

Infant Toddler Services 101: Staffing Requirements



By



Simple Solutions Educational Services

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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 its 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**



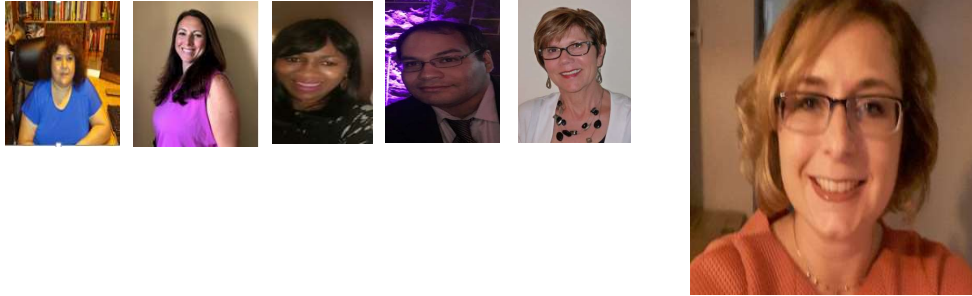
Push Past It!

Angela Searcy, EdD



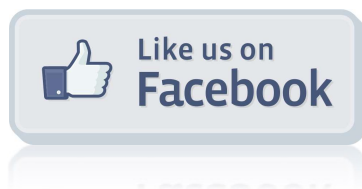
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Simple Solutions Team! This is our FIRST meeting!



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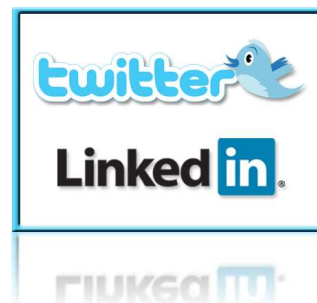
Let's Stay Connected!



Angela Nelson-Searcy
OR
Simple Solutions
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What is Quality Care and Attachment Caregiving?

Including Relationship-Based Care Practices in Infant-Toddler Care:
Implications for Practice and Policy

Considerations for Implementing Relationship-Based Care Practices in Centers Serving Infants and Toddlers

A challenge facing early care and education program directors is how to implement the relationship-based care practices recommended by the research literature and promoted by national early childhood organizations. The implementation of relationship-based care practices has logistical consequences for center staffing, organization, and space and facilities, plus practical and financial impacts on center operations.

We emphasize there is no one way to implement these approaches that will work for every child care facility. We also emphasize these practices are not one complete package of activities and strategies that must be implemented all together. Various practices can be implemented one at a time, perhaps in stages, to ease the transition for staff, families, and centers. For example,

Implementing Primary Caregiving Practices in Centers Serving Infants and Toddlers

Implementing primary caregiving involves children, parents, the child care teacher, and director making decisions about which teacher will be primarily responsible for the majority of the care of the infant while in child care. It should not be confused with exclusive caregiving. Although one primary caregiver is primarily responsible for a small group of children, both teachers in the room assist each other when the other is busy or out of the room.

The following options address ways in which program administrators can implement this practice (see also Text Box 4, Primary Caregiving Responsibilities).

- **Assignment of a primary caregiver.** A child care program can assign a primary caregiver to each infant at the time of enrollment in the program, or the classroom teachers can decide which children will be in each primary care group.

1. Read the pages you were given and talk with your group

2. Summarize the key points in 3-5 bullet points

3. Anything surprise you? Why?

Share back in 15 minutes

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What Does It Look Like? Things to Consider...

Including Relationship-Based Care Practices in Infant-Toddler Care:
Implications for Practice and Policy

Table 1. Approaches to Implementing Continuity of Care in Centers Serving Infants and Toddlers

APPROACH	DEFINITION	WHAT DOES THIS LOOK LIKE?	THINGS TO CONSIDER
Same-age grouping	► Child care teachers and their primary care groups of children of approximately the same age stay together until they reach age three (often referred to as "looping"). At that point, the children move to a three-year-old classroom and the caregiver moves back to the infant room and begins with a new group of children.	► Teachers and children may stay together up until children are 36 months old. Children in the group are generally similar in age. ► There are two common approaches to same-age grouping. In one approach, teachers and children move to a new classroom as a whole group when all the children are developmentally ready for the transition. In the other same-age grouping approach, teachers and children stay in the same classroom and furnishings, materials, and the room configuration change to suit the developmental needs of the children. ► Children in same-age groupings may have the opportunity to form peer relationships that may last throughout their early child care experience. Peer play and relationships with age mates can support positive affect, more complex play, and learning about conflict, the self, and other individuals (Wittmer, 2008).	► Same-age grouping may be difficult if the make-up of the children enrolled at any one time does not easily facilitate arranging classrooms of similarly-aged children, or if there are enrollment changes as children of various ages leave or join the program. However, new children within the same age group can be added to the classroom if one child leaves. ► Changing furniture and equipment to fit the children's growing size and activity level may require storage space to swap items (cribs, indoor climbers, with the next stage of items (small chairs and tables, indoor climbers more suited to toddlers). Infant nap spaces may need to be converted to a suitable play space for older infants and toddlers, or centers may need to install low sinks and toilets to provide access to appropriate facilities.

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


2. Name 3-5 new ideas you learned

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
- Provider Cost of Quality Calculator
- Professional Development System Cost Analysis Tool

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Resources on ECLKC!



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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
Course Staff/Instructors' Communication Ability		1	2	3
Course Value/Relevancy and usefulness of information/instruction		1	2	3
Participant opportunities for discussion and questions		1	2	3
Coordination/Planning and control of events		1	2	3
PRESENTERS				
		Below	Average	Excellent
Facilitator for group through discussion and/or other learning activities		1	2	3
Clearly communicate the subject matter		1	2	3
Model good use of examples and materials		1	2	3
We were engaged		1	2	3
Keep the session alive and interesting		1	2	3
Shared information and interest		1	2	3
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 parents		<input type="checkbox"/> Yes	<input type="checkbox"/> Maybe	<input type="checkbox"/> No
I feel that I have learned enough to put into practice		<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 to any of the above questions, please explain:				
Please place 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 need further discussion or training:				
Thank you for your feedback:				



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