

Charting Progress For Babies in Child Care: How State Infant-Toddler Policies Can Promote Developmentally Appropriate Practice



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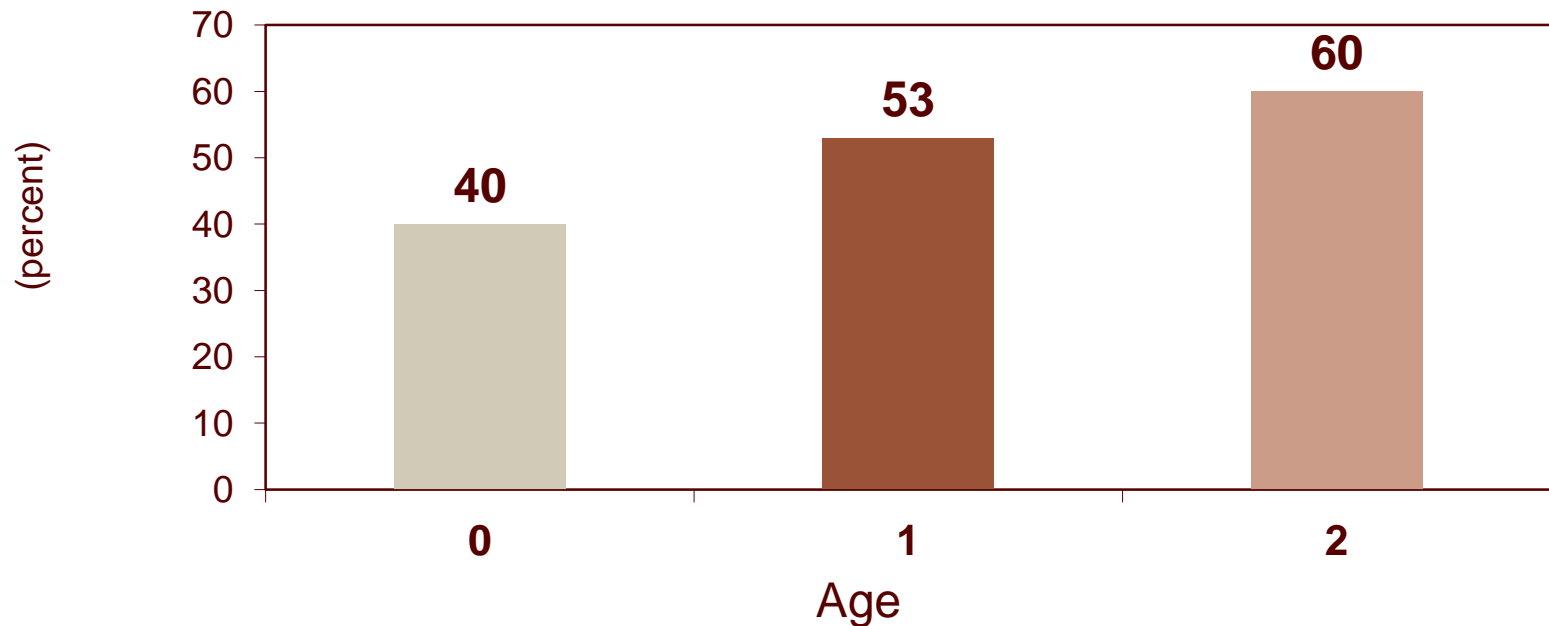
Background

- Project started in 2007
- Outlined policy framework, recommendations for states and state examples
- CLASP believed there was a national need for 50-state baseline data around a core set of policies important to infants and toddlers in child care.
- GOAL: bring together information on promising subsidy, licensing, and quality enhancement policies to provide a national picture of infant/toddler child care in the states.

Why Focus on Infants and Toddlers in Child Care?

