



Technical Assistance
Manual for the
New Jersey
Infant/ Toddler
Credential

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Coalition of Infant/Toddler Educators (CITE)

Professional Impact NJ (PINJ)

New Jersey First Steps Infant/Toddler Initiative

*Special thanks and recognition to all of the infant/toddler caregivers
who will enrich the lives of the children and families they serve through their commitment
to obtaining the New Jersey Infant/Toddler Credential!*



Technical Assistance Manual for the *New Jersey* *Infant/Toddler Credential*

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Technical Assistance Manual for the *New Jersey Infant/Toddler Credential*

On behalf of the many infant/toddler professionals in New Jersey, we would like to thank you for becoming a part of the New Jersey Infant/Toddler credentialing process.

This technical assistance manual is designed to guide candidates interested in earning the New Jersey Infant/Toddler Credential by offering detailed information about eligibility, coursework, the portfolio and other requirements.

In addition, there are sections for colleges and universities, professional development staff, and community organizations and agencies interested in offering coursework or workshops towards meeting the requirements of the Credential. These sections outline suggestions for required educational content and how to assist candidates as they work towards earning the Credential.

*This manual is intended to be used in conjunction with the **Learning Guide for the New Jersey Infant/Toddler Credential**. Additional information is also available from the Coalition of Infant/Toddler Educators at www.njcite.org.*

By becoming a part of the statewide team of individuals, institutions and organizations, you will ensure that the New Jersey Infant/Toddler Credential will be the new standard for quality care and education.

OVERVIEW

The Coalition of Infant/Toddler Educators promotes quality infant and toddler care and education by building collaborations, providing professional development opportunities, support and resources, and by influencing public policy. The Coalition of Infant/Toddler Educators (CITE), a non-profit 501c(3) organization in New Jersey, brought the national Better Baby Care Campaign to New Jersey in 2002. *Campaign New Jersey – Better Baby Care* undertook an extensive assessment of the infant/toddler care programs in place in New Jersey. That evaluation led to the establishment of four goals, one of which was the development of the *New Jersey Infant/Toddler Credential*. This Credential was created to elevate knowledge, skills and practice related to the care of children under three years of age.

OVERVIEW

continued

The Credential is intended for use by professionals and paraprofessionals working in the field of infant/toddler care in all settings, including **center-based care, family child care programs, Early Head Start, and community-based programs that support infants, toddlers, and their families.** The credentialing process will enable candidates to build on their current knowledge of infants, toddlers, and families. By focusing on infant/toddler mental health and social/emotional development as well as adding an intensive supervised field work experience, candidates will increase knowledge and skills in their chosen field. Having a cadre of infant/toddler professionals with extensive knowledge of the core issues in early care and education will raise the quality of care in the state.

The **Learning Guide** is organized around 8 Key Indicators of quality. Those Key Indicators are:

1. Infant Mental Health: Social/Emotional Well-Being
2. Child Development
3. Curriculum
4. Environment
5. Family and Community
6. Health and Safety
7. Nutrition
8. Professionalism

In 2008, the **Learning Guide for the New Jersey Infant/Toddler Credential** was published. A partnership with Professional Impact NJ was developed to distribute the Guide, publicize and administer the Credential, and promote its implementation. This Technical Assistance Manual is intended to clarify the process for candidates, colleges and universities, and community programs interested in becoming involved with the Credential.

The Coalition of Infant/Toddler Educators is pleased that the New Jersey Infant/Toddler Credential, in just its first three years of availability, has enabled 100 individuals to enhance their knowledge and inform their practice. This accomplishment resulted in the Office of Licensing recognizing the Credential in the 2013 regulations by adding it to the staff qualifications options for group teachers and to staff development options. CITE anticipates that many more professionals in the infant/toddler care arena will receive the Credential and, therefore, continue to augment the quality of infant/toddler care in the state.

