

Senate Committee on Government Operations

Testimony re: S.119

An act relating to the licensure of early childhood educators

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Defining Early Childhood Education and Who We Are Regulating



Where Young Children Are

Unregulated Settings



Home

Immediate family
or nanny



Friend or Family Care

Max 3 families,
including provider's family

Regulated Settings



Family Child Care Home Program

Regulated by CDD
Birth-5
Full-time+
Eligible for Act 76 funding



Center-Based Child Care Programs

Regulated by CDD
Birth-5
Full-time+
Eligible for Act 76 funding



Public Pre-K Program

Regulated by CDD and AOE
Ages 3-5
10+ hours/week
Public education funding

S.119 would license educators in state-regulated, non-public child care settings.

Why A License to Practice?

- Clarity and career pathways:
Lessons learned from the nursing profession
- Increased qualifications lead to improved child outcomes
- Accountability and public investment: With public funding (through Act 76) comes public accountability

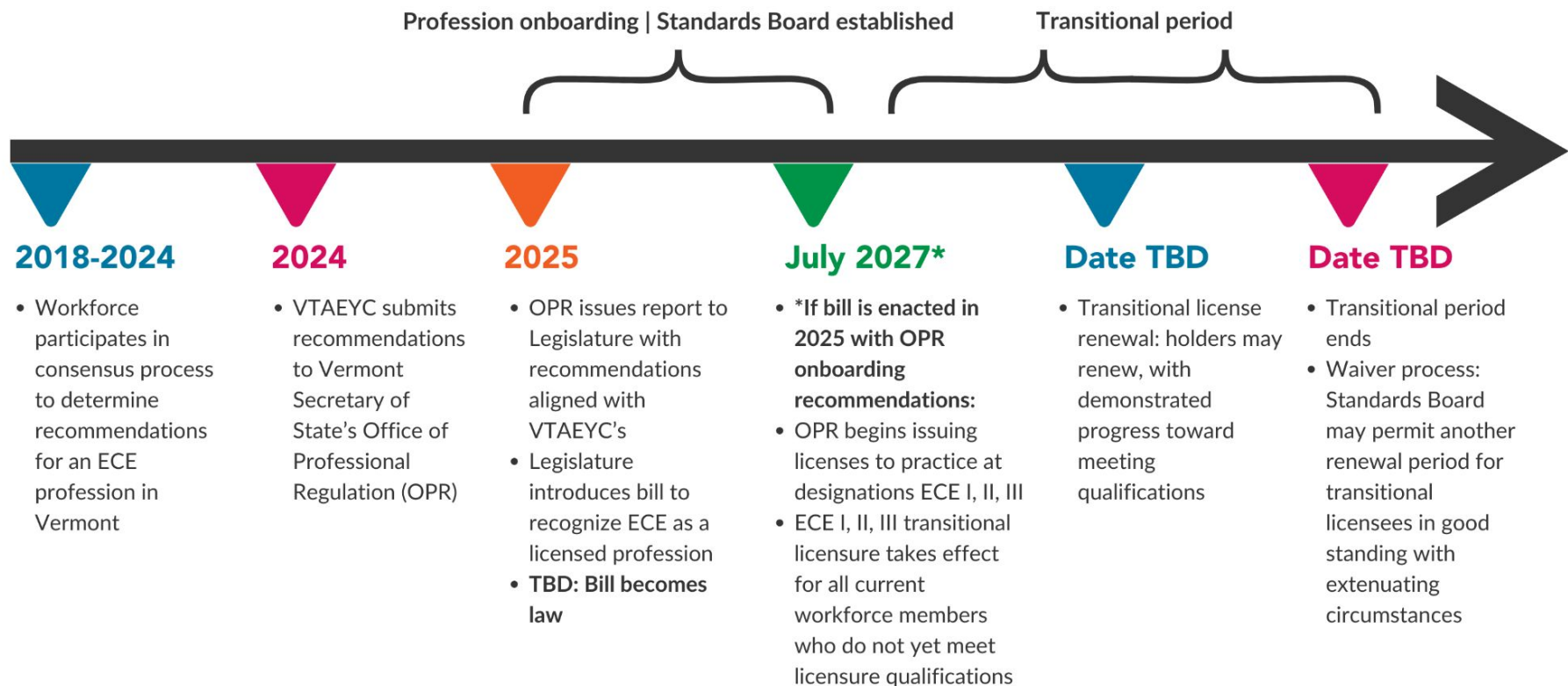


Honoring Our Workforce



Recommended Implementation Timeline for Professional ECE Licensure

according to the Office of Professional Regulation (OPR) Report



Other recommendations:



