



## Statewide Infant/Toddler Specialist Networks: An Overview of Networks' Structures and Functions

### Introduction

The State Capacity Building Center's Infant/Toddler Specialist Network has developed this resource to highlight the varied approaches states and territories use to administer statewide networks of infant/toddler (I/T) specialists. It provides an overview of the structures and functions of such networks—their delivery models, how they are funded and administered within each state, and their various quality assurance processes.

The Child Care and Development Block Grant (CCDBG) Act of 2014 targets improvement in the supply and quality of infant/toddler care. Through this law, states and territories are encouraged to implement systems and approaches that strengthen the quality of infant/toddler care providers, improve the workforce's capacity to meet the developmental needs of very young children, and increase the percentage of infants and toddlers in high-quality care. One such quality improvement strategy is the provision of coaching and technical assistance on infants' and toddlers' unique needs through statewide infant/toddler specialist networks (ITSNs).

Descriptions of state ITSN structural features highlighted in this resource were retrieved from state child care websites and from approved Child Care and Development Fund (CCDF) Plans for FY 2016–2018, which were published June 16, 2016, on the Office of Child Care's website. These CCDF Plans are available at <https://www.acf.hhs.gov/occ/resource/state-plans>. Descriptions of ITSN services in this resource were also vetted with state child care leaders.

States and territories can use this resource to identify approaches to the provision of coaching and technical assistance from statewide networks of qualified infant/toddler specialists. Where available, web links are provided for documents that offer more detail about the ITSNs. Users are encouraged to refer to the web links provided and the 2016–2018 CCDF Plans for a more complete understanding of each state's approach to ITSNs.

#### Statewide Infant/Toddler Specialist Network Quick Facts

- In **1986**, the first statewide infant/toddler specialist networks were established in California
- **23** states are fully implementing statewide ITSNs
- **All** ITSNs use CCDF resources to support their statewide efforts
- Many ITSNs are housed—at least in part—in **child care resource and referral (CCR&R) agencies**
- Most ITSNs offer a combination of training and **relationship-based professional development supports** via regionally based infant/toddler specialists



In addition to CCDF Plans, information in this resource was vetted by CCDF Administrators and staff, and by research conducted by the State Capacity Building Center's Infant/Toddler Specialist Network.

If you would like to provide updated information for your state's ITSN, please contact us at (877) 296-2401 or [CapacityBuildingCenter@ecetta.info](mailto:CapacityBuildingCenter@ecetta.info). This is a living resource, and it will be updated periodically to reflect up-to-date information.

## Definition

For the purposes of this document, an ITSN is defined as “a state-based system that coordinates the work of Infant/Toddler Specialists” and uses them as “a key support for state-based professional development systems that serve the needs of infants and toddlers in out-of-home care.” Infant/toddler specialists, in turn, “support the infant/toddler workforce by providing services such as professional development education and training; technical assistance; resource identification; and community outreach, education and support. The overall goal of an ITSN is to improve caregiver practices and the overall quality of each infant and toddler’s developmental experience.”<sup>1</sup>

According to their CCDF Plans, 44 states and territories identify the provision of coaching or technical assistance on infants’ and toddlers’ unique needs from statewide ITSNs as a strategy they employ to improve the supply and quality of child care programs and services for infants and toddlers and their families. However, upon further review, 23 fully meet the definition of an ITSN used for this resource.

The table below include examples of state ITSNs, with a summary of each network and web links for additional information. The Title and Description column in the table includes language extracted from FY 2016–2018 CCDF Plans and from state websites related to ITSNs; minor revisions have been made to enhance readability.