Terri Buccarelli, MPA
President Coalition of Infant/Toddler Educators

**PROCEDURE TO EARN
THE NEW JERSEY
INFANT/TODDLER
CREDENTIAL**

1. Complete the *New Jersey Infant/Toddler Credential* Enrollment Application and the Code of Ethics Agreement (downloadable at www.njcite.org) and submit them to CTIE.
2. Visit the Coalition of Infant/Toddler Educators at www.njcite.org for information on purchasing a copy of the ***Learning Guide for the New Infant/Toddler Credential***. Candidates are required to submit a completed copy of their Learning Guide with their final documentation, OR, alternatively, at least two examples/documentations of a Competency in each of the eight Key Indicators of Quality listed above and detailed in the *Learning Guide*.
3. Candidates must be an 'active' member of the NJ Workforce Registry. Join online at www.NJCCIS.COM.
4. Complete appropriate training (documentation required):
 - a. 120 approved non-credit training hours related to the Key Indicators
OR
 - b. Valid CDA
 - Infant/Toddler CDA
or
 - Other CDA which includes 30 hours of infant/toddler specific training
OR
 - c. 9 college credits from an accredited institution that are related to the Key Indicators (college credits earned outside the United States will be evaluated on a case by case basis)
OR
 - d. Associate's or Bachelor's Degree in early childhood education, child development, human development or related field (college degrees earned outside the United States will be evaluated on a case by case basis).
5. Complete 6 college credits from an accredited institution (2 courses at 3 credits each). Refer to the list of colleges offering these courses at www.njcite.org. These courses are:
 - a. *Social and Emotional Development: Infant Mental Health for Practitioners*
AND
 - b. *Supervised Field Work in Infant and Toddler Settings*

continued on next page

**PROCEDURE TO EARN
THE NEW JERSEY
INFANT/TODDLER
CREDENTIAL**

continued

6. Assemble the additional required materials:
All of the items below must be submitted on a CD-ROM or via e-mail as an attachment. Be sure to label all pages submitted with your first and last name and your current work location. (If either of these options is not possible, paper copies can be sent to the address below.
Electronic submissions are preferred.)
 - a. Portfolio demonstrating how knowledge is applied to program implementation (see description of portfolio options in the "For Candidates" section of this manual).
 - b. Documentation of the appropriate work experience (minimum of six months work experience with children under three years of age).
 - c. Written feedback on observation and field experience by your Supervised Field Work course instructor.
 - d. Two letters of recommendation; one from a parent in the program and one from a supervisor. Family child care providers submit two letters from parents.
 - e. Reflective personal essay and statement of commitment.
 - f. Copy of a completed *Learning Guide for the New Jersey Infant/Toddler Credential*, OR, alternatively, at least two examples/documentations of a Competency in each of the eight Key Indicators of Quality listed above and detailed in the *Learning Guide*.
7. Submit all completed documentation (within one year of completion of the 6 college credits outlined in #5 above) to: Credential@njcite.org
or
Coalition of Infant/Toddler Educators
Attn: NJ Infant/Toddler Credential
P.O. Box 1015
Barnegat Light, NJ 08006
8. The *New Jersey Infant/Toddler Credential* will be awarded by the Coalition of Infant/Toddler Educators (CITE) and will be effective for four years. To maintain the Credential, candidates will be required to meet renewal criteria established by the Coalition of Infant/Toddler Educators (CITE). Please direct all questions via email to Credential@njcite.org. Retain copies of all applications and documents for your records.

On behalf of Professional Impact NJ, I am pleased to recognize the accomplishments of the Coalition of Infant Toddler Educators (CITE) in raising the education and specialized knowledge of 100 infant/toddler educators in New Jersey through the NJ Infant/Toddler Credential. We are fortunate to see the rise of this new credential in our state as we work to elevate the field in sponsoring and supporting our caregivers in their most critical roles...caring for and educating the youngest of children in child care.

