



**Session 202: Maximizing CCDF Impact for Infants and Toddlers
Workforce Considerations**

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Harriet Dichter, BUILD Consultant

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Workforce Data

Infant-toddler workforce data is needed to understand the landscape, inform strategy development, and track progress in implementation.

- **General workforce data**

Following are the three major national surveys relevant to workforce data:

- National Survey of Early Care and Education.
- Occupational Employment Statistics survey.
- Current Population Survey.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>, *2018 Workforce Index*

- **State workforce data**

- All states except one (New Mexico) currently have a formal workforce data collection mechanism. The vast majority of states (48) use registries. More than half (27) of the states have published workforce survey reports at some point within the past five years (2013-2018), the majority of which (17) have been conducted since 2016.
- There are limitations to these methods of data collection, ranging from voluntary (and thus partial) collection to insufficient information collected on key workforce indicators that may help shape or inform policy.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>, *2018 Workforce Index* and <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-workforce-registries.pdf>, *Early Childhood Workforce: Registries, National center on early childhood development, teaching, and learning*.

- **General workforce bibliography**

- Research Connections developed a bibliography with research on the size and characteristics of the early care and education workforce. To be included, a publication:
 - Must describe features of the early care and education workforce, such as: size; demographic characteristics; wages, compensation, and benefits; experience, education, training and professional development; and retention and turnover.
 - Must be intended to cover a particular geographic area, such as the nation, a region, state, county, or city.
 - Can cover the early care and education workforce as a whole, or a particular segment of it, such as Head Start, state prekindergarten, family child care, or after school.
- To support exploration of issues of state-level interest, this bibliography is organized by the publication's geographic scope. National and multistate studies appear first, with publications organized by the dataset analyzed in the research. Next are fifty-state studies, which include publications that present separate information on the workforce in each state. State and local studies are last, organized by state.

To learn more: Go to <https://www.researchconnections.org/childcare/resources/36081/pdf> *Understanding the Early Care and Education Workforce: Research-to-Policy Resources*

- **State workforce data examples**

- **North Carolina**-Child Care Services Association (CCSA) conducted a statewide survey of the early care and education workforce in North Carolina from January 2015 through September

2015. This study provides comprehensive data on teachers, assistant teachers, and directors in early care and education centers and on the licensed early care and education programs in which they work. Licensed centers include programs operated by public schools, for-profit entities, and not-for-profit entities, including Head Start. Additional information from similar studies conducted by CCSA from 2011 to 2014 is also provided. Comparison of the data from these surveys enables readers to learn about the continuities and changes in the early care and education (ECE) system and workforce that may have occurred from 2011 to 2015. This report also references data from the 2001 and 2003 CCSA workforce studies to provide a perspective on changes over a longer period of time.

To learn more: Go to <http://www.childcareservices.org/wp-content/uploads/2016/01/2015-Workforce-Report-FNL.pdf>, *Working in early care and education in North Carolina: 2015 workforce study*, Child Care Services Association; Lyons, Jeff; Martin, Mary; Russell, Sue; Carter, Anna, December, 2015. Chapel Hill, NC: Child Care Services Association.

- **Arkansas**-When a 2017 Arkansas study surveyed more than 1,200 early educators, nearly three in five (58 percent) reported having trouble paying for basic needs, such as rent, utilities, medical expenses, and/or transportation in the previous year. Four out of 10 teachers (40 percent) reported being food insecure, defined by running out of food due to insufficient money and cutting meal sizes or skipping meals to make food stretch. Educators caring for infants and toddlers were significantly more at risk for food insecurity (50 percent) than those caring for children in other age groups.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>, *2018 Workforce Index*

Standards

There are opportunities to improve workforce supports and conditions through licensing and QRIS. Licensing examples focus on infant-toddler workforce qualifications and QRIS examples focus on progress in workforce supports. Other areas of standards improvement might include how others, such as licensing staff, QRIS coaches, TA, etc., are required to obtain and keep current their infant-toddler knowledge and skills.

- **Licensing**

- **Infant-Toddler specific staff qualifications.** Seventeen (17) states have specific qualifications for staff that work with infants and toddlers that include training on how to care for these age groups. Information provided on these 17 states can be found in the Appendix.
- **Primary caregiving for infants and toddler staff.** Among the 50 states that have requirements for infant and toddler care, 23 require that centers assign a primary, consistent caregiver to each child. This has not changed since 2011.

To learn more: Go to

https://childcareta.acf.hhs.gov/sites/default/files/public/center_licensing_trends_brief_2014.pdf, Research Brief #1: Trends in Child Care Center Licensing Regulations and Policies for 2014.

