



Vermont Association for the
Education of Young Children

Advancing Early Childhood Education as a Recognized Profession

**Professional Compensation
Consensus Document
July 16, 2021**

I. INTRODUCTION

Advancing ECE as a Profession in Vermont

In 2019, VTAEYC's Advancing ECE as a Profession Task Force (see page 13) was formed with the charge to engage the ECE workforce in answering: *To what extent might Vermont choose to align with NAEYC's Power to the Profession (P2P) recommendations for a recognized early childhood education profession?* For more information on this work in Vermont, please visit [VTAEYC's website](#).

Why use the *Unifying Framework* as the guiding document?

- It is research-based.
- It proposes a national profession, resulting in equity, consistency and portability.
- It emphasizes the profession itself taking the lead. "To successfully professionalize the early childhood field, workforce and professional organizations must have a meaningful seat at the table with federal, state, and local governments and agencies so that the early childhood educator voice is represented and amplified." - *Unifying Framework* p. 35

What does it mean to have a trustworthy process?

The Task Force focuses on truly hearing the voices of Vermont's ECE workforce. We must ensure that early childhood educators are at the center of the work to advance our profession. The prospect of change may raise anxiety and skepticism. We wonder: Where do I fit? Will I be pushed out or lose ground? Who is making these changes? What power do I have? Can this even work? Is this really different from past changes we've had?

The Task Force strives for a trustworthy process, with the following messages to our colleagues:

- **We are you.**
We live this every day as members of the ECE workforce. We represent a diversity of roles, settings and regions, education and experience. We are your peers and colleagues.

- **We hear you.**
We understand your excitement, along with your concerns. We name and acknowledge those important concerns and questions throughout our work, documents, and communications.
- **We give honest responses.**
When we can, we respond to questions and concerns with information. When we can't we say, "we don't know yet" or "we'll need to figure that out together." Sometimes, we don't know the specifics yet, but we can define terms and underlying principles. We share what the Task Force is thinking, based on where you're pointing us.
- **We are your voice.**
Taking what we learn from your facilitated conversations, from surveys, from our daily work shoulder-to-shoulder with you, we will ensure that your voice influences this work moving forward, especially now as implementation design work begins. We will keep circling back and asking what you think. We invite you to join us in raising your voices. Early childhood educators must have a meaningful seat at the table.

Workforce Consensus: Professional Identity

In 2019-20, the Task Force studied P2P's [Professional Identity & Boundary](#) and put a Discussion Draft forth for consideration. With workforce feedback, the Task Force published [Consensus Document #1: Professional Identity](#), reporting that Vermont would choose to align with P2P recommendations for:

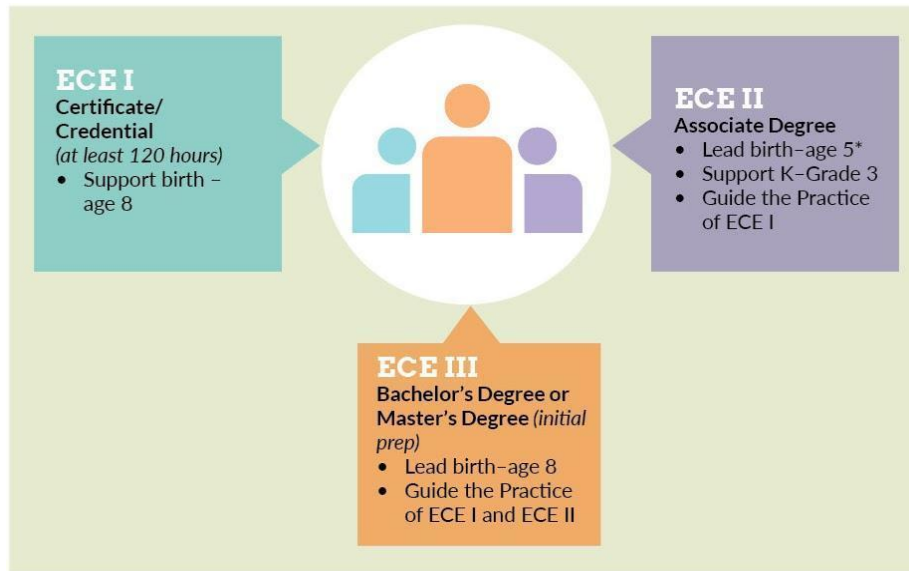
- Name of the professional: Early Childhood Educator
- Name of the profession: Early Childhood Education
- A clear description of Role & Responsibilities
- A distinction between the Early Childhood Education Profession and the Early Childhood Field

