



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

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

Program Specialist

OHS Region 7

Kansas City

**Sarah Merrill**

Infant/Toddler Program Specialist

OHS



- Identify regulations related to Early Head Start teacher qualifications
- Describe skills and qualities when determining the most qualified candidate for an infant toddler teacher position
- Describe effective strategies to support preschool teachers transition to Early Head Start



**How many of you  
have worked with  
infants & toddlers for ...?**



## 1304.52 (1)(2)&(3)

- Must establish and implement a **structured approach to staff training and development**
  - attaching academic credit whenever possible ...
  - designed to help build relationships among staff ...
  - assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities ...
  
- This system must include **ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content** of the HSPPS ...



## 1304.52(b)(1)&(2)

Must ensure:

- staff and consultants have the **knowledge, skills, and experience** they need **to perform ... functions responsibly**
- only **candidates with the qualifications ... are hired**

## Sec 648A(f)

- Create, with employee, a **professional development plan ...**
- Ensure plans are regularly evaluated for their impact on teacher and staff effectiveness



1306.23

Pre-service and in-service training ... assist in:

- acquiring or increasing the knowledge and skills [staff] need to fulfill job responsibilities
- improving the ability ... to deliver services required by regulations and policies



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.

Resource:

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.

# What's required for center-based?



## The Act, 2007 section 645A(h)(1)&(2)

- Not later than September 30, 2010 ... have:
  - a minimum of a child development associate credential, **and**
  - been trained (or have equivalent coursework) in early childhood (EC) development

## The Act, 2007 section 645A(h)(1)&(2)

- Not later than September 30, 2012 ... have:
  - a minimum of a child development associate credential, **and**
  - been trained (or have equivalent coursework) in EC development with a focus on infant and toddler development.





## HSPPS 1304.52(f) ...

- Obtain a CDA for Infant and Toddler Caregiver or an equivalent credential that addresses comparable competencies
- Have training and experience necessary to develop consistent, stable, and supportive relationships with very young children (and families).
- 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.



The new Head Start Act states that Early Head Start (EHS) teachers must have “a minimum of a child development associate credential, and have been trained in early childhood development” and that “teachers have been trained in early childhood development with focus on infant and toddler development”. The teachers in our EHS program all have a BS in Early Childhood Education or a closely related field, such as child development. In addition to this, all staff who do not have documented training in infant/toddler development are required to take an infant/toddler development course. Since a BS is a more advanced degree than a CDA are our teachers still required to obtain a CDA in addition to their BS?

- If EHS teachers have a Bachelors degree in early child education or a related field, this would satisfy the requirement for a “minimum of a CDA.”
- **Requirement - Section 645A(h)(1) of the Head Start Act**

# What's required for family child care (FCC)?



1304.52(h)(1)&(2) ... must ensure that FCC providers

- have **previous early child care experience**
- at a minimum, **enroll** in a CDA or an Associates or Bachelor's degree program in child development or EC education **within six months** of beginning service provision
  - **acquire** the CDA or degree **within two years of beginning service provision**
- 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 HSPPS and other applicable regulations

# What's required for family child care (FCC)?



1304.52(l)(5) must make training available on:

(i) Infant, toddler, and preschool age child development

(ii) Implementation of curriculum

(iii) Skill development for working with children with disabilities

(iv) Effective communication with children and families;

(v) Safety, sanitation, hygiene, health practices and CPR certification

(vi) Identifying and reporting suspected child abuse or neglect

(vii) USDA Child and Adult Care Food Program

(viii) Other areas necessary to increase knowledge and skills



## 1304.52(h)(4) **Substitute staff and assistant providers** used in FCC

- must have necessary training and experience to ensure the continuous provision of quality services to children.

