



State and Territory Approaches to Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

The State Capacity Building Center Infant/Toddler Specialist Network has developed this resource to provide a snapshot of some of the ways States' and Territories' Child Care and Development Fund (CCDF) Plans reflect infant/toddler quality efforts and initiatives. The purpose of this resource is to provide a synopsis of plans to improve the supply and quality of child care programs and services for infants and toddlers to meet CCDF 3 percent set-aside requirements.

This document does not include a complete list of all state and territory approaches. The examples and approaches highlighted are extracted from the approved 2016–2018 CCDF Plans published June 16, 2016, on the Office of Child Care website.

States and Territories can use this document to identify strengths and opportunities for infant/toddler child care quality improvement, to review other state and territory approaches to using their infant/toddler set-aside funds, and to learn about state and territory practices intended to improve the supply and quality of infant/toddler child care programs and services. Where available, web links are provided for documents that offer more detail about the infant/toddler quality initiatives highlighted in this resource. Users are encouraged to refer to state and territory web links and 2016–2018 CCDF Plans for a more complete understanding of each State and Territory's approach.

Summary of Infant/Toddler Child Care Quality Initiatives and Efforts

- **31** States and Territories have infant/toddler standards within their Quality Rating and Improvement Systems (QRIS).
- **44** States and Territories provide technical assistance through statewide networks of infant/toddler specialists.
- **30** States and Territories have infant/toddler standards in their child care licensing regulations.
- **55** States and Territories provide professional development to promote appropriate services for infants and toddlers.
- **32** States and Territories have an infant/toddler credential.
- **47** States and Territories have infant/toddler early learning standards or guidelines.
- **18** States and Territories have established staffed family child care networks.
- **18** States and Territories have established infant/toddler community or neighborhood-based child development centers.
- **37** States and Territories provide clear and user-friendly consumer information about high-quality infant and toddler care.
- **24** State and Territory CCDF Lead Agencies coordinate with partners to provide developmental screenings and comprehensive services for infants and toddlers under Part C of the Individuals with Disabilities Education Act.
- **30** States and Territories provide financial incentives to improve the supply and quality of infant/toddler care.



State and Territory Quality Initiatives

The 10 tables listed below include examples of state and territory quality initiatives, with brief summary descriptions of the activities and web links for additional information. The tables are organized as follows:

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- ◆ [Table 10. Financial Incentives to Increase Access to High-Quality Child Care for Infants and Toddlers](#)

These tables include direct excerpts from Child Care and Development Fund (CCDF) Plans for FY 2016–2018. Minor revisions have been incorporated to enhance readability.



Table 1. Infant/Toddler Standards within Quality Rating and Improvement Systems (QRISs) and Quality Frameworks

State or Territory	Title	Description	Web Link
American Samoa	Quality rating and improvement system infant/toddler standards	STARS strategies have provisions for infants and toddlers that focus on promoting Development and Early Learning Standards (DELS) for children from birth to 3 years old. Coaching, training, and technical assistance opportunities are available to support child care providers' quality improvement.	http://dhss.as/who.html
Arizona	Quality First QRIS and infant/toddler development guidelines	Quality First, Arizona's QRIS, has a points scale that assesses staff qualifications, administrative practices, curriculum, and child assessment. Programs must show documentation that the instructional staff, directors, and assistant directors have completed professional development on the Introduction to the Infant/Toddler Developmental Guidelines (ITDG) and the Introduction to the Arizona Early Learning Standards (AzELS). The ITDG and AzELS must also be reflected in the written activity or lesson plans. For an increase in points, programs must show that the instructional staff, directors, and assistant directors have completed professional development on at least two of the modules from either the ITDG or the AzELS. Providers receive technical assistance through the professional development provided by the Arizona Department of Education–Early Childhood Education Unit (ADE-ECE). Program specialists who provide the professional development and technical assistance work with the director of the program to evaluate the needs of the various classrooms and create a plan that may include technical assistance and professional development. ADE-ECE also held an infant/toddler summit.	http://www.azftf.gov/WhatWeDo/Programs/QualityFirst/Documents/Quality%20First%20Points%20Scale.pdf
Arkansas	Infant/toddler emphasis within the QRIS	Specific requirements in the Arkansas QRIS include Infant/Toddler Environmental Rating Scale–Revised (ITERS-R) training, Framework for Infant Toddler Care (AFTIC) training, developmentally appropriate physical activities training, curriculum plans to include AFITC, assessment using ITERS-R, and annual training. Through a contract, a state network of qualified Infant/Toddler Specialists offers coaching and technical assistance onsite to infant/toddler caregivers upon request at no cost to the provider. Areas of coaching and technical assistance include curriculum, schedule, ratio, room arrangement, behavior guidance, transportation, ITERS-R, and OUNCE assessment tools.	http://arbetterbeginnings.com/sites/default/files/pdf_files/Center%20Based%20Better%20Beginnings%20Guide.pdf



State or Territory	Title	Description	Web Link
Colorado	Colorado Shines includes infant/toddler standards	Colorado Shines, Colorado's QRIS, utilizes the Infant/Toddler Environment Rating Scale (ITERS) as the basis, and, in addition, adds points for programs that use the infant/toddler Classroom Assessment Scoring System (CLASS) assessments, age-appropriate curricula, and primary caregiving and continuity of care practices. The point-structure guide is posted on the Colorado Shines website. Colorado Shines offers a coaching model that supports all five quality standards for this statewide QRIS. This model incorporates practice-based coaching, which focuses on planning and goal setting, focused observation, reflection, and sharing teaching practices. Coaches are required to hold a coaching credential to coach within this framework.	https://ecpd.costartstrong.org/ets/welcome.aspx
Commonwealth of the North Mariana Islands	CNMI Quality Care Rating Pilot	The Commonwealth of the North Mariana Islands Quality Care Rating system has specific components for infants and toddlers. The cross-sector framework links standards, technical assistance, monitoring, finance, and consumer engagement to improve programs such as family child care homes and child care centers. This serves to align many pieces of the early care and education system, such as child care licensing, early learning guidelines, subsidy administration, technical assistance, training, quality initiatives, professional development systems, and others, ultimately improving education opportunities for all children including infants and toddlers.	https://www.qriscnmi.org/
Guam	Infant/toddler standards within the Guam QRIS	There are four levels to Guam's QRIS, and its indicators of quality relate to Infant/Toddler Environment Rating Scale-Revised (ITERS-R) observation and assessment, education, training, health, and safety. Guam's professional development indicators build off of the Early Childhood Care and Education Strategic Management Team's Plan for Professional Development, which guides providers in planning to receive additional education and training to improve the quality of early care and education they provide. In 2014, Guam completed a pilot of its QRIS by rating licensed center-based programs. Pilot programs received improvement and rating supports from an assigned facilitator.	https://dphss.guam.gov/document/guam-qris-guidelines



State or Territory	Title	Description	Web Link
Indiana	Paths to QUALITY coaches and infant toddler standards	<p>Indiana has specific infant/toddler indicators for each standard at each level of Paths to QUALITY, Indiana's QRIS.</p> <p>The Lead Agency contracts with local child care resource and referral agencies to employ regionally based Infant/Toddler Specialists to provide intensive training and technical assistance and coaching to child care providers statewide. The Infant/Toddler Specialists work with the Paths to QUALITY coaches around developmentally appropriate infant and toddler practices. Once professional development is provided, child care programs have access to the Infant/Toddler Specialist or one of the Paths to QUALITY coaches who specialize in infant and toddler care, to provide additional onsite assistance. Programs also have access to Infant/Toddler Specialists to aid them in achieving the breastfeeding designation certification and to provide support in implementing continuity of care and primary caregiving.</p>	http://www.in.gov/fs/sa/2554.htm#
New Jersey	Infant/toddler standards embedded in the QRIS Grow NJ Kids	<p>Grow NJ Kids, New Jersey's QRIS, embeds the following infant/toddler standards into its system: the Infant/Toddler Environmental Rating Scale-Revised (ITERS-R); the infant and toddler CLASS Assessment tool; research-based developmental screening tools; the Birth to Three Early Learning Standards; a research-based curriculum; developmentally appropriate practices; and nutrition, health, and safety appropriate for infants and toddlers. Programs are encouraged to have a breastfeeding policy, training for staff regarding the Birth to Three Early Learning Standards, a research-based curriculum, the Teaching Pyramid Infant Toddler Observation System (TPITOS), developmental screenings, and specific infant/toddler standards for high quality care.</p>	http://www.grownkids.com/
New York	Infant/toddler standards within the QRIS QUALITYStarsNY	<p>New York's QRIS, contains infant/toddler standards such as the Infant/Toddler Environment Rating System (ITERS), valid and reliable developmental screenings conducted for each child, curriculum implementation, and use of the New York State early learning guidelines and appropriate modifications in accordance with an infant/toddler's individual family service plan (IFSP) for effective inclusion. QUALITYStarsNY encourages programs to provide opportunities for infants to move freely, explore, and have tummy time while awake; use infant/toddler communication forms regarding feeding and diapering schedules; support breastfeeding; utilize developmentally appropriate practices and encourage specialization with the New York State Infant Toddler Care and Education Credential (ITCEC).</p>	http://www.nysecac.org/files/1514/2003/4278/Description_of_I-T_System_rev_Dec_2014.pdf