Many infants and toddlers are in child care

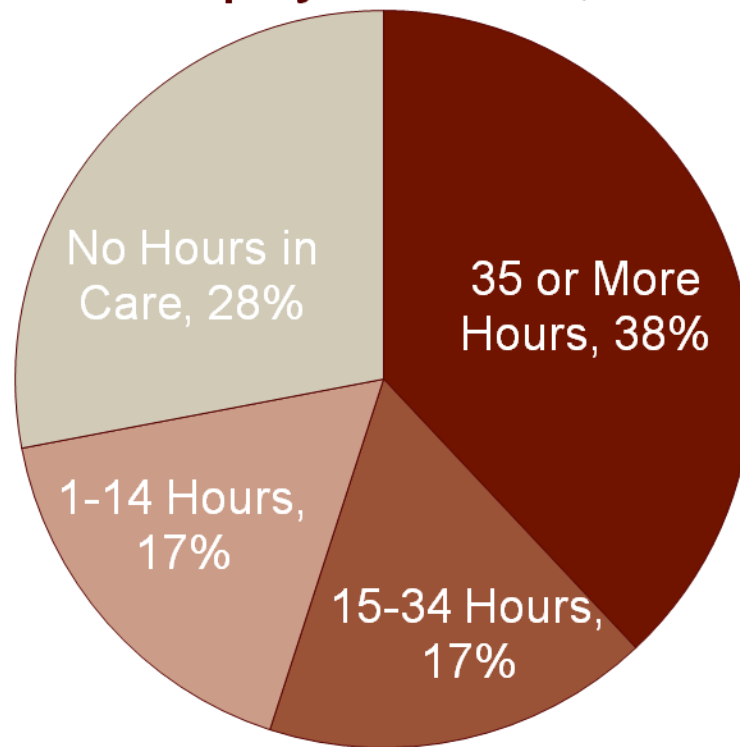
Percentage of Children in Care by Age



Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program, National Household Education Survey 2001.

Babies are in child care for many hours...

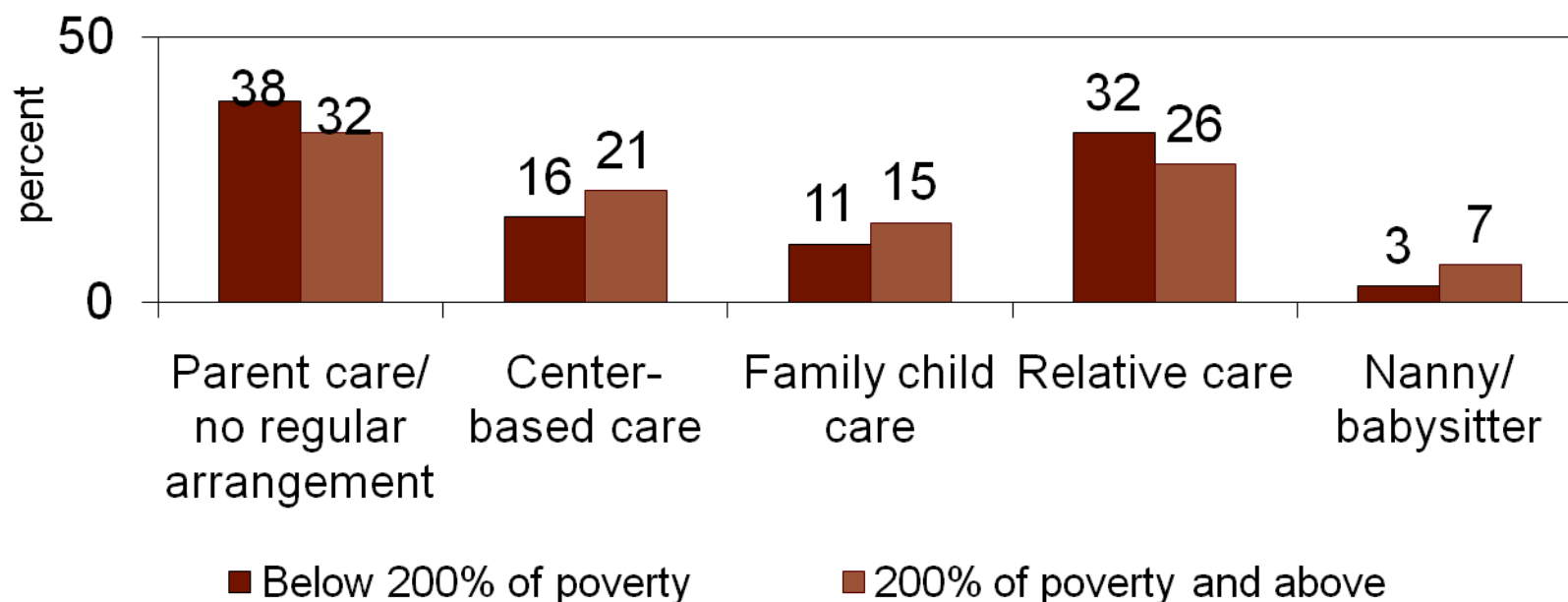
Hours Spent in Nonparental Care by Children Under 3 with Employed Mothers, 2002



