



Vermont Early Childhood Education and Afterschool Workforce Report

2022 Data on the Workforce within Regulated Child Care Programs

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Contact Information

From:

Amy Shaefer, Data Analytics and Information
Administrator
Agency of Human Services, Department for Children and
Families
amy.shaefer@vermont.gov, 802-798-9332

**To receive this information in an alternative format or
for other accessibility requests, please contact:**

ahs.dcfcdinfo@vermont.gov

The Vermont Department for Children and Families' mission is to foster the healthy development, safety, well-being, and self-sufficiency of Vermonters. The Department is structured around six divisions that deliver programs and services to Vermonters; one of those is the Child Development Division. The Child Development Division strives to improve the well-being of Vermont's children. It does this by working in partnership with families, early childhood and afterschool program staff, community members, and state and federal entities to increase statewide, client-centered access to developmentally appropriate and equitable child development services.



Table of Contents

Vermont Early Childhood Education and Afterschool Workforce Report _____ **1**

Contact Information _____ **2**

Executive Summary _____ **6**

Introduction _____ **9**

CDD’s Data Collection System _____ 9

Data Limitations _____ 10

The Workforce _____ **11**

Individuals in Regulated Child Care by Role and Program Type _____ 11

Individuals in Center-Based Child Care and Preschool Programs _____ 13

Individuals Working in Afterschool Programs _____ 15

Individuals Working in Family Child Care Homes _____ 16

Individuals in Regulated Child Care Programs by AHS Region _____ 17

Education and Credentials _____ **20**

Submission Rates of Education and Credentials by Program Type _____ 20

Reported Degree/Credential Attainment _____ 21

Degree/Credential by Position and AHS Region for Center-Based Child Care Programs _____ 25

Degree/Credential by Position and AHS Region for Afterschool Programs _____ 28

Degree/Credential by Position and AHS Region for Family Child Care Providers _____ 31

Conclusions and Implications _____ **34**

Appendix - Regional Data _____ **36**

Bennington District _____ 37

Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs 37

Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____ 39

Brattleboro District _____ 40



Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs	40
Burlington District _____	43
Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs	43
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	45
Hartford District _____	46
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	46
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	48
Middlebury District _____	49
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	49
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	51
Montpelier District _____	52
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	52
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	54
Morrisville District _____	55
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	55
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	57
Newport District _____	58
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	58
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	60
Rutland District _____	61
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	61
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	63
Springfield District _____	64
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	64



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	66
St. Albans District _____	67
Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs	67
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	69
St. Johnsbury District _____	70
Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs	70
Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce _____	72

Table of Figures

Figure 1: Number of Unduplicated Individuals Working in Regulated Care Settings__	11
Figure 2: Number of Individuals Working in Regulated Care, by Year and Program Type _____	12
Figure 3: Number of Individuals Working in Center-Based Child Care and Preschool settings, by Year and Position _____	14
Figure 4: Number of Individuals Working in Afterschool Settings, by Year and Position	15
Figure 5: Number of Individuals Working in Family Child Care Homes, by Year and Position _____	16
Figure 6: Staff Numbers by District _____	19
Figure 7: Percentage of individuals submitting degree or credential by program type.	20
Figure 8: Distribution of Degrees or Credentials by Individuals Submitting Information	22
Figure 9: Reported Education and Credentials of the Bennington District _____	39
Figure 10: Reported Education and Credentials of the Brattleboro District _____	42
Figure 11: Reported Education and Credentials of the Burlington District _____	45
Figure 12: Reported Education and Credentials of the Hartford District _____	48
Figure 13: Reported Education and Credentials of the Middlebury District _____	51
Figure 14: Reported Education and Credentials of the Montpelier District _____	54
Figure 15: Reported Education and Credentials of the Morrisville District _____	57
Figure 16: Reported Education and Credentials of the Newport District _____	60
Figure 17: Reported Education and Credentials of the Rutland District _____	63
Figure 18: Reported Education and Credentials of the Springfield District _____	66
Figure 19: Reported Education and Credentials of the St. Albans District _____	69
Figure 20: Reported Education and Credentials of the St. Johnsbury District _____	72



Executive Summary

The early childhood education and afterschool workforce are the backbone of Vermont's child care system and central to all efforts to improve child care capacity and quality. As the state reflects on its goals for young children and its early childhood education and afterschool programs, this report offers information to guide the state's collective discussions and specific improvement initiatives.

The Vermont Early Childhood Education and Afterschool Workforce Report is a Child Development Division (CDD) publication that provides information on the number, roles, and educational backgrounds of the people serving Vermont's young children in regulated child care settings. This report aggregates data collected in the state's Bright Futures Information System (BFIS) as of December 31, 2022, and includes individuals who work in family child care homes, center-based child care and preschool programs, and afterschool programs regulated by CDD. Data is analyzed by program type and region.

Given the importance of a skilled and stable workforce serving young children¹ and the impact of child care on the economy overall, it is essential that we continue to assess the size and strength of the workforce and tailor policy and programs to meet the state's needs.

¹ Institute of Medicine and National Research Council. 2015. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/19401>.



Key findings include:

- The number of individuals working in regulated child care settings appears to be recovering from 2020, though it has not returned to pre-pandemic levels. While there was a 10% increase in the number of individuals working within center-based child care and preschool programs, there were significant declines in the number of people working in family child care homes (-17%) and regulated afterschool programs (-4%). Gains and losses also varied significantly by region.
- While individuals working in regulated early childhood education and afterschool programs have a range of educational credentials, the number reporting post-secondary degrees is increasing. The number of individuals holding verified master's, bachelor's, or associate's degrees has increased 48.9% between 2018 and 2022. Over thirty-two percent of all individuals in regulated child care report attainment of an associate's degree or higher across all settings; of that 32.5% with degrees, 81.4% have a bachelor's degree or beyond.

Information in this report can guide investments across the workforce development continuum, from initial career exploration opportunities to development of those already working the field and seeking additional degrees and credentials to retention efforts for those already hold relevant degrees and credentials. While additional data collection and analysis is needed, the findings point to the value of the workforce development programs expanded or initiated in recent years including workforce stabilization and retention payments, pre-apprenticeship programs, scholarships for post-secondary education, student loan repayment assistance, and advanced professional



development. With increased resources available from Act 76 and the federal Preschool Development Grant Birth to Five, Vermont is positioned to act and make continued progress.



Introduction

The Vermont Early Childhood Education and Afterschool Workforce Report is a Child Development Division (CDD) publication that provides information on the number, roles, and educational backgrounds of the people serving Vermont's young children in regulated child care.

The early childhood education and afterschool workforce are the backbone of Vermont's child care system and central to all efforts to improve child care capacity and quality. As the state reflects on its goals for young children and its early childhood education and afterschool programs, we hope that this report will inform our collective discussions and improvement initiatives.

CDD's Data Collection System

CDD collects data on the regulated child care, preschool, and afterschool workforce in the state's Bright Futures Information System (BFIS). BFIS has the capacity to collect data on individuals working in regulated child care settings, including place of employment, position, education, credentials, and training.

Individuals included in this report were associated with a regulated child care program in BFIS on December 31, 2022, and were working a position involving direct care or supervision of children.

These individuals work in the following settings:

- Family child care homes;
- Full and part-day center-based child care programs serving children ages 6 weeks to 13 years including Head Start programs, privately- and publicly-operated prekindergarten programs, and non-recurring child care services often provided as places such as ski resorts, and;
- Afterschool programs regulated by the CDD.



This report contains position and degree/credential data that CDD currently has about the workforce. Education and credentials collected through BFIS represent data that have been reported by the individual and verified by Northern Lights at CCV. If individuals have degrees or credentials that were not reported to Northern Lights at CCV at the time of this data collection, they will not be captured within this report.

Data is analyzed in comparison to 2018 and 2020 when possible. Data is broken out via program type and region throughout the report and in the appendix.

Data Limitations

This report is limited in scope based on the availability of relevant data and analytical resources. This report does not contain any analysis of the efficacy of the workforce itself. It does not analyze if individuals within the workforce meet qualifications for their positions. This report also does not capture data on individuals who have college coursework but did not complete a degree or credential. BFIS does not collect, and this report does not contain information on compensation, workforce turnover, job openings, or full- or part-time employment. The report does not analyze connections between the number of staff and the capacity of child care programs or the availability of child care in Vermont.



The Workforce

The data reported represents individuals in BFIS, with no end date of employment, who work in positions related to the direct care of children. Data is sorted by the individuals' highest position held in a program. Individuals who work in multiple programs and/or multiple types of programs will only be shown once in the data in the highest position for each program type.

Individuals in Regulated Child Care by Role and Program Type

In 2022, 7,711 individuals worked in regulated care in positions that work directly with children. This represents a 3.74% increase in the number of individuals working in regulated care from the 7,436 individuals in the 2020 report.

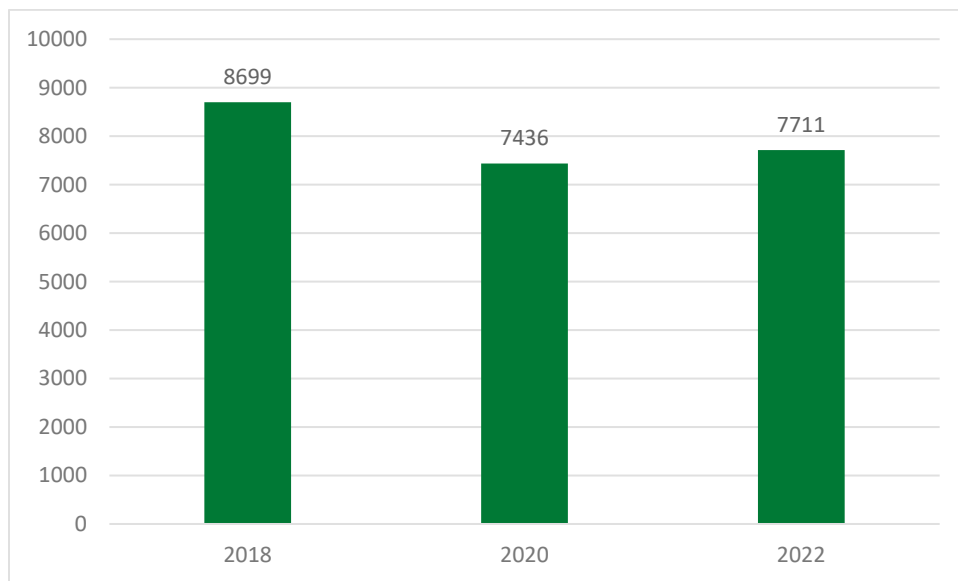


Figure 1: Number of Unduplicated Individuals Working in Regulated Care Settings



Of the total, 273 (3.5%) individuals work in more than one type of setting. The data in the rest of this report is described using counts of individuals that are duplicated when they work in two settings. For example, a person who is working in an afterschool program and a center-based program will be reported twice when the data is examined by program type, and reported once when data is by individual.

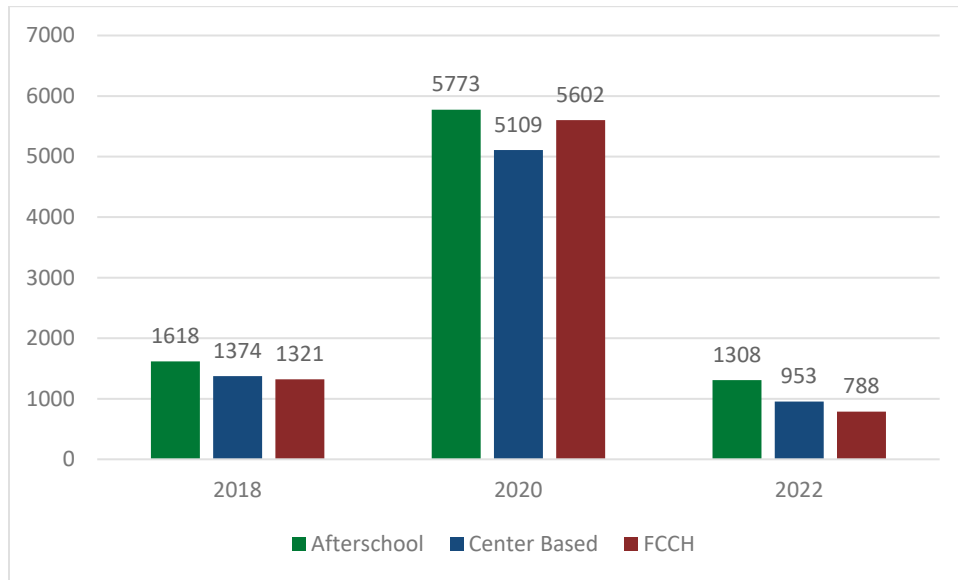


Figure 2: Number of Individuals Working in Regulated Care, by Year and Program Type



The following tables and charts show the number of individuals by position and program type. Positions vary based on the program type.

