CHILD CARE
State Capacity Building Center

Strengthening State and Territory Infant/Toddler Child Care System Policies and Practices: A Tool for Advancing Infant/Toddler Child Care Quality

Acknowledgements

Tool Development

There are many resources available to help States and Territories intentionally plan policies to support quality programs and services for infants, toddlers, and their families. These resources often include indicators for assessing infant and toddler policies. This document is a compilation of indicators, some newly written and some existing in other resources, gathered as a comprehensive list of policy indicators. With permission, Zero to Three's *Infants and Toddlers in the Policy Picture: A Self-Assessment Toolkit for* States (2012), was the inspiration and initial framework for this tool.

Many indicators compiled in this document are sourced from the following publications cited fully in the References section of this document:

- *Benchmarks for Quality Improvement Self-Assessment* Tool (2015) https://childcareta.acf.hhs.gov/sites/default/files/public/1501_bqi_selfassessment_final_0.pdf.
- *Best Practices for Human Care Regulation: Self-Assessment and Strategic Planning for Licensing Systems* (2016) http://www.naralicensing.org/assets/docs/Publications/BestPractices/nara%20best%20practices%20final.pdf
- *Build it Better: Indicators of Progress to Support Integrated Early Childhood Professional Development Systems* (2016) http://www.naeyc.org/files/naeyc/Build%20It%20Better_For%20Web.pdf.
- Charting Progress for Babies *in Child Care Project* (2011) http://www.clasp.org/babiesinchildcare
- *Comprehensive Early Childhood Systems-Building: A Tool to Inform Discussions on Collaborative, Cross-Sector Planning* (2013) http://www.buildinitiative.org/Portals/0/Uploads/Documents/ECSWG%20Systems%20Planning%20Tool_2014.pdf.
- *Contemporary Issues in Licensing: Elements of a Licensing Statute* (2014) https://childcareta.acf.hhs.gov/sites/default/files/public/1409_elements_statutes_final_0.pdf.
- Gebhard, B. (2012). *Infants and toddlers in the policy picture: A self-assessment checklist for states. Washington*, DC: Zero to Three.
- *Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy*, An OPRE Research-to-Practice Brief (#2016-46) thttps://www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf.
- *Infant Toddler Consultant Assessment Tool* (2013) https://childcareta.acf.hhs.gov/resource/infant-toddler-consultant-self-assessment-tool.
- *Infant and Toddler Continuity of Care Assessment Tool* (2013) https://childcareta.acf.hhs.gov/resource/infant-and-toddler-continuity-care-assessment-tool.
- Office of Head Start Parent, Family, and Community Engagement Framework (2011) https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/framework.
- *Promoting Continuity of Care in Infant/Toddler Settings: What Can State/Territory Leaders Do*? (2012) https://childcareta.acf.hhs.gov/sites/default/files/public/20120913_it_cop_coc_minibrief_approved.pdf.
- *Questions for State-Level Leaders to Consider: Stimulating Quality and Heightening Standards for Infant and Toddler Services* (2014) https://childcareta.acf.hhs.gov/sites/default/files/public/quilt_it_questions_for_stateleaders_0.pdf

- *Workforce Data Planning and Implementation Guide* (2013) https://childcareta.acf.hhs.gov/sites/default/files/public/pdwcenter_wfd_guide.pdf.
- *Infants and Toddlers in the Policy Picture: A Self-Assessment Toolkit for States* (2016) https://www.zerotothree.org/resources/359-infants-and-toddlers-in-the-policy-picture-a-self-assessment-toolkit-for-states.

This document was developed with funds from Contract #HHSP233201500071I for the U.S Department of Health and Human Services, Administration for Children and Families, Office of Child Care, by the Child Care State Capacity Building Center. This resource may be duplicated for noncommercial uses without permission.

Purpose

Early childhood practitioners often experience barriers to service delivery that can be solved only at the policy level (Metz, Naoom, Halle, & Bartley, 2015). Research shows that connecting policy to practice is essential for reducing barriers to successful implementation of evidence-based practices across early childhood programs and systems. Child care system stakeholders and policymakers should think about implementing and sustaining systems that ensure that infant/toddler child care practices and experiences are communicated back to policymakers to inform decision making and continuous improvement. Policy-practice feedback loops serve as continuous quality improvement cycles that are critical to maintaining effective child care policy and practices.

This tool is designed to support state child care leaders and infant/toddler stakeholders as they assess, prioritize, plan, implement, and evaluate state policies in order to strengthen the quality of child care services infants, toddlers, and their families receive. The tool also aims to assist infant/toddler child care leaders as they put in place policies, protocols, and systems that

- identify relationship-based care as essential to quality infant/toddler child care;
- engage, inform, and connect with families of infants and toddlers;
- strengthen the quality and conditions of the infant/toddler workforce to help meet the unique needs of infants and toddlers in child care settings;
- increase the supply, health and safety, sustainability, and quality of infant/toddler child care settings; and
- coordinate and integrate cross-sector systems that serve infants, toddlers, and their families.

At a minimum, this resource can help you start answering a key question: “How is my state or territory child care system increasing access to and quality of child care for infants, toddlers, and their families through policy and practice?”

