



Early Childhood Education in Vermont Advancing as a Profession: A Workforce Engagement Project

Vermont Association for the Education of Young Children (VTAEYC)

July 2018–June 2019

Report by Susan Titterton, Project Coordinator

vtaeyc Vermont Association for the
Education of Young Children

EXECUTIVE SUMMARY

Rationale

The precursors to this work were two projects focusing on Vermont's early childhood education (ECE) workforce. One investigated the professional development system; the other explored the concept of ECE being a recognized profession. Both drew from state- and national-level perspectives. Both recommended further exploration of the ECE workforce advancing as a recognized profession.

Project Description

From June 2018 through June 2019, this collaborative project, led by VTAEYC¹ with support from Let's Grow Kids (LGK)², centered on the following goal:

To engage a critical mass of members of the ECE workforce in facilitated conversations and follow-up surveys on the topic of ECE advancing as a recognized profession, so as to gauge their collective will for advancing as a recognized profession

To begin each conversation session, a facilitator provided information about NAEYC's *Power to the Profession* initiative and a definition of "profession" with 1) a well-defined, distinct purpose; 2) specialized knowledge and skills; and 3) systems and structures for a) preparation, b) accountable practice and c) field-wide leadership. Participants then engaged in a structured conversation to share their thoughts, while the facilitator captured and summarized themes. Afterward, participants were surveyed regarding Vermont's ECE workforce advancing as a recognized profession, asking for their views on benefits, their concerns and what course of action they would favor. This information was documented to be shared back with participants and with other stakeholders.

¹ Vermont Association for the Education of Young Children. <http://vaeyc.org/professionalizing-the-ece-workforce/>. Accessed June 28, 2019.

² Let's Grow Kids. <https://www.letsgrowkids.org/>. Accessed June 28, 2019.

QUESTION 1: Did we engage a wide range of Vermont’s ECE workforce in conversations and reach a critical mass so we have some confidence in what we heard?

ANSWER: Yes, we did. Conversations were widely publicized and available. The variety of ECE workforce roles were well-represented among conversation participants, as were most regions of the state. Engaging approximately 12% of the ECE workforce (estimated at 6,000), we reached a critical mass, allowing us to have confidence in our results. Themes reported in facilitator summaries from the conversations are consistent with themes seen in the follow-up surveys.

QUESTION 2: Was the response to surveys such that we can say with confidence that we gauged the collective will of the workforce?

ANSWER: Yes, it was. There was a 38% response rate, enough to say that respondent views are what we would expect to hear from the larger group of conversation participants. All ECE workforce roles were represented. There was a balance across years of experience from 0-4 to 20+ years. Levels of education ranged from some college through advanced degrees.

QUESTION 3: What is the range of reactions toward advancing as a profession? What course of action is most supported? What is the collective will of the ECE workforce?

ANSWER: Excited/ Worried - 67% (186 respondents) said “very excited” and 38% “not worried at all”. 1% (3 respondents) said “not excited at all” and 5% “very worried.” This is one indication that most respondents view favorably the idea of advancing as a profession. Many respondents indicated some worry, along with their excitement. There was high consensus on excitement about respect and recognition, unity and compensation. Worries varied with transition for the current workforce and building consensus as the most mentioned.

Course of Action - 72% support continuing the work to advance as a recognized profession.

Subgroup Differences - Years of experience (<9 vs. 9+) made little difference in the level of excitement or worry indicated. There is no notable difference in responses based on associate's degree or less or bachelor's degree or more. Across all subgroups, the majority of respondents favor "continue the work" as the course of action. Family child care providers and center directors express more caution than do other subgroups.

QUESTION 4: How do respondents view recommendations from NAEYC's *Power to the Profession* Task Force? To what extent do they agree or disagree? How easy or challenging do they see enacting those recommendations in Vermont?

ANSWER: The large majority of respondents "strongly" or "somewhat" agreed with the sampling of *Power to the Profession* recommendations listed in the survey. Yet, most see these as difficult for Vermont to put in place. A name for the profession was seen as easiest; aspects of preparation were seen as most difficult. Comments highlighted:

- The need for financial and educational supports
- Reaching consensus on a name and qualifications as prerequisite to public support
- Hope that peers will be engaged, open to change, cohesive and supportive of one another

Recommendations for Next Steps

1. Learn from Chapter One of this project. Build on it in Chapter Two.
2. "Do nothing about us without us."
3. Cultivate a cohesive workforce. Question stereotypes and assumptions.
4. Encourage a "change" mindset. Begin the work of building a bridge to a new future.
5. Build from *Power to the Profession's* national-level work.
6. With ongoing policy and funding changes, hold in mind the goal of early childhood education advancing as a profession.

INTRODUCTION

A Bit of History

This yearlong project led by the Vermont Association for the Education of Young Children (VTAEYC) built upon two earlier projects that focused on Vermont’s early childhood education (ECE) workforce. One project investigated the professional development system. The other explored the notion of advancing as a recognized profession. Both drew from state- and national-level perspectives.

From June 2015 through June 2016, Vermont Birth to Five (VB5) led an inquiry project³ that interviewed stakeholders to discover whether Vermont had the right professional development system (the consensus was “no”) and what it would take to have a system to meet everyone’s needs (less agreement here). Recommendations from this inquiry project included: 1) Ask new questions; 2) Avoid inertia and reactive change; and 3) Begin the work to establish ECE as a professional field of practice.

From June 2017 through June 2018, VB5 formed a workgroup to explore the idea of ECE advancing as a recognized profession with the charge to “take the temperature of the field,” and make recommendations.⁴ The workgroup looked at national research on “professions”⁵ and began tracking *Power to the Profession*, an initiative of the National Association for the Education of Young Children (NAEYC).⁶ The group piloted a format for workforce conversations. Recommendations were to provide many more such conversations, to broadly engage Vermont’s ECE workforce, to explore the range of perspectives on the idea of advancing as a profession, and to gauge the preferred course of action.

³ Titterton, S. 2016. “The Professional Development System for Vermont’s Early Care & Education Workforce—A White Paper for Vermont Birth to Five.”

⁴ Titterton, S. 2018. Early Childhood Education as a Recognized Profession: “Taking the Temperature” of the Field in Vermont—A report submitted to Vermont Birth to Five in fulfillment of the charge given to the ECE in Vermont as a Profession Work Group.

⁵ Goffin, S. G. 2013. *Early Childhood Education for a New Era*. New York: Teacher’s College Press.

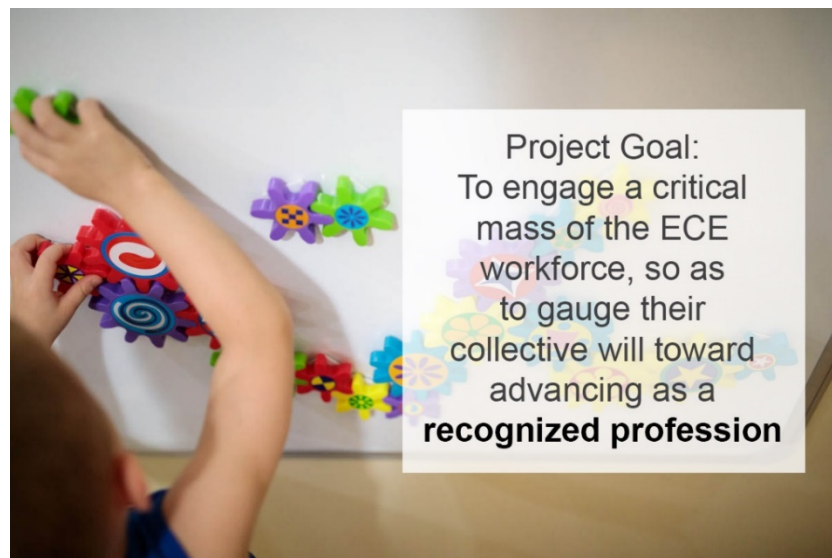
⁶ National Association for the Education of Young Children, *Power to the Profession*. <https://www.naeyc.org/our-work/initiatives/profession>. Accessed June 20, 2019.

