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**Ensuring Quality Infant/Toddler Teachers when Finding Qualified  
Ones is Difficult**

**Wednesday, July 30, 2014**

**18<sup>th</sup> Annual Birth to Three Institute**

## RESOURCES

### Information Memorandum and Program Instruction <https://eclkc.ohs.acf.hhs.gov/hslc/standards>

- ACF-IM-HS-12-05. Issuance Date: 06/09/2012. Relationship-based Competencies for Staff & Supervisors who Work with Families.
- ACF-PI-HS-14-02. Issuance Date 6/18/2014. Conversion of Enrollment Slots from Head Start Children to Early Head Start Children
- ACF-IM-HS-11-03. Issuance Date 9/9/2011. Statutory Degree and Credentialing Requirements
- ACF-IM-HS-11-04. Issuance Date 9/9/2011. Center-based Preschool Classroom Teacher Qualification Waiver Authority and Procedures  
(NOTE the second paragraph stating there are no authority to consider or approve waivers for infant and toddler teachers )
- ACF-IM-HS-10-06. Issuance Data 10/27/2010. Qualifications for Early Head Start Infant and Toddler Center-based staff
- ACF-IM-HS-08-12. Issuance Date 8/19/2008. Statutory Degree and Credentialing Requirements for Head Start Teaching Staff

### Policy Clarifications <https://eclkc.ohs.acf.hhs.gov/hslc/standards/pc>

- OHS – PC – J – 033

### EHS Tip Sheets <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/ehs-tip-sheets.html>

- Why Do Both Staff Members in an Early Head Start Classroom With Eight Children Need to be Teacher Qualified? Early Head Start Tip Sheet No 2. HHS/ACF/OHS/EHSNRC. English. 2010.

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**OVERVIEW OF HEAD START STAFF QUALIFICATION REQUIREMENTS FOR INFANT/TODDLER STAFF**

<b>Setting/Role</b>	<b>Head Start Act</b>	<b>Program Performance Standards</b>
<b>Center-based Teacher</b>	<p>Sec 645A (h)(1)&amp;(2)                      (1) not later than September 30, 2010, <b>all</b> teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development; and</p> <p>(2) <u>Not later than September 30, 2012</u>, <b>all</b> such teachers have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.</p>	<p>The below is superseded by the Head Start Act</p> <p>1304.52(f) Staff working as teachers with infants and toddlers must obtain a CDA for Infant and Toddler Caregiver or an equivalent credential that addresses comparable competencies ... within one year of hire. In addition, infant and toddler teachers must have the training and experience necessary to develop consistent, stable, and supportive relationships with very young children. The training must develop knowledge of infant and toddler development, safety issues in infant and toddler care (e.g., reducing the risk of SIDS), and methods for communicating effectively with infants and toddlers, their parents, and other staff members.</p> <p>1306.23 Provide pre-service training and in-service training opportunities to staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. The training must be directed toward improving the ability of staff and volunteers to deliver services required by HS regulations and policies.</p> <p>1304.52(g)(4) Must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group.</p>
<b>Home-based Home visitor</b>	<p>Sec 645A (i)(1)&amp;(2) In order to further enhance the quality of home visiting services provided to families of children participating in home-based, center-based, or combination program options ... in Early Head Start programs.</p> <p>(2) The standards for training, qualifications, and the conduct of home visits shall include content related to—</p> <p>(A) structured child-focused home visiting that promotes parents' ability to support the child's cognitive, social, emotional, and physical development;</p> <p>(B) effective strengths-based parent education, including methods to encourage parents as their child's first teachers;</p> <p>(C) early childhood development with respect to children from birth through age 3;</p> <p>(D) methods to help parents promote emergent literacy in their children from birth through age 3, including use of research-based strategies to support the development of literacy and language skills for children who are limited English proficient;</p> <p>(E) ascertaining what health and developmental services the family receives and working with providers of these services to eliminate gaps in service by offering annual health, vision, hearing, and developmental screening for children from birth to entry into kindergarten, when needed;</p> <p>(F) strategies for helping families coping with crisis; and</p>	<p>1306.33(1) Provide one home visit per week per family lasting for a minimum of 1 and ½ hours each.</p> <p>1306.33(5) Maintain an average caseload of 10-12 families per home visitor with a maximum of 12 families for any individual home visitor.</p> <p>1306.23 Provide pre-service training and in-service training opportunities to staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. The training must be directed toward improving the ability of staff and volunteers to deliver services required by HS regulations and policies.</p>