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<sup>1</sup> National Infant & Toddler Child Care Initiative. (2010). Infant/Toddler Specialist Network Factsheet. Retrieved from <http://www.researchconnections.org/childcare/resources/19568/pdf>



## Statewide Networks of Infant/Toddler Specialists

State	Title and Description	I/T Specialist Professional Requirements	Administrative/ Organizational Home	Professional Development Delivery Methods	Web Link
Alabama	The Alabama Infant Toddler Professional Development Network supports programs participating in the Alabama Quality STARS pilot. This includes support to infant/toddler teachers in the Early Head Start–Child Care Partnership Program. The Infant Toddler Professional Development Network offers technical assistance, modeling, mentoring, and professional development support to infant/toddler teachers. The programs develop a professional development plan with each teacher.	Bachelor’s in early childhood education (ECE) or related field	CCR&R	Onsite consultation mentoring, modelling, and training	<a href="http://alabamaqualitystars.org/">http://alabamaqualitystars.org/</a>
Arkansas	Coaching, training and technical assistance for early care and education professionals working with infants and toddlers are offered through contracts with Child Care Aware agencies and institutions of higher education. A network of qualified infant-toddler specialists provides onsite technical assistance upon request at no cost to the provider. Areas of support include curriculum, schedule, ratio, room arrangement, behavior guidance, transportation, Ages and Stages Questionnaires screening tools, ITERS-R [Infant/Toddler Environment Rating Scale, revised edition] and OUNCE assessment.	Professional requirements are determined by each contracted agency	Division of Child Care and Early Childhood Education/ Child Care Aware resource and referral agencies Institutions of higher education	Onsite coaching and consultation; targeted trainings	<a href="http://humanservices.arkansas.gov/dccece/Pages/default.aspx">http://humanservices.arkansas.gov/dccece/Pages/default.aspx</a>
California	PITC [Program for Infant/Toddler Care] Partners for Quality, a project of WestEd’s Center for Child and Family Studies, offers subsidized onsite training, mentoring and coaching in the PITC philosophy to groups of infant/toddler care teachers, administrators, and family child care	Bachelor’s degree and PITC certification	WestEd Center for Child and Family Studies	Onsite coaching, mentoring, and training; online distance learning	<a href="https://www.pitc.org/pub/pitc_docs/pg_intro.html">https://www.pitc.org/pub/pitc_docs/pg_intro.html</a>



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	providers throughout California. The onsite and online training, conducted by experienced PITC-certified infant/toddler specialists, is tailored to the individual needs of each participating program and includes a comprehensive series of videos and active adult learning strategies. Trainers mentor and coach program staff on implementing the PITC philosophy and essential policies to promote high-quality responsive, relationship-based infant and toddler care.				
Colorado	The Expanding Quality in Infant and Toddler Care Initiative [EQIT] is focused on increasing the quality and availability of respectful, responsive infant and toddler care across Colorado while supporting local communities to expand their capacity to support infants, toddlers, and their families. One of the primary activities is the EQIT 48-hour course of training, conducted locally with support from the state EQ [Expanding Quality] Initiative. These courses are aligned with the Colorado Early Learning and Development Guidelines and the Colorado Competencies for Early Childhood Educators and Administrators. The Expanding Quality in Infant and Toddler Care course increases knowledge and skill in responsive, relationship-based group care for infants and toddlers. The second primary activity is EQ RELATE Coaching, offered in tandem with the EQIT course. The EQ Infant Toddler Specialists receive both intensive initial training and ongoing professional development in the areas of infant and toddler development, reflective practice, and adult learning theory and practice.	Bachelor’s degree, EQIT training, voluntary certifications in training and coaching, as well as training on CO’s early learning and developmental guidelines	Colorado Department of Human Services	Onsite consultation, coaching, and cohort model training that can include college coursework	<a href="http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&amp;s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&amp;lang=en">http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=Providers&amp;s=Expanding-Quality-in-Infant-Toddler-Care-Initiative&amp;lang=en</a>
Florida	Each local early learning coalition is staffed with an Infant/Toddler Specialist who serves as a support for providers serving infants and toddlers. These specialists offer coaching,	Bachelor’s degree and training on the infant	Regionally based	Onsite consultation, coaching, and training; online	<a href="http://www.floridaearlylearning.com/providers/pr">http://www.floridaearlylearning.com/providers/pr</a>