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.

Quality Matters for All Children

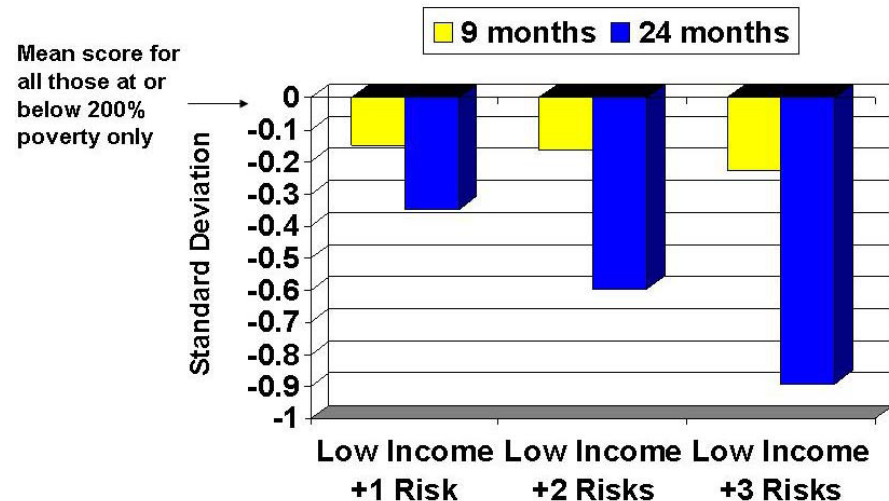
- Quality child care helps children across all developmental domains
- Negative impacts of low quality care are more likely felt among more disadvantaged children
- And especially for babies...