State or Territory	Title	Description	Web Link
North Carolina	Transformation Zone Project and infant/toddler standards embedded in the QRIS	Infant and toddler components are embedded in North Carolina’s QRIS. Under the Race to the Top–Early Learning Challenge Transformation Zone Project, the Infant-Toddler Expansion Program supports programs to implement high-quality early learning experiences for infants and toddlers resulting in the addition of 125 4- or 5-star infant-toddler slots in the Transformation Zone. Programs eligible for this program had the support of an Infant/Toddler Specialist with specialized training, including infant/toddler safe sleep and SIDS (sudden infant death syndrome), Infant/Toddler Environment Rating Scale, CSEFEL (Center on the Social Emotional Foundations for Early Learning), and PITC (Program for Infant/Toddler Care) certification from WestEd, and have a limited case load. Child care programs with less than 4 stars serving infants and toddlers on subsidies applied to receive technical assistance support and improvement grants in support of the goal of a 4- or 5-star rating.	https://www2.ed.gov/programs/racetot/hetop-earlylearningchallenge/2014apr/ncapr2014.pdf
Pennsylvania	Keystone Stars Quality Initiative	Both the quality funds and infant/toddler funds are used to support Pennsylvania's tiered QRIS, Keystone Stars Quality Initiative. The infant/toddler funds provide additional quality add-ons to the Child Care Works reimbursement for infants and toddlers at levels 2, 3, and 4; professional development; purchase of materials and supplies; and technical assistance.	http://www.dhs.pa.gov/provider/earlylearning/keystonestarschildcarequalityinitiative/
Puerto Rico	Infant/toddler standards within Pasitos QRIS	The QRIS and infant/toddler standards were developed by an advisory committee composed of representatives from the Puerto Rico Administration for the Integral Care and Development of Children (ACUDEN), the Department of Health, Department of Education, Administration of Mental Health Services, and the Part C Coordinator regarding Early Intervention and the Individuals with Disabilities Education Act (IDEA), the Head Start State Collaborative Director, the Center for Educational Research at the University of Puerto Rico, and the Governor’s Multisector Council. Child care programs are evaluated and provided support for infant/toddler quality improvement. Research-based and validated infant/toddler observation instruments are utilized to assess compliance with rigorous infant/toddler quality indicators, criteria, and health and safety standards, and for evaluation of infant/toddler environments.	http://pasitospr.org



State or Territory	Title	Description	Web Link
Texas	Texas Rising Stars	<p>Texas Rising Stars, the QRIS in Texas, includes measures with specific infant and toddler requirements in the following categories:</p> <ul style="list-style-type: none"> ◆ Lesson plans and curriculum—Measures address health and well-being, physical activity and motor development, social and emotional development, language and communication development, and cognitive development; ◆ Nutrition—Measures focus on breastfeeding education and feeding practices; ◆ Indoor learning environment—Measures address quantity of sleep, diapering and feeding environment, sufficient space to allow for different kinds of experiences (tummy play, active play), and that diapering areas include items that enhance cognitive and communication skills; and ◆ Outdoor learning environment—Measure focuses on outdoor equipment and materials, encouraging infants to experience the environment through all five senses. 	https://texasrisingstar.org/
Virgin Islands	Steps to Quality infant/toddler standards	Infant and toddler standards are included throughout Steps to Quality, where each step builds upon the basic licensing regulations and moves providers towards best practices in infant/toddler care.	Website not yet available

Source: <http://www.acf.hhs.gov/occ/plans>



Table 2. Statewide Infant/Toddler Specialist Networks and Technical Assistance

State or Territory	Title	Description	Web Link
Florida	Infant/toddler specialist network and early learning coalitions	<p>Infant/Toddler Specialists are located at each coalition to provide coaching and technical assistance regarding care and education of infants and toddlers to early learning providers. Early Learning Florida, coalitions, and their partners report using the certified coaching capacity widely throughout their other quality improvement initiatives, including their work to improve infant and toddler care.</p> <ul style="list-style-type: none"> ◆ Coalitions use program assessment scores to offer targeted technical assistance using tools such as the infant and toddler CLASS tools. ◆ Blended models of training are offered through the Early Learning Florida program, which offers online training blended with technical assistance and communities of practice. ◆ Each early learning coalition is staffed with an Infant/Toddler Specialist who serves as a coach for providers serving infants and toddlers. ◆ Some early learning coalitions offer quality mentors who provide technical assistance to the teachers involved in the Early Head Start–Child Care Partnerships 	<p>http://www.floridaearlylearning.com/providers/provider_resources/infanttoddler_specialist_network.aspx</p> <p>http://www.floridaearlylearning.com/coalitions.aspx</p>
Indiana	Better Baby Care Indiana	Regionally based Infant/Toddler Specialists are employed by the child care resource and referral (CCR&R) network to provide a high level of training and technical assistance to child care providers across the State. They consult with programs that need a more intense level of technical assistance around infant/toddler care. The specialists are available to work with individual teachers to coach and model different teaching techniques in an infant/toddler classroom. The Infant/Toddler Specialist works with the Paths to QUALITY Coaches to consult with programs, providing feedback and resources to increase the quality of infant and toddler programming. They also assist the Paths to QUALITY coaches with developmentally appropriate infant and toddler practices. The technical assistance and training blend is an additional method that can be used to increase infant/toddler quality within child care programs.	http://www.iaccr.org/default.cfm?page=infants-and-toddlers



State or Territory	Title	Description	Web Link
South Dakota	Infant/toddler specialists & Program for Infant/Toddler Care (PITC)	In each of the five Early Childhood Enrichment (ECE) offices, there is an identified Infant and Toddler Specialist who uses the PITC philosophy and resources in the delivery of technical assistance to providers who care for infants and toddlers. ECE staff providing coaching services have completed the Child Care Aware Training Academy's Improving the Quality of Child Care Programs through Coaching course.	https://www.sdstate.edu/teaching-learning-and-leadership/infant-toddler
Utah	Baby Steps quality improvement grant	The Lead Agency funds six Infant-Toddler Specialists to assist programs statewide. Grants are offered which allow programs to expand by increasing capacity for infant and toddler slots. Grants are also used to help programs increase the quality of child care provided to children from birth to 3 years of age. Additional grants are available to support and improve existing infant and toddler programs in Utah, for children up to 2 years of age. Grantees can use the funds to strengthen staff retention and increase the continuity of care.	https://jobs.utah.gov/occ/occ2/afterschool/forproviders/babysteps/index.html
West Virginia	Infant toddler specialist network	West Virginia's Infant Toddler Specialist Network provides coaching and technical assistance. Specialists are certified trainers in the Program for Infant/Toddler Care and have attended other trainings including the Pikler Intensive Institute, CLASS for toddlers, ITERS-R, Infant Massage, and Creative Curriculum for Infants, Toddlers and Twos. The Infant Toddler Specialist Network has a reciprocal relationship with child care licensing and Infant-Toddler Specialists participate in regulatory workgroups as requested. In addition, the licensing unit identifies needs for technical assistance and training, which are developed and incorporated into regional summits hosted by the Infant Toddler Specialist Network.	http://www.dhr.wv.gov/bcf/Childcare/Pages/Quality-Initiatives.aspx

Source: <http://www.acf.hhs.gov/occ/plans>



Table 3. Infant/Toddler Standards within Child Care Licensing Regulations

State or Territory	Title	Description	Web Link
Arkansas	Infant/toddler standards within licensing regulations	The minimum licensing requirements for child care centers in Arkansas have individual sections for each area with specific infant/toddler requirements. This includes infant/toddler program requirements; staff-to-child ratios; infant/toddler behavior guidance; infant/toddler U.S. Department of Agriculture meal pattern and nutrition requirements; infant/toddler facility, building, furniture, and equipment requirements; infant/toddler handwashing requirements; infant/toddler toilet facilities requirements; infant/toddler safety requirements; infant/toddler swimming pool requirements; infant/toddler transportation requirements; and requirements regarding early intervention, natural environments, and caring for infants and toddlers with special needs.	http://humanservice.s.arkansas.gov/dcc/ece/licensing_docs/mlr%20-%20center%202011.pdf
Commonwealth of the North Mariana Islands	Child care licensing infant/toddler standards	The child care licensing program has a specific section for infant and toddler programs regarding infant/toddler program provisions, communications between parents and caregivers, staffing requirements for infant/toddler classrooms, staff-to-child ratios for infants and toddlers, group size, serving infants and toddlers with disabilities, infant/toddler emergency care provisions, environmental hazards, and so forth.	http://www.cnmiccl.org/
Delaware	DELACARE regulations for infant/toddler care	Licensing regulations have separate sections for programs serving infants and toddlers related to areas such as safe sleep practices and SIDS prevention; interactions with infants and toddlers; feeding; diapering; health and safety; specialized training requirements; infant and toddler staff-to-child ratios; group sizes; supervision; emergency plans with accommodations for infants, toddlers, and children with disabilities or chronic medical conditions; positive behavior management for infants and toddlers; program goals; and curriculum and planning for infants and toddlers.	http://kids.delaware.gov/occl/announcements/Center-Regulations-2015.pdf
Indiana	Infant/toddler standards within licensing regulations	Indiana’s rules for licensed child care centers include specific requirements related to caring for infants and toddlers, including: continuity of care for children under 30 months of age; providing a daily program that is designed to meet the developmental needs of infants and toddlers; talking with, singing, and reading to infants; naming objects, describing events, and reflecting feelings to help children learn new words; respecting toddlers’ desires to carry favored objects around with them; and so forth. The <i>Interpretive Guide for Child Care Home Rules</i>	https://www.daycare.com/indiana/