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Setting/Role	Head Start Act	Program Performance Standards
	(G) the relationship of health and well-being of pregnant women to prenatal and early child development.	
Setting/Role	Head Start Act	Program Performance Standards
<b>Family Child Care</b> Provider		<p>1304.52(h) Family child care providers.</p> <p>(1) Head Start and Early Head Start grantee and delegate agencies must ensure that family child care providers <b>have previous early child care experience and, at a minimum, enroll in a Child Development Associate (CDA) program or an Associates or Bachelor's degree program in child development or early childhood education within six months of beginning service provision.</b> In addition, such grantee and delegate agencies must ensure that family child care providers <b>acquire the CDA credential or Associate's or Bachelor's degree</b> within two years of February 7, 2008 or, thereafter, <b>within two years of beginning service provision.</b></p> <p>(2) Family child care providers who enroll Head Start children must have the knowledge and skill necessary to develop consistent, stable, and supportive relationships with young children and their families, and sufficient knowledge to implement the Head Start Performance Standards and other applicable regulations.</p> <p>1304.52(l)(5) In addition, grantee and delegate agencies offering the family child care program option must make available to family child care providers training on:</p> <ul style="list-style-type: none"> <li>(i) Infant, toddler, and preschool age child development;</li> <li>(ii) Implementation of curriculum (see Sec. 1304.3(a)(5) for the definition of curriculum);</li> <li>(iii) Skill development for working with children with disabilities;</li> <li>(iv) Effective communication with infants, toddlers, and preschoolers and with their families;</li> <li>(v) Safety, sanitation, hygiene, health practices and certification in, at minimum, infant and child cardiopulmonary resuscitation (CPR);</li> <li>(vi) Identifying and reporting suspected child abuse or neglect;</li> <li>(vii) United States Department of Agriculture's Child and Adult Care Food Program; and (viii) Other areas necessary to increase the knowledge and skills of the family child care providers.</li> </ul>
<b>Family Child Care</b> Substitute		1304.52(h)(4) Substitute staff and assistant providers used in family child care must have <b>necessary training and experience to ensure the continuous provision of quality services to children.</b>
<b>Family Child Care</b> Child Development Specialist		<p>1304.52(h)(5) At the time of hire, the child development specialist must <b>have, at a minimum, an Associate degree in child development or early childhood education.</b></p> <p>(6) Child development specialists must have <b>knowledge and experience in areas that include the theories and principles of child growth and development, early childhood education (birth to age five), and family support.</b> Child development specialists must <b>have previous early childhood experience, familiarity with the Child Development Associate (CDA) competency standards and knowledge and understanding of the Head Start Program Performance Standards and other applicable regulations.</b></p>

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**PROFESSIONAL DEVELOPMENT (PD) & TRAINING**

PD & Training	Head Start Act	Program Performance Standards
Professional Development (PD)	<p>Sec 637 (21) Professional development means high quality activities that will improve the knowledge and skills of teachers and staff, as relevant to their roles and functions, in program administration and the provisions of services and instruction, as appropriate, in a manner that improves service delivery to enrolled children and families, including activities that –</p> <ul style="list-style-type: none"> <li>(A) Are part of a sustained effort to improve overall program quality and outcomes for enrolled children and families;</li> <li>(B) Are developed or selected with extensive participation of administration and teachers from HS programs;</li> <li>(C) Are developmentally appropriate for the children being served;</li> <li>(D) Include instruction in ways that HS teachers and staff may work more effectively with parents, as appropriate;</li> <li>(E) Are designed to give HS teachers and staff the knowledge and skills to provide instruction and appropriate support services to children of diverse backgrounds, as appropriate;</li> <li>(F) May include a 1-day or short-term workshop or conference, if the workshop or conferences is consistent in the professional development plan described in section 648A(f) [below] and will be delivered by an institution of higher education or other entity, with expertise in delivering training in early childhood development, training in family support, and other assistance designed to improve the delivery of HS services; and</li> <li>(G) In the case of teachers, assist teachers with – <ul style="list-style-type: none"> <li>(i) the acquisition of the content knowledge and teaching strategies to provide effective instruction and other school readiness services regarding [the domains];</li> <li>(ii) meeting the requirements in paragraphs (1) and (2) of section 648A(a), as appropriate;</li> <li>(iii) improving classroom management skills, as appropriate;</li> <li>(iv) advancing the understanding of effective instructional strategies that are – (I) based on scientifically valid research; and (II) aligned with – (aa) the Head Start Child Outcomes Framework ... and, as appropriate, State Early Learning standards; and (bb) curricula, ongoing assessment, and other instruction and services, designed to help meet the standards described in section 641A(a)(1);</li> <li>(v) acquiring the knowledge and skills to provide instruction and appropriate language and support services to increase the English language skills of limited English proficient children, as appropriate; or</li> <li>(vi) methods of teaching children with disabilities, as appropriate.</li> </ul> </li> </ul>	<p>1304.52(a)(1) Grantees and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.</p> <p>1304.52(b)(1)&amp;(2) Must ensure that staff and consultants have the knowledge, skills, and experience they need to perform their assigned functions responsibly. In addition, must ensure that only candidates with the qualifications ... are hired.</p> <p>1304.52(i) Staff Performance appraisals. Grantee and delegate agencies must, at a minimum, perform an annual performance review of each EHS and HS staff member and use the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.</p> <p>1306.23 Provide pre-service training and in-service training opportunities to staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. The training must be directed toward improving the ability of staff and volunteers to deliver services required by HS regulations and policies.</p> <p>1304.52 Human Resources (I) Training and development.  (1) Grantee and delegate agencies must provide an <b>orientation</b> to all new staff, consultants, and volunteers that includes, at a minimum, the <b>goals and underlying philosophy</b> of Early Head Start and/or Head Start and the <b>ways</b> in which they are <b>implemented</b> by the program.  (2) Grantee and delegate agencies must establish and implement a <b>structured approach to staff training and development, attaching academic credit whenever possible</b>. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities, in accordance with the requirements of 45 CFR 1306.23.  (3) At a minimum, this system must include <b>ongoing opportunities for staff to acquire the knowledge and skills necessary to</b></p>
T/TA activities	<p>Sec 648 (d)(1)(A)-(I) Funds to agencies shall be used to provide high-quality, sustained, and intensive T/TA as follows: (A) activities that ensure HS programs meet or exceed the standards described in sec 641A(a)(1); (B) activities that ensure programs have adequate numbers of trained, qualified staff who have skills in working with children and families, including children and families who are limited English proficient and</p>	