Workforce Consensus: 3 Professional Designations with Aligned Preparation Pathways

Next, the Task Force studied P2P's [Pathways, Preparation and Compensation](#). Given the complexity of this set of recommendations, the Task Force decided to split them into two Discussion Drafts - one on pathways and preparation, the other on compensation. In April 2021, again with workforce feedback, the Task Force published [Consensus Document #2: Three Designations with Aligned Preparation Pathways](#), reporting that Vermont would choose to align with recommendations. (See Figure 1)

In this Consensus Document, the Task Force stressed the critical importance of *Unifying Framework* recommendations for:

- Phased-in implementation
- Short-term exemption policies and flexible ways for the existing workforce to demonstrate competencies
- The profession itself taking the lead in defining what supports are needed

FIGURE 1: Three Designations with Aligned Preparation Pathways

* In states with state-funded preK programs provided in mixed-delivery settings and explicitly aligned with the K-12 public school system, ECE III plays a lead role and ECE II plays a support educator role.

Workforce Consensus: Professional Compensation

Now, in Summer 2021, this document represents the workforce consensus in response to P2P's recommendations for Professional Compensation.

Why does Professional Compensation matter?

(Except for the last quote, what follows is from the *Unifying Framework*.)

- “We care about compensation because we care about the well-being of children and educators, about the supply of care, and about the quality of early childhood education.”
- “No educator should earn a wage insufficient for sustaining a family.”
- “Parents, directors, superintendents, economists, business leaders, and scientists all say they want to pay educators more.”
- “It’s an investment in our nation’s essential infrastructure. Investing in people is not cheap--but failing to invest in them comes with its own set of costs.”
- “Moving forward, we need increased investments in early childhood education, directed primarily to the workforce, as the best means of prioritizing quality and increasing the supply.”
- “Research confirms that better-paid teachers provide better-quality care and that educator shortages are driven by lack of compensation.” (Julie Kashen, Halley Potter and Andrew Stettner. “Quality Jobs, Quality Child Care.” The Century Foundation. June 2016)

What are the *Unifying Framework* recommendations for Professional Compensation?

1) Compensation will be comparable for early childhood educators with comparable qualifications, experience, and job responsibilities, regardless of their setting.

The nature of the work with young children is consistent across the variety of early care and education settings. As such, and as a matter of equity, 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.

2) Compensation will include the provision of an adequate benefits package.

All early childhood educators in any work setting should have access to benefits. Benefit packages for full-time work may be negotiated, but their existence should be non-negotiable. Studies on educator wellbeing show that early childhood educators who are satisfied with their jobs and whose individual and family members' health is protected are more likely to convey positive feelings, to give their utmost attention to their work with children, and to remain in their positions for longer periods of time.

3) Compensation will increase commensurate with increased preparation and increased competency.

The simplified structure of ECE I, II, and III establishes the foundation for a stable wage growth over time that parallels professional advancement. In this framework, entry-level early childhood educators will have multiple opportunities to grow in their careers in working with children over the long term, as they increase their qualifications and their competency.

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

Historically, there has been a wage penalty affecting early childhood educators working with infants and toddlers. Focusing only on comparable compensation for those working in pre-K settings with three- and four-year-olds will deepen this inequity. Compensation earned by those working with the youngest children must be a priority to reflect the vital importance of their work to society.

What is the standard for comparability?

We recommend that the early childhood education profession look to the public schools as the minimum benchmark for comparable compensation, assuming comparable qualifications, experience, and job responsibilities. We also recommend that early childhood educator salary and benefits packages ultimately be determined following a review for members of other professions who care for children in the same age range and for those with similar functional responsibilities, such as nurses, school psychologists, children's librarians, speech and language pathologists, etc.

II. WORKFORCE OUTREACH: Recommendations for Professional Compensation

Do we have credible results?