Guiding Principles and Tool Drivers

The following guiding principles apply to the tool’s infant/toddler child care policy benchmarks and indicators:

- Align with Child Care and Development Fund (CCDF) program policies
- Reflect an attempt to acknowledge policy practices that garner the greatest child care quality return on investment
- Recognize that infants and toddlers need quality child care that relies on alignment across child care settings, sectors, and systems that exist within an effective comprehensive early childhood system

- Are associated with the most current infant/toddler child care quality practices and research to date and also reflect "next" practices in infant/toddler child care policy implementation and quality improvement (practices that are not yet actualized in any state child care systems)
- Reflect the equity, access, and participation in quality child care that all infants and toddlers and their families deserve regardless of abilities, social factors, economic variables, or any other possible demographic classification
- Reflect policies that support a culturally and linguistically competent infant/toddler child care service delivery system; that address growing diversity and persistent disparities; and that work to promote health and mental health equity for all infants, toddlers, and their families

Implementation science helps frame the use of this tool and its development, with a very intentional approach to strengthen infant/toddler policy. This resource highlights two types of implementation drivers that affect infant/toddler child care system policy: 1) contextual or external drivers that guide identification of policy practices and strategies, and 2) organizational, system, and infrastructure drivers that serve as the framework for policy and determine capacity for successful policy implementation.[1]

Office of Child Care Priorities

Requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 and the Child Care and Development Fund (CCDF) Final Rule published in 2016 include those focused on improving the supply and quality of infant/toddler care. Policies reflected in this tool align with requirements for States to use CCDF resources to implement initiatives that improve the supply and quality of child care programs and services for infants and toddlers.[2] The Office of Child Care, an office of the Administration for Children and Families, U.S. Department of Health and Human Services, fosters these priorities through the promotion of quality activities and outcomes for infants and toddlers in child care and their families.

Research on Early Childhood Development

Child care policies should align with the current research-based knowledge of infant and toddler development For examples of research-based knowledge of infant and toddler development, see Zero to Three's "Early Development & Well-Being" (n.d.) webpage at https://www.zerotothree.org/early-development; the Child Care State Capacity Building Center's *Program for Infant/Toddler Care (PITC): Six Essential Program Practices for Relationship-Based Care* (2017) at https://childcareta.acf.hhs.gov/resource/program-infanttoddler-care-pitc-six-essential-program-practices-relationship-based-care; and the Office of Planning, Research and Evaluation's *Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy* (2016) at https://www.acf.hhs.gov/opre/resource/including-relationship-based-care-practices-infant-toddler-care-implications-practice-and-policy.

Integrated Cross-Sector Early Childhood Systems

Though this tool focuses on the specific child care sector policies needed to support infants' and toddlers' access to and participation in quality child care, it honors the fact that child care system policies operate within and

[1] For information about implementation science, see *An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems* [OPRE Research Brief #2015-48] (2015), by Allison Metz, Sandra F. Naoom, Tamara Halle, and Leah Bartley, published by the Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families, U.S. Department of Health and Human Services, available at https://www.acf.hhs.gov/sites/default/files/opre/es_cceepra_stage_based_framework_brief_508.pdf.

[2] For a list of activities, see *Activities to Improve the Supply and Quality of Child Care Programs and Services for Infants and Toddlers Reported by States and Territories as of March 2016* (2016), Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services, available at https://www.acf.hhs.gov/occ/resource/summary-of-infant-toddler-activities.

impact cross-sector comprehensive early childhood systems.[3] A State's child care system and comprehensive early childhood system are simultaneously serving children and families. The indicators in the inventory portion of this tool focus on policies and practices of state and territory child care systems.

Cross-Sector and Cross-System Collaborations

States' implementation of CCDF occurs within a web of systems that may or may not be systematically connected or share a common governance structure. Regardless of the early childhood system configuration in a given State/Territory, strong infant/toddler child care policy relies on collaboration of infant/toddler child care partners across sectors and settings and within and across governance structures and/or relevant systems. Moreover, successful policy adoption is strongest when it involves diverse stakeholder representation within and across sectors, settings, and systems. When building this infrastructure, state leaders have an opportunity to convene stakeholders and include specific infant/toddler benchmarks that are closely linked to the State's broader early childhood goals to improve outcomes for young children.

Using This Tool

The tool is organized into three parts: parts I and II are included in this document, and part III will be released later in 2017. Part I includes a state inventory of infant/toddler child care policies and practices along five major goal areas. Part II is an action planning form that supports infant/toddler child care policy and practice strategic planning and implementation. Finally, part III will be a continuous quality improvement resource that supports state and territory considerations for moving toward meeting or exceeding policy and practice indicators included in their infant/toddler child care action plans.

Audience

The tool is designed to be completed together by child care system partners who touch the lives of infants and toddlers through their service in child care licensing, quality improvement efforts, subsidy and child care assistance, and professional development system efforts.

