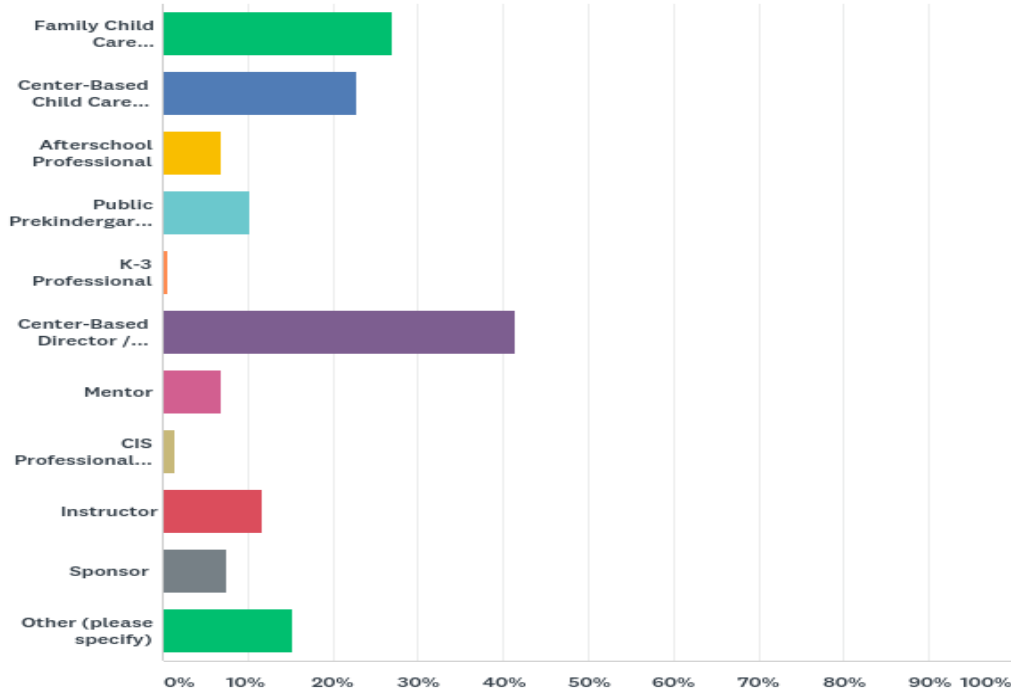


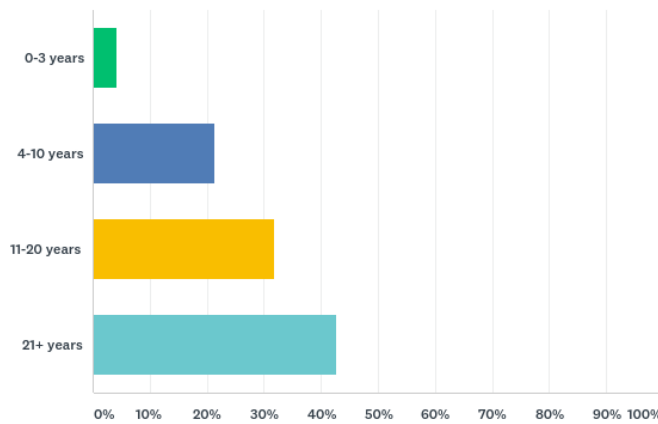


2019-2020 Draft Training Recommendations: Comments from the Field [2/11/19]

Q1 What is your role in the field (check all that apply?)



Q2 How long have you been working in the early childhood or afterschool field?



3. Overall, how well do these recommendations reflect the current training needs in the field? (Rate 1-5 where 1 is not at all well, and 5 is very well)

70% of respondents selected 4 or 5

[Weighted average: 3.81]

Score:	1	2	3	4	5
Percent:	2.07%	6.21%	21.38%	49.66%	20.69%
Number:	3	9	31	72	30



Responses to questions seeking feedback about the components of the recommendations document are included on subsequent pages. Below are general comments not related to a specific component:

