

Babies and Toddlers in Child Care:

State policy and practice for healthy development



Smart Start Conference

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Rachel Schumacher and Elizabeth Hoffmann

Session overview

- Babies and toddlers in child care: the context
- What babies and toddlers in child care need to thrive and policies to address those needs
 - A policy framework
 - Ideas from states
- Next steps
- Discussion

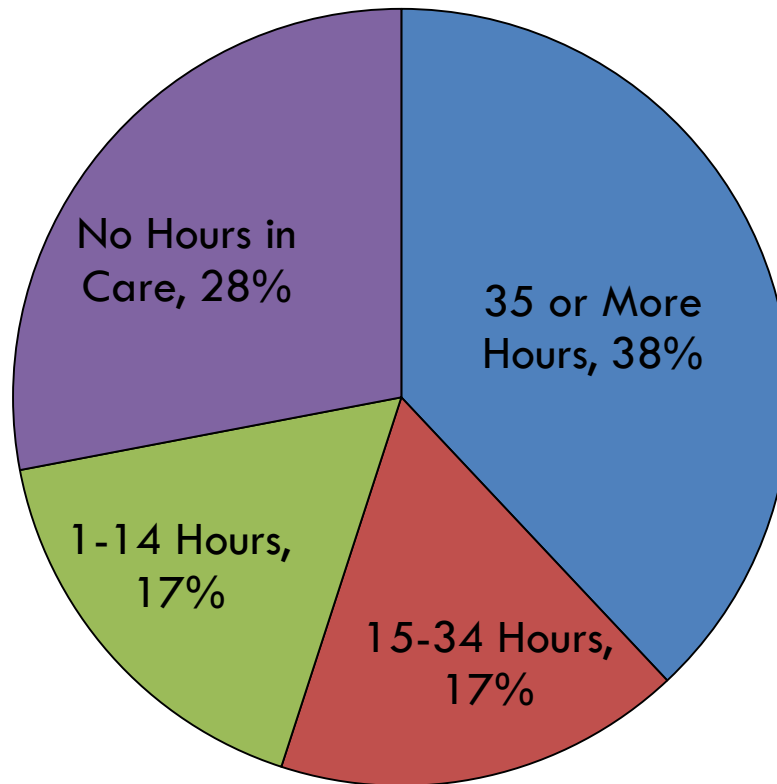


Babies and toddlers in child care



Babies are in child care for many hours...

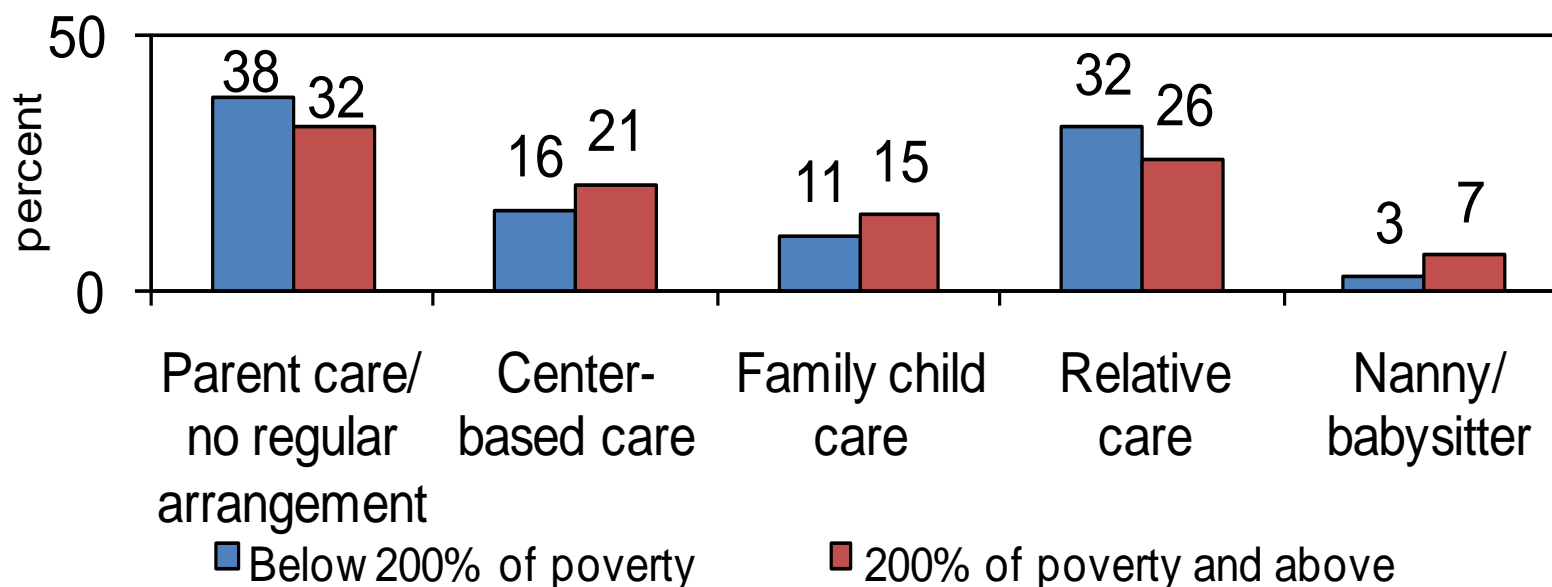
Hours Spent in Nonparental Care by Children Under 3 with Employed Mothers, 2002



Source: Jeffrey Capizzano and Regan Main, *Many Young Children Spend Long Hours in Child Care*, Urban Institute, 2005. Analysis of 2002 NSAF Data.

