

STATE/TERRITORY INFANT/TODDLER CREDENTIAL OVERVIEW

The purpose of this document is to inform the development or enhancement of state/territory professional development (PD) systems. This document was prepared by the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) and is intended for guidance only.

The document provides a snapshot of credentialing and PD efforts across the nation by capturing the information available online about the various approaches used by states/territories. This document does not include the complete or exact text of state/territory approaches; nor does it capture articulation efforts. The information in this document does not include state/territory updates or revisions made after September 2017. The document does not yet reflect Tribes.

States/territories could use this document to assess the accuracy of their website information, identify strengths and gaps, get a glimpse of other state/territory efforts, and consider articulation and/or portability beyond one's state/territory's professional development system needs.

INTRODUCTION

There are a number of state and territory agencies, and boards and commissions that have developed or are currently developing infant/toddler credentials, certificates, or endorsements. The National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) identified 35 states with infant/toddler credentials, certificates, or endorsements as of September 2017. NCECDTL used a common framework to summarize these states' infant/toddler credential, endorsement, or certificate requirements. The framework consists of the following seven typical requirement areas:

- 1.Secondary school
- 2.Early childhood training/education
- 3.Experience
- 4.Health and safety certification
- 5.Observation
- 6.Documentation
- 7.Assessment/evaluation

In addition, NCECDTL updated information, where applicable, about

- additional requirements a state/territory may include for credential attainment such as institutional accreditation requirements;
- credential levels/tiers that define credentials along a career pathway; and
- coursework languages that increase access to credentials.

Each state's information is presented in a unique table, which is hyperlinked below so that the reader may quickly access a specific infant/toddler credential, endorsement, or certificate overview. States not listed may be in production of an infant/toddler credential or have not published an infant/toddler credential.

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TABLE NOTES

- “Not specified”= the component is not explicitly addressed in the credential criteria, but it might be addressed through other requirements. For example, the credential may not specify:
 - Health and safety requirements, but it may require experience in a licensed program, and licensing may require health and safety training for all staff in a licensed program.
 - Assessment/evaluation criteria, but it may have an option for or require college coursework which includes an evaluation or assessment as part of its curriculum.
- Criteria = “evidence-based statements that define discrete expectations for program practice.”¹
- Credential = “Academic degrees, license, or certificates awarded to individuals who successfully complete state or national requirements to enter specialized roles in the early childhood profession.”²
- Certificate = A professional certification issued by a state agency “to grant professional recognition” to infant/toddler providers and professionals. Can be used as a step toward a credential.
- Endorsement = A type of certification issued by a state confirming an infant/toddler provider or professional has “a comprehensive foundation of knowledge”³ for working with infants and toddlers. Can be used as a step toward a credential.
- Infant Mental Health (IMH) Endorsement—Can be used in a variety of ways by states to promote infant mental health practices and support infant and early childhood professionals. Required coursework for a state’s infant/toddler credential may be aligned with competencies needed to earn an IMH Endorsement.⁴
- * = States with an infant mental health endorsement are marked by an asterisk. The three states indicated (Kansas, Michigan, Minnesota) are states that provided feedback referencing their IMH endorsement.
- American Samoa, District of Columbia, Guam, Puerto Rico, Virgin Islands, and the North Marianas Islands do not currently have a credential.

¹ “What Is Professional Development in Early Childhood Education.” NAEYC, NAEYC, 2009

² “Early Childhood Education Professional Development: Adult Education Glossary.” NAEYC, NAEYC, 2011 Ibid

³ “Infant/Toddler Endorsement.” Virginia Department of Social Services, Virginia Department of Social Services, 2016

⁴ “Infants, Toddlers, and Early Childhood Mental Health Competencies: A Comparison of Systems” ZEROTOTHREE, 2014

ARKANSAS

<http://humanservices.arkansas.gov/dccece/trainingDocs/DCCECE%20Birth-PreK%20Teaching%20Credential%20official%20application.pdf>
[http://humanservices.arkansas.gov/images/uploads/dccece/Infant_Toddler_certificate_application\(Revised\).pdf](http://humanservices.arkansas.gov/images/uploads/dccece/Infant_Toddler_certificate_application(Revised).pdf)

Criteria Areas	Criteria Requirements
Name	Arkansas Infant Toddler Certificate
Secondary School	Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Level 1: Foundation (15 or more clock hours)</p> <ul style="list-style-type: none"> ▪ Making First Experiences Count (3 two-hour sessions online or face-to-face)6 hours ▪ Baby Steps: Responsive Infant and Toddler Care 3 hours ▪ Hands-on Routine Care [10 one-hour modules online]10 hours ▪ Basic Care for Infants and Toddlers 6 hours ▪ Safe Baby 2 hours <p>Level 2: Intermediate (20 or more clock hours)</p> <ul style="list-style-type: none"> ▪ Early Care and Education Direct [5 four-hour modules online]20 hours ▪ Child Development: Birth to Three 15 hours ▪ Conscious Discipline for Infants and Toddlers 24 hours ▪ Curriculum Institute: Infant and Toddler 18 hours ▪ Ounce Scale Introduction 6 hours ▪ ITERS-R 3 hours ▪ ABC New Teacher ITERS Training 6 hours ▪ ABC ITERS Refresher 3 hours ▪ Developmentally Appropriate Physical Experiences for Infants and Toddlers 2 hours ▪ Ages and Stages 3 hours ▪ Ages and Stages SE 2 hours ▪ Teaching Infants and Toddlers 16 hours <p>Level 3: Advanced (25 or more clock hours)</p> <ul style="list-style-type: none"> ▪ Infant Toddler Standards: Arkansas CDELS 16 hours ▪ Respecting Infants and Toddlers as Thinkers and Explorers 3 hours ▪ The Growing Brain 21 hours ▪ Cradling Literacy 24 hours ▪ Planning Curriculum for Infants and Toddlers 6 hours ▪ Classroom-Based Assessment 12 hours ▪ Critical Competencies for Infant Toddler Educator 45 hours ▪ Working Effectively with Very Young Children and Their Families 30 hours ▪ Mathematical Thinking in Infants and Toddlers 2 hours ▪ Reducing the Risk of Child Abuse and Neglect 18 hours ▪ Supporting Creative Development in Infants and Toddler 2 hours ▪ Role of the Program Director 12 hours
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified

ARKANSAS

Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Application form ▪ Documentation for completed Interactive TA visit. ▪ Copy of TAPP/PDR transcript all training that applies to this certificate highlighted
Assessment/Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ At least 2 courses must be taken for Levels 2 and 3 ▪ Reflection questions to be submitted with application
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ Foundation Level ▪ Intermediate Level ▪ Advanced Level
Coursework Languages	<ul style="list-style-type: none"> ▪ Not specified

CALIFORNIA	
http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf	
Criteria Areas	Criteria Requirements
Name	Child Development Master Teacher Permit with Infant/Toddler Specialization (Options 1 and 2)
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Options 1 and 2 have the following general requirements:</p> <ul style="list-style-type: none"> Completion of 24 semester units of coursework in early childhood education (ECE) or child development (CD), including at least one 3 semester unit course in each of the following core areas: <ul style="list-style-type: none"> Child/human growth and development Child, family, and community, or child and family relations Programs/curriculum <p>Option 1</p> <ul style="list-style-type: none"> Complete 16 semester units in general education, including at least one course in each of the following areas: humanities and/or fine arts, social sciences, math and/or science, and English and/or language arts Complete 6 additional units in infant/toddler care Complete an additional 2 semester units of adult supervision coursework <p>Option 2</p> <ul style="list-style-type: none"> Complete a bachelor's degree or higher Complete 12 semester units of ECE or CD coursework
Experience	<p>Option 1</p> <ul style="list-style-type: none"> Complete 350 days of experience in an instructional capacity in a child care and development program, working at least 3 hours per day within the last four years <p>Option 2</p> <ul style="list-style-type: none"> Complete 3 semester units of supervised field experience in an ECE setting
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Application Official transcript(s) First-time applicants: Live scan receipt verifying fingerprints have been taken Out-of-state residents: two fingerprint cards
Assessment/ Evaluation	<ul style="list-style-type: none"> All coursework must be degree-applicable (associate's degree or higher) and non-remedial All coursework must be completed with a grade of "C" or better ("pass" and "credit" grades meet this requirement) All core coursework must meet a minimum unit requirement of 3 semester units or 4 quarter units
Additional Requirements	<ul style="list-style-type: none"> All coursework must be completed at a regionally accredited college or university
Levels/Tiers of Credential	<ul style="list-style-type: none"> One level
Coursework Languages	<ul style="list-style-type: none"> Not specified

COLORADO

<https://ecpd.costartstrong.org/ets/companies/ed3795ab-c6bc-47dc-b49d-a3ce18669f44/UserFiles/Credentials%20side%20by%20side.pdf>
https://ecpd.costartstrong.org/ets/pages/default.aspx?p=credential_2.0

