



Vermont Association for the
Education of Young Children



Program Quality Considerations Workgroup

An Affiliate of **naeyc**

June 17, 2024

Q 1. What would it take for Vermont to meet NIEER's benchmark for high quality (Lead teacher must have a BA at minimum plus specialized training in ECE or child development)?

[Kaitlin]

- Data
- Policy Change
 - Clear, consistent expectations for EC educators' qualifications
 - Plan for supporting the education of the EC workforce (e.g., financial resources, clear & articulated preparation pathways, support infrastructure to assist students, collaboration with IHE/prep. programs)
 - Plan for educators' qualifications during the transition to full policy implementation
 - Compensation connected to EC educator qualifications

Q 1. What would it take for Vermont to meet NIEER's benchmark for high quality (Lead teacher must have a BA at minimum plus specialized training in ECE or child development)?

[Heather]

- It is important to understand that this work is already underway but growth will require engagement across all sectors of our ECE ecosystem.

Q 2. What should the committee know about teacher preparation and specialized training in Vermont to help us make informed recommendations? (What's possible? What are the challenges?)

[Heather]

In Vermont there are defined pathways including degree and alternative pathways to licensure. These pathways reflect all current recommendations.

Pre-Apprenticeship (tech)

Apprenticeship or CDA

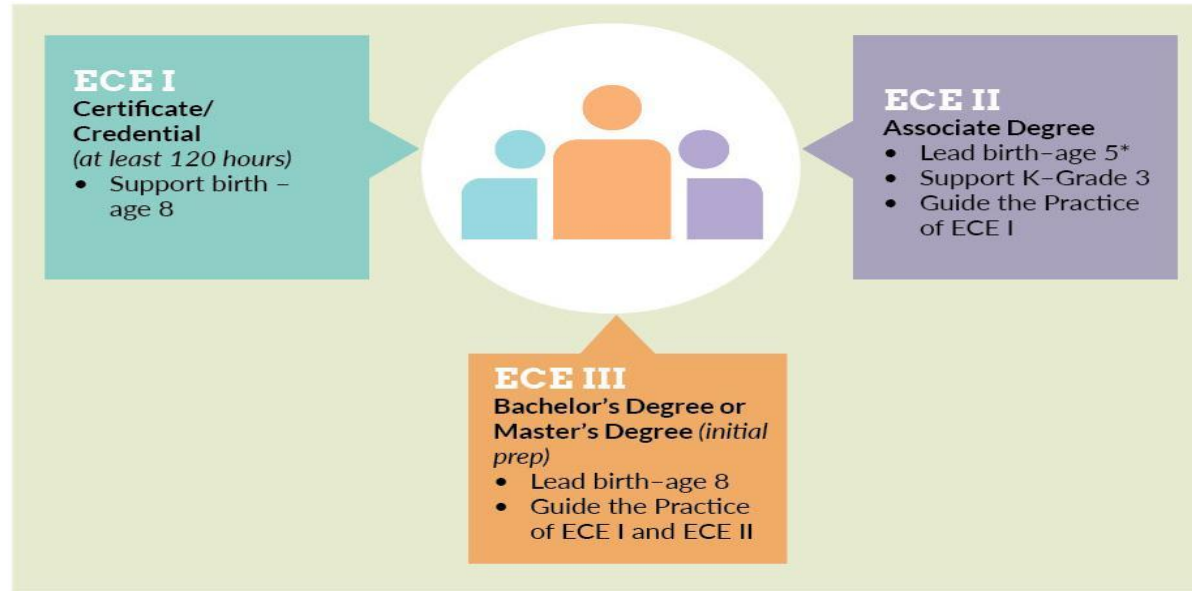
PL credits

Associates CCV + 2 year accelerated bachelor's degree with licensure VTSU

and/or Bachelor's degree UVM or VTSU with licensure (0-PreK/K-3)

*ALT Pathways BA or BS +: Peer Review, Transcript Review, Vermont Higher Education Collaborative credits/licensure recommendation

Three Designations with Aligned Preparation Pathways



This visual is from NAEYC's Unifying Framework (2020) and describes the 3 designations in terms of the appropriate teaching roles for each (page 25). It states that someone with an ECE II designation could be a lead teacher of classrooms for children birth to age five, but there is an important caveat in the original note - if an early childhood education and care setting is receiving public PreK funding, someone with an ECE II (an associate degree) can only be a supporting/assisting educator, as the recommendation is only those with a bachelor's in EC or ECSE serve as lead EC educators.

Q 2. What should the committee know about teacher preparation and specialized training in Vermont to help us make informed recommendations? (What's possible? What are the challenges?)

[Kaitlin]

- Research on EC educator qualifications:
 - Bachelor's degree + specialized training in ECE and/or child development = higher quality EC programs (i.e, student learning outcomes, and teacher-child interactions) in contexts with appropriate compensation and program features (NRC, 2015; Whitebook & Ryan, 2011)
- In Vermont:
 - ECE bachelor's degree* satisfies both of these requirements
 - ECE bachelor's degree* + Praxis I exam** + Praxis II exam + VT's Teacher Licensure Portfolio = AOE EC licensure

* from VT IHE

** or equivalent

Q 2. What should the committee know about teacher preparation and specialized training in Vermont to help us make informed recommendations? (What's possible? What are the challenges?)