...and in a variety of settings

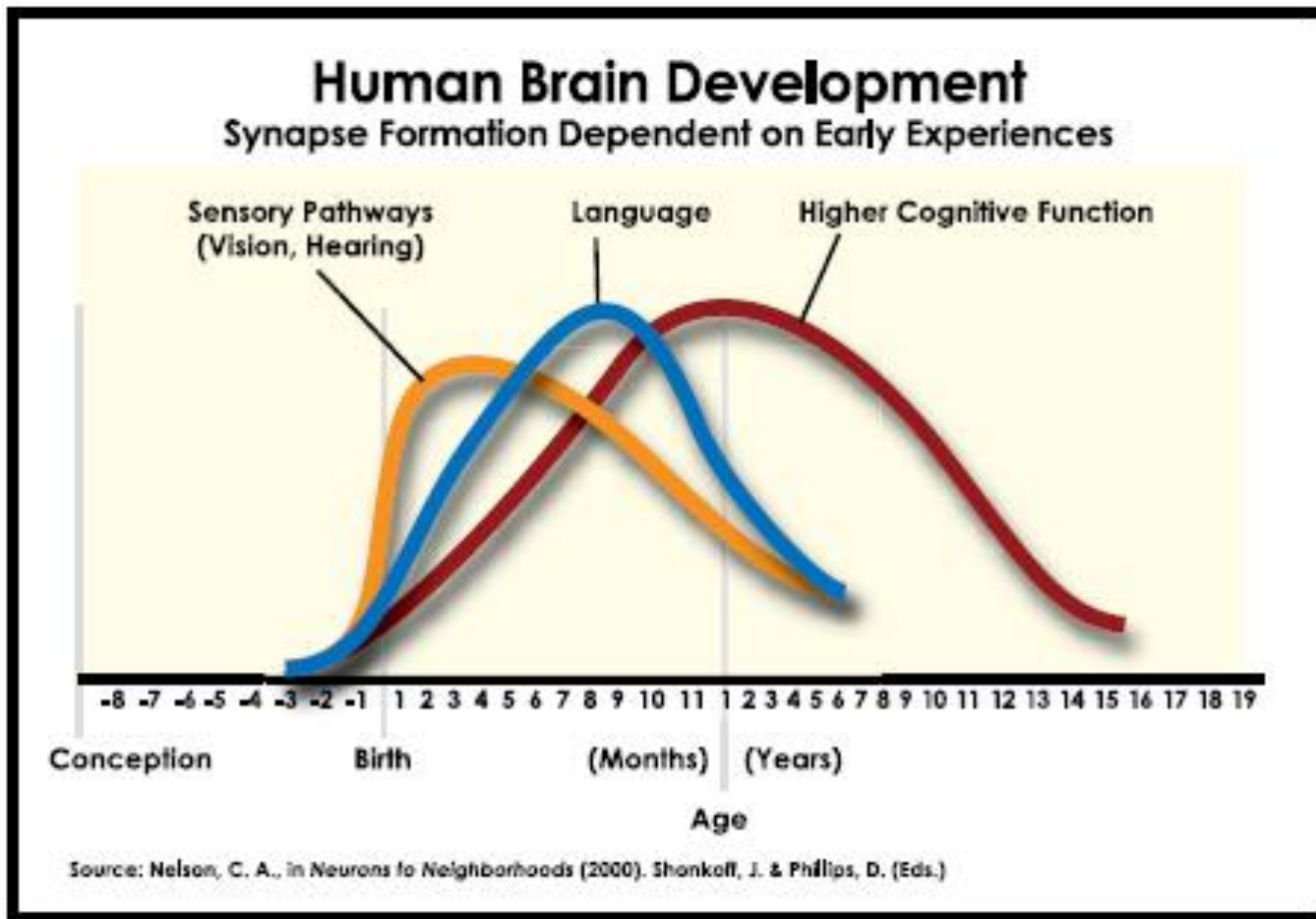
Primary child care arrangements for children birth to 3 with employed mothers



Note: Percentages may not add to 100% due to rounding.

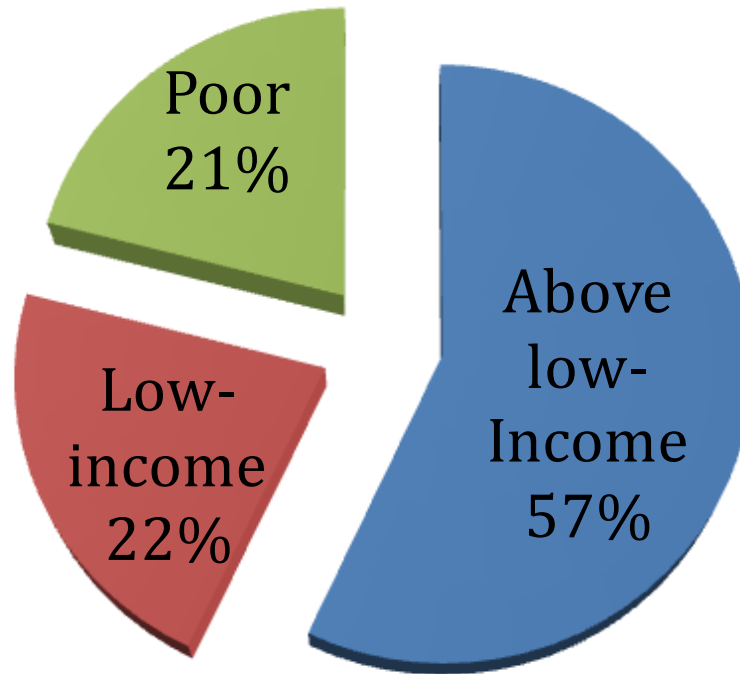
Source: Jeffrey Capizzano and Gina Adams, *Children in Low-Income Families are Less Likely to be in Center-Based Care*, Urban Institute, 2003.

Early experiences help develop brain architecture



Forty-three percent of babies and toddlers live in low-income families

Infants and Toddlers by Family Income, 2007



Source: National Center on Children in Poverty

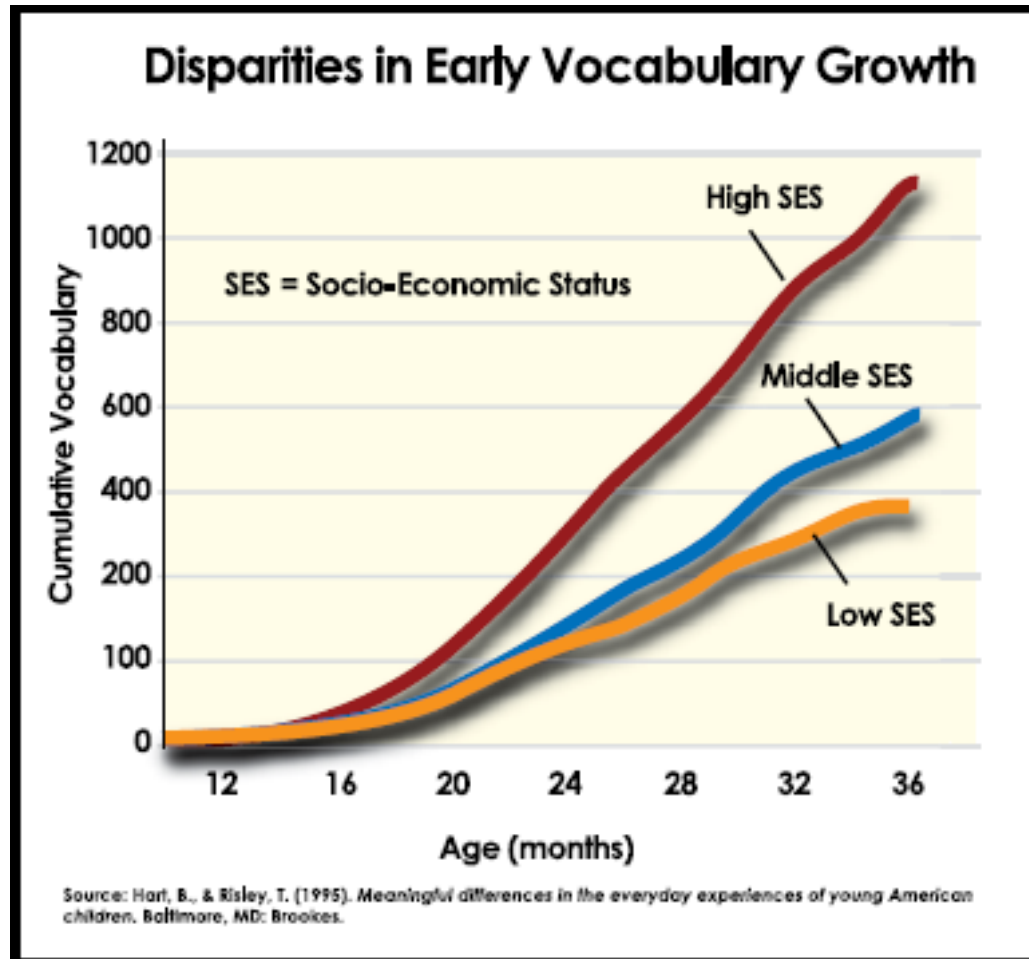
Percent Change in Population of Children of Immigrants, Under Age 6, 1990-2000