Project Description

From June 2018 through June 2019, this collaborative project, led by VTAEYC⁷ with support from Let's Grow Kids, centered on the following goal:

To engage a critical mass of members of the ECE workforce in facilitated conversations and follow-up surveys on the topic of ECE advancing as a recognized profession, so as to gauge their collective will for advancing as a recognized profession

While pulling information from *Power to the Profession*, this project maintained a commitment to the Vermont workforce engaging in its own conversation—broadly inviting the workforce to host and participate in conversations, documenting their authentic hopes and concerns, and using that information to guide some next steps the Vermont workforce might pursue together. The project aimed to share work happening at the national level regarding ECE advancing as a recognized profession and to gauge the perspectives and the will of the ECE workforce at Vermont's grassroots level.



⁷ Vermont Association for the Education of Young Children. <http://vaeyc.org/professionalizing-the-ece-workforce/>. Accessed June 20, 2019.

About Terminology

As, there is not currently a cohesive, recognized profession, there is no consensus about aspects such as “name” (child care, daycare, early childhood education, early care and learning, etc.) or “boundary” (who is included). Given this fragmentation, the project chose to use the following specific language:

- **Early childhood education and ECE:** In *Power to the Profession’s* Decision Cycle 1 consensus recommendation for “name of profession.” This choice of wording is not meant to convey that Vermont has already decided to accept this recommendation, merely to provide consistent terminology.
- **Workforce:** Primarily those working directly with children on a daily basis—teachers, assistants, center directors, family child care providers, etc.
- **Critical mass:** A considerable number and broad mix of the workforce participate, allowing us to say with some confidence that we have gathered the range of perspectives and gauged the collective will of ECE.
- **Profession:** A profession has 1) A well-defined, distinct purpose; 2) Specialized knowledge and skills; and 3) Systems and structures for a) preparation, b) accountable practice and c) field-wide leadership. This definition comes from research on what professions have in common. This definition is derived from a presentation by Stacie Goffin based on her research.⁸
- **Conversation with Intent** is a particular type of structured conversation, as conceptualized by Stacie Goffin.⁹

Scope of This Project

- Use “Conversations with Intent” to test for consensus about future direction and actions
- Convene conversations with diverse groups of ECE workforce (across regions, roles, etc.)
- Engage a considerable number (aim for 1,000) currently in or preparing to join workforce
- Utilize a cadre of facilitators and a consistent format for all conversations (See “Conversation Facilitators” in Appendix)
- Offer conversations in person and via webinar format
- Following each conversation, facilitators document key themes, benefits and concerns
- Following conversations, participants are surveyed for their views on advancing ECE as a recognized profession, including benefits, concerns and questions
- Create a report with findings and recommendations for next steps; share it widely

⁸ Goffin, S. G. September 12, 2017. “Redirecting Early Childhood Education’s Developmental Trajectory: Becoming a Recognized Profession.” A presentation at the University of Vermont. <https://goffinstrategygroup.com/wp-content/uploads/2017/09/RedirectingECETrajectory.pdf>. Accessed July 11, 2019.

⁹ Goffin, S. G. 2015. *Professionalizing Early Childhood Education as a Field of Practice: A Guide to the Next Era*. St. Paul, MN: Redleaf Press.

Conversations with Intent were prefaced by information about:

- Why this is important; why status quo is no longer good enough
- Overview of national NAEYC-initiated exploration *Power to the Profession*
- Definitions: What is a profession vs. occupation; elements professions have in common

Embedded in these conversations were three possible choices for action:

1. Do nothing; wait and see what happens.
2. Take on some, but not all, elements of being a profession.
3. Advance toward fully becoming a profession.

Connection to Power to the Profession

NAEYC's *Power to the Profession* initiative was an important resource for this project, as it is the most well-organized national effort toward ECE advancing as a cohesive, recognized profession. NAEYC has put forth research, pulled together national stakeholders, reached out to engage the field nationally, and created tools and publications to support meaningful conversations. It has advanced the understanding that professions are national in nature, not state-by-state. Some ways in which this project drew from *Power to the Profession* are described below.

1) In setting a context for conversations, facilitators shared *Power to the Profession's* rationale for “an urgent need to advance as a unified profession” including:

- The ECE profession, as it exists nationally today, is poorly prepared, compensated and supported
- This crisis negatively impacts young children and families
- Increased public investment requires clarity about who early educators are, who they want to be, and what they'll be held accountable for
- A unifying framework is needed; early childhood educators are experts in their own practice and need to shape and define their profession

2) As a kickoff to the Vermont project, NAEYC Deputy Executive Director for Early Learning Systems Maria Cox Mitchell presented a keynote and workshop session on *Power to the Profession* at VTAEYC's fall conference.

3) In surveys following conversations, participants were asked for their views on a sampling of recommendations beginning to emerge from some *Power to the Profession* Decision Cycles. These Decision Cycles included input from the national ECE field and were used to arrive at consensus recommendations on key questions that are foundational for any profession, including:

- Decision Cycle 1: Professional Identity & Boundary (completed)
- Decision Cycle 2: General Competencies (completed)
- Decision Cycles 3, 4, 5 and 6: Preparation, Pathways and Compensation (recently completed)
- Decision Cycles 7 and 8: Accountability, Quality Assurance, Required Support and Infrastructure (in progress)



How This Report is Organized

This report is organized as follows:

- Topic
- Question
- Subtopics with data and discussion
- Question (restated) with Answer

Pages	Topics	Questions	Subtopics
11–14	1. Conversations	1: Did we engage a wide range of Vermont’s ECE workforce in conversations, so we have some confidence in what we heard?	1.1 Total number of participants 1.2 Groups that participated 1.3 Geographic distribution 1.4 Roles of participants 1.5 Themes from conversations
14–17	2. Survey Response Rate & Demographics	2: Was the response to surveys such that we can say with confidence that we gauged the collective will of the workforce?	2.1 Response rate 2.2 Respondent roles 2.3 Respondent settings 2.4 Years of experience 2.5 Level of education
18–26	3. Survey Reactions Toward Advancing as a Profession	3: What is the range of reactions toward advancing as a profession? What appears to be the collective will of the ECE workforce?	3.1 All respondents—Excited, Worried 3.2 All respondents—Course of action 3.3 Subgroups—Experience, Education, Role
27–31	4. Survey Reactions Toward Power to Profession Recommendations	4: How do respondents view recommendations from the Power to the Profession Task Force?	4.1 Agree/ Disagree with Recommendations 4.2 Easy/ Difficult to Enact in Vermont
31–35	Recommendations & Closing Words		
36–42	Appendix		

CONVERSATIONS

QUESTION 1: Did we engage a wide range of Vermont’s ECE workforce in conversations and reach a critical mass so we have some confidence in what we heard?

