



nyaeyc

New York Association for the
Education of Young Children

New York State Infant Toddler Credential

Application Process, Competencies, Portfolio Instructions

Part 1: Join Aspire

Part 2: Complete
Candidacy Application

Part 3: Infant Toddler
Credential Portfolio

The Infant Toddler Credential is designed to formally recognize those practitioners who display a specialized knowledge of infant and toddler development, the partnership of caregivers with the families of the children in their care, and professional practice based on respect for the individual, the system and themselves. This credential incorporates the New York State Core Body of Knowledge, New York State childcare regulations, and the Code of Ethics of the National Association for the Education of Young Children.

Research has shown that the education level of persons who care for other people's children directly affect the quality of care, this credential is based on knowledge and skill acquired through college coursework and experience. It is intended to set a standard of care for infant and/or toddler caregivers and provide a vehicle for Candidates to demonstrate their competence through the submission of a portfolio to reviewers who have a solid background in the field and have dedicated themselves to be impartial judges of the merits of the work submitted. This credential is unique in that it gives the candidate a number of ways or modalities to demonstrate competence, recognizing that individuals have different strengths and learning styles.

ELIGIBILITY REQUIREMENTS

College Coursework

Coursework in infant toddler development and professional practice: Twelve (12) credits from a nationally accredited college in early childhood coursework that covers the standards of the New York State Infant Toddler Competencies. Three of these 12 credits must have been completed within the last five years.

Experience

- One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers
OR
- Two semesters of supervised field work course with infants and toddlers and six months work experience in the above
OR
- Floater or substitute with 480 hours of documented experience

Before you begin the application process, here are some important things to note:

- Having an Aspire Professional Profile is just the first step in the process to earning the Credential. You DO NOT indicate that you are applying for the Infant Toddler Credential in your Aspire application for a Professional Profile.
- Once you are done with your Aspire Application and your profile is active, you should complete the online Application for Candidacy which can be found on the New York Association for the Education of Young Children (NYAEYC) website at: <https://nyaeyc.org/itc/>
- Once you submit your Application for Candidacy, NYAEYC will help you through the remainder of the Infant Toddler Credentialing process, including the Infant Toddler Credential Portfolio.

PART 1: Register with Aspire



The Aspire Registry is an online system that supports early childhood professionals and recognizes the important work that you do. With an Aspire profile, you can take advantage of helpful resources to guide your career choices and plan your professional growth.

How to Complete Your Aspire Profile

The application process takes an average of fifteen minutes to complete. You may sign out and log back in to finish your application in more than one session.

1. Create an Individual Account

- ☛ Go to www.nyworksforchildren.org and click Join or Log into Aspire.
- ☛ Select **Create an Account** and enter your contact information.
- ☛ **Check both your Inbox and your Spam folder for an email with your Aspire ID and password.**

2. Complete the Aspire online application

- ☛ Use your Aspire ID and password to login to your account.
- ☛ Check the box next to **Aspire Profile**, and then click **Continue**.
- ☛ **On the Employment tab, search for your program using the Aspire organization ID or license/permit number.**

3. Submit your documents

- ☛ *You will receive an email with a list of the documents you need to send.*
- ☛ *The Aspire Registry accepts photocopies of all education and training documents including photocopies of official transcripts.*
- ☛ **Send these documents within 10 days to:**

The Aspire Registry
16 Court Street, 31st Floor
Brooklyn, NY 11241

That's all it takes!

After your application has been processed, you will receive a welcome letter with your membership card. In your online profile, you will have access to your certificate and Professional Development Record. We encourage you to update your profile regularly!

PART 2: Complete Infant Toddler Credential Candidacy Application



Once you have an active Aspire Professional Profile, complete the Infant Toddler Credential Candidacy Application which can be found the NYAEOYC website: <https://nyaeyc.org/itc/> or at https://nysaeyc.formstack.com/forms/infant_toddler_credential.

You will need to complete the online application in its entirety and upload a copy of your official transcripts and your resume with the application assessment fee of \$100.

ELIGIBILITY REQUIREMENTS

College Coursework

Coursework in infant toddler development and professional practice: Twelve (12) credits from a nationally accredited college in early childhood coursework that covers the standards of the New York State Infant Toddler Competencies. Three of these 12 credits must have been completed within the last five years.