Map Source: Capps et al., *The Health and Well-Being of Young Children of Immigrants*.

*Source for one in four: calculated from U.S. Census Bureau, *America's Families and Living Arrangements: 2007, Nativity Status of Children Under 18 Years and Presence of Parents by Race, and Hispanic Origin for Selected Characteristics: 2007*. <http://www.census.gov/population/www/socdemo/hh->

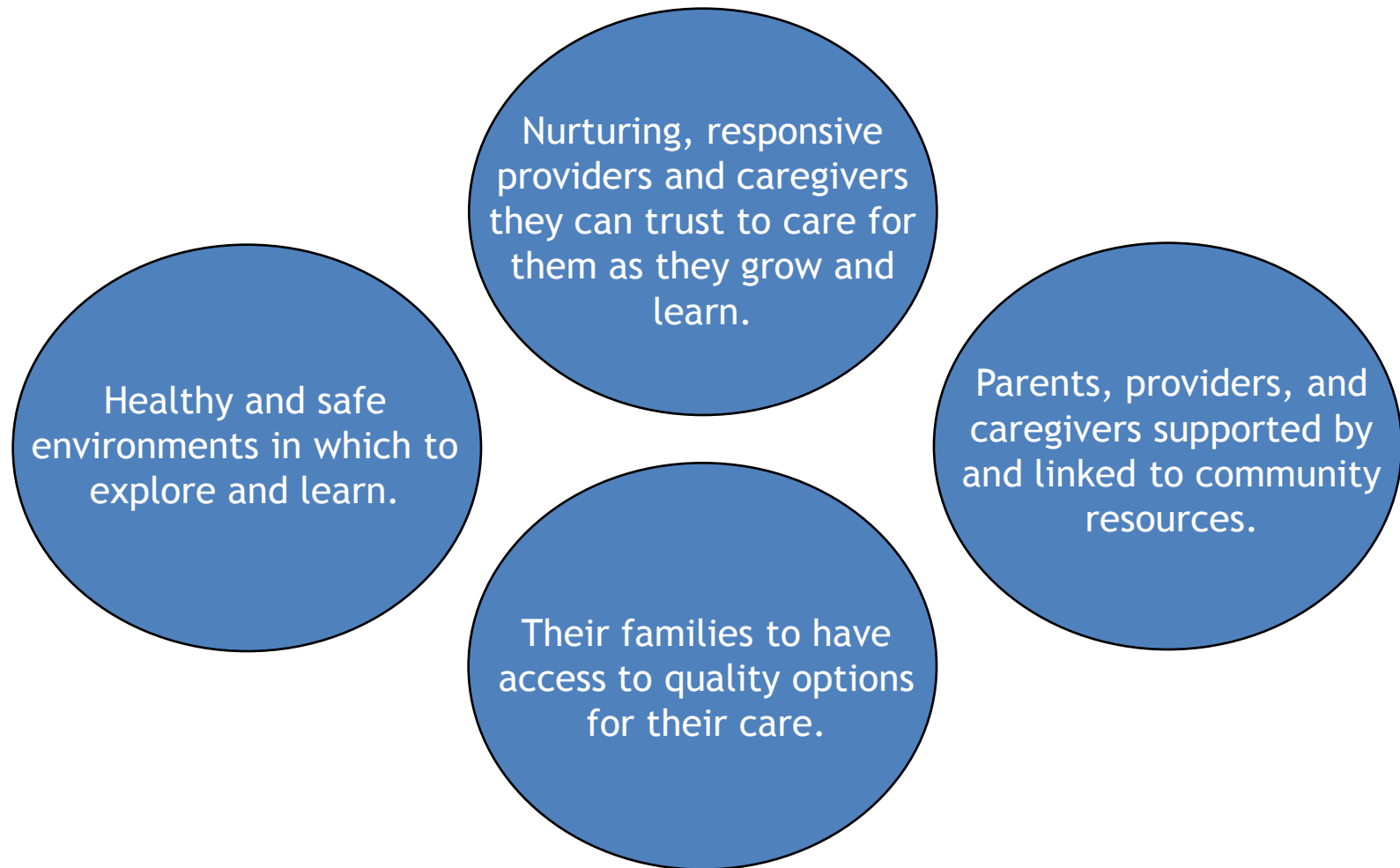
Social and economic disparities impact early childhood development



What babies in child care need & policy framework



Key principles: what babies and toddlers in child care need



Why nurturing, responsive care?



- “Human relationships and the effect of relationships on relationships, are the building blocks of healthy human development.”

Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*.