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	<p>training, and resources to teachers and directors serving the families of these young children. Quality goals are created through the use of program assessment tools (Infant and Toddler Classroom Assessment Scoring System [CLASS]). They also support the implementation of child assessments to further those goals. These specialists also offer additional training, coaching and facilitation of communities of practice through the Early Learning Florida program. The network currently is working on initiatives to prioritize mental health. An additional priority of this network is collaboration with Early Head Start. Some early learning coalitions offer quality mentors who provide technical assistance to the teachers involved in the Early Head Start–Child Care Partnership grant on a bi-weekly basis. Additionally, the network is releasing an infant/toddler endorsement that will be recognized on the state’s professional development pathway.</p>	and toddler CLASS measures	community coalitions	distance learning; and communities of practice	<a href="http://www.florida.gov/child-care/infant-toddler-specialist-network.aspx">ovider_resources/infanttoddler_specialist_network.aspx</a>
Illinois	<p>The infant and toddler specialist program is designed to offer caregivers of young children, birth through three, with training and technical assistance. The goal of the program is to ensure young children are cared for in environments that are safe, caring, and developmentally appropriate.</p> <p>The Infant Toddler Specialist offers services for family child care and center-based programs caring for infants, toddlers, and two year olds. They:</p> <ul style="list-style-type: none"> <li>◆ Provide onsite consultations, observations and resources to infant and toddler programs.</li> </ul>	Bachelor’s degree in ECE or related field and training on the PITC philosophy	CCR&R	Onsite consultation and observation	<a href="http://www.florida.gov/child-care/infant-toddler-services.html">http://www.florida.gov/child-care/infant-toddler_services.html</a>



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	<ul style="list-style-type: none"> <li>◆ Offer assistance with classroom management, scheduling, transitions and other topics.</li> <li>◆ Promote healthy infant and toddler development.</li> <li>◆ Encourage positive daily interactions between caregivers and children.</li> <li>◆ Present the Program for Infant Toddler Care (PITC) Training Series.</li> </ul>				
Indiana	<p>Better Baby Care: Regionally based Infant/Toddler Specialists provide a high level of training and technical assistance to child care providers across the state. Specialists are available to work with individual teachers to coach and model different teaching techniques in an infant/toddler classroom. In addition, the Infant/Toddler Specialist:</p> <ul style="list-style-type: none"> <li>◆ Works with the coaches for Paths to QUALITY (Indiana’s quality rating and improvement system, or QRIS) to consult with programs, providing feedback and resources to increase the quality of infant and toddler programming</li> <li>◆ Aids programs in achieving a breastfeeding designation certification</li> <li>◆ Provides support to programs interested in practicing continuity of care and primary caregiving</li> <li>◆ Provides families with specialized information regarding quality infant/toddler care and individualized ongoing support to meet their needs as they search for child care</li> </ul>	Bachelor’s degree in ECE or related field	CCR&R	Onsite consultation, technical assistance (including intensive), coaching, modelling, and training	<a href="http://www.iaccrr.org/default.cfm?page=infants-and-toddlers">http://www.iaccrr.org/default.cfm?page=infants-and-toddlers</a>



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Iowa	The Program for Infant and Toddler Care (PITC) and CCR&R child care consultants with infant and toddler expertise provide technical assistance statewide. The Iowa version of the training consists of five 10-hour modules. In the Lead Agency's contract with the CCR&R agencies, each of the 5 regions must offer at least 1 PITC series (all 50 hours) per year. In practice the CCR&R regions often obtain funding from other sources to offer the training more than one time a year. The Lead Agency's contract with each CCR&R region is a requirement that they have on staff a consultant who is certified in PITC which is funded by I/T funds. This consultant is required to support all other CCR&R consultants in their region with infant/toddler consultation. This puts in place a support system for all consultants on infant/toddler best practices, but might not be defined as a true infant/toddler specialist network as providers do not directly contact these consultants.	Bachelor's degree in ECE or related field	CCR&R		<a href="http://slideplayer.com/slide/4340223/">http://slideplayer.com/slide/4340223/</a>
Kansas	The Kansas In-service Training System (KITS) in partnership with Kansas Child Care Training Opportunities, Inc. (KCCTO) Infant-Toddler Specialist Network is a program of Kansas Child Care Training Opportunities, Inc. and the University of Kansas Life Span Institute at Parsons. This partnership addresses the Kansas Department for Children and Families' request for proposals to provide a network of infant/toddler specialists that promote an increase in the both the capacity and quality of child care in the state of Kansas for infants and toddlers and their families.	Bachelor's degree in ECE or related field	Statewide university (University of Kansas) training office	Technical assistance (TA) planning; onsite and distance consultation (phone and email); onsite coaching and training; and a resource library	<a href="http://parsons.lsi.ku.edu/kccto-kits-partnership-statewide-child-care-infant-toddler-specialist-network">http://parsons.lsi.ku.edu/kccto-kits-partnership-statewide-child-care-infant-toddler-specialist-network</a>  <a href="https://kskits.drupal.ku.edu/kccto-kits-infant-toddler-">https://kskits.drupal.ku.edu/kccto-kits-infant-toddler-</a>