Experience

- One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers
- OR**
- Two semesters of supervised field work course with infants and toddlers and six months work experience in the above
- OR**
- Floater or substitute with 480 hours of documented experience

Eligible candidates will have a one -year period to complete the Infant Toddler Credential Portfolio.

NEED FOR THIS CREDENTIAL

The latest edition of the New York State Day Care Regulations (Childcare Centers Subpart -418-1.13) calls for 1 year of specific training for infants/toddlers (in addition to other requirements for head of group) and/or experience in infant or toddler care which may be demonstrated by obtaining an Infant Toddler Child Care credential (see http://ocfs.state.ny.us/main/beccs/daycare_reg.htm)

Recognition of those individuals who hold expertise in the care and education of New York's youngest.

This credential focuses only on infants and toddlers, not as an add-on to a preschool credential, recognizing the value and specialized knowledge, skills and attitudes necessary for working with this age group.

PART 3: Complete Infant Toddler Credential Portfolio

PURPOSE

The Portfolio presents evidence of your professional development and demonstrates your competency to receive the Infant Toddler Credential. The review process is completely based on this compilation of documents. It is impossible for this review to evaluate every competency area. This we assume has already been measured by your coursework and will be witnessed by a professional observer. This portfolio review is intended for you to present a representative sample of your competency in each of the four major topics so that reviewers can assess your portrayal of meeting the infant/toddler competencies.

PORTFOLIO STRUCTURE

Candidates can submit the portfolio online or through hard copy via the mail. If you are submitting the hard copy, please submit one copy of your portfolio to NYAEYC in a three-ring binder.

- INTRODUCTION
 - Write an ESSAY (2-4 pages) that explains your experience in infant toddler care including how the process of learning through your coursework has affected change in your everyday practice.

- DOCUMENTATION OF EXPERIENCE
 - One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers
OR
 - Two semesters of supervised field work course with infants and toddlers and six months work experience in the above
OR
 - Floater or substitute with 480 hours of documented experience

The Candidate will submit their application listing the above experience along with documentation from the program verifying that experience, signed by a supervisor or administrator.

- PROFESSIONAL RECOMMENDATION
 - PROFESSIONAL OBSERVATION – Written report will be based on a one-hour observation by an early childhood professional describing your competence in the four competency areas. Forms included in this material.
 - Two letters from families whose child has been in the candidate’s care for at least 6 months, attesting to your competence in working with children and families.

- DEMONSTRATION OF COMPETENCY IN EACH OF THE FOUR TOPIC AREAS
 - All of the knowledge bases, skills and attitudes are important for a competent infant/toddler caregiver. However, you will select one type of documentation in each of the four areas (I, II, III, and IV) to demonstrate your competence.
 - Read the competency statements of each topic (A, B, and C)

- (Thus, you will submit four demonstrations of competency, including in your essay the relevant competency statements demonstrated by your portfolio entry.).
- FOUR TYPES OF DOCUMENTATION
 - Photo Journal – Recognizing that visual images can be the manifestations of knowledge, skills and attitudes, this Portfolio choice may include 5-10 labeled photos that demonstrate the Candidate’s competence in the Topic. This is accompanied by the Candidate’s description (audio taped or written) of what is depicted and, most importantly, HOW what the Candidate did, said, or did not do that demonstrates knowledge, skills and attitudes of a competent early childhood educator. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.
 - Video – Recognizing that the environment, movements, body language, and verbal language demonstrate the quality of the care and education of infants and toddlers, this Portfolio entry gives the Candidate the opportunity to “show” competence. This is one choice for each of the four Portfolio entries. It should be 20-30 minutes in length, edited to show as many ways as possible that the Candidate is competent in this particular topic area. The Candidate should ask a colleague to video throughout the day. The Candidate will then select those segments that most aptly demonstrate the competencies in that Area. This is accompanied by the Candidate’s description (audio taped or written) of what is depicted and, most importantly, HOW what the Candidate did, said, or did not do that demonstrates knowledge, skills and attitudes of a competent early childhood educator. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.

Note: The audiotape is given as a choice for those who are more comfortable explaining orally what is taking place. This also may be in the Candidate’s first language.

