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May 14, 2025

**To: Hon. Theresa Wood, Chair
House Committee on Human Services**

**From: S. Lauren Hibbert, Deputy Secretary of State
Jennifer Colin, General Counsel, Office of Professional Regulation**

Re: Early Childhood Education Sunrise Report

Dear Committee Members:

Thank you for the opportunity to offer testimony regarding the Early Childhood Education Sunrise Review Assessment.

May, 2024: Sunrise Review Application submitted to OPR by the Vermont Association for the Education of Young Children (VTAEYC) following years of engaging with the workforce.

OPR Sunrise Review Process

Upon receiving the Application filed by VTAEYC, OPR engaged in the following efforts as part of its thorough review of the proposed regulatory program for Early Childhood Educators working in non-public settings:

- Engaged in significant research;
- Engaged with stakeholders in numerous meetings and communications, including VTAEYC, AOE, Let's Grow Kids, DCF and its Child Development Division, Building Bright Futures, CCV, Northern Lights at CCV, NAEYC;
- Accepted public comments to the Agency's public comments email address (sos.opr.comments@vermont.gov) through October 2, 2024, which yielded 30 written comments;
- Noticed two public hearings to over 1,000 FCCH's and CBCCPP's in the Building Bright Futures Database, stakeholder organizations DCF/CDD, NAEYC, BBF, Head Start, National Commission on Professional Excellence in Early Childhood Education, and AOE (AOE also included the public hearing information in a newsletter to their licensees);
- Conducted two hybrid public hearings (four hours total) where over 100 stakeholders and interested parties attended in person, via phone, or online; and

- Reviewed and considered the written comments and oral testimony from stakeholders and interested parties.

January, 2025: OPR Report Submitted to Legislature

Report Link: [Early Childhood Education Sunrise Review Assessment](#)

Sunrise Review Criteria

Vermont law requires OPR to assess through statutory criteria whether occupational regulation of a profession is necessary to protect the public. This process is called a “Sunrise Review.” The criteria are found in Chapter 57 of Title 26. In this review, professional regulation is appropriate if:

- Unregulated practice clearly poses harm or endangers the public health, safety or welfare;
- The public can reasonably be expected to benefit from an assurance of initial and continuing professional ability; and
- The public cannot be effectively protected by other means.

26 V.S.A. § 3105(a). If, based on those factors, regulation is appropriate, then the analysis proceeds to consider **the least restrictive form necessary to protect the public** – either registration, certification, or licensure. See 26 V.S.A. §§ 3105(b), 3107. Sunrise reviews can be triggered by a directive from the legislature or by petition filed by an individual or professional organization.

Background – Child Care Crisis in Vermont

It is worth noting that early childhood care and education in Vermont has been extensively studied by the State in the last decade because of the declining child care workforce and lack of access to affordable, quality early child care for Vermont families. This lack of access has negatively impacted all Vermonters in some way. Young children do not have access to quality early programs that support their growth and development. Many Vermont families do not have access to full-time care that is needed so that both parents can participate in the workforce. Businesses struggle to hire enough workers because parents without access to full-time child care must stay home and out of the workforce some or all of the time. Vermont taxpayers shoulder the burden of young families being deterred from relocating to the State due to the lack of access to quality child care. The government bears the burden of having fewer taxpayers. We all bear the burden of paying for the State’s necessary infrastructure, costs which increase for working families as the State’s high population of baby boomers move into retirement.

In the first ten or so pages of OPR’s sunrise review, the Report briefly surveys four bills passed by the General Assembly aimed at improving access and quality to early care and education since 2014. These include Acts 166, 58, 45, and most recently Act 76 (2023), Vermont’s historic legislation creating sustainable public funding of expanded subsidies for families and financial supports for the early child care workforce through a payroll tax. The report also highlights findings and studies commissioned by the State to explore quality, workforce, and funding issues relating to early child care. Importantly, the Rand Corporation’s Vermont Early Care and Education Financing Study, which laid the groundwork for Act 76, projected costs of achieving a high-quality ECE system with increased wages for a well-compensated workforce assuming increased qualifications at the Early Childhood Educator I, II, and III levels, as proposed in S.119. We will not be reviewing the State’s decade of work on this subject matter in our testimony today; however, I would encourage you to read those ten pages, as OPR’s recommendations and S.119 are consistent with the legislation and reporting that so many legislators, state agencies, professional organizations, and stakeholders have worked on for a decade to achieve access for all Vermont families to quality early childhood education.