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					<a href="#">specialist-network</a>
Maryland	Regional infant/toddler specialists improve the child care services for infants and toddlers through specialized training and technical assistance for infant and toddler care providers using Maryland's Healthy Beginnings Guidelines.	Bachelor's degree in ECE or related field	CCR&R	Onsite consultation and training	<a href="http://www.marylandfamilynetwork.org/training/or-child-care-providers/">http://www.marylandfamilynetwork.org/training/or-child-care-providers/</a>
Michigan	Quality Improvement Consultants are receiving statewide infant/toddler training to directly support providers serving infants and toddlers. Infant-Toddler Specialists are available in the Great Start to Quality Resource Centers.	Graduate degree in early childhood education, child development, or a related field	Great Start to Quality Resource Centers	At least monthly individualized coaching and consultation	<a href="http://greatstarttoquality.org/">http://greatstarttoquality.org/</a>
New Jersey	NJ First Steps (funded by the New Jersey Department of Human Services Division of Family Development Office of Child Care). NJ First Steps infant/toddler specialist network is divided into three regions serving northern, central, and southern New Jersey. Through this network Program for Infant/Toddler Care (PITC)-trained Infant Toddler Specialists provide onsite technical assistance, coaching and training to providers that care for infants and toddlers. Providers receive a pre- and post-Infant/Toddler Environment Rating Scale (ITERS) or Family Child Care Environment Rating Scale (FCCERS) assessment conducted by the Infant Toddler Specialist, a quality improvement plan is developed in partnership with the program director to address areas needed to raise the ITERS or FCCERS score, and 17 hours of intervention are provided to the program to address the areas of need. In addition, the Infant Toddler Specialist offers training on topics specific to the age group's needs (e.g., SIDS [sudden infant death		Regionally based within three of the CCR&R agencies	<ul style="list-style-type: none"> <li>◆ Training</li> <li>◆ Technical assistance</li> <li>◆ Coaching</li> <li>◆ Mentoring</li> <li>◆ Onsite consultation</li> </ul>	<p>Northern NJ: <a href="http://www.programsforparents.org/new-jersey-first-steps/">http://www.programsforparents.org/new-jersey-first-steps/</a></p> <p>Central NJ: <a href="https://www.communitychildcaresolutions.org/programs/new-jersey-first-steps">https://www.communitychildcaresolutions.org/programs/new-jersey-first-steps</a></p> <p>Southern NJ: <a href="http://ccrnj.org/infant-toddler-initiative/">http://ccrnj.org/infant-toddler-initiative/</a></p>