- Essay – This Portfolio choice is a written essay in which the Candidate discusses the Topic Area, clearly demonstrating knowledge, skills and attitudes through explanations of selected competency statements. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.
- Ethical dilemma – This Portfolio choice is a written essay regarding a controversial issue in policy or practice in which the Candidate has personal experience. It describes the situation, the opposing sides of the issue, explores possible solutions, and selects a position based on knowledge. For this Portfolio entry, we refer the Candidate to NAEYC’S Code of Ethical Conduct. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.

PLEASE NOTE:

The following is required:

- Use at least two different types of assessment within the 4 submissions required (For example: all 4 submissions cannot be a photo journal)
- All 4 submissions cannot be just with infants or just with toddlers (for example if you usually work with infants, include one entry about your competency with toddlers)

- PROFESSIONAL DEVELOPMENT PLAN (A more detailed plan for professional development may be found on the Council on Families and Children’s website at www.earlychildhood.org). Each candidate is required to complete a professional development plan that includes the following information:
 1. Career goal
 2. Educational Plan: the position has been researched and the qualification for this position is _____.
 3. Action Steps planned (for example:)
 - To obtain a two-year early childhood degree (knowledge)
 - To strengthen my skills in communicating with parents (skill)
 - To become more consistent in my work with children (disposition)
 4. For each of your action steps
 - a) Describe how you will accomplish the step
 - b) When you will do it
 - c) When you expect to complete it.

REVIEW PROCESS

1. Candidate sends one copy of portfolio and \$250 (NYAEYC members) or \$275 (non-members) credential fee to NYAEYC.
2. Portfolio received at state office and checked for completeness.
3. Candidate will receive notification that his or her portfolio is complete.
4. Portfolio will be assigned to two trained external reviewers (criteria for reviewers are individuals who have more experience and education than the candidate and are recognized in the field for their expertise in Early Childhood Education.)
5. Portfolio evaluated and recommendation made.
6. NYAEYC Credential Panel appointed by the president will consider the recommendations and make the decision as to award, defer or decline the credential.

DETERMINATIONS

Candidates will be notified of the determination within 45 days of being notified their portfolios are complete and being sent for review.

Award – Candidate will be sent award letter and award certificate. Candidate can make arrangement with NYAEYC to have portfolios returned once the credential has been awarded.

Defer – Candidate’s portfolios will be returned along with a summary of the reviewer scoring tools. Candidate will have 60-days to make revisions to the portfolios and resubmit to NYAEYC with \$225 resubmission review fee. Portfolios will then go through the review process.

Decline – The credential is declined when the portfolio has been deferred for a second time. Candidate will be notified of the decline decision through a denial letter. Candidate can make arrangement with NYAEYC to have portfolios returned once the credential has been declined. Once declined the candidate cannot reapply for the credential for a period of two years.

INFANT TODDLER CREDENTIAL COMPETENCIES

These competencies were developed with the assistance of many child development and infant/toddler specialists across the state. They were developed to focus on the knowledge, skills and attitudes necessary for the care and education of New York’s youngest children in the care outside the home. The New York Association for the Education of Young Children uses these competencies as the basis for recognizing individuals who meet these standards by issuing the Infant Toddler Credential. Programs may use these competencies as the basis for recruitment, education, and assessment of infant/toddler caregivers/teachers.

The competencies are not arranged in order of importance. It needs to be understood that all of the topics and competencies are inter-related and that the enhancement or neglect of any one of them may have a profound effect on the others.

COMPETENCIES OVERVIEW

Topic I. INFANT AND TODDLER DEVELOPMENT

Competency A: Theories and Current Research

Competency B: Social, Emotional, And Creative Development

Competency C: Physical, Cognitive, Language and Literacy Development

Topic II. FAMILY AND CULTURE

Competency A: Family Relationships

Competency B: Attachment and Separation

Competency C: Early Intervention

Topic III. ENVIRONMENT AND CURRICULUM

Competency A: Health & Safety

Competency B: Environment

Competency C: Curriculum

Topic IV: ASSESSMENT AND EVALUATION

Competency A: Record Keeping and Recording

Competency B: Program Management

Competency C: Professionalism

TOPIC I: INFANT AND TODDLER DEVELOPMENT

Competency Area A: Developmental Theories and Current Research

- Identify typical developmental stages of children birth to 3 and describe how development and learning varies in each stage.
- Describe current research indicating the importance of the caregivers' role in the development of the brain in the first years of life.
- Describe influences of pre- and post—natal development in infants.
- Use knowledge of the sequence of stages of various domains of development, and the work of other developmental theorists.
- Describe variations in temperament and the impact this may have on their relationship with people and environments.
- Use knowledge of the interplay between genetics (nature) and environment (nurture) in a child's development.