Disparities Begin to Emerge Early

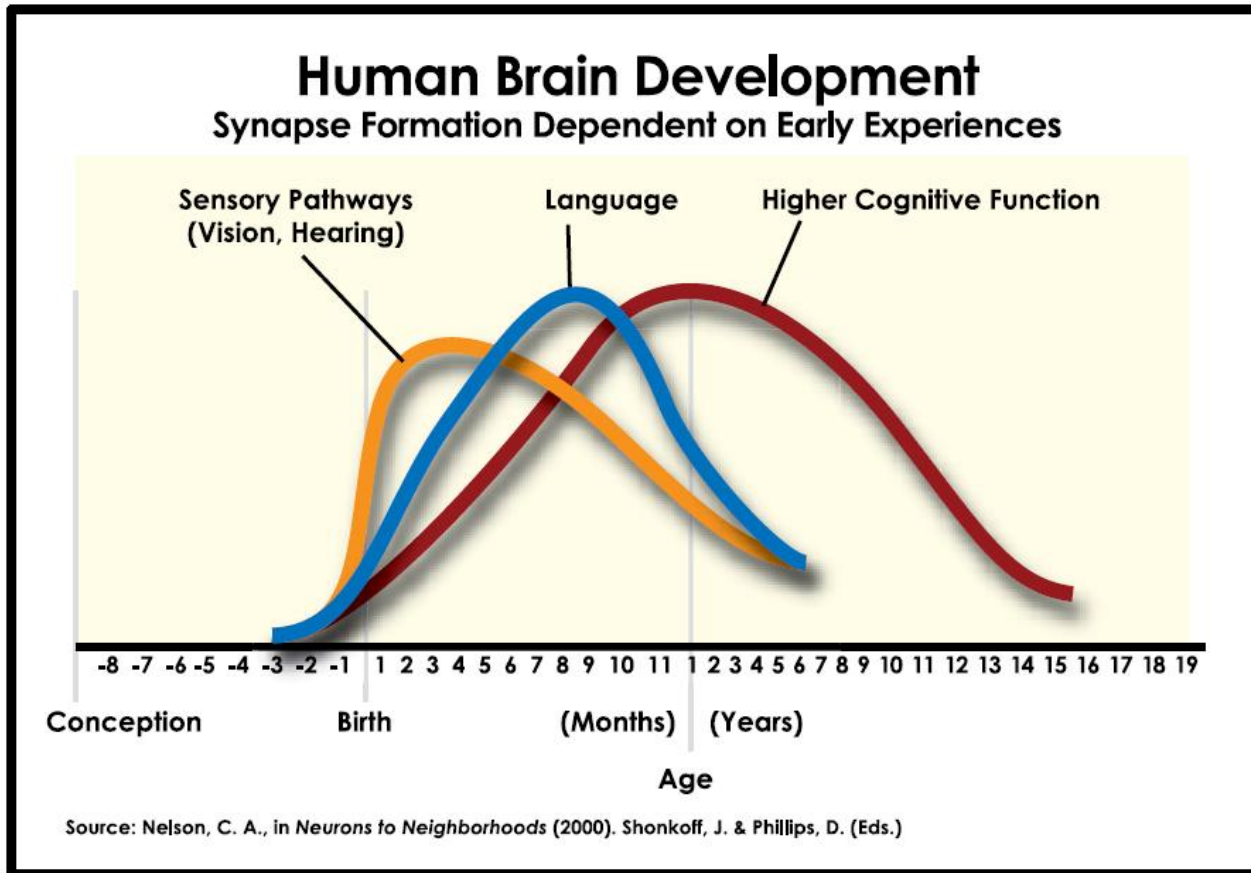
- Disparities in children's cognitive, social, behavioral, and health outcomes begin as early as 9 months.
 - Disparities grow larger by 24 months
 - Disparities are present by family income, race/ethnicity, home language and maternal education.

Disparities on the Bayley Cognitive Assessment Among Those At or Below 200% Poverty at 9 and 24 Months, by Cumulative Risk



Source: Child Trends, *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)*.

... and Grow Over Time



High Quality Child Care is Especially Important for Children At Risk

- Research finds that these factors put infants and toddlers at risk for impaired 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

What Do Babies in Child Care Need?



CLASP's Charting Progress for Babies in Child Care Policy Framework, www.clasp.org/babiesinchildcare

Infant-Toddler Policy State Survey



COMING SOON: CHARTING PROGRESS FOR BABIES IN CHILD CARE *A STUDY OF STATE INFANT-TODDLER CHILD CARE POLICIES*

CLASP's forthcoming report on state subsidy, licensing, and quality policies provides comprehensive information on infant-toddler care across the states. The foundation of CLASP's Charting Progress project is a policy framework comprised of four key principles describing what babies and toddlers in child care need:

- Healthy and safe environments in which to explore and learn.
- Nurturing, responsive providers and caregivers they can trust to care for them as they grow and learn.
- Their families to have access to quality options for their care.
- Parents, providers and caregivers supported by and linked to community resources.

Based on the Charting Progress framework and corresponding research, CLASP gathered information directly from states on key infant-toddler child care policies including child care subsidy, child care licensing, child care quality, professional development and workforce, health and family support, and infant-toddler initiatives.

The forthcoming report details state child care policies, outlines states that are succeeding in providing for the needs of babies and toddlers in child care through specific state examples, and offers considerations on how all states can improve their child care policies to better support the needs of infants and toddlers in child care.