This tool is meant to be used by the following:

- CCDF Administrators
- Child care quality improvement leaders, specialists, and partners
- Early Head Start–Child Care Partnership stakeholders
- Subsidy leaders, specialists, and partners
- Child care licensing leaders, specialists, and partners
- Professional development system leaders, specialists, and partners
- Quality rating and improvement system leaders, specialists, and partners
- Other infant/toddler child care and early childhood comprehensive system stakeholders and partners (for example, higher education faculty, Part C coordinators)

[3] For more information, see the Early Childhood Systems Working Group's webpage at http://www.buildinitiative.org/OurWork/EarlyChildhoodSystemsWorkingGroup.aspx.

Overview of Part I. Inventory of Infant/Toddler Child Care System Policies and Practices

The first part, Inventory of Infant/toddler Child Care System Policies, allows users to scan the current landscape of infant/toddler child care policy practices across their child care systems. The assessment uses policy indicators that States have identified as supportive of quality infant/toddler child care. The inventory is organized by five goal categories:

- Goal 1. Infants and toddlers are supported
- Goal 2. Families are supported
- Goal 3. Infant/toddler workforce is supported
- Goal 4. Quality infant/toddler care settings
- Goal 5. Infant/toddler-focused and aligned cross-sector systems

Each goal category contains subcategories as well as policy indicators. Policy indicators provide specific information about policies that are connected to the goal. Below is a description of what you will find in each section of the Inventory.

- Goal: Statements that describe the desired outcomes or what is to be achieved by implementing the policy indicators.
- Goal subcategory: More concentrated theme for a desired outcome within the goal.
- Policy indicator: Evidence that a certain condition exists or certain results have or have not been achieved (Brizius & Campbell, 1991, p. A-15). Policy indicators enable States to assess progress towards the achievement of intended desired outcomes within the goal subcategory and larger goal itself.
- Relevant child care system policy partners: For each policy indicator, users should identify which child care policy drivers have a stake in the policy or practice.
- Implementation stage: Indication of readiness level related to policy or practice implementation.
- Implementation resources: Available resources States can use to help implement each policy indicator (for example, papers, state examples, policy briefs, toolkits).
- Priority level: Child care system partners can identify the weight or importance of each policy indicator.

The policy inventory is designed to allow leaders to identify the status of each particular policy as “not started,” “in review,” “implementing,” or “fully implementing.” These terms are defined as follows:

- “Not started” means that the child care system has not yet begun to prioritize or think about implementing this policy.
- “In review” means that the child care system is reviewing or compiling current policies, opportunities, and activities, or engaging in first steps toward implementation.
- “Implementing” means that the child care system has a policy, required activity, or offers supports; however, it does not apply to or is not available to all infant/toddler child care settings or is in some way limited in implementation.
- “Fully implementing” means that the child care system has polices, practices, required activities, or supports in place to implement said effort that are evidence-based, demonstrate best practices, and are available across all sectors and settings.

Part I. Inventory of Infant/Toddler Child Care System Policies and Practices

Goal 1. Infants and Toddlers Are Supported

Using policy to advance relationship-based care program practices is a priority area for policy initiatives designed to strengthen quality standards in infant and toddler early care and education settings. It is important for practitioners and policymakers to focus specifically on developing and supporting relationships between young children and their teachers.

This section focuses on three main practices that underlie relationship-based care: primary care, continuity of care, and small groups.[4] The policy indicators relate to practices that States and Territories can regulate through child care licensing, the quality rating and improvement system (QRIS), other quality initiatives (QIs), professional development systems (PDSs), and subsidy policy. The goal of each policy is to strengthen quality standards in infant and toddler early care and education settings.

1.1 Relationship-based care

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.1.1 Adopt a shared definition of *relationship-based care*.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.2 Adopt relationship-based care infant/toddler child care standards.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

[4] For information on these terms, including definitions, see The Child Care State Capacity Building Center's *Program for Infant/Toddler Care (PITC) Six Essential Program Practices for Relationship-Based Care* (2017) at https://childcareta.acf.hhs.gov/resource/program-infanttoddler-care-pitc-six-essential-program-practices-relationship-based-care.

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.1.3 Measure program success of implementing relationship-based care practices for infants and toddlers in child care settings.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.4 Provide professional development for licensing and QRIS consultants to identify specific indicators of responsive caregiving and interactions between infants and toddlers and their caregivers so programs are accurately measured according to their responsive caregiving practices.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.5 Adopt *Stepping Stones to Caring for Our Children* group size licensing standards for center-based and family child care programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.6 Adopt *Stepping Stones to Caring for Our Children* ratio standards for infants and toddlers in licensed center-based and family child care programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.1.7 Allow infant/toddler child care programs to operate mixed-age classrooms without a waiver.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.8 Provide incentives and financial supports to infant/toddler child care programs for providing relationship-based care.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.9 Adopt primary caregiver policy for every infant and toddler in all center-based child care programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.10 Provide professional development supports to help infant/toddler child care programs learn about how to implement individualized care practices.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.1.11 Provide incentives to programs that practice the inclusion principle of natural proportions.[5]	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.12 Adopt an inclusion policy or position statement for the child care system that addresses the State's commitment to inclusion of infants and toddlers with disabilities.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.1.13 Incentivize culturally sensitive care in infant and toddler care settings through all levels of a program (leadership, teaching staff, and family engagement).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

[5] For more information, see *Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children* (2009), available at https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf.