Dr. Arlene Martin
Executive Director Profes-
sional Impact NJ

Earning the Credential



Photograph by Michelle Bamea

“As infant/toddler educators we are an elite group. We are nurturing young children who are on the springboard to the rest of their lives. We should do no less than acquire the highest level of training available to us and apply it to our daily interaction with the children and their families.”

Betty Jane Budd

Infant/Waddler Program Coordinator
The Learning Circle YMCA, Summit

“I am so pleased to see that CITE has moved the field of infant/toddler care in the direction of credentialing in New Jersey. It is long overdue for those who work with this age group to be given specialized professional development. I greatly appreciate the opportunity for my staff to demonstrate and grow their expertise in this area, and to be recognized for it professionally. Credentialing an area of study is important as this serves two purposes: it provides the next level of professional development needed to guide best practices, and it reinforces that taking care of infants and toddlers is a professional endeavor.”

Tara Evenson-Jo, MEd

Director, Ben Samuels Children's Center
Montclair State University

For Candidates Earning the Credential

It is an exciting undertaking for you, as an infant/toddler professional in New Jersey, to seek further knowledge that will enhance your practice and raise the professionalism of the field of infant and toddler care. The Infant/Toddler Credential is an important addition to the career lattice in New Jersey's professional development system.

Using the *Learning Guide for the New Jersey Infant/Toddler Credential*

The Learning Guide can be used as:

A self-assessment tool

You can use the guide to determine your skill level within each of the Key Indicators. As you read through each of the sections, consider how you approach your own work with infants and/or toddlers in your care. Score your own performance using the guide as your tool.

A self-reflection tool

Once you have scored your own skill levels as they relate to the Key Indicators, you can use the exercises at the end of each section to reflect upon your knowledge and application of the Key Indicators.

A self-improvement tool

After scoring your own performance on Key Indicators and reflecting on your knowledge and application, use the guide to identify specific skills that you wish to strengthen within each Key Indicator.

A professional development tracking tool

As you strengthen or gain new skills, use the guide to monitor your professional growth and readiness to achieve your Infant/Toddler Credential.

The *Learning Guide* will be used in conjunction with the *Supervised Field Work in Infant and Toddler Settings* coursework. Acopy of a completed ***Learning Guide for the New Jersey Infant/Toddler Credential***. OR, alternatively, at least two examples/documentations of a Competency in each of the eight Key Indicators of Quality listed and detailed in the *Learning Guide*.

Training Hours – Non-Credit Bearing

All candidates are required to complete 120 approved non-credit training hours in addition to six college credits in the *Social and Emotional Development: Infant Mental Health for Practitioners* course and the *Supervised Field Work in Infant and Toddler Settings* course in order to achieve the Infant/Toddler Credential (see Mandatory Coursework section below).

For candidates who utilize this option, 120 approved non-credit bearing training hours related to the Key Indicators need to be documented through official transcripts or collection of certificates of completion. All hours must have been completed within 5 years of your application. The following classes/workshops meet this requirement:

Infant/Toddler Child Development Associate Credential (CDA)

If you have achieved your Infant/Toddler CDA, and maintained your active status through the CDA renewal process, you have already met your training hour requirement. All hours leading to the achievement of the Infant/Toddler CDA meet the requirements of eligibility for the *New Jersey Infant/Toddler Credential*. You will be required to provide proof of your current CDA standing.

Other CDA Credentials

If you have achieved a CDA in another category such as Preschool or Family Child Care, only those hours that are specifically related to the Key Indicators and apply to the care of infants, toddlers, and their families will meet the training hour requirement for the *New Jersey Infant/Toddler Credential*. Supplemental professional development hours may be needed to reach the 30 hours of infant/toddler specific training. You will need to provide official transcripts or certificates of completion for all supplemental hours and they must have been completed within 5 years of your application.

Professional Development Hours

Another method for reaching the 120 hour non-credit bearing requirement is to accumulate certificates for hours of professional development obtained through community organizations or agencies. All of the training content received must be specifically relevant to the Key Indicators and apply to the care of infants, toddlers, and their families in order to meet the requirement. You will need to provide official transcripts or certificates of completion for all hours and they must have been completed within 5 years of your application. Members of the NJ Workforce Registry can provide a printout of their approved hours as documentation.

