interest	1	2	3	4	5

**YOUR PARTICIPATION**

Please place an X in the appropriate box.

The information presented is new to me	<input type="checkbox"/> Yes	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No
I would recommend this course to other workers	<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No
I feel that I have my training on this subject completed	<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No
I will be able to apply this course material to my job	<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No

If you are any of the above questions, please explain:

\_\_\_\_\_

\_\_\_\_\_

Please offer any suggestions and/or comments that would improve the quality of the instruction or course content.

\_\_\_\_\_

\_\_\_\_\_

Please describe any program or training issues related to today's training topic that would further discussion or training.

\_\_\_\_\_

\_\_\_\_\_

Thank you for your feedback.



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