

**National Infant & Toddler Child Care Initiative**  
**Keys to High Quality Child Care for Infants and Toddlers**  
**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 States and Territories are using targeted funds for infants and toddlers from information submitted in FY2008-2009 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. The model identifies and describes key elements of an early care and education system that support quality care for babies and toddlers. This model is used to map State and Territory early care and education activities, identify system strengths and needs, and inform the planning of future efforts.

**Key Elements Supported with CCDF Targeted Funds for Infants and Toddlers**

- **Professional Development:** Over 80% of States and Territories reported using the infant/toddler targeted funds to support professional development, most often through training, scholarships/stipends, and infant/toddler specialists. Training efforts were sometimes linked to a credential or certificate, and scholarships/stipends were provided to obtain training or as a reward for completion of training.
- **Facilities:** Approximately 85% of States and Territories reported using targeted funds to support facilities. These efforts most often involved enhancement/expansion grants, technical assistance, and higher reimbursement rates for services for infants and toddlers.
- **Child Care Settings and Activities:** Over 20% of States and Territories reported using infant/toddler targeted funds to support child care settings and activities. There was no prevailing support for any one type of caregiver or parent population, but several states reported support specific to family, friend and neighbor care (FFN), family child care, special needs and teen parents. Programs were most often supported through efforts related to equipping and maintaining them as high quality model programs.
- **Planning, Research and Evaluation:** About 30% of States and Territories reported using the targeted funds to support planning, research, and evaluation of their efforts toward improving the quality of infant/toddler care. These efforts included research into the effectiveness of technical assistance and training to support quality improvement, measuring outcomes as well as state-level comprehensive strategic planning for infants and toddlers.
- **Child Care Resource & Referral:** About 40% of States and Territories reported using targeted funds to help child care resource and referral programs in efforts to serve infants, toddlers, their families and their caregivers, mostly by supporting training and technical assistance activities.

## Examples of Targeted Funds Activities Supporting Infant/Toddler Child Care (FY2008-2009 State and Territory CCDF Plans)

### Professional Development: 41 States and 3 Territories

Professional Development activities funded through targeted funds range from on-site training on health and safety to graduate level courses and seminars, with audiences including parents, providers, center directors, trainers, and state licensing specialists:

- **Maine** offers the Maine Roads to Quality Infant and Toddler Curriculum, a 30-hour curriculum on infant and toddler care.
- **Pennsylvania** offers training to Child Care Directors participating in the Keystone STARS initiative on how to assess the quality of infant/toddler classrooms.
- **Virginia** provides literacy training to infant and toddler teachers statewide with opportunities for one-on-one follow-up coaching.
- **Oregon** funds scholarships for child care training.
- **Maine, Vermont, South Carolina, Wisconsin and South Dakota** report systems for implementing or formalizing professional development by awarding an Infant/Toddler Caregiver Certification, Endorsement or Credential. **South Dakota** offers the option to excel beyond the Infant/Toddler Certificate to pursue a national Infant/Toddler CDA Credential. Infant/Toddler CDA grants and scholarships are available.
- Thirteen states report using targeted funds for Infant/Toddler Specialists. **North Carolina** supports a statewide Infant/Toddler Enhancement Project (Infant/Toddler Specialists) within the 18 CCR&R regions.
- At least 7 states provide professional development opportunities to improve services for young children with special needs.

### Planning, Research & Evaluation: 16 States

- **Arkansas** and the **District of Columbia** are using infant/toddler targeted funds to support comprehensive, strategic planning efforts for systems supporting infant/toddler care.
- **New York** is endorsing outcomes-based analysis of all state funded programs, including all early childhood quality initiatives.
- **Pennsylvania** and **West Virginia** collects and analyzes individual and facility training plans to develop needs-based training and to ensure continuous quality improvement.
- **Georgia** analyzes data from their statewide Standards of Care Program to determine the effectiveness of care and the quality of infant and toddler environments.
- **West Virginia** established a state-level position to provide leadership and coordinate the use of infant/toddler targeted funds.

### CCR&R: 21 States

- **Illinois** implements Healthy Child Care Illinois (child care nurse consultants), a partnership between CCR&R agencies and local health departments targeting infants and toddlers with the goal to connect public health and child care systems.
- Several states are using targeted funds to support Infant/Toddler Specialists within their CCR&R agencies. **Ohio's** First Steps Infant Toddler Initiative hired 12 Infant Toddler Specialists that are housed in CCR&R's. **Kansas** uses dedicated funds to support the statewide Infant Toddler Specialist Project housed within all CCR&R agencies. Project EXCEL was developed from the Infant Toddler Project and has a more focused effort to improve quality and access to Infant/Toddler care.