[Kaitlin]

- VT's ECE teacher preparation programs are educating the current and prospective EC workforce.
 - We are actively contributing to improving the quality of EC settings.
 - We are navigating the tensions of preparing a workforce for a future system (of high expectations for EC educators' qualifications and adequate compensation) while acknowledging current realities of field.
 - Our students work across EC settings (child care, public, Head Start) so EC faculty have unique insights re: how these different settings support, recruit, and retain members of the EC workforce.
 - The quality of EC settings and compensation of EC workforce impact the quality of students' EC prep. experiences and desire to stay in the field.

Q 2. What should the committee know about teacher preparation and specialized training in Vermont to help us make informed recommendations? (What's possible? What are the challenges?)

[Kaitlin]

- The qualifications of the EC Workforce, overall, matter to supporting children's early learning and development and the outcomes associated with high quality PreK
 - EC workforce creates a continuum of high quality learning experiences for birth through third grade children
 - Attention to only the PreK workforce further fragments/siloes EC field and the quality of early learning experiences children can access
- In VT, advocates, researchers, EC faculty, the EC workforce, and policymakers have been working to conceptualize the infrastructure (policies, pathways, levels of expertise, mechanisms for oversight of profession) needed to ensure all children have access to well-qualified (BA + ECE) and well-compensated EC educators.

Shared Accountability Framework

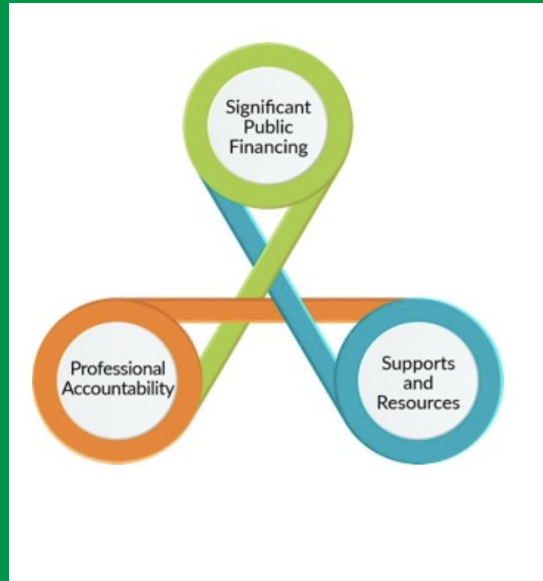


“As a profession, early childhood educators welcome increased, clear, and consistent accountability that is aligned with our definitions of professional competencies and results in increased compensation. We understand that we can only expect the significant, sustained increases in public financing that are needed to move the profession forward if we are willing to be accountable for their use. At the same time, we understand we can only be held accountable if we have necessary and sufficient supports, resources, and infrastructure.” - *Unifying Framework*

Q3. Given their expertise and understanding of Vermont's ECE system, what recommendations do they hope we make to Vermont lawmakers? What challenges and opportunities should we highlight?

[Heather]

Higher Education institutions and students will need support to get there.



T.E.A.C.H. Early Childhood® Scholarship Program

T.E.A.C.H. Early Childhood® VERMONT currently gives early childhood educators access to education and increases their compensation—bolstering early childhood professionals, the children and families they care for, and the early education field in Vermont as a whole.



- Apprenticeship Program
- Associate Degree
- Bachelor's Degree
- Teacher Licensure



One Profession: Three Designations

Birth through Age 8 License

ECE I Designation
\$

Scope of Practice:
Serve in a support role in birth-age 8 settings.

Education Requirement:
Completion of at least 120 hours of an ECE prep program

ECE II Designation
\$\$

Scope of Practice:
Serve as the lead educator in birth through age 5 settings.

Education Requirement:
ECE Associate Degree

ECE III Designation
\$\$\$

Scope of Practice:
Serve as lead educator in birth through age 8 settings

Education Requirement:
ECE Bachelor Degree or ECE Initial Master's Degree

Q3. Given their expertise and understanding of Vermont's ECE system, what recommendations do they hope we make to Vermont lawmakers? What challenges and opportunities should we highlight?

[Kaitlin]

- **Policy:**
 - Consistent expectations for EC educator qualifications
 - Create system for regulating the EC workforce (as a profession)
 - Align EC educators' qualifications and compensation
 - Recognize IHE/EPP are integral to high quality EC systems (support viability of prep. programs, see Allvin, 2021)
- **Research for Accountability and Improvement**
 - We need more (quantitative and qualitative) data on the EC workforce to understand the impact of public investments and policy changes and to engage in continuous improvement of our EC preparation system (e.g., IHE/EPP, infrastructure that supports policy implementation).



Vermont Association for the
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Scan here.

Our easy-to-navigate site
is full of resources and
opportunities for
VTAEYC+NAEYC members
and all Vermont early
childhood educators and ECE
students.



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