- **QRIS**

- **Paid time for professional development in QRIS.** Thirteen states include paid time for professional development as a quality benchmark for center-based programs, an improvement over the four states noted in the 2016 Index. However, only one of these states (Vermont) includes the equivalent for home-based providers, up from none in the 2016 Index.
- **Paid planning or preparation time in QRIS.** Thirteen states include paid time for planning and/or preparation as a quality benchmark for center-based programs, up from 12 in the 2016 Index, but only seven of these (Delaware, Massachusetts, New Mexico, New York, Vermont, Washington, and Wisconsin), compared to six in the 2016 Index, also include it for home-based providers.
- **Salary scales or benefit options, such as health insurance or paid leave from work in QRIS.** Twenty-two states include salary scales and/or benefit options, such as health insurance and paid time for sick leave, family leave, and vacation/holidays, as benchmarks of program quality for center-based programs, while only half as many include this indicator for home-based providers. Compared to the 2016 Index, one additional state — New Hampshire — included, <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf> a salary scale and/or benefits for both center-based and home-based providers. Only half as many include this indicator for home-based providers.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>, 2018 Workforce Index. Note: Workforce QRIS data is drawn from the [QRIS Compendium](#).

<p>2018 Workforce Index</p> <p>Assessment of states participating in today's session on the conditions of workforce support noted above</p> <p>Stalled: GA, MN, NJ, NC, OR, TX</p> <p>Edging Forward: CO, MI, NE, PA, WA</p> <p>Making Headway: NY</p> <p>Not applicable: WVA</p>

Higher Education

Higher education presents a plethora of issues with regard to the infant-toddler workforce, including how to successfully include an infant-toddler focus in course offerings; access to higher education, particularly by the incumbent workforce; and articulation between and across institutions of higher education.

- **Higher education course content specific to infants and toddlers.** This is highlighted because of findings that show that 1) higher education faculty self-report that they are less well prepared to teach infant-toddler courses; 2) there are fewer offerings covering infant and toddler development and content; and 3) higher education faculty place a lesser value on infant-toddler content. See [*Challenges and Opportunities for Including Coursework on Infants and Toddlers in Higher Education Degree Programs, 2015*, Lea J.E. Austin, Marcy Whitebook, Felippa Amanta, Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, University of California, Berkeley.](#)

- **Virtual Lab School.** The VLS offers distinct tracks for center-based professionals including direct-care providers, training and curriculum specialists (coaches), and management personnel, as well as a track for home-based care providers who typically care for mixed-age groups. Infant toddler offerings are part of the lab school. The Department of Defense Child Development Virtual Laboratory School was developed by The Ohio State University for the US Department of Defense's Office of Family Policy/Children and Youth under Grant 2012-48711-20101 of the US Department of Agriculture's National Institute of Food & Agriculture. This coursework is free. **To learn more:** Go to <https://www.virtuallabschool.org/>

- **Infant-Toddler Online Associate Degree Courses.** The Office of Head Start, in collaboration with the University of Cincinnati and its partners, funded an Innovation and Improvement Grant, to develop an infant and toddler curriculum that can be accessed by institutions of higher learning across the country. The curriculum consists of courses in simple module form that incorporate the latest research and expertise in online learning. The courses may be used to develop an infant and toddler associate degree focused completely on infant and toddler care and development. The curriculum provides online associate-level course content packaged into 15 courses, comprising modules containing videos of effective practice, reflection exercises, and relevant readings. Modules are designed to be incorporated into an existing college course, or grouped together to comprise an entire college curriculum. Each module contains an instructor's guide describing effective practices and links course content to the Head Start Program Performance Standards and the NAEYC Standards. These courses are available at no cost to higher education faculty.
To learn more: Go to <https://eclkc.ohs.acf.hhs.gov/video/infant-toddler-online-associate-degree-course>

- **North Carolina Leadership in Infant-Toddler Certificate Program.** A new six-course graduate certificate, Leadership in Infant-Toddler program, has been created through a partnership between UNC Greensboro, the Division of Child Development and Early Education (State), and the T.E.A.C.H. Early Childhood Program. This articulates into the Master's degree and is available online, allowing anyone in the state to participate. CCDBG funds are supporting the instructor costs for the first cohort, which starts this fall.
To learn more: Contact Catherine Scott-Little, msscottl@uncg.edu.

- **Scholarships for higher education participation, such as T.E.A.C.H.**

2018 Workforce Index

Information both on scholarships for higher education and whether states track information on usage (particularly relevant for infant-toddler) for states participating in today's session

- States offering CDA, AA, and BA scholarships plus tracking information on usage (necessary to address issues of equity, teacher types, etc.): CO, MI, MN, NE, NC, PA, TX
- States offering AA BA and tracking: WA, WVA
- States offering CDA, AA, BA and no tracking: GA, NY
- States offering CDA only, no tracking: NJ

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>

- **Articulation**

- To review model articulation agreements, go to <https://earlyeducatorcentral.acf.hhs.gov/articulation-agreements> and <http://teachecnationalcenter.org/wp-content/uploads/2014/10/2015-Compendium-FNL.pdf>. A state example is found in Wisconsin with regional higher education summits resulting in new articulation agreements.

