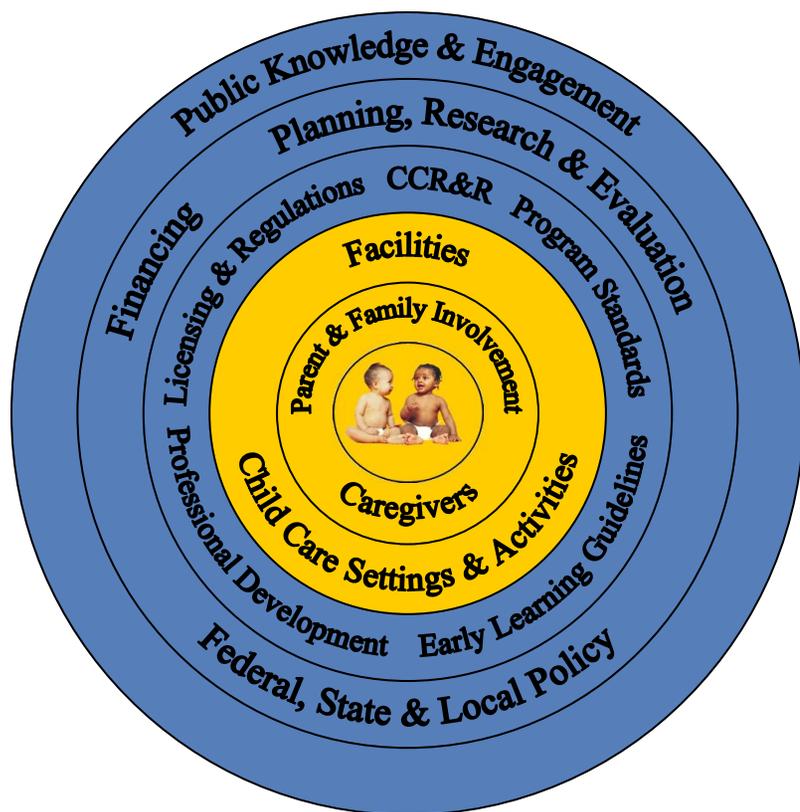




National
Infant & Toddler
Child Care
Initiative

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ZERO TO THREE



The Relationship between FFN Child Care and Key Elements of State/Territory Early Care and Education Systems

The National Infant & Toddler Child Care Initiative has described key elements of early care and education systems that support quality care for infants and toddlers. Information about these key elements can be found on the [publications](#) page of the Initiative's website.

Research has shown significant numbers of infants and toddlers are being cared for in family, friend and neighbor settings. CCDF funds can be used by States or Territories wanting to improve quality for infants and toddlers in family, friend and neighbor settings. This chart is offered to highlight the connection between family, friend and neighbor care and State or Territory systems supporting quality.



A project of the
U.S. Department of Health and Human Services, Office of Family Assistance,
Administration for Children and Families, Child Care Bureau



Key Elements of a State/Territory System	Potential Impact or Link with FFN Child Care	Questions for Consideration	State/Territory Status and Plans
<p style="text-align: center;">CCR&R – Child Care Resource and Referral CKC – Core Knowledge & Competencies ECE – Early Childhood Education ELG – Early Learning Guidelines FFN – Family, Friend, and Neighbor I/T – Infant/Toddler</p>			
<p>Public Knowledge and Engagement</p>	<p>This element offers a prime opportunity to both engage Family, Friend, and Neighbor (FFN) providers and to educate the public about FFN care.</p> <p>Through this element, FFN providers can be informed of the importance and value of their work, as well as aspects of quality in child care.</p> <p>Public awareness can also focus on consumer education to parents that recognizes FFN care as a supported choice within existing care options.</p>	<p>Are there current efforts in place to inform the public of the prevalence of FFN for infants and toddlers and the importance of ECE and/or quality I/T care?</p> <p>Is there capacity to develop low cost or no cost outreach efforts through the media?</p> <p>How can current systems (such as Infant/Toddler Specialists, CCR&R's, community colleges) coordinate to contribute to public awareness of FFN?</p> <p>Who are potential partners in this public knowledge and awareness campaign?</p>	
<p>Planning, Research, and Evaluation</p>	<p>Recent attention to FFN care has opened the field to the elements of planning, research, and evaluation. Much effort is needed in all arenas to understand and establish what is known about quality and outcomes for children in FFN settings.</p> <p>Reliable and consistent data collection of the outcomes is critical to evaluating effectiveness of any system. The diverse nature of FFN care creates challenges in planning effective research and evaluation of this type of care.</p>	<p>What is known about FFN care?</p> <p>What is known about FFN providers?</p> <p>What is known about the number of infants and toddlers in FFN care?</p> <p>What is known about FFN settings?</p> <p>What research and evaluation opportunities exist to examine FFN care?</p> <p>How is quality to be defined in FFN care?</p> <p>Given the diverse nature of FFN settings, how will the quality of FFN care be measured?</p>	