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	syndrome], child development, primary caregiving, room arrangement).				<a href="http://www.canj.org/firstSteps.shtml">http://www.canj.org/firstSteps.shtml</a>
New York	The New York Infant Toddler Resource Network was established in 2002 with CCDF quality funds via contracts with the New York State Office of Children and Family Services (OCFS). Seven regional Infant Toddler Technical Assistance Centers across New York State, located within host CCR&Rs and staffed by Infant and Toddler Specialists, serve as a valuable resource for parents and child care providers. The Infant and Toddler Specialists in each region of the state provide training and technical assistance to promote an understanding of the importance of and strategies for improving the quality of care for infants and toddlers in order to meet their unique needs. The New York Infant Toddler Resource Network reaches out to communities, child care providers, and families to promote safe, nurturing environments for the youngest New Yorkers. It emphasizes the high-quality early care that's essential to a child's long-term social, emotional, and intellectual development.		Regionally based with a lead agency and additional Infant/Toddler Specialists in most regions (not from the lead agency) who are contracted to provide the infant/toddler services in their area	<ul style="list-style-type: none"> <li>◆ Training</li> <li>◆ Technical assistance</li> <li>◆ Coaching</li> <li>◆ Onsite consultation</li> </ul>	<a href="http://www.earlycareandlearning.org/infant-toddler-network.html">http://www.earlycareandlearning.org/infant-toddler-network.html</a>
North Carolina	The Infant/Toddler Quality Enhancement Project has the goal of improving the quality and availability of infant/toddler care in North Carolina. The project team serves all 100 NC counties through Infant/Toddler Specialists housed in regional lead Child Care Resource and Referral agencies. A Project Manager, employed by the Child Care Services Association, provides leadership and oversight of the project.  Specialists provide services statewide, including technical assistance for child care programs and	Specialized training is provided and required of each specialist, including Infant/Toddler Safe Sleep and SIDS Risk Reduction in Child Care (ITS-SIDS) training, Infant/Toddler Environment Rating Scale training, and PITC training.	CCR&R	In-person trainings; webinars	<a href="http://childcarrnc.org/s.php?subpage=InfantToddlerQualityEnhancement">http://childcarrnc.org/s.php?subpage=InfantToddlerQualityEnhancement</a>



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	other community consultants and training specific to infant and toddler care best practices. The project is monitored to ensure consistency, equitability and quality of services delivered statewide, and the impact is evaluated by several measurable outcomes. The Project Manager and Specialists contribute articles for use in local and regional publications and serve on a variety of state and local committees to provide support for birth to three initiatives.	Specialists must also attain certification from WestEd as PITC trainers.			
Ohio	Infant/Toddler Specialists of Ohio's CCR&R agencies offer technical assistance and coaching to early care and learning programs throughout the state, pending availability.	Training on the PITC philosophy	CCR&R		<a href="https://cdn.occra.org/documents/IT_Specialists_Info.pdf">https://cdn.occra.org/documents/IT_Specialists_Info.pdf</a> <a href="https://www.occra.org/ta-specialists">https://www.occra.org/ta-specialists</a>
Pennsylvania	Pennsylvania supports technical assistance related to infants and toddlers in three ways. The first is child care health consultation, which supports the integration of health and safety practices in infant/toddler rooms. The second model, STARS TA, can address general practices and supports around program structure and the infant/toddler environments. The third model, infant/toddler technical assistance, is more in-depth TA to further enhance activities and relationships in the provider's setting and relationships with parents. The Infant-Toddler Specialist Network coordinated by the Pennsylvania Key and the Office of Child Development and Early Learning (OCDEL) includes representatives from various state systems that provide technical assistance, consultation and professional development to families and early childhood professionals who			Training in PITC, Center on the Social and Emotional Foundations for Early Learning (CSEFEL), Strengthening Families, Mind in the Making, Reflective Practice, and Center for Early Literacy Learning (CELL)	<a href="https://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Infant%20Toddler/Infant-Toddler%20Specialist%20Network.pdf">https://www.pakeys.org/uploadedContent/Docs/Early%20Learning%20Programs/Infant%20Toddler/Infant-Toddler%20Specialist%20Network.pdf</a> <a href="https://www.pakeys.org/pages/get.aspx?page=InfantToddler">https://www.pakeys.org/pages/get.aspx?page=InfantToddler</a>