To learn more about Wisconsin: Contact Jeanette Paulon, jpaulson@wisconsinearlychildhood.org

- Some states are avoiding the articulation problem by allowing community colleges to offer a BA in early childhood. Florida is leading the way, with 12 state colleges offering a bachelor's degree option.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>

- **General reminder about access to higher education**

- Five categories of support have shown particular promise in contributing to higher education among working adult students: (1) learning communities, such as cohort programs; (2) access-based support, such as classes or services at non-traditional hours or in more accessible locations; (3) skill-based support, such as tutoring, English-language assistance, and computer training; (4) academic advising and counseling; and (5) financial support, such as scholarships for tuition and books.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>, [Early Childhood Workforce Index 2018](#) and <https://earlyeducatorcentral.acf.hhs.gov/sites/default/files/public/resources/Successful%20Inclusion%20of%20Family%20Child%20Care%20Providers%20in%20Higher%20Education%20Degree%20Programs%20and%20Courses.pdf>, *Successful Inclusion of Family Child Care Providers in Higher Education Degree Programs and Courses: A Research-to-Practice Guide*. 2015, Anne Douglass, Ph.D., Associate Professor, University of Massachusetts Boston, Susan Benson, M.Ed., Family Child Care Provider, Diane Hodges-Hunter, Ed.M., Family Child Care Provider, Diane Wiles, Ed.M., Family Child Care Provider, Ruby Stardrum, M.S.Ed., Graduate Research Assistant, University of Massachusetts Boston.

Professional Development

This section hones in on one aspect of professional development - the creation of infant-toddler specialist networks and family child care networks that can support the infant-toddler workforce. This section does not cover other issues in professional development for the infant-toddler workforce, such as apprenticeship, DLL, and ongoing continuing education.

- **Infant-Toddler Specialist Network.** To learn how to set up one of these, go to https://childcareta.acf.hhs.gov/sites/default/files/public/developingstatewidenetworkofits_.pdf and to learn more about recent innovations, go to https://childcareta.acf.hhs.gov/sites/default/files/public/promisingpractices_highlights_from_it_sn_cop_final_082217.pdf
- **Staffed Family Child Care Networks.** To learn more about these and how these networks work, understand state specific examples, and see a TA manual to support these, go to https://childcareta.acf.hhs.gov/sites/default/files/public/fcc_networks_brief_0.pdf and https://childcareta.acf.hhs.gov/sites/default/files/public/sfccn_ta_manual_final_2.pdf
- **Example: Infant-Toddler Specialist Network- MN Center for Inclusive Child Care.** The CICC model for the Infant-Toddler Specialist Network was built on the success of two other relationship-based professional development (RBPD) coaching programs the CICC was already delivering (Inclusion coaching and Health/Safety coaching). CICC RBPD coaches are recruited and trained by the CICC and provide contracted services to child care providers in Family Child Care and Center-Based Programs. These services are offered at no cost to the child care programs. Coaches are endorsed through Achieve: Minnesota Center for Professional Development. CICC provides rigorous training to ITSN coaches on infant-toddler care and RBPD, including portions of the MN-DHS state-funded curriculum, Relationship-Based Professional Development Credential. Infant-toddler coaches receive ongoing professional development throughout the year that includes: Bi-monthly webinars on infant-toddler best practices from experts at the Center for Early Education and Development, University of Minnesota; monthly reflective consultation with mental health professional; quarterly Communities of Practice on RBPD best practices; support in the Minnesota Infant-Early-Childhood Mental Health Endorsement; and CLASS infant training and CLASS toddler training. The CICC approach, which extends to centers and homes, includes:
 - Recruitment of sites through marketing and partner referral (Child Care Aware, licensing, state agencies).
 - RBPD coaches who may have CICC endorsements across all three programs of coaching including inclusion, infant-toddler, and health and safety. These coaches receive PD in all areas.
 - Thirty hours of on-site coaching over a four-month period for child care programs.
 - A provider- and coach-designed Continuous Quality Improvement Plan aimed at increasing quality and improving gaps the program identifies.
 - A \$500 incentive to help meet or sustain a goal the program has identified once it reaches the 30-hour completion.

To learn more: Contact Cindy Croft, croft@csp.edu

Compensation

This section starts with some information that addresses the severity of the compensation issues for infant and toddler teachers, including racial disparities, and then turns to problem solving.