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Financing	<p>CCDF funds can be used to support parental use of FFN providers and regulated FFN providers.</p> <p>CCDF Funds provide for parent choice within the subsidy system.</p>	<p>What portion of the CCDF plan supports FFN care?</p> <p>What is known about the financing of FFN care in the State/Territory?</p> <p>What standards of care can be tied to subsidies for FFN providers?</p>	
Federal, State/Territory, and Local Policy	<p>With increased attention to the number of infants and toddlers in FFN care, States/Territories may want to revisit current policy regarding FFN care.</p>	<p>If FFN care is linked with child care subsidies, what policies will need to be in place to support health and safety standards, as well as expectations of quality?</p> <p>What policy-level expectations exist for exempt care?</p>	
Licensing and Regulations	<p>By definition, FFN care is not required to be licensed. However, some States/Territories regulate basic requirements such as background checks, smoke alarms and fire extinguishers if the provider receives subsidy funds.</p>	<p>What regulations, if any, currently exist for FFN care?</p> <p>Are there any plans to implement basic regulations in your State/Territory when subsidy dollars are used for FFN care?</p>	
Program Standards	<p>As unlicensed providers, FFN care is not formally connected with established program standards, although anecdotally many FFN providers are eager for information regarding the provision of quality care, and in a few States or Territories, may be required to take some very basic training classes.</p>	<p>What standards exist for FFN care?</p> <p>How can standards that support quality be encouraged in FFN care?</p> <p>What mechanism will best support the transmission of information regarding program standards to FFN providers?</p>	



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<p>Early Learning Guidelines</p>	<p>Where ELG’s exist, they can serve as a useful tool in supporting FFN providers’ understanding of infant/toddler learning and development.</p> <p>ELG’s can serve as a foundation of quality in FFN care settings.</p>	<p>Does the State/Territory have ELG’s for infants and toddlers?</p> <p>How can ELG information be shared with FFN providers?</p>	
<p>Professional Development</p>	<p>Traditional professional development systems may not readily fit the needs of FFN providers. Emerging data suggest that a significant portion of FFN providers are eager for information and ways to learn about child development and care. The challenge is to find the means to deliver such information effectively.</p>	<p>What professional development systems exist?</p> <p>Have recommended Core Knowledge and Competencies (CKC’s) been established for I/T providers?</p> <p>What are the CKC’s infant/toddler caregivers should possess?</p> <p>Does the current professional development system offer opportunities and access to training for FFN providers that includes these CKC’s?</p>	
<p>Child Care Resource and Referral</p>	<p>Child Care Resource & Referral (CCR&R) agencies can be a resource for linking and supporting FFN providers through training and technical assistance.</p>	<p>Does the training and TA provided by the CCR&R system address the training needs of FFN providers?</p> <p>What role does/will the CCR&R system play in supporting quality among FFN care?</p>	



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<p>Child Care Settings and Activities</p>	<p>FFN settings serve a significant number of infants and toddlers in out-of-home care in some States/Territories.</p> <p>As programs seldom linked to State/Territory licensing, the potential to enhance health, safety, and child care quality for infants and toddlers is great within these care settings.</p>	<p>How do FFN settings benefit from the larger systems supporting quality care?</p> <p>How can training and technical assistance on health, safety and quality standards and activities be shared with FFN providers?</p>	
<p>Facilities</p>	<p>FFN care facilities (provider or child’s home) are typically legally exempt from State/Territory regulations for facilities.</p>	<p>How can the State/Territory support health, safety and quality in the homes of FFN providers?</p> <p>What resources (e.g., grant and loan programs) can be made available to FFN providers for improving their home?</p> <p>Is technical assistance available to and accessible by FFN providers?</p>	
<p>Parent and Family Involvement</p>	<p>Parents and families are key stakeholders in all aspects of early care and education.</p> <p>A primary aspect of FFN care is the potential for close relationships between FFN providers and parents. In this aspect, FFN may have an advantage over other child care options.</p> <p>Public awareness of the importance of quality must be inclusive of families, as well as FFN providers.</p>	<p>What is known about the connection between families and FFN providers?</p> <p>Does information and education focused on FFN providers include references to the importance of parent and family involvement in child care?</p> <p>What consumer education is provided to parents to support their use of FFN care?</p>	



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Caregivers	<p>FFN caregivers are the key to quality for infants and toddlers in their care.</p> <p>Emergent data indicate that FFN caregivers want information and strategies to support quality care</p>	<p>What is known about FFN caregivers within the State/Territory?</p> <p>What systems exist within the State/Territory to support FFN caregivers?</p> <p>How can systems include FFN caregivers?</p>	
Collaborative Partners and Systems	<p>Collaboration with other systems such as health, public schools, the faith community, and programs such as Head Start, home visiting, and immigrant services offer opportunities to reach and support FFN caregivers.</p>	<p>How do the CCDF & TANF programs align their work with FFN caregivers and families using FFN care?</p> <p>What other systems and programs in the State interact with FFN caregivers?</p> <p>How can the ECE system work with them to reach and support FFN caregivers?</p>	

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