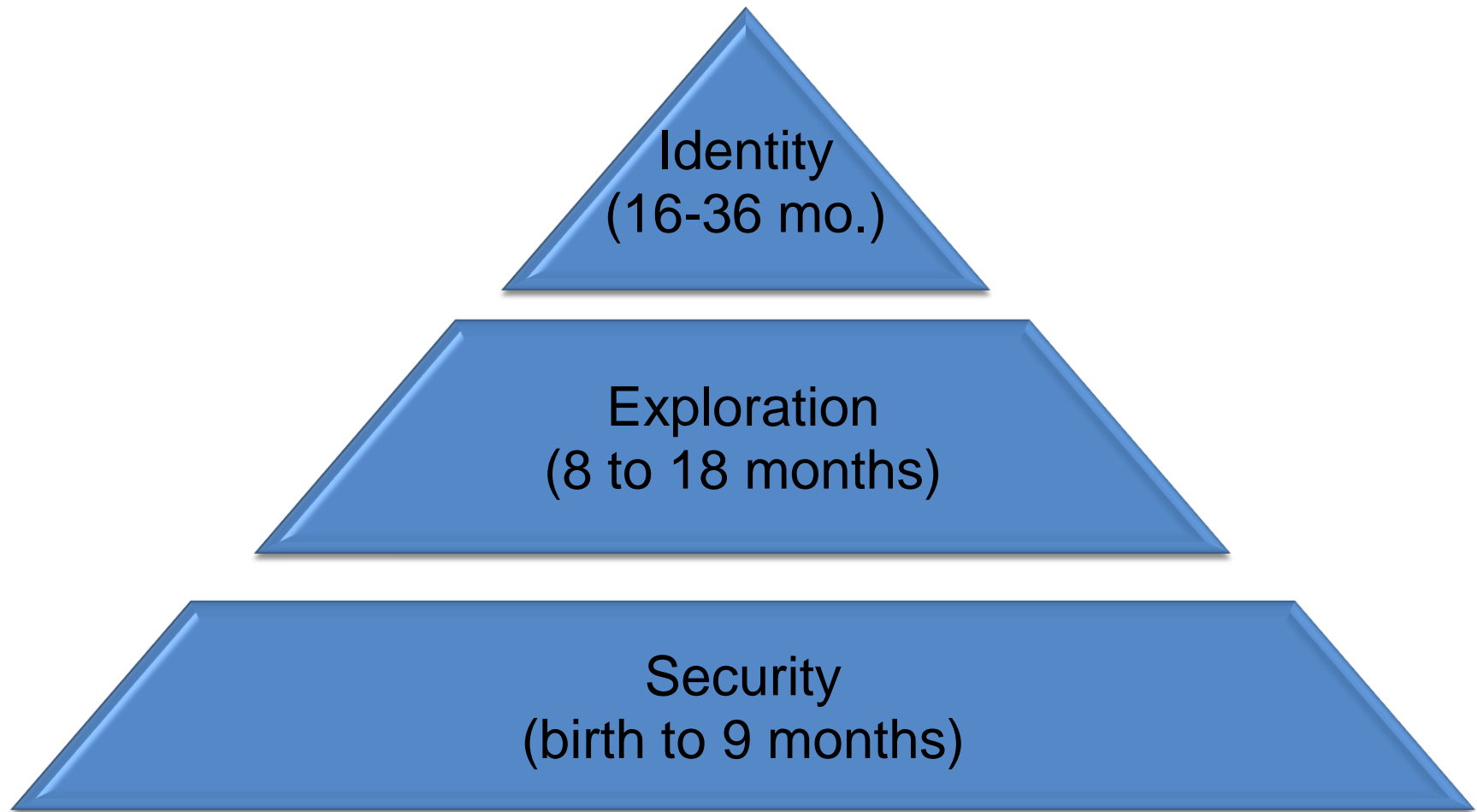
How do babies in child care feel secure?

- When caregiver/child relationships are:
 - Nurturing
 - Individualized
 - Responsive
 - Predictable
- Infants in secure attachment relationships with their caregivers are more likely to play, explore, and interact with adults in their child care setting



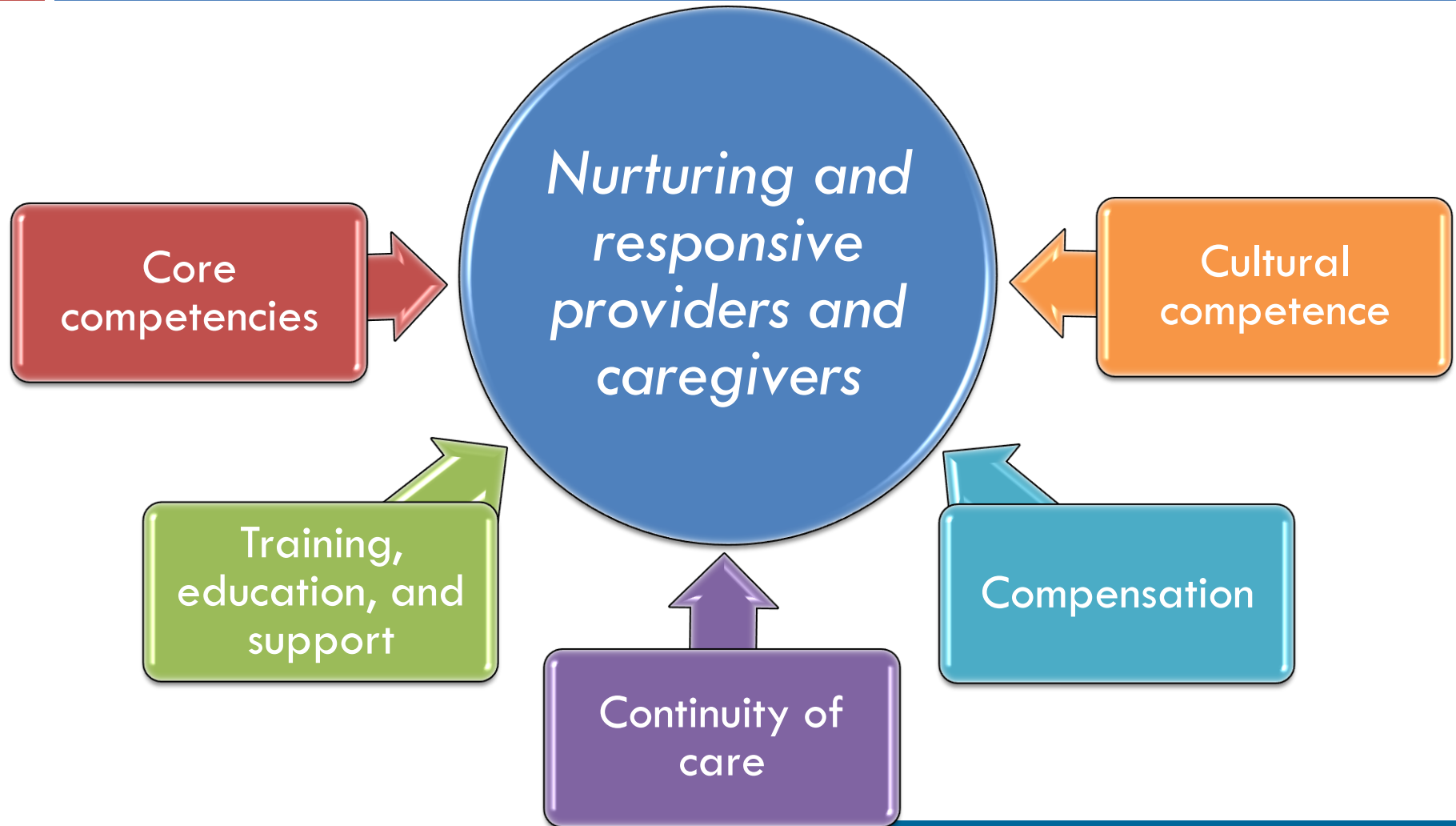
Raikes, Helen. "A Secure Base for Babies: Applying Attachment Theory Concepts to the Infant Care Setting." *Young Children*. 1996.

