

SB. 56: An act relating to child care and early childhood education

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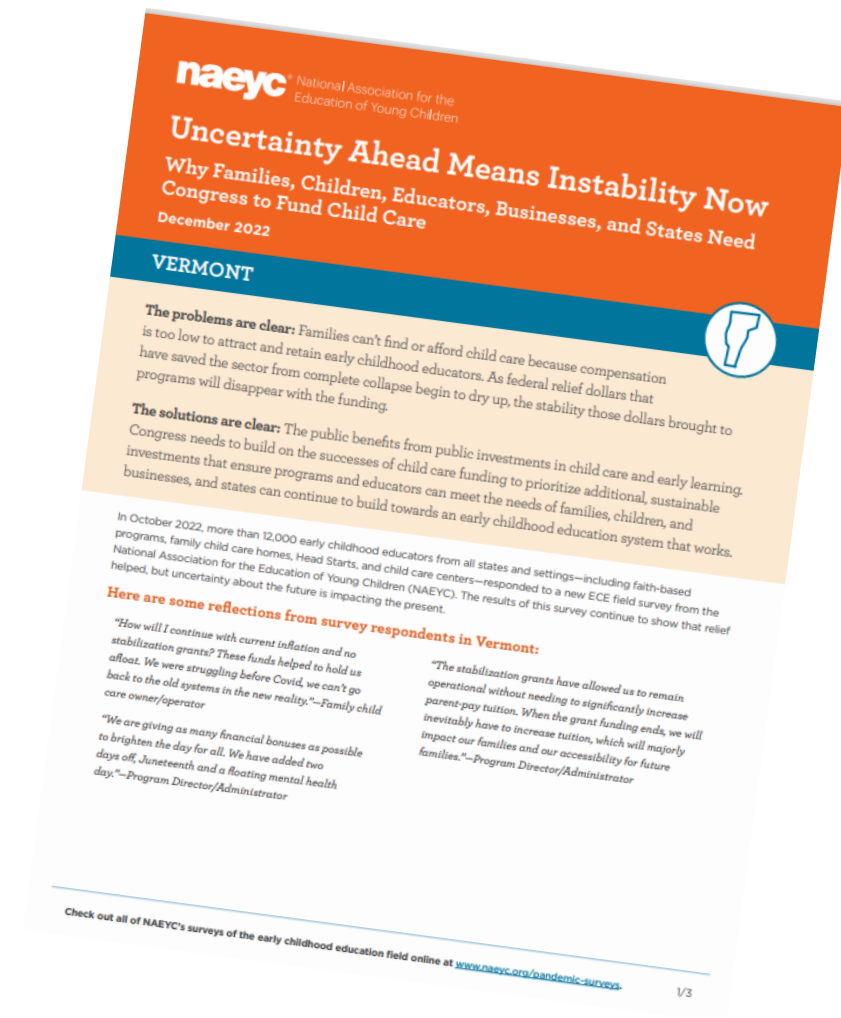
Presentation to the
Vermont Senate Committee on Health and Welfare

February 22, 2023



Focus on the ECE Workforce

- Families can't find or afford child care because compensation is too low to attract and retain early childhood educators.
- Investments in the education and compensation of the ECE workforce drive the supply and quality of child care.



ECE Field Survey Data: Vermont / National

STAFFING AND SUPPLY		
Current Challenges		
Child care center directors reporting they are serving fewer children than they would like to serve	48.6%	46.4%
Most common reason they are under-enrolled?	Not enough staff	Not enough staff
Total reporting that their program is currently experiencing a staffing shortage	69.9%	67.0%
Among respondents in programs with a staffing shortage:		
› Reporting they are serving fewer children	49.2%	45.4%
› Reporting a longer waitlist	44.6%	37.4%
Future Challenges		
Total indicating "yes" or "maybe" to considering leaving their job or closing their family child care home	35.5%	29.2%
› In the field 5 years or less indicating "yes" or "maybe" to considering leaving their job or closing their family child care home	45.5%	45.0%
› Family child care providers considering leaving	46.2%	36.4%
Number one thing needed to stay	Competitive wages	Competitive wages

SB. 56 represents exciting progress!

Innovative, creative & important efforts to systematically provide access to quality around the state.

- Expands eligibility and increases child care assistance rates using cost-of-care model
 - Increased eligibility is critical to reach the scope and scale required to help programs raise wages for providers without raising costs for families.
 - Getting close to universal eligibility provides much-needed stability for programs and families.
- Invests in the education and professional pathways of the ECE workforce
 - Opportunities such as scholarships and loan forgiveness
 - Substantial role for IHEs and need for investments in the Higher Education Collaborative
- Invests in the compensation of the ECE workforce
 - True cost of care includes true parity, inclusive of and implemented in all ECE settings
 - Recognizing role that educators must play in design, and need for attention to benefits as well as wages

Building on a Foundation

Advancing an effective, equitable, diverse well-prepared, well-compensated early childhood education profession across all states and settings.

Unifying Framework for the Early Childhood Education Profession

Power to the Profession is a national collaboration to define the early childhood education profession, birth through age 8, across states and settings, by establishing a framework for career pathways, preparation, competencies, responsibilities, and compensation. The *Unifying Framework*—this document—is the result of this multi-year, profession-led effort. It is based on the recommendations from the series of eight Power to the Profession Decision Cycles; references the full Decision Cycle documents as sources; and demonstrates how they all come together to advance a unified, diverse, equitable, and effective early childhood education profession.