Criteria Areas	Criteria Requirements
Name	Colorado Early Childhood Professional Credential Level III with Infant/Toddler Endorsement
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Maximum of 50 points possible</p> <ul style="list-style-type: none"> Early Childhood Professional I: 10-20 points and must have points from at least 2 areas Early Childhood Professional II: 21-35 points and must have points from at least 2 areas Early Childhood Professional III: 36-50 points and must have points from all 3 areas Early Childhood Professional IV: 51-60 points and must have points from all 3 areas Early Childhood Professional V: 61-70 points and must have points from all 3 areas Early Childhood Professional VI: 71+ points and must have points from all 3 areas
Experience	<p>Maximum of 20 points possible</p> <ul style="list-style-type: none"> Direct work with young children (birth to 8) and families Supervision, leadership, or management of programs Program coordination, development, or regulation Training, instruction, or technical assistance of programs Evaluation or research in the field
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Official transcript(s), if appropriate, must be sent directly from the college or university
Assessment/Evaluation	<ul style="list-style-type: none"> Not specified
Additional Requirements	<ul style="list-style-type: none"> Ongoing professional development Maximum of 30 points possible
Levels/Tiers of Credential	<ul style="list-style-type: none"> The Early Childhood Professional Credential includes Levels I–VI
Coursework Languages	<ul style="list-style-type: none"> Not specified

CONNECTICUT

<http://www.ct.gov/oec/cwp/view.asp?a=4541&q=562336>

Criteria Areas	Criteria Requirements
Name	Early Childhood Teacher Credential (ECTC)
Secondary School	High school diploma, GED credential, or higher education.
Early Childhood Training/Education	<p>Approved college route</p> <ul style="list-style-type: none"> ▪ Graduate from an approved higher education institution <p>Individual review route</p> <ul style="list-style-type: none"> ▪ Graduated from a non-approved higher education institution with an early childhood degree or non-related associate’s or bachelor’s degree or graduated from an approved college prior to approval date ▪ Must have completed 12 credits in early childhood or child development
Experience	<p>Approved college route</p> <ul style="list-style-type: none"> ▪ Not specified ▪ Currently working in the early childhood field or have at least one year of experience
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Official transcripts
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Be a member in the Connecticut Early Childhood Registry
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ Associate’s degree level with an endorsement ▪ Bachelor degree level with an endorsement
Coursework Languages	<ul style="list-style-type: none"> ▪ Not specified

DELAWARE

https://dieecpd.org/static/uploads/files/Early_Childhood_Infant_Toddler_Credential_Portfolio_Pathway.pdf
<https://dieecpd.org/static/uploads/files/ec-infant-toddler-final.pdf>
<https://dieecpd.org/early-childhood-credentials>

Criteria Areas	Criteria Requirements
Name	Delaware Early Childhood Infant/Toddler Credential
Secondary School	<ul style="list-style-type: none"> Copy of high school diploma or transcript(s) from higher education institution
Early Childhood Training/Education	<p>Option 1</p> <ul style="list-style-type: none"> 3 Credits of Higher Education. Approved courses include: <ul style="list-style-type: none"> HDFS236: Infants and Toddlers Development and Programs, 3 credits, University of Delaware HDFS641: Infants, Toddlers, & Families: Development and Programming, 3 credits, University of Delaware ED561: Analysis, Innovation, and Evaluation of Early Childhood Curriculum, 3 credits, Widener University ED5200: Foundations of Early Childhood, 3 credits, Widener University ECE121: Infant and Toddler Methods & Lab, 5 credits, Delaware Technical Community College PSY330: Infant and Toddler Development, 3 credits, Wilmington University EDUC329: Curriculum for Infant and Toddler Care and Development ECE Practicum I, 4 credits, Delaware State University EDUC337: Curriculum Integration in ECE and Practicum II, 4 credits, Delaware State University EDUC338: Curriculum Integration in ECE and Practicum III, 4 credits, Delaware State University EDU132: Early Childhood Curriculum Methods, 3 credits, Cecil County Community College EDU203: Early Childhood Curriculum and Methods – Field Experience, 1 credit, Cecil County Community <p>Option 2</p> <ul style="list-style-type: none"> Completion of Quality Assured Professional Development: <ul style="list-style-type: none"> RELATE: Quality Environments & Organizational Structure of Infant/Toddler Programs (15 hours) RELATE: Infant/Toddler Communication & Learning (15 hours) RELATE: Relationships with Infants & Toddlers – Social Emotional Growth (15 hours) RELATE: Infant/Toddler Routines and Curriculum Using Observation and Assessment (15 hours)
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Application Official transcript(s) Proof of education/training requirements
Assessment/ Evaluation	<ul style="list-style-type: none"> Not specified
Additional Requirements	<ul style="list-style-type: none"> Completion of Inclusion Portfolio
Levels/Tiers of Credential	<ul style="list-style-type: none"> One level
Coursework Languages	<ul style="list-style-type: none"> Not specified

FLORIDA	
http://ccrain.fl-dcf.com/documents/-99/2479.pdf#page=1	
Criteria Areas	Criteria Requirements
Name	Department of Children and Families Birth Through Five Florida Child Care Professional Credential
Secondary School	<ul style="list-style-type: none"> ▪ Not specified
Early Childhood Training/Education	<ul style="list-style-type: none"> ▪ A total of 120 clock hours of training—hours must include a minimum of 10 hours in each of the following eight content areas: ▪ Knowledge of basic principles of child growth and development ▪ Creation of a developmentally appropriate learning environment that is safe, healthy, respectful, and supportive of children and families ▪ Development of educational programs that promote the social and emotional development of children ▪ Development of educational programs that improve motor, language, and cognitive development of children, including literacy development ▪ Promotion of involvement and positive relationships with families and communities ▪ Understanding and application of the principles of screening and assessment ▪ Identification and demonstration of professionalism in the field of early childhood education ▪ Identification and demonstration of effective program management techniques
Experience	<ul style="list-style-type: none"> ▪ A total of 480 clock hours working with children in an early childhood setting in the last 5 years are required ▪ A minimum of 80 of the 480 hours must be completed while attending the training program
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Each student is formally observed once by a qualified observer while working in an early childhood classrooms et tin gin the role of lead teacher
Documentation	<p>An early childhood portfolio is required and includes:</p> <ul style="list-style-type: none"> ▪ Autobiography ▪ Statement of competence ▪ Resource collection
Assessment/Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ Areas of specialization for the credential include: ▪ Facility-based infant/toddler ▪ Facility-based birth–5
Coursework Languages	<ul style="list-style-type: none"> ▪ English

GEORGIA

http://www.centralgatech.edu/wp-content/uploads/pdfs/catalog/Catalog_18-19.pdf#page=195

Criteria Areas	Criteria Requirements
Name	Georgia Infant/Child Care Specialist Technical Certificate
Secondary School	High School Diploma or GED
Early Childhood Training/Education	<p>The Technical Certificate of Credit (TCC) involves five 3 credit courses (15 credit hours) offered through the Technical College System of GA. The TCC offers instruction in theory, methods, and practices. The infant/toddler TCC courses are based on the West Ed Program for Infant & Toddler Caregivers Trainer Institutes. TCC courses include:</p> <ul style="list-style-type: none"> ▪ Introduction to Early Childhood Care and Education (ECCE 1101) ▪ Child Growth and Development (ECCE 1103) ▪ Health, Safety, and Nutrition (ECCE 1105) ▪ Infant/Toddler Development (ECCE 2330) ▪ Infant/Toddler Group Care and Curriculum (ECCE 2332) ▪ Competencies for the courses align with the CDA Credential™ and serve as a bridge to the Early Childhood Care and Education diploma and associate's degree options at technical colleges.
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Transcript(s) review
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English

IDAHO	
http://cwidaho.cc/academics/early-childhood-education Early Childhood Education certificates are also offered at these colleges and universities: (please click the links below) College of Southern Idaho - North Idaho College - Lewis Clark State College - Brigham Young University - Idaho State University	
Criteria Areas	Criteria Requirements
Name	College of Western Idaho Early Childhood Education Technical Certificate College of Western Idaho Early Childhood Education Intermediate Technical Certificate College of Western Idaho Early Childhood Education Advanced Technical Certificate
Secondary School	<ul style="list-style-type: none"> Student must have a high school diploma or GED credential
Early Childhood Training/Education	<ul style="list-style-type: none"> 18 credit hours for Basic Technical Certificate 34 credit hours for Intermediate Technical Certificate 54 credit hours required for Advanced Technical Certificate Combination of the courses below: <ul style="list-style-type: none"> ECED 100: Foundations of Early Childhood Education (3 credits) ECED 101: Child Development and Guidance (3 credits) ECED 105: Teaching Young Children 1 (4 credits) ECED 141: Health, Safety, and Nutrition (3 credits) ECED 171: Early Childhood Curriculum 1 (3 credits) ECED 106: Teaching Young Children 2 (4 credits) ECED 173: Early Childhood Curriculum 2 (3 credits) ECED 184: Family and Community Partnerships (2 credits) ECED 202: Child Growth and Development (4 credits) ECED 203: Early Childhood Education Practicum (6 credits) ECED 220: Inclusion in Early Childhood Programs (3 credits) ECED 232: Early Childhood Program Administration (3 credits) ECED 257: Infant and Toddler Care and Education (4 credits) GEM 6: Social & Behavioral Ways of Knowing (3 credits) GEM 3: Mathematical Ways of Knowing (3 credits) GEM 1 Or GEM 2: Written Communication or Oral Communication (3 credits)
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> No practicum class required for Basic and Intermediate Technical Certificate 6 credits of practicum required for Advanced Technical Certificate
Documentation	<ul style="list-style-type: none"> Transcript(s) review
Assessment/ Evaluation	<ul style="list-style-type: none"> Not specified
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> Early Childhood Education Basic Technical Certificate Early Childhood Education Intermediate Technical Certificate Early Childhood Education Advanced Technical Certificate
Coursework Languages	<ul style="list-style-type: none"> English