How does security help development from birth to three?



Source: *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice, ZERO TO THREE*

Recommendations to support nurturing and responsive care



What does continuity of care look like?

- Primary caregiver cares for child most of the time
- Adult:child relationship maintained from birth to three years
- May stay in the same environment or move to a new one as children age and interests change
- Same-age or mixed-age groups

State policies can support continuity

POLICIES:

- Licensing can allow mixed ages, require primary care
- Professional development systems can teach providers how to promote continuity of care
- Child care lead agency can provide financial incentives/support to center and FCC providers to implement continuity of care

Training,
education, and
support

Continuity of
care

Compensation

Indiana promotes continuity of care in licensing

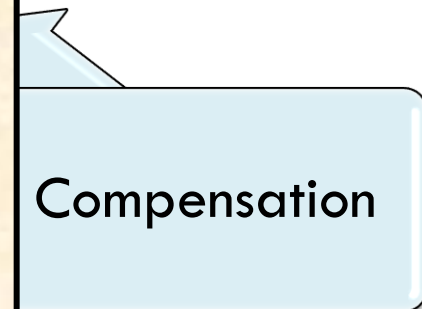
- Centers required to make a reasonable effort to provide continuity of care for children under 30 months of age
- May mix children 6 weeks to 36 months of age in one classroom under the following conditions:
 - A child/staff ratio of 4:1; group size of 8
 - No more than 3 children under 12 months old
 - Developmentally appropriate program, furnishings, and equipment for all children

Source: 470 IAC 3-4.7-51 and 52 at <http://www.in.gov/fssa/files/Rule4.7.pdf>

State policies can support a culturally competent and diverse workforce

POLICIES:

- Provide training and technical assistance on licensure in multiple languages
- Create incentives, including differential payment rates, for providers who complete coursework or training on cultural competence or have bilingual endorsement
- Identify and support existing FFN caregivers. Collaborate with community-based organizations to ensure access to appropriate training, professional development, and family support programs



Minnesota reaches out to family, friend, and neighbor care (FFN)

- 2004 study: 78% of MN infants/toddlers in FFN
- MN Department of Human Services CCR&R contract now makes FFN outreach a core provider service
- In 2007, the Legislature authorized \$750,000 to expand services statewide for FFN caregivers
 - Competitive grants to community-based organizations
 - Tailored to local needs, e.g. home visits, connecting immigrant FFN caregivers to resources
 - UMN evaluation to measure impact caregivers' knowledge, practice and use of community resources

Why link babies in child care to comprehensive services?

- Babies need good health and supported families to learn and thrive
- Demographic and environmental factors put infants/toddlers at risk for unhealthy development