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	support the healthy development of infants and toddlers. Members of the network have created documents that describe resources available for infants, toddlers, families and practitioners.				
South Carolina	The SCPITC [South Carolina Program for Infant/Toddler Care] provides training paired with coaching strategies that encourage self-reflection and build on the strengths of individual programs and teachers to promote a responsive, relationship-based approach to infant/toddler care. Professional development topics focus on enhancing teachers' knowledge of child development and building strategies that support a relationship-oriented understanding of children's behaviors and learning. All infant/toddler specialists who deliver these intensive services have earned PITC certification, are considered certified trainers by the Center for Child Care Career Development and have experience working in early care and education settings.	Training on the PITC philosophy	Medical University of South Carolina Boeing Center for Children's Wellness	Onsite training (Infant & Toddler Guidelines Training, Infant & Toddler Field Guide Training, Infant & Toddler Materials Guide Training) and mentoring (Mentor Teacher Network); demonstration sites; annual advanced training event for PITC-certified trainers and mentors; Breastfeeding-Friendly Child Care Designation trainers and mentors	<a href="http://scpitc.org/">http://scpitc.org/</a>
South Dakota	In each of the five Early Childhood Enrichment (ECE) offices, there is an identified Infant and Toddler Specialist who utilizes the Program for Infant/Toddler Care (PITC) philosophy and resources in the delivery of technical assistance to providers who care for infants and toddlers. ECE staff providing coaching services and have completed the Child Care Aware Training Academy's "Improving the Quality of Child Care Programs through Coaching" course.	Infant/toddler certificate, Child Development Associate (CDA) credential	South Dakota State University Family Resource Network	Onsite TA, site observations, telephone consultations for staff and parents, and resource lending library	<a href="https://www.sdstate.edu/teaching-learning-and-leadership/family-resource-network/infant-toddler">https://www.sdstate.edu/teaching-learning-and-leadership/family-resource-network/infant-toddler</a>



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	<p>South Dakota State University's Family Resource Network's Infant Toddler Specialist offers:</p> <ul style="list-style-type: none"> <li>◆ Professional development opportunities specific to infant/toddler care on topics such as infant development in language, motor and social skills, learning environments, relationships with families, health and safety;</li> <li>◆ Onsite technical assistance;</li> <li>◆ Site observations;</li> <li>◆ Telephone consultations for child care staff and parents; and</li> <li>◆ A resource lending library with professional resources, information, curriculum planning ideas, and infant/toddler toys and equipment.</li> </ul>				<p><a href="http://dss.sd.gov/childcare/">http://dss.sd.gov/childcare/</a></p>
Tennessee	<p>Infant/toddler specialists are available statewide through CCR&amp;R agencies. The Tennessee Infant and Toddler Specialist Network consists of eight Infant and Toddler Specialists located throughout the state. Each Infant and Toddler Specialist is extensively trained in caring for infants and toddlers in a group setting through WestEd's Program for Infant/Toddler Care (PITC).</p> <p>The mission of the Tennessee Infant and Toddler Specialist Network is to provide high-quality training and technical assistance to child care providers caring for children from birth to 3 years and to provide parents and families with information and resources about finding quality child care services.</p>	Training on the PITC philosophy	CCR&R	Training and onsite TA	<p><a href="http://tnccrr.org/infant_to_ddler/mission.php">http://tnccrr.org/infant_to_ddler/mission.php</a></p> <p><a href="http://tnccrr.org/infant_to_ddler/personnel.php">http://tnccrr.org/infant_to_ddler/personnel.php</a></p>