ILLINOIS	
http://www.ilgateways.com/credentials/infant-toddler-credential	
Criteria Areas	Criteria Requirements
Name	Illinois Gateways Infant/Toddler Credential (Levels 2-6)
Secondary School	<ul style="list-style-type: none"> High school diploma or GED credential
Early Childhood Training/Education	<p>Level 2</p> <ul style="list-style-type: none"> 3 points in specific infant and toddler education and approved training, of which all 3 points maybe from IT credential approved training <p>Level 3</p> <ul style="list-style-type: none"> 6 points in specific infant and toddler education and approved training, of which a maximum of 3 points maybe from IT credential approved training <p>Level 4</p> <ul style="list-style-type: none"> 6 points in specific infant and toddler education and approved training, of which a maximum of 3 points maybe from IT credential approved training <p>Level 5</p> <ul style="list-style-type: none"> 12 points in specific infant and toddler education and approved training, of which a maximum of 6 points maybe from IT credential approved training <p>Level 6</p> <ul style="list-style-type: none"> 18 points in specific infant and toddler of which 6 points must be from graduate level IT coursework—2 points must be in infant mental health and a maximum of 6 points may be from IT credential approved training
Experience	<p>Level 2</p> <ul style="list-style-type: none"> 5 hours of supervised experience with infants, toddlers, and their families or 200 hours of documented IT work experience <p>Level 3</p> <ul style="list-style-type: none"> 10 hours of supervised experience with infants, toddlers, and their families or 450 hours of documented IT work experience <p>Level 4</p> <ul style="list-style-type: none"> 50 hours of supervised experience with infants, toddlers, and their families or 900 hours of documented IT work experience <p>Level 5</p> <ul style="list-style-type: none"> 100 hours of supervised experience with infants, toddlers, and their families or 1800 hours of documented IT work experience <p>Level 6</p> <ul style="list-style-type: none"> 3,600 hours of documented experience with infants, toddlers, and their families
Health and Safety Certification	<ul style="list-style-type: none"> CDA Credential™ requirements if using CDA Credential™ points option
Observation	<ul style="list-style-type: none"> CDA Credential™ requirements if using CDA Credential™ points option Montessori Credential also requires an observation of the candidate Levels 3 & 4 include 20 hours of ECE observation
Documentation	<ul style="list-style-type: none"> Direct Route Pathway: <ul style="list-style-type: none"> Information Update Form and Gateways to Opportunity Direct Route Credentials Supplement Application Official transcript(s) from accredited college(s) or university(s) Work & Practical Experience Verification Form Entitled Route Pathway: <ul style="list-style-type: none"> Information Update Form and Gateways to Opportunity Entitled Route Credentials Supplement Application Official transcript(s) from accredited college(s) or university(s)

Assessment/ Evaluation	CDA Credential™ requirements if using CDA Credential™ points option
Additional Requirements	<ul style="list-style-type: none"> ▪ Membership in a related professional organization
Levels/Tiers of Credential	Level 2 <ul style="list-style-type: none"> ▪ High School Diploma or GED Level 3 <ul style="list-style-type: none"> ▪ Three semester hours in any math, English, and general education electives (psychology, sociology, science, etc.) (These 9 hours must be credit bearing and non-developmental 100 level+) Level 4 <ul style="list-style-type: none"> ▪ Associate’s degree or 60+ semester hours (including the 9 semester hours listed at level 3) Level 5 <ul style="list-style-type: none"> ▪ Bachelor’s degree Level 6 <ul style="list-style-type: none"> ▪ Graduate degree
Coursework Languages	<ul style="list-style-type: none"> ▪ English ▪ Spanish

INDIANA

[http://cms.bsu.edu/academics/colleges and departments/online/academic-programs/undergraduate-certificates/infanttoddler](http://cms.bsu.edu/academics/colleges_and_departments/online/academic-programs/undergraduate-certificates/infanttoddler)

Criteria Areas	Criteria Requirements
Name	Undergraduate Certificate in Infant and Toddler Specialization
Secondary School	Minimum of a high school diploma/GED credential
Early Childhood Training/Education	<ul style="list-style-type: none"> ▪ The certificate consists of 18 credit hours ▪ FCFC 202: Child and Family Wellness (3 credit hours) ▪ FCFC 310: Promoting Prosocial Development in Young Children: Guidance and Cultural Factors (3 credit hours) ▪ FCFC 315: Infant Toddler Curriculum and Environment (3 credit hours) ▪ FCFC 320: Leadership and Management in Child Development Programs (3 credit hours) ▪ FCFC 380: Parenting (3 credit hours) ▪ FCCD 400: Internship in Child Development (3 credit hours)
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Official transcripts
Assessment/Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Students must earn a minimum grade of "C" in all required courses
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ Not specified
Coursework Languages	<ul style="list-style-type: none"> ▪ English

KANSAS*

<http://www.kaimh.org/endorsement>
<http://www.kaimh.org/apply>

Criteria Areas	Criteria Requirements
Name	Kansas Association for Infant and Early Childhood Mental Health Endorsement (IMH-E®) Level 1: Infant Family Associate Level 2: Infant Family Specialist
Secondary School	Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™, associate’s degree, or 2 or more years of paid work experience in infant, early childhood, or family field ▪ Minimum of 30 hours in-service training or continuing education on infant/toddler mental health <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Bachelor’s or master’s degree and 2 or more years of paid work experience in infant, early childhood, or family field ▪ Minimum of 30 hours in-service training or continuing education on infant/toddler mental health
Experience	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ or 2 or more years of experience required in Level 1, only if NOT using the associate’s degree option <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ 2 or more years of paid work experience in infant, early childhood, or family field
Health and Safety Certification	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements
Observation	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements
Documentation	<p>The professional portfolio includes</p> <ul style="list-style-type: none"> ▪ Completion of an e-form listing training and experiences ▪ Sealed official transcript(s) from every college/university attended ▪ Three sealed reference rating forms ▪ A signed code of ethics ▪ A signed endorsement agreement

KANSAS*

<p>Assessment/ Evaluation</p>	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Three references from any combination of the following: <ul style="list-style-type: none"> ▪ Current supervisor ▪ Teacher ▪ Trainer ▪ Consultant ▪ Parent/service recipient <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Three references from any combination of the following: <ul style="list-style-type: none"> ▪ Current supervisor ▪ Teacher, trainer, consultant, or parent/service recipient ▪ Reflective supervisor
<p>Additional Requirements</p>	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Signed code of ethics <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Signed code of ethics ▪ At least 24 hours of reflective supervision/consultation within a 2-year time period
<p>Levels/Tiers of Credential</p>	<p>Four levels of endorsement correspond to education, skills, and experience</p> <ul style="list-style-type: none"> ▪ Infant Family Associate: Level 1 ▪ Infant & Family Specialist: Level 2 ▪ Infant Mental Health Specialist: Level 3 ▪ Infant Mental Health Mentor: Level 4
<p>Coursework Languages</p>	<ul style="list-style-type: none"> ▪ English

MAINE	
http://muskie.usm.maine.edu/maineroads/pd/itcredentials.htm	
Criteria Areas	Criteria Requirements
Name	Maine Infant Toddler Credential I
Secondary School	<ul style="list-style-type: none"> High school diploma or GED credential
Early Childhood Training/Education	<p>A total of 120 clock hours of training with 96 clock hours of core knowledge training</p> <ul style="list-style-type: none"> Foundations in Health, Wellness, and Safety (18 clock hours) Caring for Infants, Toddlers, and their Families (30 clock hours) Supporting ME’s Infants & Toddlers: Guidelines for Learning & Development (30 clock hours) Introduction to Infant Mental Health: Issues and Practice (18 clock hours) 24 clock hours of elective training <p>Training, including electives, must be aligned with ME’s Infant/Toddler Competencies for Level I which are grouped in the following core knowledge areas:</p> <ul style="list-style-type: none"> Infant/toddler growth and development Health, safety, and nutrition Relationships with children Relationships with families Observation and assessment Curriculum and approaches to learning Professionalism <p>Training is verified through the ME Roads to Quality (MRTQ) Registry.</p>
Experience	<ul style="list-style-type: none"> 480 clock hours of experience in the 5 years prior to candidate’s application
Health and Safety Certification	<ul style="list-style-type: none"> Valid Pediatric First Aid and CPR Certification are required
Observation	<ul style="list-style-type: none"> Formal observation by a trained observer who uses the MRTQ Infant/Toddler Observation Form
Documentation	<ul style="list-style-type: none"> Candidates prepare a portfolio demonstrating each of me’s Infant/Toddler Competencies which is reviewed by the Credential Approval Committee which is a subcommittee of ME’s Statewide Professional Development Committee
Assessment/ Evaluation	<ul style="list-style-type: none"> Parent Questionnaires (75% must be completed)
Additional Requirements	<ul style="list-style-type: none"> Candidates must belong to the MRTQ Registry
Levels/Tiers of Credential	<ul style="list-style-type: none"> Levels I–III Level II is post-associate’s degree and offered through ME community colleges Level III is in development as a post-bachelor’s credential
Coursework Languages	<ul style="list-style-type: none"> English