Economic
hardship

Inadequate
nutrition

Maternal
depression

Environmental
toxins

Lower quality
child care

Child abuse
or neglect

Parental
substance
abuse

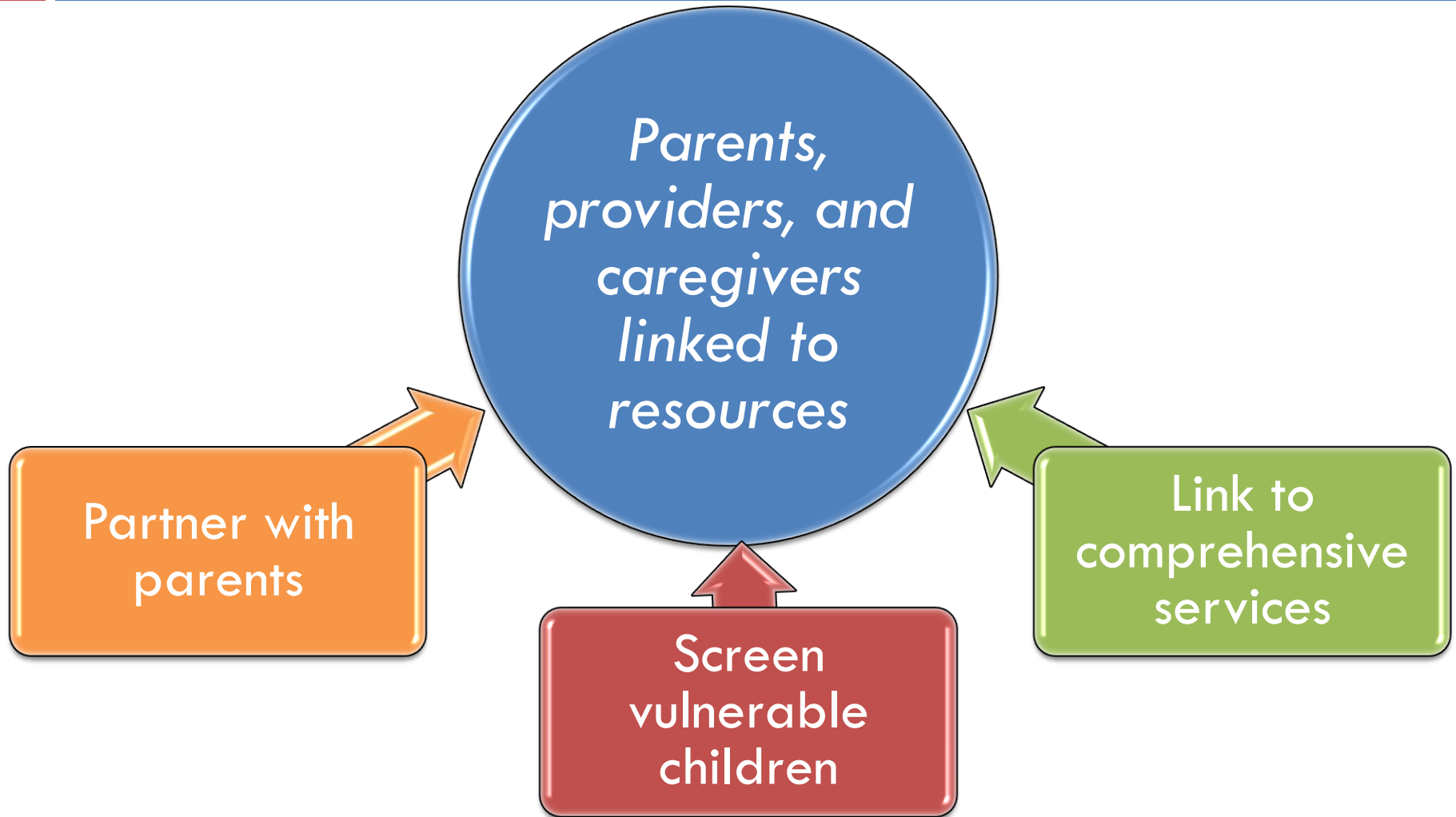
Family
violence

Source: National Center on Children in Poverty

Leads to early identification and treatment

- Lessens the impact of a developmental delay or disability on the child and the family
- Yet many vulnerable babies and toddlers unable to access needed developmental services
 - Low-income children less likely to have regular place to get health care or health insurance
 - In 2007, 2.5% of all infants/toddlers received IDEA Part C services; 6% of all three to five year olds received IDEA Part B
 - Only 8 states meet EPSDT benchmark of 80% receiving one visit/year for toddlers

Recommendations to link parents, providers, and caregivers to resources



Recommendations to link parents, providers, and caregivers to resources

POLICIES:

- Contract with child care subsidy programs to meet Program Performance Standards for Early Head Start
- Coordinate with Medicaid EPSDT, IDEA – Part C, WIC, SNAP, TANF, social services, and health care
- Support infant/toddler mental health specialists and consultants
- Ensure FFN access to CACFP



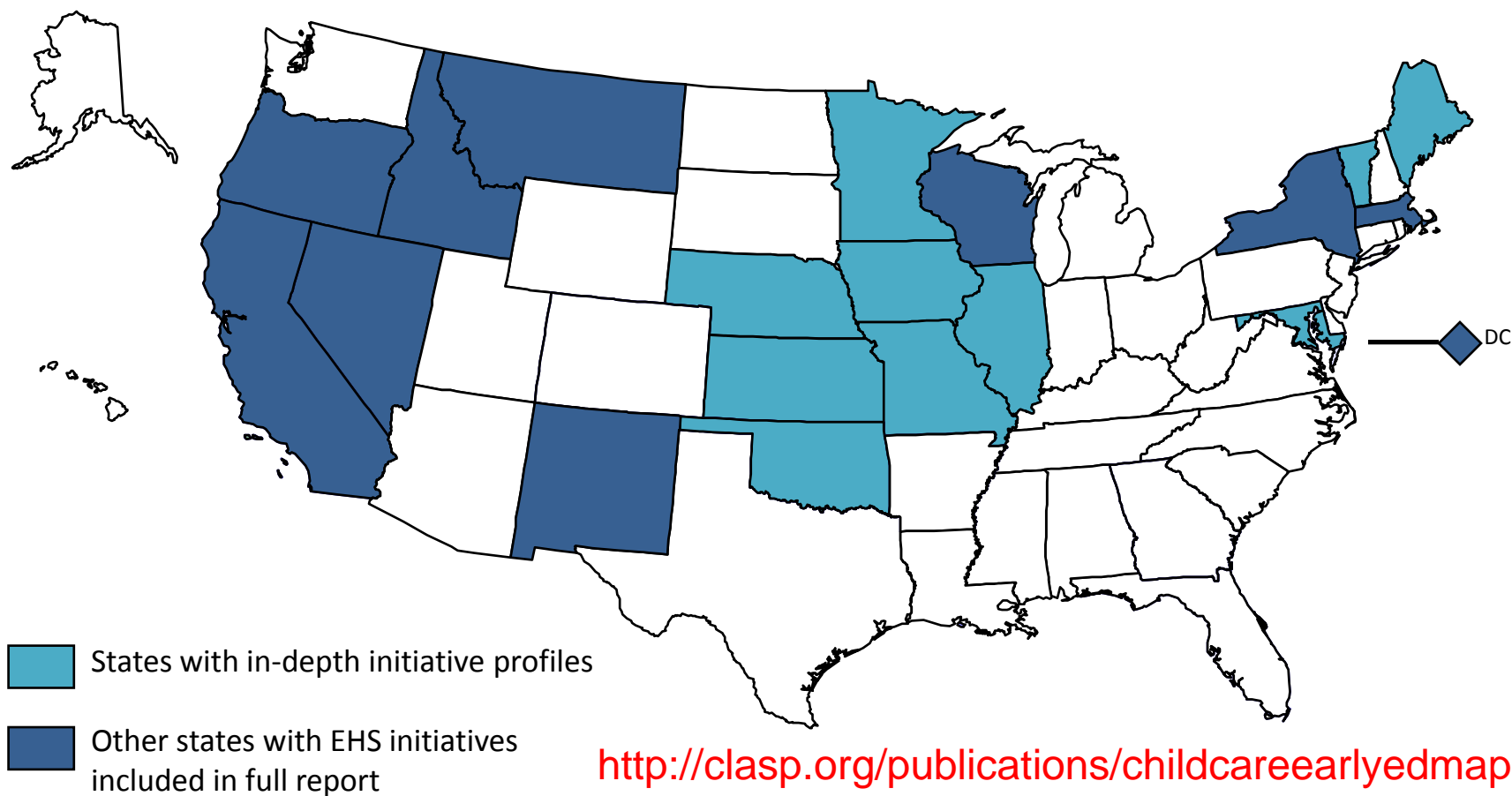
Link to
comprehensive
services

Expand the reach of Early Head Start (EHS)