1.1 Total Number of Conversation Participants

- Vermont ECE Workforce: 6,000 (best estimate; Source Let’s Grow Kids)
- Conversation Participants: 715

Approximately 12% of total workforce participated in conversations. Even though the current size and makeup of the workforce is not entirely understood, with this level of participation we can feel confident that the views of the whole workforce were represented.

We also have confidence that members of the workforce had the opportunity to participate, either in person or via webinar. Outreach activities to identify potential hosts and publicize webinars are described below. Access to conversations was made as easy as possible with facilitators traveling to host locations and accommodating their schedules. Outreach activities included:

- VTAEYC e-newsletters, website and conference sessions
- Facebook posts from various organizations
- Announcements at conferences and group meetings
- Flyers distributed via email and by hand
- Survey question about hosting a conversation
- Personal contact with BBF regional coordinators, Starting Points networks and center directors

1.2 Groups that Participated in Conversations (See “Conversation Groups” in Appendix)

- Number: 58 groups had in-person conversations, plus there were 9 webinar conversations
- Group sizes: Ranged from 4 to 40 (large groups had multiple facilitators)
- Settings: Child care centers (private, non-profit, public), family child care, public school programs, Head Start, higher education (CCV, UVM)

1.3 Geographic Distribution of Conversations (See “Conversations Map” in Appendix)

There was intentional outreach to all 14 counties. Conversations were hosted in all but Addison, Essex and Grand Isle; however, representatives from those counties participated in conversations at statewide gatherings (Starting Points Network Leaders meeting and VTAEYC conference). The largest numbers of participants were in Bennington, Windham and Chittenden, where facilitators received stipends and devoted time to personal outreach.

1.4 Roles of Conversation Participants

Conversation participants came from across sectors of the workforce, with the highest proportion identifying as teachers.

- Directors/ Administrators: 102 (14%)
- Teachers: 247 (35%)
- Home providers: 128 (18%)
- Asst. teachers: 115 (16%)
- Other*: 123 (17%)

*NOTE: See Section 2.2 for more on Other roles.

All conversation participants received a follow-up survey, along with multiple reminders to respond. The survey had a similar question about roles and respondent numbers were roughly proportional to the roles of the whole group of conversation participants.

1.5 Themes from Conversations

Facilitators recorded summaries of what they had heard from participants following most conversations. Common themes mirrored those that emerged in the survey data. (See Section 3 for more on Themes.)

What excites me about ECE advancing as a recognized profession:

Recognition; respect for our work; possibility of increased compensation; ability to recruit and retain more qualified people; clear definition of what ECE is responsible for; preparation before practice; consistent high quality; cohesion across providers; feeling heard; having a voice in what happens

What worries me about ECE advancing as a recognized profession:

Cost; finding funding sources; more education required; possible loss of programmatic autonomy; who will oversee this; how individuals will be held accountable; possible loss of some good people; valuing education over experience; uncertainty how to make this change happen

A sampling of comments from conversations:

- I would like the general public to be more aware of what I do each day and not have to defend or explain my role in the education of young children.
- I think professionalizing the field will lead to more responsibility and higher expectations both from the public and among ourselves.
- The timing is wrong. We have been pushed to the max.
- Professionalizing would increase the pride people have in their work and would support future recruitment and interest in going into ECE as a career.
- Members of the workforce must drive this and they should be geographically even, not just from northern Vermont.
- I'm worried we'll get stuck on what we call ourselves and get lost in the weeds, diminishing our power.
- I like the idea of people respecting us as fellow professionals instead of telling us what to do.
- Will there be room for different types of care, such as home providers?
- Funding must come first, before changing to a profession. No changes without funding.
- I'm excited to finally have the opportunity to step forward and put ourselves out there.
- Better compensation is needed. You get paid more to work at Dunkin Donuts.
- New employees would come with a foundation, even if a basic one.
- I'm confounded by the puzzle of this. Not sure we can address one aspect unless we address all of it. This is a complex problem to solve.



Recap QUESTION 1: Did we engage a wide range of Vermont’s ECE workforce in conversations and reach a critical mass so we have some confidence in what we heard?

ANSWER: Yes, we did. Conversations were widely publicized and available. The variety of ECE workforce roles were well-represented among conversation participants, as were most regions of the state. In engaging approximately 12% of the ECE workforce (estimated at 6000), we reached a critical mass, which allows us to have some confidence in our results. Themes reported in facilitator summaries from the conversations are consistent with themes seen in the follow-up surveys.

SURVEYS—RESPONSE RATES & DEMOGRAPHICS

QUESTION 2: Was the response to surveys such that we can say with confidence that we gauged the collective will of the workforce?

2.1 Survey Response Rate

There were 274 survey respondents, 38% of all the 715 conversation participants. This robust response allows us to have some confidence in the overall survey results. It is a limitation that we do not know the reasons that some participants chose not to complete the survey.

2.2 Survey Respondent Roles

The percentage of survey respondents for each role approximately reflects the larger participant group. Response rates are adequate to claim substantial weigh-in from each role.

For those who chose “Other” to describe their roles, more than half (29) did so to describe playing multiple roles (director/teacher), having a different title (associate teacher), being pre-service or retired, or being in an ECE workforce role not named in the response choices. The rest (23) identified roles outside of the project’s definition of ECE workforce. (See “Other Roles” in Appendix.) So, we can say with confidence that the survey responses reflect those within the ECE workforce, rather than the larger early childhood field which includes health and mental health professionals, policy makers, state agencies, advocacy groups, and others with a connection to the welfare of young children and their families.

Chart A—Primary Role

Role	% of survey respondents	% of conversation participants
Center Director/Owner	20%	14%
Teacher	27%	35%
Family Child Care Program Provider/Owner	15%	18%
Assistant Teacher	10%	16%
Early Education Faculty, Admin, or Trainer	7%	NA
Early Education coordinator	2%	NA
Other	19%	17%

2.3 Survey Respondent Settings

Chart B shows that center-based programs were most highly represented among survey participants, likely because they have a high number of the ECE workforce. Public school programs were the least represented in the survey.

Chart B—Primary Setting

Setting	Percentage of survey respondents
Center-based program	51%
Home-based program	15%
Head Start program	14%
Public school program	9%
Higher education	1%
Other setting	8%

2.4 Survey Respondent Years of Experience

The survey broke years of experience into smaller ranges of years for those new to the ECE workforce. This was to explore whether there might be notable sub-group differences in perspective based on being a newer vs. a longer-time member of the workforce. In terms of balance, Chart C shows 45% of respondents with 12 years, or fewer, of experience and 55% with 13 years or more. This balance is important given some presumption of an aging workforce demographic with many nearing retirement.