### Public Knowledge & Engagement: 11 States, 2 Territories

- In **Oklahoma**, targeted funds support a Better Baby Care Campaign among multiple public and private partners. A primary focus is to improve and provide visibility to policies that govern the quality of infant/ toddler care.
- **Maine** promotes the importance of infant and toddler care through a public service announcement airing on public television and **South Dakota** educates new parents through their Parent Welcome Box initiative to support a strong early start for babies. Boxes include a video on early brain development; information on the importance of reading and music that includes a music CD and a book on the developmental stages; and a magnet with their Bright Start contact number.

### Program Standards: 16 States

- Eight states (**Massachusetts, Vermont, Florida, New Mexico, Arizona, Illinois, Missouri and Louisiana**) report using infant/toddler targeted funds to support a rate differential for accredited programs.
- **New York** is using targeted funds to provide grants to child care centers and family day care programs to achieve NAEYC accreditation.

### Early Learning Guidelines: 6 States and 1 Territory

- **Louisiana, Georgia and Ohio** completed the development and initial distribution of the birth to three Early Learning Standards.
- **Oklahoma** is continuing to develop infant/toddler guidelines. **Guam** is developing strategies for implementing and monitoring guidelines.
- **California** revised the Infant and Toddler Guidelines and developed an Infant/Toddler Curriculum Framework to provide more detailed guidance. **Florida** developed birth to three early learning guidelines and training and technical assistance on using the guidelines.

### Licensing & Regulations: 3 States and 1 Territory

- The **Virgin Islands** provided mini-grants to assist child care centers in meeting licensing and regulatory requirements.
- **Ohio** is conducting a comparison of indicators in the environment rating scales with licensing regulations to strengthen licensing regulations.
- **Wyoming** is using targeted funds to support the Infant Director's Credential to support child care providers to meet the licensing requirements specific to the qualifications and continuing education of caregivers.

### Financing: 2 States

- **Virginia** uses infant/toddler targeted funds to support community-level collaborations around comprehensive infrastructure development that can be replicated in other communities (such as 1-2-3 READ!).
- **Nevada** established a public-private partnership to develop an early learning center to expand infant toddler care to an isolated community in Northern Nevada.

### Federal, State & Local Policy

- No States or Territories reported using infant/toddler targeted funds for activities related to federal, state, and local policy.

### Child Care Settings & Activities: 11 States and 1 Territory

- Several states are using funds to support early literacy activities. **Virginia** is collaborating with Child Development Resources to implement 1-2-3 READ! and **Florida** offers support for language and literacy development in Spanish to home care providers.
- Four states are using targeted funds to support vulnerable populations. **Massachusetts**, **Florida** and **Hawaii** continue to support the special population of teen parents, with a focus on activities and services (such as on-site child care) that will encourage teens' completion of high school. **Massachusetts** reported reaching out to families with toddlers living in homeless shelters through their Parent Child Home Program (PCHP), a home-based parenting, early literacy, and school readiness program.
- States continue to provide funds for curriculum quality. **Arkansas** is developing a curriculum for infants and toddlers, Adventures in Learning for Toddlers and Two's, which will be available in print and web-based formats. **New Hampshire** offers an Infant and Toddler Curriculum Day which offers six hours of training on various curriculum topics and learning materials for infants and toddlers. **Indiana** continues to support the Better Baby Care Curriculum provided by the Indiana Association of CCR&R Agencies.