State or Territory	Title	Description	Web Link
		(https://www.in.gov/fssa/files/Homes Interpretative Guide effective 2-2016.pdf) addresses activities for infants and toddlers that support healthy development.	
Iowa	Healthy Child Care Iowa	Healthy Child Care Iowa (HCCI) was established to develop and maintain statewide linkages between child care and child health experts to improve the health and safety of children in child care settings. CCDF State Leadership and the Iowa Department of Public Health make this possible with involvement from the HCCI state health consultants and project staff. The model also allows for direct linkage between child care settings and regulation and key Iowa Department of Public Health resources about child and provider health, immunizations, communicable disease, environmental health, and nutrition.	http://idph.iowa.gov/hcci/consultants
Massachusetts	Infant/toddler standards within child care licensing	Massachusetts licensing regulations have specific components related to health, safety, ratios, group sizes, supervision, and developmentally appropriate practices for infants and toddlers. The child care licensing regulations also address administration, personnel and training, supervision, transportation, bottle warming safety, choking hazard training, emergency contingency plans, safe sleep practices, water safety, record keeping, playground safety, infant and toddler development, care, and program planning.	http://www.mass.gov/edu/birth-grade-12/early-education-and-care/laws-regulations-and-policies/child-care-regulations-and-policies/
Michigan	Primary care and infant/toddler child care licensing	Child care licensing requirements provide special provisions for licensed and registered providers caring for infants and toddlers. Some of the infant/toddler provisions include better adult-child ratios and additional educational requirements for those serving as lead caregivers in infant and toddler classrooms. There is also a regulatory section focused on primary care in which the caregiver is assigned specific infants or toddlers. The primary caregiver is responsible for direct care, verbal and physical interactions, primary responses to the child's physical and emotional needs, and continued interaction with the child's parents regarding the child's experiences. Information regarding a child's food, health, and temperament must be shared daily. Infant/toddler programs are required to implement a primary care system so that each infant and toddler has a primary caregiver.	https://www.michigan.gov/documents/dhs/Child_Care_Center_Rules_419095_7.pdf
New Hampshire	Infant/toddler child care licensing regulations	The New Hampshire child care licensing regulations have specific regulations related to health, safety, and care of infants and toddlers, developmentally appropriate infant/toddler environments, infant/toddler learning materials, toys, equipment, safe sleep practices, nutrition and food safety, facilities, furniture and equipment, staffing ratios, supervision, training requirements, first aid, pediatric CPR, and infant/toddler program requirements.	http://www.dhhs.nh.gov/oos/ccclu/documents/finalrules.pdf



State or Territory	Title	Description	Web Link
New York	Continuity of care and infant/toddler standards in child care licensing	The Office of Children and Family Services (OCFS) completed a major overhaul to its child care licensing regulations in 2015 to address important issues regarding infant and toddler care. One such change in regulation is the allowance to operate continuity-of-care classrooms. The continuity-of-care model requires that the center make every effort to establish and maintain a primary relationship between the teacher and child and their family from birth to three years old. In the continuity-of-care model, infants and toddlers and their teachers stay together until all children in the group are 36 months of age. The core concept in continuity of care is the practice that assigns a child to one teacher who becomes responsible for the child and for communication with the child’s parents. The teacher must develop positive relationships with each child assigned to his or her care, tending to their physical and emotional needs and working together with a second group teacher or assistant teacher in the group who maintains this same relationship with another small number of children assigned to her or him. Additionally, OCFS regulations reduce screen time activities, require daily physical activity, institute safe sleep measures, allow only healthy beverages, meals, and snacks that meet Child and Adult Care Food Program standards in child care centers, and encourage breast feeding–friendly environments.	http://www.dcyf.ri.gov/licensing.php
Rhode Island	Requirements for programs serving infants and toddlers	Rhode Island’s licensing regulations include a number of requirements specific to infant/toddler care, such as ensuring that programs serving infants have a nurse on site a minimum of 3 hours per day.	http://www.dcyf.ri.gov/licensing.php
Vermont	Infant/toddler standards within child care licensing requirements	The updated child care licensing regulations effective September 1, 2016, include several regulations related to caring for infants and toddlers. Some of the regulations specific to infants and toddlers include the following: <ul style="list-style-type: none"> ◆ Staff-to-child ratio requirements for infant and toddler care ◆ Increased supervision requirements, include naptime ◆ Safe sleep practices and SIDS prevention ◆ Food, nutrition, and feeding requirements for infants and toddlers ◆ Diapering and toilet learning or training ◆ Rules around gates and stairways ◆ Swimming ratios ◆ Car seat safety ◆ Ratio changes for nonambulatory children transported in vehicles ◆ Developmentally appropriate curriculum requirements specifically for infants and toddlers 	http://dcf.vermont.gov/sites/dcf/files/CD/D/Docs/Licensing/C/BCCPP_Regulations_FINAL.pdf



State or Territory	Title	Description	Web Link
Virginia	Infant/toddler health and safety	<p>To facilitate compliance with Virginia’s requirements for inspection, monitoring, training, and health and safety standards, CCDF quality/discretionary funds help to support the following:</p> <ul style="list-style-type: none"> ◆ The QRIS, which recognizes the state health and safety standards as foundational and requires health and safety compliance for all participating programs. ◆ The infant/toddler specialist network’s work with zero-to-three providers to increase health and safety awareness and build the capacity of programs to become licensed. ◆ Child Care Aware of Virginia to track subsidy vendor requirements. ◆ Health and safety training and a health and safety checklist used by the Virginia Infant & Toddler Specialist Network. Programs also have access to the Director’s Toolbox and Family Child Care Toolkit. These documents help programs orient new staff and implement activities to support the awareness of and compliance with health and safety licensing standards. ◆ The Division of Licensing Programs also tracks licensing violations and conducts risk assessments. 	<p>http://va.gapitc.org/cdc-health-and-safety-information/</p>

Source: <http://www.acf.hhs.gov/occ/plans>



Table 4. Professional Development Systems and Workforce Initiatives for Infant/Toddler Caregivers

State or Territory	Title	Description	Web Link
Colorado	Expanding Quality in Infant Toddler Care Initiative	The Expanding Quality (EQ) Initiative provides a statewide system of training and technical assistance to increase the quality and availability of infant/toddler care throughout the State. The Expanding Quality in Infant Toddler Care 48-hour course of training was developed specifically to support Colorado’s infant/toddler workforce. Individuals who complete the Expanding Quality in Infant Toddler Care train-the-trainer training become locally based EQ Infant Toddler Specialists who provide training and technical assistance, including onsite coaching, to infant/toddler child care providers. Individuals completing the 48-hour Expanding Quality in Infant Toddler Care training meet the infant/toddler portion of Colorado child care licensing training requirements for early childhood teachers, center directors, family child care homes, infant/toddler homes, and experienced family child care homes. Ongoing training and technical assistance is provided to the EQ Infant Toddler Specialists.	https://www.cde.state.co.us/early/copd/plan



State or Territory	Title	Description	Web Link
Florida	Early Learning Performance Funding Pilot Project (ELPFPP)	<p>Infant and toddler classrooms are included in tier 2 of the ELPFPP and will be receiving program assessment observations, early learning online courses and trainings, professional development on a curriculum assessment based tool, and four technical assistance sessions with early learning professionals from the early learning coalitions based on program assessment scores.</p> <p>The infant/toddler network supports early learning providers and specialists from the early learning coalitions. These supports include sharing information regarding brain development in infants and toddlers and providing an environment that is rich meaningful learning experiences.</p> <p>The early learning coalitions offer training to providers serving infants and toddlers on topics such as preventing biting, developmentally appropriate practices, safe sleep practices, and sensory play; host conferences targeted at meeting the training needs of providers that serve infants and toddlers; host parent trainings with specific training toward infant and toddler development; and conduct program assessment using the infant and toddler CLASS tool. The assessment data are used for targeted technical assistance. They also offer scholarships for professional development progression to teachers of infant and toddler classrooms.</p>	http://earlylearningfp.fldoe.org/Home/Welcome
Indiana	Annual Indiana Infant Toddler Institute Indiana Infant Mental Health Endorsement	<p>The Lead Agency contracts with nine local child care resource and referral (CCR&R) agencies to provide training and technical assistance around developmentally appropriate services for infants and toddlers. The Lead Agency also partners with the child care resource and referral central office to provide the annual Indiana Infant Toddler Institute. The institute is an opportunity for professionals in the field to gain valuable professional development opportunities from national experts in the field. Formal continuing education units and credit hours are available from Ball State University for attendance.</p> <p>The Happy Babies Brain Trust workgroup, convened with the support of the Kellogg Foundation and Zero to Three, assisted with the development and rollout of Ball State University’s Infant/Toddler Certificate. This is a postsecondary specialization certificate that can be completed online and meets the current educational requirements for Early Head Start teachers. The certificate is aligned with the Indiana Core Knowledge and Competencies and the competencies needed for achieving the Indiana Infant Mental Health Endorsement (IMH-E) level 1 (Infant Family Associate) or level 2 (Infant Family Specialist).</p>	https://iaitmh.org/ENDORSEMENT/56-IAITMH-ENDORSEMENT



State or Territory	Title	Description	Web Link
Iowa	Coalition Resource Team	Extensive support is offered to the child care centers by the Coalition Resource Team, funded collaboratively by the United Way (private funds) and Polk County Early Childhood Iowa (ECI) state funds. The Resource Team includes highly trained and experienced child care consultants, literacy specialists, mental health clinicians, and child care nurse consultants. The Resource Team also provides ongoing professional development for center directors and teaching staff. Staff of Coalition centers are encouraged and supported to participate in the national model programs of T.E.A.C.H. and Child Care WAGE\$ IOWA, both administered by the Iowa Association for the Education of Young Children. The T.E.A.C.H. and WAGE\$ programs share the outcome goals of increased education, compensation, and retention for the early childhood workforce	http://dhs.iowa.gov/sites/default/files/CFD_FY2016-2018_Plan.pdf
Maine	Communities of practice	Maine's professional development network (PDN), Maine Roads to Quality (MRTQ), facilitates and supports child care provider communities of practice (CoPs). MRTQ connects and funds trained facilitators to work with groups of providers in the providers' local communities. Area providers meet regularly to network, get support, and share information with one another. This CoP is designed to be planned and driven by the interests and needs of the providers. The MRTQ PDN offers free ongoing training and technical assistance to early care and education providers that meets the needs of a variety of providers ranging from those who are new to the field to higher-level trainings such as leadership trainings for directors. Opportunities for training and technical assistance are assessed biannually and evaluated to ensure that they reflect current research and knowledge of best practice. PDN technical assistance providers have access to a range of resources and materials, including national best practice guidance on serving infants and toddlers.	http://www.maine.gov/doe/plan/education_evolution/cpa2.html#cpa2-4
	Infant/toddler credential	Maine Roads to Quality, in partnership with the Lead Agency, has worked with the Zero to Three Learning Community to develop a three-tiered infant/toddler credentialing system within the professional development network to ensure that training is available for caregivers who do not have college experience, as well as for those who do.	http://muskie.usm.maine.edu/maineroads/pd/itcredentials.htm