Findings Regarding Risk of Harm to Young Children

Quality early childhood education beginning at birth goes “beyond basic health and safety requirements to provide warm, responsive relationships with educators, stimulating and developmentally appropriate curricula, and ongoing training for educators. These features... enhance children’s cognitive and social-emotional development.”¹ Quality early education is skilled, complex work that requires “a sensitive and responsive caregiving relationship between educator and child” on a consistent basis.² Quality early education includes supportive environments, age-appropriate instruction, intentional use of enriching play and activities, and use of curricula by prepared educators who adhere to quality practices, standards and regulations established from within the profession. Practitioners need to be prepared through education, training and professional development to provide appropriate education, responsive care and curriculum-based support that facilitates children’s early learning. These professional skills for early care educators help children make gains in cognitive and academic areas, such as literacy, language, mathematics, social skills, self-regulation, and behavior.³ Furthermore, infants and toddlers who have continuity of care in early care and education programs, i.e. the same care provider throughout the day or weeks or from year to year, demonstrate better long-range socio-emotional development and self-confidence derived from consistent, trusting, strong, nurturing relationships built over time.⁴ The long-term positive impacts of children participating in high-quality early childhood education include better physical health, increased higher education, higher earnings, and lower involvement in crime.⁵

Just as quality early care and education provides strong, lifelong foundations for learning, physical and mental health, emotional stability, and behavior, low-quality child care provided by unprepared and/or minimally trained individuals has lasting impacts on children into adulthood. In such environments, children are more likely to have *adverse early experiences*, which create a weak developmental foundation that compromises a child’s brain architecture, resulting in enduring impacts.⁶ When the brain is developing rapidly during early years of life, it is “highly sensitive to the disruptive effects of elevated stress activation, which releases a flood of hormones, immune responses, and neurotransmitters...”⁷ Infants and young children persistently exposed to stressors like unstable or

¹ Davis Schoch, A., Simons Gerson, C., Halle, T., & Bredeson, M. (2023). Children’s learning and development benefits from high-quality early care and education: A summary of the evidence. OPRE Report #2023-226. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from: <https://www.acf.hhs.gov/sites/default/files/documents/opre/%232023-226%20Benefits%20from%20ECE%20Highlight%20508.pdf>.

² *Id.*

³ *Id.*

⁴ National Scientific Council on the Developing Child (2020). *Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined Working Paper No. 15*. Retrieved from www.developingchild.harvard.edu.

⁵ Davis Schoch, A., Simons Gerson, C., Halle, T., & Bredeson, M. (2023). Children’s learning and development benefits from high-quality early care and education: A summary of the evidence. OPRE Report #2023-226. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from: <https://www.acf.hhs.gov/sites/default/files/documents/opre/%232023-226%20Benefits%20from%20ECE%20Highlight%20508.pdf>.

⁶ Harvard University Center on the Developing Child.

Retrieved from: <https://developingchild.harvard.edu/key-concept/brain-architecture/>.

⁷ National Scientific Council on the Developing Child (2020). *Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined Working Paper No. 15*. Retrieved from www.developingchild.harvard.edu.

unsupportive environments, inadequate care, and adverse experiences, have an overactive fight or flight response, which leads to the sympathetic nervous system consistently sending stress signals back to the brain, which signals other developing systems in the body.⁸ Excessive stress feedback on a prolonged basis leads the body to adapt its systems to manage threats as part of stress response.⁹ This adaptation impacts "not just the developing brain, but also many other physiological systems, including cardiovascular function, immune responsiveness, and metabolic regulation."¹⁰ Such suboptimal development in growing babies and young children results in increased lifelong risk for stress-associated illness and disease, such as diabetes, immune disorders, cardiovascular disease, mental health problems,¹¹ and addiction. Furthermore, children who do not have access to quality early education have a 25% higher rate of dropping out of school.¹² This statistic is particularly important in Vermont, where high school graduations rates have declined in the last decade. Vermont used to graduate 90% or more of its high school students. That number dropped to 83% in 2022-2023.¹³ Sustained access to quality early education with a stable workforce will improve developmental and health outcomes for children and reduce poor short- and long-term outcomes.