- **Infant-Toddler Teacher wage penalties.** At every education level, there is a significant wage penalty for teachers working with infants and toddlers compared to those working exclusively with children age three to five, not yet in kindergarten.
 - Overall, 86 percent of center-based teaching staff working with infants and toddlers earned less than \$15 an hour, compared to 67 percent of those working with only preschool-age children (three- to five-year-olds).
 - Nationally, the wage penalty for early educators working with infants and toddlers disproportionately affects African Americans, 52 percent of whom work with infants and toddlers, compared to 43 percent of all center-based early educators.
 - At every education level, there is also a significant wage penalty based on program funding source and sponsorship. The wage penalty for early educators with a bachelor’s or graduate degree can be as high as \$6 an hour, depending on the type of program in which they work.

Source: Executive Summary 2018 Early Childhood Workforce Index, retrieved from <http://cscce.berkeley.edu/files/2018/06/1-Executive-Summary.pdf>

Mean Hourly Wage & Predicted Wage Penalty by Age of Children & Educational Attainment, 2012 Source: CSCCE calculation using NSECE (2012) data.

	IT	Pre-K	Predicted Wage Penalty by Age
BA	13.83	17.86	-4.03/hour
AA	11.85	13.11	-1.26/hour
No College	9.68	10.73	-1.05/hour

Source: <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>, Early Childhood Workforce Index 2018, chapter 3.

- **Disproportionate Engagement with Public Support/Health Care Programs for Child Care-Infant-Toddler Teachers.** Based on the American Community Survey, the Current Population Survey, and program administrative data, between 2014 and 2016 more than one-half (53 percent) of child care workers, compared to 21 percent of the U.S. workforce as a whole, were enrolled in at least one of four public support and health care programs: the Federal Earned Income Tax Credit (EITC); Medicaid and the Children’s Health Insurance Program (CHIP); Supplemental Nutrition Assistance Program (SNAP), also known as “food stamps”; and Temporary Assistance for Needy Families (TANF).
 - Use of public income supports by child care workers and their families was also higher than for preschool and kindergarten teachers (43 percent) and substantially higher than for elementary and middle school teachers (21 percent)

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>

2018 Workforce Index information

Median wages for child care workers (i.e., infant-toddler teachers included) between 2015-17 for states participating in this session:

CO, GA, MI, MN, NE, NJ, NC, OR, TX, WA, WVA- all had improvements of less than 10 percent in the median wage during this time period.

NY- decrease in median wage during this time period of less than 10 percent.

PA- no change in median wage during this time period.

- **Wage Supplements and Tax Credits**

- Stipends include programs that offer cash awards annually or every six months to teachers on graduated supplement scales according to educational level and retention. One such stipend program is WAGE\$[®], developed by T.E.A.C.H. Early Childhood[®]. Other states have created their own stipend programs, such as REWARD in Wisconsin. There are twelve statewide stipend programs and all of them tie award amounts to teachers' levels in the state's registry.
- Tax credits, like those in Louisiana and Nebraska, supplement wages by providing refundable tax credits rather than stipends but operate similarly. Stipends and tax credits may be applied annually for qualifying teachers if funds are available, which is not guaranteed.

The median minimum annual award across existing stipends and tax credits is \$400, and the median maximum is only \$2,545 (less than \$50 per week). The higher award amounts are typically reserved for higher levels of education (bachelor's, master's, or even doctoral degrees). These awards might seem substantial in dollar amounts, but the added income is independent of a worker's regular pay and does not necessarily provide an ongoing or dependable wage increase for the duration of employment.

To learn more: Go to <http://cscce.berkeley.edu/early-childhood-workforce-2018-index/>, *The Early Childhood Workforce Index 2018*.

- **Bonuses.** Bonuses are typically small cash awards that, in contrast to stipends/ tax credits, are usually provided as a one-off recognition of educational achievement. Many of these incentives are explicitly linked to the state's scholarship program, such as the T.E.A.C.H. Early Childhood[®] scholarships. A total of 33 states offer a statewide bonus program; 22 of these are part of a T.E.A.C.H. scholarship program. Twenty-six of these state programs tie award amounts to training or qualification levels. **To learn more,** Go to <http://cscce.berkeley.edu/early-childhood-workforce-2018-index/>, *The Early Childhood Workforce Index 2018*.

Plans or guidelines for compensation in ECE settings outside of public pre-K. Only Vermont and the District of Columbia have compensation guidelines for settings outside of pre-K programs. In Vermont, programs must pay all employees at least 85 percent of Vermont's livable wage in order to achieve a certain rating in the state's QRIS. The District of Columbia published recommended pay-scale guidelines in a study from the Commission on Early Childhood Teacher Compensation. However, thirteen total states had plans to develop compensation requirements

or guidelines. Two of these states (Montana and Washington) had plans that were mandated, while the rest were voluntary. The 2016 Early Childhood Workforce Index profiled three states that had commissioned reports on addressing the compensation crisis in ECE (Connecticut, Illinois, and Washington). Since that time, 11 additional states have convened advisory groups or task forces or have made other plans to address this issue.