State or Territory	Title	Description	Web Link
Montana	Infant Toddler Continuity of Care Stipend and Infant Toddler Professional Development Incentive Awards	<p>The Infant Toddler Continuity of Care Stipend award and Infant Toddler Professional Development Incentive Awards (PDIAs) encourage providers to take 60 hours of training specifically targeted to infants and toddlers. Instructors coach and observe participants in their environments. The Continuity of Care Stipend encourages continuity of care by making the stipend contingent on the caregiver continuing to work in the same program for 18 months from the date of application. In addition to the longevity requirement, participants must work a minimum of 5 hours per day with infants and toddlers.</p> <p>The CCDF Lead Agency ensures that there are a sufficient number of instructors through a statewide infant/toddler instructor intensive train-the-trainer course. The Lead Agency also supports infant/toddler care by increasing the reimbursement rate for the Best Beginnings Scholarship program for infants; developing an infant/toddler specialist network; Offering a mini-grant to programs participating in STARS to Quality to improve outdoor learning environments, which includes additional funding for infant and toddler outdoor play areas; providing funding to support the accreditation process through the National Association for the Education of Young Children and the National Association for Family Child Care, thereby increasing standards for infant and toddler care; and supporting the increase in minimum health and safety standards through child care licensing rules.</p>	https://www.zerototree.org/resources/860-montana-s-infant-toddler-and-preschool-professional-development-incentive-award-pdia
Nebraska	First Connections infant/toddler online training Early Learning Connection (ELC)	<p>The infant/toddler set-aside is being used to contract with individuals with advanced degrees and expertise in infant and toddler development to monitor and provide feedback to participants accessing the First Connections infant/toddler online training.</p> <p>The CCDF infant/toddler set-aside also partially funds Early Learning Connections (ELCs) across the state. ELCs provide professional development for infant/toddler staff.</p>	<p>https://www.education.ne.gov/oec/first-connections.html</p> <p>https://www.education.ne.gov/oec/elc.html</p>
Nevada	Critical Competencies for Infant-Toddler Educators	<p>Nevada is participating in a pilot project with Zero to Three that will provide training on Zero to Three's recently developed Critical Competencies for Infant-Toddler Educators. This training includes 13 modules specific to infant/toddler providers and the use of an online self-assessment tool that will be offered statewide. Nevada has also purchased 100 licenses through Zero to Three for online lessons called Knowledge and Know-How: Nurturing Child Well-Being. These lessons will be available fall 2016. Nevada is also developing a Child Development Associate (CDA) program that will include technical assistance from both an infant/toddler specialist and an early childhood mental health specialist, the required CDA training, and financial incentives.</p>	https://www.zerototree.org/resources/1197-zero-to-three-critical-competencies-for-infant-toddler-educators-related-professional-criteria



State or Territory	Title	Description	Web Link
New Hampshire	Cross-sector technical assistance community of practice	An established cross-sector technical assistance community of practice, which includes qualified infant and toddler professionals, is working to build systemic capacity and strengthen supports to infant and toddler professionals. In addition, these infant/toddler technical assistance specialists are providing coaching and mentoring to program staff to increase their competencies in meeting the unique needs of infants and toddlers.	http://www.dhhs.nh.gov/dcyf/cdb/documents/infant_toddler_workforce_competencies.pdf
New Mexico	FOCUS consultation	One of the unique aspects of FOCUS professional development is that consultants provide onsite (in-context) training and coaching as well as regional trainings throughout the State. These same consultants, then, spend time in child care homes and centers in the classrooms with teachers and work one-on-one with program administrators. This approach ensures that teachers and program administrators implement what they have learned in their training. Children, Youth and Families Department FOCUS consultation offers enhanced support to FOCUS educators serving high-need communities and families.	http://ped.state.nm.us/ped/LiteracyDocs/PreK/Preschool_FOCUS_11-21-16.pdf
South Carolina	South Carolina Program for Infant/Toddler Care (SCPITC)	<p>The Lead Agency created a partnership between the University of South Carolina (USC) College of Education and WestEd PITC to provide targeted professional development. This partnership built a PITC-certified cadre that became one of the largest PITC-certified cadres in the nation.</p> <p>In addition to statewide expansion, annual institutes for PITC graduates have been held in the past 9 years to assure that skills and knowledge remain current. In the past 2 years, the USC College of Education has sustained that coursework independently of WestEd PITC to maintain offerings needed for new staff in the State.</p> <p>The SCPITC provides training paired with coaching strategies that encourage self-reflection and build on the strengths of individual programs and teachers to promote a responsive, relationship-based approach to infant/toddler care. Professional development topics focus on enhancing teachers' knowledge of child development and on building strategies that support a relationship-oriented understanding of children's behaviors and learning. Opportunities for reflection and discussion about the teachers' own early childhood experiences are offered.</p>	http://scpitc.org/scp-itc-in-action/



State or Territory	Title	Description	Web Link
	Infant/toddler credential	SCPITC is currently investigating models and practices that address teacher well-being to integrate into their service plan trainings and technical assistance. The South Carolina Center for Child Care Career Development (CCCCD) has created a series of three infant/toddler credentials specialized for infant/toddler staff to meet the needs of very young children within the technical college system of 16 colleges that provide access to all providers in the State. Providers working toward the credentials are encouraged to apply for T.E.A.C.H.	http://scchildcare.org/media/9297/CCC-CD-Credential-Brochure.pdf
Utah	“Birth to three years old” grants	The Lead Agency administers “birth to three years old” grants to incorporate professional development for providers by requiring programs to use a portion of grant funds to pay course fees and staff wages to attend birth-to-three courses. The required courses are specifically designed for caregivers working with children birth to three and are taught through local Care About Childcare (CAC) agencies and other partnering agencies. The courses explore developmentally appropriate issues to be considered when providing infant and toddler care.	http://jobs.utah.gov/occ/occ2/learnmore/other/ccdfplan.pdf
Vermont	The Registered Apprenticeship program	The Registered Apprenticeship program sponsors infant/toddler development courses (45 hours, 3 college credits) for all apprentices and enrolled child care providers. All the apprentices have mentors who help them implement the knowledge and skills learned in these classes.	http://labor.vermont.gov/workforce-development/apprenticeship/
	MATCH infant toddler mentors	Vermont uses the resource <i>A Guide to Effective Consultation with Settings Serving Infants, Toddlers and their Families: Core Knowledge and Competencies and Dispositions</i> to inform an emerging statewide system of mentoring, coaching, and consulting called MATCH: Mentoring, Advising, Teaching, Coaching, Consulting, Helping. Qualified infant/toddler mentors and coaches are identified in the MATCH registry to provide infant/toddler coaching and overall technical assistance. MATCH infant/toddler mentors will also provide some of the support for providers to obtain an infant/toddler credential aligned with the new Vermont Early Learning Standards for birth through age 8.	http://northernlights.cdc.org/your-role/match-consultants/
Washington	Filming Interactions to Nurture Development (FIND)	The Department of Early Learning uses Filming Interactions to Nurture Development (FIND), a video coaching program for parents and other caregivers of high-risk children that employs video to reinforce naturally occurring, developmentally supportive interactions between caregivers and young children. This simple, practical approach emphasizes caregivers’ strengths and capabilities. FIND is currently implemented in some regions through the statewide network of infant/toddler specialists within the state QRIS.	http://developingchild.harvard.edu/innovation-application/innovation-in-action/find/



State or Territory	Title	Description	Web Link
Wyoming	Infant/toddler director credential training	A portion of the CCDF infant/toddler set-aside will be utilized to support the ongoing infant/toddler director credential training, which enhances the quality of infant care. The infant/toddler director credential training is provided a minimum of two times per year in a centralized location.	https://www.wyostars.org/pdfs/required_trainings.pdf

Source: <http://www.acf.hhs.gov/occ/plans>



Table 5. Infant/Toddler Early Learning Guidelines (ELGs)

State or Territory	Title	Description	Web Link
Arizona	Infant/Toddler Development Guidelines and Arizona Early Learning Standards implementation	Arizona infuses its Infant/Toddler Developmental Guidelines (ITDGs) into the State's QRIS and professional development strategies. First Things First (State Advisory Council) and the Arizona Department of Education–Early Childhood Education Unit (ADE-ECE) created four 6-hour modules for each of Arizona's ITDGs and for each of the Arizona Early Learning Standards (AzELS). The ADE-ECE also works with institutes of higher education to make sure that the standards and guidelines are part of community college and university coursework. Within the state QRIS, programs must show documentation that instructional staff, directors, and assistant directors have completed professional development on at least two of the modules from either the ITDGs or AzELS.	http://azearlychildhood.org/resources-information/arizona-standards-and-guidelines
Georgia	Georgia Early Learning and Development Standards	Quality set-aside funds and infant/toddler quality set-aside funds support staff, provider resources, and training on the Georgia Early Learning and Development Standards (GELDS), Georgia's birth–five standards aligned to K–12 education standards. These two set-aside funding streams also support staff, development of provider resources, and training on Quality Rated (Georgia's tiered QRIS), which assesses program quality on a three-star scale.	http://www.gelds.decal.ga.gov/
Kansas	Kansas Early Learning Standards Toolkit	Through work with the Kansas State Department of Education and the Kansas State Agencies' early childhood team, the Lead Agency collaborated with the Kansas In-Service Training System to develop a virtual kit for providing training and professional development on the Kansas Early Learning Standards.	http://www.kskits.org/ta/virtualKits/earlyLearningStandards.shtml