Individuals in Center-Based Child Care and Preschool Programs

Position	2018	2020	2018-2020 % Change	2022	2020-2022 % Change
Aide	351	247	-30%	239	-3%
Assistant	1073	1139	6%	1246	9%
Business Manager	30	30	0%	75	150%
Director	528	511	-3%	495	-3%
Licensee	65	64	-2%	73	14%
Substitute	1320	1053	-20%	1355	29%
Teacher	1359	1031	-24%	942	-9%
Teacher Associate	622	681	9%	684	0%
Trainee	425	353	-17%	493	40%
Total	5773	5109	-12%	5602	10%



From 2020 to 2022, there was a 9% gain in the number of assistants and a 40% increase in the number of trainees in center-based child care and preschool programs. There was a 9% decline in those categorized as teachers.

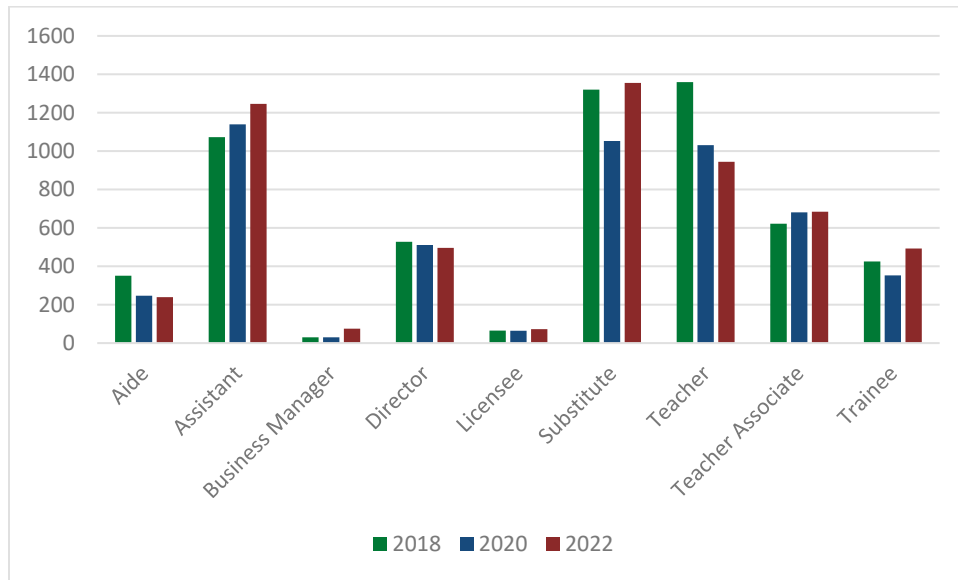


Figure 3: Number of Individuals Working in Center-Based Child Care and Preschool settings, by Year and Position



Individuals Working in Afterschool Programs

Position	2018	2020	2018-2020 % Change	2022	2020-2022 % Change
Aide	168	133	-21%	194	46%
Director	150	132	-12%	100	-24%
Licensee	6	5	-17%	4	-20%
Program Administrator	57	81	42%	68	-16%
Program Staff	1069	896	-16%	731	-18%
Substitute	168	127	-24%	224	76%
Total	1618	1374	-15%	1321	-4%

Afterschool programs have experienced a drop by at least a dozen percentage points in all positions types except aides and substitutes.

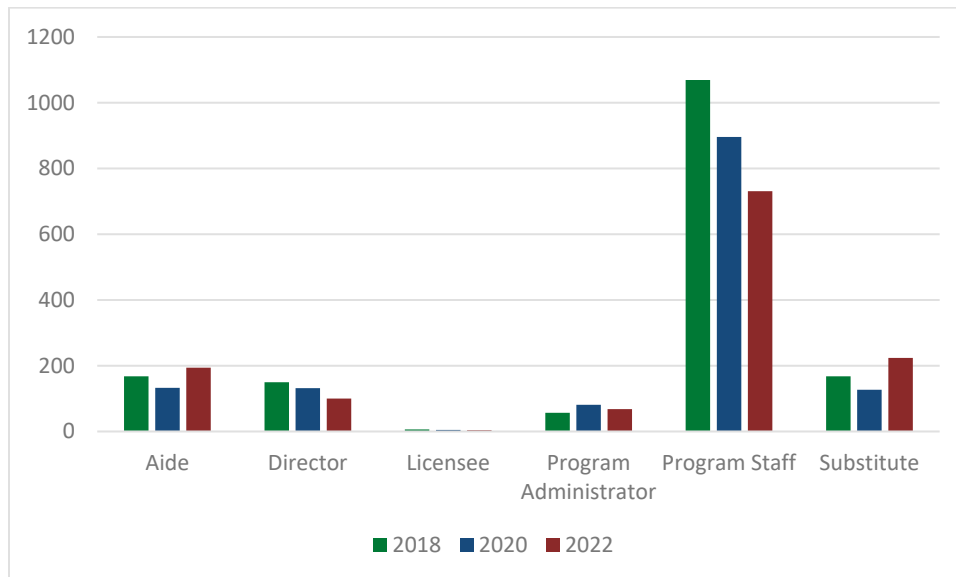


Figure 4: Number of Individuals Working in Afterschool Settings, by Year and Position



Individuals Working in Family Child Care Homes

Position	2018	2020	2018-2020 % Change	2022	2020-2022 % Change
Aide	15	7	-53%	9	29%
Assistant	132	98	-26%	91	-26%
Licensed Family Child Care Provider	23	22	-4%	24	9%
Registered Family Child Care Provider	547	448	-18%	328	-27%
Substitute	586	375	-36%	334	-11%
Trainee	5	3	-40%	2	-33%
Total	1308	953	-27%	788	-17%

Family child care homes have experienced a decrease in staff overall with only some increase in the Aide and Licensed Family Child Care Provider roles.

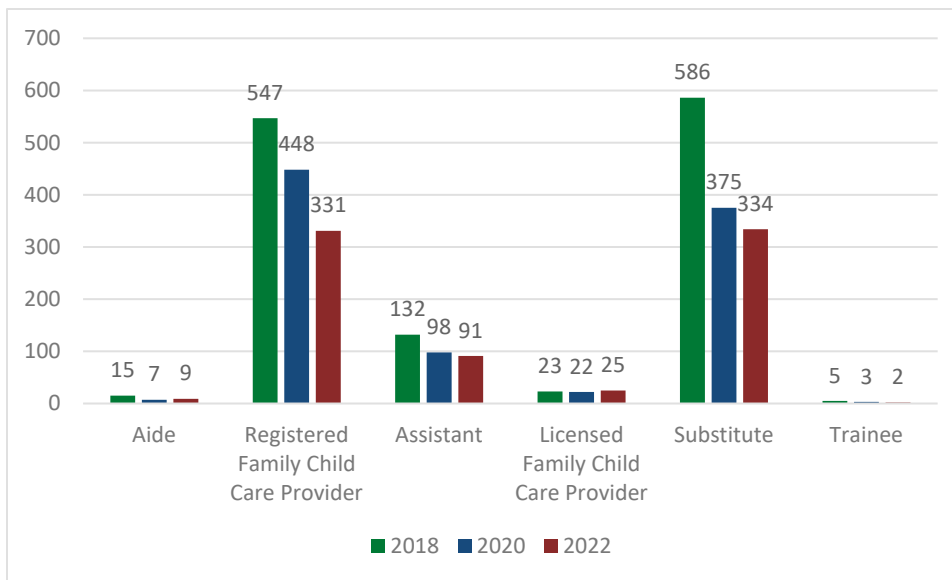


Figure 5: Number of Individuals Working in Family Child Care Homes, by Year and Position



Individuals in Regulated Child Care Programs by AHS Region

The number of individuals working in regulated care varies by AHS district. The Burlington district has the most individuals currently working in regulated care with 29.7% of the workforce. The Newport district has the smallest percentage of individuals currently working in regulated care with 3% of the workforce.

AHS Region	After-School	% of After-School	Center Based & Preschool (CBCCPP)	% of CBCCPP	Family Child Care Homes (FCCH)	% of FCCH	Total Individuals	% of All Individuals
Bennington	30	2.3%	412	7.4%	59	7.5%	501	6.5%
Brattleboro	33	2.5%	410	7.3%	35	4.4%	478	6.2%
Burlington	497	37.6%	1675	29.9%	117	14.8%	2289	29.7%
Hartford	123	9.3%	441	7.9%	33	4.2%	597	7.7%
Middlebury	154	11.7%	281	5%	49	6.2%	484	6.3%
Montpelier	125	9.5%	528	9.4%	117	14.8%	770	10%
Morrisville	51	3.9%	335	6%	38	4.8%	424	5.5%
Newport	0	0	152	2.7%	77	9.8%	229	3.0%
Rutland	159	12%	428	7.6%	72	9.1%	659	8.5%
Springfield	87	6.6%	236	4.2%	46	5.8%	369	4.8%
St. Albans	15	1.1%	396	7.1%	98	12.4%	509	6.6%
St. Johnsbury	47	3.6%	308	5.4%	47	6%	402	5.2%
State	1321		5602		788		7711	



Two thirds of all AHS districts rebounded slightly from 2020 to 2022, in terms of staffing numbers, but all AHS districts are still down compared to 2018.

AHS District	2018	2020	2022	% Change from 2020	% Change from 2018
Bennington	534	483	501	3.7%	-6.2%
Brattleboro	510	434	478	10.1%	-6.3%
Burlington	2511	2106	2289	8.7%	-8.8%
Hartford	652	559	597	6.8%	-8.4%
Middlebury	529	465	484	4.1%	-8.5%
Montpelier	872	732	770	5.2%	-11.7%
Morrisville	500	439	424	-3.4%	-15.2%
Newport	352	240	229	-4.6%	-34.9%
Rutland	796	683	659	-3.5%	-17.2%
Springfield	374	350	369	5.4%	-1.3%
St. Albans	601	549	509	-7.3%	-15.3%
St. Johnsbury	468	396	402	1.5%	-14.1%

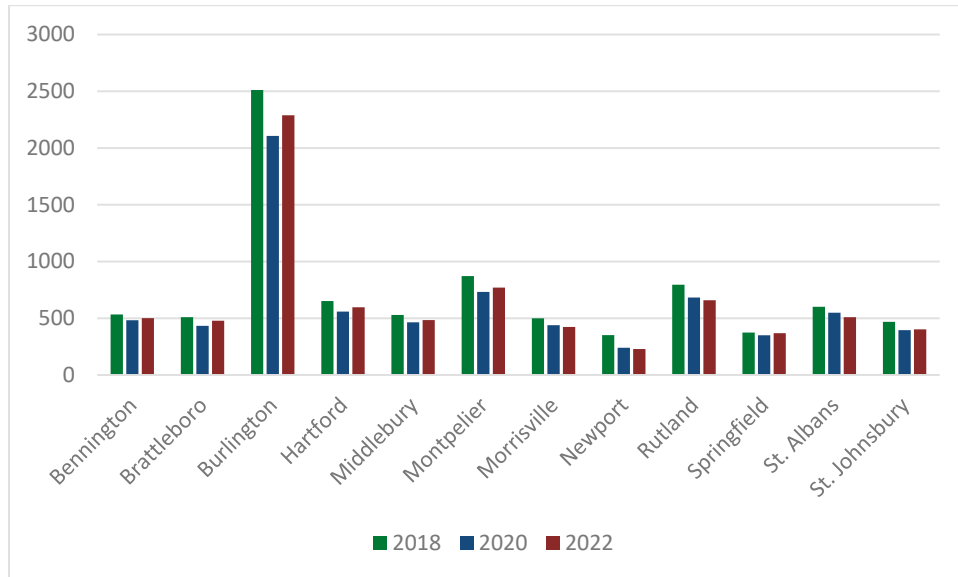


Figure 6: Staff Numbers by District



Education and Credentials

Data on the education and credentials of individuals in the regulated child care, preschool and afterschool workforce is verified by Northern Lights at CCV. This report contains data that has been collected in BFIS through December 31, 2022.

Submission Rates of Education and Credentials by Program Type

Since 2018, there has been a steady increase in the percentage of individuals submitting degrees or credentials. The greatest increase, 23 percentage points, is within Family Child Care Home settings.