- **Earmarks for salary in ECE settings outside of public pre-K.** Massachusetts has a rate reserve for early educator salaries, while Montana’s QRIS requires programs to allocate a portion of their incentive dollars toward the base pay of early educators. The Massachusetts appropriations language states: “For a reserve to the department of early education and care to be distributed to increase reimbursement rates for center-based subsidized early education and care and for salaries, benefits and stipends for professional development of early educators or programmatic quality improvements; provided, that funds appropriated in this item shall be used to increase such reimbursement rate by an equal percentage for all such providers.”

2018 Workforce Index					
Assessment of States Compensation Approaches for states participating in this session					
	Compensation Requirements Outside of Pre-K	Compensation Guidelines/plans Outside of Pre-K	Earmarks for Salaries/Wages outside of Pre-K	Statewide Stipend/Tax Credit	Statewide Bonus
CO	No	Yes, plans only	No	No	Yes
GA	No	No	No	Yes	Yes
MI	No	No	No	No	Yes
MN	No	Yes	No	Yes	Yes
NE	No	Yes, plans only	No	Yes	Yes
NJ	No	No	No	No	Yes
NY	No	Yes, plans only	No	No	No
NC	No	Yes, plans only	No	Yes	Yes
OR	No	Yes, plans only	No	No	Yes
PA	No	Yes, plans only	No	Yes	Yes
TX	No	No	No	No	Yes
WA	No	Yes, plans only	No	No	Yes
WVA	No	No	No	No	Yes

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>, *Early Childhood Workforce Index 2018*

- **Minimum wage.** Of the 33 states with inflation-adjusted increases in child care worker wages between May 2015 and May 2017, 23 states (70 percent) also had increases in the minimum wage implemented during this time. Together, these 23 states with statewide minimum wage increases represent more than half of the national child care worker population, based on the employee population represented in OES data. Only three states with statewide minimum wage increases during May 2015 to May 2017 did not see an inflation-adjusted increase in child care worker wages: Alaska, New York, and Ohio. <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>,

2018 Workforce Index

For states participating in today’s session, here is what we know about minimum wage changes between 2015 and 2017:

CO, MI, MN, NE, NJ, NY, OR, WA, WVA: All had minimum wage improvements in this time period.

GA, NC, PA, TX: None had minimum wage improvements in this time period.

Source: <http://cscce.berkeley.edu/files/2018/06/3-Earnings-Economic-Security.pdf>

- **State revenue generation.** In order to receive all federal CCDBG funds, states must spend a set match amount and meet Maintenance of Effort (MOE) requirements. Did states spend over and above the minimum requirement for matching or MOE funds for at least one of the preceding three fiscal years for which information is available (2014-2016), using CCDBG expenditure data from the Center for Law and Social Policy (CLASP)? In total, nine states met this criterion (down from 15 in the 2016 Index). Of these, only three states (Alaska, Ohio, and Vermont) reported spending above the MOE for all three years, and no states reported spending above the matching requirement for all three years.

To learn more: Go to <http://cscce.berkeley.edu/files/2018/06/4-ECE-Policies.pdf>, *Early Childhood Workforce Index 2018*

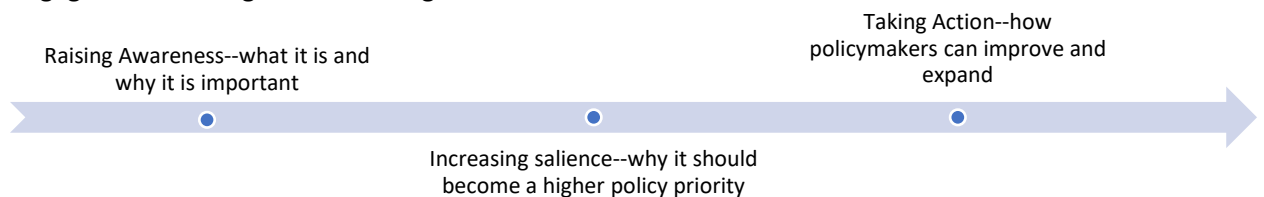
2018 Workforce Index (derived from CLASP)

States participating in this session with regard to spending more than required for CCDBG