Chart C—Years of Experience

Years of experience	Percentage of survey respondents
Fewer than 4 years of experience	15%
4-8 years	16%
9-12 years	14%
13-20 years	24%
More than 20 years of experience	31%

2.5 Survey Respondent Level of Education

The survey broke down education to make it possible to explore whether there might be notable sub-group differences in perspective based on level of education—for example between those with some college (17%) vs. associate’s degree (15%) vs. bachelor’s degree (37%). Chart D shows all of these levels of education were well-represented among survey respondents. An analysis of “Other” shows responses ranging from “almost bachelor’s” to “bachelor’s in another field, plus ECE courses” to “CDA” as well as variations that the provided categories could not capture. This includes those currently working on degrees in ECE, but not yet completed.

Chart D—Highest Level of Education

Level of education	Percentage of survey respondents
Completed apprenticeship	2%
Less than associate's degree	15%
Associate's degree	15%
Bachelor's degree	37%
Master's degree or beyond	18%
Other	7%

Recap QUESTION 2: Was the response to surveys such that we can say with confidence that we gauged the collective will of the workforce?

ANSWER: Yes, it was. There was a 38% response rate, which is a large enough sample size to reasonably say that respondent views are what we would expect to hear from the larger group of conversation participants. All identified ECE workforce roles were represented. There was a balance of those with fewer and more years of experience. There was a range across levels of education from some college through advanced degrees.

SURVEYS—REACTIONS TOWARD ADVANCING AS A PROFESSION

QUESTION 3: What is the range of reactions toward advancing as a profession? What course of action is most supported? What do we understand to be the collective will of the ECE workforce?

3.1 Reactions Toward Advancing as a Profession—All Respondents—Excited, Worried

Survey Questions:

- *How excited are you about the idea of ECE becoming a cohesive, recognized profession?*
- *How worried are you about the idea of ECE becoming a cohesive, recognized profession?*

As shown in Chart E, 67% of all survey respondents chose “very excited” and 39% chose “not worried at all.” In contrast, 5% chose “very worried” and 1% (just 3 respondents) chose “not excited at all.” This gives one indication that survey respondents view favorably the idea of advancing as a profession.

Chart E—Reactions Toward Advancing as a Profession (Excited, Worried)

How excited?	% of respondents	How worried?	% of respondents
Very excited	67%	Very worried	5%
Somewhat excited	32%	Somewhat worried	56%
Not excited at all	1%	Not worried at all	39%

In Chart F, when we cross-reference respondents' answers about excitement with their answers about worries, there is a more complex story. In Chart F, of the 184 (67%) who chose "very excited," almost half (48%) are also "somewhat worried." Of the 32% who chose "somewhat excited," those who are "somewhat worried" grows to 70%. Of the 99% of respondents who express some excitement, 60% of those same respondents also express worry. A mixture of excitement and worry would seem normal when contemplating a big change. In gauging the collective will toward advancing as a profession, we must look at themes for both excitement and worry to understand the full picture accurately.

Chart F—Reactions Toward Advancing as a Profession (Mixture of Excited and Worried)

How excited?	...and very worried	...and somewhat worried	...and not at all worried
Very excited – 67% / 184 respondents	5%	48%	47%
Somewhat excited – 32% / 87 respondents	6%	70%	24%
Not at all excited – 1% / 3 respondents	33%	67%	0%

Chart G gives an overview of those who chose to add comments to their responses. By far, most comments (55%) show excitement about the prospect of greater respect and recognition.

Chart G—Most Highly-Mentioned Themes in Comments (Excited, Worried)

Themes—Most mentioned	# giving this response	% of all those who commented
Excited: Greater respect, recognition	69	55%
Worried: Transition for current workforce	33	12%
Excited: Unity of a profession	26	10%
Excited: Better compensation	20	7%
Worried: Building workforce consensus and will	15	6%

“Excited” Themes in Respondent Comments (153 comments)

1. Greater respect and recognition; understanding what we do: more than a babysitter (55%)
2. Unity in the professional field of practice (10%)
3. Prospect of better compensation (7%)
4. Improved quality of trained professionals, improved quality of ECE for all young children (3%)
5. Improved ability to attract and retain good early childhood educators (3%)

“Worried” Themes in Respondent Comments (159 comments)

1. Need for transition plan for the current workforce (12%)
2. Building workforce consensus and will; having everyone on the same page (6%)
3. Education costs and availability; affordability, sources of funding; portability (5%)
4. Increased education requirements must happen concurrent with improvement in compensation and working conditions (3%)
5. More standardized practice, developmentally appropriate, loss of educator autonomy (2%)

3.2 Reactions Toward Advancing as a Profession—All Respondents—Course of Action

Survey Question

A profession is defined as having:

- 1) A well-defined, distinct purpose*
- 2) Specialized knowledge and skills*
- 3) Systems and structures for*
 - a) preparation,*
 - b) accountable practice and*
 - c) field-wide leadership*

Given this definition, what course of action do you most support in Vermont?

Chart H shows the course of action most favored (72%) across all respondents is to continue the work to advance as a fully-cohesive, recognized profession. Of the 12 respondents (4%) who chose “do nothing; wait and see”, comment rationales include waiting for federal funding, too much recent change, preferring a wait-and-see stance, and following NAEYC’s lead rather than creating a unique Vermont system. Many of those who opted for “make a partial change” spoke to taking the time to get it right, ensuring resources are available, and providing a transition.

Chart H—Supported Course of Action

Possible Actions	# giving this response	% of all responses
Do nothing. Wait to see what happens.	12	4%
Make a partial change. Adopt some aspect of what defines a profession.	66	24%
Continue the work to advance as a fully-cohesive, recognized profession	196	72%



A Sampling of Quotes on Supported Course of Action

Advance as a profession

- I think it has to be a fully-recognized, cohesive profession the way that other professions are otherwise it will just **continue to be sort of a patchwork**. —Teacher
- I realize that this may affect my status as a recognized professional. But I feel strongly that this a **"teaching profession"** and should be recognized as such. —Family Child Care Provider

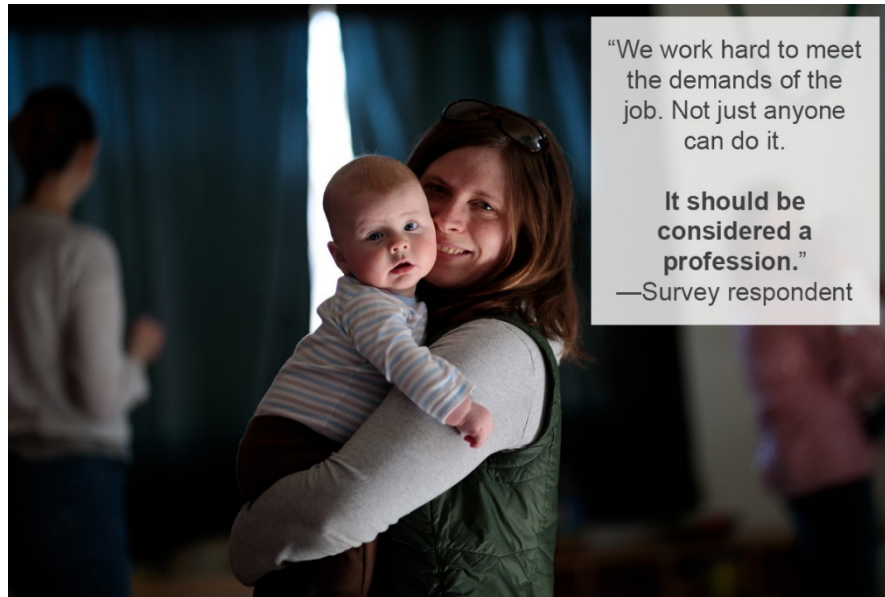
- This **will take time**. More than likely years. We already have specialized knowledge and skills. I think further defining those and creating **affordable access to preparation programs** will be the biggest challenges. —Teacher
- We work hard to meet the demands of this job (education, regulatory compliance) not just anyone can do this job. It **should be considered a profession**. —Family Child Care Provider
- I don't know that this is something you can only do part-way. What wouldn't you do? All the **parts of the definition go hand-in-hand**. —Teacher
- Be a part of voicing what we do in the field of early childhood education and **what credentials truly make you a professional**. —Assistant Teacher
- Despite my fears around having to conform to the demands of others as it pertains to a business that I have spent my life building, have suffered for its success, and have worked diligently to improve, the **benefits of being recognized as a profession outweigh my concerns**. —Center Director