To have confidence in what the Task Force heard from the workforce on these recommendations, we must answer two key questions:

- Did we engage enough of the workforce in presentations and conversations?
- Did we gather enough workforce responses to the survey?

Presentations & Conversations about Professional Compensation

From March to May, we conducted 21 online, real-time sessions, with 13 conveying professional development credits. Sessions began with a presentation, followed by structured, small-group

conversations. In total, 409 ECE workforce members from all regions of Vermont participated. Following conversations, facilitators summarized their group’s feedback on the recommendations and summaries were analyzed for themes. In addition to presentations, a 15-minute video, information on the VTAEYC website, and many social media posts shared information and helped to spread the word.

We can have confidence that we engaged enough of the workforce because:

- Outreach efforts through newsletters, social media, flyers and personal approach ensured the members of the ECE workforce had the opportunity to participate.
- Some PD sessions were open to participants from around the state, while others were tailored to fit into staff meetings of center-based programs.
- Conversation participants were well-distributed across key roles - teachers, directors and family child care providers.
- Facilitator summaries showed consistent results across groups; it is unlikely that larger numbers would have changed the feedback.

Survey on Professional Compensation

The survey was distributed to everyone who participated in professional development sessions. In addition, a 15-minute video, including a brief overview of the presentation with attached survey, was made available through e-newsletters and on VTAEYC’s website, so that those who might not have been able to attend a PD session could be informed and complete the survey. In all, 238 members of the workforce responded to the survey.

We can have confidence that we gathered enough response to the survey because:

- There was a very robust 58% response rate from PD session participants.
- There was balanced representation across roles, education and experience. (See Appendix A)
- Responses were consistent within and across subgroups.

III. WORKFORCE FEEDBACK: Recommendations for Professional Compensation

Do respondents support the recommendations from the *Unifying Framework*?

Respondents to the survey are members of the existing ECE workforce in order to ensure that advancing the profession is workforce-led. First, our analysis looks at the percentage who “agree” or “disagree” with recommendations. Very large percentages are seen as general consensus, with small percentages (typically 1-3 respondents) viewed as “outliers” not representative of respondents as a whole. Second, our analysis looks at comments to see what concerns are most frequently raised, indicating a consensus on issues that must be acknowledged and addressed moving forward.

There appears to be broad support for the recommendations, based on the following:

- The percentage of respondents who “agree” (strongly or somewhat) with survey items ranges from 97% to 100%.
- The percentage who “disagree” (strongly or somewhat) ranges from 0% to 4%.
- Agreement was so strong that no analysis of subgroup differences – by role, education, and experience – was warranted.
- Many survey respondents added comments elaborating on their agreement.

RESPONSES TO SURVEY QUESTIONS

“Extent to which you agree/disagree with each of the following from the *Unifying Framework*”

Q7: The audacious vision that each and every child, beginning at birth, has the opportunity to benefit from high-quality, affordable early childhood education, delivered by an effective, diverse, well-prepared, and well-compensated workforce.

Agree: 99% Strongly 94% + Somewhat 5%
Disagree: 1% Strongly 0% + Somewhat 1%

Q8: 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 a family-based child care home.

Agree: 99% Strongly 85% + Somewhat 14%
Disagree: 1% Strongly <1% + Somewhat 1%

Q9: Compensation will include the provision of an adequate benefits package.

Agree: 99% Strongly 90% + Somewhat 9%
Disagree: 1% Strongly 0% + Somewhat 1%

Q10: Compensation will increase in proportion with increased preparation and increased competency. The simplified structure of ECE I, II, and III sets a foundation for stable wage growth to parallel professional advancement over time.

Agree: 97% Strongly 76% + Somewhat 21%
Disagree: 3% Strongly 0% + Somewhat 3%

Q11: Compensation will not be differentiated on the basis of the ages of children served. Those working with infants and toddlers will be compensated comparably with those working in pre-K settings.

Agree: 99% Strongly 90% + Somewhat 9%
Disagree: 1% Strongly 0% + Somewhat 1%

Q12: The ECE profession should look to public schools as the minimum benchmark for comparable compensation, assuming comparable qualifications, experience, and job responsibilities.