Yes, spent more: CO, GA, WA

No, did not spend more: MI, MN, NE NJ, NY, NC, OR, PA, TX, WVA

- **Setting the stage for addressing compensation.** Information derived from the new NASEM report, *Transforming the Financing of Early Care and Education*, <http://www.nationalacademies.org/hmd/Reports/2018/transforming-the-financing-of-early-care-and-education.aspx>
- Determine how much is needed beyond what is currently available; the *Financing* report provides an illustrative national model that improves on compensation, using a B.A. standard, planning time for teachers, and sub-parity for compensation.
- Plan for phase-in; the *Financing* report uses a phase in over a multi-year period.
- Engage in cultivating understanding and action:



Appendix: Licensing Study Excerpt on Infant Teacher Qualification Requirements

STATE	<p style="text-align: center;">Child Care Licensing Study Excerpt on Infant-Toddler Teachers Provided by the National Center on Early Childhood Quality Assurance using 2014 Licensing Survey Data CSC_IT_QUALTEXT</p>
CA	<p>Director: At least three of the semester or equivalent quarter units required in Sections 101215.1(h)(1)(B), (h)(2) and (h)(3) shall be related to the care of infants.</p> <p>Infant Care Teacher: (b) Prior to employment, an infant care teacher shall have completed, with passing grades, at least three postsecondary semesters or equivalent quarter units in early childhood education or child development, and three postsecondary semester or equivalent quarter units related to the care of infants, at an accredited or approved college or university. (1) After employment, a teacher who has not completed the course work required in (c)(1), below, shall complete, with passing grades, at least two units each semester or quarter until the education requirements are met. (c) To be a fully qualified infant care teacher, a teacher shall have the following: (1) Completion, with passing grades, of 12 postsecondary semester or equivalent quarter units in early childhood or child development education at an accredited or approved college or university. (A) At least three of the units required in (c)(1), above, shall be related to the care of infants or shall contain instruction specific to infants. 1. Examples of acceptable course work are pediatric nursing and postnatal care. (2) At least six months of experience in a licensed infant care center or comparable group child care program for children under five years of age. (A) Experience shall be verified as having been performed satisfactorily, at least three hours per day for a minimum of 50 days in a six-month period, as a paid or volunteer staff member under the supervision of a person who would qualify as a teacher or director under this chapter.</p>
CO	<p>The infant nursery must have an infant nursery supervisor who has verified training and experience in one of the following:</p> <ol style="list-style-type: none"> a. A registered nurse, licensed to practice in Colorado, with a minimum of 6 months of experience in the care of infants. b. A licensed practical nurse, licensed to practice in Colorado, with twelve (12) months of experience in the care of infants. c. An adult who holds a certificate in infant and toddler care from an accredited college or university with completion of a minimum of 30 semester hours in the development and care of infants and toddlers in a group setting. d. An adult who is currently certified as a Child Development Associate (CDA) or Certified Child Care Professional (CCP) and has completed the Department approved expanding quality in infant and toddler development course of training by May 31, 2012. e. An adult who: <ol style="list-style-type: none"> 1) Is at least 19 years of age. 2) Is qualified as an early childhood teacher (Section 7.702.56, A, 4). 3) Has a minimum of 12 months of verifiable full-day experience in the group care of infants or toddlers. 4) Has completed by May 31, 2012 at least two (2) three semester hour college courses from a

STATE	<p style="text-align: center;">Child Care Licensing Study Excerpt on Infant-Toddler Teachers Provided by the National Center on Early Childhood Quality Assurance using 2014 Licensing Survey Data CSC_IT_QUALTEXT</p>
	<p>regionally accredited college or university on the development and care of infants and toddlers in a group setting, one (1) of which must be infant-toddler development or the Department approved expanding quality in infant and toddler development course of training. An adult who:</p> <ol style="list-style-type: none"> 1) Is at least 19 years of age. 2) Is qualified as an early childhood teacher (Section 7.702.56, A, 4). 3) Has at least two (2) years of verifiable full-day experience in the group care of infants or toddlers. 4) Will complete by May 31, 2012 and within the first 6 months of employment two (2) three semester hour college courses from a regionally accredited college or university with one of the courses being infant-toddler development or the Department approved expanding quality in infant and toddler development.
HI	<p>Director of an infant and toddler center:</p> <ol style="list-style-type: none"> (1) A Bachelor's degree in early childhood education, child development, or related field from an accredited college or university, including in all cases 30 hours of course work in infant and toddler development from an accredited teacher training institute or program; and 12 months full-time experience working with children under 36 months of age in a licensed group care setting; OR (2) Two years of college education in early childhood education, child development, or related field, including in all cases 30 hours of course work in infant and toddler development from an accredited teacher training institute or program; and 24 months full time experience working with children under 36 months of age in a licensed group care setting. <p>Lead caregiver:</p> <ol style="list-style-type: none"> (1) A bachelor's degree in ECE or CD or related fields, e.g., maternal-child health, nursing, or human development, and, 12 months full-time experience working with children under 36 months of age in a licensed group care setting, and, 12 credits approved ECE or CD training courses (may be part of the bachelor's degree) including 30 hours course work in infant and toddler development from and accredited teacher training institute or program; OR (2) A high school diploma, or its equivalent and credential in child development associate program, and, 24 months full-time experience working with children under five years of age in a licensed group care setting of which 12 months shall have been with children under 36 months of age, and 12 credits approved ECE or CD training courses, including 30 hours of course work in infant-toddler development from an accredited teacher training institute or program; OR (3) Two years of college, preferably in ECE or CD or related fields, and, 24 months full-time experience working with children under five years of age in a licensed group care setting of which 12 months shall have been with children under 36 months of age, and 12 credits approved ECE or CD training courses including 30 hours of course work in infant and toddler development from an accredited teacher training institute <p>Caregiver:</p> <ol style="list-style-type: none"> (1) A high school diploma or its equivalent, and 12 months full-time experience working with children under 36 months of age in a licensed group care setting, and 12 credits approved ECE or CD training courses including 30 hours of course work in infant and toddler development from an accredited teacher training institute or program; OR