Community Organizations/Agencies That Offer Professional Development

- Coalition of Infant/Toddler Educators (CITE)
- County Child Care Resource and Referral Agencies (CCR&Rs)
- New Jersey Child Care Training Program
- New Jersey Association for the Education of Young Children (NJAEYC)
- New Jersey Family Child Care Providers Association (NJFCCPA)
- New Jersey Child Care Association (NJCCA)

Visit www.NJCCIS.COM for an updated listing of agencies offering coursework as new programs are being added regularly.

Coursework – Credit Bearing

For candidates who utilize this option, you will need to provide an official transcript (or NJ Workforce Registry printout) documenting all of the coursework you have taken. The following coursework is required:

Mandatory Coursework

- Social and Emotional Development: Infant Mental Health for Practitioners – 3 credits
- Supervised Field Work in Infant and Toddler Settings – 3 credits

Supplementary Coursework

- Associate's or Bachelor's Degree in early childhood education, child development, human development, or related field (college degrees earned outside the United States will be evaluated on a case by case basis)

OR

- 9 college credits completed from an accredited institution that are related to the following Key Indicators (college credits earned outside the United States will be evaluated on a case by case basis):
 - Child Development
 - Curriculum for Infants and Toddlers in Group Care
 - Understanding Families and Communities

OR

- You may request a committee review of the syllabus to determine approval of any other completed course that addresses the Key Indicators.

Colleges Offering Coursework

- Visit www.njcite.org for an updated listing of colleges offering coursework as new programs are being added regularly.

The Infant/Toddler Credential has made me an excellent and creative provider.

Debbie DePinho

NJFCCPA Vice President
Family Child Care Owner
CDA
Infant Toddler Credential 2011 Kean University
Accredited Provider
2013 June Moss Handler Award Winner

Additional Required Materials

Portfolio

All candidates are required to complete and submit a portfolio as a component of their application. The portfolio submission allows candidates to demonstrate and/or document the application of Key Indicators within current practices. Candidates must complete two of the following options. *Projects that meet portfolio requirements may be a part of mandatory or supplementary coursework. Candidates should check with their instructors for details of individual course projects and requirements.* All portfolio documentation must be submitted on a CD-ROM or via e-mail attachment as applicable. (When electronic submissions are not possible, paper copies will be accepted.)

Portfolio Options

- **Detailed Observation Study**

Identify one infant or toddler in your care to observe. The study you write should provide detailed descriptions of your observations that address the child's development as it relates to each of the Key Indicators. This observational study must include a minimum of three activities to support this child's development.

- **Parent Newsletter**

Create a newsletter for parents addressing one or more of the Key Indicators.

- **Professional Development Program**

Create and provide a workshop/professional development program. Your documentation should include a lesson plan, goals and objectives for participants, details of content provided, copies of handouts, participant evaluations, and a reflection on the completed process. The content you provide should reflect the Key Indicators.

- **Case Study**

Write a case study that provides a detailed analysis of an interaction with a selected infant or toddler and/or family. You should focus on an identified issue or concern. Your case study should explain the issue or concern, identify your interventions or skill application, and describe the outcomes as they relate to the Key Indicators.

- **Research Paper**

Select a theory or evidence-based practice related to the Key Indicators that interests you. Conduct a research review and document your findings.

- **Conduct an Experiment**

Research some of the scientific experiments that have led to the rich knowledge base of infant/toddler social/emotional development. Replicate the experiment and document your process and results or create a new experiment of your own.

- **Video and Reflection**

Create a video capturing yourself engaged in an interaction with an infant or toddler. After viewing the video segment, complete a written reflection that highlights the skills within the Key Indicators that are evidenced in the video. In this portfolio submission, include a second reflection from a classmate or instructor.