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Utah	<p>The Lead Agency provides statewide technical assistance to programs addressing the unique needs of infants and toddlers. Specifically, the Lead Agency contracts with the Children’s Center and Care About Childcare agencies at Weber State University and Utah Valley University to employ six Infant Toddler Specialists to provide statewide technical assistance.</p> <p>Infant Toddler Specialists work with child care programs that are receiving the Lead Agency’s birth-to-3 grants. A variety of technical assistance approaches are used that include:</p> <ul style="list-style-type: none"> <li>◆ Conducting ITERS observations</li> <li>◆ Providing in-person feedback to child care center program directors and caregivers</li> <li>◆ Onsite technical assistance, coaching and modeling of best practice and age appropriate guidance techniques</li> <li>◆ Sharing room arrangement ideas</li> <li>◆ Supporting caregiver and child problem solving skills</li> <li>◆ Guiding purchasing age-appropriate materials and equipment</li> <li>◆ Facilitating training, small group workshops and director support groups</li> <li>◆ Providing caregivers with resources and support for children who exhibit difficult behaviors</li> <li>◆ Listening to and reflecting concerns of program staff</li> </ul>	Bachelor’s degree in early childhood education or closely related field with early childhood courses	The Children’s Center, Care About Childcare at Weber State University, and Care About Childcare and Utah Valley University	<p>Infant/Toddler Specialists and other approved instructors from the Children’s Center and Utah’s resource and referral program, Care About Childcare, teach birth-to-3 courses statewide.</p> <p>Programs receiving birth-to-3 grants must complete infant/toddler training.</p>	<p>The Children’s Center: <a href="http://www.tccslc.org">www.tccslc.org</a></p> <p>Care About Childcare at Weber State University: <a href="http://www.weber.edu/cac/">www.weber.edu/cac/</a></p> <p>Care About Childcare at Utah Valley University: <a href="https://www.uvu.edu/cac/">https://www.uvu.edu/cac/</a></p>



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Virginia	<p>The Virginia Infant &amp; Toddler Specialist Network (ITSN) strives to achieve excellence in early care by increasing the knowledge level and skills of those who care for infants and toddlers, whether in family care homes or in center-based programs; promoting the social-emotional development of infants and toddlers and providing consultation on challenging behaviors of individual infants and toddlers in care; and linking existing community resources that support healthy, safe and nurturing care for children, birth–36 months.</p>	<p>I/T Specialist professional requirements:</p> <ul style="list-style-type: none"> <li>◆ Bachelor’s degree from an accredited institution in a child-related field; minimum of 2 years of infant and toddler experience, or any combination of training and experience that provides the required skills, knowledge, and abilities</li> <li>◆ Demonstrated expertise in infant and toddler development</li> <li>◆ Experience with child care or other early care settings</li> <li>◆ Experience with adult education</li> <li>◆ Training in PITC; ITERS-R; FCCERS-R; CLASS; CSEFEL</li> </ul> <p>Infant/Toddler Mental Health Consultant professional requirements:</p>	<p>Health and Human Resources Secretariat, Virginia Department of Social Services (VDSS), Division of Child Care and Early Childhood Development, Quality Initiatives Unit.</p> <p>The ITSN is implemented through nine regional offices with oversight and support by Child Development Resources (CDR). Targeted initiatives on promoting the social-emotional development of infants and toddlers are operated directly by CDR. The ITSN leadership council provides ongoing support and guidance.</p>	<p>Infant/Toddler Specialists provide three levels of services.</p> <ul style="list-style-type: none"> <li>◆ Level 1 onsite consultation services that includes three components: (i) observation and assessment using either the ITERS-R or FCCERS-R, (ii) development of a quality improvement plan with program directors and staff, and (iii) individualized services such as training and technical assistance based on program strengths and needs (includes feedback to support application of new knowledge</li> </ul>	<p><a href="http://www.va-itsnetwork.org">www.va-itsnetwork.org</a></p>



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		<ul style="list-style-type: none"> <li>◆ Bachelor’s degree from an accredited institution in a child-related field or field related to the provision of mental health consultation</li> <li>◆ A minimum of 3 years of direct service which includes at least 1 year of direct work with infants and toddlers</li> <li>◆ A minimum of 1 year of experience working with adults</li> <li>◆ 25-40 hours of previously delivered training experience</li> <li>◆ Endorsed (or applying for endorsement) in Virginia in the Infant Mental Health Endorsement (levels II, III or IV)</li> </ul>		<p>and practice of new skills, modeling, reflective practice, and resources).</p> <ul style="list-style-type: none"> <li>◆ Level 2 involves training and technical assistance given to groups of caregivers, teachers, and directors. State-approved training hours are offered after completion of training.</li> <li>◆ Level 3 resources and linkages.</li> </ul> <p>Levels of collaboration and partnership are at the state level and the local level. Key players for offering coordinated services include entities implementing Virginia Quality</p>	