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	<p>(2) A high school diploma or its equivalent, and 24 months of full-time experience working with children under 36 months of age in a licensed group care setting, and 30 hours of course work in infant and toddler development from an accredited teacher training institute or program; OR (3) No high school diploma, and 36 months full-time experience working with children under 36 months of age in a licensed group setting, and 30 hours of course work in infant and toddler development from an accredited teacher training institute or program.</p>
IN	<p>Infant/Toddler Room Staff: Caregivers shall have had training specifically related to infant-toddler development.</p>
KS	<p>Single or multi-unit centers serving infants and toddlers shall employ one staff person per unit who meets the training requirements under one of the following options: (A) Option 1: A person with six months' teaching experience or a supervised practicum in licensed child care centers enrolling infants and toddlers; or (B) Option 2: A licensed L.P.N. or R.N. with three months' experience in pediatrics, or in licensed child care centers enrolling infants and toddlers; or (C) Option 3: A child development associate credential in infant-toddler care.</p>
MA	<p>Infant-toddler teacher: Three months of the required work experience must be in caregiving to infant-toddlers.</p> <p>Lead Teacher for Infants and Toddlers: 1. Must be at least 21 years of age and meet one of the following sets of requirements for education and experience. At least nine months of work experience or one practicum must be with infants and toddlers. If all work experience is with infants and toddlers, the total work experience required is reduced by:</p> <ul style="list-style-type: none"> a. High School diploma or equivalent; and i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and ii. 36 months of work experience. <p>OR</p> <ul style="list-style-type: none"> b. High School diploma or equivalent; Child Development Associate (CDA) Credential in Center-Based, Home Visitor or Family Day Care setting with infant-toddler endorsement; and i. three credits in the category of study of Child Growth and Development; and ii. 27 months of work experience. <p>OR</p> <ul style="list-style-type: none"> c. Associate's degree in Early Childhood Education or a related field of study; and i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and ii. 18 months of work experience. <p>OR</p> <ul style="list-style-type: none"> d. Bachelor's degree in an unrelated field of study; and i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and ii. 18 months of work experience.

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	<p>OR</p> <p>e. Bachelor's or advanced degree in Early Childhood Education or in a related field of study; and</p> <p>i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care;</p> <p>ii. and nine months of work experience.</p> <p>OR</p> <p>f. Alternative Early Childhood Training Program; and</p> <p>i. 12 credits in at least four categories of study except Day Care Administration including three credits in Child Growth and Development and three credits in Infant and Toddler Care; and</p> <p>ii. 27 months of work experience.</p> <p>OR</p> <p>g. Department of Public Health Early Intervention Specialist Certificate.</p>
MD	<p>Director</p> <p>To direct a preschool center with infants and toddlers in care, a director, in addition to meeting the requirements for a director of a preschool center, shall have by December 31, 1991, one year of approved experience working with infants and toddlers or three semester hours of approved training or the equivalent related exclusively to the care of infants and toddlers, unless there is a senior staff person with the equivalent training or experience in charge of each group of infants and toddlers.</p>
MI	<p>A lead caregiver for infants and toddlers shall have three semester hours in infant-toddler development and care practices, from an accredited college or university, or 4.5 CEU's in infant-toddler development and care practices. These hours or CEU's may satisfy a portion of the requirements of subrule(5) of this rule.</p>
MN	<p>A registered nurse or licensed practical nurse is qualified as a teacher for infants only.</p> <p>A registered nurse or licensed practical nurse is qualified as an assistant teacher for infants only.</p>
NC	<p>In centers that are licensed to care for infants ages 12 months and younger:</p> <p>(1) The center director and any child care provider scheduled to work in the infant room, including volunteers counted in staff/child ratios, shall complete ITS-SIDS training.</p> <p>(2) ITS-SIDS training shall be completed within four months of the individual assuming responsibilities in the infant room or as an administrator, or within four months of these rules becoming effective, whichever is later, and shall be completed again every three years from the completion of previous ITS-SIDS training.</p> <p>(3) Completion of ITS-SIDS training may be included once every three years in the number of hours needed to meet annual in-service training requirements in Section .0700 of this Subchapter.</p>
NM	<p>Infant and toddler care givers must have at least four hours of training in infant and toddler care within six months of starting work. The four hours will count toward the 24-hour requirement.</p>
NV	<p>Director of a nursery for infants and toddlers:</p> <p>(a) Has completed the training required to become a professional nurse; OR</p> <p>(b) Has completed the training required to become a licensed practical nurse, and has at least six months of verifiable experience which is satisfactory to the Bureau in a program related to the care of children under three years of age; OR</p>

