



**CREDENTIALS** *for the*  
**INFANT/TODDLER**  
**CHILD CARE WORKFORCE**

*A TECHNICAL ASSISTANCE TOOL FOR CHILD CARE  
AND DEVELOPMENT FUND ADMINISTRATORS*



ADMINISTRATION FOR  
CHILDREN AND FAMILIES  
OFFICE OF FAMILY ASSISTANCE  
CHILD CARE BUREAU



U.S. DEPARTMENT OF HEALTH  
& HUMAN SERVICES



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## INTRODUCTION

In the past decade, a movement toward professionalism has emerged in the field of early childhood. Efforts at both the state and national level are occurring across the field, including such endeavors as:

- early learning guidelines
- core knowledge and competencies for providers
- career lattices
- quality rating systems
- accreditation of programs and facilities
- the growth of Early Childhood Education programs in 2- and 4-year colleges and universities
- efforts toward establishing a common core of measures of early childhood professional development.<sup>1</sup>

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A critical step toward professionalism of a discipline is the establishment of a credential defining the qualifications for those authorized to work in the field. Such credentials exist in the fields of medicine, education, law and accounting, for example. In fact, the presence of a credential is one point of distinction between professional and non-professional fields of endeavor. The National Infant & Toddler Child Care Initiative (hereafter, the Initiative) has broadly defined the term credential for the infant/toddler child care workforce to include “any combination of requirements (training, courses, experience) that, when considered together, translate to formal recognition of individuals that work with infants and toddlers in child care programs.” Accordingly, an infant/toddler credential is a qualification that asserts that the holder has specialized knowledge and skills that serve as a foundation for high quality interactions and care of babies and toddlers. The credential is formal recognition of this professional achievement.

Within the context of these professional development system initiatives, 16 States to date have worked through the process of developing an infant/toddler credential as a framework for formally recognizing the professional achievement of those who have trained for and work with infants and toddlers in child care programs. An additional 9 States and 1 Territory are currently developing an infant/toddler credential. The purpose of this paper is to offer a guide to States planning to develop or implement a system for formally recognizing the specialized knowledge and skill sets needed by infant/toddler caregivers. Examples and experiences of existing State infant/toddler credentialing systems are provided, as well as valuable insights gained from their development.

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1. Zaslow, M., Halle, T. & Dent, A. (2006). Working towards a recommended common core of measures of early childhood professional development: Issues and preliminary recommendations. Manuscript in preparation.

Information in this document was gathered from two sources. The primary sources were the 8 States and 1 Territory participating in the Infant/Toddler Credential Learning Community within the Initiative. Their activities have contributed greatly to the development of knowledge and sharing of information about infant/toddler credentialing systems. Further information was gained through personal phone interviews with key informants from 9 States not participating in the Learning Community, but that have either implemented, or are in the process of developing, an infant/toddler credential.

## THE CONTEXT FOR DEVELOPMENT OF AN INFANT/TODDLER CREDENTIAL

### Research on Quality in Early Childhood Settings

Research emerged in the mid-1990's that revealed much about early brain development and the critical importance of the early years on later development.<sup>2,3</sup> Additional research has demonstrated a strong connection between teacher/caregiver education and training, and the quality of child care.<sup>4,5</sup> In addition, a correlation between program quality and child outcomes has been established.<sup>6</sup> The consistency of these findings highlights the critical importance of providing high quality programs and services to infants and toddlers.

Establishing an infant/toddler credential as a part of a comprehensive professional development system is a critical element in response to these compelling findings.

An infant/toddler credential can be designed to:

1. offer encouragement or incentive for providers to seek out and benefit from specialized education and training,
2. set a standard of care for infant/toddler practitioners,
3. provide a vehicle for practitioners to demonstrate their knowledge and competence, and
4. establish a system of recognition for such efforts and achievements.

With the credential in place, the anticipated outcome is an increase in education level within the infant/toddler workforce. As indicated by research linking education level of caregivers to quality of child care, the projected end effect will be higher quality of care for the babies and toddlers in the care of those achieving the credential. This report documents the efforts and accomplishments of the growing number of States and Territories establishing a formal system of recognition.



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2. Shore, R. (1997). *Rethinking the Brain: New insights into early development*. New York: Families and Work Institute.
  3. Shonkoff, J., & Phillips, D. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
  4. National Institute of Child Health and Human Development. (2006). *The NICHD study of early child care and youth development: Findings for children up to age 4 ½ years* (NIH Publication No. 05-4318). Washington, DC: U.S. Department of Health and Human Services.
  5. Kreader, J. L., Ferguson, D., Lawrence, S. (2005). *Infant and toddler child care quality*. National Center for Children in Poverty.
  6. Gomby, D., & Larner, M. (Eds.) (1995). Long-term outcomes of early childhood programs. *The Future of Children*. 5(3).

## State-Level Impetus for the Infant/Toddler Credential

Scientific research on the role of relationships and responsive caregiving in early development and the link between caregiver education and quality of care provide a strong rationale and context for States to develop and implement infant/toddler credentials. In the presence of these factors, State-level momentum has emerged from multiple sources. For example:

- In New Jersey, a long-standing Coalition of Infant/Toddler Educators served as the springboard for their infant/toddler credential initiative.
- Montana's credential emerged from a 3-year demonstration project related to the impact of infant/toddler care.
- Two States (South Carolina and Wyoming) report the Governor's office as a primary impetus or support for their infant/toddler credential activities.
- Illinois brought together representatives from multiple perspectives, including caregivers, resource and referral personnel, and higher education to design its infant/toddler credentialing system, in response to a workforce development initiative previously launched by the Governor.
- Maine and Tennessee worked to ensure that the infant/toddler credential built on what was currently in place and addressed system gaps and needs.
- North Carolina, South Carolina and South Dakota's infant/toddler credential efforts surfaced through their participation in the National Infant & Toddler Child Care Initiative.

## Importance of Linkages to Related Systems

As these examples of initial impetus illustrate, an infant/toddler credential touches multiple systems and structures within a state. This factor represents challenges and opportunities for those creating a credentialing system. As a field that crosses multiple State systems, early childhood affects such diverse state agencies as health, education, child care, disabilities, mental health, and social services, as well as state initiatives such as quality rating systems, the early childhood career lattice, and often, county- or state-level coordinating boards. Given the diversity of agencies and systems involved, coordination of these key components of an early childhood system can be challenging. However, the possibilities embedded in this challenge are the multiple opportunities for integrating the infant/toddler credential within established systems. In both planning and implementation, coordination with existing early childhood systems will help assure the development of an effective credential system. A few examples of the many considerations for States planning an infant/toddler credential are shown in the following table. Additional examples of how States addressed impacts on and connections within systems are provided throughout the paper.





## Taking a Closer Look: State Examples of System Linkages

<p>How will the credential be related to the state licensing and Quality Rating Systems (QRS)?</p>	<p>In Montana, the Infant/Toddler Certificate is one way to achieve a higher level in the Career Paths, and to be recognized specifically in the Star Quality Program.</p> <p>Arizona is currently planning their QRS system in conjunction with the infant/toddler credential, which will be incorporated into the standards.</p>
<p>Will child care subsidies be increased to reward all child care settings (including family, friend, and neighbor care) with credentialed caregivers?</p>	<p>States could plan to use CCDF quality and infant toddler targeted funds as well as other private and public funds to reward child care settings with credentialed infant toddler caregivers.</p>
<p>If there is a career lattice in place, how will the infant/toddler credential be embedded within that system?</p>	<p>In Arkansas, the infant/toddler credential is embedded in the career lattice as an intermediate level endorsement.</p> <p>In Illinois, the infant/toddler credential is a specialization within the career lattice.</p>
<p>How will the infant/toddler credential integrate with existing Child Development Associate (CDA) processes?<sup>7</sup></p>	<p>In Montana, one way to earn the credential is to complete a CDA with an Infant/Toddler Endorsement.</p> <p>In South Dakota, the infant/toddler credential was designed specifically to be linked to a state CDA system they have established, serving as a stepping stone to the national CDA.</p> <p>In Georgia, the first three courses required for the infant/toddler credential are part of the CDA requirements.</p> <p>In New Jersey, a CDA with an Infant/Toddler Endorsement will count toward the infant/toddler credential, with the addition of a course in Infant/Toddler Mental Health and a practicum to demonstrate competence.</p>
<p>How will infant/toddler credential training or coursework requirements articulate within higher education programs?</p>	<p>Illinois offered collaboration grants as incentives for institutions of higher education to form articulation or transfer agreements.</p> <p>In North Carolina, 40 community colleges offer the Infant/Toddler coursework; 20 of them have articulation agreements with four-year systems.</p>



7. Information about CDA requirements can be found at <http://www.cdacouncil.org/>

The National Infant & Toddler Child Care Initiative has identified key elements of early care and education systems that support quality care for babies and toddlers. Strategically integrating the infant/toddler credential with these State system elements will help planning teams assure that the credential will be implemented in a manner that maximizes resources and minimizes duplication. Tables explaining the key elements, and outlining the intersection of an infant/toddler credential with the key elements of early care and education systems can be found in Appendix A.

Integrating the infant/toddler credential within existing systems may contribute to sustainability. A complex project such as an infant/toddler credential established outside the current early care and education infrastructure is potentially vulnerable to the ebb and flow of both politics and economics. If the credentialing system is embedded within the larger early childhood system, it is more likely to become stronger over time and more integral to the quality of that system. Both South Dakota and Tennessee identified the importance of building on current systems in planning and implementing their infant/toddler credential.

#### A Message from Tennessee:

*"Do not underestimate what you already have in place to build on. We thought it would be a major endeavor to develop an Infant & Toddler Credential, but many of the pieces are already in place."*

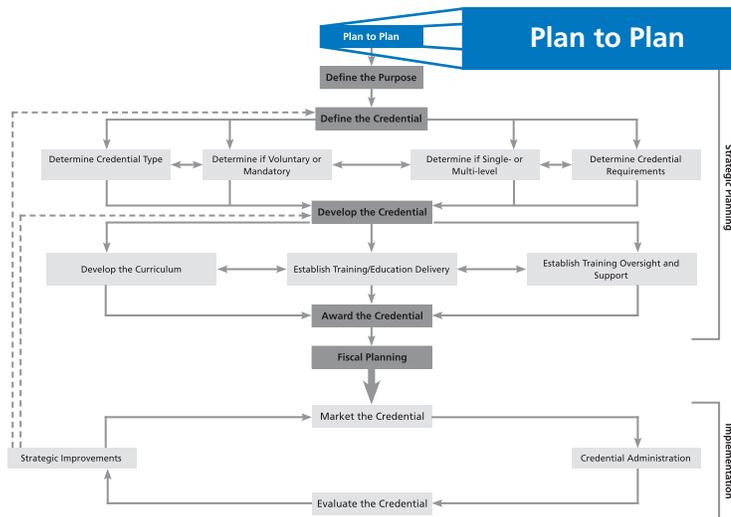
### DEVELOPING THE INFANT/TODDLER CREDENTIAL – STRATEGIC PLANNING

The challenges involved in integrating the infant/toddler credential within existing state systems offer a primary rationale for intentional, strategic planning around the credential. The strategic thinking will help assure that the new credential includes all relevant aspects, avoids duplication with existing systems, and maximizes limited resources. In addition, complexity within the credential adds to the importance of planning strategically. Multiple components or aspects of the credential are integrally linked to other aspects, creating a situation where one decision early in the planning process can have significant implications later. For example, the decision of whether to make the credential a single- or multi-level credential has implications for curriculum development, the delivery of education or training, whether the credential will be credit or non-credit based, and so on. A graphic depicting the connections among components of the credential can be found in Appendix B.



## Step I: Plan to Plan

The first strategic decision in the development of an infant/toddler credential involves defining who will participate in the planning process. Including key stakeholders from the outset will help assure that all related elements of existing State systems will be considered.