MARYLAND

<http://cms.montgomerycollege.edu/edu/departments.aspx?id=10625>

Criteria Areas	Criteria Requirements
Name	Maryland Early Childhood Certificate-Infant/Toddler 45-Hour Course Certificate
Secondary School	<ul style="list-style-type: none"> Not specified
Early Childhood Training/Education	<p>Infant and Toddler Development and Curricular Planning (course titles and numbers vary by community college)</p> <ul style="list-style-type: none"> Delivered in MD community colleges Courses introduce the major concepts, principles, theories, and research related to the development and care of children birth to 3 Upon completion of the 45-hour course, the student is eligible for the Infant/Toddler 45-Hour Course Certificate required to hold the position of infant/toddler senior staff in a MD state licensed child care center
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Not specified
Assessment/Evaluation	<ul style="list-style-type: none"> Not specified
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> One level
Coursework Languages	<ul style="list-style-type: none"> English

MASSACHUSETTS	
http://www.eec.state.ma.us/docs1/prof_devel/eec_pq_cert_applic.pdf	
Criteria Areas	Criteria Requirements
Name	Massachusetts Infant/Toddler (or Preschool) Lead Teacher Credential
Secondary School	<ul style="list-style-type: none"> ▪ High school diploma or 21 years of age
Early Childhood Training/Education	<p>Must meet Infant/Toddler Teacher Credential Level 1 requirements including:</p> <ul style="list-style-type: none"> ▪ High school diploma or be at least 21 years of age ▪ Completion of a three-credit college course (from an accredited college) in child growth and development <i>*This course may also be called Child Psychology or Developmental Psychology—the course description will be reviewed to determine if it meets the criteria for child growth and development birth to age 8 or 12</i> <p>Course Substitutions:</p> <ul style="list-style-type: none"> ▪ Child Development Associate Credential (CDA) ▪ Human Growth and Development One ▪ Graduation from an approved 2-year high school child care program in Massachusetts since 1989 with a recommendation letter from the high school program director, a copy of your high school diploma and transcript(s) <i>*Other courses may substitute if a course description is sent with the transcript(s) that shows the course was about child growth and development, birth to age 8 or 12</i>
Experience	<p>Must meet Infant/Toddler Teacher Credential Level 1 requirements including:</p> <ul style="list-style-type: none"> ▪ 9 months of supervised work experience (50 clock hours of consistent work at one program is equivalent to 1 month of work experience) ▪ Work experience must be at least 12 clock hours per week for 4 weeks in one agency with one group of children to count as 1 month of experience or one agency with mixed ages ▪ At least 3 months of work experience must be with an infant/toddler age group or a supervised practicum, for which college credit was earned, with the infant/toddler age group <p>Experience substitutions:</p> <ul style="list-style-type: none"> ▪ An associate’s or bachelor’s degree in early childhood education or a related field will substitute for 6 months of the required experience ▪ A bachelor’s degree in an unrelated field will substitute for 3 months of required work experience ▪ For infant-toddler Teacher, 1 CEU (10 hours of instruction) in infant and toddler development, care and/or program planning may substitute for 3 months of required work experience
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements ▪ Associate, bachelor’s degree, and practicum options for meeting the requirements all include observation
Documentation	<ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements ▪ EEC Application for Professional Qualification Certification ▪ Official college transcript(s) (if applicable) ▪ High school diploma or GED, if under 21 years of age ▪ Copies of course certificates that indicate that the training is approved for CEUs ▪ Work Verification Form(s) verifying work experience(s) by a supervising lead teacher or director

MASSACHUSETTS

Assessment/Evaluation	<ul style="list-style-type: none">▪ CDA Credential™ option follows CDA™ requirements
Additional Requirements	<ul style="list-style-type: none">▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none">▪ Two levels
Coursework Languages	<ul style="list-style-type: none">▪ English

MICHIGAN*	
http://www.mi-aimh.org/endorsement	
Criteria Areas	Criteria Requirements
Name	Michigan Association for Infant Mental Health Endorsement (IMH-E®) Level 1 Infant Family Associate Level 2 Infant Family Specialist
Secondary School	Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Any academic degree, including bachelor’s, master’s, doctorate; OR ▪ Official transcript(s)/certificate from Child Development Associate (CDA); OR ▪ Official transcript(s) from associate’s degree (AD) in related area; OR ▪ Two years of infant and early childhood-related paid work experience (include official transcript(s) from any college courses completed) <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Minimum of bachelor of arts (BA), bachelor of science (BS), bachelor of social work (BSW), bachelor of nursing (BSN); and including master of arts (MA), master of science (MS), master of social work (MSW), master of education (MEd) master of nursing (MSN), master of applied studies (MAS), PhD, EdD, PsyD, official transcript(s)
Experience	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Minimum 30 clock hours of relationship-based education ▪ Training pertaining to the promotion of social-emotional development and/or the practice of infant mental health ▪ Applicants will include as many hours as necessary to document that competencies (as specified in Competency Guidelines®) have been met <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Level 1, and ▪ Minimum two years of paid, post-bachelor’s, professional work experience providing services that promote infant mental health. Work experience meets this criterion as long as the applicant has: <ul style="list-style-type: none"> ▪ Served a minimum of 10 families of infants/toddlers (birth to 36 months) ▪ A primary focus of the services provided is the social-emotional needs of infant/toddler ▪ Services include attention to the relationships surrounding the infant/toddler
Health and Safety Certification	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Same as Level 1
Observation	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ All Endorsed professionals are encouraged to seek reflective supervision or consultation <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Minimum 24 clock hours within one- to two-year time frame ▪ Post-bachelor’s, relationship-based, reflective supervision or consultation, individually or in a group while providing services to infants, very young children, and families. Provider of reflective supervision/consultation must have earned Endorsement® at III or IV-Clinical. For bachelor’s-prepared II applicants, reflective supervision/consultation that meets criteria for Endorsement® may come from a master’s-prepared professional who has earned II

MICHIGAN*	
Documentation	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Application will document that competencies have been adequately met through course work, paid and/or volunteer work experiences, or in-service training. Written examination not required for applicants seeking Infant Family Associate Endorsement® <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Same as Level 1
Assessment/ Evaluation	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Total of three ratings: <ul style="list-style-type: none"> ▪ One must come from a current supervisor ▪ At least one must come from an individual who meets MI-AIMH Endorsement® requirements at Level II, III, or IV OR is familiar with the Competency Guidelines® and vetted by MI-AIMH* ▪ One can come from a colleague, or a parent/recipient of services (paid or volunteer), teacher, CDA mentor, board member <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Three references: <ul style="list-style-type: none"> ▪ Current supervisor ▪ Teacher, trainer, consultant, or parent/service recipient (paid or volunteer) ▪ Reflective supervisor
Additional Requirements	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Signed code of ethics <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Signed code of ethics ▪ At least 24 hours of reflective supervision/consultation within a 2-year time period
Levels/Tiers of Credential	<p>Four levels of endorsement correspond to education, skills, and experience:</p> <ul style="list-style-type: none"> ▪ Infant Family Associate: Level 1 ▪ Infant & Family Specialist: Level 2 ▪ Infant Mental Health Specialist: Level 3 ▪ Infant Mental Health Mentor: Level 4
Coursework Languages	<ul style="list-style-type: none"> ▪ English

MINNESOTA*

<http://www.macmh.org/iec/macmh-iec-professional-endorsement/>

Criteria Areas	Criteria Requirements
Name	Minnesota Association for Infant Mental Health Endorsement (IMH-E®) Level 1 Infant Family Associate Level 2 Infant Family Specialist
Secondary School	Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™, associate’s degree, OR ▪ 2 or more years of paid work experience in infant, early childhood, or family field, OR ▪ Any academic degree, including bachelor’s, master’s, doctorate ▪ Minimum of 30 hours in service training/continuing education on infant/toddler mental health <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Bachelor’s or master’s degree and 2 or more years of paid work experience in infant, early childhood, or family field ▪ Minimum of 30 hours in-service training/continuing education on infant/toddler mental health
Experience	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ or 2 or more years of experience required in Level I, only if NOT using the associate’s degree option <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ 2 or more years of paid work experience in infant, early childhood, or family field
Health and Safety Certification	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements
Observation	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ CDA Credential™ option follows CDA™ requirements
Documentation	<p>The professional portfolio includes</p> <ul style="list-style-type: none"> ▪ Completion of an e-form listing training and experiences ▪ Sealed official transcript(s) from every college/university attended ▪ Three sealed reference rating forms ▪ A signed code of ethics ▪ A signed endorsement agreement

MINNESOTA*

Assessment/Evaluation	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Three references from any combination of the following: <ul style="list-style-type: none"> ▪ Current supervisor ▪ Teacher ▪ Trainer ▪ Consultant ▪ Parent/service recipient <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Three references from any combination of the following: <ul style="list-style-type: none"> ▪ Current supervisor ▪ Teacher, trainer, consultant, or parent/service recipient ▪ Reflective supervisor <ul style="list-style-type: none"> ▪ At least one must come from an individual who meets MI-AIMH Endorsement requirements at Level II, III, or IVOR ▪ Is familiar with the competency guidelines and vetted by MAIECMH
Additional Requirements	<p>Level 1 Infant Family Associate</p> <ul style="list-style-type: none"> ▪ Signed code of ethics <p>Level 2 Infant Family Specialist</p> <ul style="list-style-type: none"> ▪ Signed code of ethics ▪ At least 24 hours of reflective supervision/consultation within a 2-year time period
Levels/Tiers of Credential	<p>Four levels of endorsement correspond to education, skills and experience:</p> <ul style="list-style-type: none"> ▪ Infant Family Associate: Level 1 ▪ Infant & Family Specialist: Level 2 ▪ Infant Mental Health Specialist: Level 3 ▪ Infant Mental Health Mentor: Level 4
Coursework Languages	<ul style="list-style-type: none"> ▪ English