Agree: 96% Strongly 66% + Somewhat 30%
Disagree: 4% Strongly 1% + Somewhat 3%

Q13: Early childhood education needs new, dedicated funding streams that are targeted toward the preparation and compensation of the workforce and that supplement existing funding that supports young children and their families.

Agree: 100% Strongly 88% + Somewhat 12%
Disagree: 0% Strongly 0% + Somewhat 0%

Q14: Those working directly with young children, now and in the future, will have the supports necessary to meet the requirements for being an “early childhood educator” and the resulting increased compensation. Individuals who choose not to meet the requirements of the profession are not the primary focus of these preparation and compensation recommendations.

Agree: 97% Strongly 70% + Somewhat 27%
Disagree: 3% Strongly <1% + Somewhat 3%

Q15: One barrier to increased compensation through public investment has always been the lack of an answer to: compensation for whom? for doing what? By establishing clarity about who early childhood educators are and what they will be accountable for, we create a stronger argument for the sustained and significant public investments we need.

Agree:	99%	Strongly 78% + Somewhat 21%
Disagree:	1%	Strongly 0% + Somewhat 1%

SAMPLING OF COMMENTS ABOUT THE RECOMMENDATIONS FOR PROFESSIONAL COMPENSATION

- This is the only path to equity.
- If you have the training and education, NO MATTER WHERE YOU WORK, you should be compensated accordingly.
- It's important to honor the quirkiness that is VT and do not make one childcare option feel "better" than another because of compensation.
- This is sacred work that builds our families, communities, economy, workforce, health and well-being now and in the future.
- Will I lose money? If I am doing well and grossing more, will I be losing money?
- Benefits are essential to creating a workforce that can put its energy into caring for the children because they don't have to worry about their own care and the expenses.
- This will help retain current educators and attract newcomers.
- Benefits, along with a suitable wage, will provide a more robust and stable workforce for ECE.
- This is logical and mirrors other professions. It may also serve as an incentive.
- Seeing room for growth is important as well as timely wage increases. As it's been, the only way I've been meaningfully able to increase my wage has been to leave one job for a new one.
- More experience and qualifications should absolutely result in higher compensation.
- People disrespect the profession but also claim they can't do it in the same breath. Higher pay may get the public to realize it is not just "playing with kids."
- The work of an Infant/Toddler teacher may look different from the work of a Pre-K teacher. However, the foundation is the same - teaching and caring for children and families.
- Dedicated funding yes, potentially not new, but rather redirected. Also, fair, appropriate compensation can be separated from the true cost of quality. In a well-constructed ECE budget, personnel costs - wages, benefits, professional development, as well as staffing schedules that support high quality- are 75 - 80% of the budget. These drive the cost of high quality care and should not be borne by parents alone without sufficient assistance.
- Preparation is so important to be able to do our job well so we do need funding for that. Compensation is the next piece. As educators continue their education, we should get compensated for that. Children and families should have access to high quality care regardless of their ability to afford it.
- Professionalizing the image and deeper understanding of the universal value of ECE through this campaign can only help convince and educate those not closely tied to young children and their families or the understanding of this mission and practices of ECE professionals.
- I do fear that we will not have the ability to maintain staff in a reasonable capacity to receive the help and funding needed. My thoughts are that until pay and benefits packages improve we will not have the incentive to keep staff while this project is underway.
- I think we are making great progress!

What questions and concerns were raised most often about these recommendations?

The Task Force analyzed survey comments to understand what questions and concerns respondents have, even as they express support for the recommendations. The top four concerns, with a sampling of comments, are these:

1. With the differences, how do we look to **PUBLIC SCHOOLS AS THE STANDARD OF COMPARABILITY** in establishing professional compensation for early childhood educators?

- The work day and calendar differ across settings - public schools, center-based, and home-based programs. Typically, public school teachers work shorter hours and fewer days per year.
- The range of responsibilities differ across settings - for example, public school-based ECEs compared to home-based ECEs.
- If I am an ECE III, will my wages increase each year (as in public schools) or remain flat?
- How do we find a standard when:
 - Compensation for the same work can vary based on the local cost of living.
 - Compensation is not the same across various public schools.
- Can small and large programs offer the same compensation as public schools?
- How do we address issues of fairness?