Make a partial change

- I believe in **baby steps**. If you take a huge leap in change you will lose support. Give people time to take it in and work at their own pace so not to get burnt out on all the changes. —Family Child Care Provider
- I feel change is needed both in the short and long term. We need to **go after the low hanging fruit while we work at the systems level** simultaneously. —Center Director
- There may be some confusion as to what needs to be defined. Generally, all ECE should have the same guidelines but **home-based programs may need more time** and accommodations. —Teacher

Wait and see

- I can be a part of this. I can attend meetings, do these surveys, and voice my opinion. But when it comes down to it, money speaks. Let's be honest; it's **more federal funding** you're after, more free child care. —Family Child Care Provider
- Let the dust settle **before changing yet another aspect** of child care. —Center Director



3.3 Reactions Toward Advancing as a Profession—By Subgroups (experience, education and role)

Experience

Regardless of years of experience, the majority of respondents' report being "very excited" and support "continue the work" to advance as a recognized profession. No respondents in the group with less experience supported "do nothing: wait and see."

Chart I—Reactions Toward Advancing as a Profession—Less vs. More Experience

	< 9 years of experience	9 + years of experience
Very excited	81%	60%
Very worried	4%	7%
Continue the work	70%	75%
Make partial change	30%	19%
Do nothing; wait and see	0%	6%

Education

With all the conversation at the national level about a bachelor's degree as appropriate preparation for some ECE roles, it seems interesting to look at responses based on level of education. Again, there is no notable difference between subgroups based on associate's or less or bachelor's or more.

Chart J—Reactions Toward Advancing as a Profession—Less vs. More Education

	Associate's or less	Bachelor's or more
Very excited	63%	68%
Very worried	3%	7%
Continue the work	62%	75%
Make partial change	29%	23%
Do nothing; wait and see	9%	2%

Role

Across all subgroups, the majority of respondents favor “continue the work” as the course of action. When “very excited” and “somewhat excited” are combined, the majority of respondents are included and the sub-groups look fairly similar.

Chart K—Reactions Toward Advancing as a Profession—By Role

	Director	Teacher	Faculty/ Administrator	Family Child Care Provider	Assistant Teacher
Very excited	69%	69%	61%	39%	75%
Somewhat excited	29%	31%	39%	59%	25%
Very worried	11%	3%	6%	2%	0%
Continue the work	80%	62%	67%	54%	79%
Make a partial change	16%	35%	28%	34%	18%
Do nothing; wait and see	4%	3%	5%	12%	3%

When we look at Chart K, there are two “role” subgroup differences to note. Only 39% of family child care providers chose “very excited” and this subgroup had the highest percentage (12%) for “do nothing; wait and see.” This suggests there may be more cautious support for advancing as a profession in this subgroup. Comments from family child care providers include:

- I believe this is very important, but think the workforce has a **long way to go** to get there.
- I worry that the Providers of ECE will be required to attain even higher levels of education thus **eliminating many** possible potentially good providers.
- My concerns relate to the **transition time** from many disparate self-definitions to one shared understanding. I want everyone to come to the table and engage!
- We do not have a workforce of ECE educated individuals, and won't as long as the **pay and benefits** don't match that of other professionals in similar fields.



Among the sub-groups, a higher percentage of center directors chose “very worried” (11%), although they were at highest percentage for choosing “continue the work” (80%). Worries expressed by center directors tend to focus on costs:

- Having a recognized profession is great, however, the aspect surrounding **cost of care and competitive wages** can pose a problem especially for small nonprofit or privately owned businesses.

- There isn't **enough funding** to pay for the education and everything else it will likely take to get the providers to the expected level, even though many are already highly educated it will **push out many** that are not yet.

Recap QUESTION 3: What is the range of reactions toward advancing as a profession? What course of action is most supported? What do we understand to be the collective will of the ECE workforce?

ANSWER:

Excited/ Worried

67% responded “very excited” and 39% “not worried at all”

5% responded “very worried” and 1% (3 respondents) “not excited at all.”

This is one indication that respondents view favorably the idea of advancing as a profession.

Many respondents indicated some degree of worry, along with their excitement.

Themes: Excited/ Worried

There was high consensus on excitement regarding respect and recognition, unity and compensation. Worries varied with transition for the current workforce and building consensus most mentioned.

Course of Action

72% support continuing the work to advance as a fully-cohesive, recognized profession.

Subgroup Differences

Years of experience (<9 vs. 9+) made little difference in the level of excitement or worry indicated. There is no notable difference in responses based on associate’s or less or bachelor’s or more. Across all subgroups, the majority of respondents favor “continue the work” as the course of action. Family child care providers and center directors express more caution than do other subgroups.

SURVEYS—REACTIONS TOWARD *POWER TO THE PROFESSION* RECOMMENDATIONS

QUESTION 4: How do respondents view recommendations from the Power to the Profession Task Force? To what extent do they agree or disagree? How easy or challenging do they see enacting the recommended actions in Vermont?

4.1 Recommendations from Power to the Profession—Agree/ Disagree

The overwhelming majority “strongly agreed” or “somewhat agreed” with all *Power to the Profession* recommendations itemized in the survey. The percentage who agreed ranged from a low of 82% for “in the profession” to a high of 95% for “becoming a profession is necessary for increased public investment.” The highest number of “strongly agree” responses were “Name: Early Childhood Educator” (73%) and “transition supports for current workforce” (70%).

Chart L - Agree/Disagree with Power to Profession Recommendations

Recommendations from Power to the Profession	AGREE (Strongly or Somewhat)	DISAGREE (Strongly or Somewhat)
Name: Early Childhood Educator	94%	6%
Name: Early Childhood Education Profession	84%	16%
Many are in the early childhood field, only these are in the ECE profession—educators, pedagogical administrators, higher education faculty	82%	18%
Professionals are defined by mastery of specific knowledge and skills	91%	9%
Identified preparation programs are the path to the profession	90%	10%
In transition, there will be supports for current workforce	94%	6%
Becoming a profession is necessary for increased public investment	95%	5%



4.2 Recommendations from *Power to the Profession*—Easy/ Difficult in Vermont

Survey Question: *If the Vermont ECE workforce were to move toward becoming a cohesive, recognized profession, please rate the following items on how easy or difficult you believe them to be.*

Although most respondents agree with all of the recommendations listed in the survey from *Power to Profession*, most of these same elements are viewed as not easy for Vermont to put in place. Perceived as easiest is “agreeing on what to call our profession” (rated “very easy” by 26%), followed by “agreeing who is in our profession” (rated “very easy” by 18%). Overall, the majority of respondents view these two actions as “very easy” or “somewhat easy” (76% and 63% respectively). However, when it comes to questions about preparation, only 4% view “requiring it before practice” as “very easy” and 27% as “very difficult”. A mere 2% view “ensuring access to preparation” as “very easy”, while 42% see it as “very difficult.”