MONTANA

<https://dphhs.mt.gov/hcsd/ChildCare/ProfessionalDevelopment#154091524-child-development-associate-cda-credential>

Criteria Areas	Criteria Requirements
Name	Montana Infant/Toddler Caregiver Certification
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Caregivers wishing to earn Infant/Toddler Caregiver certification may do so in one of the following ways:</p> <ul style="list-style-type: none"> Complete a 60-hour course titled MT Infant/Toddler Caregiver Certification Take the equivalent of 60 hours of infant/toddler training (4 credits) as part of a degree program in early childhood or child development Complete the Infant/Toddler CDA Credential™
Experience	<ul style="list-style-type: none"> CDA Credential™ option follows CDA™ requirements; not specified for 2 other options
Health and Safety Certification	<ul style="list-style-type: none"> CDA Credential™ option follows CDA™ requirements; not specified for 2 other options
Observation	<ul style="list-style-type: none"> CDA Credential™ option follows CDA™ requirements; not specified for 2 other options
Documentation	<ul style="list-style-type: none"> CDA Credential™ option follows CDA™ requirements; not specified for 2 other options
Assessment/Evaluation	<ul style="list-style-type: none"> CDA Credential™ option follows CDA™ requirements; not specified for 2 other options
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> One level
Coursework Languages	<ul style="list-style-type: none"> English

NEVADA

<https://www.csn.edu/degrecert/early-childhood-education%E2%80%93infanttoddler-education-ca>

Criteria Areas	Criteria Requirements
Name	Early Childhood Education—Infant/Toddler Education Certificate of Achievement (CA)
Secondary School	<ul style="list-style-type: none"> Must have a high school diploma or a GED credential
Early Childhood Training/Education	<p>General Education Requirements (9 Credits)</p> <ul style="list-style-type: none"> Complete a 60-hour course titled MT Infant/Toddler Caregiver Certification Mathematics (3 credits): MATH 104B or above Communications (6-8 credits): 3-5 credits from the following: BUS 108; ENG 100, 101, 102, 107, 113, 114, 205, JOUR102 3 credits COM 101 or 102 or 215 Special Program Requirements (21 credits) ECE 127: Role of Play for Infants and Toddlers 1 ECE 130: Infancy 3 ECE 134: Guiding Infant/Toddlers 1 ECE 155: Literacy and the Young Child 1 ECE 156: Music in the Preschool Curriculum 1 ECE 157: Art in the Preschool Curriculum 1 ECE 162: Teaching the Two Year Old 1 ECE 200: The Exceptional Child 3 ECE 202: Understanding Human Growth and Development 3 ECE 204: Principles of Child Guidance 3 ECE 252: Infant/Toddler Curriculum 3
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Not specified
Assessment/Evaluation	<ul style="list-style-type: none"> Not specified
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> Not specified
Coursework Languages	<ul style="list-style-type: none"> Not specified

NEW HAMPSHIRE

<https://www.dhhs.nh.gov/dcyf/cdb/profdev.htm>

Criteria Areas	Criteria Requirements
Name	New Hampshire Infant/Toddler Credential Early Head Start Option
Secondary School	<ul style="list-style-type: none"> High school diploma or GED
Early Childhood Training/Education	<ul style="list-style-type: none"> All credit and degree requirements include a minimum of 3 credits focused on infant/toddler content (with the exception of Specialist Level: Allied Professional) <u>Foundational Level I</u>: 3 post-secondary credits in child growth and development will be accepted in lieu of the infant/toddler content course for the initial endorsement of a MACTE Infant/Toddler Credential <ul style="list-style-type: none"> Includes a minimum of 6 hours per year of ongoing training plus 12 hours of other ECE for a total of 18 hours of ongoing training per year. There are additional documentation requirements for the Early Head Start option <u>Foundational Level II</u>: Minimum of associate's degree including 18 credits in approved coursework of which at least 3 credits are focused in infant/toddler content of minimum of associate's degree and a MACTE I/T credential <ul style="list-style-type: none"> Includes a minimum of 6 hours per year of ongoing training plus 12 hours other ECE for a total of 18 hours of ongoing training per year <u>Intermediate Level</u>: Minimum of associate's degree including 18 credits in approved coursework in which at least 3 credits are focused in infant/toddler content or minimum of associate's degree and a MACTE I/T credential <ul style="list-style-type: none"> Includes a minimum of 9 hours per year of ongoing training plus 9 hours of other early childhood education for a total of 18 hours of ongoing training per year <u>Advanced Level</u>: Minimum of bachelor's degree in early childhood education OR <ul style="list-style-type: none"> Minimum of bachelor's degree including a minimum of 24 credits in approved coursework of which at least 6 credits must be in child care administration and 9 credits focused on infant/toddler content <ul style="list-style-type: none"> Includes a minimum of 9 hours per year of ongoing training plus 9 hours other early childhood education for a total of 18 hours of ongoing training per year <u>Specialist Level</u>: Early Childhood Education: Minimum of bachelor's degree in early childhood education including a minimum of 24 credits on approved coursework of which at least 9 credits are focused in infant/toddler content <ul style="list-style-type: none"> Includes a minimum of 12 hours per year of ongoing training plus 6 hours of other early childhood education for a total of 18 hours of ongoing training per year <u>Specialist Level</u>: Allied Professionals: Minimum of bachelor's degree in early childhood education or a related field of specialization <ul style="list-style-type: none"> Meets the professional ongoing training requirements established in the field of specialization AND a minimum of 3 hours per year focused on infant/toddler content
Experience	<ul style="list-style-type: none"> <u>Foundational Level I</u>: Minimum of 1,500 hours of which at least 750 hours must be in an infant/toddler setting OR Infant/Toddler CDA Credential <u>Foundational Level II</u>: Minimum of 1,000 hours in an infant/toddler setting OR 200 cumulative hours of supervised infant/toddler practicum experience <u>Intermediate Level</u>: Minimum of 5 years' experience in early childhood, of which at least 2 years must be in infant/toddler settings <u>Advanced Level</u>: Minimum of 5 years' experience in early childhood, of which at least 2 years must be leadership of an infant/toddler program and/or services <u>Specialist Level</u>: Early Childhood Education: Minimum of 5 years' experience in early childhood, of which at least 3 years must be training and/or teaching to adults focusing in Infant/Toddler content or consulting in infant/toddler programs <u>Specialist Level</u>: Allied Professionals: Minimum of 5 years' experience working with or on behalf of infants/toddlers and their families
Health and Safety Certification	<ul style="list-style-type: none"> Not required

NEW HAMPSHIRE	
Observation	<ul style="list-style-type: none"> ▪ Not required
Documentation	<ul style="list-style-type: none"> ▪ Application includes documentation of education and specialized coursework, ongoing professional development, and work experience
Assessment/Evaluation	<ul style="list-style-type: none"> ▪ Review of application material completed by the Child Development Bureau
Additional Requirements	<ul style="list-style-type: none"> ▪ <u>Foundational Level I</u>: Minimum of Early Childhood Teacher Level 2 or Family Child Care Level 2 ▪ <u>Foundational Level II</u>: Minimum of Early Childhood Teacher Level 5 or Family Child Care Level 5 ▪ <u>Intermediate Level</u>: Minimum of Early Childhood Master Teacher Level 1 or Family Child Care Level 6 ▪ <u>Specialist Level</u>: Early Childhood: NH Early Childhood Master Professional with at least 1 of the following endorsements <ul style="list-style-type: none"> ▪ WT ▪ F ▪ PC
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ Foundation Level I ▪ Foundation Level II ▪ Intermediate Level ▪ Advanced Level ▪ Specialist level: Early Childhood Education ▪ Specialist Level: Allied Professionals
Coursework Languages	<ul style="list-style-type: none"> ▪ English

NEW JERSEY

http://www.njcite.org/wp-content/uploads/2017/05/ITC_Procedure_05-17.pdf

Criteria Areas	Criteria Requirements
Name	New Jersey Infant/Toddler Credential
Secondary School	<ul style="list-style-type: none"> High school diploma, GED credential, college degree, current CDA Credential™
Early Childhood Training/Education	<p>One of the following is required:</p> <ul style="list-style-type: none"> 120 approved non-credit training hours related to the Indicators of Quality in <i>The Learning Guide for the New Jersey Infant/Toddler Credential</i> OR Infant/Toddler CDA (other CDA which includes 30 hours of infant/toddler specific training) OR 9 college credits related to Key Indicators of Quality OR AA or BA in early childhood education, child development, human development or related field <p>ALSO</p> <ul style="list-style-type: none"> Transcripts of the completion of 2 college courses (3 credits each) from an accredited institution <ul style="list-style-type: none"> <i>Social & Emotional Development: Infant Mental Health for Practitioners and Supervised Toddler Settings</i>
Experience	<ul style="list-style-type: none"> Minimum of 6 months of work experience with children under 3 years of age
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Advisor's feedback on observation and field experience (course instructor or other appointed advisor)
Documentation	<ul style="list-style-type: none"> Portfolio demonstrating how knowledge is applied to program implementation
Assessment/ Evaluation	<ul style="list-style-type: none"> Letters of recommendation from a program supervisor and parents with children in the program (family childcare providers submit two letters from parents)
Additional Requirements	<ul style="list-style-type: none"> Reflective personal essay and statement of commitment A copy of the completed <i>Learning Guide for the NJ Infant/Toddler Credential</i>
Levels/Tiers of Credential	<ul style="list-style-type: none"> One level
Coursework Languages	<ul style="list-style-type: none"> English