Competency Area B: Social – Emotional-Creative

- Support child's emotional well-being and establish a secure trusting relationship.
- Encourage positive social interaction among children and promote positive strategies of conflict resolution.
- Demonstrate the importance of respecting infants and toddlers in their individual identities
- Encourage the development of self-esteem in infants and toddlers.
- Understand and respond appropriately to differences in children's temperaments.
- Understand and respond to behaviors that are typical for age and stage of development.
- Apply knowledge of differences between discipline and punishment. Use positive guidance methods.
- Respond appropriately and consistently to child's needs as expressed through verbal and nonverbal cues.
- Create opportunities for the child to learn about self-identity, self-care.
- Support child's problem solving strategies.
- Support and respect attempts to gain autonomy and control.
- Demonstrate understanding of how a variety of experiences foster creativity.
- Assist children with their attempts at peer social play.

Competency Area C: Physical-Cognitive-Language/Literacy

- Demonstrate knowledge of physical maturation, cognitive and language development, and socio-emotional development from pre-birth to approximately 3 years of age.
- Support children's efforts at developing fine and gross motor control.
- Use teachable moments as opportunities for learning.
- Provide many opportunities for infants and toddlers to learn through exploration and repetition.
- Support infant and toddlers' emergent literacy through the use of language.
- Support infant and toddler's emergent language through adult child verbal and non-verbal interactions.
- Support infant and toddler's emergent literacy through a human and physical environment of literacy activities, e.g., reading and books, puppets and finger plays, songs and rhythm instruments, etc.
- Provide opportunities for toddlers to observe and experience cause and effect.

TOPIC II: FAMILY AND CULTURE

Competency A: Family Relationships

- Demonstrate an ability to develop and maintain a relationship with families, communicating daily to build mutual understanding and trust.
- Work with families to ensure consistent, high-quality care for infants and toddlers.
- Listen and communicate effectively to facilitate the building of relationships.
- Effectively and confidentially communicate best practices and sensitive information with families.
- Design activities that will encourage, support and allow family participation in the program.
- Demonstrate respect for culture, beliefs, and temperaments of children, families, and caregivers and their effect on infant and toddler development.
- Maintain complete confidentiality of all matters involving the welfare of children and families.
- Recognize and demonstrate an understanding of individual family's values and practices.

Competency Area B: Attachment and Separation

- Describe theories and stages of attachment and separation, and the concept and development of trust.
- Explain the process of attachment
- Use knowledge of why a trusting relationship between caregiver and the infant-toddler is essential for optimal development.
- Describe how to implement this principle in a day-to-day practice with infants and toddlers.
- Identify the stages and behaviors of separation
- Design and plan strategies to help children and parents cope with separation.
- Explain the lifelong impact of attachment in a child's development.
- Demonstrate how caregivers support infant and toddlers' attachment.
- Maintain continuity of care to ensure that every infant and toddler is able to form a relationship with a caregiver.
- Design and implement a plan for helping parents maintain attachment to their children

Competency Area C: Early Intervention

- Evaluate the children's growth and development using accepted principles and practices.
- Understand the typical range of various domains of development in order to identify when a referral is required.
- Identify relationships with community resources available for screening, assessment, and referral of children to services.
- Address the individual needs of all children and families within your group.
- Collaborate with programs providing early intervention
- Contribute and participate in a multi-disciplinary team and develop strategies for working together to benefit each child.
- Recognize indicators that may mean that a child should be referred for an assessment/evaluation of the need for early intervention services.
- Use knowledge of the family and their culture to support decisions regarding intervention

TOPIC III: ENVIRONMENT AND CURRICULUM

Competency Area A: Health and Safety

- Identify and demonstrate standards and protocols for infection control and universal precautions.
- Describe and identify the signs and symptoms of common diseases and illnesses.
- Know the indicators of child maltreatment and describe the legal requirements and procedures for reporting child abuse or maltreatment.
- Maintain supervision of all children in their care
- Analyze environments regularly to support the development, implementation and maintenance of health and safety policies and procedures.
- Use observation as a means of ensuring health, safety, and protection of children. Demonstrate knowledge and understanding of SIDS, Shaken Baby Syndrome, and CPR and First Aid.
- Know and adhere to licensing and regulatory requirements.

