

State Quality Rating and Improvement Systems (QRIS): Inclusion of Infant/Toddler Quality Indicators May 2008

The National Infant & Toddler Child Care Initiative reviewed 17 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 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development | <p>1 IT Specific Coursework required</p> <p>1 IT Credential part of QRIS</p> <p>3 IT Specific training (e.g., PITC)</p> <p>0 IT Specific Health & Safety training (SIDS; Safe Sleep, etc.)</p> | <p>IA</p> <p>NC</p> <p>IA, MD, OH</p> | <p>IA - "At least 50% of staff in each classroom have: 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> |
| Learning Environment/ Curriculum | <p>6 Program Standards defined for ITs</p> <p>6 Approved curricula specifically reference ITs</p> <p>5 Curriculum references ELGs specific to ITs</p> <p>Requires safe & healthful environment specific to ITs separate from licensing</p> <p>0 sanitation, diapering, procedures</p> <p>0 safe materials, furnishing, equipment, correct sizing</p> <p>1 outdoor play</p> | <p>IA, IN, MD, ME, OH, PA</p> <p>MD, ME, NM, NC, OH, PA</p> <p>MD, ME, OH, PA, TN</p> <p>MD</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. Appropriate toys are introduced at each stage of development, and toys and other materials are rotated on a regular basis, maintaining a mix of familiar and novel."</p> <p>ME: The IT Learning Guidelines are on site , available to staff and are referenced during curriculum planning.</p> |

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| Ratios/ Group Size | <p>7 Requires that infants are served in smaller groups than toddlers</p> <p>6 Requires lower ratios for children birth <u>through</u> two years</p> | <p>CO, KY, LA, NM, NC, OH, TN</p> <p>CO, KY, LA, NM, NC, OH</p> | <p>OH - “At no time may group size for children 0-18 months exceed 10 children.”</p> |
| Family Involvement | <p>4 Requires daily written communication with parents to promote continuity regarding infant routines</p> | <p>LA, ME, NM, PA</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> |
| Administrative Policies/ Program Design | <p>1 Requires assignment of primary caregiver</p> <p>1 Requires continuity of care policies & practices</p> <p>2 Requires program policies to specifically address such IT issues as safe sleep policies; routines; individualized needs of ITs.</p> | <p>MD</p> <p>ME</p> <p>MD, NC</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> |
| Program Evaluation | <p>14 Requires IT-specific criteria, such as ITERS-R</p> <p>0 Includes evaluation of caregiver/child interactions (such as Arnett – Caregiver Interaction Scale)</p> | <p>CO, DC, IA, KY, MD, ME, NH, NM, NC, OH, OK, PA, TN, VT</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 & fine motor development, and communication. For programs serving infants and toddlers, the observations are linked to Maine’s IT 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 17 states are Colorado, District of Columbia, Iowa, Indiana, Kentucky, Louisiana, Maine, Maryland, Montana, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Tennessee, Vermont, These are the States identified by NCCIC as of January 2008, plus Maine, which went statewide in April 2008.