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.1.14 Raise child care subsidy payments for programs caring for infants and toddlers to sustain staff salaries needed to care for infants in groups no larger than six, with ratios of one child care provider to no more than three infants, and to care for toddlers in groups no larger than eight, with ratios of one provider to no more than four toddlers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

1.2 Continuity of Care

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.2.1 Set income eligibility at no lower than 200 percent of the federal poverty level.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.2 Establish indefinite eligibility for families who have a Temporary Assistance for Needy Families (TANF) plan.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.2.3 Set 12-month child care eligibility determination.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.4 Set the exit income eligibility threshold higher than the entry eligibility threshold.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.5 Align redetermination with the Early Head Start (EHS) and Head Start (HS) preschool year and other public benefit programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.6 Use an average of family earnings and work hours over a period of time.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.2.7 Eliminate any requirement to report fluctuation in earnings.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.8 Extend child care assistance eligibility for the full program year for all families in Early Head Start or Head Start, state prekindergarten, and QRIS-rated programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.9 Allow job search eligibility to be at least 90 days.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.10 Allow eligible new families who are seeking employment a search status of 60 days so infants and toddlers are already transitioned when the parent finds a job.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.2.11 Allow parents to access subsidies if enrolled in approved education and training.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐ Other	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.12 Delink work hours from attendance hours.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.2.13 Define “work” in various ways; consider the development needs of the child—rather than the parent’s work schedule—to establish the number of hours the child needs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

1.3 Family Income Policies

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.3.1 Allow for other means to verify employment if employer refuses verification.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.3.2 Eliminate child support cooperation provisions for families applying for assistance.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.3.3 Mandate that only the income of the parent or guardian be considered in determining income eligibility, especially for teen parents.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

1.4 Family Contribution or Copayments

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.4.1 Waive copayments for families who are in poverty, are homeless, are receiving or transitioning off TANF, or are receiving Supplemental Nutrition Assistance Program benefits, as well as families with teen parents and those with children in protective services.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.4.2 Develop copayment sliding fee scales that are reasonable for families with lower incomes and those with more than one child.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.4.3 Reduce copayments for families using high-quality programs in the QRIS.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.4.4 Disconnect provider payments from children's absences.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
1.4.5 Develop a child care system that ensures that infant/toddler child care programs can successfully collect tuition and fees in full and on time.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.4.6 Provide a mix of vouchers and contracts, using contracts to address quality or supply gaps in geographic areas or with specific populations such as infants and toddlers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.4.7 Offer contracts to providers who meet higher quality standards, such as a certain level in the QRIS, those blending prekindergarten or EHS or HS with child care assistance, and so forth.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
1.4.8 Determine actual costs for children with special needs and provide tiered rates or a rate add-on for children with special needs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

2

Goal 2. Families Are Supported

Effective infant and toddler policy includes intentional policies to support families. Thus, policies and practices are designed and implemented that help build relationships, engage and involve families in their infant or toddler's development, early learning programs, and communities. Policies and practices also ensure that families have access to subsidies, quality programs, and additional ancillary services.

2.1 Families Are Engaged and Informed

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.1.1 Allow for gradual transition of enrollment into care to establish a relationship between a primary caregiver and an infant or toddler and his or her family.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.1.2 Adopt the Head Start Parent, Family, and Community Engagement Framework as guidance for child care system family engagement policies and practices.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.1.3 Create a space for family members of infants and toddlers to fully participate in child care system decision making as leaders, advocates, and community organizers to help improve children's development and learning experiences.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.1.4 Adopt a culturally and linguistically appropriate resource development approach across child care system stakeholders and partners to support all families choosing and using infant/toddler child care services.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.1.5 Provide incentives that encourage programs to devote staff time to planning and implementing family engagement practices.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.1.6 Provide all communication about infant/toddler child care services in the native languages of all families to improve equity in access.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.1.7 Develop resources for families about infant and toddler development in their native languages to help parents and other family members involved in children's care support their optimal development.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.1.8 Fund programs to hire family engagement specialists in infant/toddler child care programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

2.2 Families Are Connected to Networks of Program, Peer, and Community Resources

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.2.1 Design licensing requirements, quality frameworks, and subsidy systems to help families stay connected to programs, peers, and community resources.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.2.2 Supplement EHS funding in order to increase the number of families served, extend operating hours, and improve the quality of services for infants and toddlers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.2.3 Use CCDF funds to help programs connect parents of infants and toddlers to community resources and support peer connections.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.2.4 Develop triaging protocol to create a system akin to EHS that will connect families of infants and toddlers in child care with comprehensive health (including oral health) and family support services in their communities.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.2.5 Provide culturally and linguistically appropriate information to families of infants and toddlers on all the types of health (including oral and mental health) resources in their communities.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