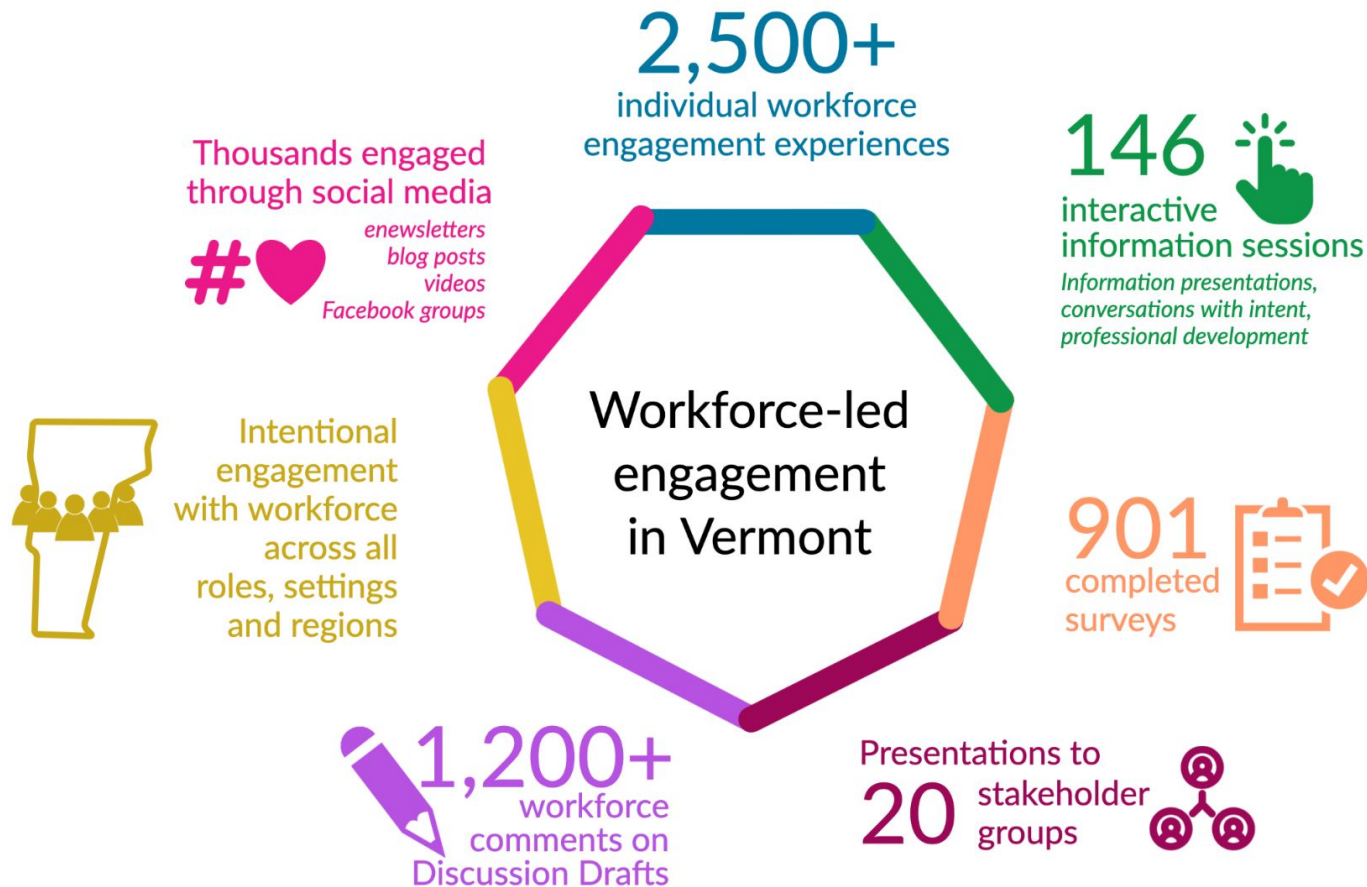
Career Ladder incorporated in licensure qualification (timeline TBD)



Waiver of national assessment requirement for ECEs working in a licensed or registered program (as of a specified date; TBD)



Workforce Engagement in Developing Recommendations (2018-2022)



Vermont Workforce Recommendations

S.119/H.182 Bill Language

Professional Identity:
Early Childhood Educator
Early Childhood Education

S.119 defines "Early childhood educator" as an individual licensed to provide early childhood education.

Three Designations with Aligned Preparation Pathways:
ECE I: Preparation program of minimum 120 clock hours
ECE II: Associate degree in early childhood education
ECE III: Bachelor's degree in early childhood education

S.119 creates three license types:
ECE I: Preparation program of minimum 120 clock hours
ECE II: Associate degree in early childhood education
ECE III: Bachelor's degree in early childhood education

Phased-in Implementation:
The current workforce must be supported. We advocate for flexible and supportive policies that give credit for expertise, phase in the new profession over time, and provide access to the supports and resources educators say they need to be successful.

S.119 includes a transitional license for teachers and directors who do not meet the ECE II and III educational and experiential licensure requirements. These transitional licenses are valid for two years, may be renewed once, and in special cases, may be renewed twice.

Individual License to Practice:
Individual regulation through licensure allows for reciprocity across states and creates a system of accountability.

S.119 establishes that a licensed early childhood educator shall provide care and educational instruction to children from birth through eight years of age in a variety of settings.

Professional Compensation:
Compensation will be funded through a supportive system that recognizes early childhood education as a public good.

S.119 does not address this directly. Act 76 mandates that a report is due on professional compensation in 2026. This is in line with the timeline outlines in S.119.

VTAEYC Supports S.119



"...Professional regulation of individual Early Childhood Educators working with children from ages 0 to 8 will yield substantial benefits to children.

The benefits include improved comprehensive physical and emotional development and health as the result of well-prepared educators who demonstrate the requisite education, experience, and competencies to work in the field."

- p. 36, *Early Childhood Education Sunrise Review Assessment, OPR*

Thank You!

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