Recommendations from Power to the Profession	EASY Very or Somewhat	DIFFICULT Very or Somewhat
1. Agreeing what to call our profession	76%	24%
2. Agreeing who is in our profession	63%	37%
3. Defining the knowledge, skills and competencies all will be held accountable for	50%	50%
4. Transitioning from current workforce to profession	29%	71%
5. Having field-wide leadership/ self-governance	28%	72%
6. Making the case for increased public investment	26%	74%
7. Requiring full preparation before practice	23%	77%
8. Ensuring access to preparation, including funding	14%	86%

Important Insights for Moving Forward

While the majority of this report lays out data establishing the credibility of the project in doing what it set out to do, Section 4 looks at how the ECE workforce perceives the steps involved in advancing as a recognized profession. If there is high agreement on a recommendation and the change is seen as easy, such as agreeing on a name for the profession, it may well be easy. More thorny questions, such as how to create a supportive transition and what to do about preparation, are seen as challenging to figure out. Many respondents commented on feeling uncertain, not being able to envision what such a future would look like. The question will be how to begin to see such challenges as achievable. As one respondent wrote, an answer may lie in addressing the low-hanging fruit, while concurrently beginning to make the first steps of progress on some of the larger systems changes.

A Sampling of Comments:

- Setting universal preparation and accountability expectations will be very difficult. We need to ensure that we have the **financial and educational supports in place BEFORE** we make changes to preparation and accountability requirements.
- **The timing is good** because the case for increased public investment is being made successfully by Let's Grow Kids and other organizations, and legislation is currently under review.

- Our **workforce is extremely strapped already**. Trying to elevate the level of education and experience is going to be a very difficult process, and costly.
- Most has to do with funding-if we have the funding the rest seems fairly easy.
- We need a huge movement to raise awareness, but that won't start until **we agree on what to call ourselves and what qualifications** are in place for those within our profession.
- I believe this shift will take time and calm, consistent, organized effort. **Educators from all levels should be welcome and welcomed to actively participate** in realizing the end goals.
- I think these things should all be easier than people make them out to be. **People are reluctant to change.**
- It would be great if there was **an investment in the people who are already working** if they are willing to take the required courses rather than telling them they are no longer qualified.
- I think **most of these will be somewhat easy, but I wonder...** How and where the funding will come from? With the required skill set that will be taking place for the profession, will there be supports to get people qualified that are already in the field? How are we going to define every position in the field? And are those requirements going to increase as well?
- I don't think that most of it will be easy, but **if we are cohesive and support each other**, we can get there.



Recap QUESTION 4: How do respondents view recommendations from the Power to the Profession Task Force? To what extent do they agree or disagree with those Decision Cycle recommendations? How easy or challenging do they see enacting the recommended actions in Vermont?

ANSWER: The large majority of respondents “strongly” or “somewhat” agreed with all of the recommendations the survey listed from *Power to Profession*. Yet, most see these as difficult for Vermont to put in place. A name for the profession was seen as easiest; aspects of preparation were seen as most difficult. Comments included:

- The need for financial and educational supports
- Reaching consensus on a name and qualifications as prerequisites to public support
- Hopes that peers will be engaged and open to change, as well as cohesive and supportive of one another

RECOMMENDATIONS FOR NEXT STEPS

1. **Learn from Chapter One of this project. Build on it in Chapter Two.**

Use this report and what we all learned over the past year. Honor the work and engagement, the sense of excitement and the collective will to advance together. Build a shared understanding of “profession” and of perspectives in the ECE workforce. The consensus is NOT to wait and see what happens. It IS to move toward advancing as a profession. Action is called for. Create a clear, collaborative plan for next steps. Share it broadly and welcome participation. Pull from themes of “excitement” and “worry” to identify areas to address and plan for.

2. **“Do nothing about us without us.”**

Conversation participants appreciated being asked, feeling heard, and having their perspectives documented. Ensure workforce engagement continues to be authentic. Engage all subgroups of the ECE workforce—by roles, settings, regions, experience, and education. Most importantly, tap into existing workforce leadership, add new leadership, and provide support. Use VTAEYC as an organizational “container” to support ECE workforce leadership, in close collaboration with other key partners such as Starting Points networks.



Recommendation:

The consensus is **NOT** to wait and see what happens.

It **IS** to move toward advancing as a profession.

Action is called for.

3. Cultivate a cohesive workforce. Question stereotypes and assumptions.

Although some might have predicted that those in various ECE workforce roles would respond differently, surveys showed similar perspectives across subgroups. Conversation facilitators often noted a sense of valuing and concern for peers across workforce roles, despite a few participants mentioning not feeling respected by those in other subgroups. It seems important to question assumptions about subgroups in the workforce, as they may be inaccurate and undermine the building of a cohesive profession.

4. Encourage a “change” mindset. Begin the work of building a bridge to a new future.

There are so many questions about how to advance as a profession. With this uncertainty, many participants voiced an expectation that “they” are going to decide and tell “us.” What is being considered here is different. It means building a bridge from the present to the future, starting with one step, then another, then another. It means knowing that decisions have not been predetermined, and that we are going to figure things out together as we go.



5. Build from *Power to the Profession's* national-level work.

As one respondent said, professions are not state-by-state; they are national. *Power to the Profession* has laid some groundwork and created a “menu” from which Vermont can draw, as other states are doing. Pull from the Decision Cycles to frame the conversations. Agreeing on a common name could be “low-hanging fruit;” while addressing preparation requires longer-term changes in systems and careful thought about supporting people through the transition. Staying connected with *Power to the Profession* will allow Vermont to learn from and also to help shape the national work.

6. With ongoing policy and funding changes, hold in mind the goal of early childhood education advancing as a profession.

The daily work with Vermont’s children and families continues. So, does the ongoing work of policy makers, agencies, committees, task forces and others in the early childhood field. Begin to “knit together” ongoing policy and funding changes being contemplated over the next several years, so that they support the ECE workforce advancing as a cohesive, recognized profession.