2.3 Equity in Access for All Families

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.3.1 Develop outreach efforts through child care resource and referral (CCR&R) agencies and other initiatives for families with infants and toddlers in need of child care to help them understand how to access available child care–related services.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Other	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.2 Design subsidy eligibility to help all families access and sustain child care for their infants and toddlers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.3 Provide information to families to support their skill training, job opportunities, and work supports to help them access or move into stable work that generates a livable wage.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.4 Incorporate flexibility when setting subsidy eligibility, enrollment and reenrollment guidelines (for example, make job search an allowable activity to qualify for subsidy).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.3.5 Design systems to anticipate common circumstances experienced by families with low incomes, such as fluctuating employment, income, and educational programs; ill health and medical leave; and sick-child or vacation days.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.6 Authorize child care subsidy for less than full-time hours.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.7 Pay a higher preschool rate for programs that also serve infants and toddlers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.8 Identify child care deserts and develop strategies to address the demand for high-quality infant/toddler care.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.3.9 Support communities or regions establishing parent and family engagement hubs that can serve as platforms and welcoming environments that bring programs and families together.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.10 Support navigators and centralize referral resources to help families access services and support across programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.11 Promote and incentivize child care system strategies that target preventing and addressing sources of toxic stress; for example, crime, substance abuse, mental illness, and environmental toxins.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
2.3.12 Invest in research on evaluating infant/toddler care quality, supply, and demand to improve access to and quality of care.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
2.3.13 Increase subsidy rates for licensed infant/toddler child care providers offering care in communities with child care deserts.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Goal 3. Infant/Toddler Workforce Is Supported

Although all States and Territories offer professional develop opportunities for infant/toddler professionals, leading States and Territories are taking their efforts a step further. They are building integrated cross-sector professional development systems that leverage state resources to provide desirable workforce conditions and compensation parity, and build and sustain the overall capacity of the infant/toddler workforce. A well-supported infant/toddler workforce is essential to quality infant/toddler care. Supports include access to professional development, career pathways, and fair compensation, as well as a focus on workplace conditions.

3.1 Strategic supports for I/T professionals

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
3.1.1 Adopt practice-based entry-level through advanced and foundational core knowledge and competencies for the infant/toddler workforce.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.1.2 Develop comprehensive infant/toddler workforce pathways with multiyear timelines for transitioning to a bachelor's degree minimum qualification requirement and	☐Licensing ☐PDS ☐Subsidy	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
specialized knowledge and competencies for the infant/toddler workforce.	☐Quality framework or QRIS ☐Unsure		☐Unsure	
3.1.3 Support a statewide network of infant/toddler specialists to provide access to specialists who can offer support and coaching to infant/toddler child care programs in meeting the developmental needs of very young children.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.1.4 Adopt a practice-based professional development approach focused on foundational and specialized core knowledge and competencies for infant/toddler care teachers, providers, and directors.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.1.5 Develop a comprehensive, up-to-date workforce data system to gain a meaningful assessment of the reach and effectiveness of education and training opportunities and other supports for the infant/toddler workforce.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.1.6 Develop a coordinated professional development approach to support coaches, trainers, consultants, licensing specialists, infant/toddler specialists, faculty, and other	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
individuals in their efforts to help infant/toddler child care providers provide relationship-based care.	☐Unsure			
3.1.7 Create accessibility across the child care system for providers who are dual-language learners by translating licensing information, regulations, applications, preparatory materials, classes, and examinations, as well as providing training and technical assistance in languages other than English to providers working toward licensure.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.1.8 Establish family child care networks to support increasing the supply and quality of family child care programs that serve infants and toddlers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

3.2 Infant/Toddler Workforce Compensation

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
3.2.1 Implement an infant/toddler workforce recruitment initiative to attract and retain an infant/toddler workforce.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.2.2 Establish health insurance, paid leave, and disability and retirement benefits for the infant/toddler workforce.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.2.3 Develop infant/toddler teacher retention initiatives (including directing funds toward improving compensation parity).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.2.4 Increase base compensation levels to raise compensation for increased levels of qualifications and responsibilities, akin to the K–12 compensation mode, in order to attract and retain an infant/toddler workforce with comparable qualifications across settings and sectors where infants and toddlers are served.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
3.2.5 Implement compensation and benefit guidelines for entry-level infant/toddler teacher and leadership positions, in line with education, training, and experience, with the stated intention of raising the current wage floor and achieving parity with the K–12 education system.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

3.3 Workplace Conditions

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
3.3.1 Ensure that infant/toddler programs are paid on an enrollment basis and that their rates reflect the market.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.3.2 Establish infant/toddler program workplace environment standards that reduce stressful conditions and promote the effective teaching necessary for supporting infants' and toddlers' optimal development and learning.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

3.4 Access to Professional Development

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
3.4.1 Ensure access to professional development based on *foundational* knowledge and competencies for providers working with infants and toddlers, so that those who care for infants and toddlers in all settings understand and implement a foundational body of knowledge and skills.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.4.2 Ensure access to professional development based on *specialized* knowledge and competencies for providers working with infants and toddlers, so that those who care for infants and toddlers in all settings understand and implement a specialized body of knowledge and skills.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
3.4.3 Support an aligned cross-sector comprehensive professional development system that supports infant/toddler workforce participation in higher education programs, community-level training, relationship-based professional development, and other ongoing professional learning based	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
on foundational and specialized knowledge and competencies.				
3.4.4 Incorporate family engagement into the State or Territory's professional development system, for both program leadership and infant/toddler teachers.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Goal 4. Quality Infant/Toddler Care Settings

Infants and toddlers in child care need access to warm, responsive child care providers and safe and stimulating environments that meet the full range of their developmental needs. In reality, quality infant/toddler care is scarce. Therefore, it is imperative that States and Territories do everything in their power to increase access to and quality of infant/toddler care settings.