■ MARCH 2020 ■

Disponible en Español visitando PowerToTheProfession.org

Professional Standards and Competencies for Early Childhood Educators

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.

Disponible en Español: NAEYC.org/competencias

A Position Statement Held on Behalf of the Early Childhood Education Profession
Adopted by the NAEYC National Governing Board November 2019

Standing Together: The Power to the Profession National Task Force

1. American Federation of State, County and Municipal Employees (AFSCME)
2. American Federation of Teachers (AFT)
3. Associate Degree Early Childhood Teacher Educators
4. Child Care Aware of America
5. Council for Professional Recognition
6. Division for Early Childhood of the Council for Exceptional Children
7. Early Care and Education Consortium (ECEC)
8. National Association for Family Child Care (NAFCC)
9. National Association for the Education of Young Children (NAEYC)
10. National Association of Early Childhood Teacher Educators (NAECTE)
11. National Association of Elementary School Principals (NAESP)
12. National Education Association (NEA)
13. National Head Start Association (NHSA)
14. Service Employees International Union (SEIU)
15. ZERO TO THREE

For the Profession, With the Profession

Multiple, iterative rounds of English and Spanish feedback with 11,000+ individuals.

Broad-based engagement

- Online surveys, events, public awareness activities, focus groups

Intentional engagement

- Educators from communities of color, educators whose first language is Spanish, educators from rural communities, and educators working in family child care settings



Defining early childhood educators

- Science of early learning is as complex for infants and toddlers as for preschoolers as for students in K-3.
- Care for and promote the **learning, development and well-being of children 0-8.**
- Meet the guidelines of the profession
- Are defined by their **mastery of knowledge, skills and competencies**, as defined by the profession
- Practice in **all early childhood education settings**, including family child care
- Align to **three distinct and meaningful designations**: ECE I, ECE II, and ECE III, united within one profession.



Comparable compensation with benefits.



Differences in settings and funding streams do not dictate differences in the nature of the work being done.



Early childhood educators with similar experience and qualifications will be comparably compensated regardless of whether they work in a community-based center, elementary school, or family-based child care home.

Compensation increases with competency.

Compensation will not be differentiated on the basis of the ages of children served.

- Compensation will increase commensurate with increased preparation and increased competency.
- There is a wage penalty affecting early childhood educators working with infants and toddlers, which disproportionately affects educators from communities of color.



Everyone has a role to play.

Members of
the Profession

Preparation
Programs

Employers

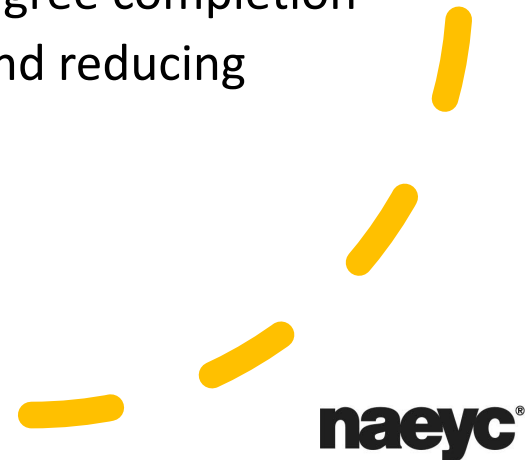
Professional
Organizations

State
Government

Federal
Government

Taking Action: States and Higher Education

- Vermont is leading, but not alone
- States and IHEs are taking action
 - Aligning with Professional Standards and Competencies
 - Aligning to the ECE I, II and III designations in areas including professional preparation, career lattices, pathways, QRIS, compensation scales, and more.
 - Ensuring competencies and leveling facilitate transfer and articulation to increase credential and degree completion
 - Assuring quality, increasing coherence, and reducing bureaucracy via accreditation



The Commission on Professional Excellence in Early Childhood Education

Develop and promote the framework for a unified, cohesive, and equitable early childhood education profession informed by and in partnership with early childhood educators across states and settings

Commission on Professional Excellence

- American Federation of Teachers (AFT)
- Associate Degree Early Childhood Teacher Educators (ACCESS)
- Child Care Aware of America (CCAoA)
- Childcare Services of America – T.E.A.C.H. Early Childhood National Center
- Council for Professional Recognition
- Division for Early Childhood of the Council for Exceptional Children (DEC)
- Early Care and Education Consortium (ECEC)
- McCormick Center for Early Childhood Leadership
- National Association for Family Child Care (NAFCC)
- National Association for the Education of Young Children (NAEYC)
- National Association of Early Childhood Teacher Educators (NAECTE)
- National Black Child Development Institute (NBCDI)
- National Education Association (NEA)
- National Indian Child Care Association (NICCA)
- National Workforce Registry Alliance (NWRA)
- ZERO TO THREE

11 Educator members

Semi-autonomous
body initially hosted at
NAEYC

Partner to states in
creating professional
licensure structures
and pathways

Thank you!

Lauren Hogan

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National Association for the Education of Young Children

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www.powertotheprofession.org

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