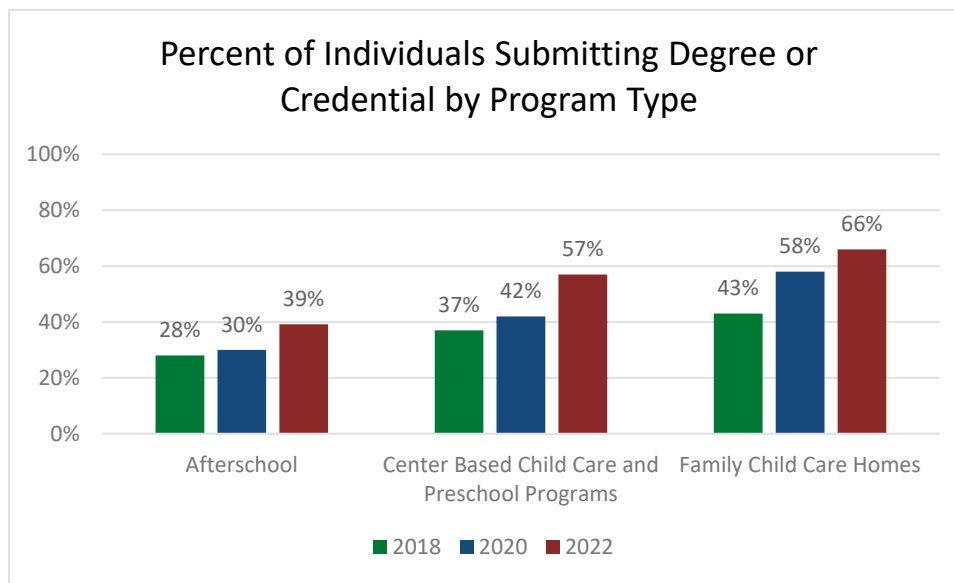


Figure 7: Percentage of individuals submitting degree or credential by program type.

As of December 2022, 54.7% of individuals working in direct care positions within regulated care have a degree or credential verified in BFIS.



Reported Degree/Credential Attainment

In the chart below, individuals are counted by the highest degree or credential obtained. For example, an individual who has an associate degree in early childhood education and a bachelor's degree in psychology will only be shown with the bachelor's degree. Individuals are counted once per credential account, and not necessarily by position; they may work in multiple positions and/or programs and in multiple care categories.

Over thirty-two percent of all individuals in regulated child care report attainment of an associate's degree or higher across all settings; of that 32.5% with degrees, 81.4% have a bachelor's degree or beyond. All degree categories, from Associate on up, have increased by at least 42% since 2018.

Degree or Credential	2018	2020	2022
High School or Equivalent	32	203	459
Afterschool Essentials Course Completed	2	1	3
VT Early Childhood Level I Certificate or Fundamentals Course Completion Certificate	696	654	687
Afterschool Foundations Certificate	132	101	98
Afterschool Credential	4	2	1
VT Early Childhood Level II Certificate or Current Child Development Associate (CDA)	243	185	229
Other Type of Education Certificate	16	18	36
VT Early Childhood Level IIIA Certificate, or Apprenticeship or CCV Child Care Certificate	162	194	202



Degree or Credential	2018	2020	2022
Associate, and/or VT Early Childhood Level IIIB Certificate	303	361	465
Bachelor's Degree, and/or VT Early Childhood Level IVA or IVB Certificate	1002	1197	1500
Master Degree, and/or VT Early Childhood Level VA or VB Certificate	367	441	524
Doctorate	8	11	14
Grand Total	2967	3368	4218

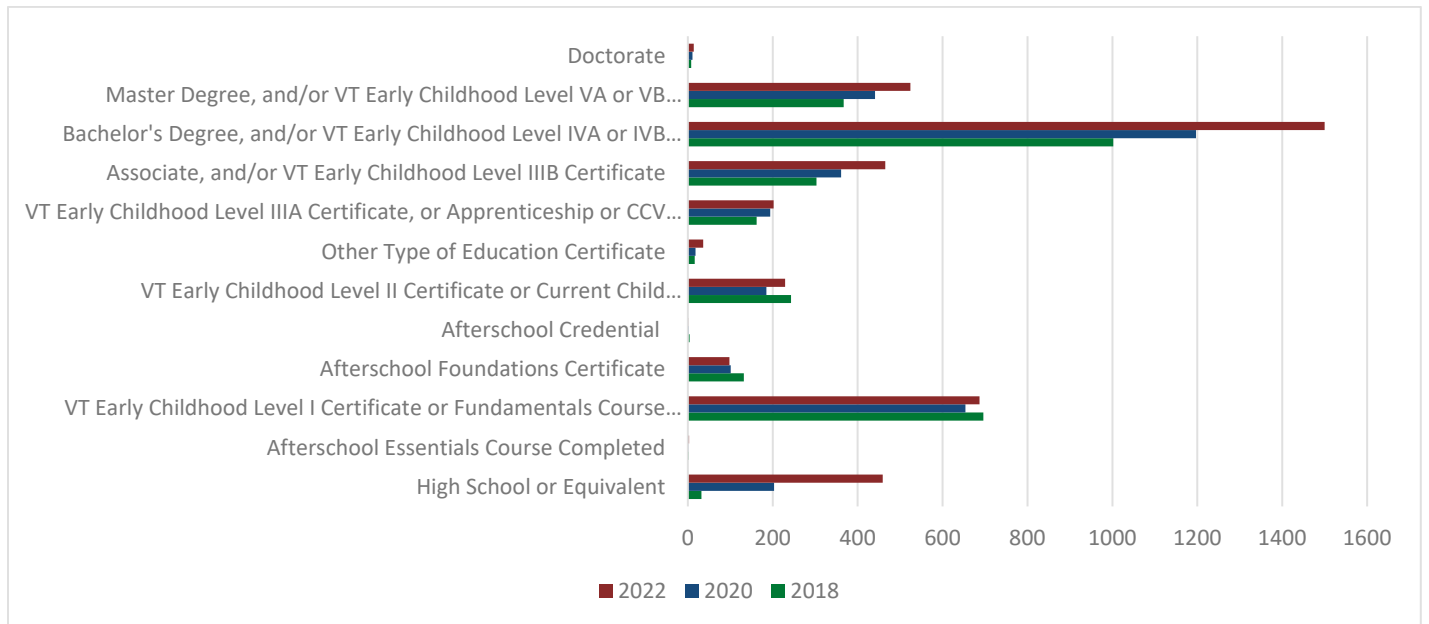


Figure 8: Distribution of Degrees or Credentials by Individuals Submitting Information
 Subject matter or concentration varies across those with degrees. The highest number of degrees (41%) have a concentration identified as “other.” “Other” includes degrees that typically do not relate directly to working with children, they can include business, communication, science, information technology or other areas of study. Individuals with



an associate degree as their highest degree had the highest proportion of degrees with a concentration in early childhood education (36%).

Degree	Concentration	2018	2020 ²	2022
Associate	Arts	3	3	11
Associate	Child and Family Studies	0	0	1
Associate	Child Development	1	2	2
Associate	Early Childhood Education	54	74	107
Associate	Elementary Education	1	2	2
Associate	Human Services	8	13	15
Associate	Other	73	105	154
Associate	Sociology or Social Sciences	2	5	4
Associate	Teacher Education	1	0	1
Bachelor's	Arts	34	32	65
Bachelor's	Child and Family Studies	5	7	6
Bachelor's	Child Development	8	11	11
Bachelor's	Early Childhood Education	82	118	136
Bachelor's	Early Childhood Special Education	6	9	12
Bachelor's	Elementary Education	128	140	141
Bachelor's	Human Development	9	14	12
Bachelor's	Human Services	9	14	15
Bachelor's	Other	297	371	527
Bachelor's	Psychology	65	78	104

² The data in this column was incorrect in the previous report.



Degree	Concentration	2018	2020 ²	2022
Bachelor's	Sociology or Social Sciences	35	40	56
Bachelor's	Special Education Related	8	20	16
Bachelor's	Teacher Education	10	10	7
Master's	Arts	5	2	13
Master's	Child and Family Studies	4	2	3
Master's	Child Development	4	4	5
Master's	Early Childhood Education	34	36	45
Master's	Elementary Education	5	70	67
Master's	Human Development	3	0	0
Master's	Human Services	2	3	5
Master's	Infant Studies	0	0	0
Master's	Mental Health Related	3	1	3
Master's	Other	74	116	164
Master's	Psychology	6	9	7
Master's	Sociology or Social Sciences	3	2	8
Master's	Special Education Related	39	50	52
Master's	Teacher Education	44	57	59
Doctorate	Early Childhood Education	0	0	0
Doctorate	Elementary Education	0	1	1
Doctorate	Other	6	7	10
Doctorate	Psychology	2	2	2
Doctorate	Teacher Education	0	1	1



Degree/Credential by Position and AHS Region for Center-Based Child Care Programs

Fifty-seven percent (57%) of center-based staff have had degrees or credentials verified in BFIS. Eighty percent (80%) of the directors with verified information have a bachelor’s degree or higher, while sixty-four percent (64%) of the teachers and teacher associates with verified information have a bachelor’s degree or higher.

Degree/ Credential	Aide	Assistant	Business Manager	Director	Licensee	Substitute	Teacher	Teacher Associate	Trainee	Grand Total
High School or Equivalent	11	92	0	2	1	96	7	26	78	313
Afterschool Essentials Course Completed	0	0	0	0	0	1	0	0	0	1
VT Early Childhood Level I Certificate or Fundamentals Course Completion Certificate	27	305	0	7	5	74	12	38	14	482
Afterschool Foundations Certificate	2	10	0	0	0	7	2	3	2	26
Afterschool Credential	0	0	0	0	0	0	0	0	0	0
VT Early Childhood Level II Certificate, or Current Child Development Associate (CDA)	4	64	0	7	4	21	11	39	0	150



Degree/ Credential	Aide	Assistant	Business Manager	Director	Licensee	Substitute	Teacher	Teacher Associate	Trainee	Grand Total
Other Type of Education Certificate	2	15	0	1		2	2	6	3	31
VT Early Childhood Level IIIA Certificate, or Apprenticeship or CCV Child Care Certificate	3	17	0	20	8	15	14	96	0	173
Associate's Degree and/or VT Early Childhood Level IIIB Certificate	13	41	13	51	5	41	35	147	5	351
Bachelor's Degree and/or VT Early Childhood Level IVA or IVB Certificate	20	154	32	217	9	171	452	135	20	1210
Master's Degree and/or VT Early Childhood Level VA or VB Certificate	5	18	6	145	12	60	176	10	1	433
Doctorate	0	1	1	6		3	0	0	0	11
No Credentials Submitted	152	529	22	39	29	864	232	184	370	2421
Grand Total	239	1246	75	495	73	1355	941	684	493	5602



The AHS district with the highest percentage of center based staff with verified degrees or credentials is the Middlebury district with 65%. The district with the lowest percentage of center based staff with verified degrees or credentials is Brattleboro with 42%.

Verified Credential/ Degree (% of Staff)	St. Albans	Burlington	Hartford	St. Johnsbury	Brattleboro	Montpelier	Newport	Rutland	Springfield	Bennington	Morrisville	Middlebury	Grand Total
No	40%	43%	44%	45%	58%	46%	43%	40%	39%	37%	44%	35%	43%
Yes	60%	57%	56%	55%	42%	54%	57%	60%	61%	63%	56%	65%	57%



Degree/Credential by Position and AHS Region for Afterschool Programs

Thirty-nine percent (39%) of afterschool staff have had degrees or credentials verified in BFIS. Ninety-seven percent (97%) of the program administrators with verified information have a bachelor’s degree or higher. Seventy-six percent (76%) of the afterschool directors with verified information have a bachelor’s degree or higher. Forty-three percent (43%) of program staff with degrees or credentials verified in BFIS have a bachelor’s degree or higher.