4.1 Access to Quality Settings

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.1.1 Adopt program quality standards for infant/toddler care in centers and family child care homes that are modeled on research and evidence-based practices and nationally recognized standards for quality early childhood programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.1.2 Translate child care system materials into the native languages of families using infant/toddler child care (for example, licensing information, regulations, applications, preparatory materials).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.1.3 Provide training and technical assistance in languages other than English to infant/toddler child care providers working toward licensure.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.1.4 Offer incentives for infant/toddler providers implementing primary caregiving and continuity-of-care practices.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.1.5 Provide high subsidy payments to infant/toddler programs providing lower child-to-staff ratios or smaller group sizes.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.1.6 Include family engagement practices in the QRIS across tiers, using measurable indicators and including costs in tiered reimbursement rates.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.1.7 Authorize funds for pilot projects in high-poverty communities to explore strategies that blend multiple funding sources to better meet the child care needs of working parents. To ensure safe, quality care for children, such projects should require providers to meet the criteria of the funding stream with the strongest quality requirements.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

4.2 Settings Are Healthy and Safe

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.2.1 Adopt health and safety standards as outlined in *Stepping Stones to Caring for Our Children* for all licensed infant/toddler child care programs.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.2.2 Adopt regular quality assurance visits (scheduled and unscheduled) of infant and toddler programs no less than three times a year.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.2.3 Provide health and safety training to all infant/toddler caregivers (including training in safe sleep practices, first aid, and cardiopulmonary resuscitation).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.2.4 Offer incentives to programs that offer infant–early childhood mental and behavioral health professional development across the continuum of evidence-based promotion, prevention, and intervention strategies.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

4.3 Stable and Continuous Access to High-Quality Infant/Toddler Care

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.3.1 Provide vouchers and contracts that fund the true cost of serving an infant or toddler across all licensed child care settings regardless of program quality level.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.3.2 Determine actual costs for programs meeting different levels of quality standards (QRIS tiers) and provide tiered rates or rate add-ons and incentives for programs meeting higher quality standards.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.3.3 Reimburse for enrollment to ensure stable funding and eliminate disincentives for serving infants and toddlers and children with disabilities, who have more absences.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

4.4 Settings Address Equity and Reflect Infants' and Toddlers' Cultures and Communities

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.4.1 Expand the operation of community- or neighborhood-based hubs, staffed family child care networks, or child development centers. These organizations may serve as resources to help child care providers improve 1) the quality of early childhood services provided to infants and toddlers from low-income families, and 2) their capacity to offer high-quality, age-appropriate care to these children.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.4.2 Support communities or regions establishing parent and family engagement hubs that can serve as platforms and welcoming environments that bring programs and families together. Hubs can overlap with existing community systems-building structures or in places that families feel most welcome.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.4.3 Through recruitment and professional development, ensure the diversity and cultural competence of infant and toddler providers and caregivers to best meet the needs of all children.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.4.4 Ensure that providers receive training in cultural competence that is relevant to the populations of infants and toddlers they serve.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.4.5 Offer contracts to providers who serve infants and toddlers who have disabilities, are dual-language learners, or are experiencing homelessness or a transition from homelessness.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.4.6 Provide contracts to agencies proposing to create professional development approaches that incorporate culturally and linguistically appropriate practice-based competencies.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
4.4.7 Adopt measures of cultural and linguistic competence in licensing and quality rating and improvement systems.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
4.4.8 Pay higher payments to providers who have completed training or coursework on cultural competence or have a bilingual endorsement.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Goal 5. Infant/Toddler-Focused and Aligned Cross-Sector Systems

Infants and toddlers are worthy of a child care system that reflects their developmental needs and is well-aligned across settings and sectors within the broader comprehensive early childhood system. This goal area addresses infant/toddler childcare policy practices that cross settings, sectors, agencies, initiatives, and systems to promote early care and learning experiences worthy of infants, toddlers, and their families.

5.1 Infrastructure Coordination

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
5.1.1 Develop memoranda of understanding (MOUs) and maintenance of effort agreements between child care programs and other programs that serve infants, toddlers, and their families.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.1.2 Implement a state plan that includes infants and toddlers along with preschoolers to allow the state's broader comprehensive early childhood system goals to improve outcomes for young children.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
5.1.3 Participate in or coordinate an early childhood advisory council (or similar entity) to represent an agenda focused on quality infant and toddler care (this focus should be evidenced by membership, priorities, and committee structure).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.1.4 Align infant/toddler child care standards with national infant/toddler best practices and standards across all early childhood settings and sectors.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.1.5 Incorporate Early Head Start, Head Start, and prekindergarten within the State or Territory's quality framework or QRIS design.	☐Licensing ☐PDS ☐ Subsidy ☐Quality framework or QRIS ☐ Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