- **Cost, Location, Timing:**
 - Is there somewhere that these trainings will be offered or will we have to find trainers to provide these trainings to our staff? Especially these Tier 2 trainings? Where will these be offered and by whom? Will there be a cost for these trainings?
 - Where will these be available? Cost for trainings?
 - Local trainings at low to no cost is what staff is looking for- at least 15 hours per year should be offered by Northern Lights in order to meet Licensing Req.
 - This looks good, but depends on where these are located. We are located in Springfield and its difficult for staff to travel more than 20 miles for training's and price can be
- **Tier system:**
 - I like the tier system. Being in the field for 13+ years it's nice to have more challenging and relevant trainings
 - It's helpful to have tier's so people know which level they should take
 - Adding the tier definition may help clarify who these trainings are for. Add number of hours so people have a sense of time commitment and can see how these trainings differ from other tiers (e.g., tier 2 trainings involve more time then tier 1, etc.
 - I really like the Tier 1, 2, and 3. This is so helpful for new staff and give a direction for how to get started with training.
- **First Aid / CPR:**
 - I feel as many times i have taken cpr and first aid trainings i feel we should just have to do brush up classes to help to instill in us the updates
 - I would love to see CPR and first aid offered. I believe this would assist all early educators in the state. They would not have to search out where to find the courses
- **Advanced Training:**
 - I wonder what will be offered for those who have graduate degrees or more than 25 yrs in the field
 - I have had my teaching licenses through the state of Vermont in Early Ed and have been teaching for 26 years, The recommendation are wonderful for classroom assistance, beginning a career in early ed etc. But as a teacher for this long some of these recommendations should be adjusted in some way for seasoned teachers. I have gone to training that were mandatory and have already had the training throught the public school system. I feel that these a great training for childcare centers but not for the public school system that has to do everything twice,
 - looks good! I am happy to see advanced training
- They look good, as long as that is what is being offered.



- There is a lot of redundancy in current training offerings. I would love to see new & different ideas, presented in a more professional setting than our local network groups as these tend to become more of a social time rather than training. Trainings also should be held in the evenings. Home providers cannot accommodate daytime trainings, nor can we drive 2 hours to attend.
- I think the proposed trainings are great, I'm concerned they will not be executed or executed effectively to serve childcare professionals in VT
- I thought it was well in depth to what is needed for early childhood educators
- Tier 2 trainings for advanced care are harder to find in our area.
- In-service days, more conference days (similar to VAEYC, but smaller and scattered over the state) please. Online classes where feasible.
- Keep training recommendations vague or clarify? (e.g. Homelessness - "Tools to engage families experiencing homelessness.")
- Include option to get 1 individualized class at a specific level of teachers choice
- Any training offered at any tier is only effective if it actually exists.
- I wonder what will be offered for those who have graduate degrees or more than 25 yrs in the field
- I would love to see more of these training offered in my area.
- I wish you would offer a emp/lead certificate training in central Vermont. They are all only offered in Randolph or Burlington during the day or starting at 5. I can't close early without inconveniencing 10 families.
- I would like to see continued support around "family." children are part of a family and trainings that include how to support parents I think is important. And broaden that to not just a parent being seen as a parent but an adult who may need their own type of support and how providers can lead them to appropriate resources.
- The training's provide a lot of educational information
- I have taken all required trainings and alot since 1988 it is hard as i only have 2 preschoolers and the rest i have raised as babies and are in school to keep taking classes ialready have taken.
- These need to be offered periodically, and more frequently than once a year to keep up with staff turn-over demands. Any way that these can be done online, partially or fully, would be greatly appreciated.
- I would add "increase frequency of basic trainings in all locations"
- I'm hoping that all these categories can evolve and change as needed to be responsive to the industry



Q4: Comments about the section "Recommended Considerations for All Trainings"

- *Comments stating "no comments" have been removed*
 - *Comments related to other areas of the recommendations have been moved to the appropriate section*
 - *Comments that are not related to this training recommendations document at all have been removed, but are available in the full PDF of comments received*
1. *8 comments stated "excellent" or "looks good" or "this looks really good" or "clear and thorough"*
 2. How will PPD monitor its recommended considerations for all trainings? For example, how will PPD 'ensure trainings are equitable both in content and delivery'? - How are Infant/Toddler Core Competencies included in these recommendations? Can they at least be mentioned within this section, bullet #4, 'ensure trainings align with state systems'? - Would it be valuable to emphasize the importance of embedding coaching, mentoring and/or communities of practice into PD offerings more strongly (last bullet)? I believe it's crucial that within the re-building of VT's ECASPD system, clear, intentional connections to the importance of coaching/mentoring/CoPs are made to ensure that we aren't once again setting up a system that is heavy on workshops/trainings and lacking with ongoing support for practitioners.
 3. I feel that the recommendations are thoughtful and broad enough to cover needs.
 4. I would add to the list of aligned principles, something like "and aligns with the daily realities providers face" / or aligns with what providers are actually capable of doing without compromising our sanity"
 5. looks good. Quality of instructor is vital for consistency across the state.
 6. I think it's extremely important for more trainings to be offered in an online fashion, even by using platforms such as go to meeting or skype because employees struggle with finding childcare to attend these trainings
 7. feels inclusive and appears to address the needs of all who are in or wanting to enter the field of Early Childhood Education
 8. very thoughtful. will it be possible to validate via a checklist or other criteria review method?
 9. Looks amazing. I can see that a lot of thought went into what it is that providers and teachers need.
 10. I think it was covered very well in what was written. I would just like to stress that there needs to be trainings offered all over the state or at least centrally located so all can get to the training in a reasonable amount of time from their home base of work.
 11. Not only the cost of trainings but the time and location need to be considered as well. Working until 5-6 does not allow time to get to a training 45 mins away.
 12. Offer training at a wide variety of times and locations.