Degree/ Credential	Aide	Director	Licensee	Program Administrator	Program Staff	Substitute	Grand Total
High School or Equivalent	9	1	0	0	51	11	72
Afterschool Essentials Course Completed	0	1	0	0	1	0	2
VT Early Childhood Level 1 Certificate or Fundamentals Course Completion Certificate	2	0	0	0	17	7	26
Afterschool Foundations Certificate	5	1	0	0	48	17	71
Afterschool Credential	0	0	0	0	1	0	1
VT Early Childhood Level II Certificate, or Current Child Development Associate (CDA)	0	3	0	0	3	0	6



Degree/ Credential	Aide	Director	Licensee	Program Administrator	Program Staff	Substitute	Grand Total
Other Type of Education Certificate	0	1	0	0	1	1	3
VT Early Childhood Level IIIA Certificate, or Apprenticeship or CCV Child Care Certificate	0	1	0	1	5	1	8
Associate's Degree and/or VT Early Childhood Level IIIB Certificate	4	12	0	1	27	4	48
Bachelor's Degree and/or VT Early Childhood Level IVA or IVB Certificate	1	52	0	31	89	32	205
Master's Degree and/or VT Early Childhood Level VA or VB Certificate	0	10	2	26	26	7	71
Doctorate	0	0	0	2	1	0	3
No Credentials Submitted	173	18	2	5	461	144	803
Grand Total	194	100	4	66	731	224	1319



The Bennington district has the highest percentage of afterschool staff with verified degrees/credentials in BFIS, with 70% of staff having information verified and entered. The Burlington and Springfield districts have the lowest percentage of afterschool staff with verified degrees/credentials in BFIS with only 29% of staff having information verified.

Verified Credential/ Degree (% of Staff)	St. Albans	Burlington	Hartford	St. Johnsbury	Brattleboro	Montpelier	Newport	Rutland	Springfield	Bennington	Morrisville	Middlebury	Grand Total
No	47%	71%	57%	53%	67%	65%	-	38%	71%	30%	55%	56%	61%
Yes	53%	29%	43%	47%	33%	35%	-	62%	29%	70%	45%	44%	39%



Degree/Credential by Position and AHS Region for Family Child Care Providers

Sixty-six percent (66%) of Family Child Care Home providers and staff have had degrees or credentials verified in BFIS. Sixteen percent (16%) of the Registered Family Child Care Home providers with verified information have a bachelor's degree or higher. Forty-three percent (43%) of the Licensed Family Child Care Home providers with verified information have a bachelor's degree or higher.

Degree/ Credential	Aide	Registered FCCH Provider	Assistant	Licensed FCCH Provider	Substitute	Grand Total
High School or Equivalent	1	5	4	0	64	74
VT Early Childhood Level 1 Certificate or Fundamentals Course Completion Certificate	1	137	17	1	23	179
Afterschool Foundations Certificate	0	0	1	0	0	1
Afterschool Credential	0	0	0	0	0	0
VT Early Childhood Level II Certificate, or Current Child Development Associate (CDA)	0	61	5	3	4	73



Degree/ Credential	Aide	Registered FCCH Provider	Assistant	Licensed FCCH Provider	Substitute	Grand Total
Other Type of Education Certificate	0	2	0	0	0	2
VT Early Childhood Level IIIA Certificate, or Apprenticeship or CCV Child Care Certificate	0	11	4	3	3	21
Associate's Degree and/or VT Early Childhood Level IIIB Certificate	0	43	3	6	13	65
Bachelor's Degree and/or VT Early Childhood Level IVA or IVB Certificate	0	40	15	8	21	84
Master's Degree and/or VT Early Childhood Level VA or VB Certificate	1	8	3	2	4	18
Doctorate	0	0	0	0	0	0
No Credentials Submitted	6	21	39	1	202	269
Grand Total	9	328	91	24	334	786



The St. Johnsbury district has the highest percentage of Family Child Care Home providers and staff with verified degrees/credentials in BFIS, with 81% having information verified. The Morrisville district has the lowest percentage of Family Child Care Home providers and staff with verified degrees/credentials in BFIS with 53% having information verified.

Verified Credential/ Degree (% of Staff)	St. Albans	Burlington	Hartford	St. Johnsbury	Brattleboro	Montpelier	Newport	Rutland	Springfield	Bennington	Morrisville	Middlebury	Grand Total
No	31%	29%	21%	19%	37%	38%	32%	40%	33%	40%	47%	43%	34%
Yes	69%	71%	79%	81%	63%	62%	68%	60%	67%	60%	53%	57%	66%



Conclusions and Implications

The data contained in this report offers important insight into the individuals working within regulated child care programs – center-based, family child care, and afterschool – that should inform efforts throughout the state to grow, strengthen and support the early childhood education and afterschool workforce.

It is also important to acknowledge that, statewide, Vermont is experiencing workforce challenges across industries. We are a small state with an aging population, and our largely rural nature can make it challenging to equitably resource all of Vermont’s communities. The status of Vermont’s early childhood workforce reflects these challenges and is exacerbated by the low wages and limited benefits typically available to those working in regulated child care settings.

Given what is known about the importance of a skilled and stable workforce serving young children and the impact of child care on the economy overall, it is essential that we continue to assess the size and strength of the workforce and tailor policy and programs to meet the state’s needs. With increased resources available from Act 76 and the federal Preschool Development Grant Birth to Five, Vermont is positioned to act and make continued progress.

The data presented in this report offers some clarity on Vermont’s status relative to some of these concerns before, during, and after the COVID-19 pandemic. Findings included:

- The number of individuals working in regulated child care settings appears to be recovering from 2020, though it has not returned to pre-pandemic levels. Overall, there was a small increase (3.74%) in the number of people working in regulated child care between 2020 and 2022. This recovery may point to the importance of the ARPA-funded Child Care Stabilization payment program and state-funded Child Care Workforce Stabilization and Retention Bonus payments.
- While there was a 10% increase in the number of individuals working within center-based child care programs from 2020 to 2022; there were significant declines in the number of staff working in family child care homes (-17%) and regulated afterschool programs (-4%). Gains and losses also varied significantly by regions, with declines as high as 4.6% in the Newport region and 7.3% in St. Albans area from 2020 to 2022. This finding points to the need to look specifically at each program type and region to develop strategies that support increased numbers of individuals entering and remaining in the regulated child care workforce; programs like the “Make Way for Kids” and “Room for Me” capacity-building programs as well as efforts like the Vermont Early Childhood Pre-



Apprenticeship program for high-school students in Career and Technical Centers are likely important to learn from and build upon.

- More individuals working in regulated child care programs are reporting higher levels of education than in the past but data is still lacking. Approximately 32% of all individuals in regulated child care report attainment of an associate's degree or higher across all settings. Of that 32.5% with degrees, 81% have a bachelor's degree or beyond. However, this data is based on verified credentials from just 54.5% of those working in regulated child care. While this is an increase from past years, efforts to increase reporting should be continued and potentially expanded.
- The number of individuals holding master's, bachelor's, or associate degrees or the equivalent certificate levels have increased 49% between 2018 and 2022. With more individuals holding degrees and likely accompanying debt, programs like the Student Loan Repayment Assistance may be even more important in stabilizing the field. At the same time, the number of individuals working as "assistants" or "trainees" in center-based child care and preschool programs has increased as has the number of "aides" in afterschool programs. Together, these findings point to both the success of and continued need for efforts to create affordable and accessible pathways for those seeking early childhood education credentials; the growth and expansion of the T.E.A.C.H. Early Childhood scholarship program for the incumbent workforce plus the establishment of the A.A. to B.A. with Teacher Licensure program at Northern Vermont University are two examples. This finding also points to the need for more advanced professional development and support needed for many members of the field, especially those serving as leaders and mentors to those with more limited training.

The data shared in this report – along with the observations and lived experience of those working in the field – provide important information for analysis, planning, and evaluation of the early childhood education and afterschool systems overall and for workforce development, in particular.

Additional information and analysis are needed. CDD looks forward to working with public and private partners to collect additional information, strengthen our early childhood and afterschool data systems, and conduct additional analysis.



Appendix - Regional Data

The charts below capture child care, preschool, and afterschool workforce data broken down by Agency of Human Services geographic districts. They include totals by position type as well as credentials held overall.



Bennington District

Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs

The Bennington AHS District includes all of Bennington County. There are 501 unduplicated individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 6.5% of all individuals in the state working in these settings. 63% of these individuals have reported a degree or credential.

Bennington District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	4
Director	3
Licensee	0
Program Administrator	4
Program Staff	19
Substitute	0
Total	30



Bennington District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	10
Assistant	92
Business Manager	6
Director	33
Licensee	6
Substitute	94
Teacher	60
Teacher Associate	55
Trainee	56
Total	412

Bennington District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	21
Aide	2
Assistant	14
Licensed FCCH Provider	1
Substitute	21
Total	59



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

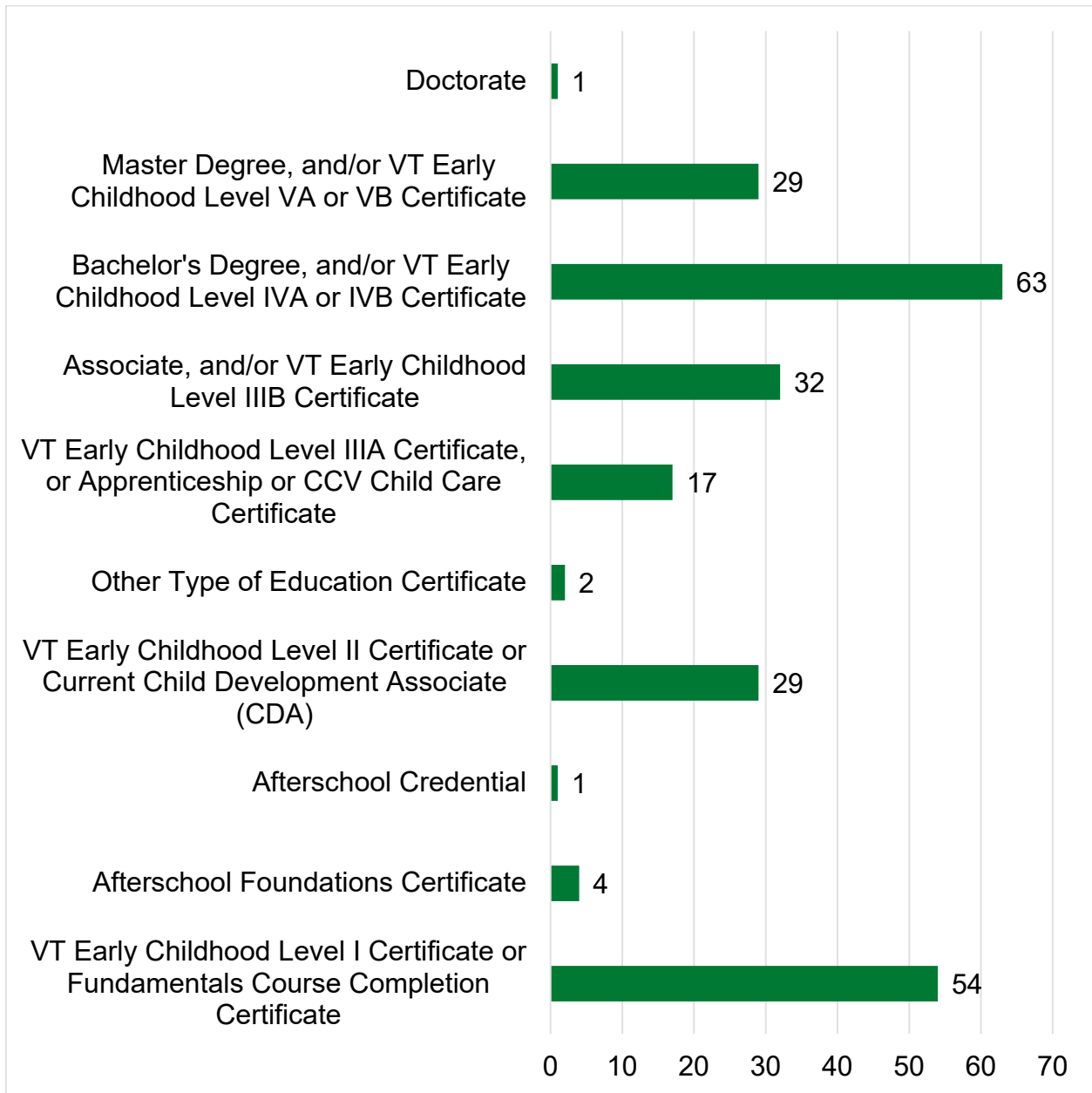


Figure 9: Reported Education and Credentials of the Bennington District



Brattleboro District

Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs

The Brattleboro AHS District represents a large portion of Windham County. There are 478 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 6.2% of all individuals in the state working in these settings. 43% of these individuals have reported a degree or credential.