- **Other**

If you have a creative idea for an additional portfolio option, you can request a committee review to determine approval.

Work Experience

Candidates must provide documentation of a minimum of six months work experience with children under three years of age by submitting

- Letter from employer on agency letterhead
- OR**
- Letter from parent in program
- OR**
- Letter from sponsoring organization or Head Start Grantee.

Advisors Feedback

The course instructor for *Supervised Field Work in Infant and Toddler Settings* will observe you working with infants and/or toddlers and will provide a written report.

Recommendations

Candidates must submit two letters of recommendation; one from a parent in the program and one from a supervisor. Family child care providers submit two letters from parents.

Reflective Personal Essay

Candidates need to prepare a personal essay of 500 to 1,000 words. Your essay should address:

- How each of the Key Indicators is applied within your daily practices and interactions with infants, toddlers, and their families.
- How the credential process has strengthened your work with infants, toddlers, and their families.

Statement of Commitment

Candidates should reflect on their commitment to the field of infant and toddler care and address how they will provide services which meet best practices as highlighted in the Key Indicators.

This 300 to 500-word statement should include:

- What you see as your current contribution to the field.
- What you hope to contribute to the field in the future.
- What your goals are for your own personal development.
- How you plan to seek further professional growth or achieve your goals.

FOR COLLEGES Offering Coursework



Photograph courtesy of The Childrens Center at Montclair State University

The New Jersey Infant/Toddler Credential will surely impact how teachers think about the secret language of young children and how their own behaviors impact development. A professor of mine once said, ‘how you are with children is as important as what you do with children.’ The strong bond that is established between a child and a caregiver makes them more likely to explore the world from that secure base and find success in that exploration. These are the principles that I want to impart to my undergraduate students.

Ana I. Berdecia, MEd

Center for the Positive Development of Urban Children
John S. Watson Institute for Public Policy of Thomas
Edison State College

The results for the first semester of our Infant Mental Health course were amazing! I used the CITE Learning Guide as a supplement throughout the course. It is an excellent resource. It was truly a gift witnessing the insights and skills the students developed throughout the semester. This new heightened sense of awareness has enabled the students to become more effective nurturers and communicators with both children and families. In my opinion, this course is the foundation for all other education classes.

Linda Carter, MAEd

Instructor of Infant Mental Health Course
Passaic County Community College

For Colleges Offering Coursework

Colleges and universities are an integral part of the New Jersey Infant/Toddler Credential. *Credential relies on college coursework in the areas of infant mental health and supervised fieldwork - the critical pieces of knowledge that all infant/toddler professionals need to elevate their skills in working with children and families.*

Students applying for the *New Jersey Infant/Toddler Credential* can acquire the necessary training hours through college credit bearing courses. These courses must be infant and toddler focused and related to the eight Key Indicators:

1. Infant Mental Health: Social/Emotional Well-Being
2. Child Development
3. Curriculum
4. Environment
5. Family and Community
6. Health and Safety
7. Nutrition
8. Professionalism

For questions regarding other coursework, colleges may request a committee review of the syllabus and course outline to determine approval.

Mandatory Credit Bearing Coursework

Colleges must provide students with official transcript documentation of all coursework. The following coursework is required:

- **Social and Emotional Development: Infant Mental Health for Practitioners** – 3 credits
and
- **Supervised Field Work in Infant and Toddler Settings** – 3 credits

Colleges can design new courses that can be offered within existing early childhood education programs or through their extension and adult education courses.

- *The Social and Emotional Development: Infant Mental Health for Practitioners* course is the centerpiece of the credentialing experience.
- The *Supervised Field Work in Infant and Toddler Settings* course can be an adapted or specialized focus within an existing fieldwork course. Supervised fieldwork should encourage reflection and self-awareness which should be achieved through the use of the *Learning Guide for the New Jersey Infant/Toddler Credential*. The *Supervised Field Work* instructor will provide written feedback on observation and field experience (minimum of four observations).