Summary of Findings

1. Regulation of early childhood educators in non-public settings, with clearly articulated qualifications and standards, will positively impact the health, growth, and development of Vermont's infants, toddlers, and young children.
2. There is a public protection need to ensure the profession is qualified to care for and educate our youngest and most vulnerable population and to create individual accountability for meeting standards of practice and conduct standards. Regulation ensures public protection by:
 - Improving quality through increased educational and experiential requirements for early educators who bear primary responsibility for the care and education of young children from ages 0 to 8 in CDD-regulated Family Child Care Homes and Center-Based Child Care facilities;
 - Reducing harms of low-quality early childcare, including children unprepared to enter public education, poor physical and mental health, and poor developmental outcomes in the short and long term, including disease, addiction, and increased high school drop-out rates;
 - Establishing streamlined preparation pathways for early educators to ensure practitioners working in non-public settings have necessary minimum qualifications to provide quality early care and education for Vermont's youngest and most vulnerable population;
 - Establishing clearly articulated, uniform standards of practice and ethical conduct across the early education profession in private settings that align with the standards in public education;
 - Requiring individual accountability for meeting standards of practice and conduct through a transparent, well-established public disciplinary process for early educators in private settings who engage in unprofessional conduct.

⁸*Id.*

⁹ *Id.*

¹⁰ Harvard University Center on the Developing Child (June 2020). In Brief: Connecting the Brain to the Rest of the Body. Retrieved from: <https://developingchild.harvard.edu/resources/inbrief/inbrief-connecting-the-brain-to-the-rest-of-the-body/>.

¹¹ *Id.*

¹² Cox, I. & Gallego, I. Lost Potential: The Hidden Cost of Barriers to Early Childhood Education. (April 2024). Retrieved from <https://www.piqe.org/lost-potential-the-hidden-cost-of-barriers-to-early-childhood-education/>.

¹³ Vermont Agency of Education (August 30, 2024). Vermont State Education Profile. Retrieved from <https://education.vermont.gov/sites/aoe/files/documents/edu-listen-and-learn-state-education-profile-report-2024.pdf>.

3. Licensure (mandatory with qualifications) is the appropriate form of regulation as opposed to certification (voluntary with qualifications) or registration (mandatory without qualifications) based on the following:

- The risk of harm to the health, safety, and welfare of young children (ages 0 to 8), our most vulnerable population, is high and bears long-term consequences;
- Regulation at the facility or child care home level leaves significant gaps where individual accountability for unprofessional conduct is not addressed through a publicly accessible process with disciplinary action is readily accessible online;
- Children and families, as consumers of the services, have a significant interest in the qualifications of early educators who bear primary responsibility for care and education of young children in non-public settings;
- Other forms of occupational regulation do not provide adequate safeguards to ensure early educators meet the necessary qualifications for providing high-quality early education in regulated child care settings;
- Licensure with increased educational requirements will ensure the workforce is prepared to provide high-quality education and meet professional standards that align with public school.

Conclusion:

OPR supports a structure of licensure into four categories, ECE I, ECE II, and ECE III, as well as the legacy pathway for Family Child Care Providers, with uniform preparation pathways and scopes of practice for each license type. Phased implementation and transitional measures, such as transitional licenses for those who do not initially meet qualifications, will be critical to provide current practitioners sufficient time to satisfy licensure requirements.

The licensure structure recommended in OPR's Sunrise Report initially included three license types (see attached chart):

- Early Childhood Educator I (ECE I) – Assistant Teacher, Supervised by ECE II or III
120 hours of training and field experience;
- Early Childhood Educator II (ECE II) – Lead Teacher, Supervises ECE I, Guided by ECE III
Associate's degree in early childhood education or related field and experience or
Associate's degree in unrelated field plus 21 college credits in early education plus experience;
- Early Childhood Educator III (ECE III) – Lead Teacher, Supervises ECE I, Guides ECE II
Bachelor's degree in early childhood education or related field and experience or
Bachelor's degree in unrelated field plus 21 college credits in early education plus experience.

A fourth license type has been developed during the legislative process, a legacy pathway offered only for current Family Child Care Providers in Family Child Care Homes actively licensed or registered with the CDD and in good standing. This added measure was to ensure this transition does not result in the loss of workforce.

Transitional Measures

The most significant concern expressed in the sunrise process was retention of family child care homes and center-based child care facilities. In recent years, the number of family child care homes and providers has decreased, though the impacts of Act 76 have shown promising reversal of that trend. For our rural state, family child care homes are a critical part of the early education system in Vermont.