Brattleboro District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	2
Director	4
Licensee	0
Program Administrator	2
Program Staff	13
Substitute	12
Total	33



Brattleboro District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	20
Assistant	83
Business Manager	4
Director	39
Licensee	2
Substitute	126
Teacher	71
Teacher Associate	39
Trainee	26
Total	410

Brattleboro District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	10
Aide	0
Assistant	9
Licensed FCCH Provider	3
Substitute	13
Total	35



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

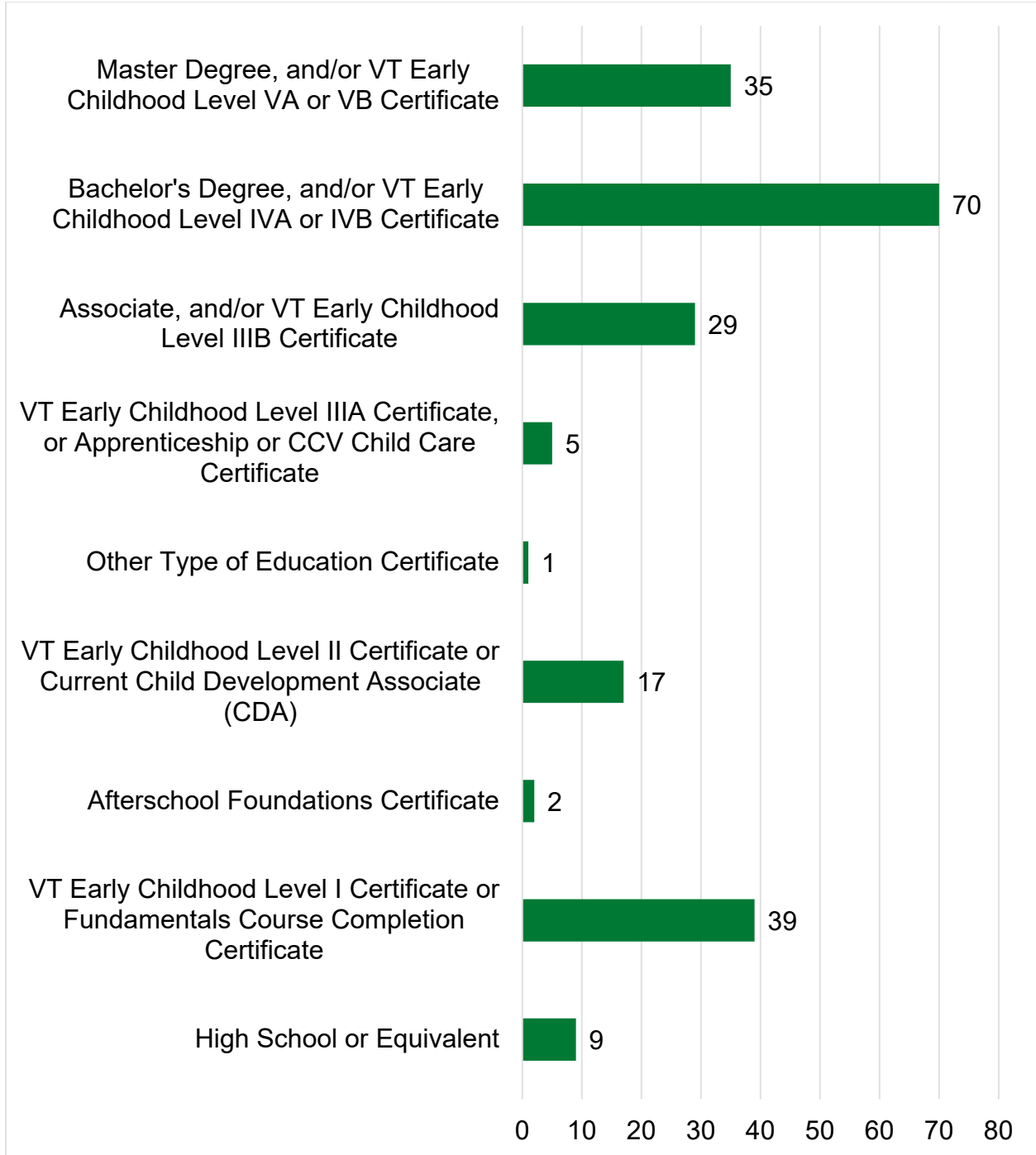


Figure 10: Reported Education and Credentials of the Brattleboro District



Burlington District

Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs

The Burlington AHS District includes all of Chittenden County. There are 2,289 individuals working in regulated child care, preschool, and afterschool programs in this district. This district has the largest percentage of the workforce at 29.7% of individuals in the state working in these settings. 52% of these individuals have reported a degree or credential.

Burlington District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	70
Director	23
Licensee	0
Program Administrator	14
Program Staff	297
Substitute	93
Total	497



Burlington District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	52
Assistant	433
Business Manager	15
Director	120
Licensee	28
Substitute	337
Teacher	339
Teacher Associate	221
Trainee	130
Total	1675

Burlington District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	52
Aide	0
Assistant	8
Licensed FCCH Provider	4
Substitute	53
Total	117



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

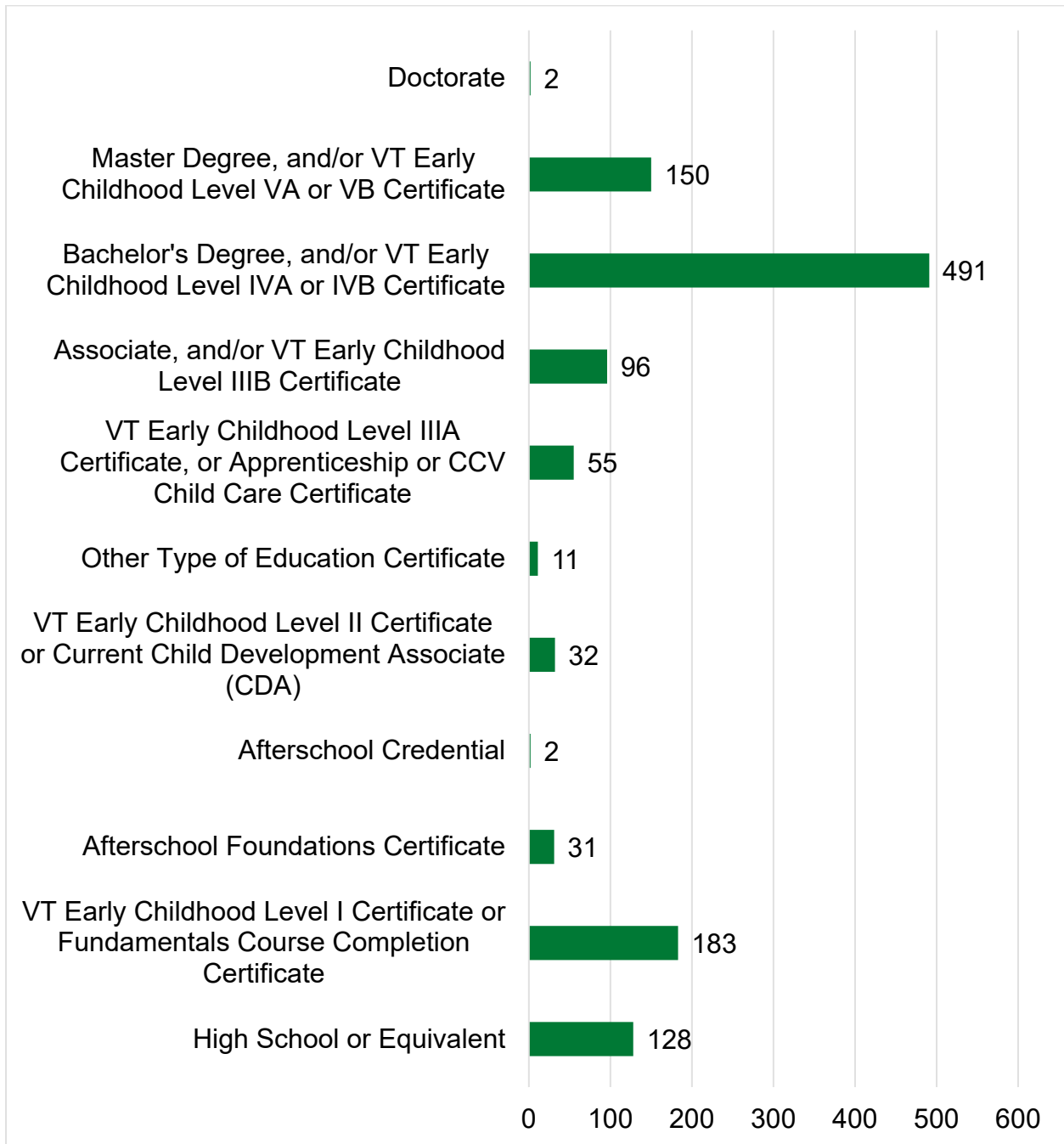


Figure 11: Reported Education and Credentials of the Burlington District



Hartford District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Hartford AHS district represents a large portion of Orange and north Windsor Counties. There are 597 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 7.7% of individuals in the state working in these settings. 55% of these individuals have reported a degree or credential.

Hartford District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	36
Director	13
Licensee	1
Program Administrator	9
Program Staff	53
Substitute	11
Total	123



Hartford District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	37
Assistant	95
Business Manager	6
Director	49
Licensee	2
Substitute	100
Teacher	78
Teacher Associate	42
Trainee	32
Total	441

Hartford District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	11
Aide	1
Assistant	6
Licensed FCCH Provider	2
Substitute	12
Total	33



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

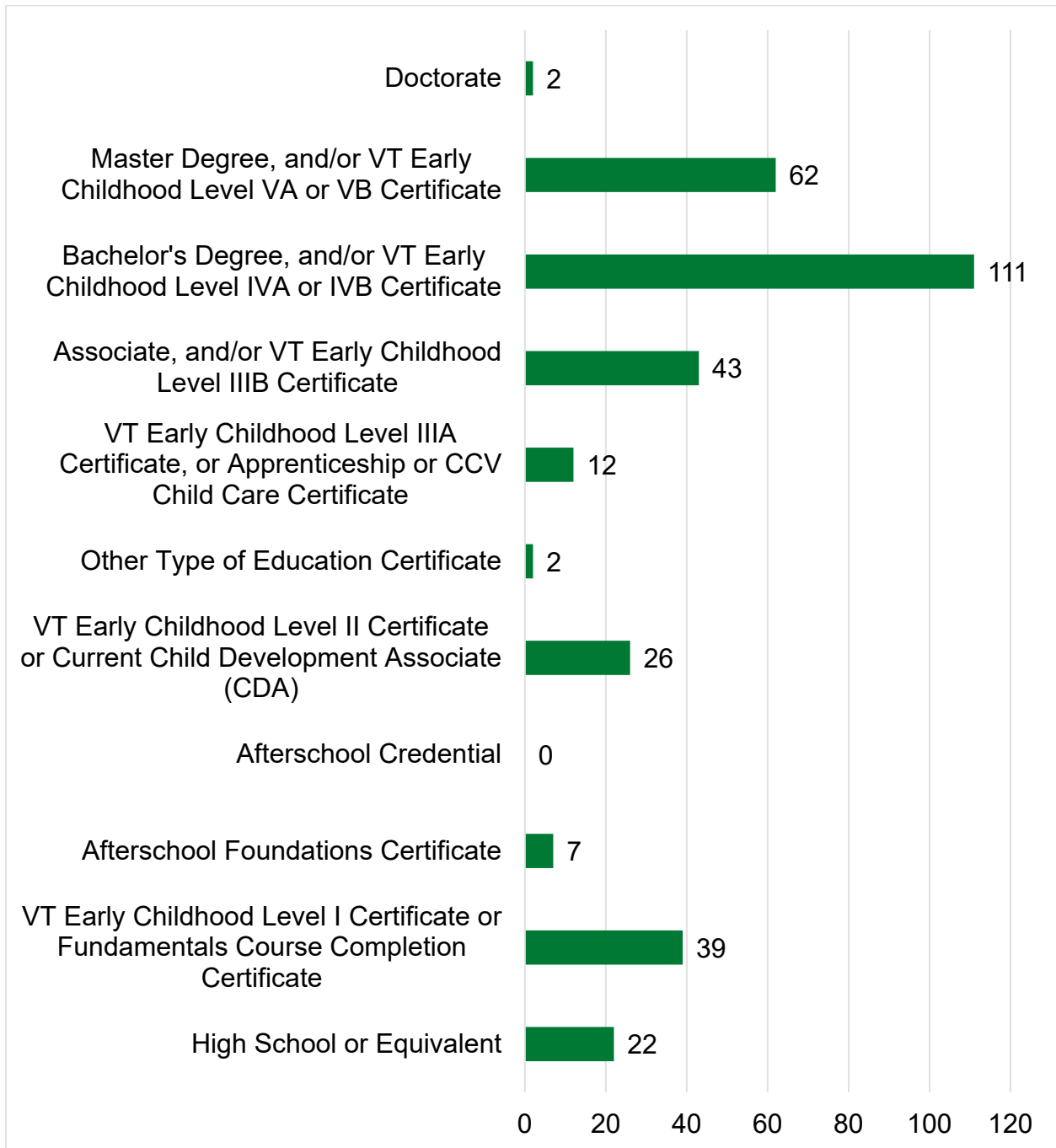


Figure 12: Reported Education and Credentials of the Hartford District



Middlebury District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Middlebury AHS District includes all of Addison County. There are 484 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 6.3% of individuals in the state working in these settings. 57% of these individuals have reported a degree or credential.

