



KEYS TO HIGH QUALITY CHILD CARE FOR INFANTS AND TODDLERS

State and Territory 2010-2011 CCDF Targeted Funds for Infants and Toddlers

The Child Care and Development Fund (CCDF) targets funds for activities to improve the quality of infant/toddler child care. This fact sheet presents a national overview of how States¹ and Territories are planning to use targeted funds for infants and toddlers from information submitted in FY2010-2011 State and Territory CCDF Plans. The information is organized using the ecological model of early care and education systems developed by the National Infant & Toddler Child Care Initiative. This model identifies and describes key elements of an early care and education system that support quality care for infants and toddlers; and is used to map early care and education activities, identify system strengths and needs, and inform the planning of future efforts.

HIGHLIGHTS OF KEY ELEMENTS SUPPORTED WITH CCDF TARGETED FUNDS FOR INFANTS AND TODDLERS

- **Professional Development:** Over 94% of States and Territories reported using infant/toddler targeted funds to support professional development activities. Planned training efforts include support for technical assistance, the Program for Infant/Toddler Care (PITC) activities, infant/toddler institutes, family child care and infant/toddler credentials and curricula.
- **Child Care Settings and Activities:** Nearly 66% of States and Territories reported using infant/toddler targeted funds to support child care settings and activities. Planned efforts include training to improve infant/toddler classrooms; literacy initiatives; and providing child care in domestic violence and homeless shelters; and mental health consultation.
- **Facilities:** Approximately 43% of States and Territories reported using targeted funds to support facilities. Planned efforts involve enhancement/expansion grants and capacity building to support centers serving families receiving subsidies.
- **Child Care Resource & Referral (CCR&R):** About 40% of States and Territories reported using targeted funds to help child care resource and referral programs in efforts to serve infants, toddlers, families and caregivers primarily by supporting training and technical assistance activities.
- **Program Standards:** About 32% of States and Territories reported using infant/toddler targeted funds to support program standards. Planned initiatives include supporting ADA compliance; child care rate increases related to improved quality and standards; and overall improved quality.
- **Parent and Family Involvement:** About 23% of States and Territories reported using targeted funds to support parent and family involvement. Planned initiatives include supporting infants and toddlers with special needs; and increasing knowledge regarding early brain development.
- **Planning, Research and Evaluation:** About 14% of States and Territories reported using infant/toddler targeted funds to support planning, research, and evaluation of their efforts toward improving the quality of infant/toddler care. Planned initiatives include supporting county infant/toddler plans; updating statewide child care data; and supporting electronic data collection and assessment initiatives for infants and toddlers.

¹ States include the District of Columbia for purposes of this fact sheet.

EXAMPLES OF PLANNED ACTIVITIES SUPPORTING INFANT/TODDLER CHILD CARE

KEY ELEMENTS OF DIRECT SERVICES

Parent & Family Involvement: 8 States and 5 Territories

- **Arkansas** will continue *Making First Experiences Count*, a training program offered in three sessions to support the concepts of early brain development. The training is specific to parents, providers and other interested persons.
- **Hawai'i** plans to provide subsidies, training and support to families with children who have special needs to promote inclusion of infants and toddlers with developmental disabilities and other special needs into typical settings of child care and preschool services in their communities.
- **South Dakota** will continue to implement *Bright Start*, the Governor's early childhood/consumer education initiative; a Parent/Infant Welcome Box is sent to every newborn as part of this initiative.
- **Washington** will continue to provide families with information regarding immunizations, typical child development and choosing quality child care through mailings to parents of infants and through licensed child care providers.

Caregivers: 4 States and 1 Territory

- **Nevada** plans to provide substitute care for infant toddler providers
- **Minnesota** plans to continue the Credit for Prior Learning scholarships to help providers who have not yet pursued Higher Education and help them obtain college credit for past training experience.
- **Montana** plans to offer the Best Beginnings Certified Infant Toddler stipend program in an effort to reduce turnover of the infant/toddler workforce. Program participants must maintain continuous employment with the same licensed or registered child care facility for the 18-month period to receive the total stipend of \$1,600.

Child Care Settings & Activities: 32 States and 5 Territories

- **Alabama** plans to offer free training; one-on-one consultations; program assessments; developmental screenings and classroom stipends to child care centers that want to improve the quality of care in their infant and toddler classrooms. This work is supported by their Infant/Toddler Outreach program.
- **American Samoa** will provide literacy building activities such as story-telling and active reading. Library personnel conduct monthly visitations to CCDF-funded child care centers serving infants and toddlers and provide a selection of children's books and reading activities for participating children.
- **Arizona** plans to provide child care for infants and toddlers in shelters aiding victims of domestic violence and homelessness.
- **Michigan** plans to continue to provide early childhood mental health consultation for parents and child care providers caring for children (from birth to 36 months) who are experiencing social/emotional and behavioral challenges that put them at risk for expulsion from child care.

