

BBF Professional Preparation and Development Committee Meeting Notes
11/12/18

Meeting Participants:

Recommendations for 2019-2020 Training Topics:

- Trauma-informed practice; intro level and advanced
- Curriculum: STEM/STEAM; literacy
- Focus on Infants and Toddlers
- Nutrition and Physical activity; support meeting CACFP training requirements
- Statewide Tools
 - Teaching Strategies Gold
 - Ages and Stages Questionnaire (and ASQ SE)
 - Strengthening Families 17 hour toolkit training
 - Ounce Scale
 - CLASS
- Leadership and Business Practices; Ethics

Other Priorities

- Support accessing CPR and First Aid trainings
- Reach people where they are at (level, experience, intro/advanced)

Other PPD Work

- What does CACFP offer for trainings?
- How to access information and register for trainings
- Opportunities for credit-bearing coursework- how to find out what is available
- Centralizing information about training (eg CIS blog)
- Resource Advisors help navigate info
- Look at the pool of trainers to ensure there are enough trainers- “right” people need to design
- Plan multiple years

Developing a marketing communications strategy

1. Who is the target audience?
 - a. Afterschool, Early Childhood professionals, Program Directors, and front line staff, people entering the field/potential applicants. Agencies working with youth and CIS professionals. Foster parents and regional leaders (Building Bright Futures, Head Start, Parent Child Centers). Families. Advisors including VCCICC mentors, TEACH, CCV advisors, VSAC, tech centers. Vtaeyc, Pre-K partnerships.
2. What needs do most of our participants have in common?
 - a. Training, access to that training, and access to info about available trainings
 - b. Framework and resources for advancement on the career ladder
 - c. Access to resources
 - d. Work with young children
3. Why are they participating in our programs/ accessing our services?
 - a. To meet training hours required by child care program licensing regulations
 - b. To go beyond required # of hours to meets STARS requirements

- c. Required to (submitting information to be added to BFIS Quality and Credential accounts)
 - d. Support for certificates and recognition
 - e. Seeking support
 - f. Navigating system
4. Why will a participant seek information and support from Northern Lights over another partner or organization?
- a. Information hub
 - b. One stop shopping
 - c. Identified as “expert”
 - d. Easy and friendly to access
 - e. Timely, responsive, proactive
 - f. Thorough and accessible and easy to navigate and find
 - g. When people understand the role NL has in the full system
 - h. Understanding how it’s connected to other parts of the system
5. Where does Northern Lights fall short regarding information and support available to the field (including perception of information and support available)?
- a. Unknown resource for staff
 - b. Field doesn’t understand the system or NL role in the system
 - c. Importance of relationship with RA. RA needs to be at the right regional tables
 - d. Promoting what is planned and coming up
 - e. Make it easy to find the trainings and promote it
 - f. Serving diverse audiences especially people who have been in the field a long time
 - g. Misinformation- different answers from different regions
 - h. Backlog of processing attendance and certificates raised questions
 - i. Who is the go to person
 - j. Gap in personnel right now
 - k. Public Pre-K and CIS – what role does NL have in supporting them?
 - l. What is it and how you can use it as a tool instead of us
 - m. Some people in the field assumed the RAs would replace the RD completely
 - n. Lack of understanding about the critical role supporting community partnerships play in the overall system
 - o. Some regions don’t see NL as a resource at all
 - p. Make sure we connect the SPNs to the system
 - q. RAs support quality assurance