13. It would be nice if all trainings were available statewide, there are a lot of trainings available in the north (Burlington area) that are not accessible in the south. Trainers may not be willing to travel that far.
14. I appreciate that there is going to be attention to "Coordinate with other providers of professional development to reduce duplication and increase coordination" I found it frustrating, for example, that my attendance at the Universal PreK conference would have to be submitted manually for 'credit' instead of being able to enter my BFIS number upon receipt of certificate at the end of the day.
15. It is hard to find trainings locally after working all day in a school and then at the after school program. We often have to travel and it is difficult.
16. I like the plan to coordinate with other providers of PD, and VT Teacher Licensure.
17. It might be useful to include the history of and current status of early education for perspective
18. There is no mention of time for trainings. Child care workers working at home cannot easily attend weekday trainings during the day. Time should be considered.
19. These are clearly for administrators and should be broken out.
20. Increasing the availability of online and in-service day professional development, please. Many staff in this field have families of their own, and they should not have to prioritize professionalism for other people's children over their own children.
21. These seem to cover a broad base of the concerns in providing staff that I supervise with distinct choices that will enhance their learning and practice.
22. Ensure trainings align with state priority goals including the State Health Improvement Plan's Optimal Child Development priority
23. Appreciate equity in delivery - especially location. To achieve this we need sufficient instructors to serve all areas of the state.
24. It is really important that these recommendations be taken seriously, especially equity of access, aligning with other professional development opportunities, and embedding coaching and mentoring.
25. I like the concentration on eliminating duplicate trainings. This is something I encounter often that seems like a waste of resources.
26. In order for this list to be "used by all Vermont providers of professional development" it needs to be inclusive of all disciplines' needs and what is meant by the 'field' has to be defined in this section.
27. I think that it is a great recommendation to offer advanced levels in a variety of topics. It is hard to find advanced trainings or classes most are introductory or basic.
28. The recommended considerations cover many aspects of what is needed to ensure that the



29. trainings offered to early educators are valuable, worthwhile, and effectively delivered. I urge the decision makers to more than consider these recommendations and to implement them.
30. The different modes of delivery are greatly appreciated. A greater variety in the levels of training would be great, especially for seasoned teachers.
31. This looks good, but depends on where these are located. We are located in Springfield and its difficult for staff to travel more than 20 miles for training's and price can be.
32. Seems reasonable. The challenge is providing for all staff in one center as they range from introductory to advanced and all different age levels.
33. I feel that coaching and mentoring would be an asset to the Early Educators
34. Online trainings would be useful as long as they didn't require a cost.
35. This section should also include consideration for the frequency of the trainings balanced with the need for particular trainings (especially those at the Tier 1 level).
36. Very Important: Coordinate with other providers of professional development to reduce duplication and increase coordination
37. Many of the trainings that usually interest me are seldom offered in the southern part of the state.
38. I like the idea of the tiers it makes it easier to look quick and know what trainings are needed at each level
39. ensuring that trainings are equitable in content and delivery is an important piece that I am happy to see listed here.
40. I like these considerations-I think they're important
41. Ensure that trainings are financially accessible/affordable. Ensure that trainings are offered at a range of times (e.g., day, evening, weekends) to ensure equitable access. Ensure accessibility by providing appropriate accommodations/modifications
42. Online options, please.