### Key Questions

### Key Links with External Systems

Plan to Plan	Key Questions	Key Links with External Systems
	<ul style="list-style-type: none"> <li>Who are the early childhood leaders in the State?</li> <li>What key organizations should be involved?</li> <li>What level of organizational representation will be needed for the work of this group? Will the work of the group require decision makers only, or can representative staff assist with planning, and serve as liaison to the decision-maker of that organization?</li> <li>What will be the structure and frequency of planning meetings?</li> <li>Are there other State-level planning initiatives that might appropriately serve as either the umbrella for this initiative or as subgroups of the infant/toddler credential development process?</li> </ul>	<ul style="list-style-type: none"> <li>Getting key stakeholders to the planning table will be essential to a well-defined credential</li> </ul>



In reflecting on their process of developing an infant/toddler credential, Illinois' advice is to include both paraprofessionals and professionals in the planning process, because "together, they make it real."<sup>8</sup> Similarly, Maine speaks to the value of having everyone "on board, working together" as an important lesson learned. South Carolina's advice is to "make sure you have all stakeholders at the table to build the foundation. This way, you will not have to go back and do things over."

8. Throughout the document, references to States as informants may include information taken from personal interviews, web documents, learning community communications, or state plans.



### Taking a Closer Look: The Planning Process in Maine

Maine launched an Infant Toddler Initiative with team members representing all of the key systems in the State, as well as the federal regional office, to coordinate the development of its plan. Key agencies represented include the State Department of Health and Human Services, the Maine child care administrator, the career development system, child care resource and referral, children's advocacy, training and technical assistance initiatives, early intervention, higher education, licensing, TANF, and infant mental health. A sub-group of this team meets monthly in face-to-face meetings to design, plan, and build buy-in with key stakeholder groups, and oversee the pilot of Maine's Infant Toddler Credential. The Infant Toddler Credential sub-group started in September 2006 and anticipates launching the pilot in 2008.

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The trade-off for including a full array of relevant stakeholders in the planning process is the length of time such interagency efforts demand. Illinois' process for development of their credential was long-term, beginning with a gubernatorial workforce development initiative, which led to recognition of the need for a credential that would support quality infant/toddler care. Early in their process, Illinois recognized that two key components—a professional development system and core competencies as the foundation of the training and education—needed to be put in place before the credential could be implemented. The final product of their efforts emerged years after the work began, but was comprehensive in scope and had the agreement of all key stakeholders when completed.

Beyond deciding who will be involved, the planning group should also consider if the work of developing the infant/toddler credential will be completed by the entire group, or if subgroups might be more efficient. Delegating specific tasks to subgroups can be an effective strategy to reduce the amount of time the entire group must convene, but requires an efficient design and trust among planning team members. Examples of topics for subgroup work are credential requirements and how they might fit within the State's career lattice, how the credential curriculum will address infant/toddler core knowledge or core competencies, and articulation of the training or educational requirements within higher education systems.

A final consideration in the preliminary task of defining the strategic planning process is to think ahead about the structure and frequency of planning meetings. Developing an infant/toddler credential is a complex process and, by its very nature, requires participation of busy people. Strategic planning infrastructure considerations include:

- Will all of the meetings be face-to-face?
- Can conference calls serve adequately for some planning pieces?
- With what frequency will the group call or meet?
- What is the timeline for progress and completion?



## Taking a Closer Look: North Carolina Develops a Plan

The North Carolina Institute for Early Childhood Professional Development (NCIECPD) is the advisory committee to the Division of Child Development. One of the NCIECPD sub-groups was the Professional Development Workgroup which had developed the Early Childhood and Administration Credentials. It made sense for this group to develop the Infant/Toddler Credential, making recommendations pertaining to core competencies, coursework and articulation, as well as requirements for the credential.

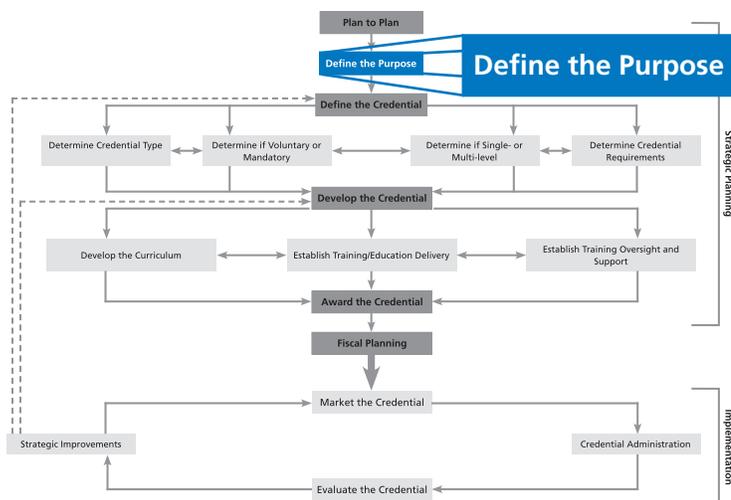
Members of the Professional Development Workgroup represented licensing, CCR&R, the community college system, four-year universities, and child care providers. In its process for developing recommendations for the Infant/Toddler credential, it met monthly in conference calls averaging 60-90 minutes. It reported out at quarterly meetings of the NCIECPD.

The process for developing recommendations took two years. The community college system took another six months to align their existing coursework. The decision was made to not create new courses because this would have taken years. The recommendations went to the State Board of Education whose approval process took about three months. It took less than three years from the beginning to approval. With approval, the community colleges were then able to apply to offer the Infant/Toddler Credential. Currently, 30 of the 40 community colleges have been approved.



### Step II: Define the Purpose

One of the first critical decisions in the strategic planning process is the mission or purpose of the infant/toddler credential. With the overarching goal of implementing an infant toddler credential to improve the quality of care for babies, States will benefit from defining the more specific purpose of this activity in their state. What is the infant/toddler



credential for the child care workforce intended to accomplish in the State? Considerations related to this question include whether the credential will simply define a baseline of expectation for infant/toddler providers, or if the credential will offer a career pathway that encourages caregivers toward ongoing professional development. The answers to these questions will lay the ground work for multiple decisions to follow.

Once the purpose of the credential is clear, the entire planning process can be more focused and strategic. By providing a vision for the work, the purpose can serve as a guide when complex decisions surface for discussion. The presence of defined goals can help the planning group remain focused through these key decisions, and can facilitate evaluation of the project once implementation has begun.

### The Purpose of Infant/Toddler Credentials

States have identified a variety of reasons for implementing an infant/toddler credential. Key reasons include:

- Reaching caregivers who have minimum training, and are not ready for the CDA process.
- Providing a stepping stone to the Infant Toddler CDA.
- Providing specialized content to strengthen infant toddler practice.
- Establishing a cohesive credential out of existing, but disconnected, components.
- Providing a progression to higher knowledge and skill by building on current professional development systems.
- Offering multiple credit-based and non-credit options for acquiring education and training.
- Integrating recognition of specialized infant/toddler knowledge and skill in the career lattice.

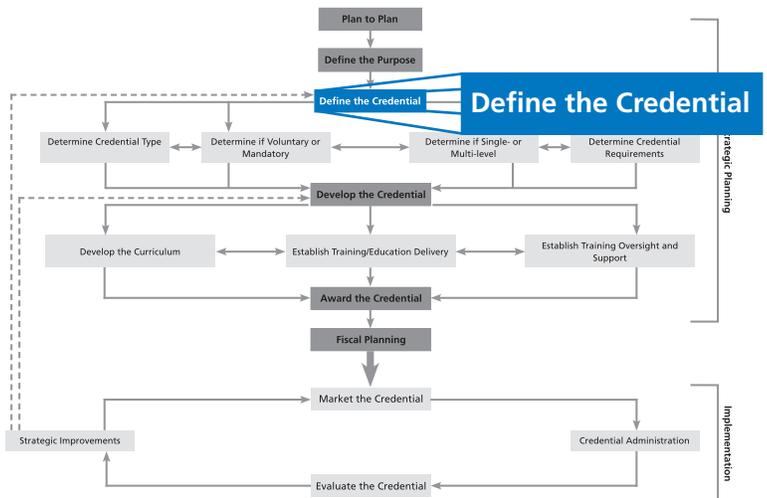
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A final check before starting the actual planning of the credential will be to compare the expectations inherent in the purpose statement with the timelines for progress and completion defined in the first stage of planning. Is the timeframe reasonable given the expectations of the planning group?

### Step III: Define the Credential

From the outset, a number of critical decisions will determine the scope and framework of the infant/toddler credential. Major decisions include determining the type of credential, whether it will be voluntary or mandatory, single- or multi-level, and the credential requirements.





Define the Credential	Key Questions	Key Links with External Systems	
		...within ITC Planning*	...with External Systems
Type of Credential	<ul style="list-style-type: none"> <li>• Will the credential be a credential, certification, endorsement, or permit?</li> <li>• Will the credential be voluntary or mandatory?</li> <li>• Will the credential be single- or multi-level?</li> <li>• What workforce populations will be eligible for the credential?</li> </ul>	<ul style="list-style-type: none"> <li>• What will the training/education requirements be for the credential?</li> <li>• Who will deliver the training?</li> <li>• Will there be a way for family, friend, and neighbor caregivers to participate?</li> </ul>	<ul style="list-style-type: none"> <li>• How might licensing or QRS systems link with the ITC?</li> <li>• Do policies exist that will support an ITC?</li> </ul>

\*Infant/Toddler Credential

Each of these planning steps will be discussed below, with examples and experiences from States working through this process.

### **What's in a Name?**

States with existing infant/toddler credentials have implemented a range of credentialing types, labeled with a variety of terms: California offers a *permit*, Arkansas and Utah offer an *endorsement*, five States (Georgia, Montana, North Carolina, Ohio, and South Dakota) offer a *certificate*, and Illinois, South Carolina, and Wisconsin use the actual term *credential*. At this time, definitions do not exist to clarify distinctions among the terms; however, descriptions of the processes and associated requirements that States have implemented delineate differences among the existing credential types. For example, the endorsement offered by Arkansas and Utah represents recognition of the infant/toddler specialization within a larger early childhood professional development system. In California, “permit” is a legal term, since they have mandated credentialing in state-funded child development programs. As noted earlier, for the purposes of this document, the term *credential* will be used to cover the array of options, unless otherwise specified in context.





## Taking a Closer Look: Examples of Credential Types

Certificate	Georgia <i>Technical Certificate of Credit</i>	Specialization within Associate degree in Early Childhood.
	North Carolina <i>Infant/Toddler Certificate</i>	5 courses required as a part of an Associate degree in Early Childhood.
	South Dakota <i>Infant/Toddler Certificate</i>	Applies within career lattice as a “specialization” within a career lattice level. Can be applied across levels when the specific criteria for each level are met.
Credential	Illinois <i>Infant/Toddler Credential</i>	Specialization within the state career lattice. Can be recognized at 5 different career lattice levels.
	South Carolina <i>Infant/Toddler Credential</i>	Technical colleges offer 18 hours of coursework as a specialization.
Endorsement	Arkansas <i>Infant/Toddler Endorsement</i>	An endorsement within ECE Specialist Certificate. Found within the Intermediate level of the career lattice.
	Utah <i>Infant/Toddler Endorsement</i>	Found at Level 4 of 10 in the state career ladder.
Permit	California <i>Child Development Permit</i>	Mandatory for state-funded programs. Infant/Toddler Care is one area of specialization within the permit.



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### **Will the Credential be Voluntary or Mandatory?**

A critical consideration with significant system-level implications is whether the credential will be voluntary or mandatory for providers. At this point, only California has a mandatory component to its permit, which applies only to those employed in the state funded child development programs (their permit is voluntary for those working in private programs). Utah mandates the credential for centers participating in its Baby Steps Infant/Toddler Quality Initiative, but it remains voluntary for all others. The core issue is the reality that although mandatory credentials carry more weight and authority in moving quality improvements forward, they also carry accompanying challenges that must be included in planning, budgeting, and implementation. Key considerations contributing to this important decision are suggested in the chart on the following page.



Define the Credential	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Voluntary or Mandatory?	<ul style="list-style-type: none"> <li>• If mandatory, who will track and monitor the credential?</li> <li>• If mandatory, will there be any levels of work that can be done without the credential?</li> <li>• What rewards or incentives will exist for those earning the credential?</li> <li>• How will the rewards and incentives be funded?</li> <li>• What impact will the credential have on the existing early care and education system?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the purpose of the credential?</li> <li>• What are the fiscal implications?</li> <li>• How will the credential be tracked and monitored?</li> <li>• What agency or entity will house and/or award the credential?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the credential fit within a career lattice?</li> <li>• Will there be a link with licensing, if mandatory?</li> <li>• Does the credential have support or opposition from key decision-makers?</li> </ul>

These additional considerations are significant in magnitude, and States must consider whether or not the current system infrastructure holds the capacity to deliver a fully implemented credential.