NEW MEXICO

https://www.cnm.edu/programs-of-study/communication-humanities-and-social-sciences/educ/brochure/NMECE_FS_Professional_Development_System_brochure.pdf

Criteria Areas	Criteria Requirements
Name	New Mexico Infant/Toddler Development Certificate with Infant/Toddler Specialization
Secondary School	<ul style="list-style-type: none"> Not specified
Early Childhood Training/Education	<p>Foundational Level include successful completion of the following courses with a grade of "C" or higher</p> <p>https://www.newmexicokids.org/wp-content/uploads/2015/05/NM_Child_Development_Certificate_Brochure_v8.pdf</p> <ul style="list-style-type: none"> Child Growth, Development, and Learning (3 credits) Health, Safety, and Nutrition (2 credits) Family and Community Collaboration (3 credits) Assessment of Children and Evaluation of Programs (3 credits) Professionalisms (2 credits) Guiding Young Children (3 credits)
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> NM's certificate requires an observation but details are Not specified
Documentation	<ul style="list-style-type: none"> NM requires a professional resource file from candidates to demonstrate New Mexico's seven core competency areas at the awareness level
Assessment/ Evaluation	<ul style="list-style-type: none"> Oral interview Family Opinion Questionnaire
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<p>The Career Lattice comprises the following six levels:</p> <ul style="list-style-type: none"> 45-hour entry level course CDA Credential™ or New Mexico Child Development Certificate One-year vocational certificate Associate of Arts degree (two-years certificate) Bachelor's degree Master's degree in early care
Coursework Languages	<ul style="list-style-type: none"> English Spanish

NEW YORK	
http://nysaeyc.org/infant-toddler-care-education-credentials/	
Criteria Areas	Criteria Requirements
Name	New York Infant/Toddler Care and Education Credential
Secondary School	<ul style="list-style-type: none"> High school diploma or GED credential
Early Childhood Training/Education	<p>Coursework in infant/toddler development and professional practice:</p> <ul style="list-style-type: none"> 12 credit hours from a nationally accredited college in early childhood coursework that cover the standards of the New York State (NYS) Infant/Toddler Child Care & Education Competencies 3 credit hours of these 12 must have been completed within the last 5 years
Experience	<ul style="list-style-type: none"> 2 semesters of a supervised field work course with infants/toddlers and 6 months of work experience in the above settings <p>OR</p> <ul style="list-style-type: none"> A substitute, floater, or administrator who has given at least 480 clock hours of documented, direct care to infants/toddlers in the above settings <p>OR</p> <ul style="list-style-type: none"> 1 year of experience caring for infants/toddlers—this can be obtained in the following manner: <ul style="list-style-type: none"> A NYS licensed child care center A NYS regulated family child care home A substitute, floater, or administrator who has given at least 480 clock hours of documented, direct care to infants/toddlers in the above settings
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<p>Professional observation</p> <ul style="list-style-type: none"> Written report based on a 1-clock hour observation by an early childhood professional, who has experience in infant and toddler care, describing the candidate’s competence in the four competency areas Two letters from families of children currently in the applicant, attesting to his/her competence in working with children and families

NEW YORK

Documentation	<p>Portfolio to include</p> <ul style="list-style-type: none"> ▪ An essay (2–4 pages) that explains the applicant’s experience in infant/toddler care, including how the process of learning through coursework has affected change in his/her everyday practice ▪ Evidence of competency in each of the four topic areas: <ul style="list-style-type: none"> ▪ Infant/toddler development ▪ Family and culture ▪ Environment and curriculum ▪ Assessment and evaluation ▪ Professional development plan that includes the following information: <ul style="list-style-type: none"> ▪ Career goal ▪ Educational plan ▪ Action steps planned ▪ Example—to obtain a 2-year early childhood degree (knowledge) ▪ For each action step the applicant must <ul style="list-style-type: none"> ▪ Describe how s/he will accomplish the step ▪ When s/he will do it ▪ When s/he expects to complete it
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Two peer reviewers score the portfolio using a scoring rubric. Reviewers are trained to reliability. Rubrics are reviewed by the credential committee and final decision is made.
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ None
Coursework Languages	<ul style="list-style-type: none"> ▪ English

NORTH CAROLINA

http://catalog.gtcc.edu/preview_program.php?catoid=2&pooid=325&returnto=51

Criteria Areas	Criteria Requirements
Name	<ul style="list-style-type: none"> ▪ Early Childhood Infant/Toddler Care Certificate
Secondary School	<ul style="list-style-type: none"> ▪ Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>The Infant/Toddler Certificate in NC is awarded to providers completing the following community college infant/toddler coursework (16 credit hours):</p> <ul style="list-style-type: none"> ▪ EDU 119: Intro to Early Childhood Education ▪ EDU 131: Child, Family, & Community ▪ EDU 144: Child Development I ▪ EDU 153: Health, Safety, & Nutrition ▪ EDU 234: Infants, Toddlers, & Twos
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Not specified
Assessment/Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English

OREGON	
https://www.pdx.edu/occd/sites/www.pdx.edu.occd/files/Infant-Toddler%20Professional%20Credential%20Application%20Materials.pdf	
Criteria Areas	Criteria Requirements
Name	Oregon Registry Infant Toddler Professional Credential
Secondary School	<ul style="list-style-type: none"> High school diploma or GED credential
Early Childhood Training/Education	<p>Candidates are required to complete the following:</p> <ul style="list-style-type: none"> Training and education sufficient to receive an Oregon Registry step 6 or higher; step 8 may be required for registered family child care providers and license-exempt infant-toddler program staff (see experience requirements below) step 7 is required to meet Head Start staff qualifications Minimum of 60 clock hours of training and/or education specific to infant and toddlers Minimum of 30 of the 60 clock hours of training specific to infant and toddlers must be current, completed within the past five years prior to application
Experience	<p>For certified child care center staff and certified family child care providers:</p> <ul style="list-style-type: none"> A minimum of 2 years of qualifying teaching experience* At least one year teaching in the care of infants and/or toddlers in a certified childcare facility or comparable group care program, as defined by the Office of Child Care (OCC) For registered family child care providers: <ul style="list-style-type: none"> Experience requirements as described for child care center staff and certified family child care providers A minimum of 2 years of teaching/childcare experience, with at least 1 year caring for infants and/or toddlers in OCC registered family child care home <p>AND</p> <ul style="list-style-type: none"> Training and education requirements for an Oregon Registry step 8 <p>* <i>Qualifying Teaching Experience: 1 year of experience is defined as 1,500 clock hours gained with a group of the same age children in at least 3-hour blocks, within a 36-month period. There is no time limit on experience as long as it can be documented.</i></p>
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<p>One of the following is required:</p> <ul style="list-style-type: none"> 1 clock hour observation by a mentor in a professional role, supervisor, professional consultant, or college faculty, including written feedback from the observer, completed within 6 months prior to submitting application OR Copy of student teaching practicum observation, including written feedback from the instructor, completed within the past 5 years prior to submitting application. The candidate must be observed with a minimum of two children of infant and/or toddler age, one of which is not the candidate's child. <p>Also required:</p> <ul style="list-style-type: none"> A reflection by the candidate, based on the observation and feedback from an observer, completed within the past 6 months prior to application A professional action plan developed by the candidate, based on the observation, observer feedback, and candidate's reflection, completed within the past 6 months prior to submitting the application. The observation, reflection, and action plan must reflect the candidate's work with infants and/or toddlers.

OREGON	
Documentation	<p>Portfolio content requirements include:</p> <ul style="list-style-type: none"> ▪ Cover sheet ▪ Professional autobiography or resume ▪ Documentation of required training and education ▪ Documentation of experience ▪ Documentation of observation with reflection and professional action ▪ Documentation of professional involvement ▪ Written statements of candidate’s competency in five core knowledge categories. ▪ Statements for the core knowledge categories of human growth & development and understanding & guiding behavior. The other three statements may be from categories of the candidate’s choosing. All five statements must reflect the candidate’s work in the care and education of infant and/or toddlers. ▪ Professional development plan ▪ Commitment to the Code of Ethics from National Association for the Education of Young Children
Assessment/ Evaluation	<p>References:</p> <ul style="list-style-type: none"> ▪ One from a professional who knows of the candidate’s work with infants and toddlers AND ▪ One from a parent whose infant and/or toddler child has been in ongoing care with the candidate
Additional Requirements	<ul style="list-style-type: none"> ▪ Must be 18 years of age ▪ Renewal required every 5 years <p>Must provide documentation of one activity from the following:</p> <ul style="list-style-type: none"> ▪ Attendance at a state, local, regional, or national conference of an organization related to infant/toddler care and education and/or youth development ▪ Membership in a professional organization such as National Association for the Education of Young Children (NAEYC), Oregon AEYC, Provider Resource Organization, Zero to Three, National Head Start Association, Oregon Infant Toddler Mental Health Association, or World Association for Infant Mental Health ▪ Advocacy activities such as policy advocacy and outreach ▪ Active participation in a local or state organization or committee, such as Oregon AEYC, One Voice, local commission on children and families, state childhood care and education committee, childcare resource and referral advisory board, local school district, or local early childhood councils. “Active participation” includes serving on a committee, contributing to a service project, assisting with planning a conference, volunteering at a conference. ▪ Participation in a network for family child care providers and/or infant and toddler caregivers and professionals
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English ▪ Spanish

RHODE ISLAND

(Under Development)