Using the *Learning Guide for the New Jersey Infant/Toddler Credential*

The *Learning Guide* is intended to be incorporated into this coursework. The format of the guide makes it especially useful for fieldwork courses. Colleges will use the *Learning Guide* to evaluate students practice and create an individualized plan to facilitate their growth and knowledge of infant/toddler care. The student must submit, with final Credential documentation, a copy of the completed *Learning Guide*, OR, alternatively, at least two examples/documentations of a Competency in each of the eight Key Indicators of Quality listed and detailed in the *Learning Guide*.

Visit www.njcite.org for an updated listing of colleges offering coursework as new programs are being added regularly.

Portfolio

Colleges are encouraged to incorporate the portfolio options as part of their Social and Emotional Development: Infant Mental Health for Practitioners coursework. The following are suggestions to students for their portfolio options:

- **Detailed Observation Study**
Identify one infant or toddler in your care to observe. The study you write should provide detailed descriptions of your observations that address the child's development as it relates to each of the Key Indicators. This observational study must include lesson plans and activities to support this child's development.
- **Parent Newsletter**
Create a newsletter for parents addressing one or more of the Key Indicators.
- **Professional Development Program**
Create and provide a workshop/professional development program. Your documentation should include a lesson plan, goals and objectives for participants, details of content provided, copies of handouts, participant evaluations, and a reflection on the completed process. The content you provide should reflect the Key Indicators.
- **Case Study**
Write a case study that provides a detailed analysis of an interaction with a selected infant or toddler and/or family. You should focus on an identified issue or concern. Your case study should explain the issue or concern, identify your interventions or skill application, and describe the outcomes as they relate to the Key Indicators.

Portfolio continued

- **Research Paper**

Select a theory or evidence-based practice related to the Key Indicators that interests you. Conduct a research review and document your findings.

- **Conduct an Experiment**

Research some of the scientific experiments that have led to the rich knowledge base of infant/toddler social/emotional development. Replicate the experiment and document your process and results or create a new experiment of your own.

- **Video and Reflection**

Create a video capturing yourself engaged in an interaction with an infant or toddler. After viewing the video segment, complete a written reflection that highlights the skills within the Key Indicators that are evidenced in the video. In this portfolio submission, include a second reflection from a classmate or instructor.

- **Other**

If you have a creative idea for an additional portfolio option, you can request a committee review to determine approval.

Leaving our son Jackson at daycare was one of the hardest things that we ever had to do. After three months of us exclusively caring for him, knowing that he was being taken care of by someone with a specialized credential would have made the transition easier for both of us.

Christine and Matthew M.
Parents of a 4-month-old baby
Shrewsbury

**FOR COMMUNITY
ORGANIZATIONS**

Offering Professional Development



Photograph by Kathy Cacicedo

The infant/toddler credential promotes positive change within child care and the community: Caregivers achieve the insight and the tools required to approach children with responsiveness;

Infants then gain access to providers, who are adept at planning and caring for their individual needs,

The families expand their own understanding of child development through thoughtful conversations with vested professionals.

The community ultimately gains from having trained, educated professionals.

New Jersey First Steps Infant/Toddler Initiative

For Community Organizations Offering Professional Development

The Infant/Toddler Credential provides an opportunity for community-based organizations and agencies to expand and enhance professional development programs for providers in the field. Community organizations and agencies will be able to offer the non-credit training hours many candidates will need to complete the credentialing process. High quality workshops and seminars, focused on infant/toddler care, are an essential part of the learning experience for candidates.

Using the *Learning Guide for the New Jersey Infant/Toddler Credential*

The *Learning Guide* is intended to be used as a framework for creating professional development programs. As you develop workshops and seminars, the format of the *Learning Guide* can serve as the foundation for content selection and determination of objectives. The *Learning Guide* can also serve as an evaluative tool for candidates.