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				(Virginia's QRIS program) and Child Care Aware of Virginia. A collaborative approach strengthens the capacity of early care and education programs and links them with existing community resources that support healthy, safe, and nurturing care for children from birth to age 3.	
Washington	DEL [The Department of Early Learning] provides interdisciplinary infant/toddler early learning coaching through a regionally-based, statewide network of qualified infant/toddler specialists. Coaching is provided to licensed child care centers and family child care homes within the state QRIS to improve the quality of care for infants and toddlers. This coaching is a multi-disciplinary suite of coaching and consultation specifically for infant and toddler teachers and caregivers and has four focus areas. These areas include infant and early childhood mental health consultation (IECMHC), health consultation, early learning environment coaching, and a social-emotional intervention, Filming Interactions to Nurture Development (FIND).	Coaches and consultants must have the following minimum requirements: <ul style="list-style-type: none"> <li>◆ Bachelor's degree in ECE or equivalent</li> <li>◆ Washington QRIS coach framework training</li> <li>◆ ITERS and toddler CLASS training</li> <li>◆ 2 years of experience working or coaching in</li> </ul>	Department of Early Learning Thrive by Five Washington	Consultation services ("interdisciplinary child care consultations")	<a href="http://www.del.wa.gov/development/infant/Default.aspx">http://www.del.wa.gov/development/infant/Default.aspx</a>



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	<p>Delivery of IECMHC includes onsite consultation with a mental health consultant on a referral basis in coordination with QRIS coaching services. Focus areas may include developmental screening, reducing expulsion, provider concerns related to child development and behavior, connecting families with referral resources and strategies for inclusion.</p> <p>Health consultation is available for family child care providers and toddler classrooms through the statewide network of infant/toddler specialists within the state QRIS. Focus areas may include immunizations, infectious disease prevention, developmental screening, nutrition and physical activity. A targeted strategy related to developmental screening is underway through the infant/toddler specialist network in partnership with Project Launch.</p> <p>Early Learning Infant-Toddler Environment coaching is delivered with onsite coaching visits to infant and toddler classrooms on a referral basis in all regions of the state through the infant/toddler specialists. DEL also uses Filming Interactions to Nurture Development (FIND), a video coaching program for parents and other caregivers of high-risk children that employs video to reinforce naturally occurring, developmentally supportive interactions between caregivers and young children. This simple, practical approach emphasizes caregivers' strengths and capabilities. FIND is currently implemented through all regions in the state and is delivered through certified FIND coaches within the network of infant/toddler specialists.</p>	<p>infant/toddler settings</p> <p>Multidisciplinary coaches must have the following expertise:</p> <ul style="list-style-type: none"> <li>◆ Mental health: Endorsement with Washington Association for Infant Mental Health (WA-AIMH)</li> <li>◆ Health: Health professional with expertise in child care health or certification or training in developmental screening</li> <li>◆ Early learning environment: Training in the ITERS and reliable in toddler CLASS system</li> <li>◆ FIND: Completed training, fidelity and certification as a FIND coach</li> </ul>			
West Virginia	<p>WV has an Infant Toddler Specialist Network to provide coaching and technical assistance. Specialists are certified trainers in the Program</p>	<p>Training on the PITC philosophy, infant massage, Pickler</p>	<p>CCR&amp;R</p>	<p>Training modules on caregiver, family, and quality</p>	<p><a href="http://wvit.org/">http://wvit.org/</a></p>



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	for Infant/Toddler Care (PITC) and have attended other trainings including the Pikler Intensive Institute, CLASS for Toddlers, ITERS-R, infant massage and Creative Curriculum for Infants, Toddlers and Twos.	Intensive Institute, Infant/Toddler Environment Rating Scale, Ages and Stages 3, car seat installation, and safe sleep	Department of Health and Human Resources, Division of Early Care and Education, Quality Initiatives Unit	programs, and TA for caregivers of infants and toddlers (TACIT)	

Source: <http://www.acf.hhs.gov/occ/plans>, state websites related to ITSNs, and input from CCDF Administrators.

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