

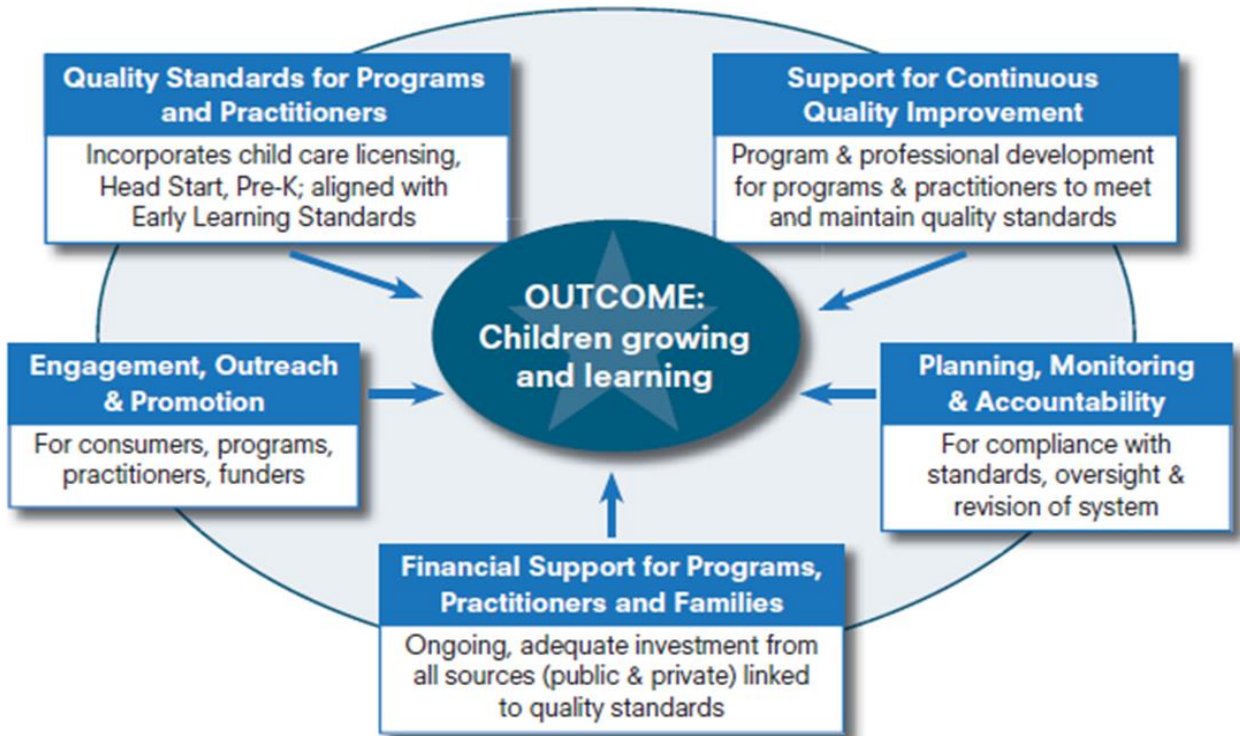


Session 202: Maximizing CCDF Impact for Infants and Toddlers QRIS and Infants and Toddlers

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QRIS: Framework for the Early Care & Education System



Systems building for infants and toddlers

- What are innovations or approaches for infant and toddlers in each of these areas?
- What strategies does your state use or could be used? How is it working? What are we learning?
- What are the equity considerations in each element?

Six elements of the Program for Infant Toddler Care – How does policy help us move to these elements?

- Continuity of care
- Culturally sensitive care
- Inclusion
- Individualized care
- Primary care
- Small groups



<https://childcareta.acf.hhs.gov/resource/program-infanttoddler-care-pitc-six-essential-program-practices-relationship-based-care-5>

Charting Progress for Babies – What policies help improve programs realize these goals?

Their Families to Have Access to Quality Options for Their Care

- [Provide Information on Infant/Toddler Care](#)
- [Use Subsidy Policies to Promote Stable, Quality Care](#)
- [Build Supply of Quality Care](#)

Parents, Providers, and Caregivers Supported by and Linked to Community Resources

- [Promote Access to Comprehensive Services](#)
- [Promote Access to Early, Regular and Comprehensive Screenings](#)
- [Promote Family Engagement](#)

Enriching, Healthy and Safe Environments in Which to Explore and Learn

- [Expand Monitoring and Technical Assistance](#)
- [Promote Health and Safety](#)
- Quality Standards Specific to Infants and Toddlers and their Families (Early Learning, Practitioner, QRIS/EHS/Licensing)
- [Improve Family Child Care Ratios and Group Sizes](#)
- [Improve Center Ratios and Group Sizes](#)

Nurturing and Responsive Providers and Caregivers to Care for Them as They Grow and Learn

- [Support a Diverse and Culturally Competent Workforce](#)
- [Promote Competitive Compensation and Benefits](#)
- [Relationship Based Care](#) (from HHS Infant/Toddler Resource Guide listed above in PITC)
- [Provide Access to Training, Education, and Ongoing Supports](#)
- [Establish Core Competencies](#)