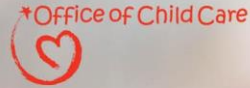




ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



**State and Territory Administrators Meeting**

**STAM 2022**



# Infant/Toddler Quality Enhancements: Supporting the Workforce

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Network



## Agenda

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Introductions

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Setting the stage

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State or territory presentations

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Small group discussion

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Share back

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Wrap-up





## Objectives

Explore the current landscape and make-up of the infant and toddler (I/T) workforce

Identify and explore state and territory examples and strategies to support the diverse I/T workforce in the delivery of high-quality care

Consider funding sources, including Child Care and Development Fund and pandemic response funding opportunities, to support the I/T workforce





## Introductions





## The I/T Workforce

There are approximately 3 million members of the I/T workforce.

ECE educators are 97% women, more racially diverse than general populations and 38% women of color

Child care workers are one of the lowest paid occupations nationwide.

High staff turnover affects quality.

I/T workforce earns significantly less than pre-school workforce.

Coffey, Maureen. *Still Underpaid and Unequal*. (2022) Center for American Progress. <https://www.americanprogress.org/article/still-underpaid-and-unequal/>







## Supporting the I/T Workforce

### Professional Development Systems

- ◆ Professional development systems provide consistent standards for early childhood education programs and guide the implementation of high-quality services for all children. The systems are designed to work across all sectors of private and public early education and care.

### Infant/Toddler Specialist Networks

- ◆ This state-based system coordinates the work of I/T specialists and is primarily funded through the Child Care and Development Fund but can use other funding sources as well.

Source: National Center on Child Care Professional Development Systems and Workforce Initiatives Center. (2012). *Aligned professional development systems planning and implementation guide*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care and Office of Head Start. <https://childcareta.acf.hhs.gov/resource/aligned-professional-development-systems-planning-and-implementation-guide>





## Professional Development Systems

I/T Competencies

I/T Career Pathways

I/T Professional Development (Access and Capacity)

Workforce Data and Information

Compensation, Benefits, and Workforce Conditions





## Infant/Toddler Specialist Networks

### Key Elements

- ◆ An articulated theory of change model to guide network services
- ◆ A distinct focus on specific I/T workforce skills, knowledge, and competencies
- ◆ A variety of network service delivery strategies
- ◆ The use of relationship-based approaches
- ◆ ITS have specific training and experience in the delivery of high quality I/T care

Source: Child Care State Capacity Building Center. (2021). *Developing and strengthening infant/toddler specialist networks: A guide for states and territories*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.  
<https://childcareta.acf.hhs.gov/sites/default/files/public/itrg/developingstrengtheningitsn.pdf>







## State Presenters



New York



West Virginia





## New York

Nora Yates

Associate Commissioner

Division of Child Care Services

NYS Office of Children and Families

<https://earlycareandlearning.org/infant-toddler-network/>





## West Virginia

Deidre Craythorne

Child Care Program Manager

Division of Early Care and Education

West Virginia Department of Health and Human Resources

<https://www.wvit.org/>

<https://www.facebook.com/wvitsn/>





## Small Groups



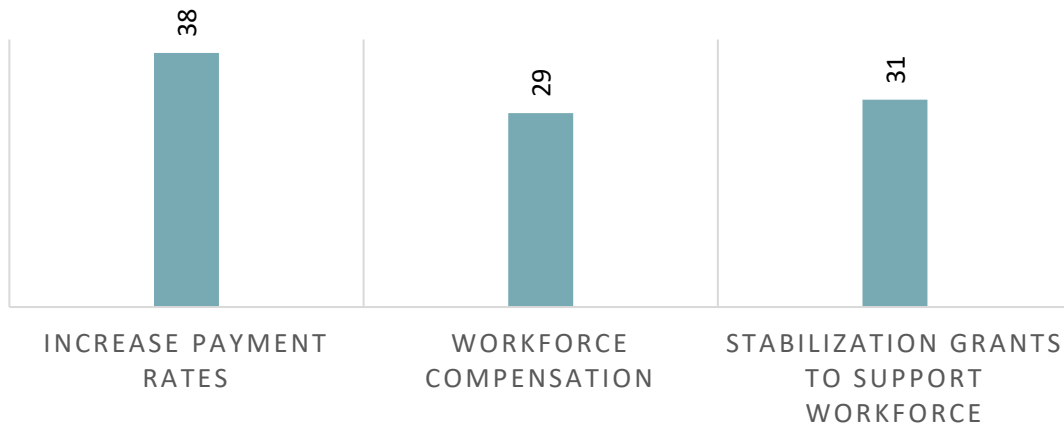


## Small Group Highlights





## States Using ARP Funds to Support the Workforce



Celebrating the American Rescue Plan Act

[https://childcareta.acf.hhs.gov/sites/default/files/public/celebrating\\_arp\\_act\\_anniversary.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/celebrating_arp_act_anniversary.pdf)







## Next Steps



What is something you heard today that resonates with you?



What is something you heard that takes your thinking in a new direction?



What questions do you still have?



What supports do you need?





## Resources from the *Infant/Toddler Resource Guide*

- ◆ [\*Developing and Strengthening State Infant/Toddler Specialist Networks: A Guide for States and Territories\*](#)
- ◆ [\*Strengthening Policy Tool\*](#)
- ◆ [\*"Learning the Landscape: Infant/Toddler Care Systems"\*](#)
- ◆ [\*"Professional Development and Technical Assistance"\*](#)





## Additional Resources

- ◆ National Center on Child Care Professional Development Systems and Workforce Initiatives Center. (2012). *Aligned professional development systems planning and implementation guide*. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care and Office of Head Start. <https://childcareta.acf.hhs.gov/resource/aligned-professional-development-systems-planning-and-implementation-guide>
- ◆ Office of Early Childhood Development. (2022). *Strategy Resources to Address the Early Care and Education Workforce Shortage*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/eod/initiatives/strategy-resources-address-early-care-and-education-ecce-workforce-shortage>
- ◆ Kwon, K. A., Ford, T. G., Salvatore, A. L., Randall, K., Jeon, L., Malek-Lasater, A., Ellis, N., Kile, M. S., Horm, D. M., Kim, S. G., & Han, M. (2022). Neglected elements of a high-quality early childhood workforce: Whole teacher well-being and working conditions. *Early Childhood Education Journal*, 50, 157–168. <https://doi.org/10.1007/s10643-020-01124-7>





## Thank You