**Will the Credential be Single- or Multi-level?**

Another complex decision involves the question of whether the credential will be single- or multi-level. Of the States contributing information for this paper, nine have implemented single-level credentials, with only Illinois implementing a multi-level credential to date. Maine is in the process of developing a multi-level credential. A key consideration embedded in this decision is linked to the defined purpose of the credential: will the credential be a one-time achievement, or will it provide a pathway toward ongoing professional development? Consequences of this decision will impact credentialing requirements, rewards, and the expectations of the State regarding the outcome of the credential. If the State chooses a multi-level credential, definitions distinguishing the different levels will need to be established. For example, within Illinois' 6-level credential<sup>9,10</sup>, the State has defined requirements for General Education, Formal Early Care Education and Training, Early Care and Education Work and Practical Experience, Formal Infant/Toddler Education and Training, Infant/Toddler Work and Practical Experience, and Professional Contributions.



9. <http://www.ilgateways.org/credentials/forms/ITC%20Frame.pdf>  
 10. [http://www.ilgateways.com/forms/literature/career\\_lattice.pdf](http://www.ilgateways.com/forms/literature/career_lattice.pdf)

A look at the costs and benefits of implementing a single- or multi-level system may help States considering this question:

Credential Type		
	Benefits	Costs
Single-level	<ul style="list-style-type: none"> <li>• System will be simpler to implement, track, and monitor</li> <li>• If requirements for the credential are readily achievable, the single-level may serve as an incentive for non-traditional learners and informal care providers in the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>• System is absent a “lattice” effect, which removes incentive for participants to seek additional specialized training and education beyond that required for the single level.</li> <li>• Creates a critical decision-point as to whether the single level will be “lower” (specific number of clock hours of I/T training), or “higher” (requirement of a degree).  Lower levels restrict overall achievement of providers in state.  Higher levels make it more difficult for initial achievement of credential—the big “first step” may serve as a disincentive.</li> </ul>
Multi-level	<ul style="list-style-type: none"> <li>• Inherent incentive for participants to seek higher levels of achievement.</li> <li>• Increased options create additional opportunities for system-wide and cross-sector collaboration.</li> <li>• System supports continued specialized education of caregivers, a primary indicator of quality in infant/toddler care.</li> </ul>	<ul style="list-style-type: none"> <li>• Complicated to track and monitor</li> <li>• Additional fiscal impact as participants seek and are awarded higher levels of credential</li> </ul>

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In terms of planning systemically, it is important to note that some States’ infant/toddler credentials are embedded within the broader early childhood credentialing system. In California, for example, the broader system is multi-level with the Infant/Toddler Specialization a single-level option available only at the Master Teacher level of the full permit system.<sup>11</sup>

11. <http://www.ctc.ca.gov/credentials/leaflets/cl723a.pdf>

In addition to the question of defining the requirements necessary to attain different levels of credentialing, States may also want to consider whether different levels result in differences in rewards, or if the credential level is associated with different types of work opportunities. For example, will there be a requirement that...

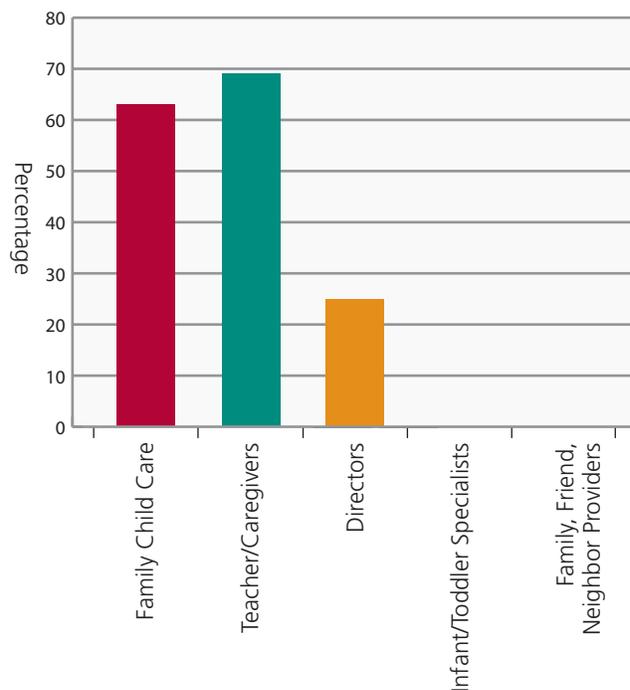
- ...only those attaining a particular level can be a Director?
- ...an individual must have a specific level designation to be a Lead Teacher?
- ...an entry level employee can only serve as an assistant caregiver under supervision until the first level of the credential is attained?

Many such questions are possible when considering the question of single or multi-level credentials. Additionally, a decision will need to be made regarding distinctions in reward if a multi-level credential is implemented.

### **Who Can Earn the Credential?**

A final decision related to the credential type is the determination of the workforce population to whom the credential will apply (see Figure 1). Of the States providing input to this project, all targeted classroom teachers, and all but one included family child care providers. Five States include center directors, and of these, four embed their infant/toddler credential in a broader early childhood multi-level credentialing system. None of the existing infant/toddler credential initiatives include Infant/Toddler Specialists as a targeted population, although Indiana and New Jersey are currently planning to do so. Wisconsin's credential is open to all infant/toddler caregivers, including informal caregivers, although additional thought needs to be given to how to include informal care providers into credential initiatives in other States.

Figure 1: The Percentage of Existing Credentials Applying to Specific Workforce Populations



## Establishing Credential Requirements

A key question to be determined in establishing an infant/toddler credential is that of the credential requirements. This decision is central to the purpose of the credential given the established association between caregiver education, quality of care, and ultimately, child outcomes. Exactly what will caregivers need to do to earn an infant/toddler credential? What will they learn in the process?



Define the Credential	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Requirements for earning a credential	<ul style="list-style-type: none"> <li>• What is the knowledge/skill base expected of those achieving the credential?</li> <li>• How much training or education will be required?</li> <li>• Will the credential require education through credit-bearing institutions of higher education, non-credit based training, or a combination of both?</li> <li>• What will be the mode of delivery for education or training requirements?</li> <li>• Will training/education be accessible to the target workforce?</li> <li>• How will mastery be determined?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the purpose of the credential?</li> <li>• Will the credential be single- or multi-level?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the credential link to infant/toddler core knowledge areas and core competencies?</li> <li>• Can the credential be linked to CDA?</li> <li>• What existing education/training systems can be tapped to deliver the training?</li> </ul>



An initial consideration in this step is the question: What does the State want those earning the infant/toddler credential to know or be able to do as a result of this achievement? Infant/toddler core knowledge areas and core competencies define the essential knowledge and skill base for those working with babies and toddlers. At this time, 10 States report having core knowledge areas defined within their State early childhood systems, but only five of those have established core knowledge specific to infants and toddlers. Some States, like New Jersey, began the process of developing the credential by first defining core competencies. Other States, like Maine, are in the process of developing competencies.

After the knowledge and competency base expected from those earning the credential has been defined, the team must decide the training and/or education requirements through which the curriculum will be delivered. A related decision to be considered before beginning this process is whether the credential will require education through credit-bearing institutions of higher education, non-credit based training, or both.



Define the Credential	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Credit vs. Non-Credit	<ul style="list-style-type: none"> <li>• Is the purpose of the credential to offer one-time recognition for achievement, or to encourage ongoing professional development over a career path?</li> <li>• Is appropriate credit-bearing coursework available and accessible across the State?</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the credential</li> <li>• Will the credential be single or multi-level?</li> <li>• Qualifications of trainers</li> <li>• Articulation agreements</li> <li>• Determination of mastery</li> <li>• Where will the credential be housed?</li> </ul>	<ul style="list-style-type: none"> <li>• Institutions of higher education</li> <li>• The State Professional Development system</li> </ul>



The majority of States reported requiring credit-based training delivered by institutions of higher education to obtain their infant/toddler credential. As a “lesson learned” in the process of developing their credential, Ohio cites that, “People want credit bearing opportunities. They value the training, but value most what leads to a [credit-bearing] credential.” They state further that the infant/toddler credential is most valued when it is linked to degree-bearing courses in an articulated pathway. States can ensure this value is met by linking non-credit training to credit-based coursework through articulation agreements with institutions of higher education. In the States allowing non-credit training, training was delivered through the professional development system, the Child Care Resource & Referral (CCR&R) network, and higher education.

States Establishing Credential on Credit-Based Coursework	States Establishing Credential on Non-Credit Training	States Establishing Mixed Systems
<ul style="list-style-type: none"> <li>• California</li> <li>• Georgia</li> <li>• North Carolina</li> <li>• Ohio</li> <li>• South Carolina</li> <li>• Wisconsin</li> </ul>	<ul style="list-style-type: none"> <li>• Arkansas</li> <li>• South Dakota</li> <li>• Utah</li> <li>• Virginia</li> </ul>	<ul style="list-style-type: none"> <li>• Illinois</li> <li>• Maine</li> <li>• Montana</li> <li>• Wyoming</li> </ul>

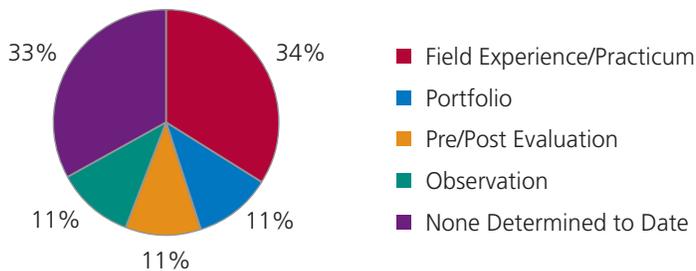
States have established a wide range of training and education requirements in existing infant/toddler credentials. Among States utilizing non-credit-based training, requirements range from 4 clock hours of specialized training to 120 clock hours of approved non-credit training (plus 6 college credits with an observation and a portfolio). The range of requirements for States establishing their credential on credit-based training is also significant. As the entry step into an infant/toddler credential (which is level 2 within their multi-level system), Illinois requires CDA plus 9 college credits. Three of these credits must be infancy, and 3 may be gained through approved training. Minimum requirements stair-step up from this beginning:

State	Coursework Requirement
Wisconsin	12 college credits
North Carolina	16 college credits
South Carolina	18 college credits
Georgia	25 college credits

At the other end of the continuum of requirements, Illinois requires a Master's degree for the top level of their multi-level credential. A table outlining States' training requirements, as well as links to detailed information where available, can be found in Appendix C.

A question to be considered once coursework or training requirements are established is how mastery will be determined (see figure 2). The response to this question will be linked to the decision concerning the primary delivery system for the required training or education. At this time, two States have intentionally addressed mastery. South Dakota has set the standard of a pre-post knowledge review as an evaluation of their pre-CDA certificate. Illinois, which allows either credit-based or non-credit-based paths to their credential, requires a supervised field experience or a practicum to determine mastery. Additionally, Arkansas has established a portfolio component for the non-credit training option. While New York's credential requires credit-based coursework, the NYS-AEYC has developed a rubric for the Infant/Toddler Care and Education Credential to evaluate the portfolio.<sup>12</sup>

**Figure 2: Method of Determining Mastery Among Credential Applicants**



12. [www.nysaeyc.org/credentials/default.asp](http://www.nysaeyc.org/credentials/default.asp)

In eight States where the infant/toddler credential requirements are based on credit, the delivery system is higher education. In these States, a field practicum is included in required coursework. Although this experience is not overtly identified as an evaluation of mastery, the supervised field experience serves the function of mastery determination. Three States in the process of developing their credential have not yet established a method for determining mastery.



### **Taking a Closer Look: Linking Coursework and Portfolio in Wisconsin**

The requirements for the Wisconsin Infant/Toddler Professional Credential include 3 infant/toddler courses totaling 9 credits, a 3-credit capstone course, and a portfolio. Following the completion of the first three courses, the student is then engaged in the 'Capstone Experience' during which the student is responsible for gathering materials from the first three classes and continuing to develop a personal Infant/Toddler Portfolio, following the portfolio preparation guidelines. This course includes a practicum, observation and the completion of a professional portfolio.