Middlebury District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	31
Director	15
Licensee	0
Program Administrator	8
Program Staff	90
Substitute	10
Total	154



Middlebury District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	5
Assistant	58
Business Manager	4
Director	27
Licensee	2
Substitute	95
Teacher	41
Teacher Associate	31
Trainee	18
Total	281

Middlebury District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	23
Aide	0
Assistant	8
Licensed FCCH Provider	2
Substitute	15
Total	48



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

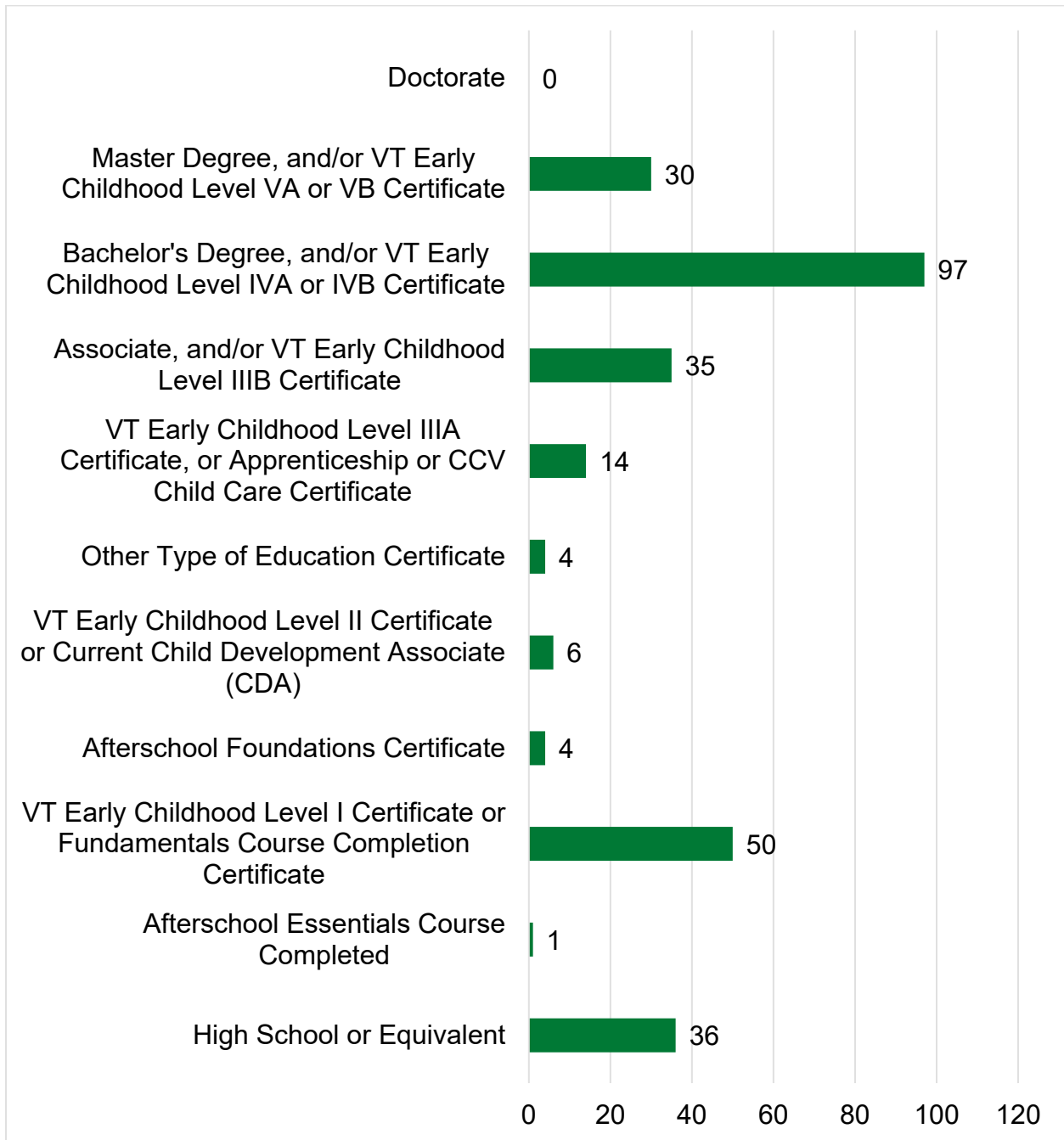


Figure 13: Reported Education and Credentials of the Middlebury District



Montpelier District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Montpelier AHS District includes most of Washington County and five towns from Orange County. There are 770 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 10% of individuals in the state working in these settings. 52% of these individuals have reported a degree or credential.

Montpelier District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	7
Director	12
Licensee	0
Program Administrator	12
Program Staff	64
Substitute	30
Total	125



Montpelier District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	22
Assistant	110
Business Manager	10
Director	52
Licensee	2
Substitute	141
Teacher	94
Teacher Associate	56
Trainee	41
Total	528

Montpelier District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	48
Aide	1
Assistant	10
Licensed FCCH Provider	4
Substitute	54
Total	117



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

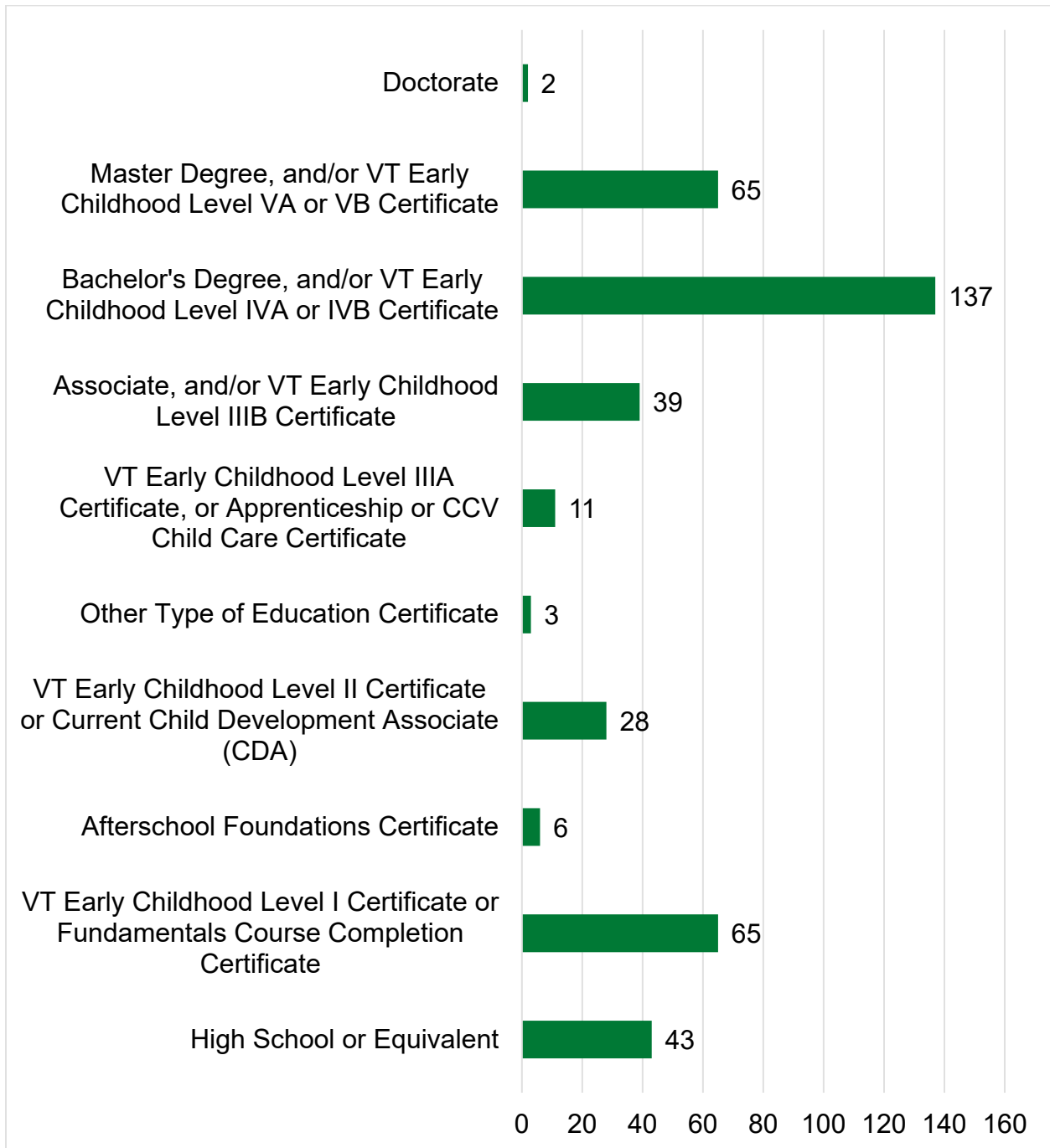


Figure 14: Reported Education and Credentials of the Montpelier District



Morrisville District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Morrisville AHS District includes towns in the Lamoille Valley. There are 424 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 5.5% of individuals in the state working in these settings. 54% of these individuals have reported a degree or credential.

Morrisville District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	6
Director	5
Licensee	1
Program Administrator	3
Program Staff	32
Substitute	4
Total	51



Morrisville District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	11
Assistant	74
Business Manager	8
Director	27
Licensee	8
Substitute	70
Teacher	59
Teacher Associate	48
Trainee	30
Total	335

Morrisville District Family Child Care Homes	
Position	Number of Individuals
Family Child Care Provider	18
Aide	0
Assistant	2
Licensed FCCH Provider	1
Substitute	17
Total	38