Q5: Comments about the section “Tier 1 Training Recommendations [Introductory]”

- *Comments stating “no comments” have been removed*
 - *Comments related to other areas of the recommendations have been moved to the appropriate section*
 - *Comments that are not related to this training recommendations document at all have been removed, but are available in the full PDF of comments received*
1. *12 commenters suggested including the “required” Vermont Orientation Training in Tier 1 [if the comments included other recommendations, they have been listed below]*
 2. *14 commenters indicated “looks good” or “fine” or “appropriate”*
 3. Please consider including the Strengthening Families Toolbox Training here at Tier One. Vermont is a Strengthening Families State and several grants require it. There's no substitute; Butterfly TTT LLC has developed online modules - but, these are for Child Welfare professionals, not ECE professionals.
 4. How might Caring for Our Children content/resources be included/emphasized? - Other topics to be included based on Head Start Program Performance Standards: Prevention/control of infectious disease; Safe sleep practices and prevention of sudden infant death syndrome (SIDS) Prevention and response to emergencies due to food and allergic reactions; Building and physical premise safety (identification of and protection from hazards, bodies of water, and vehicular traffic); Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment o Appropriate precautions in transporting children; Recognition and reporting of child abuse and neglect; Hygiene practices - Appropriate toileting, hand washing, and diapering procedures - Safe food preparation - Bloodborne pathogens and appropriate disposal of biocontaminants.
 5. These are important for new staff starting in the field.
 6. The CDD approved orientation training should be on there, as well as the mandated reporter training and there should be an option to do an in-person WAY shorter (9 hours is INSANE) intro to all the new required training's. Or maybe a 9 hour for EVERYTHING including the orientation, mandated reporter, abuse and neglect, CPR and first aid etc. The 9 hour on-line thing is just way to long to cover 1 requirement.
 7. Tier 1 should be free of cost for the provider as they are required
 8. I feel that is is important to stay current with first aid preparedness.
 9. I think this looks great. Intro to Licensing Regulations might also be helpful for introductory training.
 10. Add possibility of child development class at the community college level.
 11. I think that the VT Orientation training should be considered to be done in person. It is a daunting training, especially to those new to the field, and they should be given the opportunity to have someone to ask questions to, or to further explain an aspect to.
 12. Through trainings on licensing regulations. The 9 hour on line training is a good start but I don't believe everyone who takes it is walking away truly understanding them at the depth that they should.



13. As we progress with the conversation about Early Care and Education as a Profession, it would be good to include some basic/fundamental trainings on professional demeanor and presentation (language - words and body), communication (written and verbal), problem-solving, boundaries - professional/personal, and even basic computer skills
14. Tier 1 training make sense and are common trainings that need to be completed by staff
15. All “starter” trainings are listed here and provide a good basis for the first year+ of being a provider/teacher.
16. Could Northern Lights offer in this tier an Orientation Training for all staff to take as they begin working in child care and could there be different levels of this orientation for the people who have been working in child care for many years and for those who are just starting out.
17. Orientation Training and TSG should be included here.
18. Include Commit to Kids-prevent child abuse trainings Include the 9 hour orientation training
19. Love the different options especially for newly hired teachers
20. I would like to see more TSG/VELS crossover training rather than focusing on VELS when PreK partnered programs need to use TSG
21. Add the Vermont Orientation Training and Mandated Reporter Training or Fundamentals for Early Childhood Professionals or - Afterschool Foundations and/or – Afterschool Essentials The introduction on IPDP should be in this section as all staff need this within the first 6 months of employment
22. Include a self-assessment personality inventory so folks coming into the field can see clearly what their areas of strengths and needs are for this work.
23. Afterschool Foundations around the state is really geared towards infants and toddlers. If this is going to be required for afterschool and school age staff there needs to be a training geared towards their age rather than infant and toddlers.
24. Emergency preparedness is a big one needed and medical training is hard to find in upper valley should be offered every 3 month in each area as it is required by licensing
25. Currently there is a required orientation training as per childcare licensing. It is offered 12 hours and is offered on line. A live training of this sort would be beneficial as an option. It would also be helpful if the training could be broken down into two shorter trainings, one for infant/toddler and one for preschool. Many preschool teachers, particularly in public school settings, do not work with infant and toddlers.
26. Antibias training needs to be included in this section
27. Strongly believe Anti-Bias/Culturally Responsive Teaching training should be moved to Tier 1
28. It would be important to offer these options frequently enough and on a predictable schedule to accommodate new hires.
29. Is the "Fundamentals" meant to be the 40 hours that has existed? Emergency preparedness could be basic or more specialized so define clearly. Consider adding a basic level of the VELS
30. I would just recommend that these be offered at a variety of times on a variety of days so that they can work into the wide array of schedules in the field