A one-hour observation is required as part of the documentation submitted with the portfolio. The observation may be performed by a supervisor, a college instructor, or a community professional. The observer uses the Observation Sheet and a set of the Competencies.

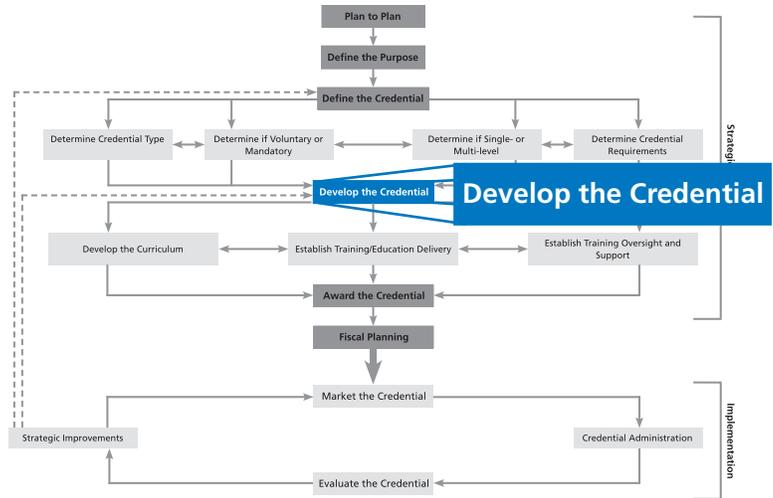
Upon completion of all 12 credits of coursework, the student requests to have their Portfolio reviewed by The Registry Credential Commission. Commissioners use a portfolio assessment form. Once approved by the commission, the student is eligible to receive the Infant/Toddler Credential.

Recent revisions and updates to this professional credential include accepting the substitution of two courses from the Wisconsin Technical College System, Statewide Curriculum for the Associates Degree in Early Childhood. The Capstone course of this credential may be substituted for one of the Practicum Courses at some of the Technical Colleges. These changes facilitate articulation into the Associate Degree in Early Childhood.



## Step IV: Develop the Credential

With the credential defined according to the State's priorities for curriculum, training/education requirements, and mastery determination, the next step is analyzing the gap between what is needed for the credential, and what currently exists within the State.



## Curriculum Development



Develop the Credential	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Curriculum Development	<ul style="list-style-type: none"> <li>• Has the State established core knowledge and competencies for infant and toddler child care?</li> <li>• How will these be addressed in the infant/toddler credential curriculum?</li> <li>• If no core knowledge and competencies exist, how can they be developed?</li> <li>• What is known about the availability and accessibility of training for the infant/toddler workforce in the State?</li> <li>• Does the capacity exist in current training and education delivery systems to meet the need for the credential?</li> <li>• Who will develop any needed curricula or coursework?</li> <li>• If the credential is multi-level, which core knowledge and competencies will be expected at each level?</li> </ul>	<ul style="list-style-type: none"> <li>• Through what system (non-credit training or credit-based coursework) will the curriculum be delivered?</li> <li>• How will the identified core knowledge and competencies be linked to mastery determination?</li> <li>• Is the credential single- or multi-level?</li> </ul>	<ul style="list-style-type: none"> <li>• If core knowledge and competencies need to be developed, what key state partners have a stake in this process?</li> <li>• How will training requirements (curricula and coursework) fit with the State's professional development system?</li> <li>• How will ITC training requirements fit with existing CDA opportunities?</li> </ul>



As mentioned previously, core knowledge and competencies define the essential knowledge and skill base for those working with babies and toddlers. States using the context of the infant/toddler credential to develop core knowledge and competencies for the infant/toddler workforce have a strategic opportunity to draw in a broad-based early childhood community to participate in defining what every adult who cares for an infant or toddler (including family, friend, and neighbor caregivers) needs to know. Key partners include Head Start and Early Head Start, and leaders from the State Pre-K system, home visiting programs, infant mental health, higher education, Part C, the infant/toddler child care workforce, and parents. Although convening such a diverse group may affect the time frame for completion, the resulting process will be more likely to define the essential knowledge and competencies for the workforce, as well as building a constituency of support for the infant/toddler credential. An alternative pursued by some States is to adopt the core knowledge competencies established in the CDA system.

Once defined, the core knowledge and competencies will need to be embedded in the training and education requirements for the credential. States utilizing systems that require credit-based coursework can pass this task to the higher education system. States basing the credential on non-credit training must design a process to assure that the core knowledge and competencies become the foundation of the training.

Alternatively, some States have not defined core knowledge and competencies in their credential planning process, and have simply identified or developed a curriculum required for the infant/toddler credential. In this approach, possibilities include researching the availability of curricula from other states, developing a curriculum that meets the distinctive needs of the State, or building on what currently exists. Several States base the training requirement on the Program for Infant/Toddler Caregivers offered through West Ed<sup>13</sup>. If the state chooses to develop a curriculum unique to the offered credential, the team must determine who will develop and deliver the curriculum and how this effort will be funded. States may base the credential on existing coursework or develop training specifically for the credential. For example, North Carolina and South Carolina established their credential on coursework already available throughout the community college systems, while Utah developed 40 hours of unique training.

### A Key Lesson from Ohio

In identifying key lessons learned from their efforts, Ohio advises: *“Training must be focused on Infant/Toddler practice.”* In their experience, much of the training available lacked sufficient emphasis on the birth-to-three age group.

States implementing an Infant/Toddler Credential can sidestep the lesson learned in Ohio by aligning core knowledge and competencies with the State early learning guidelines. Two States, Illinois and West Virginia, have done this, thereby assuring that the competencies that adults are learning are aligned with what the State has defined that children need to know, understand, and be able to do.<sup>14,15</sup>



13. <http://www.pitc.org/index.csp>

14. <http://nccic.org/pubs/goodstart/prov-dev-ex.pdf>

15. <http://nccic.acf.hhs.gov/pubs/goodstart/corekc.html>

With the curriculum defined, the next step in infant/toddler credential planning is to complete an analysis regarding the availability or absence of training or coursework that will be required of the workforce. If requirements have been set that are not currently available and/or readily accessible in the State, the scope of work required to make the needed training available will need to be identified and addressed.

A number of States have linked their infant/toddler credential to existing CDA training. When established in this manner, the credential is strengthened through integration with an existing system. States have established credentials that require less than, equivalent to, and more than the CDA requirements.

Requirements are less than CDA	Requirements start with or are equivalent to CDA	Requirements are higher than CDA
<ul style="list-style-type: none"> <li>• Arkansas</li> <li>• Maine*</li> <li>• Montana*</li> <li>• South Dakota*</li> <li>• Utah</li> </ul>	<ul style="list-style-type: none"> <li>• Illinois</li> <li>• Montana</li> <li>• South Dakota</li> </ul>	<ul style="list-style-type: none"> <li>• California</li> <li>• Georgia</li> <li>• Illinois</li> <li>• Maine</li> <li>• Montana</li> <li>• New Jersey</li> <li>• North Carolina</li> <li>• Ohio</li> <li>• South Carolina</li> </ul>

\* With multi-level credentials, Maine, Montana and South Dakota have requirements in more than one category. See the credential requirement comparison table in Appendix C for more information.

**Training/Education Delivery**

The decision of what entity will deliver the credential training is directly linked to the State’s decision of whether to base the credential on credit bearing coursework or non-credit based training (see Figure 3, next page).





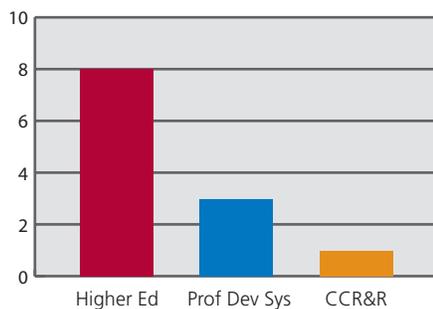
	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Develop the Credential			
Training/ Education Delivery	<ul style="list-style-type: none"> <li>Who or what entity will deliver the training?</li> <li>What is the current capacity of the State to deliver the training or coursework?</li> </ul>	<ul style="list-style-type: none"> <li>Is the credential credit-based or non-credit?</li> </ul>	<ul style="list-style-type: none"> <li>Do partnerships exist between the infant/ toddler community and education/ training systems?</li> </ul>
Articulation	<ul style="list-style-type: none"> <li>Do transfer agreements exist between 2- and 4-year institutions?</li> <li>Is there intent to eventually have non-credit training articulate into credit?</li> <li>Will the system provide college credits to non-credit training as a part of the credential?</li> </ul>	<ul style="list-style-type: none"> <li>Is non-credit training part of the credential?</li> </ul>	<ul style="list-style-type: none"> <li>How can higher education be at the table for these discussions?</li> <li>Are state colleges and universities connected with NAEYC Standards for Professional Education and higher education program accreditation?<sup>17</sup></li> </ul>



If credit-bearing coursework is the basis of the credential, the discussion will be focused on which institutions of higher education will deliver the training. For example, in Ohio, the University of Cincinnati provides all of the training throughout the state through the internet. By contrast, in Georgia the required coursework is offered through 20 Technical Colleges across the State. If the State currently lacks capacity to deliver the training, web-based coursework could be identified outside the State.

If the credential is based on non-credit training, the team will need to identify the scope of the professional development system available within the State, and determine the most effective delivery system for the required training. If there is intent to establish articulation agreements to allow non-credit training to eventually articulate into credit, planning must include consideration of the qualifications of those delivering the training. Questions to take into account include the background, preparation, and level of education of those delivering the training. Typically, a Master’s degree is required for instructors teaching courses at the Associate’s degree level and a Ph.D. for courses taught at the B.A. level. These general guidelines from higher education may provide a framework for decisions regarding the qualifications of those providing non-credit based training for the credential.

**Figure 3: Number of States Utilizing Distinct Systems of Professional Development for the Provision of Credential Training/Coursework**



17. <http://www.naeyc.org/faculty/>

Three States that require non-credit training differ in their approaches to trainer requirements:

- Arkansas requires trainers to have a Masters in Early Childhood Education.
- South Dakota utilizes Infant/Toddler Specialists to deliver training. They are required to have a Bachelor's degree in Early Childhood Education or a related field, in addition to being certified through West Ed as trainers of the Program for Infant/Toddler Caregivers (PITC).
- Utah utilizes CCR&R trainers, required to have a minimum of a Bachelor's in Early Childhood Education or a related field. If their degree is in a related field, they must complete three specialty courses.

In the States with credentials established on both credit- and non-credit based training, the approaches are similar. Illinois administers a Trainer Approval System. Maine also administers a Trainer Approval System, but trainers must have a minimum of a Master's degree in Early Childhood Education. In Maine's proposed infant/toddler credential, the infant/toddler trainers would be required to have 12 infant/toddler specialization credits. Montana also requires a Bachelor's degree in Early Childhood Education or a related field for its PITC trainers, but has a unique approach to "sanctioning" trainers which allows participants to qualify for college credit. A faculty member at the University serves as a Trainer of Record for trainers who do not meet higher education requirements. In Wyoming, PITC trainers must be West Ed certified.

A key consideration for all infant/toddler credential types is how the various training requirements articulate within the system. Developing articulated systems involves conversation and coordination of informal training systems, community college programs, and 4-year institutions of higher education. Articulation and transfer agreements ensure a career pathway that supports infant/toddler caregivers' progression in their professional development from one system to the next. These agreements build bridges among systems by removing barriers that impede career progression, making professional development attained in one system accepted into the next, eliminating waste of both time and money.

Key considerations for the planning team will be articulation/transfer between non-credit training systems and credit-based institutions of higher education, as well as between 2- and four-year degree programs. Ideally, articulation occurs across all professional development systems to form a fully articulated system. Intentionally planning an articulated pathway across these systems will require effort in the planning process, but will strengthen the overall state system. Currently, most States are working on articulation of the infant/toddler credential requirements. Georgia, North Carolina, Ohio and South Carolina will build on existing agreements between 2- and 4-years institutions.