# What's required for family child care (FCC)?

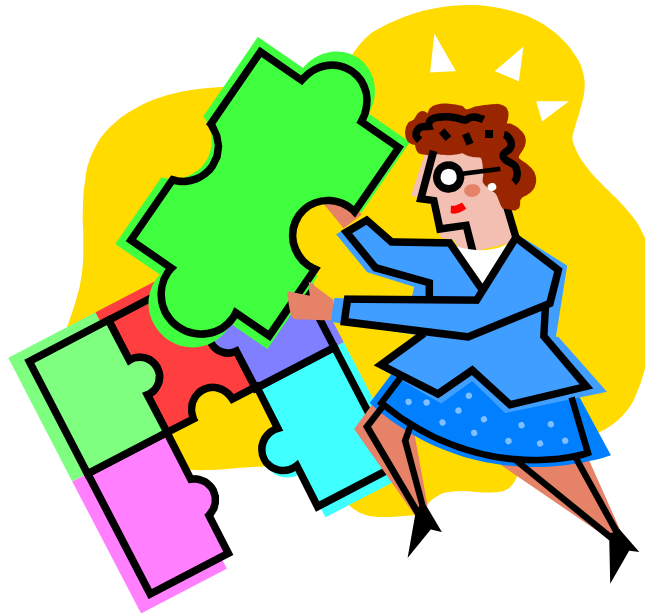


1304.52(h)(5)&(6) the **child development specialist** must have:

- at a minimum, an associate degree in child development or ECE at the time of hire
- knowledge and experience in areas that include the theories and principles of child growth and development, ECE (birth to age five), and family support.
- previous EC experience,
- familiarity with the CDA competency standards
- knowledge and understanding of the HSPPS and other applicable regulations



How do you reconcile compliance with regulations and realities with service implementation?



# Balancing Act – Hiring Infant Toddler Teachers



What you  
want

What you  
get







What do you do when you have an opening for an Infant/Toddler teacher and none of the applicants meet the qualifications?





# ACF-IM-HS-10-06

Issuance Date: 10/27/2010

Early Head Start Center-based Staff

“demand-supply imbalance”



The first priority is to hire qualified, credentialed staff in accordance with the Head Start Act.

Grantees must make every effort to reach and sustain compliance with the requirements for infant and toddler center-based teaching staff.

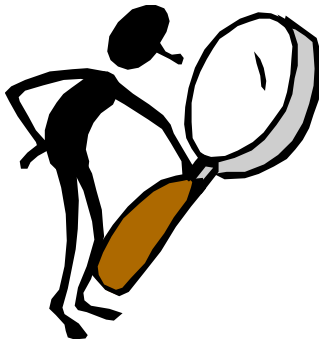


If the program cannot currently recruit and hire qualified, credentialed staff, the program may hire a person who is in the process of completing their credential, has experience working with infants and toddlers, and has one of the following:

- Course work with infant and toddler content
- Degree in a related field
- Training with infant and toddler content



## Take a closer look at the IM

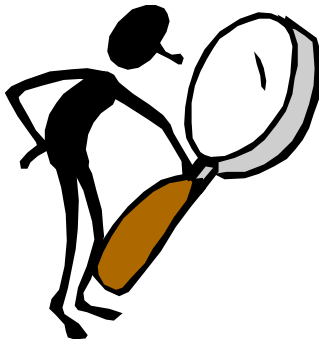


What does it mean?

- In the process of completing their credential
- Has experience working with infants and toddlers



## Take a closer look at the IM



What does it mean?

- Course work with infant and toddler content
- Degree in a related field
- Training with infant and toddler content

# Who would you hire?



## Applicant A

- Recent high school graduate
- Mother had family child care in home and applicant helped
- Started college with a few general education courses

## Applicant B

- Recent high school graduate
- Worked part time in a toddler classroom in a NAEYC accredited center
- Retail work experience with “great” references



## ➤ Grantee Level Policies and Processes



## ➤ Community Level Efforts and Linkages







- Professional Development Plan
- Invest in substitutes
- Include in-class observation as part of interview process





## Transition Head Start teachers to Early Head Start teachers





- **Relating to children**
- **Parent/teacher relationships**
- **Group dynamics**
- **Curriculum**
- **Routines and transitions**
- **Coworker relationships**
- **Director support and supervision**
- **Sense of self as professional**

**Source:** Keenan, M. (1998). *Making the transition from preschool to infant/toddler teacher*. *Young Children*, 53(2), 5-12.



## Relationships with children Relationships with parents

Infants and Toddlers

Preschoolers





## Group Dynamics Curriculum Routines and Transitions

Infants and Toddlers

Preschoolers





## Coworker Relationships

## Director Support and Supervision

## Sense of Self as a Professional

Infants and Toddlers

Preschoolers





## Collective or collaborative community efforts



# Voices from the Field