To mitigate retention concerns, OPR recommended transitional measures that are vitally important to the legislation, namely:

- Implementation Phases:
 - Bridge with up to 8 years of transitional licensure for all those currently in the workforce who may not meet increased qualifications;
 - Incorporation of Community College of Vermont Career Ladder into assessment of qualification for the full (not transitional) ECE licenses for a specified initial time of the OPR licensure program;
 - Waiver process available at the end of six year transitional license period for documented extenuating circumstances and demonstrated progress toward meeting qualifications.
 - Educational Programs that recognize and count experience toward educational requirements, i.e. multiple/flexible pathways to enter the profession.

Benefits of Regulating Early Childhood Educators in Non-Public Settings Regulated by CDD:

- Ensured quality (evidence-based curriculum and developmentally enriching learning activities) resulting from increased educational and experiential requirements
- Reduced short- and long-term harms of low-quality early care on young children, increased effective outcomes in education, health and well-being
- Return on investment of \$4-\$13 for every dollar spent on early education
- School readiness for children, higher graduation rates, higher educational/professional achievement
- Professionalizing the workforce requiring adherence to the same professional standards across all early childhood settings, in public schools and private state-regulated family child care homes and center-based facilities
- Increased pay and benefits for the early education workforce resulting in greater workforce stability and attracting professionals who want a career
- Increased access to early childhood education
- Transparency for consumers and program providers to see individual qualifications and disciplinary history through a publicly accessible system, providing greater confidence to families
- Increased workforce for all Vermont businesses resulting from greater access to quality early education and increased workforce stability in the early education sector
- Streamlined preparation pathways for the early education workforce to ensure necessary minimum qualifications to provide quality education
- Potential future license portability to other states
- Improved workforce health, reduced burnout, healthier professional environments
- Individual accountability for unprofessional conduct through a public disciplinary process

Benefits of Regulating at OPR:

- Experience in establishing and administering occupational regulation with the help of professional boards comprised of licensees that will assist in developing and overseeing the regulatory program
- Expertise in licensing with established IT system and easily accessible data
- Well-established enforcement processes through publicly accessible hearings and OPR's experienced in-house team of investigators, prosecutors, case managers, legal staff, docket clerk, and administrative law officers

- Efficiency achieved through streamlined licensure processes
- Stakeholders supporting the regulation prefer the regulatory program to be at OPR

Workforce Support and Impacts

The licensure qualifications represent an increase in current educational and experiential requirements. Approximately 7,000 individuals work in regulated, non-public early education settings. The application filed by VTAEYC is the culmination, to date, of the movement led by the early educator workforce to gain licensure and thereby increase quality and access to early childhood education. In recent years, the numbers of early educators in private settings achieving degrees have significantly increased. Early education degree programs have substantial scholarship assistance and financial support, and many graduates complete their degrees with no debt. According to VTAEYC's application, approximately 30% of the current field would not qualify for licensure, which is the reason we offer numerous transitional measures and a lengthy on-ramp. We hope this committee will schedule testimony by VTAEYC and other interested stakeholders because their efforts in this workforce-led movement have been ongoing for many years, and they can provide additional information and unique perspectives from within the workforce.

Stakeholders and members of the public who participated in the review process through public hearings, public comment and stakeholder meetings largely supported regulation through licensure at OPR.

It is also important to note that OPR's sunrise review and recommendations do not pertain to:

- After School Program Staff;
- Universal Pre-K Teachers;
- Active AOE Licensees with endorsements in Early Childhood Education, Early Childhood Special Education, or Elementary Education (No mandatory dual licensure from the OPR side, meaning if you are an AOE licensee, you would not be required to obtain an OPR license to work in a state-regulated setting. However, this is not reciprocal. If an OPR Early Childhood Educator wants to be an educator in a public school, AOE licensure would be required);
- Individuals required to have an AOE license;
- Individuals whose child care homes are exempt from DCF's Child Development Division ("CDD") requirements (serving no more than 2 families); or
- Settings exempted from CDD regulation (hospitals/churches).

Concerns/Objections Expressed by Stakeholders and Participants

- Licensure will increase cost of early child care and education. However, increased cost of service is the direct consequence of early educators being paid a professional wage and receiving benefits, such as insurance and leave. Also, the 2023 Rand Corporation Early Education Financing Study took increased cost of service resulting from increased qualifications into account when estimating the cost of achieving accessible quality early childhood education in Vermont. The Financing Study used the assumption that the workforce would be at the ECE I, II, and III levels.