### **Taking a Closer Look: States' Approaches to Articulation**

South Dakota has developed an Infant/Toddler Certificate based on 65 hours of non-credit training, with 45 of these hours linked to the state CDA training delivery system. By designing the training in this manner, caregivers earning their Infant Toddler Certificate are well into the training needed to earn their CDA. Once they have earned their CDA, they have access to 30 hours of supplemental training. With the hours required for the I/T Certificate, the CDA, and the supplemental, Infant Toddler caregivers can earn up to 11 college credits towards an Associate's or Bachelor's degree through an articulation agreement.

Illinois is offering incentive grants to facilitate articulation. These Collaboration grants were available to provide incentives for institutions of higher education to form articulation or transfer agreements. Kendall College and three area community colleges formed a partnership to receive one of the grants. The alignment of courses with the core competencies will be done first and then become the basis of a Transfer Agreement (an agreement defining which course credits will transfer automatically to the next institution).

Virginia has developed a partnership with the Virginia Community College System to offer three credits based on completion of the training and graded assignments, receipt of a GPA of 2.0 or better, and development and submission of required materials in a portfolio review process.

Tennessee's professional development system, Tennessee Early Childhood Training Alliance (TECTA), has been instrumental in the development of an articulated pathway from CDA preparation coursework to an A.A.S. degree in early childhood education that is available in all of the 13 community colleges included in the Tennessee Board of Regents (TBR) system. Students completing the TECTA Program CDA preparation have 11 semester credit hours toward the A.A.S. degree. Articulation agreements have been developed with three of the six TBR baccalaureate institutions. All of the courses in the A.A.S. degree are grounded in national standards including NAEYC, Council for Professional Recognition, and Head Start.



## Oversight and Support

A final, critical question related to training is defining what entity will be responsible for oversight of the training system. Oversight of the training system is needed to assure that the quality of the training experience remains appropriate for the intended populations and produces the desired outcomes.



Develop the Credential	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Training/ Education Oversight and Support	<ul style="list-style-type: none"> <li>• What oversight and support will be in place to assure consistency and quality of training and education?</li> <li>• Who or what entity will be accountable for the quality of training and education?</li> </ul>	<ul style="list-style-type: none"> <li>• Where will the ITC be housed?</li> <li>• Who will deliver the training/education?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there other training/ education initiatives we can learn from?</li> </ul>



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Oversight may be accomplished in different ways, depending on how and through what entity the training is delivered. For example, if training is delivered solely through institutions of higher education, the infrastructure of that system precludes the need to build an additional layer of oversight for the trainers. However, if training is delivered through less formal means, such as clock hours of non-credit training delivered through a network of trainers, a system to review training content and quality will be needed. One such mechanism a State might consider is an Advisory Board to provide ongoing guidance to the training delivery system.

In addition to oversight, States may want to consider establishing a system of support and connection for trainers associated with the infant/toddler credential to assure consistency of delivery across the state. Such a network would be helpful for both credit and non-credit educational systems. Illinois, Maine, and Montana utilize Trainer Approval Systems which set minimum requirements and provide a system of support.

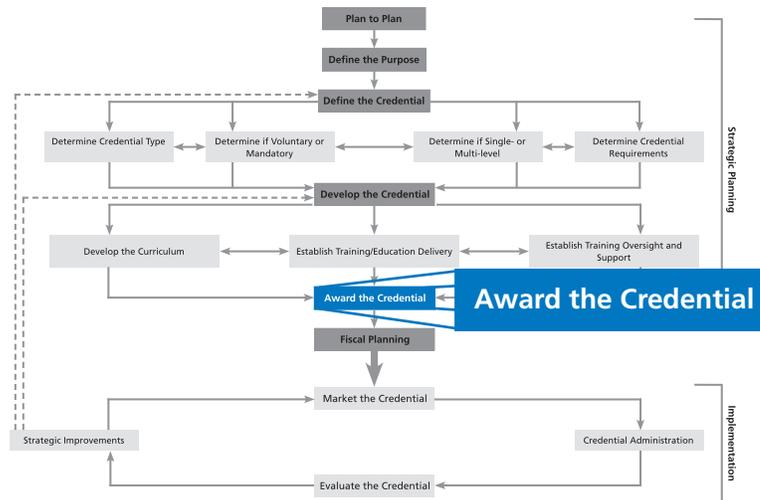


### Taking a Closer Look: New Jersey Plans a Network of Support

New Jersey is implementing a system-wide support for the infant/toddler credential. Courses will be taught by the community colleges, Kean University and other 4-year institutions. Oversight of, and scholarships for the credential, will be coordinated by Professional Impact New Jersey, the professional development center for early care and education in the state. The Coalition of Infant/Toddler Educators (CITE) will maintain ownership of the intellectual property of the credential and oversee the content of the credential and any additional revisions or support materials that will be created. Member agencies of the New Jersey Association of Child Care Resource and Referral Agencies will offer training at the non-credit community level and will mentor providers who choose to take the credential. In addition, Youth Consultation Services will continue to support the Training of Trainers project and outside advocacy, and the BUILD Project and other statewide advocacy groups will implement a full public awareness campaign.

### Step V: Award the Credential

When all of the decisions have been made regarding the design of the credential, the final question to address is which institution will issue, monitor and track the infant/toddler credential, as well as the procedures for how that will be accomplished.





	Key Questions	Key Links with External Systems	
		...within ITC Planning	...with External Systems
Award the Credential	<ul style="list-style-type: none"> <li>• Where will the credentialing system be housed?</li> <li>• Will the award occur through a state system, or through the training institution?</li> <li>• How will the credential be issued, tracked and monitored?</li> </ul>	<ul style="list-style-type: none"> <li>• Is there infrastructure in place that can grant, issue and track the credential, or will this need to be created?</li> </ul>	<ul style="list-style-type: none"> <li>• Will the credential be recognized by other early childhood credentialing bodies?</li> </ul>

Among the States providing information for this paper, six award the credential through a state agency, primarily an Office of Child Care, with the exception of California, where the Commission on Teacher Credentialing awards the credential. Five States use the child care and early childhood professional development system or state AEYC chapter, and four award through a 2- or 4-year college. In Georgia and South Carolina, the coursework for the credential is a specialization within the Associate’s degree programs in the technical colleges. In North Carolina, the credential is awarded by the North Carolina Community College System. In Ohio, the University of Cincinnati awards the credential.



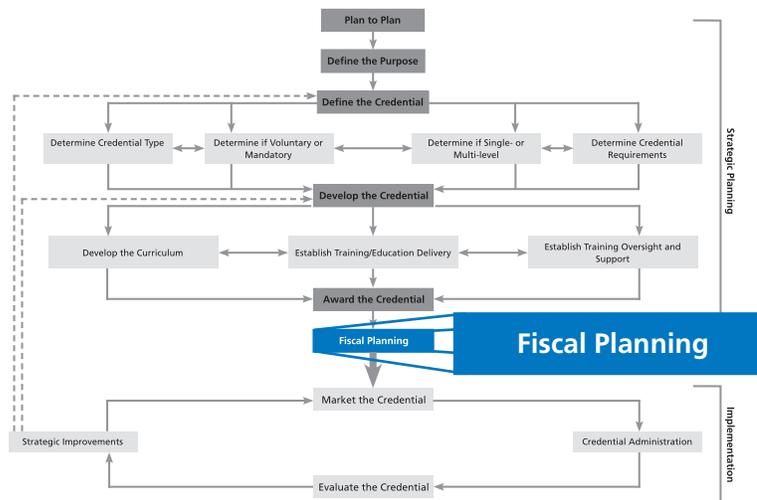
**Taking a Closer Look:**

**Building a Career Pathway at the University of Cincinnati**

Students can pursue a career pathway that begins with an Infant/Toddler CDA and then complete the remaining coursework for the Infant/Toddler Certificate. All credits can be applied to the Associate’s in Early Childhood Education, and with the completion of two more years, students can earn a Bachelor’s degree in Early Childhood Education. The University of Cincinnati (UC) has signed 2+2 articulation agreements with several community colleges in Ohio, as well as in other states. In addition, UC has a partnership agreement with Ohio’s Comprehensive Community Child Care Services, a statewide training delivery system, to award college credit to students who earn their Infant/Toddler CDA through this system. Students who matriculate in the Infant/Toddler Certificate or a degree program may receive up to 15 college credits if they complete the CDA.

## Step VI: Fiscal Planning and Preparation

A final piece of planning that will be critical to ensured implementation and sustainability will be that of budget development and resource identification. Although developing an infant/toddler credential that is embedded within existing state systems may reduce the overall cost of implementation, the system will still involve some fiscal outlay. Planning for anticipated expenses will assist in successful implementation of the infant/toddler credential. State planning teams will need to identify the resources that are currently in place, and the infant/toddler credential system requirements that will need to be supported with additional funds.



### Taking a Closer Look:

#### A Public/Private Partnership for Quality in South Dakota

South Dakota has successfully blended public and private funding to enhance the CCR&R system. Over the past ten years, the generous financial support of the Archibald Bush Foundation in St. Paul, MN, has allowed South Dakota to leverage public CCDF funding to establish an Infant/Toddler Training Network within the five regional CCR&R's and on six tribal reservations, with Infant/Toddler Specialists housed in each of the eleven programs. The creation of this infrastructure has allowed the state to move forward with a variety of quality improvement initiatives supporting infant and toddler care.



There are two primary fiscal considerations in planning for an infant/toddler credential: 1.) What fiscal incentives or rewards will be a part of the credential, and 2.) How will these rewards be funded? Of the States with Infant/Toddler Credentials in place, six states offer either scholarships or grants to support those earning the credential, with Georgia and Illinois offering both. In terms of fiscal reward upon achievement of the credential, an array of bonus payments, stipends and mini-grants are currently being offered. These range from a \$100 bonus for earning the endorsement in Utah to a tiered stipend in Montana (\$300

at 6 months post award, \$500 at one year, and \$800 at 18 months post award). Montana has also established an Infant/Toddler Merit Pay Program for caregivers completing the PITC training. In Georgia, students earning the credential may qualify for salary supplement incentives if they work in a nationally accredited program.

Beyond the question of the type of fiscal incentive or reward is that of how it will be funded. One way to consider this aspect of the credential is to complete a brief analysis of what is currently in place in the State that may be applied to or redirected toward supporting an infant/toddler credential. The following table offers hypothetical information in a sample framework for beginning such an analysis:

Infant/Toddler Credential–Fiscal Planning Framework			
Fiscal Incentive	Is Funding Currently in Place?	Can Funds be Redirected from Another Source?	Will New Funds Be Needed?
Scholarships	Yes—T.E.A.C.H.	NA	No
Stipend	No	<i>Could use CCDF Funds</i>	No
\$100 bonus upon achievement	No	No— <i>already tapped.</i>	Yes— <i>anticipate 25 credentials per year. Would need \$2,500 to cover cost of incentive.</i>

### MARKETING AND PROMOTING THE INFANT/TODDLER CREDENTIAL

A major consideration in establishing an effective credential for the infant/toddler workforce is that of marketing and outreach to providers in the State. What incentives will be in place to attract providers to the process? An incentive program might include supports available to those in the process of earning the credential, and/or a reward system for those who have completed the credential. What will it mean to have this credential? Will the reward be a one-time bonus, or will there be a system for ongoing recognition of this achievement? How can the State create a market for improved quality?

The most frequently offered incentive and support are scholarships or higher education grants. These are found in eight states, with seven of these administering T.E.A.C.H. programs. In Georgia, students may receive PELL grants and Georgia residents attending a public technical college to earn a certificate, including the infant toddler credential, are eligible for a HOPE Grant, which covers HOPE-approved mandatory fees and a book allowance of up to \$100 per quarter.





## Taking a Closer Look:

### Using T.E.A.C.H to Support the Infant Toddler Credential

In North Carolina, Infant/Toddler T.E.A.C.H scholarships are available if the caregiver currently works in an infant/toddler position. Students pursuing the Infant Toddler Certificate receive 100% reimbursement from T.E.A.C.H. for approved release time. The regular Early Childhood Education reimbursement is 80 percent.

In Ohio, supports are available through T.E.A.C.H. Early Childhood® Ohio and the University of Cincinnati. T.E.A.C.H. provides scholarships to teachers and family child care providers to earn degrees and credentials. Scholarships cover the cost of tuition, books, and related educational expenses.

