

## State Quality Rating and Improvement Systems (QRIS): Inclusion of Infant/Toddler Quality Indicators

The National Infant & Toddler Child Care Initiative reviewed 22 State Quality Rating and Improvement Systems (QRIS) to identify states that explicitly include infant and toddler quality indicators and summarizes the findings in the following table. (See note)\*

CATEGORY/ ASPECT	INDICATOR & INSTANCES IDENTIFIED WITHIN QRIS DOCUMENTS	STATES	EXAMPLES OF INFANT/TODDLER CRITERIA AND SPECIFIC WORDING
<b>Professional Development</b>	<p><b>2</b> I/T Specific Coursework required</p> <p><b>2</b> I/T Credential part of QRIS</p> <p><b>8</b> I/T Specific training (e.g., PITC, I/T ELG, core knowledge &amp; competencies)</p> <p><b>3</b> I/T Specific Health &amp; Safety training (SIDS; Safe Sleep, etc.)</p> <p>Many state licensing standards require health &amp; safety training and are not included in this review.</p>	<p>IA, MT</p> <p>MT, NC</p> <p>DE, IA, IN, LA, MD, MT, NH, OH</p> <p>IA, IN, MT</p>	<p>IA - “At least 50% of staff in each classroom received: Associate’s degree in education specific to the age group for whom they provide care.”</p> <p>NC - Quality point “Completion by staff of additional education coursework as follows: 75% of infant/toddler teachers have obtained an Infant/Toddler Certificate.”</p> <p>MT: Director and all staff caring for infants and toddlers receive training on Safe Sleep and SIDS.</p> <p>DE: Shows evidence of having completed education/training in the following topic areas: <i>I/T Delaware Early Learning Foundations</i>, Inclusion Best Practices, Observation &amp; Assessment of Young Children.</p>
<b>Learning Environment/ Curriculum</b>	<p><b>6</b> Program Standards defined for I/T</p> <p><b>8</b> Approved curricula specifically reference I/T</p> <p><b>7</b> Curriculum references ELGs specific to I/T</p> <p>Requires safe &amp; healthy specific to I/T separate from licensing</p> <p><b>3</b> Sanitation, diapering, procedures</p> <p><b>4</b> Safe materials, furnishing, equipment, correct sizing</p> <p><b>3</b> Outdoor play</p>	<p>IA, IN, MD, ME, OH, PA</p> <p>DE, MD, ME, NM, NC, OH, PA, RI</p> <p>DE, MD, ME, MT, OH, PA, TN,</p> <p>DE, IA, MT</p> <p>DE, IA, IN, MT</p> <p>IA, IN, MD</p>	<p>DE: Program implements a comprehensive curriculum appropriate to the age of children being served that meets standards on the Curriculum Approval Checklist, including with the <i>I/T Early Learning Foundations</i>.</p> <p>NM: Curriculum Development Spiral: Curriculum for infants is unlike that for preschool children. It is based on their daily routines. Each infant determines his/her own daily schedule, by being fed when he is hungry, put down for a nap when he is tired and sleepy, changed when he is wet or soiled, consoled when he is distressed, and played with when he is awake and alert. Awake time should be balanced between child-initiated exploration of the environment and one-on-one play/interaction with his caregiver.</p> <p>IN: Teachers/child interaction- teacher acknowledge infant / toddler babblings with verbal responses, vocal imitation or physical gesture</p> <p>MT: Program uses an Approved Health &amp; Safety Assessment form to document health and safety policies including specific IT criteria</p> <p>IA: All children (including infants) have time in outdoor activities daily</p>

CATEGORY/ ASPECT	INDICATOR & INSTANCES IDENTIFIED WITHIN QRIS DOCUMENTS	STATES	EXAMPLES OF INFANT/TODDLER CRITERIA AND SPECIFIC WORDING
<b>Ratios/ Group Size</b>	<p><b>10</b> Requires that infants are served in smaller groups than toddlers</p> <p><b>9</b> Requires lower ratios for children birth through two years</p>	<p>CO, ID, KY, LA, MT, NM, NC, OH, TN, RI</p> <p>CO, KY, ID, LA, NM, NC, OH, MT, RI</p>	<p>OH - "At no time may group size for children 0-18 months exceed 10 children."</p> <p>MT: No more than 3 under 3 per caregiver for family/group homes</p>
<b>Family Involvement</b>	<p><b>7</b> Requires daily written communication with parents to promote continuity regarding infant routines</p> <p><b>2</b> Enrollment process exchanges program policies and family values, care-giving routines, etc.</p>	<p>DE, KY, LA, ME, NM, PA, RI</p> <p>ID, MT</p>	<p>PA - "Individual child information is shared in written form with parents on a daily basis for infants and toddlers, and there is a format and procedure for use on an as needed basis for other age groups."</p> <p>MT: Enrollment process facilitates exchange of info between parent and provider includes program policies, parent wishes around sleep, eating, toileting, discipline, etc.</p>
<b>Administrative Policies/ Program Design</b>	<p><b>5</b> Requires assignment of primary caregiver</p> <p><b>3</b> Requires continuity of care policies &amp; practices</p> <p><b>5</b> Requires program policies to specifically address such I/T issues as safe sleep policies; routines; individualized needs of family.</p>	<p>IN, MD, MT, NC, RI</p> <p>ME, LA, IN</p> <p>IA, ID, MD, NC, MT</p>	<p>ME - "Consistency of care- Children are not left with a substitute more than 20% of the time (such as 1 hour per every 5 hours, or 1 day per 5 day week, may be averaged over time) – for all children."</p> <p>LA: Provide a plan for continuity of care for all children 0-36 months.</p> <p>MT: Program uses an Approved Health &amp; Safety Assessment for to document health and safety policies.</p> <p>MT: Breast feeding is encouraged and the environment / program policies are designed to support this.</p>
<b>Program Evaluation</b>	<p><b>21</b> Requires IT-specific criteria, such as ITERS-R</p> <p><b>2</b> Includes evaluation of caregiver/child interactions (such as Arnett – Caregiver Interaction Scale)</p>	<p>CO, DC, DE, IA, ID, IL, IN, KY, MD, ME, MS, MT, NH, NM, NC, OH, OK, PA, RI, TN, VT</p> <p>MS, MT</p>	<p>OH - "Program creates and implements an annual classroom action plan based on self-assessment results using the ITERS-R..."</p> <p>ME: Evidence is collected 4 times per year on children's development: social/emotional, cognitive, physical (gross &amp; fine motor development) and communication. For programs serving infants and toddlers, the observations are linked to Maine's I/T Guidelines for Learning and Development.</p>

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\*Note: The review did not encompass state licensing/regulation, therefore indicators that may be present in licensing/regulation, but not specifically mentioned in QRIS documents, are not included. Also, although many states include accreditation as an aspect of their QRIS, some accreditation systems do not require all criteria be met to achieve accreditation so it cannot be assumed all infant toddler (IT) indicators are included. The 22 states as identified by NCCIC are Colorado, Delaware, District of Columbia, Idaho, Illinois Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, Montana, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Vermont.