Facilities: 23 States and 1 Territory

- **District of Columbia** plans to offer the CareBuilders Recoverable Grant Program to leverage private and public resources to help providers build capacity for infant and toddler care. This grant will also support enhancement of licensed center- and home-based facilities to maximize the number of infants and toddlers that can be served by the child care provider.
- **Maryland** plans to support the Infant and Toddler Expansion Project to provide funds for child care facilities to increase the capacity for infants and toddlers in targeted areas throughout the State for families receiving subsidies through the Child Care Subsidy Program and families with income at or below the State Median Income. Funds will be available to make improvements to the facility (but does not include construction), provide staff training and increase compensation of staff working with infants and toddlers.
- **Oregon** will partner with the EQUIP initiative and Employment Related Day Care program to support expansion of infant/toddler subsidy slots for facilities that achieve model facility status, which provides stable income for these facilities and high quality care for subsidy families.

KEY ELEMENTS OF SYSTEM INFRASTRUCTURE

Program Standards: 16 States and 2 Territories

- **Guam** will make grants available to providers to assist in working towards compliance with ADA standards.
- **Idaho** will use the *Infant Toddler Environment Rating Scale* in the IdahoSTARS program to measure quality of facilities when they request a quality rating assessment.
- **New Mexico** will continue the AIM HIGH program to encourage providers to work towards accreditation.
- **Pennsylvania** Keystone STARS program plans to provide professional development, financial supports, case management services and specialized on-site mentoring and technical assistance to child care providers to meet performance standards associated with one of the four levels under Keystone STARS.
- **Virginia** plans to expand the pilot of the Virginia's Star Quality Initiative for Continuous Improvement to effectively serve as a method to assess, improve, and communicate the level of quality in early care and education programs.

Early Learning Guidelines: 13 States and 2 Territories

- **Delaware** plans to fund the Delaware Institute for Excellence in Early Childhood to develop and deliver training specifically for infant/toddler providers that is aligned to the new Infant-Toddler Early Learning Foundations.
- **Florida** will publish revised Early Learning Guidelines for infants and toddlers in Spanish as well as English. Technical assistance and training will be provided in both English and Spanish.
- **North Carolina** developed training to introduce the *Infant-Toddler Foundations: Guidelines for Development and Learning for North Carolina's Infants and Toddlers (Birth to 36 Months)* into the child care community. Infant/Toddler Specialists will conduct the train-the-trainer sessions across North Carolina and use the document in all technical assistance and training.
- **Vermont** plans to finalize their infant/toddler guidelines, *First Steps: Guiding the Development and Learning of Vermont's Infants and Toddlers*.

MORE KEY ELEMENTS OF SYSTEM INFRASTRUCTURE

Child Care Resource & Referral: 22 States

- **Illinois** CCR&R agencies will offer equipment/facility improvement grants to child care programs through a competitive RFP process. Awards vary from \$100 to \$12,000 depending on provider type and program capacity. The grants may be used for materials, equipment and/or facility improvements. A minimum of 33% of the funds must be used for quality and/or capacity activities for infants and toddlers up to 30 months of age.
- **Kansas** will continue to support Healthy Kansas Kids for EXCEL participants to help address obesity prevention, nutrition and physical activity. This program will be delivered through the CCR&R system.
- **New Hampshire** CCR&R agencies will provide the *Strengthening Families through Early Care and Education* curriculum to child care programs.
- **New Jersey** will fund CCR&R in 21 counties to have registered nurses assess health care services for children in child care with a focus on infants and toddlers.
- **South Dakota** CCR&R agencies offer an in-house infant/toddler specialist who coordinates training delivery. Tribal CCDF providers are now included in each region as partners in training activities.

Licensing & Regulations: 3 States and 2 Territories

- **New York** plans to provide enhanced technical assistance to providers on infant/toddler best practices and serve as a resource to regional licensing/registration staff on issues relating to infants and toddlers.
- **North Carolina** plans to fund licensing consultants to issue licenses, monitor compliance with child care law and rules, and investigate complaints alleging violations of child care requirements.
- **Ohio** plans to provide mentoring to programs participating in their *Step-Up to Quality* to improve licensing compliance and quality.
- **Puerto Rico** plans to provide mini grants for minor remodeling and compliance with local standards.

Professional Development: 48 States and 5 Territories

- **Colorado** plans to provide Touchpoints training in three communities. Training is focused on strengthening parent-child relationships and building the skills and knowledge of the infant/toddler workforce.
- **Iowa** plans to continue to support Regional Infant/Toddler Specialists who coordinate professional development activities, including nine colleges and universities with certified PITC faculty that embed the PITC content in undergraduate early childhood degrees.
- **Indiana and Kentucky** will continue to offer annual infant/toddler institutes for the infant/toddler workforce.
- **Louisiana** plans to pilot training materials for family child care homes that provide information and insight into the needs of infants and toddlers served in this setting.
- **Maine** will be supporting the delivery of an 18-hour infant mental health course to be offered in eight regional Resource Development Centers.
- **Georgia** plans to provide on-site TA and mentoring to at least 20 infant/toddler providers each quarter.