### Facilities: 42 States and 4 Territories

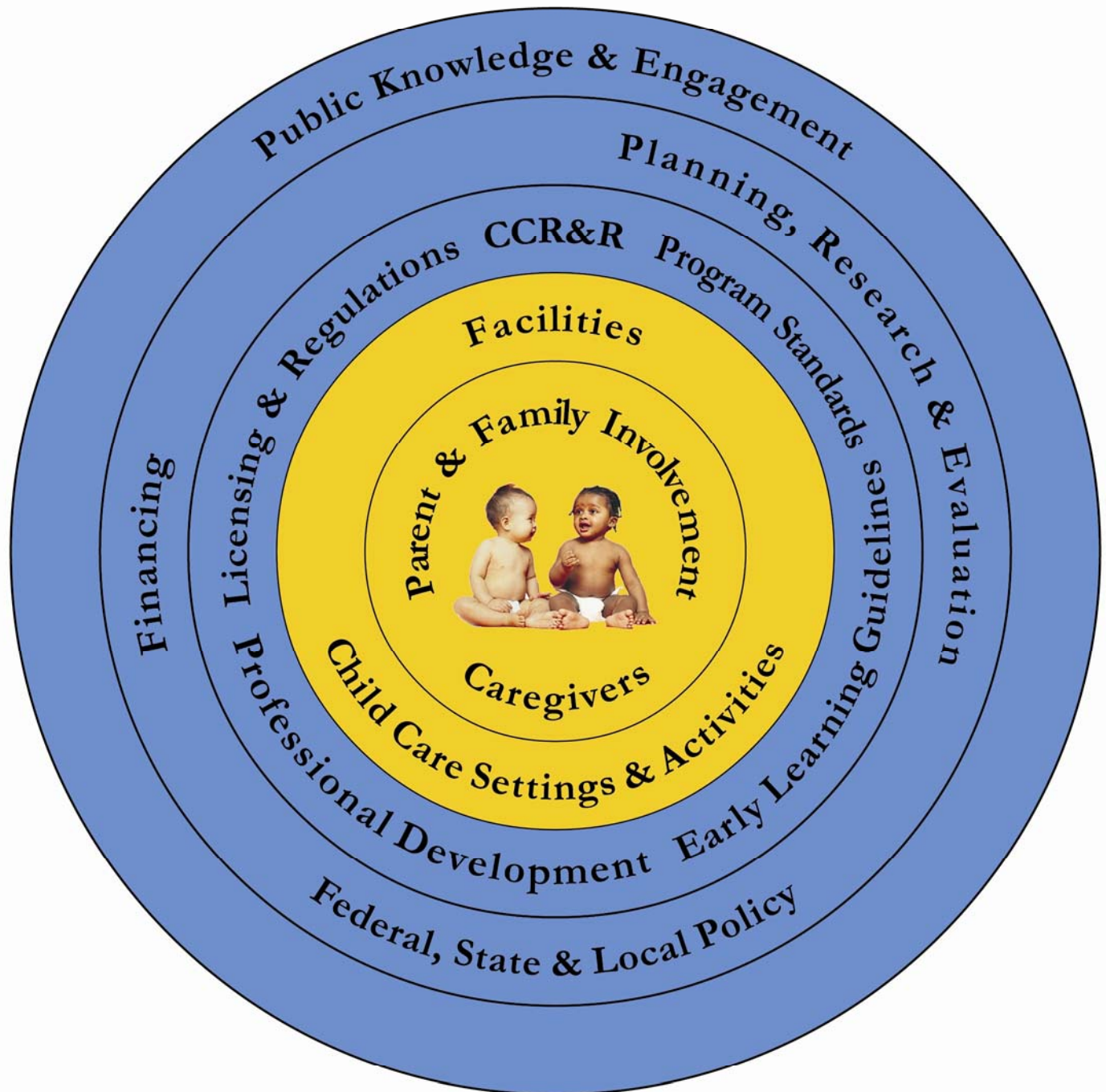
- States and Territories are using targeted funds to increase the quality of care for expansion slots that includes remodeling efforts, enhanced playground areas, and financial incentives through higher reimbursement or grant awards to providers to increase the availability of infant/toddler care. For example, **Arkansas** and **Illinois** offer enhancement and improvement grants to increase capacity and improve the quality of child care programs. **Utah** and **California** use targeted funds to improve the quality of outdoor play spaces.
- Several states are supporting quality improvement through technical assistance focusing on infant/toddler environments. **Rhode Island's** Child Care Facilities Fund is a multi-year public/private partnership that provides free technical assistance around facilities expansion and creating quality space. The fund also provides low-interest loans for expansion of child care centers, and grants for the expansion of family child care homes.

### Parent & Family Involvement: 8 States and 1 Territory

- Eight states are using targeted funds to support parent education and training. **Massachusetts** is implementing the Parent Child Home Program, a home-based parenting, early literacy, and school readiness program.
- **South Dakota**, **Florida** and **Virginia** are supporting the distribution of parent tool kits. **South Dakota** developed a Fatherhood Initiative that will be incorporated into statewide child care trainings.
- **Alabama** supports family engagement by offering a parenting series distance learning project that is targeted at parents and caregivers of children from birth to 18 months.

# Early Care and Education Systems That Support Quality Care for Babies and Toddlers

## Key Elements



Infrastructure

Direct Services



**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.

<sup>1</sup> Many States and Territories are implementing activities that address the health and safety of infants and toddlers, such as public health nurse consultation, efforts related to preventing Sudden Infant Death Syndrome, and other prevention/intervention programs. While Health & Safety is not represented as a element in the system graphic, it is a critical activity present in many system components. Also, although collaboration is not represented visually, the EcoModel recognizes that collaboration is an essential dynamic that transforms separate elements into a well-functioning system.