2. As we establish professional compensation, how will the **EXPERIENCE, EDUCATION AND EXPERTISE OF THE EXISTING WORKFORCE** be valued?

- I have an associate's degree and have been teaching for many years. I have no plan to continue my education, and I still want benefits and better pay. Is there a place for me?
- I worked so hard to get my master's degree and have been in the field for several years. How will my experience and higher education be fairly compensated?
- We don't want to lose anyone or push people out; we want to grow capacity.
- Years of experience and professional development should count.
- I don't want to be "knocked back" from where I am now.
- Will there be an exemption policy for those with years of experience and great expertise?

3. What will the **BENEFITS PACKAGE** look like and how will it work?

- Will some benefits actually cost me more (i.e. employer's health insurance plan vs. the state's)?
- I don't want to lose ground with the benefits I have now (paid leave, health insurance).
- Will paid leave be in the benefits package? That's so important!
- The benefits package must be meaningful.
- If I earn more in wages, will I lose my state benefits?

4. Where will the **FUNDING FOR INCREASED COMPENSATION** come from?

- Where will the money come from? Will taxes go up?
- If public funding doesn't come through, will program owners/employers have to pay for all this?
- How will the money get to programs?
- With public funding, will there be strings attached, such as standardization of programs or testing requirements?

Response from the Task Force

The Task Force went back to the source document, the *Unifying Framework*, to learn what guidance it provides on these concerns and questions. That guidance is shared in boxes below, along with a response from the Task Force that speaks to each area of concern. We also reference these concerns in Task Force recommendations for next steps.

1. PUBLIC SCHOOLS AS STANDARD OF COMPARABILITY

Guidance from the *Unifying Framework*

“(We) recommend that the early childhood education profession look to public schools as the *minimum benchmark* for comparable compensation, assuming comparable qualifications, experience, and job responsibilities.” - P. 24

Response from the Task Force

- We believe that the end goal must be fair and just professional compensation for all early childhood educators, across all settings.
- We highlight these words in the *Unifying Framework*, so they are not lost in our understanding of the recommendation to look to public schools:
 - “as a minimum benchmark”
 - “assuming comparable qualifications and experience”
 - “assuming comparable job responsibilities”
- We acknowledge the differences in hours, calendar, and responsibilities that exist between public schools and other ECE settings.
- We see looking to the public schools as a starting place in figuring out what fair compensation might be, particularly as some early childhood educators already work in that setting.
- We are aware that a few states have begun drafting wage scales aligned with the *Unifying Framework* recommendations. We can learn from their work, including a state like Minnesota that acknowledges:

“ECEs receive yearly salaries, as opposed to public schools where salaries are based on a nine or ten-month work assignment. Furthermore, because ECE programs are often open on days when public schools are closed (e.g. spring break, teacher’s conferences), there is an even greater difference in annual hours worked; in 2018, full-day kindergarten in Minnesota is required to have a minimum of 850 instructional hours and grades 1-6 have a minimum of 1,020 instructional hours. In comparison, an ECE professional working 40 hours per week at a year-round program will provide closer to 2,080 instructional hours.

As a starting point, the comparison wage for the ECE III level is set at the wage average for K-3 teachers in Minnesota...It should be noted that this does not account for the difference in annual hours worked nor does it include the compensation benefits most public-school educators receive as part of their salary.” - Transforming Minnesota’s Early Childhood Workforce Compensation Committee, <https://ecworkforcemn.org/compensation-reform/> accessed July 15, 2021

2. VALUING EXPERIENCE OF EXISTING WORKFORCE

Guidance from the *Unifying Framework*

“Implementation of the Unifying Framework will ultimately build a bridge from the present to the future. We must both honor and include our existing field of those working across early learning settings, recognizing their diversity, dedication, and experience to ensure that they are not summarily pushed out of the profession. We need policies that exempt some current educators, as well as policies that offer flexible approaches to demonstrate competence. We must ensure that appropriate new education and qualification requirements are phased in over time, accompanied by additional public investments and extensive supports that fully address the serious challenges our workforce faces in accessing degrees and credentials. And we must rely on the tenets of implementation science to guide us and the power of the collective to stand firm together, speaking with a unified voice to policymakers on behalf of children, families, and early childhood educators.” - P. 5-6