In South Carolina, The Center for Child Care Career Development administers the T.E.A.C.H. Early Childhood Scholarship Program with CCDF funding. Scholarship recipients, sponsored by their employing centers, work a minimum of 30 hours per week in licensed or registered programs. Teacher and family child care provider applicants must earn less than \$14.45 per hour and directors or director/owners must earn less than \$15.00 per hour. T.E.A.C.H. provides a \$50 travel stipend per semester in addition to paying 80% of the cost of tuition and textbooks. T.E.A.C.H. South Carolina reimburses up to \$648 per semester for release time, and pays a \$300 end of contract year bonus. Scholarships, awarded for one year, may be renewed until the recipient earns an Associate Degree. Lottery funds, PELL Grants, and other sources of aid wrap around and support scholarship recipients.

In Virginia, Voices for Virginia's Children administers the T.E.A.C.H. Early Childhood Scholarship Program with CCDF and private foundation funding. Scholarship recipients, sponsored by their employing centers, work a minimum of 30 hours per week in regulated child care programs. T.E.A.C.H. VIRGINIA, the scholarship recipient and the sponsoring child care program share educational expenses, with T.E.A.C.H. VIRGINIA paying 50% of the cost of tuition and textbooks. T.E.A.C.H. VIRGINIA reimburses sponsoring centers up to \$192 per semester for release time, pays \$45 toward travel expenses, and pays a \$300-\$400 end-of-contract-year bonus. Scholarships, awarded for one year, may be renewed until the recipient earns an Associate's Degree. T.E.A.C.H. VIRGINIA has a counselor on staff to provide academic, career and personal counseling. The counselor helps scholarship recipients navigate the community college system. In addition to T.E.A.C.H. VIRGINIA, the Virginia Child Care Provider Scholarship Program offers a maximum lifetime award of \$1,707.60. Up to two courses may be taken per semester.



In addition, the state CCDF agency provides funding for scholarships administered by the child care resource and referral agencies. The University of Cincinnati administers an annual scholarship fund of about \$400,000 that provides \$1,000 scholarships to full-time Early Childhood Education students. The University of Cincinnati also administers an online bookstore. Students who register early put their names into a drawing for 10-15 \$100 gift certificates that can be used at the online book store.

A few States offer a financial “reward” to the individual who earns an Infant/Toddler Credential. Rewards can be in the form of a bonus, stipend, salary or wage supplement, or mini-grant. A state may add on an additional qualifier, such as Georgia where students who earn the credential may qualify for salary supplement incentives administered by the state agency, but they must work in a nationally accredited program. In South Carolina, students who complete the first course in the Infant Toddler Credential receive a \$200 bonus. After completing the Program for Infant/Toddler Care, caregivers in South Dakota and Utah may qualify for a \$200 mini-grant awarded by the state agency.



### **Taking a Closer Look: Supports and Rewards in Montana**

Montana provides supports to individuals addressing quality improvements and rewards once they earn the Infant/Toddler Certificate. While not specifically tied to the certificate, Montana administers several programs to support quality improvement in infant toddler settings. The Infant/Toddler Mentoring Pilot Program matches Certified Infant/Toddler Caregivers, who are paid a stipend, with novice ones. The Infant/Toddler Mini-grant program provides Family Child Care providers with \$1,000 and Centers with \$1,500 to make program improvements.

Montana provides a financial reward to Infant Toddler direct service caregivers who complete the Infant Toddler Certificate. They are eligible to receive a stipend totaling \$1,600 which is distributed at three points in time: \$300 at 6 months, \$500 at one year and \$800 at 18 months. In addition, they receive Infant/Toddler Merit Pay bonus of \$500 after the program is completed.

In addition to marketing the credential to providers through incentives, planning teams may want to consider outreach to parents accessing child care. This can be done by educating or otherwise raising awareness among families of infants and toddlers in all care settings. It may be possible to create demand for high quality care by making parents aware of the importance of an educated workforce and the availability of the infant/toddler credential. At this time, however, no states have external marketing or outreach to parents about infant/toddler credentials in place.



### A Message from Arkansas

When asked what words of advice they might offer States beginning to work on an infant/toddler credential, Arkansas suggested, “Design an evaluation from the front end, and build in continuous evaluation from the beginning.”

Given that infant/toddler credentials are not universally implemented and States may be called upon to explain their purpose and effectiveness, including an evaluation component is critical to the overall process of development and implementation. Building a system that includes evaluation from the outset will allow the earliest possible outcome data, which can be used to monitor progress and fine tune the process through continuous improvement.

There are three levels of factors to consider in an overall evaluation of the infant/toddler credential: individual caregiver practice, program quality, and system impacts. Caregiver practice can be evaluated through evaluation of mastery. As mentioned previously, this can include a range of approaches, from tests assessing knowledge and comprehension to observations of practice. Evaluation of program quality is most commonly accomplished with the Infant Toddler Environmental Rating Scale.

System impacts are more challenging to measure, as system-level outcomes are broader and can be moderated by many factors. However, there are ways to look at the impacts of an infant/toddler credential on the State system. For example, Arkansas is conducting an evaluation of its professional development system by measuring the quality of care in classrooms. Other possibilities include:

- Tracking caregiver retention for those completing the credential compared to non-credentialed providers would provide data related to a key element of quality in infant/toddler caregiving—continuity of care.
- Tracking the overall level of education of the infant/toddler workforce would reveal if the infant/toddler credential was having an impact on this research-based key indicator of quality.
- Tracking the number of caregivers participating in the infant/toddler credential, or the percentage of facilities or programs with participating staff.
- Tracking the capacity of the State’s professional development system can demonstrate increased availability of education and training.



In developing its infant toddler credential, Pennsylvania will model evaluation on what has been established for early childhood and school-age practitioners. Pennsylvania plans to build a set of standards into the Keystone STARS quality assurance system that individuals who provide professional development opportunities should meet. Additionally, the State will have a set of standards linked to the Pennsylvania Core Body of Knowledge and principles of adult learning that the professional event must meet. Each professional development event is evaluated both by the instructor and participants. These evaluations are compiled and analyzed in order to provide on-going benchmarks for outcome assessment so as to best meet the professional development needs of practitioners in the State.

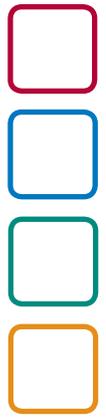
A sample logic model to assist in evaluation of the Infant/Toddler Credential is included in Appendix D.

**CONCLUSION**

With the knowledge that quality in infant/toddler settings has an impact on child development and that caregiver education is closely linked to quality, it follows that States interested in improving quality for babies and toddlers are considering Infant/Toddler Child Care Credentials. The credential can serve as a method of establishing a career path for infant/toddler caregivers, as well as a way of improving access to high quality child care settings for babies and toddlers.

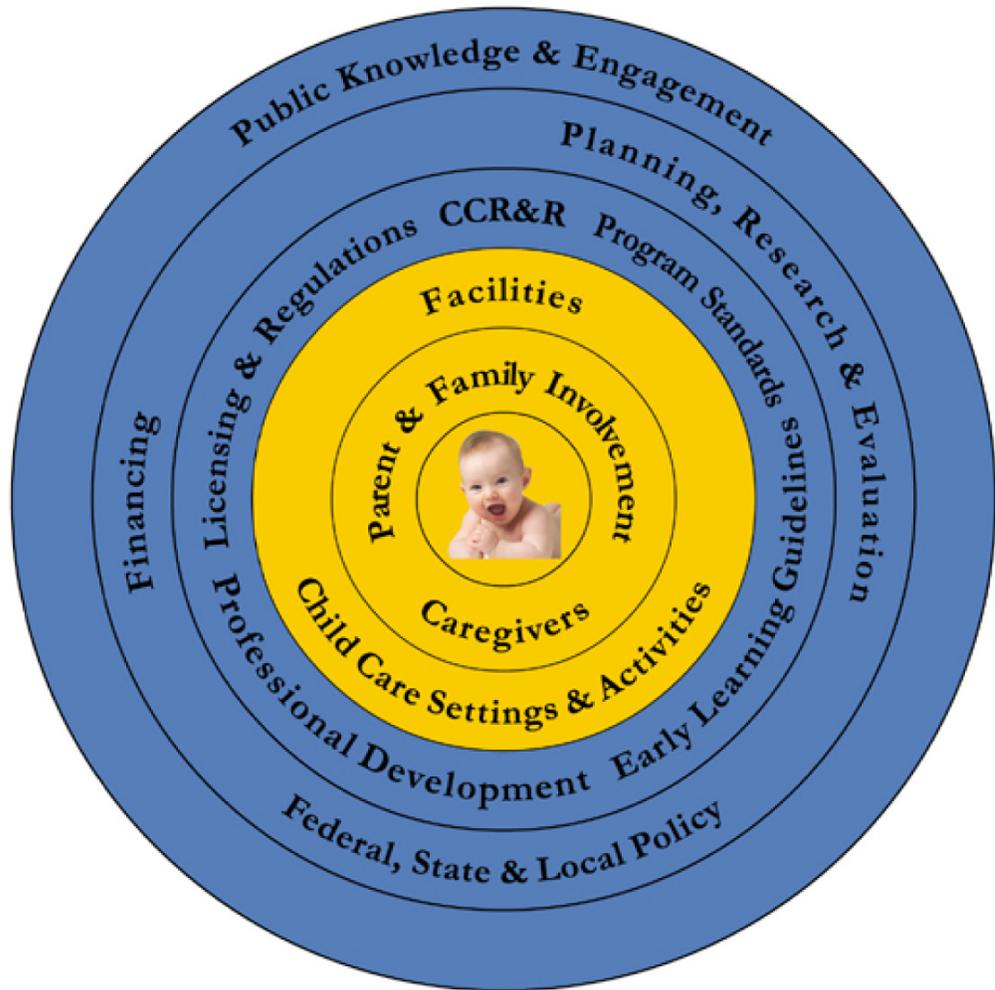


**APPENDIX**





EARLY CARE AND EDUCATION SYSTEMS THAT SUPPORT QUALITY CARE FOR BABIES AND TODDLERS KEY ELEMENTS



INFRASTRUCTURE

DIRECT SERVICES

## **EARLY CARE AND EDUCATION SYSTEMS THAT SUPPORT QUALITY CARE FOR BABIES AND TODDLERS**

### **KEY SYSTEM ELEMENTS AND CHARACTERISTICS**

The following is an overview of key system elements and their characteristics that reflect how an early care and education system can offer quality child care to infants, toddlers and their families:

#### **PUBLIC KNOWLEDGE AND ENGAGEMENT**

A public education and engagement strategy exists that informs the public about the importance of high quality care and builds support for improving the quality of infant and toddler child care.

#### **PLANNING, RESEARCH AND EVALUATION**

Planning efforts bring together a broad coalition of participants with interest and knowledge about infants and toddlers to determine what services and supports are most needed. Planning builds upon prior and current system development efforts. Research and evaluation are also used to assess infant and toddler child care demand, supply, quality, and available resources. Results are used to coordinate decisions about program development and the allocation of funds. Benchmarks are established and used to evaluate progress.

#### **FINANCING**

Financing is reexamined to review how existing resources are allocated, investigate how to add flexibility to categorical programs, get the most out of state and federal dollars, and create partnerships to find new funding sources. Funding for high quality infant and toddler child care is supported by public and private sources, including parents, employers, government, civic groups and foundations.

#### **FEDERAL, STATE AND LOCAL POLICY**

Policies support parental choice and involvement, and higher standards of care. Family leave policies allow parents the choice to be home with their babies and subsidy policies provide incentives for programs and providers that meet higher standards of care. Policies encourage and reward collaboration with related services and infant toddler targeted funds are used strategically and effectively.

#### **LICENSING AND REGULATIONS**

Licensing and Regulations match the unique needs of infants and toddlers. Training requirements begin with health and safety, and incorporate knowledge and skills specific to infant and toddler care. Standards for providers and programs are high, and are supported by a consistent and rigorous monitoring and enforcement program.



## **PROGRAM STANDARDS**

Program Standards are research-based indicators of quality care that go beyond standards set forth by licensing and regulations. Examples of existing voluntary standards include state or national accreditation standards, those set forth by state quality rating systems and Early Head Start Performance Standards. The standards are applicable across program areas, including child care, Head Start and Part C services.