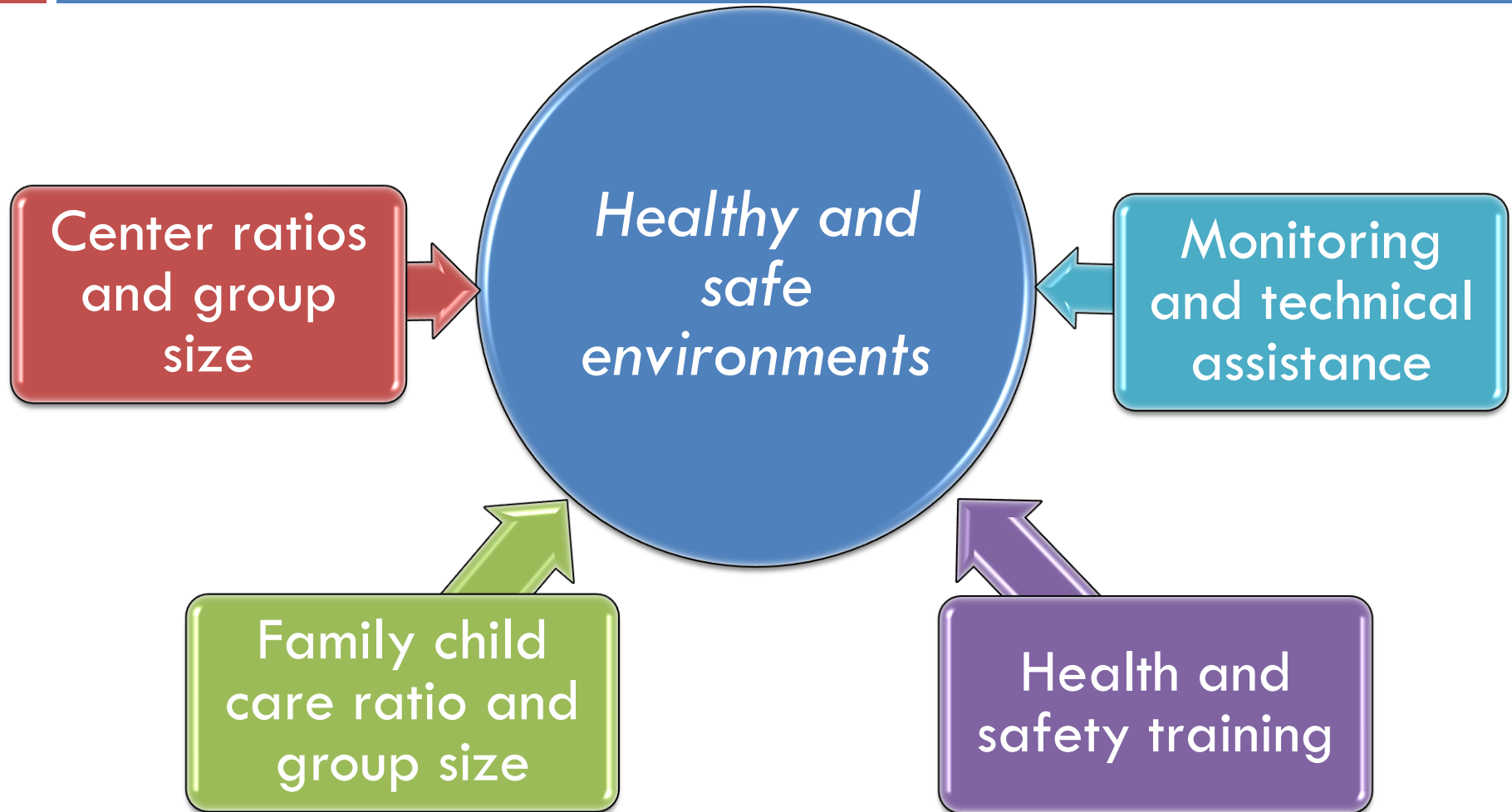
- Support EHS/Child Care partnerships
 - Partner with centers or family child care serving vulnerable children to deliver EHS in those settings
 - Deliver home-based EHS model to FFN
 - Leverage resources to improve child care quality (i.e. joint training)
- Provide resources and technical assistance for child care centers to become EHS grantees
 - Award grants to help meet Performance Standards
 - Conduct outreach to identify interested centers

20 States Building on EHS

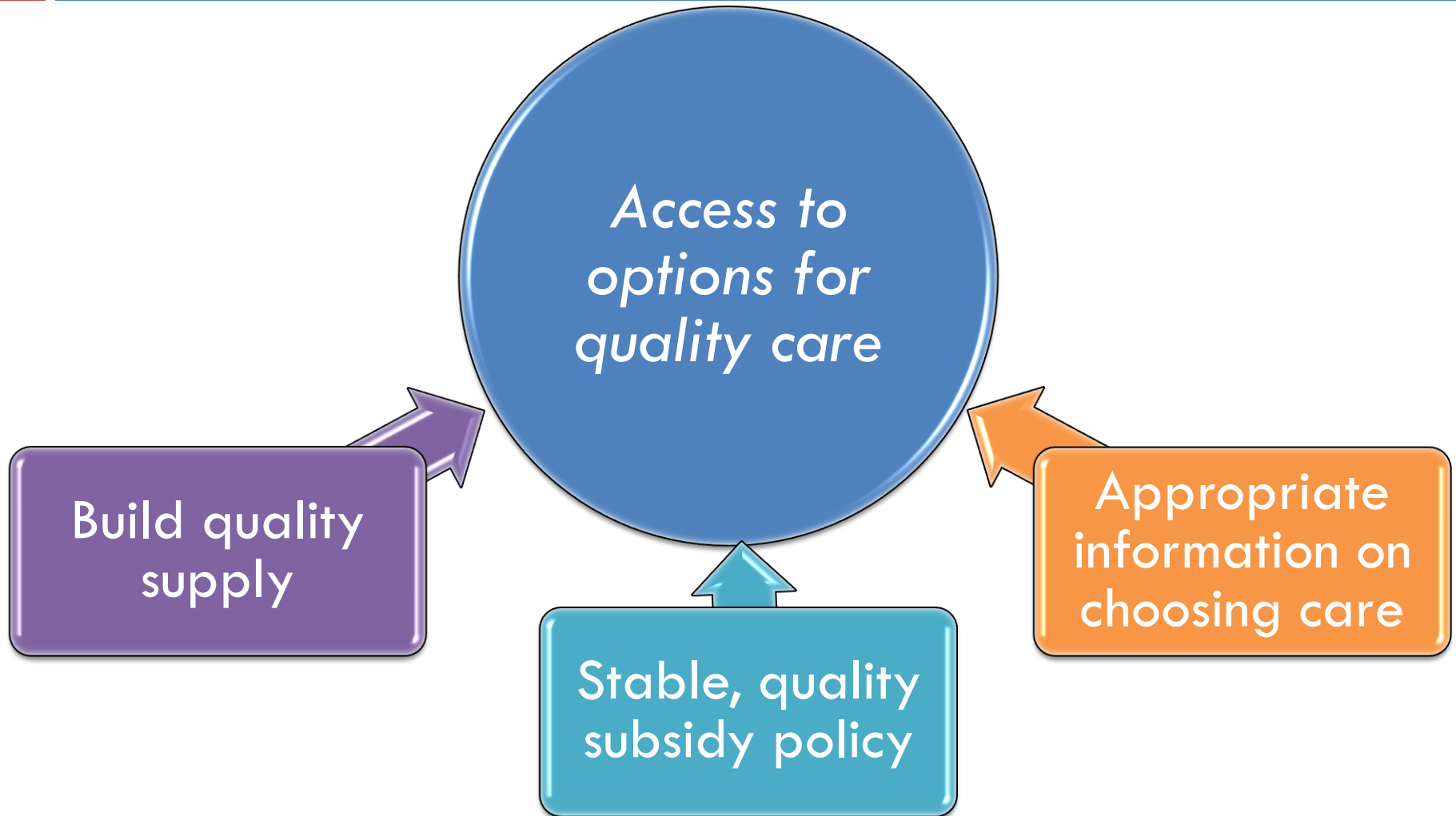
CLASP and ZERO TO THREE, *Building on the Promise*, 2008.