Criteria Areas	Criteria Requirements
Name	Rhode Island Infant/Toddler Credential (Under Development)
Secondary School	<ul style="list-style-type: none"> To be determined
Early Childhood Training/Education	<ul style="list-style-type: none"> To be determined
Experience	<ul style="list-style-type: none"> To be determined
Health and Safety Certification	<ul style="list-style-type: none"> To be determined
Observation	<ul style="list-style-type: none"> To be determined
Documentation	<ul style="list-style-type: none"> To be determined
Assessment/Evaluation	<ul style="list-style-type: none"> To be determined
Additional Requirements	<ul style="list-style-type: none"> Aligned with RI WKC's and ZTT critical competencies
Levels/Tiers of Credential	<ul style="list-style-type: none"> Likely two tiers of credential aligned with RI WKC's career pathway
Coursework Languages	<ul style="list-style-type: none"> To be determined

SOUTH CAROLINA

<http://www.sc-cccd.net/Credentialing/Credentialing.html>

Criteria Areas	Criteria Requirements
Name	South Carolina Early Childhood Credential: ECD 101 Introduction to Early Education South Carolina Infant/Toddler Credential 2 South Carolina Infant/Toddler Credential 3
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED® credential
Early Childhood Training/Education	<p>SC Infant/Toddler Credential 2</p> <ul style="list-style-type: none"> Must earn Level 1 (SC School-Age Credential): Successfully complete the three 3-credit hour courses listed below from 1 of 16 technical colleges <ul style="list-style-type: none"> ECD 102 Child Development ECD 200 Curriculum Issues in Infant/Toddler Care ECD 205 Socialization and Group Care of Infants and Toddlers <p>SC Infant Toddler Credential 3</p> <ul style="list-style-type: none"> ECD 131 Language Arts ECD 207 Inclusive Care for Infants/Toddlers ECD 251 Supervised Field Experience with Infants/Toddlers or ECD 243 with documentation of infant/toddler placement
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Transcript(s) review
Assessment/ Evaluation	<ul style="list-style-type: none"> All courses must be completed with a "C" or higher
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> There are three sequential tiers
Coursework Languages	<ul style="list-style-type: none"> English

SOUTH DAKOTA

<https://www.sdstate.edu/teaching-learning-and-leadership/infant-toddler>

Criteria Areas	Criteria Requirements
Name	South Dakota Infant-Toddler Certificate
Secondary School	<ul style="list-style-type: none"> ▪ Not specified
Early Childhood Training/Education	<p>Complete the 20-hour entry level infant toddler training series offered through the regional ECE offices. The classes are offered as a series and cover the full range of topics related to caring for infants and toddlers</p> <ul style="list-style-type: none"> ▪ Social emotional milestones/temperament ▪ Guidance and discipline/understanding behavior ▪ Respectful care/primary care giving ▪ Environments for group care/more than just routines ▪ Brain development/discoveries of infancy ▪ Special needs/language development ▪ Harmonizing cultural diversity/acknowledge, ask, & adapt ▪ Protective urges/responding to families ▪ After completing the entry level training, participants move on to complete the child growth and development area of the South Dakota CDA program which consists of 45 hours of advanced training.
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Not specified
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English

TEXAS	
https://lass.southtexascollege.edu/child_development/	
Criteria Areas	Criteria Requirements
Name	Child Development - Infant & Toddler Certificate
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>The following courses are required for a total of 32 credits:</p> <p>TECA 1311: Educating Young Children</p> <ul style="list-style-type: none"> TECA 1318: Wellness of the Young Child CDEC 1319: Child Guidance CDEC 1356: Emergent Literacy for Early Childhood CDEC 1359: Children with Special Needs CDEC 1417: Child Development Associate Training I** CDEC 1321: The Infant and Toddler CDEC 1358: Creative Arts for Early Childhood CDEC 1167 CAPSTONE: Field Study Infant/Toddler* CDEC 2422: Child Development Associate Training II** <p><i>*By arrangement, all field study courses will be conducted at a pre-approved site. A TB test and a criminal background check will be required.</i></p> <p><i>**Class required only for students pursuing CDA Credential.</i></p>
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<ul style="list-style-type: none"> Not specified
Assessment/Evaluation	<ul style="list-style-type: none"> Not specified
Additional Requirements	<ul style="list-style-type: none"> Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> One level
Coursework Languages	<ul style="list-style-type: none"> English

UTAH	
(Under Development)	
Criteria Areas	Criteria Requirements
Name	Utah Infant Toddler Endorsement (Under Development)
Secondary School	<ul style="list-style-type: none"> ▪ Not specified
Early Childhood Training/Education	<p>Option 1</p> <ul style="list-style-type: none"> ▪ Complete all four of the ten-hour infant toddler endorsement classes hosted by local Care About Child care agencies <p>Option 2</p> <ul style="list-style-type: none"> ▪ Complete a comprehensive review of infant toddler topics by completing 40 clock hours of online training or 4.0 CEUs <p>Option 3</p> <ul style="list-style-type: none"> ▪ Complete a 3 credit infant toddler specific college course (courses which include topics in infant toddler, but in combination with other age groups, such as Human Development Birth through 5, will not be accepted)
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not required
Documentation	<p>Option 1</p> <ul style="list-style-type: none"> ▪ Courses taken will be reflected on provider’s transcripts posted on their profile at https://careaboutchildcare.utah.gov/ <p>Option 2</p> <ul style="list-style-type: none"> ▪ Providers must submit certificates to the Utah Registry for Professional Development or upload certificates to their provider profile on careaboutchildcare.utah.gov <p>Option 3</p> <ul style="list-style-type: none"> ▪ Providers must submit transcripts and syllabus to the Utah Registry for Professional Development for approval
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Providers must adhere to the Care About Child Care Code of Conduct and policies set forth by the Utah Registry for Professional Development
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English; CEUs and college credits may be available in other languages

VERMONT

(Under Development)

Criteria Areas	Criteria Requirements
Name	State of Vermont Infant/Toddler Credential in Early Care and Education (Under Development)
Secondary School	<ul style="list-style-type: none"> To be determined
Early Childhood Training/Education	<ul style="list-style-type: none"> To be determined
Experience	<ul style="list-style-type: none"> To be determined
Health and Safety Certification	<ul style="list-style-type: none"> To be determined
Observation	<ul style="list-style-type: none"> To be determined
Documentation	<ul style="list-style-type: none"> To be determined
Assessment/ Evaluation	<ul style="list-style-type: none"> To be determined
Additional Requirements	<ul style="list-style-type: none"> Intended to meet the needs of Early Head Start and other regulated child care providers serving infants and toddlers and their families
Levels/Tiers of Credential	<ul style="list-style-type: none"> Three tiers of credential aligned with Levels II, III, and IV in Vermont's career ladder
Coursework Languages	<ul style="list-style-type: none"> To be determined

VIRGINIA	
http://www.dss.virginia.gov/cc/downloads/infant_and_toddler_endorsement_info_packet_updated_4_18.pdf	
Criteria Areas	Criteria Requirements
Name	Virginia Department of Social Services Infant/Toddler Endorsement Program
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Option 1</p> <ul style="list-style-type: none"> VDSS sponsored courses (classroom-based or online) offered through the Community College Workforce Alliance (online) or the Virginia Infant & Toddler Specialist Network (classroom-based). Successful completion of each course provides 4 clock hours of training credit, with the exception of the Early Childhood Theorists course, which provides 6 clock hours of training credit. The courses can be taken in any sequence. Additional graded projects are required for each course to apply the learning from the course. <p>Courses include:</p> <ul style="list-style-type: none"> Ages and Stages of Development for Infants and Toddlers Beyond Babble: Exploring Early Language Development Creating an Appropriate Learning Environment for Infants and Toddlers Child Abuse and Neglect: Recognition and Reporting Early Childhood Theorists (Online or Independent Study) Guiding the Behaviors of Infants and Toddlers Health Screening for Child Care Professionals Nurturing Productive Partnerships with Parents Observation and Recording Planning Activities for Infants and Toddlers Preventing Injuries in the Child Care Environment Understanding Temperaments to Help Infants and Toddlers Learn and Develop <p>Option 2</p> <ul style="list-style-type: none"> Pass the Virginia Community College system course, CHD 166, Infant and Toddler Programs (3 credits)
Experience	<ul style="list-style-type: none"> Not specified
Health and Safety Certification	<ul style="list-style-type: none"> Not specified
Observation	<ul style="list-style-type: none"> Not specified
Documentation	<p>Option 1</p> <ul style="list-style-type: none"> Letter grade for Part I of the course assessment (a printout of yours core, that includes your name clearly stated) for each course Completed, graded projects Infant/Toddler Endorsement Program Application Form <p>Option 2</p> <ul style="list-style-type: none"> Infant/Toddler Endorsement Program Application Form Copy of college transcript indicating successful completion of the course or a letter of completion from your instructor

VIRGINIA

Assessment/ Evaluation	<p>Option 1</p> <ul style="list-style-type: none">▪ Course assessments for the VDSS sponsored courses. Participants must receive a passing score of 70% or higher on all courses▪ Completion of demonstration project showing satisfactory application of content <p>Option 2</p> <ul style="list-style-type: none">▪ Passing grade of CHD 166
Additional Requirements	<ul style="list-style-type: none">▪ Associated fees
Levels/Tiers of Credential	<ul style="list-style-type: none">▪ One level
Coursework Languages	<ul style="list-style-type: none">▪ English