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	<p>(c) Holds a current credential as a "Child Development Associate for Infants and Toddlers" issued by the Council for Early Childhood Professional Recognition, Washington, DC 20005; OR (d) Is at least 21 years of age and holds a high school diploma or, if approved by the Chief of the Bureau, its equivalent, and has completed at least 12 semester hours of education, of which: (1) At least six semester hours are in infant and toddler development; and (2) At least six semester hours are in child development, education related to the health of children or courses directly related to these fields, and at least two years of verifiable experience which is satisfactory to the Bureau in a program related to the care of children under three years of age; OR (e) Has a combination of education and experience which, in the judgment of the Chief, is equivalent to one of the requirements described in paragraphs (a) to (d), inclusive.</p>
NY	<p>Head of Group – Infant-Toddler In addition to Head of Group Preschool qualifications, one year of specific training and/or experience in infant or toddler care which may be demonstrated by obtaining an Infant-Toddler Child Care credential.</p>
OR	<p>Teacher – Infant- and Toddler-Age Program (a) Completion of 20 credits (semester system) or 30 credits (quarter system) of training at a college or university in early childhood education or child development; OR (b) A one-year state or nationally recognized credential related to infant and toddler care; OR (c) At least one year of qualifying teaching experience in a certified child care center or comparable group care program, in the care of infants and/or toddlers; OR (d) Completion of 15 credits (quarter system) or 10 credits (semester system) of training at a college or university in early childhood education or child development; AND At least 6 months of qualifying teaching experience in a certified child care center or comparable group care program, in the care of infants and/or toddlers; OR (e) Documentation of attaining at least level two in the Professional Development Registry.</p> <p>Head Teacher (a) Bachelor's degree from college or university with a major in Early childhood, education, or child development; OR (b) AA/AS degree from a college with a major in early childhood education or child development; OR (c) A one-year state or nationally recognized credential related to infant and toddler care; OR (d) Completion of 20 credits (semester system) or 30 credits (quarter system) of training at a college or university in early childhood education or child development; AND At least one year of qualifying teaching experience in a certified child care center or comparable group care program, in the care of Infants and/or toddlers; OR (e) At least two years of qualifying teaching experience, with at least one year as a teacher, in a certified child care center or comparable group care program, in the care of infants and/or toddlers; OR (f) Documentation of attaining at least level three in the Professional Development Registry.</p>
TX	<p>If a caregiver provides care for children younger than 24 months of age, one hour of that caregiver's pre-service training must cover the following topics: (1) Recognizing and preventing shaken baby syndrome.</p>

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	<p>(2) Preventing sudden infant death syndrome. (3) Understanding early childhood brain development.</p>
WI	<p>The regularly assigned child care teacher and assistant child care teacher for each group of infants and toddlers shall have a minimum of 10 hours of training in infant and toddler care approved by the department within six months after assuming the position. If the training is not part of the required entry-level training under DCF 251.05(1)(d) or (e), it shall be obtained through continuing education.</p>
WY	<p>The following staff requirements also apply whenever four or more infants are enrolled:</p> <ul style="list-style-type: none"> (i) An infant director who holds an Infant-Toddler Director Credential recognized by the Department shall be responsible for the infant program. (ii) The infant director must be available for at least 50 percent of a 40-hour work week in the facility in which she/he is listed as the infant director with the exception of times the infant director is absent due to training, vacation, illness, or other types of prolonged absences. (iii) If a facility takes only infants, the provider/director shall meet provider/director qualifications as specified for the facility's license classification. (iv) A minimum of two adults must be present at all times when four or more infants are present. <p>(iii) All staff caring for infants must complete SIDS training prior to providing infant care, and biennially thereafter.</p>