## **EARLY LEARNING GUIDELINES**

Early Learning Guidelines are child outcomes for babies and toddlers that are flexible, age-appropriate and applicable across all child care settings. The guidelines provide a framework for continuity between home, child care, preschool and school. Training and education for all caregivers incorporate the guidelines. Materials are available for parents and informal caregivers that explain the guidelines and how they can be implemented in home settings.

## **PROFESSIONAL DEVELOPMENT**

Professional Development increases caregivers' knowledge about infant and toddler development, and develops and maintains a cadre of individuals (e.g., infant toddler specialists) that can train providers on the latest developments in infant and toddler care. A core body of knowledge that infant and toddler providers must have is defined and a range of professional development opportunities that incorporate these core competencies is offered to caregivers in all settings. Caregivers' knowledge is recognized with multi-level infant/toddler care credentials and funding is available to assist providers in getting additional education. Increased levels of training are rewarded with greater compensation.

## **CHILD CARE RESOURCE AND REFERRAL**

Child Care Resource and Referral (CCR&R) agencies are equipped to address the needs of infants and toddlers, their families, and their caregivers. CCR&Rs provide parents and other consumers of infant and toddler child care with information about the indicators of quality care for children birth to three in all settings. The information is provided in a variety of formats, languages and reading levels that meet consumers' needs. CCR&R services offer infant and toddler providers specialized support and assistance and use outreach to deliver training and support to caregivers in hard-to-reach home settings. A network of qualified infant and toddler specialists in CCR&R agencies works together to achieve quality improvement goals.

## **CHILD CARE SETTINGS AND ACTIVITIES**

There is a range of high quality settings for infants and toddlers, including family, friend, and neighbor caregivers, family child care homes, and child care centers. All settings are recognized and supported by the early care and education system, and special efforts are made to reach and support family, friend, and neighbor providers. Comprehensive services, such as Early Head Start, are available in multiple settings to low income and vulnerable families. Activities with infants and toddlers occur in the context of relationships and are embedded in everyday routines. The interactions between the caregiver and the child support the child's development and are informed by early learning guidelines.



## **FACILITIES**

Caregivers and programs can expand their services to meet demand for infant and toddler care by making spaces for this age group, and they can improve their services to increase the quality of care available to infants and toddlers. Grant and loan programs exist, and technical assistance is available to help providers finance, design and implement appropriate environments for infants and toddlers.

## **PARENT AND FAMILY INVOLVEMENT**

Information and support about infant and toddler development is available to parents and other family members involved in the child's care. Parents are involved in planning and system development efforts and partner with caregivers to support the development of their children in child care.

## **CAREGIVERS**

Providers in all infant and toddler child care settings are knowledgeable, connected to resources and have access to training opportunities. This most commonly occurs in the context of the element of professional development.

## **COLLABORATION**

Strong links exist between the components of the early care and education system and related systems. Developing partnerships is recognized as a necessity, and is done both informally and formally. Programs and caregivers that serve infants, toddlers, and families partner to share resources and expertise, improve services and make access easier. Collaboration is not represented graphically in the Initiative's system model, but it is an integral component within and between each element if they are to function together as a system.



## Appendix A: Key System Elements and the Infant Toddler Credential



### The Relationship between an Infant/Toddler Credential and Key Elements of State Early Childhood Systems

Key Elements of a State System	Potential Impact or Link with an Infant/Toddler Credential	Questions for Consideration
<p>CCR&amp;R – Child Care Resource and Referral ELG – Early Learning Guidelines</p>	<p>CKC – Core Knowledge &amp; Competencies I/T – Infant/Toddler</p>	<p>ECE – Early Childhood Education ITC – Infant/Toddler Credential</p>
<p><b>Public Knowledge and Engagement</b></p>	<p>The ITC can be a marketing tool for the importance of an educated workforce.</p> <p>In a circular loop, an educated public may create demand for high quality programs, providing external incentive for the ITC.</p>	<p>Are there current efforts in place to inform the public of the importance of ECE and/or quality I/T care?</p> <p>Is there a capacity to develop low cost or no cost outreach efforts through the media?</p> <p>How can current systems (such as Infant/Toddler Specialists, CCR&amp;R's, community colleges) coordinate to contribute to community awareness?</p> <p>Who or what entity will be the “face and voice” of the ITC?</p> <p>Who are the partners in this public knowledge and awareness campaign?</p>
<p><b>Planning, Research, and Evaluation</b></p>	<p>I/T workforce data are important factors in developing a viable and appropriate education framework.</p> <p>Reliable and consistent data collection of the outcomes for an ITC is critical to evaluating effectiveness and sustainability.</p> <p>Evaluation of an ITC can be embedded in larger research and evaluation projects.</p>	<p>What is known about the infant/toddler work force?</p> <p>What is known about the number of infants and toddlers in care and the settings?</p> <p>Are there opportunities for research and evaluation funding from public and private sources?</p> <p>How will the effectiveness of the ITC in increasing knowledge of I/T care be measured?</p> <p>How will the ultimate outcome of enhanced quality be measured?</p>





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Key Elements of a State System	Potential Impact or Link with an Infant/Toddler Credential	Questions for Consideration
CCR&R – Child Care Resource and Referral ELG – Early Learning Guidelines	CKC – Core Knowledge & Competencies I/T – Infant/Toddler	ECE – Early Childhood Education ITC – Infant/Toddler Credential
Financing	Funds to implement an ITC may be linked to Pre-K, Head Start, Part C of IDEA, higher education and job development, as well as CCDF quality and infant toddler targeted funds.	Will the credential be tied to financial incentives for the I/T workforce?  How can potential funding partners be brought into the planning?
Federal, State, and Local Policy	A State might choose to use an ITC to improve quality in infant/toddler settings by increasing subsidy to programs with credentialed caregivers.	If the ITC is linked with child care subsidies, what policies will need to be in place to support expectations of associated quality improvements?  How can policy be developed to sustain the ITC?
Licensing and Regulations	If linked to licensing, the credential becomes mandatory.	How might the credential be linked to state licensing?  If the time is not right to tie the credential to licensing, can infant/toddler care core knowledge be embedded in the regulations?
Program Standards	Quality Rating Systems (QRS) are a natural link with ITC's. Embedding an ITC within a Quality Rating System strengthens both systems.	How can program standards be built into the fabric of an ITC?  How can the ITC be embedded in the state's QRS system?
Early Learning Guidelines	Infant/Toddler ELG's can be incorporated into the core knowledge/curriculum required for the credential.	If existing, how can I/T ELG's be used as the framework of the curriculum of the ITC?  Can ELG's be embedded into practicums or internship experiences?





## The Relationship between an Infant/Toddler Credential and Key Elements of State Early Childhood Systems

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Professional Development	<p>Professional development is the foundation and purpose of an ITC. The impact of an ITC on the professional development system is the implementation of an infrastructure to support consistent education and training for I/T caregivers across the state, leading to improved quality of care for infants and toddlers.</p> <p>A specific impact that can emerge from an ITC is the development of articulation agreements across the professional development system, with potential linkages among CCR&amp;R's, training entities, and 2- and 4-year institutions of higher education.</p> <p>NAEYC's efforts toward the development of Standards for Professional Preparation and Accreditation of higher education personnel preparation programs offer a framework for assuring the quality of training available in States.</p>	<p>How can the ITC be linked to the state's career lattice for early childhood?</p> <p>How can the ITC be linked to CDA processes within the state?</p> <p>What are the CKC's infant/toddler caregivers should possess?</p> <p>Does the current professional development system offer opportunities and access to training and education that includes these CKC's?</p> <p>Is a seamless system of articulation currently in place?</p> <p>If not, what training or education systems should be at the table for planning?</p> <p>How can articulation agreements be developed among relevant partners?</p> <p>Are State higher education systems connected with NAEYC Professional Development standards and accreditation?</p>
Child Care Resource and Referral	<p>The CCR&amp;R system has the potential to be central to the ITC, in terms of training and public awareness.</p>	<p>How will the training and TA provided by the CCR&amp;R system fit with the education/training requirements of the ITC?</p> <p>What role will the CCR&amp;R system play in the sustainability of the ITC?</p>





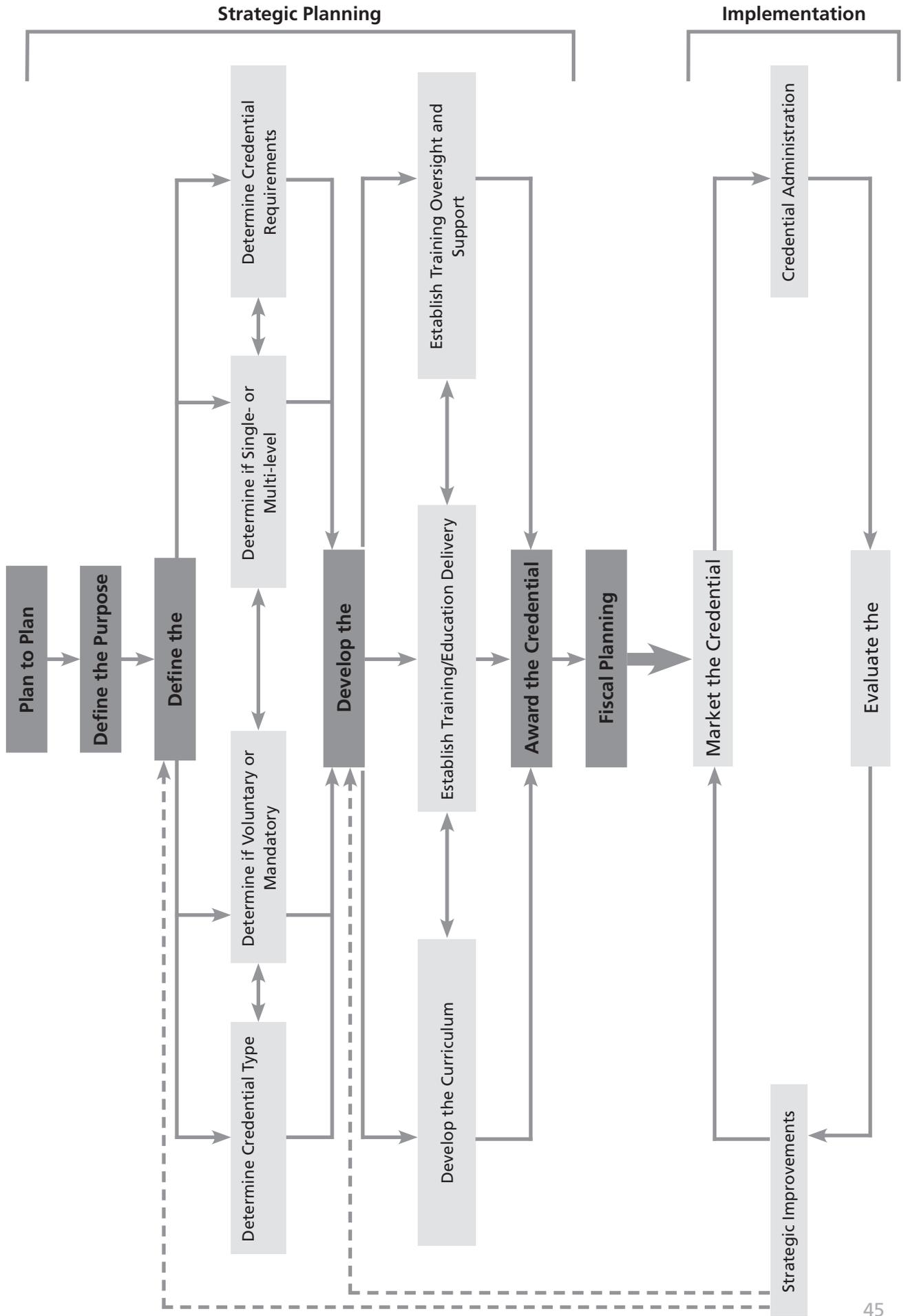
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Child Care Settings and Activities	The ITC has the potential to set the standard for best practice as defined by current research for infant/toddler practices and environments.	How can all child care settings, including family, friend and neighbor care, benefit from the infant/toddler credential initiative?  How can state standards for child care settings and activities be embedded into the curriculum for the ITC?  Can internships and practicums experiences offer direct experience for caregivers in implementing appropriate child care settings and activities?
Facilities	Facility owners and administrators can be key to the success of an ITC. They will need to be included in education and awareness activities regarding the relationship between professional development and quality for infants and toddlers.	Does the State have “Centers of Excellence” that can serve as models for those pursuing an ITC?
Parent and Family Involvement	Parents and families are key stakeholders in an ITC.  Public awareness of the importance of quality must be inclusive of families.	How will family involvement and communication be infused within the ITC public knowledge campaign?  Does the curriculum appropriately reflect families and the importance of family involvement in infant/toddler care?
Caregivers	Positive impact on caregiver practice is the primary objective of establishing an ITC.  The intended outcome of an ITC is improved quality of caregiver/child interactions, resulting in higher overall quality of infant/toddler care.	How will the infant/toddler work force participate in the planning and implementation of the ITC?  Can informal providers obtain an infant/toddler credential?  What incentives will encourage caregivers to participate in the ITC?