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

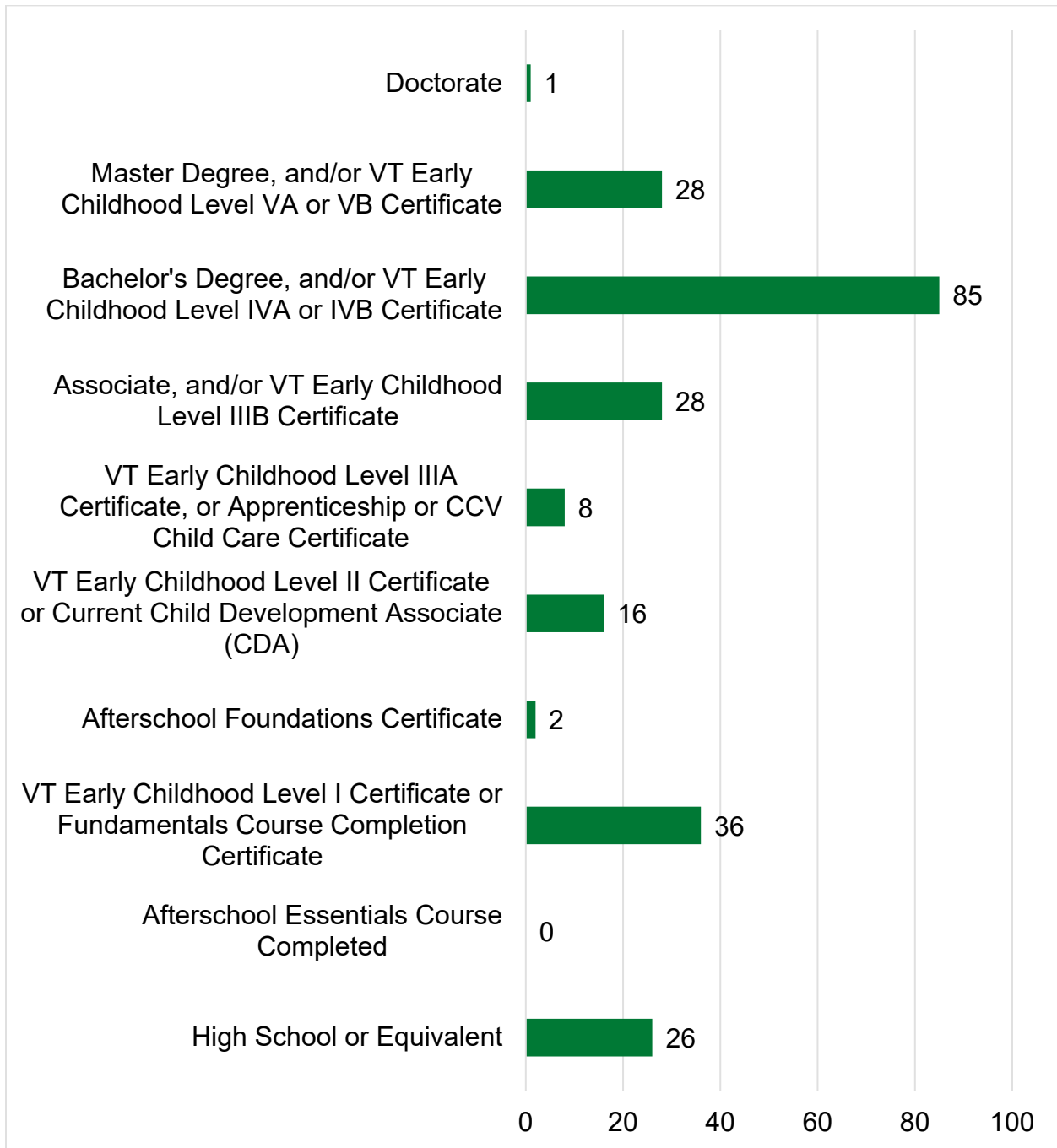


Figure 15: Reported Education and Credentials of the Morrisville District



Newport District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Newport AHS District represents Orleans and northern Essex Counties. There are 239 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 3.0% of individuals in the state working in these settings. 61% of these individuals have reported a degree or credential.

Newport District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	0
Director	0
Licensee	0
Program Administrator	0
Program Staff	0
Substitute	0
Total	0



Newport District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	8
Assistant	27
Business Manager	2
Director	18
Licensee	1
Substitute	41
Teacher	24
Teacher Associate	22
Trainee	9
Total	152

Newport District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	29
Aide	2
Assistant	9
Licensed FCCH Provider	2
Substitute	35
Total	77



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

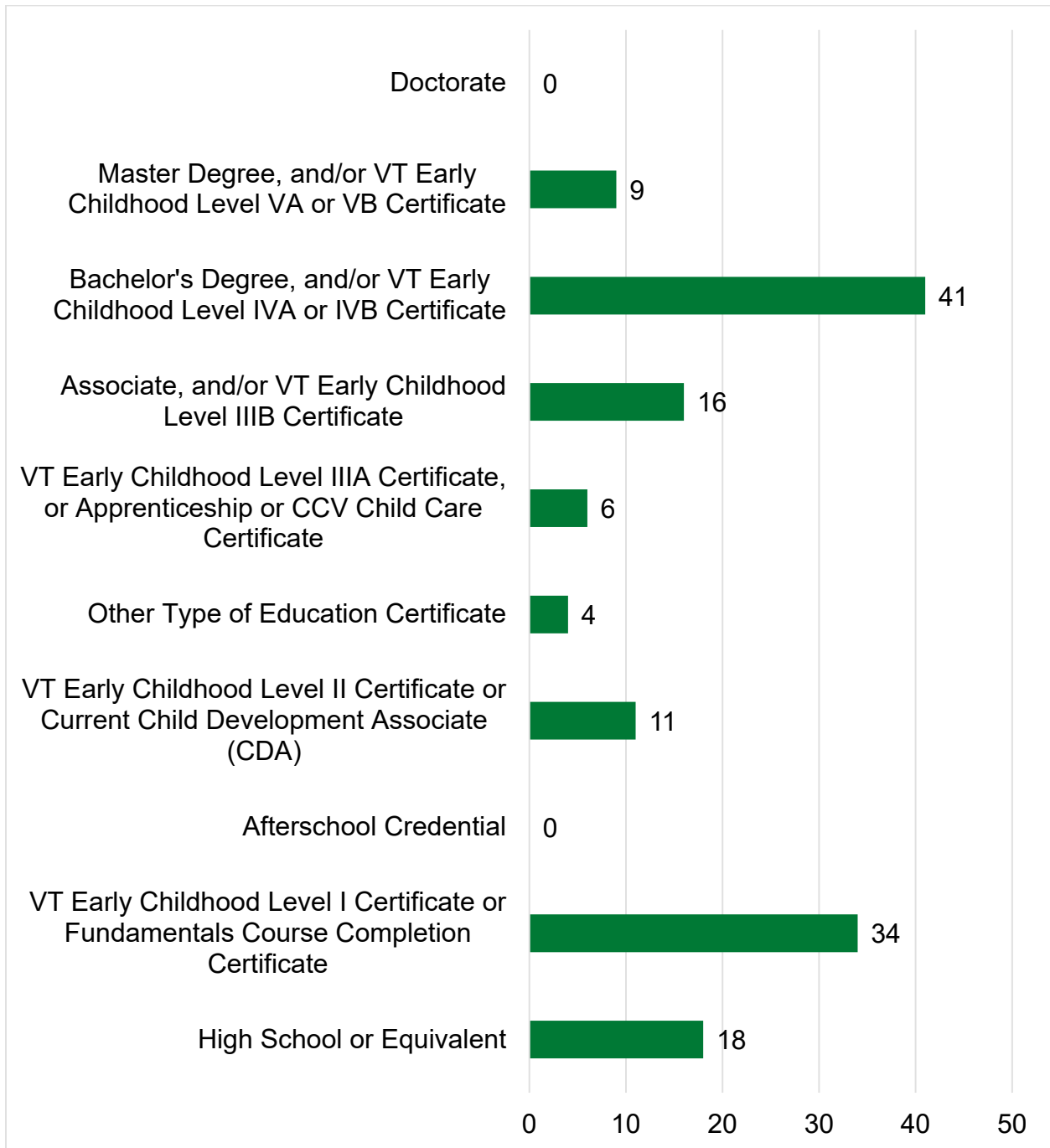


Figure 16: Reported Education and Credentials of the Newport District



Rutland District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Rutland AHS District includes all of Rutland County. There are 659 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 8.5% of individuals in the state working in these settings. 61% of these individuals have reported a degree or credential.

Rutland District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	14
Director	13
Licensee	2
Program Administrator	9
Program Staff	75
Substitute	46
Total	159



Rutland District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	28
Assistant	105
Business Manager	7
Director	39
Licensee	6
Substitute	93
Teacher	46
Teacher Associate	64
Trainee	40
Total	428

Rutland District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	23
Aide	1
Assistant	7
Licensed FCCH Provider	3
Substitute	38
Total	72



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

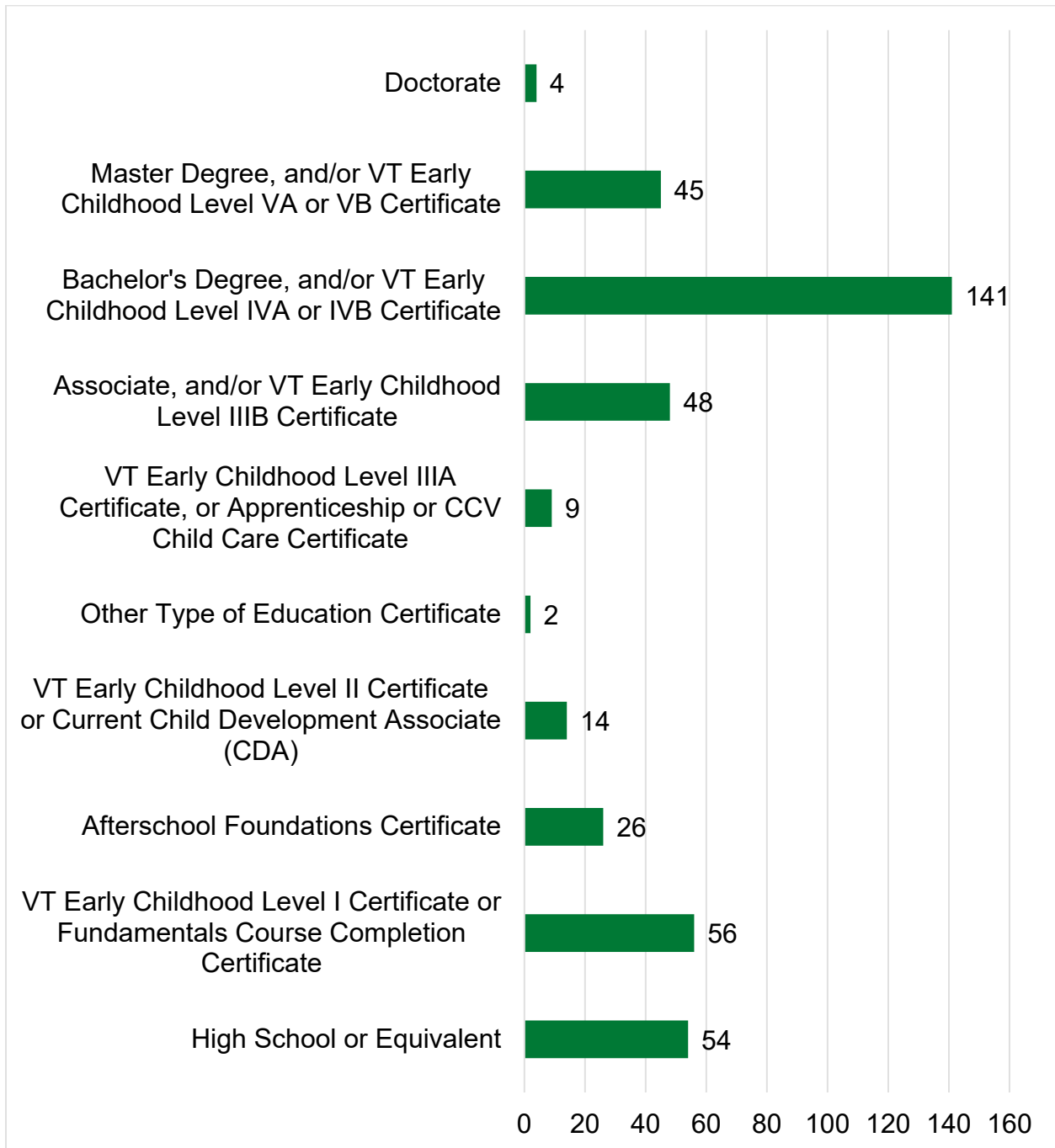


Figure 17: Reported Education and Credentials of the Rutland District



Springfield District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The Springfield AHS District represents South Windsor and North Windham Counties. There are 369 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 4.8% of individuals in the state working in these settings. 54% of these individuals have reported a degree or credential.