State or Territory	Title	Description	Web Link
New Hampshire	Early learning standards implementation	Quality set-aside and infant/toddler quality set-aside funds are utilized for implementation of the early learning standards, for enhancements to the QRIS, and for technical assistance provided through Child Care Aware of New Hampshire for infants and toddlers. In addition, funds will be used for tuition assistance to increase the knowledge and qualifications of infant and toddler teachers to improve quality.	http://www.dhhs.nh.gov/dcyf/cdb/documents/nh-early-learning-standards.pdf
Wyoming	Early Childhood Community Partnership Grants	The Wyoming Department of Human Services works alongside the Wyoming Department of Education to maximize the joint use of Temporary Assistance For Needy Families funding in early childhood education. Wyoming will work with the University of Wyoming, Wyoming Kids First, and Align to offer technical assistance, equip early care and education professionals to support and integrate the ELGs in their early learning environments, and to encourage early learning professionals to share the ELGs with families through outreach and events. These efforts will be in coordination with the recipients of the Wyoming Early Childhood Community Partnership grants. Wyoming will be incorporating the early foundations and guidelines into the preservice requirement for licensed and exempt child care providers.	http://dfsweb.wyo.gov/home/latest-news/earlychildhoodcommunitypartnershipgrant

Source: <http://www.acf.hhs.gov/occ/plans>



Table 6. Community or Neighborhood-Based Staffed Family Child Care Networks

State or Territory	Title	Description	Web Link
Alabama	Family Child Care Partnership Program	The Family Child Care Partnership Program (FCCP) is administered through a contract with Auburn University. The purpose of the FCCP project is to help family child care providers provide high-quality child care services, with a focus on moving them toward national accreditation standards, and to foster the healthy growth and development of the infants, toddlers, and preschoolers in their care. The FCCP also supports child care providers in developing and maintaining statewide and local family child care associations.	http://wp.auburn.edu/fccp/



State or Territory	Title	Description	Web Link
California	Family child care home education networks	The California Department of Education has a contracting process that allows the State to contract with public and private agencies to establish family child care home education networks to provide high-quality early care and education services. Local planning councils (LPCs) in each county provide priority data so that new funds can be directed to high-priority communities.	https://www.chs-ca.org/fcchen
Connecticut	All Our Kin family child care network	The QRIS will expand the capacity and availability of family child care networks throughout the State to achieve goals such as National Association for Family Child Care accreditation.	http://www.allourkin.org/family-child-care-network
District of Columbia	Neighborhood-based network of child development homes	As part of the Quality Improvement Network (QIN), the Office of the State Superintendent of Education (OSSE) awarded a grant to a community-based organization to serve as a hub to provide technical assistance and training and coordinate comprehensive services for a network of child development homes that primarily serve infants and toddlers. The hub agency supports 10 child development home providers and continues to recruit home providers out of its existing partnerships established through the licensing and technical assistance grant from OSSE. The hub is supporting the network in achieving Early Head Start quality in its programs. The hub provides continuous job-embedded professional development and coaching to the staff, as well as support on how to engage families. The hub also offers comprehensive services, including health services and support in nutrition and wellness.	https://beta.code.dccouncil.us/dc/council/code/sections/4-415.html
Florida	Community or neighborhood-based family child care networks	<p>The early learning coalitions support the expansion of community or neighborhood-based family child care networks with a variety of initiatives, such as the following:</p> <ul style="list-style-type: none"> ◆ Participating in state family child care home professional organization events. ◆ Offering scholarships for training and professional development to family child care providers ◆ Hosting family child care network group meetings ◆ Offering free technical assistance and training to family child care providers ◆ QRIS systems to expand high-quality care to children of all ages, including infants and toddlers 	https://familychildcare.org/providers/



State or Territory	Title	Description	Web Link
Indiana	Family Child Care Cohorts of Quality	The Lead Agency partners with Early Learning Indiana and local child care resource and referral (CCR&R) agencies on a quality improvement campaign to create and maintain Family Child Care Cohorts statewide. The CCR&R agencies provide professional development to family child care networks in their regions with the goal of supporting 8 to 12 family child care providers per region as they work to obtain a CDA credential and move through Paths to QUALITY. The cohorts receive financial incentives through private partnerships and support in coordination with Early Learning Indiana. This support has created a successful professional development environment model that can be replicated to improve quality, knowledge base, compensation, and retention.	http://partnershipsforearlylearners.org/wp-content/uploads/2015/11/Quality-Improvement-Strategy-Partnerships-for-Early-Learners.pdf
Oregon	Focused family child care networks	Oregon is investing in focused family child care networks statewide. Each community has identified targeted neighborhoods or populations to encourage participation of providers serving children furthest from opportunity in these communities. Participating programs receive enhanced technical assistance and support funds.	https://oregonearlylearning.com/focused-family-child-care-networks-update/
South Carolina	Family Child Care Network	The Family Child Care Network (FCCN) is a statewide effort to build an infrastructure to connect local family child care organizations by developing organizational networks statewide. Local networks are led by child care resource and referral (CCR&R) agency quality coaches. Services include training, ABC Quality information regarding South Carolina’s voluntary quality rating and improvement system, special events, and requests from family child care providers. FCCNs are located in major hub areas to establish local support of home-based child care settings. The CCR&R agency initiated research and demonstration projects with family child care providers to learn about their perceived needs and increase their awareness of related programs, services, and regulations. The Division of Early Care and Education (DECE) has completed focus groups with family child care providers to gain insight into the providers’ needs to enhance their programs and services. CCR&R and DECE coordinated regional trainings regarding legislation requiring annual inspections of family child care homes. A blueprint was developed to establish a statewide family child care system that offers members services such as training and child care referrals.	http://www.scccr.org/for-educators/professional-development/continuing-education/early-childhood-associations/



State or Territory	Title	Description	Web Link
Washington	Family home child care peer networks	Early Achievers, Washington’s QRIS, rewards informal family home child care peer networks by offering points for participating in reflective practice meetings. The Department of Early Learning (DEL) is exploring providing support networks through the Early Head Start–Child Care Partnership grantees. DEL offers resources to help providers consider how they can develop their own networks and is developing a toolkit to describe the benefits of developing a network. DEL is exploring the idea of contracting with local family child care associations and networks to provide professional development opportunities and access to resources and information.	https://del.wa.gov/care/gris

Source: <http://www.acf.hhs.gov/occ/plans>



Table 7. Infant/Toddler Community or Neighborhood-Based Child Development Centers

State or Territory	Title	Description	Web Link
Arizona	Home-based child care recruitment, study, and supervision services	The Arizona Department of Economic Security (DES) and the CCDF Lead Agency established home recruitment, study, and supervision services for targeted recruitment of potential DES-certified family child care homes. They must recruit sufficient numbers of child care providers to meet the identified specialized needs of the geographic area. The special emphasis is placed on recruiting homes to provide care for infants.	https://des.az.gov/file/6036/download



State or Territory	Title	Description	Web Link
District of Columbia	Community-based Quality Improvement Network	<p>The Office of the State Superintendent of Education developed a community-based Quality Improvement Network (QIN) composed of three neighborhood-based hubs that are responsible for providing comprehensive services and quality improvement technical assistance to a network of child development centers and child development homes. These centers and homes have agreed to meet Early Head Start (EHS) Program Performance Standards. At least 50 percent of the project’s enrollment will be EHS-eligible children, and 100 percent of enrolled children will receive child care subsidies. This initiative will increase the supply of high-quality infant and toddler care and supplement and enhance the quality of services provided to all children enrolled in the child care partner sites. Federal funding covers technical assistance to enhance quality and instructional coaching for infant/toddler teachers in partner sites. Local funding will support the provision of comprehensive services. The QIN will ensure that more infants and toddlers and their families benefit from early, continuous, intensive, and comprehensive child development and family support services meeting EHS standards. In addition to enhancing existing subsidy slots through this initiative, the District will add 1,000 new slots for infants and toddlers with local funding and create additional neighborhood-based QINs.</p>	<p>http://osse.dc.gov/publication/neighborhood-based-quality-improvement-network-qin-child-development-home-providers</p>



State or Territory	Title	Description	Web Link
Georgia	Regional centers and infant/toddler specialists	<p>To improve the supply of high-quality infant/toddler early education and care, the CCDF infant/toddler set-aside dollars are utilized to establish regional centers responsible for 1) coordinating professional development for infant/toddler teachers, program directors, and family child care learning home providers using evidence-based models (e.g., Positive Behavioral Interventions and Support (PBIS); and Tier 2) supporting programs by providing resources to improve their capacity to offer high-quality care. Key components of the centers include the following:</p> <ul style="list-style-type: none"> ◆ Providing workforce initiatives supporting infant/toddler teachers and family child care learning home providers ◆ Working with teachers and family child care learning home providers to understand and implement child development best practices (i.e., developmental monitoring, use of standards, formative assessments) ◆ Establishing higher quality components that specifically meet regional needs (e.g., bilingual staff) for programs receiving contracted slots that serve infant and toddlers through subsidy grants ◆ Providing support for identifying and developing community resources to support providers in meeting the unique needs of families <p>The centers are also included in Georgia’s external validation study (2017–18).</p>	<p>http://dec.al.ga.gov/QualityInitiatives/InfantToddlerCare.aspx</p>