WASHINGTON

<http://ececareers.del.wa.gov/>
[https://www.del.wa.gov/sites/default/files/public/Professional Development/Stackable_Certificates.pdf](https://www.del.wa.gov/sites/default/files/public/Professional%20Development/Stackable_Certificates.pdf)

Criteria Areas	Criteria Requirements
Name	<p>Washington State Stackable Certificate, ECE Short Certificate w/ specialization in infant/toddler</p> <ul style="list-style-type: none"> ▪ ECE Initial Certificate ▪ ECE Short Certificate
Secondary School	<ul style="list-style-type: none"> ▪ Not required. The ECE Initial Certificate may be earned without a prior secondary school diploma.
Early Childhood Training/Education	<p>ECE Initial Certificate (12 credits)</p> <ul style="list-style-type: none"> ▪ ECED 105 (5 credits) – Intro to Early Childhood Education ▪ ECED 107 (5 credits) – Health, Safety, and Nutrition ▪ ECED 120 (2 credits) –Practicum ▪ ECE Short Certificate w/ specialization in Infant/Toddler (20 credits) ▪ ECE Initial Certificate (12 credits) ▪ EDUC 115 (5 credits) – Child Development ▪ ECED 132 – Infant & Toddler Care <p><i>Note: There are five specializations for the ECE short certificate. In order to earn the infant/toddler specialization, the student must take ECED 132.</i></p>
Experience	<ul style="list-style-type: none"> ▪ No prior experience required
Health and Safety Certification	<ul style="list-style-type: none"> ▪ ECED 107 (3 credits) – Health, Safety, and Nutrition
Observation	<ul style="list-style-type: none"> ▪ ECED 120 (3 credits) –Practicum
Documentation	<ul style="list-style-type: none"> ▪ Completion documented in Washington’s workforce registry
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Completed each course by the course instructor
Additional Requirements	<ul style="list-style-type: none"> ▪ Must earn from a community and technical college that offers the infant/toddler stackable certificate
Levels/Tiers of Credential	<p>Level 1</p> <ul style="list-style-type: none"> ▪ ECE Initial Certificate <p>Level 2</p> <ul style="list-style-type: none"> ▪ ECE Short Certificate
Coursework Languages	<ul style="list-style-type: none"> ▪ English ▪ Spanish (ECE Initial Certificate only) ▪ Somali (ECE Initial Certificate only)

WEST VIRGINIA

<http://online.wvu.edu/InfantToddler/>

Criteria Areas	Criteria Requirements
Name	Infant/Toddler Certificate
Secondary School	<ul style="list-style-type: none"> ▪ Applicants should have a minimum 2.5 GPA ▪ Applicants must complete the online application and submit official transcript(s) for all previous institutions they attended or their official high school transcript(s) if fewer than 20 college credits completed
Early Childhood Training/Education	<p>There are 19 hours in the Infant/Toddler Certificate program</p> <ul style="list-style-type: none"> ▪ CDFS 110 – Families Across the Life-Span ▪ CDFS 211 – Infant Development ▪ CDFS 430 – Best Practices in PreK Movement ▪ CDFS 431 – Infant Literacy and Language Development ▪ CDFS 432 – Early Socio-emotional Growth and Development ▪ CDFS 491A – Professional Field Experience – Infant, Toddler (Community Internship)
Experience	<ul style="list-style-type: none"> ▪ Prearranged experiential learning program to be planned, supervised and evaluated for credit by faculty and field supervisors ▪ Involves temporary placement with public or private enterprise for professional competence development
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<ul style="list-style-type: none"> ▪ Not specified
Assessment/ Evaluation	<ul style="list-style-type: none"> ▪ Not specified
Additional Requirements	<ul style="list-style-type: none"> ▪ Not specified
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English

WISCONSIN

<http://www.the-registry.org/Credentials/InfantToddler.aspx>

Criteria Areas	Criteria Requirements
Name	Wisconsin Registry® Infant/Toddler Credential
Secondary School	Minimum education requirement exceeds high school diploma/GED® credential
Early Childhood Training/Education	<p>Four 3 credit courses</p> <ul style="list-style-type: none"> ▪ Course One: Infants, Toddlers and Caregivers OR Infant/Toddler Development ▪ Course Two: Group Care for Infants and Toddlers ▪ Course Three: Infants and Toddlers in Programs, Families, and Society OR Family and Community Relations ▪ Course Four: Capstone Course* – Infant/Toddler Credential. <p><i>*Prerequisites: Courses One through Three of the Infant/Toddler Credential course sequence</i></p>
Experience	<ul style="list-style-type: none"> ▪ Not specified
Health and Safety Certification	<ul style="list-style-type: none"> ▪ Not specified
Observation	<ul style="list-style-type: none"> ▪ Not specified
Documentation	<p>Portfolio Content Requirements</p> <ul style="list-style-type: none"> ▪ Section 1 <ul style="list-style-type: none"> ▪ Introductory section with Authenticity Statement <ul style="list-style-type: none"> ▪ Autobiography ▪ Philosophy statement ▪ Resume ▪ Professional development reflection and planning packet ▪ Optional items to illustrate professional contributions ▪ Section 2 include work samples from the following categories: <ul style="list-style-type: none"> ▪ Family and community ▪ Program management ▪ Growth and development, birth to 36 months of age ▪ Guidance ▪ Developmentally appropriate environments ▪ Observation and planning ▪ Observation and assessment ▪ Best practices ▪ Self-Assessment Checklist and Observer Assessment

WISCONSIN

Assessment/ Evaluation	<p>After successfully completing the courses required for the professional credential and completing the portfolio, candidates present their portfolio to a Registry® Commissioner. Below are the steps for the commission process:</p> <ul style="list-style-type: none"> ▪ Candidate completes the portfolio/project ▪ Candidate submits a Request for Commission form to The Registry® ▪ The Registry® sends a confirmation email including the Commission details with a payment receipt ▪ Candidate makes delivery arrangements for their portfolio/project based on the instructions received from The Registry® or the instructor ▪ Candidate attends the designated commission ▪ Commissioner notifies The Registry® of completion of commission ▪ If official documentation and payment have been received, The Registry® sends the credential certificate to the candidate
Additional Requirements	<ul style="list-style-type: none"> ▪ Candidates must receive a “C” or higher in each course to be eligible for the credential
Levels/Tiers of Credential	<ul style="list-style-type: none"> ▪ One level
Coursework Languages	<ul style="list-style-type: none"> ▪ English

WYOMING

<https://sites.google.com/a/wyo.gov/early-childcare-and-licensing/child-care-1/home/dfs-in-your-community/child-care-resources/licensing-faqs/child-care-licensing-and-eligibility-staff-maps/providers/professional-development/training-information/infant-toddler-credential-requirements>

Criteria Areas	Criteria Requirements
Name	Wyoming Infant/Toddler Director Certificate
Secondary School	<ul style="list-style-type: none"> Minimum education requirement exceeds high school diploma/GED credential
Early Childhood Training/Education	<p>Paths to obtain the Infant/Toddler Director Credential:</p> <ul style="list-style-type: none"> 3 or more credit course in infant toddler development which meets all competencies Infant Toddler CDA; or Completion of in all four PITC Trainer Institute modules; or Other training approved by DFS; or PITC Infant Toddler Director Credential training
Early Childhood Training/Education	<p>Required Core Knowledge for the Credential</p> <ul style="list-style-type: none"> Individuals completing the educational requirements should have <ul style="list-style-type: none"> Knowledge of children pre-birth to 3 years of age in <ul style="list-style-type: none"> physical development cognitive and language development social emotional development and the impacts of early experiences Knowledge relating to the diverse perspectives of <ul style="list-style-type: none"> the family parent and provider relationships various techniques to improve relationships between the facility and parents. The implementation of developmentally appropriate practices of infants and toddlers including <ul style="list-style-type: none"> techniques of informal and formal observations strategies for working with infants and toddlers with special needs the processes for evaluating infant/toddler programs planning, implementing, and evaluating developmentally appropriate practices through the facilitation of exploration and discovery and design of appropriate learning environments to meet the needs of infants and toddlers.

WYOMING

Early Childhood Training/Education	<ul style="list-style-type: none"> ▪ Using individual and group guidance and problem-solving techniques to <ul style="list-style-type: none"> ▪ develop positive and supportive relationships with children and adults ▪ encourage positive social interaction among children and adults ▪ promote positive strategies of conflict resolution and ▪ develop personal self-control, self-motivation, and self-esteem in infants and toddlers. ▪ Knowledge of the cultural contexts for children’s growth, development, and learning including <ul style="list-style-type: none"> ▪ learning styles ▪ bilingualism ▪ cultural values ▪ race and ethnicity ▪ Articulating and implementation of best practices relating to infants’ and toddlers’ healthy development including <ul style="list-style-type: none"> ▪ basic health and safety ▪ SIDS/SUIDS ▪ safe sleep practices and brain development and effects of toxic stress
Experience	▪ Not specified unless using the Infant/Toddler CDA Credential™ to meet requirements
Health and Safety Certification	▪ Not specified unless using the Infant/Toddler CDA Credential™ to meet requirements
Observation	▪ Not specified unless using the Infant/Toddler CDA Credential™ to meet requirements
Documentation	▪ Not specified unless using the Infant/Toddler CDA Credential™ to meet requirements
Assessment/Evaluation	▪ Not specified unless using the Infant/Toddler CDA Credential™ to meet requirements
Additional Requirements	▪ Not specified
Levels/Tiers of Credential	▪ Wyoming Career Development Scale Levels 1 through 9
Coursework Languages	▪ English