MORE KEY ELEMENTS OF SYSTEM INFRASTRUCTURE

Planning, Research & Evaluation: 6 States and 2 Territories

- **California** plans to provide outreach training sessions for existing planning groups to continue to support the implementation of county infant/toddler capacity plans.
- **Oklahoma** plans to capture and evaluate data on infants and toddlers regarding supply and demand.
- **South Carolina** plans to pilot a technical assistance and development project to assess implementation of an electronic data collection and assessment system for infants and toddlers. This system is designed to track children's progress over time and identify developmental delays or problems through the use of *the Ages and Stages Questionnaire (ASQ)*.

Financing: 2 States

- **District of Columbia** plans to continue to support the Washington Area Community Investment Fund that manages the CareBuilders Recoverable Grant Program to leverage private and public resources to enhance and build infant/toddler capacity. This fund is structured as a recoverable grant to offer below market rates and terms, allowing the facility to reach its full operating and stabilization potential before beginning repayment. This allow the fund to "revolve" back into the fund to support future projects. This example is also classified as a facilities element, but functions as a way to finance supports for infants and toddlers in early care and education.
- **Nebraska** will continue to support the Nebraska Professional Development System, First Connections, which is a collaborative effort of NE Department of Education, NE Educational Telecommunications, and NE Department of Health and Human Services. In addition to CCDF funds and other public dollars, this collaboration includes other grants and private contributions. This is considered a professional development key element, but also finances training for infant and toddler caregivers.

Federal, State & Local Policy: 2 States

- **Massachusetts'** Governor created a Birth-to-School-Age Task Force to establish a statewide strategy to ensure the healthy development of children, particularly those from low-income families. In its initial phase, the Task Force is focusing on pre-birth to age 3 and plans to develop a vision as well as develop achievable, actionable strategies and meaningful next steps for short term and long term implementation.
- **West Virginia** plans to continue to fund a State level position within the Quality Initiatives Unit of the Division of Early Care and Education to promote coordination and planning for quality infant/toddler care and education.

Public Knowledge & Engagement: 1 State

- **Alaska** plans to continue to educate, engage and support parents to advocate for quality child care services. Plans are also underway to engage business and community partners to support working parents of infants and toddlers.

EXAMPLES OF KEY ELEMENT ACTIVITIES THAT SUPPORT INFANT/TODDLER CHILD CARE

Public Knowledge & Engagement includes activities such as media campaigns, presentations, and publications that inform the public about the importance of high quality care and build support for improving the quality of infant and toddler child care.

Planning, Research & Evaluation includes activities such as development of system benchmarks/indicators, data collection/reporting, evaluation, creation or support of planning groups, or development of strategic plans to improve the quality of infant/toddler child care.

Financing includes examination of resource allocation, adding flexibility to programs to maximize funding use, and creation of partnerships to facilitate discovery and use of new funding sources for infant/toddler child care.

Federal, State & Local Policy includes family leave policies, subsidy policies that provide incentives for providers and programs to meet higher standards, and policies that encourage and reward collaboration among service providers.

Licensing & Regulations includes activities such as monitoring, enforcement and efforts to improve licensing regulations for infant/toddler child care.

Program Standards includes activities that help providers and programs serving infants and toddlers reach and maintain higher standards such as grants, technical assistance & support, tiered reimbursement or bonuses.

Early Learning Guidelines includes activities to develop, distribute and implement early learning guidelines (child outcomes) for infants and toddlers in child care settings.

Professional Development includes activities such as conferences, workshops, courses, credentials, curricula, mentoring, infant/toddler specialists, scholarships/stipends, and compensation/benefits for infant/toddler caregivers.

Child Care Resource & Referral includes activities administered through CCR&R such as consumer education, infant/toddler specialists, planning, training/technical assistance and resources for training that strengthen the ability of CCR&R to address the needs of infants, toddlers, their families, and their caregivers.

Child Care Settings & Activities includes activities that support informal providers, family child care, campus-based child care, and center-based care as well as efforts targeted to special populations such as teen parents, homeless children, or children in foster care. Activities also include efforts to implement curriculum and to establish model programs or centers of excellence.

Facilities includes activities such as enhancement/expansion grants, higher rates or bonuses based on services to infants and toddlers, lending libraries, start-up grants, loans, and technical assistance provided to programs.

Parent & Family Involvement includes activities such as home visiting, development/distribution of parent resources such as parent tool boxes or consumer education materials, parent training, and warm lines.

Caregiver activities include supports for the infant/toddler workforce and are sometimes addressed in other system elements such as professional development.

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