“In addition, this framework recognizes the meaningful, valuable, and necessary places in our profession for educators who have acquired their competencies through such opportunities as a CDA credential or non-early childhood education degrees and training, as well as for those who have gained deep knowledge and expertise through experience.” - P. 27

Response from the Task Force

In the feedback on Three Designations with Aligned Preparation Pathways, we heard this concern loud and clear. Now, we are hearing it again in regards to Professional Compensation. That’s important. Our thoughts are these:

- Some of us continue to be anxious about where we will fit in the profession and how we will get there. The sooner we have details on what the transition (the “bridge”) looks like, the better.
- Many of us want to ensure that expertise developed from years of experience are valued, that there is some kind of process to figure that into the mix of qualifications, along with education.
- Some of us are worried about the time and money needed to get additional education. The passage of H.171 and expansion of comprehensive TEACH scholarships begin to address this.
- For the existing workforce, ongoing anxiety can make it feel hard to trust this process.

A brief on compensation that NAEYC recently shared with us (which we will be sharing in total in the near future), gives some reassurance as to where *Unifying Framework* recommendations are headed:

“Advancing this vision must be done in ways that honor, recognize, and value the diversity, dedication, and lived experience of the current workforce. It is crucial to the ultimate establishment of a successful licensure process that results in professional compensation to simultaneously establish a process in which states implement policies that exempt some current educators from the licensure process, for some period of time, as well as policies that offer flexible approaches to demonstrating competence, such as credit for prior learning.” - Draft Policy Brief on Unifying Framework + Licensure, June 2021 (emphasis added)

3. BENEFITS PACKAGE

Guidance from [*Decision Cycles 345+6: Pathways, Preparation, and Compensation*](#)

“Compensation will include the provision of an adequate benefits package.” - P. 23 (emphasis added)

“Benefit packages for full-time staff may be negotiated to meet individual staff members’ needs, but they should include paid leave (annual, sick, and/or personal), medical insurance, and retirement. In addition, they may provide educational benefits, subsidized child care, or other options unique to the situation.” - P. 23

“A self-sufficiency standard is critical because it recognizes the fact that teachers are currently compensated so poorly that a majority are eligible for public benefits. The process for increasing workforce compensation must address what happens to educators when they lose eligibility for subsidies as compensation is raised but remains inadequate to cover the high costs of living and housing.” - P. 23-24

Response from the Task Force

We realize that the benefits packages will vary and decisions about how they will look will not be in the hands of this Task Force. However, we will advocate for the following:

- To be “adequate” a benefits package must be meaningful and positively impact the educator’s individual and family members’ health and well-being.
- To be “adequate” a benefits package must include medical insurance, paid leave, and retirement. Negotiations should be aimed at meeting individuals’ needs.
- In the design of a wage scale and benefits packages, attention must be given to the “benefits cliff.” In fact, the improvement in educators’ compensation should put educators in the position of no longer needing public benefits.

4. FUNDING FOR PROFESSIONAL COMPENSATION

Guidance from the *Unifying Framework*

“As public funding, resources, and supports are increased, employers/ owners must provide salaries and benefits packages comparable to public school compensation and provide working conditions that promote the well-being and effectiveness of their staff.” - P. 30 (emphasis added)

“Q: Will families, educators, and program owners have to pay for all of this? Where is the funding for increased compensation coming from?”

A: No. Because significant and sustained public investment directed toward the compensation and preparation of early childhood educators is the best way to improve outcomes for children and their families, increased compensation must come from public investments. The costs cannot be borne by families or early childhood educators. The COVID-19 pandemic has demonstrated the extent to which child care is an essential component for a functional, equitable economy, and must therefore be supported as the public good it is. Funding will have to come from state and federal

governments; specific policy recommendations, sequences, and levers to achieve increased investments directed towards the workforce is a priority part of the implementation efforts and will be essential for rebuilding the child care and early learning sector in our country.” - from *Unifying Framework: Frequently Asked Questions*, May 2021