Springfield District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	21
Director	4
Licensee	0
Program Administrator	3
Program Staff	47
Substitute	12
Total	87



Springfield District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	6
Assistant	50
Business Manager	2
Director	28
Licensee	2
Substitute	67
Teacher	24
Teacher Associate	34
Trainee	23
Total	236

Springfield District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	20
Aide	0
Assistant	8
Licensed FCCH Provider	0
Substitute	1
Trainee	17
Total	46



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

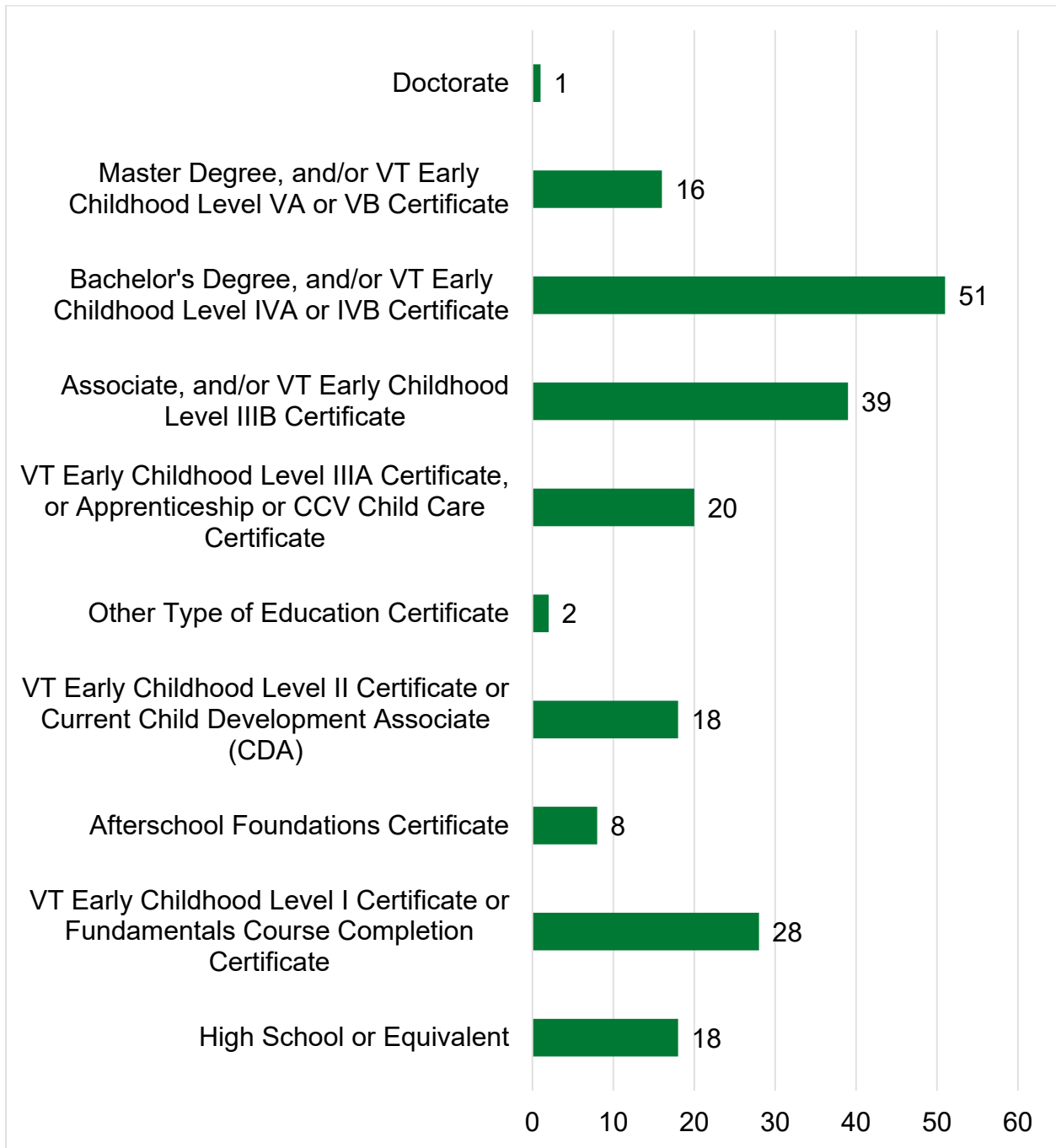


Figure 18: Reported Education and Credentials of the Springfield District



St. Albans District

Number of Individuals in Regulated Child Care, Preschool and Afterschool Programs

The St. Albans AHS District includes all of Franklin and Grand Isle Counties. There are 509 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 6.6% of individuals in the state working in these settings. 62% of individuals have reported a degree or credential.

St. Albans District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	0
Director	3
Licensee	0
Program Administrator	2
Program Staff	7
Substitute	3
Total	15



St. Albans District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	29
Assistant	48
Business Manager	7
Director	32
Licensee	8
Substitute	124
Teacher	61g
Teacher Associate	43
Trainee	44
Total	396

St. Albans District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	50
Aide	2
Assistant	4
Licensed FCCH Provider	0
Substitute	42
Total	98



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

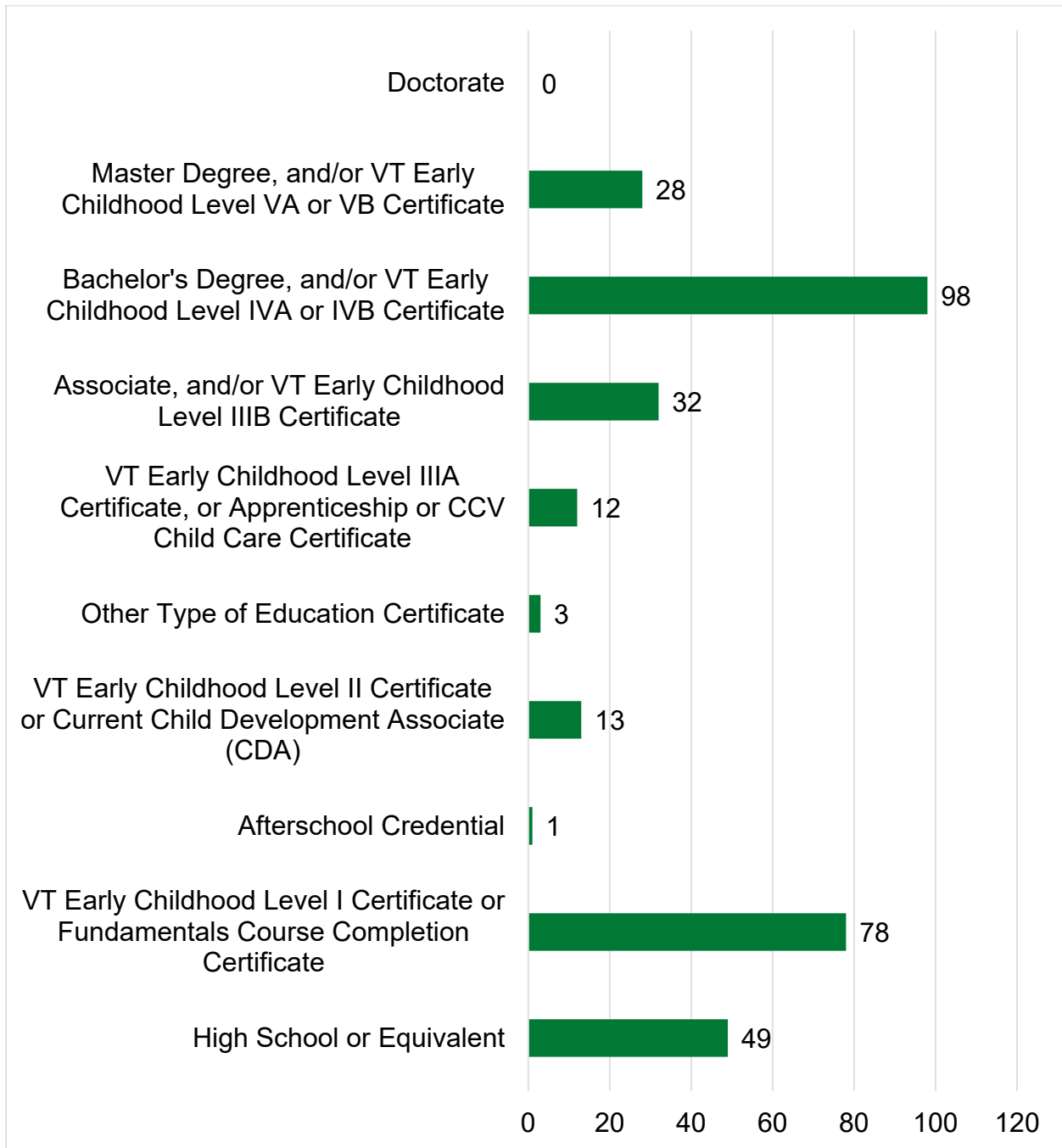


Figure 19: Reported Education and Credentials of the St. Albans District



St. Johnsbury District

Number of Individuals in Regulated Child Care, Preschool, and Afterschool Programs

The St. Johnsbury AHS District represents Caledonia and Southern Essex Counties. There are 402 individuals working in regulated child care, preschool, and afterschool programs in this district. This district represents 5.2% of individuals in the state working in these settings. 57% of these individuals have reported a degree or credential.

St. Johnsbury District Afterschool Child Care Programs	
Position	Number of Individuals
Aide	3
Director	5
Licensee	0
Program Administrator	2
Program Staff	34
Substitute	3
Total	47



St. Johnsbury District Center Based Child Care and Preschool Programs	
Position	Number of Individuals
Aide	11
Assistant	71
Business Manager	4
Director	31
Licensee	6
Substitute	67
Teacher	45
Teacher Associate	29
Trainee	44
Total	308

St. Johnsbury District Family Child Care Homes	
Position	Number of Individuals
Registered FCCH Provider	23
Aide	0
Assistant	6
Licensed FCCH Provider	1
Substitute	17
Total	47



Reported Education and Credentials of the Regulated Child Care, Preschool, and Afterschool Workforce

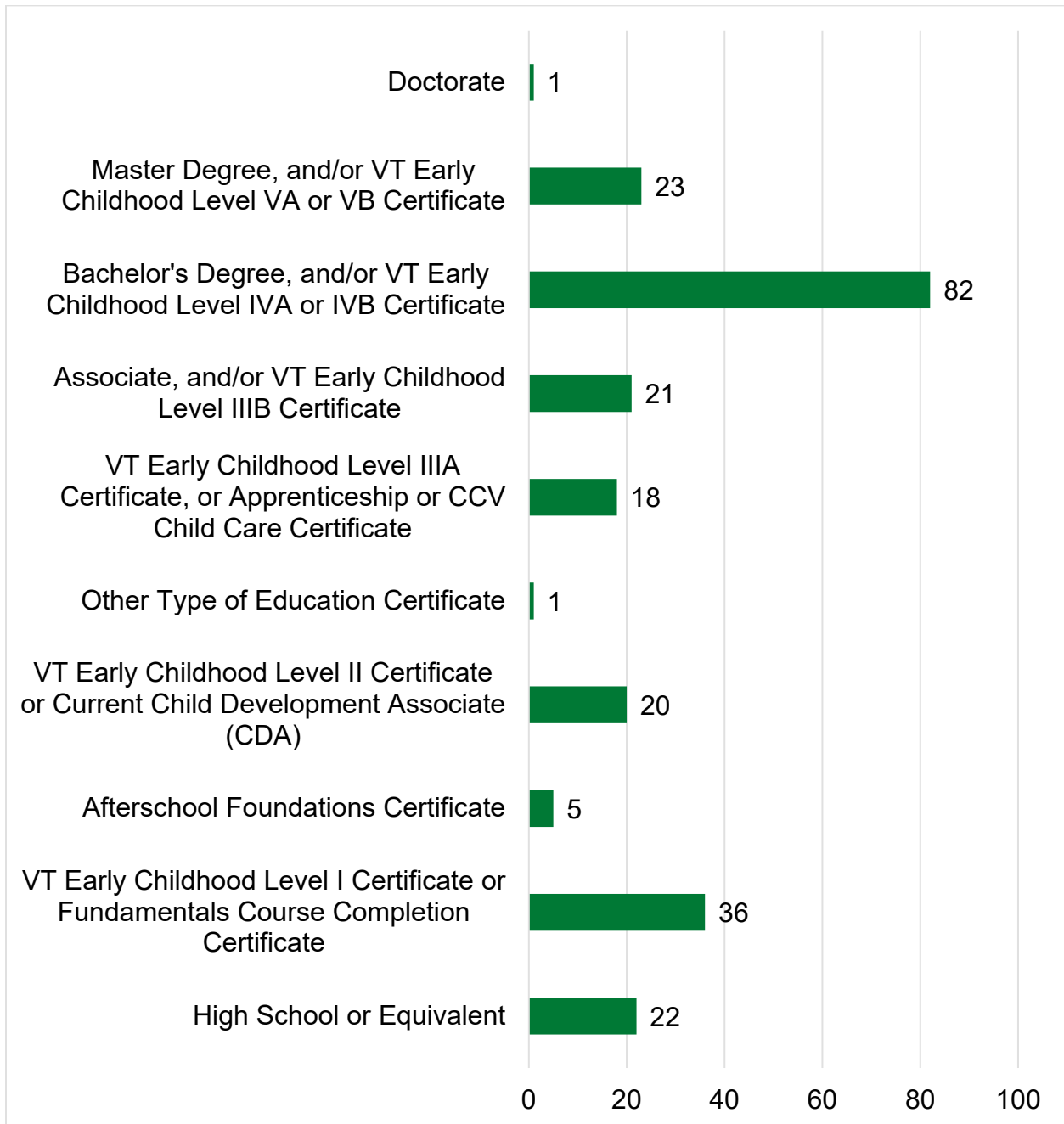


Figure 20: Reported Education and Credentials of the St. Johnsbury District