- Resources required of providers to meet increased qualification requirements. Though some providers acknowledged the substantial financial assistance available to mitigate the cost of achieving degree/educational requirements, others expressed frustration regarding the perceived cost of education, as well as the time investment required to achieve a degree.
- Title protection for AOE-licensed educators with endorsements in Early Childhood Education and Early Childhood Special Education. A few AOE-licensed educators, the Vermont NEA, and the public school administrator associations expressed that AOE statutes protect the title of educator and non-AOE licensed individuals should not be able to use the titles “teacher” or “educator” because they have not achieved the qualifications required by AOE. OPR intentionally used the term “Educator” in its report to connote formal education, qualifications, standards, and preparation enabling an individual to participate in the professional educator workforce. We determined that OPR-licensed Early Childhood Educators would be required to meet the very same VTAEYC/NAEYC competencies and standards used for AOE-licensed educators with the various endorsements. Regulation of Early Childhood Educators working in CDD-regulated settings as proposed promotes consistency in competencies and standards for early education across the board, irrespective of whether that education takes place in public or in private programs.
- Concerns about duplication between the ECE III credential and AOE educator license with endorsements, as well as confusion for potential applicants and the public about which entity regulates public school educators versus educators in CDD-regulated settings.

Amendments to S.119

There have been numerous revisions to S.119 since it was introduced. Those changes have come about through OPR’s continued engagement with members of the workforce, the Child Development Division of Department for Children and Families, the Agency of Education, the Vermont NEA, public school administrator associations, and professional associations supporting this workforce.

Notable changes include:

- Revision to the chapter name to include reference to programs regulated by the Child Development Division.
- Creation of a fourth credential for Family Child Care Providers who do not want to earn an Associate’s Degree or make the transition to ECE II. This compromise measure is a legacy pathway only and will not be offered to practitioners entering the field.
- Increase in transitional licensure availability from six years to eight years.
- Revision to underscore that universal pre-kindergarten teachers must have AOE licenses.
- Exemption for AOE educator licensees with endorsements in Early Childhood Special Education and Elementary Education.
- Exemption for After School Programs and programs exempted from CDD regulation.
- Increase in professional pathways to include Associate’s degrees and Bachelor’s degrees in unrelated fields; and
- Disclosure to current and prospective families that will identify the different license types and qualifications for each, what type of credential the practitioner has, and where to make complaints about OPR licensees, Universal Pre-K teachers (AOE), and the Facility or Program (CDD).

License Titles Using “Educator”

OPR has had meetings and conversations with AOE, Vermont NEA, and the public school administrator organizations about their concerns of having the word “Educator” in the title. Also, AOE Secretary Saunders submitted written testimony last week expressing the same concern. Our understanding of the issue is that state and federal law use the term “educator” to mean AOE-licensed educator with an endorsement in early childhood education or early childhood special education in public settings and that having “educator” in the title of the OPR-regulated license could cause confusion. And one or two participants expressed the perspective that allowing individuals who did not go through AOE’s process for licensure to be called “educator” disrespects and insults those who did.

The S.119 licensure title of “educator” is not intended to disrespect anyone. In fact, the opposite is true – it is intended to convey professional preparation, education, and training, as well as adherence to professional standards. The workforce impacted by S.119 is asking to be recognized, lifted up and professionalized. They understand that with an increase of public funding for subsidies through Act 76 to help families afford the actual cost of quality child care, they will be accountable for delivering quality education and care. Increasing educational qualifications in the field and requiring degrees for lead educators is an important step in the process. We all agree these folks are educators, so honoring that professional preparation with the title of “educator” is important. Not permitting “educator” to be in the title diminishes that preparation and conveys the impression that they are “less than.”

There have been some alternative titles discussed and because this is a national movement, OPR’s strong preference remains to keep the titles as they are proposed in S.119 so as not to disrupt the national efforts. It is important also to note that the National Education Association supports this legislation and has been a driving member of the Commission on Professional Excellence in Early Childhood Education. We worked with Legislative Counsel on S.119 language revisions to ensure practice settings in the legislation are crystal clear and to avoid any potential confusion.

ECE III Credential

During this process, we have heard from the public educator associations that the ECE III credential should not exist and the workforce in private settings with bachelor’s degrees should go through AOE for licensing and endorsement. However, AOE does not have the authority, currently, or the capacity at this time to take on licensure of the group of individuals this bill professionalizes.

As OPR expressed in its Sunrise Review Report, the ECE III designation is not duplicative. The Agency of Education licenses educators for public schools PreK - Grade 12. The licensure structure proposed in S.119 is intended for educators in CDD-regulated private settings and programs who do not want to teach in public schools and who will not get the benefits of teacher retirement, union representation and collective bargaining, pay steps, summers off and the like. Furthermore, OPR will have a hard stop in the ECE license applications at the beginning of our forms that ask the question: “do you want to teach in public school or in a universal pre-k program.” If the answer is “yes,” the applicant will be given a message that they need to go to AOE for licensure and the application will terminate.