Competency Area B: Environment

- Design the space into interest or activity areas, including areas for small-group play or being alone.
- Demonstrate the way in which environment is a powerful determiner of how children and adults will function and learn.
- Demonstrate an understanding of a child's abilities and limitations in the environment and demonstrate how to plan for an environment that balances safety and risk taking.
- Design safe, developmentally appropriate environment, which address various domains.
- Utilize cozy spots to provide soft, comfortable, private play spaces for one to two infants or toddlers at a time.
- Use the physical space to create a homelike atmosphere vs. a school setting.
- Identify the interests of each child as an individual and rotate and add new materials accordingly.
- Describe environment that nourishes the child's aesthetic sensibilities.
- Create an environment in compliance with all-applicable codes, rules, and regulations.
- Implement a program with adequate age-appropriate and culturally appropriate materials to minimize the need for sharing and anticipate typical behaviors when choosing materials.
- Assess the environment regularly with research-based instruments.

Competency Area C: Curriculum

- Plan, implement, and evaluate developmentally appropriate curriculum through play and the design of appropriate learning environments to meet the needs of infants and/or toddlers.
- Implement a program that promotes all aspects of development: large and small motor, cognitive, perceptual, social, emotional, language, creative and expressive.
- Implement learning activities for infants and toddlers based on observations of individual needs and interests.
- Identify materials appropriate for infants and toddlers' developmental skills or abilities.
- Establish schedules and routines based on children's individual needs.

- Provide opportunities for repetition of mastered skills through consistent manipulation and exploration of safe materials.
- Develop a written activity plan that provides infants and toddlers choices as they pursue their own interests with the aim of channeling their efforts toward using emerging skills.
- Plan a variety of creative and sensory activities to support the daily routine.
- Plan sensory experiences to stimulate young children’s imagination and creative expression.
- Recognize and support the family’s role as their child’s first teacher
- Form secure relationships with each child as the basis of infant/toddler curriculum

TOPIC IV: ASSESSMENT AND EVALUATION

Competency Area A: Record Keeping and Communication

- Implement a system for gathering information on new children and for sharing information among all concerned adults.
- Develop skills in observing and documenting children’s development and behavior
- Use theoretical knowledge of development in discussions of observations of children and in interactions with the children
- Demonstrate the differences between objective, subjective and evaluative observations.
- Demonstrate a variety of methods for routine recording of enrollment/attendance/symptom information as well as development and behavior
- Collect information on all domains of each child’s development
(Physical, cognitive, language, social, emotional and creative)
- Develop procedures for recording information about children to protect their anonymity
- Use recorded observations for planning the curriculum.
- Compare observations and recorded documentation of each child to typical developmental milestones
- Implement a system for open communication between families and caregivers, including daily logs as well as periodic conferences.
- Maintain confidentiality of all information regarding children and families

Competency Area B: Program Management

- Describe the role of daily routines in providing optimal care for infants and toddlers
- Promote mealtimes as opportunities for infants and toddlers to develop self-help skills, communication, fine motor and social skills, as well as to develop good nutrition and health habits.
- Establish an environment in which infants and toddlers are able to sleep without disturbance, which is critical to optimal brain development.
- Ensure diapering is a pleasant experience for infants and toddlers while maintaining hygienic procedures.
- Prepare children for and actively involve them in transitions.
- Identify center’s administrative policies and procedures, such as safety requirements, fire prevention and evacuation procedures.
- Identify a chain of command for program operation and critical decision-making.
- Plan for ensuring that other caregivers who interact with the children have adequate information on the needs of individual infants and toddlers.
- Support the child through the child’s transition between caregivers.

Competency Area C: Professionalism

- Assess themselves as professionals with an understanding of self, confidentiality, goal setting and decision- making.
- Work as a team member with co-workers, families, and the community.
- Accept responsibility for and commit to a standard of performance that sets an example and demonstrates respect of others.
- Create quality experiences for children, parents, and other teachers.
- Comply with current regulations.
- Evaluate the program constantly to help plan for the future.
- Plan developmentally and culturally appropriate activities with other caregivers.
- Identify areas where performance could be improved.
- Participate in professional organizations and/or professional activities.
- Apply profession’s standards and ethics to assess own competence, e.g., NAEYC Code of Ethics and NYS Core Body of Knowledge.
- Establish professional short and long-range educational goals.
- Continue learning and applying good practice.
- Maintain a professional development file.
- Advocate for yourself, children and families, and the profession.