For more information please contact Stephanie Schmit at sschmit@clasp.org. To receive regular updates from CLASP's Child Care and Early Education Team sign up at: <http://tinyurl.com/cceeupdate>.

The Charting Progress for Babies in Child Care Project

CLASP's *Charting Progress for Babies in Child Care* project links research to policy ideas and examples that support the healthy growth and development of infants and toddlers in child care settings. The project provides resources to help states make the best decisions for infants and toddlers. The central tenet of the Charting Progress for Babies in Child Care project is that state child care subsidy, licensing, and quality enhancement policies that promote the quality and continuity of early childhood experiences can positively impact the healthy growth and development of babies and toddlers.

To learn more about the Charting Progress for Babies in Child Care Project visit: www.clasp.org/babiesinchildcare/

Methodology

- Gathered information on key infant-toddler child care policies, including: child care subsidy; child care licensing; child care quality; workforce and professional development; health; family support; and infant-toddler initiatives.
- Data collected through a survey with phone and email follow-up.

Research and Findings

- Overall, states have shown some progress towards policies that support infants and toddlers. However, the data gathered show that state policies for licensing, subsidy, and quality enhancement are not yet meeting the needs of infants, toddlers, and their families.



Infants and toddlers need healthy and safe environments in which to explore and learn.

- In most states, child-to-provider ratios and group sizes exceed those recommended by *Caring for Our Children*, the seminal report of the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care.
- Almost all states (45) have early learning standards or developmental guidelines for infants and toddlers and, of the states that do not, many are in the process of approving them.
- Only six states require specific infant-toddler training for licensing and monitoring staff.

Infants and toddlers need nurturing, responsive relationships with caring adults, including child care providers and caregivers they can trust to care for them as they grow and learn.

- While more than half of states (30) reported having specific infant-toddler training for providers, most state requirements for number of hours are minimal, and the content of training curriculum related to infants and toddlers is limited.
- Twenty-six states reported that they funded a network of infant-toddler specialists to support infant-toddler child care providers and increase their knowledge and skills.

Infants and toddlers need nurturing, responsive relationships with caring adults, including child care providers and caregivers they can trust to care for them as they grow and learn.

- Thirty-nine states reported that they provide financial supports for the training or education of infant-toddler providers. Many of these states provide those supports through Teacher Education Assistance for College and Higher Education (T.E.A.C.H.) grants.
- Twenty states have compensation initiatives available for infant-toddler providers.