Recommendations to support healthy and safe environments



Recommendations to support access to quality options for care



Project resources

www.childcareandearlyed.clasp.org/babiesinchildcare.html

- Rationales: support for a specific recommendation
 - Research synthesis, including full citations
 - Policy ideas
 - Links to online resources
- State infant/toddler policy series
 - Brief fact sheets provide policy recommendations and state examples to improve infant/toddler care quality
- Briefs and papers
- Policy framework

AREAS OF EXPERTISE

Child Care Subsidies
Children of Immigrants
Early Childhood Systems Building
Head Start
Infants and Toddlers
Pre-kindergarten
State-by-State Data
Technical Assistance Tools
All Publications

LATEST DEVELOPMENTS

Economic Recovery
Federal Policy Updates
State Policy Updates
Recent News
Recent Research

STATE-BY-STATE DATA



Clickable Map with State-by-State
Child Care and Early Education Data

SUBSCRIBE

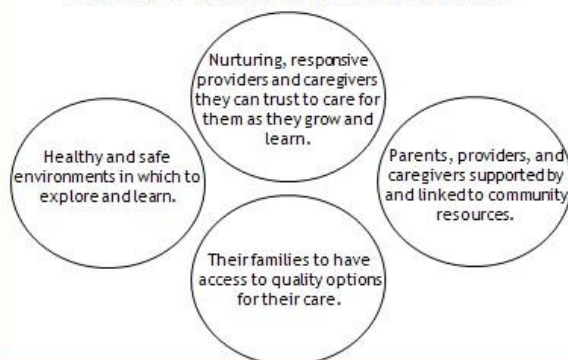
Charting Progress for Babies in Child Care

About this project

Research-based rationales are based on one of 15 recommendations in the [Charting Progress Policy Framework](#).

Go to [briefs and papers](#) on how states can implement these recommendations.

KEY PRINCIPLES Babies and Toddlers in Child Care Need:



CLASP's *Charting Progress for Babies in Child Care* project is a multi-year effort to highlight state policies that support the healthy growth and development of infants and toddlers in child care settings, and to build an online resource to help states implement these policies. In the project's first year, CLASP and ZERO TO THREE developed a Policy Framework with four key principles that babies and toddlers in child care need and 15 recommendations for states. CLASP is writing research-based rationales to support each of the 15 recommendations.

To date, CLASP has released the following products:

Policy Framework and Research-Based Rationales

Policy Framework Summary:

Sets forth 15 recommendations for states, supported by the research-based rationales below. January 2008 (also in [PDF](#))

Babies in Child Care Need:

Project recommendations and supporting materials:

Continuity of Care:

Support continuous relationships between providers and caregivers and the children they care for, from when they enter child care to age three.

- [Research-Based Rationale](#), August 2008 (also in [PDF](#))
- [Reinvesting in Child Care Factsheet](#), March 2009 (economic recovery [series](#))

Nurturing, responsive providers and caregivers to care

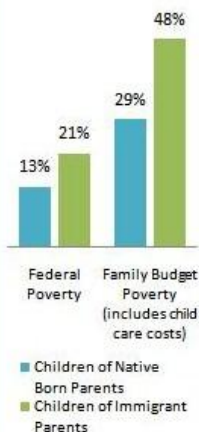
Supporting a Diverse and Culturally Competent Workforce:

Recruit, maintain, and support diverse and culturally sensitive infant and toddler providers and caregivers.

DID YOU KNOW?

Nearly half of children of immigrants live in families with incomes below the level necessary to afford basic needs, including child care.

Poverty Rate for Children in Immigrant and Native Born Families



Source: America's Newcomer Families, Child Trends, 2009

Read more about the insufficient federal poverty level and economic need in immigrant families.

"Did you know?" Archives

MORE INFORMATION

What are next steps?



How you can chart progress for babies and toddlers in child care

- Visioning
 - Develop long-term goals for state policy using recommendations under one or more principles
- Conducting a policy audit
 - Compare specific policy ideas to your current state policies
- Advocating
 - Use CLASP information to help make the case
- Designing policies
 - See examples from other states and connect with them

Discussion



Contact information

Rachel Schumacher,
Senior Fellow
(202) 906-8005
rschumacher@clasp.org

Elizabeth Hoffmann,
Policy Analyst
(202) 906-8008
ehoffmann@clasp.org

Project web site:

www.childcareandearlyed.clasp.org/babiesinchildcare.html

Additional resources



CLASP resources on economic recovery and early care and education

- Basic information on American Recovery and Reinvestment Act (ARRA)
- Links to federal guidance
- Strategies for spending funds effectively
 - State child care subsidy policy options
 - State infant/toddler policies series
 - ▣ Brief fact sheets provide policy recommendations and state examples to improve the quality of infant/toddler care

www.childcareandearlyed.clasp.org/reinvestinginchildcare.html

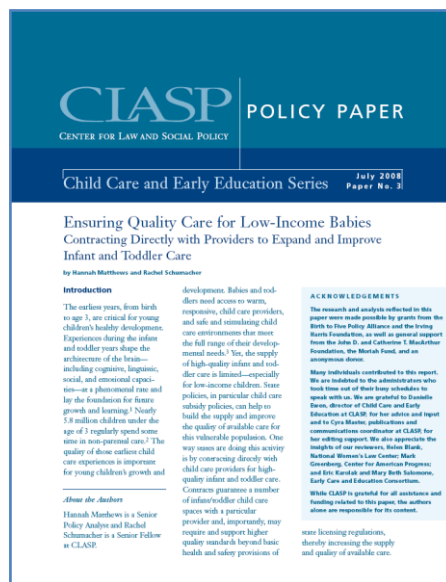
CLASP Publications



Building on the Promise:

State Initiatives to Expand Access to Early Head Start for Young Children and Their Families

Ensuring Quality Care for Low-Income Babies: Contracting Directly with Providers to Expand and Improve Infant and Toddler Care



Available on our website:

www.childcareandearlyed.clasp.org



Starting Off Right:
Promoting Child Development from Birth in State Early Care and Education Initiatives