Terms and General Information

PROSPECT: Individual inquiring about credential process. A person who is presently or desires to work with infants and toddlers in child care centers and family childcare homes. Prospect may come from a variety of backgrounds as a staff member, provider, substitute, floater, or administrator of programs. The prospect may have not yet accumulated any college credits or experience or may already have the required college credits (3 credits obtained in the last 5 years) and extensive experience.

CANDIDATE: Individual who intends to submit Infant Toddler Portfolio for review submits application, coursework transcripts and experience documentation and \$100 application fee (nonrefundable).

PORTFOLIO: Documentation of the Candidate’s competency submitted for review (see Portfolio Guidelines in this booklet) by the deadline accompanied by the remainder of the assessment and review fee of \$300 and finalized transcripts and experience documentation.

COLLEGE COURSEWORK: Twelve credits of college coursework (successfully completed with at least 3 credits completed in the last five years at an accredited higher education institution) that matches the Credential Topics and Competency Areas. The Candidate will submit a document that will match coursework topics to the competencies and also submit formal transcripts from the college.

COMPETENCIES: Four topics areas and twelve competencies that Candidate must achieve to be eligible to be reviewed for the credential.

CORE BODY OF KNOWLEDGE: Revised in 2011, the NYS Core Body of Knowledge outlines best practices for professionals working with young children, birth through age 8.

<http://earlychildhoodny.org/nywfc/cbk.php>

EXPERIENCE: One year experience in infant or toddler care and education is required. One year of experience caring and educating infants and/or toddlers. This can be obtained in the following manner:

One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers

OR

Two semesters of supervised field work course with infants and toddlers and six months work experience in the above

OR

Floater or substitute with 480 hours of documented experience

The Candidate will submit a document listing the above experience along with documentation from the program verifying that experience.

DOCUMENTATION: This is a “formal” attestation to what the candidate is claiming. Documentation in the form of a signature on the application, of the candidate’s supervisor, is needed for all experience stated. In addition, documentation is needed when college coursework is completed in the form of “official” transcripts sent directly from the college to NYAEYC. Finally, documentation is submitted when an observation of the candidate is done on the forms provided in this material.

PORTFOLIO REVIEW: Qualified reviewers will examine the Portfolio and evaluate its contents as documentation of the Candidate’s competence in each of the 4 Topic areas. This review will take place in the quarter following submission and the decisions communicated to the Candidate by the end of that quarter. If the decision is to award the Credential, the Candidate will receive notification in the form of a letter of congratulations as well as a certificate suitable for framing. If the Portfolio is lacking convincing documentation, the reviewers will make specific recommendations and the Candidate will have 2 quarters in which to resubmit the revised Portfolio. If the revised Portfolio is still lacking in convincing documentation, the credential will be denied. The Candidate must wait one year before resubmission and then becomes a Prospect, repeating the Phases I, II, and III, including the Credential fee.

OBSERVATION: An hour-long review of a professional in early childhood who has experience in infant and toddler care. The forms for this review are included in this material.

EDUCATIONAL INCENTIVE PROGRAM: Financial assistance (based on need) may be available for requirements of this \$400 credential fee. The NYS Child Care Educational Incentive Program has scholarships for child care providers and their direct supervisors. Call 1-800-295-9616 for information. When completing application for EIP funds, be sure to designate credential as “The Infant Toddler Credential of New York State” not NYAEYC.

PORTFOLIO EVALUATION: The Evaluation Rubrics will be used by the Reviewers and will be sent to the Candidate at a later date. This rubric’s purpose is both to inform the Candidate of the process but also to guide the Candidate in preparing a portfolio that will adequately demonstrate competence. The choices are provided to meet various learning styles. The choices can also guide mentors and instructors in assisting Candidates in the portfolio preparation process.

Need Help?

For help with Aspire

New York Works For Children

Phone: 718-254-7716

Email: info@nyworksforchildren.org

For help with the Infant Toddler Credential Application or Portfolio Process

New York Association for the Education of Young Children

Phone: 518-867-3517

Email: credentials@nyaeyc.org