5.2 Infant/Toddler-Driven System of Connections, Access, and Referrals

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
5.2.1 Develop transition policies that promote continuity of care services between infant/toddler child care programs and Early Head Start, Head Start, and prekindergarten and other child	☐Licensing ☐PDS ☐Subsidy	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
care settings serving young children.	☐Quality framework or QRIS ☐Unsure		☐Unsure	
5.2.2 Develop an MOU or memorandum of agreement with the lead agency that provides services for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act addressing opportunities to serve infants and toddlers through cross-agency coordination and collaboration.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.2.3 Coordinate the child care assistance enrollment and redetermination processes for child care subsidies with all other social service program serving infants and toddlers (for example, TANF, Medicaid, and the Special Supplemental Nutrition Program for Women, Infants, and Children).	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

5.3 Alignment of Quality Standards across Sectors and Settings

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
5.3.1 Align child care assistance eligibility determination processes with other state and federal publicly funded early care and education programs' processes	☐Licensing ☐PDS ☐Subsidy	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing	

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
(for example, Early Head Start and universal prekindergarten).	☐Quality framework or QRIS ☐Unsure		☐Unsure	
5.3.2 Perform a crosswalk of the State or Territory's infant/toddler child care standards with various sets of nationally recognized best practices and infant/toddler program standards (for example, *Caring for Our Children*, Division for Early Childhood, National Association for the Education of Young Children) to ensure that they are aligned and supported by research.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.3.3 Unify quality framework approaches by aligning the State's infant/toddler components within the QRIS or quality framework, child care licensing regulations, and infant/toddler early learning guidelines (also considering Early Head Start performance standards) to ease provider burden in meeting quality program standards.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

5.4 Infant/Toddler Focused Governance

Policy Indicators	Relevant Child Care System Partners	Priority Level	Implementation Stage	Comments, Evidence, and Rationale for Responses
5.4.1 Integrate the State's infant/toddler early learning guidelines into a continuum that links alignment of preschool and K–12 learning systems.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.4.2 Use or adopt infant/toddler early learning guidelines as a vision for a comprehensive statewide birth–three early learning system.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.4.3 Use the State's infant/toddler early learning guidelines to measure the effect of the child care system's policies on infants, toddlers, and their families.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	
5.4.4 Identify desired outcomes for infants and toddlers in child care and monitor key indicators associated with these outcomes in partnership with early childhood systems data stakeholders.	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS ☐Unsure	☐Low ☐Medium ☐High ☐Unsure	☐Not started ☐In review ☐Implementing ☐Fully implementing ☐Unsure	

Overview of Part II. Infant/Toddler Child Care System Policies Action Planning Form

The second part, the Action Planning Form, is designed to help users easily identify the following:

- Infant/toddler child care policy implementation priorities and goals
- Next steps for infant/toddler child care policy implementation across child care system stakeholders
- Policy implementation resources to strengthen state or territory infant/toddler child care policies and practices

Part II. Infant/Toddler Child Care System Policies Action Planning Form

This action plan form is a tool that is intended to help you assess next steps in planning for infant/toddler child care policy development and implementation. Below is a sample of a framework that could be utilized as an action plan.

Policy Goal and Indicators	Priority Level (From Part I)	Child Care System Partners	Implementation Stage (From Part I)	Potential Action Steps	Comple-tion Date	Team Member Responsible	Resources for Policy Implementation	Comments
Indicator	☐Low ☐Medium ☐High	☐Licensing ☐PDS ☐Subsidy ☐Quality framework or QRIS	☐Not started ☐In review ☐Implementing ☐Fully implementing	[Planning team enters data here.]	[Planning team enters data here.]	[Planning team enters data here.]	These could include related policy indicators, examples of other States' related policies and practices, child care licensing profiles, early childhood system profile data, rationale papers, OCC policy statements and information memorandums.]	[Planning team enters data here.]

Overview of Part III. Continuous Quality Improvement (CQI) in Infant/Toddler Child Care Policies (Forthcoming in 2017)

A third section is planned to address continuous quality improvement through a CQI considerations tool. This tool is still under development. When available, it is expected to help state leaders

- assess the status of new policy implementation,
- measure the success of scaling up of existing infant/toddler child care policies, and
- strengthen the use of data-informed decision making for infant/toddler child care policy continuous quality improvement.

References

Brizius, J. A., & Campbell, M. D. (1991). *Getting results: A guide for government accountability*. Washington, DC: Council of Governors' Policy Advisors.

California Department of Education, & WestEd. (n.d.). *Program for Infant/Toddler Care's six program policies*. Retrieved April 2, 2017, from https://www.pitc.org/pub/pitc_docs/policies.html

Center for Law and Social Policy. (2011). *Charting progress for babies in child care project*. Retrieved from http://www.clasp.org/babiesinchildcare

Cohen, R., McClung, L., Bouder, S., Gebhard, B., & DiLauro, E. (2015). *Infant and toddler messaging guide*. Washington, DC: Zero to Three Policy Center and Advocacy & Communication Solutions, LLC. Retrieved from

Derman-Sparks, L. (2013). Developing culturally responsive caregiving practices: Acknowledge, ask, adapt. In E. A. Virmani, & P. L. Mangione (Eds.), *Infant/toddler caregiving: A guide to culturally sensitive care* (2nd ed., pp. 68–94). Sacramento: California Department of Education.