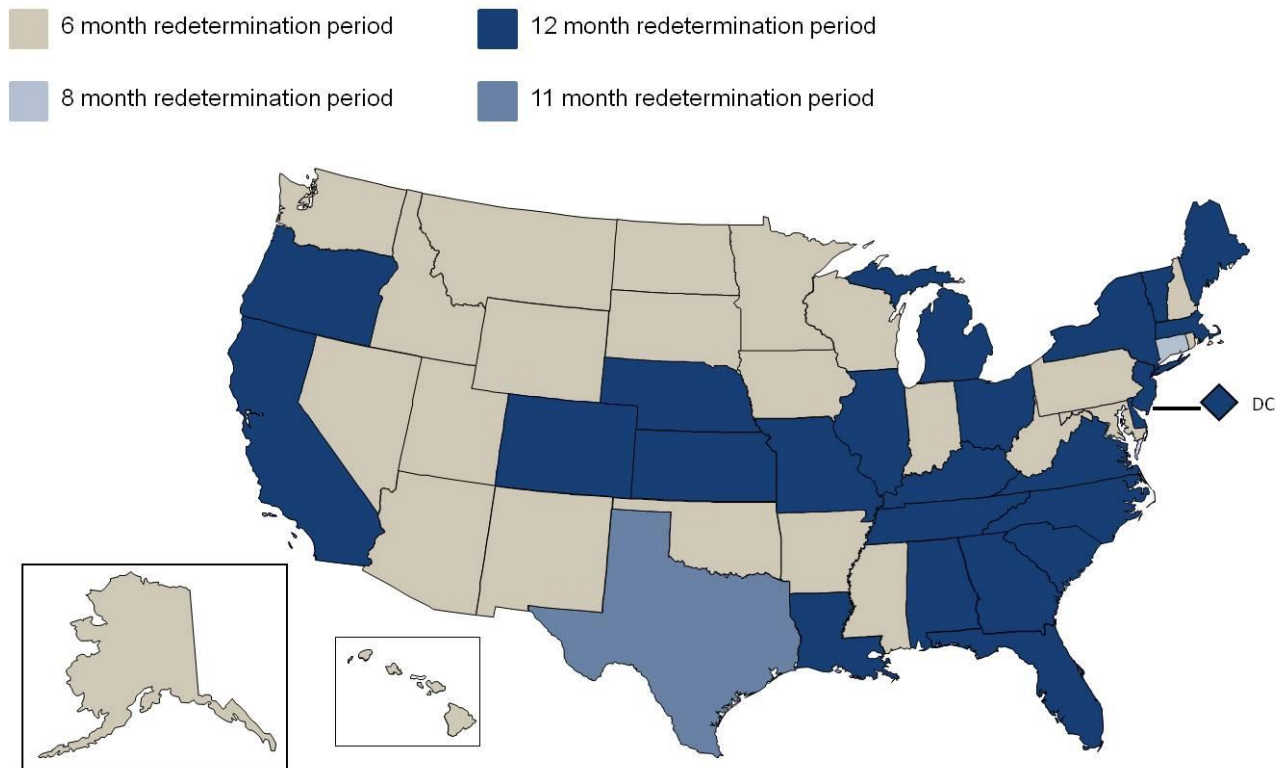
Infant and toddlers' families need to have access to quality options for their care.

- Half the states (25) set their maximum eligibility period for child care assistance at 12 months. The remaining states limit eligibility to shorter periods of time.



Redetermination Periods

States' Maximum Redetermination Periods for Child Care Assistance



Infant and toddlers' families need to have access to quality options for their care.

- Only three states (Arkansas, Hawaii, and New York) set their standard reimbursement rate for a one year-old in center-based care at the federally recommended rate.



Infant and toddlers' families need to have access to quality options for their care.

- Fourteen states reported using direct contracts with child care providers.
- Forty-one states reported that they pay child care providers for days when a child is absent.



Infant and toddlers' families need to have access to quality options for their care.

- Twenty-one states reported providing monetary and/or non-monetary support for family child care networks that may reach infants and toddlers in home-based care.
- Thirty-three states report that they support (through Play and Learn groups, supports to become licensed, health and safety trainings, etc.) FFN providers who care for infants and toddlers.

Infants and toddlers need parents, providers, and caregivers supported by and linked to community resources

- Thirty-two states offer infant-toddler mental health consultation to child care providers.



Recommendations

- State policies can promote the quality and continuity of early childhood experiences and positively impact the healthy growth and development of infants and toddlers in all child care settings.
- State child care policies can ensure basic health and safety while also making certain that those who care for infants and toddlers have the tools to stimulate early learning and development, identify health and developmental issues, and potentially link families to necessary supports.
- States must improve their quality, licensing, and subsidy policies to ensure that infants and toddlers receive the quality, developmentally appropriate care they need to grow and learn.

Conclusion

- Child care programs can play a key role in supporting very young children and their parents.
- There is an urgent need for further investment and stronger policies to increase access to high-quality services for infants and toddlers.
- Increased investments at all levels— federal, state and local— are imperative to give public agencies, child care providers, and programs the resources they need to make improvements in key policies that support our youngest children's healthy development and future success.

What can you do in your state?

- The report includes recommendations to states that want to strengthen their infant and toddler policies
- CLASP can provide technical support in how to implement the policies recommended in the report
- CLASP can also provide support in identifying ways to fund different initiatives outline (i.e. I/T specialists, mental health consultants) for those who don't have them

Questions and Discussion



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Contact Information

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