Response from the Task Force

- We note the contingent language “...as public funding, resources, and supports are increased.” This means that employers/ owners (including self-employed professionals and sole proprietors like those in family child-care settings) cannot be held responsible for providing professional compensation unless the public funding is provided.
- We note the impact COVID-19 has had on public perception and public dialogue regarding the need for significant increases in public funding.
- Since our workforce outreach on compensation ended in March 2020, there has been significant movement in the realm of public funding - with the passage of H.171 in Vermont and funding bills at the federal level. This is promising growth in public funding and must be expanded to address compensation in a sustainable way.
- In Vermont we applaud the recent formation of a study group to determine the “true cost of care.” This work by Let’s Grow Kids, Building Bright Futures, and the Office of Head Start Collaboration will set the stage for the amount of funding necessary to address compensation, along with other supports and resources for the early childhood education profession.

IV. SUMMARY

Based on workforce feedback, the Task Force concludes the consensus is as follows:

1. **Support for the recommendations, that Professional Compensation will:**
 - a. Be comparable for ECEs with comparable qualifications, experience, and job responsibilities, **regardless of their setting** (99%)
 - b. Include provision of an **adequate benefits package** (99%)
 - c. **Increase in proportion with** increased preparation and competency (97%)
 - d. Not be differentiated on the basis of the **ages of children served** (99%)
2. **Support for a standard of comparability** that uses public schools as a minimum benchmark (96%)
3. **Support for new, dedicated funding streams** targeted toward the preparation and compensation of the workforce and that supplement existing funding (100%)
4. **Agreement with the need to have the necessary supports** to meet the requirements for being an “early childhood educator” (97%)
5. **Agreement that establishing clarity about who early childhood educators are and what they will be accountable for** creates a stronger argument for sustained and significant public investments (99%)

6. **Consensus on key questions and concerns** that must be addressed:
- With the differences, how do we look to the **public schools as the standard of comparability** in establishing professional compensation for early childhood educators?
 - As we establish professional compensation, how will the **experience, education and expertise of the existing workforce** be valued?
 - What will the **benefits package** look like and how will it work?
 - Where will the **funding for increased compensation** come from?

The Task Force believes that sustaining workforce support for recommendations around Professional Compensation will depend on how everything unfolds. Beyond the words of this Consensus Document, planning and the details will matter going forward. **The Task Force recommends the following:**

- To be workforce-led, that the **voices of the current ECE workforce be central** in implementation design, so that our questions and concerns inform planning
- That design work moves forward on a **wage scale, including an approach to benefits packages**
- That design work begins on the **transition/ “bridge”** that factors in the experience and professional growth of the existing workforce in determining a professional designation with accompanying wage level
- For a **trustworthy process**, that we continue effective workforce outreach and engagement, provide updated information, and build workforce leadership

VTAEYC Advancing as a Profession Task Force Members

We unanimously support this Consensus Document.

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|----------------------|--|
| 1. Alyson Gryzb | Director, Bennington Early Childhood Center |
| 2. April Zajko | Early Childhood Consultant, St. Johnsbury |
| 3. Christina Goodwin | Director, Pine Forest Children’s Center, Burlington |
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| 10. Stacie Curtis | Director of Early Education, Burlington School District |
| 11. Su White | Teacher Director, Quarry Hill School, Middlebury |
| 12. Susan Torncello | Faculty, Early Childhood Education, UVM, Burlington |
| 13. Tammie Hazlett | Family Child Care Provider, Thetford |

APPENDIX A – SUBGROUPS

ROLES

Teacher/ licensed teacher/lead teacher	27%
Assistant/ associate teacher	19%
Program director/ administrator	14%
Family child care provider/ teacher/ owner	21%
Other roles	19%

SETTINGS

Center-based program (not public school)	65%
Family childcare home-based program	24%
Head Start program	2%
*Public school-based program	3%
Other	6%

*Public school-based workforce are under-represented in the survey; additional outreach strategies are planned, going forward

YEARS OF EXPERIENCE

less than 4	16%
5-10	20%
11-16	13%
17-22	17%
23-28	14%
29-34	9%
more than 34	9%

HIGHEST LEVEL OF EDUCATION COMPLETED

High school or GED	9%
Fundamentals	7%
CDA	7%
Apprenticeship	7%
Associate's degree	14%
Bachelor's degree	34%
Master's degree	12%
Beyond Master's degree	4%
Other	6%