State or Territory	Title	Description	Web Link
Iowa	Community partnerships and child care coalitions	Partnerships with community organizations to support high-quality child care are established throughout the State. Early Childhood Iowa (ECI) areas support these quality efforts with their community partners. Polk County Early Childhood Iowa (Polk County ECI) and United Way of Central Iowa (United Way) have partnered with child care centers to form the Des Moines Area Child Care Coalition. Both community organizations have prioritized expanding the availability and improving the quality of child care available in the urban core in neighborhoods of high poverty. Funding has been used to improve the quality of care through ongoing professional development for staff, ongoing onsite technical assistance, grants to invest in quality improvement materials for classrooms, improvement to facilities and playgrounds, staff salary subsidies, and increased compensation for highly qualified center directors. The majority of Coalition centers are located in neighborhoods of concentrated high poverty. The Child Care Coalition centers serve a diverse population: one is in a residential drug treatment center, two are in high schools serving teen parents, one is in a low-income housing project, one is a bilingual program, and three are in areas with access to serve the homeless. This community-based commitment to increase access to, and quality of, child care enabled the community to create an innovative partnership to increase year-round, full-day care for infants and toddlers.	http://www.micaonline.org/cphmc
Maryland	Judith P. Hoyer Early Child Care and Enhancement Programs	Through the Judith P. Hoyer Early Child Care and Enhancement Programs, there are currently 52 Judy Centers in designated Title I School Zones. The Judy Centers provide coordination among providers of early childhood education and support services to focus the services and resources of diverse programs and providers for families with high needs. The Maryland Family Network provides training and professional development and builds capacity to improve the ability of child care professionals serving infants and toddlers to deliver quality, research-based early learning opportunities. Infant and Toddler Specialists that provide training and technical assistance are located in all 12 regional CCR&R agencies.	http://earlychildhood.marylandpublicschools.org/families/judy-centers



State or Territory	Title	Description	Web Link
Massachusetts	Coordinated Family and Community Engagement (CFCE) Programs	<p>Massachusetts has implemented Coordinated Family and Community Engagement Programs (CFCE), which are locally based programs serving families with children from birth through school age. There are five main goals of the CFCE program:</p> <ul style="list-style-type: none"> ◆ Increase knowledge of and access to high-quality early education and care programs and services for families with children, from the prenatal period through school age ◆ Promote parent education, family engagement, and early literacy ◆ Facilitate collaboration and community planning between local early education and care partners and other community stakeholders, including parents ◆ Provide support and information to families with children transitioning between and among early education and care settings, home, and school ◆ Support early education and care programs across the public and private sectors in delivering high-quality services 	<p>http://www.mass.gov/edu/government/departments-and-boards/department-of-early-education-and-care/press-releases/fy16-coordinated-family-and-community-engagement-grants.html</p>
Nebraska	Community partnerships to increase access and quality for infants and toddlers	<p>The Nebraska Lead Agency and Nebraska Department of Education currently partner with community entities vested in high-quality care services for infants and toddlers, especially for those identified to be most at-risk. One of this partnerships is with Sixpence. Sixpence offers high-quality early learning environments for infants and toddlers and help families understand the benefits of healthy interactions with their children. Partnerships are formed with school districts, providers, stakeholders, and communities to improve the quality of child care for infants and toddlers. Providers who have received \$250,000 or more in subsidy are required to participate in the QRIS. These providers review current quality in their facilities and develop action steps to increase it. Other examples are the Infant/Toddler Quality Initiative Sub-awards and Early Head Start–Child Care Partnerships. The Lead Agency is actively exploring new opportunities for partnerships to continue to promote and implement high-quality care for infants and toddlers, especially those identified to be most at risk</p>	<p>https://blog.nebraskachildren.org/2015/10/06/sixpence-announces-child-care-partnership-grants/</p>



State or Territory	Title	Description	Web Link
New Mexico	Early Childhood Investment Zones leadership networks	<p>The Early Childhood Investment Zone (ECIZ) initiative is a community-based strategy that focuses on New Mexico’s highest risk communities. A taskforce from the New Mexico Department of Health, Public Education Department, and Children, Youth and Families Department used epidemiological data to prioritize geographical areas based on poor birth outcomes, domestic violence, child abuse, school performance, teen pregnancy, juvenile arrests, unemployment, and poverty. The Early Childhood Investment Zones range from frontier to urban population centers covering 11 priority counties (based on child risk index) and 13 priority school districts (based on academic risk index).</p> <p>The New Mexico Community Data Collaborative (NMDC) maps and files contain aggregated data organized by subcounty areas such as census tract, zip code, school district, and other administrative boundaries. In addition, the user will find site specific information for public schools, licensed facilities, and other public services. The interactive functions of ArcGIS Online facilitate group exploration of health and education issues.</p> <p>The Children, Youth and Families Department (CYFD) has partnered with the Department of Health’s Indicator-Based Information System to access and analyze child care availability by STAR level in New Mexico's communities. The most current information regarding the child care indicators can be found at https://ibis.health.state.nm.us/indicator/view/ChildCareRatioHiLo</p>	<p>https://cyfd.org/about-publications-reports/early-childhood-investment-zone-community-profiles</p>
Rhode Island	Communities of practice	<p>All program leaders are offered the opportunity to engage in community-of-practice discussions in small group settings throughout the State. The community-of-practice forums are designed to support the leaders of programs serving infants and toddlers by discussing challenges and common concerns, and creating strategies and new and innovative ways to address the needs of the infant/toddler population.</p>	<p>http://www.rikidscount.org/Portals/0/Uploads/Documents/Special%20Publications/2fm6610NextSteps.pdf</p>



State or Territory	Title	Description	Web Link
Vermont	Parent Child Centers	The 15 Parent Child Centers (PCCs) are community-based organizations located across Vermont. PCCs serve young children and their families in their designated geographic regions. PCCs implement practices aligned with the National Center for the Study of Social Policy (CSSP). These practices are designed to strengthen families and protect children from abuse and neglect. The Department for Children and Families also supports the Strengthening Families framework. Early Head Start provides comprehensive child development and family support services to low-income infants, toddlers, and pregnant women and their families. Capstone Community Action and Champlain Valley Office of Economic Opportunity each received a federal Early Head Start–Child Care Partnership grant in 2015 to partner with high-quality child care centers and family child care providers serving infants and toddlers from low-income families to develop and implement innovative and collaborative services.	http://nekcavt.org/index.php/parent-child-centers
Washington	Early Childhood Education and Assistance Program pathways	The Department of Early Learning (DEL) is piloting pathways for child care providers to become Early Childhood Education Assistance Program contractors. DEL works with local partners to provide shared services so centers and family homes that care for infants and toddlers will access comprehensive resources and services.	https://del.wa.gov/providers-educators/early-childhood-education-and-assistance-program-eceap

Source: <http://www.acf.hhs.gov/occ/plans>



Table 8. Clear and User-Friendly Consumer Education Information about High-Quality Infant/Toddler Care

State or Territory	Title	Description	Web Link
Alaska	Thread	Thread is Alaska’s statewide child care resource and referral network. <i>Quality Early Care and Education: A Guide for Alaska’s Families</i> is included in parent outreach and is available on Thread’s website and in Thread offices statewide. This document covers what quality care looks like, meeting individual children’s needs, types of regulated care and education programs, child-to-caregiver ratios, the cost of care, and interview checklists. Thread’s referrals largely serve infant and toddler consumer education and care options. Thread’s We’re Ready campaign includes outreach to doctors’ offices and areas where expecting mothers or women who are planning for a child can receive consumer education on infant care.	http://threadalaska.org/ http://dhss.alaska.gov/dpa/Pages/ccare/resources.aspx
Arizona	First Things First Quality First website CCR&R services	Parents can access the First Things First Quality First website to learn about different characteristics of quality care and find information about high-quality infant and toddler care. Parents can access tools, like a quality checklist, to help them choose a quality child care setting for their infants and toddlers. Parents can also use the search feature to find quality infant/toddler care programs based on the star rating system. The website includes criteria for the star rating system. The Arizona Department of Economic Security, CCDF Lead Agency, and CCR&R agency provide parents and guardians with information and support on available child care providers. The CCR&R agency conducts outreach on its services; this information is available in person, via telephone, online, and through the media, including television, radio, and social networks.	www.azchildcare.org



State or Territory	Title	Description	Web Link
Florida	Florida’s consumer education approach	<p>CCR&R state network offices assist parents in accessing user-friendly consumer information. Some of these methods include the following:</p> <ul style="list-style-type: none"> ◆ Website redesigns to enhance user friendliness ◆ "Hash-Tags" sent to parents’ phones each Monday with simple and concise information related to parents as the child’s first teacher, the critical importance of high-quality care experiences, and simple "home works" that parents can use to support the care and development of their children’s brains ◆ Information given during parent enrollment ◆ Provide trainings and activities for teen parents enrolled in high school ◆ Child care resource and referral staff attend various outreach events to inform the community of available services ◆ Distribution of literature of various sorts to inform parents of appropriate choices for care ◆ Vroom Family Engagement Initiative ◆ Facebook, Twitter, Instagram, and other forms of social media are utilized to disseminate information ◆ Local billboards ◆ Newsletter and various flyers distributed at monthly Market Day ◆ Email distribution 	https://elcofswfl.org/
Indiana	Happy Babies Brain Trust	<p>The Happy Babies Brain Trust developed an issue brief in 2015 that brings attention to infant/toddler issues in Indiana. This issue brief has been disseminated statewide—Indiana’s Early Learning Advisory Council supports utilizing the brief. Families can access infant/toddler care referral through child care resource and referral agencies. Infant/toddler specialists provide one-on-one support and referrals to families. The Brighter Futures Indiana Campaign provides more consumer information on infants and toddlers with developmental screening, new research around infant and toddler care and development, Indiana’s Early Learning Foundations, quality indicators for infant and toddler care, and more. The Lead Agency has a consumer website that provides health and safety information, licensing and regulatory requirements, inspection reports, validated complaints, and standards specific to quality infant and toddler care.</p>	<p>http://www.elacindiana.org/2015/11/indiana-group-brings-attention-to-the-needs-of-infants-and-toddlers/</p> <p>www.childcarefinder.in.gov</p>