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PD & Training	Head Start Act	Program Performance Standards
	<p>children with disabilities and their families; (C) activities to improve the management and implementation of HS services and systems, including direct training for expert consultants working with staff; (D) activities that help ensure that HS programs have qualified staff who can promote language skills and literacy growth of children and who can provide children with a variety of skills that have been identified as predictive of later reading achievement, school success, and the skills, knowledge, abilities, development and progress described in sec. 641A(a)(1)(B)(ii); (E) activities to improve staff qualifications and to assist with the implementation of career development programs and to encourage staff to continually improve their skills and expertise, including developing partnerships with programs that recruit, train, place, and support college students in HS centers to deliver an innovative early learning program to preschool children; (F) activities that help local programs ensure that the arrangement, condition, and implementation of the learning environments in HS programs are conducive to providing effective program services to children and families; (G) activities to provide training necessary to improve the qualifications of HS staff and to support staff training, child counseling, health services and other services necessary to address the needs of children enrolled in HS programs, including children from families in crises children who experience chronic violence or homelessness, children who experience substance abuse in their families, and children under 3 years of age, where applicable; (H) activities to provide classes or in-service type programs to improve or enhance parenting skills, job skills, and adult and family literacy, including financial literacy or training to become a classroom aide or bus driver in a HS program; (I) additional activities deemed appropriate to the improvement of HS programs, as determined by the T/TA plans of the HS agencies.</p>	<p><b>implement</b> the content of the Head Start Program Performance Standards. This program must also include:</p> <ul style="list-style-type: none"> <li>(i) Methods for <b>identifying and reporting child abuse and neglect</b> that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers; and</li> <li>(ii) Methods for <b>planning for successful child and family transitions</b> to and from the Early Head Start or Head Start program.</li> </ul> <p>(4) Grantee and delegate agencies must provide <b>training or orientation to Early Head Start and Head Start governing body members</b>. Agencies must also provide orientation and ongoing training to Early Head Start and Head Start Policy Council and Policy Committee members to enable them to carry out their program governance responsibilities effectively.</p> <p>(5) In addition, grantee and delegate agencies offering the family child care program option must <b>make available to family child care providers training on:</b></p> <ul style="list-style-type: none"> <li>(i) Infant, toddler, and preschool age <b>child development</b>;</li> <li>(ii) <b>Implementation of curriculum</b> (see Sec. 1304.3(a)(5) for the definition of curriculum);</li> <li>(iii) <b>Skill development for working with children with disabilities</b>;</li> <li>(iv) <b>Effective communication</b> with infants, toddlers, and preschoolers and with their families;</li> <li>(v) <b>Safety, sanitation, hygiene, health practices and certification</b> in, at minimum, infant and child cardiopulmonary resuscitation (CPR);</li> <li>(vi) <b>Identifying and reporting suspected child abuse or neglect</b>;</li> <li>(vii) <b>United States Department of Agriculture's Child and Adult Care Food Program</b>; and</li> <li>(viii) Other <b>areas necessary to increase the knowledge and skills</b> of the family child care providers.</li> </ul>
<p>PD plans for staff who work directly with children</p>	<p>Sec 648A (f) Each agency and program shall create, in consultation with an employee, a professional development plan for all full-time HS employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and employee shall implement the plan to extend feasible and practicable.</p>	
<p>In service requirement for Teachers</p>	<p>Sec 648A (5) TEACHER IN-SERVICE REQUIREMENT- Each Head Start teacher shall attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness.</p>	