Early Childhood Systems Working Group. (2013). *Comprehensive early childhood systems building: Tool to inform discussions on collaborative, cross-sector planning*. Retrieved from http://www.buildinitiative.org/Portals/0/Uploads/Documents/ECSWG%20Systems%20Planning%20Tool_2014.pdf

Infant/Toddler Community of Practice, Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2012). *Infant and toddler continuity of care assessment tool*. Retrieved from https://childcareta.acf.hhs.gov/resource/infant-and-toddler-continuity-care-assessment-tool

Infant/Toddler Community of Practice, Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2012). *Promoting continuity of care in infant/toddler settings: What can state/territory leaders do?* Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/20120913_it_cop_coc_minibrief_approved.pdf

Lally, J. R., Stewart, J., & Greenwald, D. (Eds.). (2009). *Infant/toddler caregiving: A guide to setting up environments* (2nd ed.). Sacramento, CA: California Department of Education.

Lally, J. R., Torres, Y. L., & Phelps, P. C. (2010). *How to care for infants and toddlers in groups. Zero to Three parenting resource*. Retrieved from https://www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups

Metz, A., Naoom, S. F., Halle, T., & Bartley, L. (2015). An integrated stage-based framework for implementation of early childhood programs and systems (OPRE Research Brief 2015-48). Washington, DC: Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/es_cceepra_stage_based_framework_brief_508.pdf

National Association for the Education of Young Children. (2016). *Build it better: Indicators of progress to support integrated early childhood professional development systems*. Retrieved from http://www.naeyc.org/files/naeyc/Build%20It%20Better_For%20Web.pdf

National Association for Regulatory Administration, & National Center on Child Care Quality Improvement, A Service of the Office of Child Care. (2015). *Best practices for human care regulation: Self-assessment and strategic planning for licensing systems*. Retrieved from http://www.naralicensing.org/assets/docs/Publications/BestPractices/nara%20best%20practices%20final.pdf

National Center on Child Care Professional Development Systems and Workforce Initiatives, Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2014). *Strengthening the early childhood and school-age workforce: Executive summary*. Washington, DC: Author. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/strengtheningworkforce_executive_summary.pdf

National Center on Child Care Professional Development Systems and Workforce Initiatives, Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2013). *Infant toddler consultant self-assessment tool*. Retrieved from https://childcareta.acf.hhs.gov/resource/infant-toddler-consultant-self-assessment-tool

National Center on Child Care Professional Development Systems and Workforce Initiatives, Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2013). *Workforce data planning and implementation guide*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/pdwcenter_wfd_guide.pdf

National Center on Child Care Quality Improvement, Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2014). *Contemporary issues in licensing: Elements of a licensing statute*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/1409_elements_statutes_final_0.pdf

National Scientific Council on the Developing Child & National Forum on Early Childhood Policy and Programs. (2011). *Building the brain's "air traffic control" system: How early experiences shape the development of executive function*. (Working paper no. 11). Cambridge, MA: Harvard University, Center on the Developing Child. Retrieved from http://developingchild.harvard.edu/wp-content/uploads/2011/05/How-Early-Experiences-Shape-the-Development-of-Executive-Function.pdf

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *Benchmarks for quality improvement self-assessment tool*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/1501_bqi_selfassessment_final_0.pdf

Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2014). *Questions for state-level leaders to consider: Stimulating quality and heightening standards for infant and toddler services*. Retrieved from https://childcareta.acf.hhs.gov/sites/default/files/public/quilt_it_questions_for_stateleaders_0.pdf

Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services. (2011). *Head Start parent, family, and community engagement framework: Promoting family engagement and school readiness, from prenatal to age 8*. Retrieved from https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/framework

Raikes, H., & Edwards, C. (2009). *Extending the dance in infant and toddler caregiving*. Baltimore, MD: Paul H. Brookes Publishing Company, Inc.

Schmit, S., & Matthews, H. (2013). *Better for babies: A study of state infant and toddler child care policies*. Washington, DC: Center for Law and Social Policy.

Sosinsky, L., Ruprecht, K., Horm, D., Kriener-Althen, K., Vogel, C., & Halle, T. (2016). *Including relationship-based care practices in infant-toddler care: Implications for practice and policy* (OPRE Research Brief 2016-46). Washington, DC: Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf

Virmani, E. A., & Mangione, P. L. (Eds.). (2013). *Infant/toddler caregiving: A guide to culturally sensitive care* (2nd ed.). Sacramento: California Department of Education.

Zero to Three. (2016). *Infants and toddlers in the policy picture: A self-assessment toolkit for states*. Retrieved April 2, 2017, from https://www.zerotothree.org/resources/359-infants-and-toddlers-in-the-policy-picture-a-self-assessment-toolkit-for-states.

The State Capacity Building Center (SCBC) works with state and territory leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The SCBC is funded by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care.

State Capacity Building Center,
A Service of the Office of Child Care
9300 Lee Highway
Fairfax, VA 22031

Phone: 877-296-2401
Email: CapacityBuildingCenter@ecetta.info

Subscribe to Updates
http://www.occ-cmc.org/occannouncements_sign-up/

ADMINISTRATION FOR CHILDREN & FAMILIES