State or Territory	Title	Description	Web Link
Pennsylvania		Pennsylvania is in the process of developing a landing page to make locating information easier for parents. The website will have an easy-to-remember URL and provide prompts to help parents locate information they are looking for. This website will connect parents with required consumer education information for the Child Care and Development Block Grant and other materials.	http://dhs.pa.gov/citizens/childcareearlylearning/index.htm
Rhode Island	Exceed website	This website is the hub for early learning communication. The website has pages dedicated to providers, families, professionals, and programs. Parents can search for a child care program by multiple factors, including age of children or quality rating of the program. Information on various developmental milestones, information on characteristics of quality child care, and links to developmental screening information are available.	https://support.exceed.ri.gov/
Vermont	Help Me Grow	Vermont started the Help Me Grow (HMG) program, where parents can call 2-1-1 and receive a variety of human services supports. HMG provides trained staff to counsel parents on various topics. Information about the various social services is available including through 12 local Community Child Care Support Agencies when accessing referral services for child care. A toll-free number is provided to parents to support them to find quality infant and toddler care.	http://www.helpmegrownational.org/pages/affiliate-states/affiliate.php?AffId=20
Wisconsin	YoungStar website	The Supporting Families Together Association and Wisconsin's CCR&R agencies improve parents' ability to access information about high-quality child care. This information is available in several Family Resource Centers statewide. The YoungStar website has a child care search engine with tools for evaluating child care and each program's quality rating for families seeking child care options. Wisconsin's Department of Children and Families has enhanced this website to include resources on working with infants and toddlers. YoungStar has contracted with a marketing firm to develop a parent campaign focused on hard-to-reach populations, with a goal of educating parents on the QRIS, the importance of quality child care, the importance of early brain development, and the impact of stress on young children. This campaign includes focus groups, community outreach, print materials, brain development videos, and radio public service announcements.	https://dcf.wisconsin.gov/youngstar

Source: <http://www.acf.hhs.gov/occ/plans>



Table 9. Coordination with Partners to Increase Access to Developmental Screenings and Comprehensive Services for Infants and Toddlers under Part C of the Individuals with Disabilities Education Act (I.D.E.A).

State or Territory	Title	Description	Web Link
Alaska	Alaska IN!	The Child Care Program Office administers the Alaska Inclusive Child Care Program (Alaska IN!) to enhance the skills of child care providers, promote inclusive child care practices, and ensure Child Care Assistance Program (CCAP) participating families, including children with special needs, have access to child care. Master’s and bachelor’s level Early Intervention Part C clinicians and teachers provide consultation to early care and learning providers who work with infants and toddlers with special needs.	http://dhss.alaska.gov/dpa/Pages/ccare/specneeds.aspx



State or Territory	Title	Description	Web Link
Arizona	Early childhood taskforce to ensure cross-division collaboration	<p>Arizona’s Department of Economic Security’s Early Childhood Taskforce works to ensure cross-division collaboration. The Department’s Arizona Early Intervention Program utilizes a team-based approach. The team consists of an occupational therapist, speech language pathologist, developmental specialist, a physical therapist to who determine with the family who will serve as the team lead. For children enrolled in child care, the team, with parental consent, can support the child care provider to identify modifications to their classroom routines or environments. To increase the number of children birth to 3 years who exit early intervention with improved social-emotional growth, the Arizona Early Intervention Program collaborates with the divisions within the Department (including the Child Care Administration), Department of Education, Department of Health Services, and the State’s Medicaid (Arizona Health Care Cost Containment System) program to develop a cross-agency professional development framework that supports practitioners to improve the social-emotional development of infants and toddlers through the following:</p> <ul style="list-style-type: none"> ◆ Use of appropriate screenings ◆ Determining appropriate next steps after a screening ◆ Providing anticipatory guidance to primary caregivers (utilizing responsive caregiving, resource-based capacity building, coaching, mentoring) ◆ Evaluating (including identification of improved evaluation instruments to address this developmental domain) ◆ Use of evidence-based practices to address delays in this domain ◆ Developing plans to support primary caregivers within the home, community, and child care and Early Head Start programs ◆ Documenting individual progress overall 	http://www.firstthingsfirst.org/task-force
Colorado	Social-emotional development training modules and intervention models	<p>Colorado incorporates social-emotional, behavioral, and infant–early childhood mental health intervention models and positive behavior intervention and support models. Training for early childhood professionals includes social-emotional topics like the importance of screening for social-emotional health, toxic stress and resiliency, and working effectively with a mental health consultant. Numerous other modules are being developed that are designed to enhance the skills of child care providers on this topic.</p>	http://www.eicolorado.org/



State or Territory	Title	Description	Web Link
Florida	Developmental screenings and comprehensive services	<p>Initial developmental screening is required for all children in the school-readiness program within the first 45 days of receiving services. Screening is required at least annually after the initial screening. The Office of Early Learning (OEL) provides the screening data capture system at no cost to providers or coalitions. These results determine if a referral to an early interventionist is required. If early intervention services are warranted, coalitions work with the Early Steps (Part C) program to coordinate service delivery. The OEL works with Expanding Opportunities, an interagency committee made up of the Department of Health, the Department of Education, the Florida Developmental Disabilities Council, and the Florida Inclusion Network, to ensure that all infant/toddler initiatives have inclusive practices. The OEL collaborates with other agencies and is developing a self-assessment tool to measure inclusive practices. The early learning coalitions collaborate with various agencies, such as the homeless coalition and community-based care organizations, to facilitate referrals to meet the needs of children and families. Early learning coalitions participate in local committees, councils, and boards to collaboratively facilitate the process for referrals and transitions. Each early learning coalition, and OEL, has an Inclusion Specialist on staff who provides inclusion warm line services, including parent phone and in-person consultation, onsite observation, and technical assistance. Inclusion Specialists provide training and technical assistance to providers as requested.</p>	<p>http://www.floridhealth.gov/alternates/ites/cms-kids/families/early_steps/early_steps.html</p>
Michigan	CCDF coordination with the Individuals with Disabilities Education Act (IDEA) Part C and Early On	<p>Consultants provide training and technical assistance on choosing a developmental screening, communicating with families about children’s development, and seeking additional support through Early On. Child care providers may coordinate with early intervention specialists for services to be delivered at the child care program or as part of a team developing an individualized family service plan. Michigan provides information about and encourages referring families to Early On® (Michigan’s IDEA Part C program) as a best practice for child care programs serving infants and toddlers. Completing developmental screenings is an indicator in Great Start to Quality and Quality Improvement. The Michigan Department of Education Office of Great Start houses both Part C and CCDF; this arrangement allows for ongoing discussion around coordination.</p>	<p>https://1800earlyon.org/</p>



State or Territory	Title	Description	Web Link
Minnesota	Help Me Grow Initiative—IDEA Part C and CCDF coordination	A regional consultation and referral plan is in place to help child care providers and families make appropriate referrals for evaluation when a child in care is suspected of developmental delays. Training and coaching and consultation are available to providers and families via services from the Center for Inclusive Child Care and the Pacer Center. The Minnesota Department of Education is the lead for the national Help Me Grow Initiative. The Department of Education allocates 10 percent of the funds received annually to 12 regional interagency early intervention committees responsible for public awareness and outreach under Part C of IDEA. This system utilizes a multi-modal social marketing campaign and communicates with primary referral sources.	http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&Revision=LatestReleased&docName=dhs16_137963 http://www.pacer.org/ec/pdf/ProfessionalsEarlyInterventionDVD.pdf
New Hampshire	Watch Me Grow—IDEA Part C and CCDF coordination	The New Hampshire Department of Health and Human Services partners with the Department of Education and the Bureau of Development Services to support early intervention specialists to provide service for infants and toddlers through work with the statewide developmental screening system, Watch Me Grow, and collaborative professional development opportunities.	http://watchmegrow.nh.org/ http://www.dhhs.nh.gov/dcbcs/bds/families.htm
New Mexico	Aligning quality elements with IDEA Part C Early Intervention (New Mexico Family Infant Toddler Program)	The New Mexico Video Demonstration Project was implemented to: 1) help Family Infant Toddler Program providers and consultants learn how to use video in their work with families to support infant and toddler development and assist child care and pre-k FOCUS consultants in using video in their work to support programs; 2) produce educational videos to help program personnel learn new skills; and 3) help program personnel learn how to use videos to support their program's continuous quality improvement process. The "full participation for each child" criterion in the FOCUS-QRIS standards delineates collaboration and participation with the Part C program.	http://www.earlylearningnm.org/fit-program---early-intervention
North Carolina	Promoting Healthy Social Behaviors project	CCDF quality funds are used to fund the Promoting Healthy Social Behaviors project to provide training to early care and education providers to support healthy social and emotional development of the children in their care and to address challenging behaviors of young children.	http://childcarerrnc.org/s.php?subpage=HealthySocialBehaviorsInitiative



