

Timeline for Meeting Teacher Qualifications 2006 - 2020

	1 class/1 teacher	2 classes/2 teachers	3 classes/3 teachers	4 or more classes/teachers
2006*	<ul style="list-style-type: none"> •Teacher has a minimum of a Child Development Associate Credential [CDA] or equivalentⁱ. •The teacher has or is working toward an Associatesⁱⁱ or Baccalaureateⁱⁱⁱ degree or equivalent. [Annual reports must show continuous progress.] 	<ul style="list-style-type: none"> •Both teachers have a minimum of a Child Development Associate Credential or equivalent.ⁱ •Both teachers have or are working toward an Associatesⁱⁱ or Baccalaureateⁱⁱⁱ degree or equivalent. [Annual reports must show continuous progress.] 	<ul style="list-style-type: none"> •All teachers have a minimum of the Child Development Associate Credential or equivalent.ⁱ •At least 1 teacher has an Associatesⁱⁱ or Baccalaureateⁱⁱⁱ degree or equivalent. •All teachers have or are working on an Associates or Baccalaureate degree or equivalent. [Annual reports must show continuous progress.] 	<ul style="list-style-type: none"> •All teachers have a minimum of a CDA or equivalent.ⁱ •At least 25% of teachers have an Associatesⁱⁱ or Baccalaureateⁱⁱⁱ degree or equivalent. •All teachers have or are working on an Associates or Baccalaureate degree or equivalent. [Annual reports must show continuous improvement.]
2010	<ul style="list-style-type: none"> •Teacher must have a minimum of an Associates degreeⁱⁱ or equivalent. 	<ul style="list-style-type: none"> •Both teachers have a minimum of an Associates degreeⁱⁱ or equivalent. •At least 1 of the 2 teachers is enrolled in a Baccalaureateⁱⁱⁱ degree program or equivalent. [Annual reports must show continuous progress.] 	<ul style="list-style-type: none"> •All 3 teachers must have a minimum of an Associates degreeⁱⁱ or equivalent. •At least 1 of the 3 teachers must be enrolled in a Baccalaureateⁱⁱⁱ degree program or equivalent. [Annual reports must show continuous improvement.] 	<ul style="list-style-type: none"> •All teachers have a minimum of a CDA or equivalent. •At least 50% of teachers have a minimum of an Associatesⁱⁱ degree or equivalent. •At least 25% of teachers have a minimum of a Baccalaureateⁱⁱⁱ degree or equivalent. •All must have or be enrolled in an Associatesⁱⁱ or Baccalaureateⁱⁱⁱ degree program. [Annual reports must show continuous progress.]
2015	<ul style="list-style-type: none"> •The teacher must have a minimum of an Associatesⁱⁱ degree or equivalent. •The teacher must be working toward a Baccalaureateⁱⁱⁱ degree or equivalent. [Annual reports must show continuous progress.] 	<ul style="list-style-type: none"> •At least one teacher must have a minimum of an Associatesⁱⁱ degree or equivalent. •At least one teacher must have a minimum of a Baccalaureateⁱⁱⁱ degree or equivalent. 	<ul style="list-style-type: none"> •All teachers must have a minimum of an Associatesⁱⁱ degree or equivalent. •At least 1 of 3 teachers must have a minimum of a Baccalaureateⁱⁱⁱ degree or equivalent. 	<ul style="list-style-type: none"> •All teachers have a minimum of an Associatesⁱⁱ degree. •At least 50% of teachers have a minimum of a Baccalaureateⁱⁱⁱ degree or equivalent.
2020	<ul style="list-style-type: none"> •The teacher must have a minimum of an Associatesⁱⁱ degree or equivalent and be enrolled in a Baccalaureateⁱⁱⁱ degree program. (By the next NAEYC 	<ul style="list-style-type: none"> •At least 1 teacher must have a minimum of a Baccalaureateⁱⁱⁱ degree or equivalent. •The second teacher must have a minimum of an Associatesⁱⁱ degree or 	<ul style="list-style-type: none"> •At least 2 teachers have a Baccalaureateⁱⁱⁱ degree or equivalent. •The third teacher must have a minimum of an Associatesⁱⁱ degree or equivalent. 	<ul style="list-style-type: none"> •All teachers have a minimum of an Associatesⁱⁱ degree or equivalent. At least 75% of teachers have a minimum of a Baccalaureateⁱⁱⁱ degree or

<i>Accreditation cycle, the teacher must have a minimum of a Baccalaureateⁱⁱⁱ degree or equivalent.)</i>	equivalent and be working toward a Baccalaureate ⁱⁱⁱ degree. [Annual reports must show continuous progress.]		equivalent.
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* Between 2006 and 2010, programs must meet two of the three criteria related to staff qualifications (for Teachers, Teaching Assistants/Teacher Aides and Supervisors/Mentors) and must have a plan in place for meeting all three criteria by 2010. [For further information, please see Table 2 in the [Steps and Performance Expectations for Early Childhood Programs to Achieve NAEYC Accreditation.](#)]

ⁱ Equivalence to CDA: A minimum of 12 college credits [semester hours] in Child Development [CD]/Early Childhood Education [ECE]/Early Childhood Special Education [ECSE]

ⁱⁱ Associates degrees should be in Child Development/Early Childhood Education. Equivalence is defined as 60 college credits with 30 college credits [semester hours] in CD/ECE/ECSE as defined by Criterion 6.6, including relevant field-based experience.

ⁱⁱⁱ Baccalaureate degree should be in CD/ECE/ECSE. Equivalence is defined as a Baccalaureate's degree in any discipline with a minimum of 36 college credits [semester hours] in CD/ECE/ECSE as defined by Criterion 6.6, including relevant field-based experience.