ECE III is a designation the workforce is asking for in Vermont and nationally because many practitioners with bachelor’s degrees in early education fields are devoting their careers to education in private settings and not the public education system. Throughout OPR’s year-long process learning about this field and engaging with the workforce, we have learned that overwhelmingly these practitioners want to be licensed, they want accountability, and they want to be licensed at OPR and not AOE.

Conclusion

The Office of Professional Regulation takes to heart the role of conducting sunrise reviews and resulting recommendations. We firmly believe in limited governmental intrusion into the marketplace unless public health and safety demands our oversight. The Office recommends licensure for Early Childhood Educators having affirmatively answered that public health and safety require regulation for this profession. A licensing structure would provide the public, children, families, employers, and the profession with clear qualifications for entry into the profession, established standards to follow, and transparent accountability for when standards are violated. The Office, understanding that this is a significant and consequential transition, recommends immediate stakeholder engagement and rulemaking before requiring licensure. And, when licensure is required in 2027, bridge licensing must be created to ensure that Vermont does not lose providers and, instead, builds up this critical workforce.

Appendix A: OPR Testimony re: H.472/S.119 Early Childhood Educator Credentials

ECE I

- **Assistant Teacher**
- **Supervised by ECE II or III**

- HS Diploma/GED
+
- 120 hours of training/education in early childhood knowledge areas (to be determined by Rule)

Field Experience Required
(details to be set forth in Rule)

(*Associates degree programs must offer credit based on competencies acquired through experience working in the profession)

ECE II

- **Lead Teacher**
- **Supervises ECE I**
- **Receives guidance from ECE III**

- HS Diploma/GED
+
- Associate's Degree* (60 credits) from approved program in early childhood education or related fields (to be determined by rule)
OR
- Associate's Degree in unrelated field plus 21 college credits in early childhood education core knowledge areas (to be determined by rule)

Field Experience Required
(details to be set forth in Rule)

ECE III

- **Lead Teacher**
- **Supervises ECE I**
- **Guides ECE II**

- HS Diploma/GED
+
- Bachelor's degree (120 credits) in early childhood education or related field (to be determined by Rule)
OR
- Bachelor's degree (120 credits) in unrelated field plus 21 college credits in content consistent with the core knowledge areas identified by Rule

Field Experience Required
(details to be set forth in Rule)

Family Child Care Provider

- **Legacy Provider in a Family Child Care Home**

- HS Diploma/GED
+
- Operating licensed or registered Family Child Care Home in good standing with the CDD (no provisional registrations/licenses)

Demonstration of current (no later than 1/1/28) CDD approval to operate a Registered Family Child Care Home

CDD-Regulated Setting for All ECE Practitioners:

- Family Child Care Homes
- Center-Based Child Care and Preschool Program Facilities



Scope/Practice/Conduct for All ECE Practitioners:

- ***Educating Children Ages 0-8***
 - Period of child's development known as "early childhood"
 - Rapid Brain Development, foundation for the brain's architecture established
 - Highly susceptible to stress, unstable environments, unsupportive caregivers
- ***Planning/Implementing Curriculum and Learning Experiences***
 - Designed to promote social-emotional, physical, language, and cognitive development and health of every child
 - Developmentally appropriate
- ***Establishing/Maintaining Learning Environment***
 - Safe/Caring
 - Inclusive
 - Healthy
- ***Observing/Documenting/Assessing***
 - Child's learning
 - Child's development
- ***Developing Relationships with Families and Communities***
 - Reciprocal
 - Culturally responsive
- ***Adhering to NAEYC Standards***
 - Practice and Ethical Standards
 - Same standards used in Public Schools
- ***Meeting Professional Conduct Standards***
 - Subject to OPR Enforcement for unprofessional conduct
 - Same standards and disciplinary process for all OPR licensees; sanctions public after adjudication

S.119 Does NOT Apply to:

- Universal/Public Pre-Kindergarten – must have an AOE-licensed educator
- After School Programs regulated by CDD
- Programs Exempt from CDD Regulation (hospital/church/provider caring for two or fewer families)
- Active AOE-licensed educators with endorsements in Early Childhood Education,
- Early Childhood Special Education, and Elementary Education