State or Territory	Title	Description	Web Link
Vermont	Children’s Integrated Services	The Child Development Division hosts the Part C administrator in the Children’s Integrated Services Unit. Part C support services are connected with Specialized Child Care Coordinators housed at community agencies across the State to provide supports and services to meet the needs of children and families in their homes and communities. Payment for services comes from various sources, including insurance, Medicaid, participating agencies, local schools, and family cost sharing. Children’s Integrated Services is working to ensure that Vermont’s young children and their families have access to the widest possible array of early intervention services.	http://dcf.vermont.gov/child-development/cis
Virginia	Project SEED Virginia	Project SEED Virginia works to prevent and reduce the risk factors associated with adversity in early childhood environments; reinforce healthful behaviors by improving the quality and delivery of birth-to-three child care quality initiatives; and increase community and state linkages that will support improved health and developmental trajectories by fostering safe and nurturing relationships. As follow-up to training provided, CCDF discretionary funds help support coaching on the Ages & Stages Questionnaires Developmental Screenings and the Center for the Social Emotional Foundations of Early Learning Pyramid Model for providers serving infants and toddlers.	http://www.vdh.virginia.gov/project-seed/
Wisconsin	YoungStar Early Childhood Inclusion	The Lead Agency partnered with early intervention specialists and special education service providers to develop this inclusion initiative to provide information on supports for parents and providers on caring for and finding child care services for children with disabilities, making referrals for screening, and general information on Individuals with Disabilities Education Act (I.D.E.A.) These programs provide joint trainings and educational information and sessions at conferences for child care providers. The Wisconsin Early Childhood Collaborating Partners (WECCP) provides a wealth of information on I.D.E.A. Part C and Child Find. Collaborating Partners is very familiar to Wisconsin providers and is often used as a resource for serving children with disabilities.	https://dcf.wisconsin.gov/youngstar/eci

Source: <http://www.acf.hhs.gov/occ/plans>



Table 10. Financial Incentives to Increase Access to High-Quality Child Care for Infants and Toddlers

State or Territory	Title	Description	Web Link
Alaska	Child Care Grant Program	The Lead Agency, the Child Care Program Office, via the Child Care Grant (CCG) Program, provides funding to eligible licensed child care providers monthly to enhance program quality. CCG funds may be used for enhanced compensation for staff salaries and benefits; substitute care; health and safety items; supplies, equipment, and activities for children; and child development education and training. Licensed providers may receive \$30–50 per child monthly depending upon the provider’s location.	http://dhss.alaska.gov/dpa/Pages/ccare/changes.aspx
Colorado	Micro Grant Program	Colorado implements a micro grant program to increase the supply of licensed child care programs in noted child care deserts statewide. The micro grant program aims to increase access to child care in these communities by providing start-up funding for community-based providers, including funding for equipment, education, and developmental materials; and access to training, coaching, and educational opportunities. Financial and technical assistance allow providers to increase their capacity while operating revenue-producing, sustainable businesses. Coaching and accessing existing quality initiatives encourage providers to increase their quality rating level within the Colorado Shines QRIS.	https://www2.ed.gov/programs/racetohetop-earlylearningchallenge/2014apr/coapr2014.pdf
	Colorado Child Care Assistance Quality Improvement Program Grants	The Infant and Toddler Quality and Availability Grant Program awards funds to improve quality in infant and toddler care, provide tiered reimbursement to high-quality early childhood programs, increase the number of low-income infants and toddlers served through high-quality early childhood programs, and promote voluntary parental involvement. These grants are designed to help highly utilized child care subsidy programs better meet the goal of providing safe, stable, and high-quality child care.	http://news.ecclacolorado.org/wp-content/uploads/2014/12/CCCAP-QI-Pilot-Overview-Document.pdf



State or Territory	Title	Description	Web Link
Hawaii	Reality and Dual Role Skills (GRADS) program child care contracts	The Hawaii Department of Human Services contracts with the Hawaii Department of Education (DOE) and a private agency to provide five infant and toddler child care centers for teen parents enrolled in or attending high schools located on the islands of Hawaii, Kauai, and Maui. The centers provide care for children ages 6 weeks to 3 years old—the teen parents must participate in DOE's Reality and Dual Role Skills (GRADS) program or an alternate on-campus program that provides educational and parenting support services for pregnant and parenting teens. High school staff refer motivated students to the GRADS program and the child care program. Students' attendance and grades are monitored by the DOE and the contracted agency's staff. The teen parents sign contracts on enrollment and participation—violation of the contract dismisses them from using the child care service. The service is available when the public schools are in session. The DOE and contracted agency track the number of teen parents enrolled and in grade promotion or high school graduation.	http://gpcprod.spo.hawaii.gov/spo2/health/rfp103f/attachments/rfp4811175797692.pdf
Massachusetts	Coordinated Family and Community Engagement grants	The Massachusetts Department of Early Education and Care allocated approximately \$13 million in grants to quality supports for children and families through the Coordinated Family and Community Engagement grants. These grants support local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development.	http://www.mass.gov/edu/birth-grade-12/early-education-and-care/find-early-education-and-care-programs/coordinated-family-and-community-engagement.html
Minnesota	Minnesota Association for the Education of Young Children Accreditation Facilitation Project	CCDF quality set-aside funds support a grant to the Minnesota Association for the Education of Young Children Accreditation Facilitation Project. The focus of this project is to support individuals or organizations pursuing program improvement and national accreditation, including center-based programs and family child care providers.	http://mnaeyc-mnsaca.org/?page=accreditation_about



State or Territory	Title	Description	Web Link
Montana	Infant Toddler Caregiver Certification Stipend Continuity of care stipend Outdoor Environments mini-grants	Montana offers a \$1,600 Infant Toddler Caregiver Certification Stipend to encourage ongoing skill enhancement, increase understanding of child development, and as an incentive award if the caregiver remains in a stable employment situation for at least 18 months. There is a course completion award and continuity of care stipend attached to this course to encourage participation and completion. The Lead Agency offers an Outdoor Environments mini-grant to STARS programs. Programs asking to develop infant/toddler outdoor spaces will receive additional funding. A training to support this mini-grant will be required of awardees and available to all providers regardless of participation in STARS to Quality. The following courses contain course objectives specific to serving infants and toddlers in care and are available to all providers: Montana Early Learning Standards, Montana Blended Pyramid Model, Inclusion I: Foundations for Inclusion, and Inclusion II: Strategies for Inclusion.	https://dphhs.mt.gov/hcscd/Childcare/ProfessionalDevelopment#154091523-certified-infant-toddler-caregiver-stipends
Nebraska	Nurturing Healthy Behaviors sub-awards Sixpence Early Learning Fund Infant/Toddler Early Head Start Quality Initiative sub-awards	Infant/toddler set-aside funds and quality expansion funds support the Nurturing Healthy Behaviors sub-awards which support healthy social, emotional, and behavioral development in the child's natural environment. Nurturing Healthy Behaviors sub-awards The Sixpence Early Learning fund is an innovative collaboration between Nebraska's public and private sectors, Sixpence provides funding to schools in partnership with community providers and child care to enhance the quality and efficiency of early learning and development services offered in communities throughout Nebraska. Infant/toddler, quality basic, and quality expansion set-asides are also used for Nurturing Health Behavior sub-awards and Early Head Start Infant/Toddler Quality Initiative sub-awards.	http://www.firstfive-nebraska.org/blog/tag/nurturing%20healthy%20behaviors http://www.singasongofsixpence.org/ http://www.nebraskaaec.org/infanttoddler-quality-initiative.html
New Mexico	T.E.A.C.H. scholarships and INCENTIVE\$	New Mexico offers Teacher Education and Compensation Helps (T.E.A.C.H.) scholarships for its home visiting and child care workforce. The INCENTIVE\$ program pays supplements to educators employed by child care programs in New Mexico. INCENTIVE\$ assist child care programs with supplements to educators' salaries to mitigate workforce turnover. By identifying Early Childhood Investment Zones, the department can target funding programs and improve the quality of services in rural areas. Thirty-four of the thirty-five school districts identified as Early Childhood Investment Zones are predominantly rural or frontier areas of the State. The only semiurban area is the South Valley of Albuquerque. Funding for T.E.A.C.H. scholarships and participation in INCENTIVE\$ and Child Care W.A.G.E.S. is prioritized for Investment Zones.	https://www.nmaec.org/professional-development/teach-teach-scholarship-models https://www.nmaec.org/professional-development/incentive



State or Territory	Title	Description	Web Link
North Carolina	Child Care WAGE\$ Project	The Child Care WAGE\$ Project is a salary supplement that provides child care professionals with education-based salary supplements to reward increased education and strengthen continuity of care.	http://www.childcareservices.org/wageapps/
Oregon	Teen parent and special population subsidy programs	Designated CCDF infant and toddler set-aside funds are used for teen parent and other special population subsidy programs. The subsidy helps teen parents complete their high school education while providing quality onsite child care. Additional special population subsidy programs include the Migrant and Seasonal Farm Workers Program child care subsidies, the Alcohol and Drug Program child care subsidies, and Inclusive Child Care Program supports.	https://oregonearlylearning.com/special-population-programs/
Utah	Grants to increase the supply and quality of infant/toddler care	The Lead Agency uses grants to increase the supply and quality of infant/toddler care. These grants are provided to licensed centers to improve the quality of environments, interactions, language, and other areas that align with the ITERS-R assessment tool—this tool is used to evaluate program quality and determine improvement needs. The grant may be used to purchase materials or equipment, or enhance or create birth-to-three indoor and outdoor play environments. Programs may use 15 percent of the grant to offset the cost of providing infant and toddler care. The Lead Agency prioritizes these funds to licensed family providers in rural communities and those serving children receiving subsidy to expand access and enhance quality for vulnerable populations.	https://jobs.utah.gov/edo/rfg/qualityimprove/qualityrfg.pdf

Source: <http://www.acf.hhs.gov/occ/plans>

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.

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