CLOSING WORDS FROM THE EARLY CHILDHOOD EDUCATION WORKFORCE

"I realize that this may affect my status as a recognized professional. But I feel strongly that this a "teaching profession" and should be recognized as such." —Family Child Care Provider

"I hope Vermont is able to take a positive tone within the dialogue, support for all providers and continues to have **courage to take on this work.**" —Faculty/ Trainer/ Coach

"I think it would be amazing (for ECE to advance as a recognized profession), but the amount of work it will take and looking down the road is something hard for me to imagine. So, **my excitement is met with anxiety** about that." —Teacher

"Working to advance as a fully-recognized, cohesive profession allows us to design a **most comprehensive blueprint for our future.** I imagine there will be many small steps to take as we advance and having clearly defined goals and a structure will support consistent and positive forward movement." —Teacher, Home-Based Program



"[This] allows us to design a most comprehensive blueprint for our future. There will be many small steps as we advance and having clearly defined goals and a structure **will support consistent and positive forward movement.**"
—Teacher, home-based program

"I think we must honor the people that have been in the workforce for many years now. With that, it is also very important to hold everyone to the same standards to have a **cohesive profession.**"

—UVM Student, Bachelor's degree in ECE

"We are in a moment when something could really happen. Economic realities mean both parents working. There is a great need for ECE. It's impacting business owners and law enforcement. In this state, political will is being developed. As that Margaret Mead quote says, "Never doubt that a small group of thoughtful, committed citizens can change the world. "There's a lot of talk about birth to five from Let's Grow Kids, Democrat and Republican governors, and anyone running nationally." —Teacher

I was planning to retire, but I need to hold on for a few more years to see the recognition that we have earned finally come through. —Family Child Care Provider

APPENDIX

- I. Conversation Facilitators
- II. Conversation Groups
- III. Conversations Map
- IV. “Other” Roles

I. Conversation Facilitators

Chris Nelson, North Troy

Owner/Educator Mountain View Childcare, 24 years; Community & Programs Support Specialist, Let's Grow Kids

Mary Lynn Riggs, Jeffersonville

Consultant, Let's Grow Kids; Executive Director, Go Global Vermont
Previously: Vermont Public School Administrator, 35 years

Rachel Hunter, Springfield

Early Education Coordinator, Springfield School District; Community & Program Support Specialist, Let's Grow Kids
Previously: Owner/Teacher, Registered Family Child Care, 17 years; Leader, Starting Points regional groups

Laurie Metcalfe, Manchester

Executive Director, Northshire Day School
Previously: Teen Parent Education Coordinator & Early Education Director, Sunrise Family Resource Center; Special Education Evaluation Team Coordinator, Southwest VT Supervisory Union

Lisa Guerrero, South Burlington

Early Childhood Professional Development Specialist, Positive Spin, LLC; Early Childhood Education Instructor, Community College of Vermont
Previously: Project Consultant and Practice Based Coach, Champlain Valley Head Start; Early Childhood Educator, LUND Early Childhood Program; Owner/Educator, Second Nature Registered Family Child Care

Sharron Harrington, Arlington

Senior Programs Manager for Southern Vermont, Let's Grow Kids; President-Elect, Board of Vermont Association for the Education of Young Children
Previously: Resource Development & Referral Specialist, Sunrise Family Resource Center; Toddler and preschool teacher, Happy Days Playschool

Sherry Carlson, Hinesburg

Senior Director of Programs, Let's Grow Kids

Previously: Director of Early Childhood and Family Programs- Greater Burlington YMCA, 23 years; Adjunct ECE faculty Champlain College and Community College of VT

Sonja Raymond, Waterbury

Owner/ Co-Director, Apple Tree Learning Centers, 19 years; Executive Director, Vermont Association for the Education of Young Children

Previously: K-12 Public School Special Educator for 14 years

Stephanie Goodwin, South Burlington

Owner/ Teacher, Acorn Alley Family Child Care, 10 years; Board Member-At-Large, Vermont Association for the Education of Young Children

Susan Titterton, Elmore

Consultant / Facilitator, private consulting practice

Previously: Vermont Elementary School Teacher/ Counselor/ Administrator, 18 years; Senior Program Developer & Consulting Teacher, *Responsive Classroom*, 15 years

Tanya LaChapelle, Colchester

Community and Program Support Specialist, Let's Grow Kids

Previously: Teacher / Director, Robin's Nest Children's Center; Teacher, public schools and Head Start

II. Conversation Groups

	Month	Location	Group	Host (Facilitator initials)	#
1	Sep	Randolph	Starting Points Network Leaders	(SC, RH)	22
2	Oct	S. Burlington	VTAEYC Conference	VTAEYC (SC, SR, ST)	71
3	Nov	Springfield	Child Care Provider Network (SP)	Staci Otis/Sherry Boudro (RH)	8
4		Springfield	SAPCC Director's Group	Suzi Coutermarsh (RH)	6
5		Rutland	Starting Points Director Network	(LM)	9
6	Dec	Arlington	Arlington Area Child Care (1/2)	Carol Barbierri (LM)	7
7		Bennington	CCV, Fundamentals Class	Brenda Schramm (LM)	15
8		Arlington	Arlington Area Child Care (1/2)	Carol Barbierri (LM)	8
9		Wilder	CCV, Fundamentals Class	Lori Harris (LH)	5
10		Springfield	Pine St Preschool, SVECA Head Start	Jodi Farashahi (RH)	15
11		Brattleboro	Early Ed Services, Head Start	Kim Freeman (RH)	15
12		Williston	Bridging the Divide owners group	Trisha Scharf (SC)	9
13		Springfield	Springfield Area Parent Child Ctr/BBF	Ellen Taetzsch (RH)	10
14		Bennington	Sunrise Family Resource Center	Beth Traver-Adolphus (LM)	5
15		Rutland	Regional Early Ed Co-op Leadership	(SH)	5
16	Jan	Williston	Children Unlimited	Trisha Scharf (LG)	12
17		Castleton	Castleton Provider Network	Lisa Moore (LM)	7
18		Stowe	Apple Tree Learning Center	Nicole Walker (ST)	18
19		Hartford	Early Childhood Professionals Network SP	Sara Dube/Tammie Hazlett (RH)	9
20		Bennington	Bennington County Head Start	Rebecca Bishop/Betsy Rathbun-Gunn (RH, LM, SH)	40
21		Manchester	Northshire Day School	Laurie Metcalfe (RH)	18
22		Randolph	Starting Points Network	Penny Carpenter/Belinda Snow (RH)	7
23		Bennington	Starting Points Leadership Group	Alyson Gryzb (LM)	9
24		Morrisville	Clubhouse Kids	Heather Dunbar (SR)	9
25	Feb	Shelburne	Ascension Child Care Center	Katie Gonyaw (SR, SG)	21
26		Springfield	Suzy's Little Peanuts	Suzy Coutermarsh (RH)	12
27		Proctor	The Children's Center	(SH)	12
28		Bennington	Learning Tree, S VT Medical Center	Nancy Noel (LM)	10