Training Hours – Non-Credit Bearing

Community organizations and agencies may fulfill the candidates' requirement for 120 approved non-credit training hours through the provision of professional development programs. Community organizations and agencies must be registered with the NJ Workforce Registry as an 'Approved Agency.' Independent instructors must be 'active' in the NJ Workforce Registry's instructor approval system. Candidates must be provided with a written transcript or certificate(s) of completion with documentation of training hours provided.

Infant/Toddler Child Development Associate Credential (CDA)

All hours provided by community organizations and agencies to support the achievement or renewal of the Infant/Toddler CDA meet the requirements of eligibility for the *New Jersey Infant/Toddler Credential*.

Other CDA Credentials

Only those hours specifically related to the Key Indicators and that apply to the care of infants, toddlers, and their families will meet the training hour requirement for the NJ Infant/Toddler Credential. Community organizations, agencies or instructors may provide candidates with CDA coursework in other age groups with supplemental content-appropriate training hours to help them meet the requirements.

Other Professional Development Hours

Community organizations and agencies are encouraged to provide individual workshops or training series that meet the requirements for applicable training hours. All content of eligible professional development hours must be specifically relevant to the Key Indicators and apply to the care of infants, toddlers, and their families to meet this requirement. Content may come from the Program for Infant/Toddler Caregivers (PITC) Modules, Zero to Three Curriculums, The Creative Curriculum for Infants, Toddlers and Twos, Caring for Infants and Toddlers, et cetera. Transcripts or certificates for completed hours must be provided for all participants.

Coursework – Credit Bearing

Community organizations and agencies are encouraged to collaborate and form partnerships with local colleges to establish credit bearing coursework.

Portfolio

Community organizations and agencies can provide mentors and resources to support students' efforts to complete their portfolios. (see "For Candidate" section for details on portfolios and accepted formats).

Special Collaborations

Community organizations and agencies are in a unique position to foster the success of individuals seeking the *New Jersey Infant/Toddler Credential*.

- They can provide unique forums on a local level for students to gather in support of one another during the credentialing process.
- They can also seek funding to help create support groups or mentoring projects to assist candidates in their efforts.

“My heart leaps with an indescribable feeling every time a baby returns a smile as I talk and interact with them so they feel special and loved.”

Rose Bannon
Infant Toddler Credential 2009,
Passaic Community College

Resources

New Jersey Resources:

Coalition of Infant/Toddler Educators (CITE)

www.njcite.org

New Jersey Association for Infant Mental Health (NJAIMH)

www.njaimh.org

New Jersey Association for the Education of Young Children (NJAEYC)

www.njaeyc.org

New Jersey Association of Child Care Resource & Referral Agencies (NJACCRRRA)

www.njaccrra.org

New Jersey Family Child Care Providers Association (NJFCCPA)

www.njfccpa.org

Statewide Parent Advocacy Network (SPAN)

www.spannj.org

New Jersey Child Care Association (NJCCA)

www.njccainc.org

New Jersey Head Start Association (Region II HSA)

www.regioniiheadstart.org

New Jersey Strengthening Families Initiative (NJSFI)

www.state.nj.us/dcf/families/early/strengthening

New Jersey First Steps Infant/Toddler Initiative

Northern Region

Program for Parents (PfP)

www.programsforparents.net

Central Region

Community Coordinated Child Care (CCCC)

www.cccunion.org

Southern Region

The Women's Center (TWC)

www.acwc.org

National Resources:

Zero to Three: National Center for Infants, Toddlers, and Families

www.zerotothree.org

National Association for the Education of Young Children (NAEYC)

www.naeyc.org

Early Head Start National Resource Center (EHS NRC)

www.ehsnrc.org

Council for Professional Recognition

www.cdacouncil.org

World Association for Infant Mental Health (WAIMH)

www.waimh.org

The Program for Infant/Toddler Care (PITC)

www.pitc.org

National Association for Family Child Care (NAFCC)

www.nafcc.org

Resources for Infant Educators (RIE)

www.rie.org

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

www.csefel.vanderbilt.edu



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