Appendix B: Infant/Toddler Credential Planning—Component Connections and Flow





## Appendix C: States' Infant/Toddler Credential Planning—A Comparison of Training/Education Requirements

State	Credential Type	Credential Requirement	Notes	Links/Contacts
<b>States Establishing Credential on Credit-Based Coursework</b>				
CA	Multi-level Permit	Option 1: 48 semester units, including an infant/toddler specialization Option 2: BS or higher, with 12 semester units in ECE and 3 units in a supervised field experience	California's infant/toddler specialization is one component of the Master teacher level in a multi-level system.	Applies to teachers and directors. <a href="http://www.ctc.ca.gov/credentials/leaflets/cl723a.pdf">www.ctc.ca.gov/credentials/leaflets/cl723a.pdf</a>
GA	Single-level Certificate	25 college credits in 5 courses The first 3 courses are part of the CDA Two of the 5 hour courses are specific to infant/toddler development and group care.	Applies to Family Child Care providers and teachers.	<a href="http://www.aceonline.org/">http://www.aceonline.org/</a>
NC	Single-level Certificate	15 college credits in 5 courses One of the 5 courses (3 credit hours) is specific to infants and toddlers; the remainder are general early childhood curriculum. The courses are part of the Associate degree program in ECE.	Applies to Family Child Care providers and teachers.	<a href="http://www.ncccs.cc.nc.us/programs/curriculum_standards.htm">http://www.ncccs.cc.nc.us/programs/curriculum_standards.htm</a> Peggy Teague Program Coordinator Early Childhood Education Programs Public Service Programs Education Contracts Curriculum Improvement Project Manager 919-807-7122 teaguep@nccommunitycolleges.edu
OH	Single-level Certificate	30 college credits in 10 courses Four of the 10 courses are specific to infants and toddlers.	Applies to Family Child Care providers, teachers, and directors.	<a href="http://www.ocrra.org/career_pathways_model.htm">http://www.ocrra.org/career_pathways_model.htm</a>
SC	Single-level Credential	18 college credits in 6 courses Four of the 6 courses are specific to infants and toddlers.	Applies to Family Child Care providers, teachers, and directors.	<a href="http://www.sc-ccccd.net/IT%20Info%20sheet.pdf">http://www.sc-ccccd.net/IT%20Info%20sheet.pdf</a>
WI	Single-level Credential	12 college credits in 4 courses The final "course" is a Capstone Experience, for 3 credits A portfolio is also required.	The portfolio is reviewed for approval by the Registry Credential Commission.	<a href="http://www.the-registry.org">http://www.the-registry.org</a>



### Appendix C: States' Infant/Toddler Credential Planning—A Comparison of Training/Education Requirements

State	Credential Type	Credential Requirement	Notes	Links/Contacts
<b>States Establishing Credential on Non-Credit Training</b>				
AR	Single-level Endorsement	60 hours of training, plus a portfolio 40 of the 60 hours are specific to infants and toddlers	Arkansas' credential is an Infant/Toddler Endorsement within the ECE Specialist Certificate. Applies to Family Child Care providers and teachers.	<a href="http://professionalregistry.astate.edu/registry/AECPDS%20Spectrum.pdf">http://professionalregistry.astate.edu/registry/AECPDS%20Spectrum.pdf</a>
SD	Single-level Certificate	65 hours of training Includes 20 hours of PITC training, and 45 hours of advanced training in Child Growth and Development	Applies to Family Child Care providers and teachers.	Kathy Schwartz Statewide Infant Toddler Training Coordinator South Dakota State University, Box 2218 Brookings, SD 57007-0195 Phone: (605) 688-5730 Fax: (605) 688-6763 Kathleen.Schwartz@SDState.edu
UT	Single-level Endorsement	40 hours of training, all specific to infants and toddlers	Applies to Family Child Care providers, teachers, and directors.	<a href="http://www.slcc.edu/ccpd/">http://www.slcc.edu/ccpd/</a>
VA	Single-level Endorsement	12 non-credit courses and graded assignments 6 of the courses are specific to infants and toddlers		Debra O'Neill VA Department of Social Services, Division of Child Care and Development (804)726-7647 Debra.oneill@dss.virginia.gov
<b>States Establishing Mixed Systems</b>				
IL	Multi-level Credential	Level II: 15 semester hours, or 9 semester hours and a CDA Level III: 21 semester hours Level IV: Associate's degree or 60+ semester hours Level V: Bachelor's degree	Level VI: Master's degree Illinois' Level I (pre-college credit) does not include an infant/toddler credential.	Applies to Family Child Care providers and teachers. <a href="http://www.ilgateways.org/">http://www.ilgateways.org/</a>

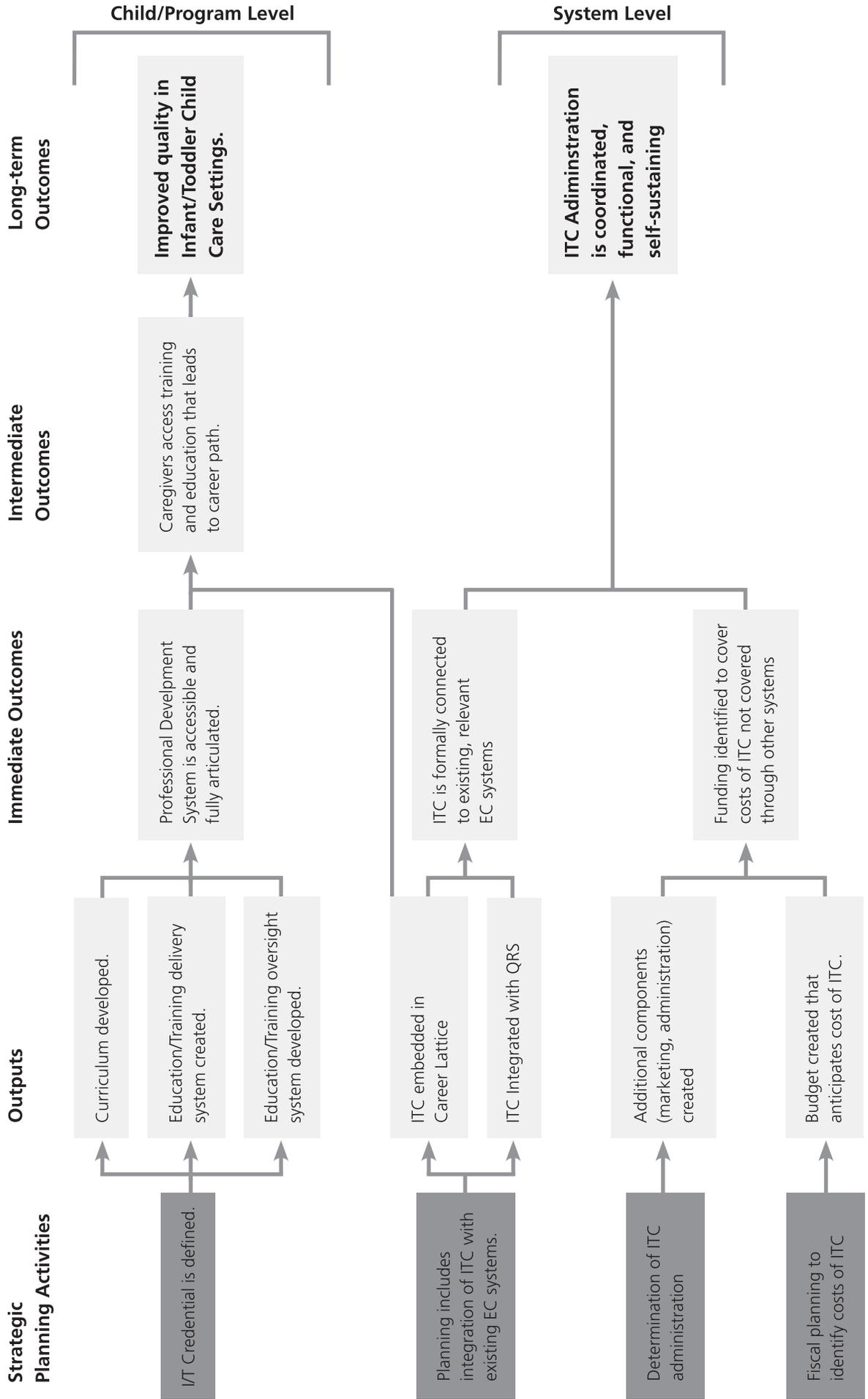


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State	Credential Type	Credential Requirement	Notes	Links/Contacts
ME	Multi-level Credential	<p>Level I: 90 contact hours of training</p> <p>Level II: Associate's degree in ECE, plus 12 hours infant/toddler coursework</p> <p>Level III: Bachelor's in ECE or related field, plus 12 hours I/T coursework, plus an advanced infant/toddler credit course</p>	All infant/toddler caregivers.	<p>Karen White            Infant Toddler Specialist for the Office of Child Care and Head Start and Early Childhood Specialist            Central Maine Community College            (207) 755-5376            kwhite@cmcc.edu</p>
MT	Single-level Certificate	<p>Montana has 5 pathways to an Infant/Toddler Certificate:</p> <ol style="list-style-type: none"> <li>60 hours of Program for Infant/Toddler Care (PITC) training through a CCR&amp;R agency (with an option to earn 4 college credits)</li> <li>CDA with an Infant/Toddler endorsement</li> <li>Family Child Care CDA, plus 30 clock hours* of I/T credit-based training</li> <li>AS in ECE, plus 30 clock hours* of I/T credit-based training</li> <li>BS in ECE, plus 30 clock hours* of I/T credit-based training</li> </ol> <p>* ED 326: Infant/Toddler Development and Group Care (4 credit hours)</p>	Applies to Family Child Care providers and teachers.	<p>Linda Kjorstad            Project Specialist            Early Childhood Services Bureau, Dept. of Public Health and Human Services            (406) 657-2067            lkjorstad@mt.gov</p>
WY	Single-level Credential	<p>Wyoming has 7 pathways to an Infant/Toddler Credential:</p> <ol style="list-style-type: none"> <li>A 3 or more credit course in I/T development which meets all competencies and includes a lab or other experiential component</li> <li>Center-Based CDA with an Infant/Toddler endorsement</li> <li>Completion of all 4 PITC Trainer Institute modules</li> <li>DFS training offered during 1999 and 2000</li> <li>Wheelock College Advanced Seminar in Infant Care</li> <li>Other training approved by DFS</li> <li>West Ed (PITC) training (completion of intensive training or completion of 2 hours each in 18 areas for a total of 36 clock hours)</li> </ol>	Applies to Family Child Care providers or teachers with 4 or more infants, and directors.	<p>Deanna Chafin            STARS Coordinator            (Statewide Training &amp; resource System)            Wyoming Children's Action Alliance            (307) 635.2272            dchafin@wykids.org</p>



Appendix D: Sample Logic Model for Infant/Toddler Credential Evaluation





National  
Infant & Toddler  
Child Care  
Initiative

@  
ZERO TO THREE

2000 M Street NW, Suite 200  
Washington, DC 20036

PHONE: 202.638.1144

INFO LINE: 202.857.2673

FAX: 202.638.0851

E-MAIL: [itcc@zerotothree.org](mailto:itcc@zerotothree.org)

WEB: <http://nccic.acf.hhs.gov/itcc>