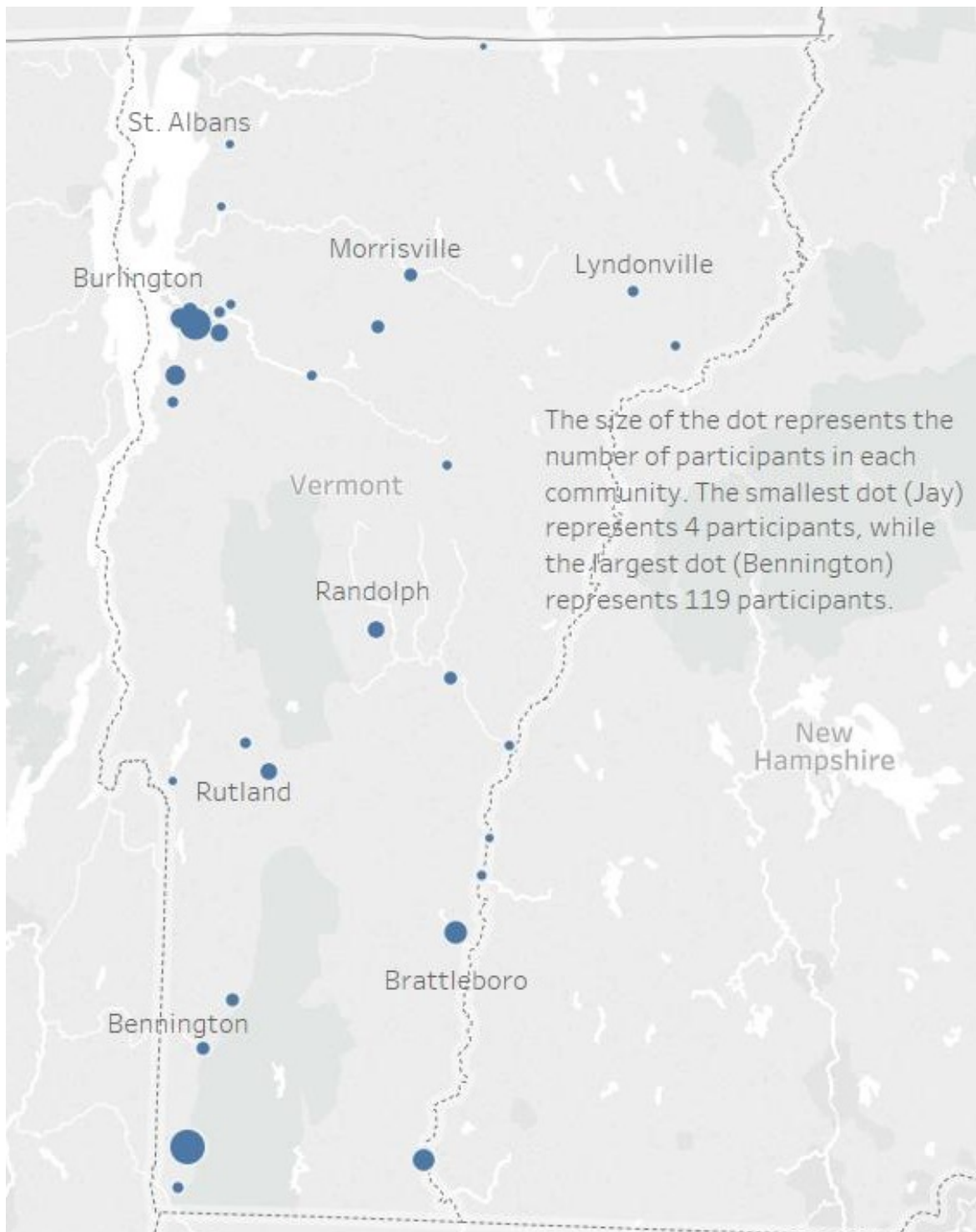
29	Mar	Bennington	Southshire Starting Points Network	Jodi Pratt (LM)	10
30		S. Burlington	Davis Studio	Elsa Levy (LG)	3
31		Brattleboro	Windham SP/ BBF	(RH w/ 2 outside facilitators)	32
32		Winooski	CCV, ECE Class	Julia Skonicki (LG)	15
33		Burlington	Pine Forest Children's Center	Christina Goodwin (LG)	14
34		Essex Jct.	Reach for the Start Child Care & PK	Lori Henry (LG)	13
35		Rutland	CCV, Fundamentals Class	Brenda Metzler (RH)	14
36		Shelburne	Shelburne Nursery School	Rebecca Cook (LG)	4
37		Pownal	Oak Hill Children's Center	Karen Gallese (LM)	14
38		Williston	Williston Enrichment Center	Kara von Behren (SR)	10
39	Apr	Burlington	UVM, ECE Class	Susan Torncello (LG)	15
		Charlotte	Charlotte Children's Center	Kristy Sargent (SC)	11
		Wilder	CCV, Fundamentals Class	Lori Harris (RH)	12
40		S. Burlington	Kid Logic	Crystal Thompson-Pollard (LG)	17
41		Morrisville	Capstone/ Head Start	Mel Pena/ Ashley Brown (LG)	10
42		Barre	Starting Points Network	Yvonne Trepanier (LG)	10
43		Duxbury	Children's Early Learning Space	(MLR)	7
44		Waterbury	Starting Points Group	Kelley Hackett (LG)	9
45		Shelburne	Stonewood North Child Care	Julie Koehler (LG)	14
46		Burlington	Robin's Nest Child Care	(TL)	7
47	May	St. Albans	Maple Run Unified School District	Melanie Boyle (MR)	7
48		Winooski	CCV, ECE Class	Julia Skonicki (LG)	8
49		S. Burlington	Davis Studio	Elsa Levy (LG)	7
50		Concord	Starting Points Group	Lynn Macie (CN)	9
51		Georgia	Georgia's Next Generation	(MR)	7
52		Bennington	CCV, Fundamentals Class	Brenda Schramm (LM)	6
53		Jay	Jay Peak Child Care Center	(CN)	4
54		Lyndonville	Starting Points Group	Annika Bickford (CN)	11
55		Windsor	Windsor Early Childhood Center	MacKenzie Witzgall (RH)	7
56		Bennington	SW VT Supervisory Union	Kate Abbott (LM, RH)	24
57		Ascutney	Suzy's Little Peanuts	Ali Horwedel (RH)	9
58		Essex	Chittenden Starting Points	Erica Carter (TC)	9

Additional Participants

Webinars: There were nine webinars attended by 17 participants. Seven of those went on to host conversations in their regions. Six participants were in the Early Childhood field and outside the “workforce” definition used by the project.

June Conversations: Not figured in the total (and still important) were two June conversations—the Upper Valley Directors Group (10 participants) and Franklin County Starting Points Group (15 participants).

III. Conversations Map



IV. Role: “Other”

Definitions from *Power to the Profession*

ECE PROFESSION: early childhood educators, instructional/pedagogical administrators, ECE higher education faculty

EC FIELD: business/ operational administrators, home visitors, mental health consultants, policy/advocacy specialists, pediatricians, children’s librarians, and many more)

*If a profession is established in this way, individuals not meeting professional qualifications would be in the EC Field, but not the ECE Profession.

Reason “other” was chosen by respondent—Within this project’s target for “ECE WORKFORCE” (29)

- Lead teacher
- Licensed teacher
- Multi-classroom teacher/ floating teacher (3)
- Lead teacher/licensed teacher and director/administrator (8)
- Teacher during school day/ director after school program
- Site director/ co-teacher
- Para-educator/ teacher aide/ teacher associate (3)
- Early childhood special educator (3)
- Substitute support staff (2)
- Retired ECE educator
- ECE student teacher/ college student (5)

Reason “other” was chosen by respondent—Outside project’s target for “WORKFORCE” (24)

- Family support worker (5)
- Business manager (2)
- Head Start Early Care Coordinator or Advocate (3)
- Director after school &/or summer programs (2)
- EC consultant (CIS, SLP, behavior, emotional development & sleep) (3)
- Specialized child care coordinator
- Site manager
- Food service
- Technical center teacher
- Nurse, health specialist, case manager (2)
- Coach
- Licensed Preschool Assessment Coordinator