31. I understand that there is a component of Fundamentals that focuses on development, however my perception from the field is that providers are seeking more training on typical child development, both the science and the theory. Certainly this is critical for those providers working with 0-3 population and seems like a consistently identified gap in our current offerings.
32. Please include Act 1 trainings on this list. Even though PCAVT currently gets a grant to do that, this is a required training that needs to go on this list. Thank you.
33. I would like to recommend (Act One)What is Child Sexual Abuse as a recommendation. This is a training facilitated by Prevent Child Abuse Vermont.
34. What is Child Sexual Abuse (Act One) from PCAVT should be included in Tier 1.
35. Introductory trainings are very 'child care' focused. Can these be expanded to reflect the full scope of what we mean by the 'field.' For example, consider including general topics like: "Orientation to the field" as being applicable to whether this is orientation to paperwork/FAP/CIS/EI... whatever... Also, Strengthening Families is a strong training across all disciplines in the field!
36. Very child care heavy topics; need more topics that cross all early childhood regardless of role with young children and families; more skill-based as to engaging with parents; being trauma-informed; how to collaborate in a cross-disciplinary manner.
37. I believe that the Social Emotional Development training should be in this tier for training, as it is one of the most important areas in developing strong relationships.
38. Could online orientation be included here and also a subsidized rate? Thinking about all positions that work with children- a young person just out of high school, a Sub required to take it but not working many hours, etc
39. Tier 1 should include courses specific to professionalism and interactions with families.
40. A specific training on Vermont Licensing Regulations should be offered. A training on play that includes: the power and importance of free play, what the teacher's role should be, how it supports relationships between teacher and child, and the importance it has on development.
41. CDA training hours
42. Perhaps include Introduction to the VELTS? Mandatory trainings in schools include: Bloodborne Pathogens and Universal Precautions Seclusion and Restraint Harassment, Hazing, and Bullying FERPA/Confidentiality Act One: Prevention of Child Sexual Abuse Confidentiality Mandated Reporting to DCF Safe and Drug-Free Schools There is overlap with the listed topics, especially what is covered by Fundamentals, and with requirements in licensing, but these seem like very basic Tier 1 topics that should be covered if not listed.
43. First Aid and Cpr are a must but for teachers I would say the rest already have the training.
44. Mandated Reporting should be listed even if included in other trainings. We require Positive Guidance (CCEI in-line) for all staff. There are many versions for different age groups. Our programs feels this is critical. "How To talk to Children" should be an introductory, possibly with a tier 2 version also.
45. These all seem like very reasonable courses for a beginner in training. Regularly scheduled CPR/ FIRST AID would be very helpful
46. If for any reason the Mandated Reporter training & the Licensing Orientation training does not continue as an online option, those should be added to the Tier 1 level.



47. Thank you - it has been hard finding Emergency Preparedness and Fundamentals should be offered each semester including summer
48. Too generic, repetitive
49. Should a training be added about Mandated Reporting?
50. Seem to fulfill regulatory requirements
51. I am happy to see CPR and first aid included
52. This list seems overwhelming at first glance...just something to keep in mind. Is the act 1 training on that list?
53. These are comprehensive. Adding the tier definition may help clarify who these trainings are for.
54. Add number of hours so people have a sense of time commitment and can see how these trainings differ from other tiers.
55. This may be covered in the First Aid education. I would like to make sure providers are made aware of the Managing Infectious Diseases in Child Care and Schools reference guide. I find I use it a lot when child cares call about when to send a child home, and for how long and when to let them back, etc.
56. If the orientation training is required to meet licensing it would be nice to see it on here.
57. Place IPDP in Tier 1
58. I feel Trainings on writing and using Individual Professional Development Plans should be under Tier 1. It is a basic requirement for home providers for STARS. There have been a lot of trainings on these specific topics so for those that have been in the field for a few years I would hope that these will be changing/updating any new knowledge. A lot of us have retaken so many classes due to lack of availability.
59. move the IPDP training to Tier 1
60. I wonder about why having writing and using IPDP's is a tier 2 and not a tier 1.
61. Perhaps trainings for IPDP could be included in Fundamentals
62. Antibias training needs to be moved back to tier 1



Q6: Comments about "Tier 2 Training Recommendations [Core]"

- *Comments stating "no comments" have been removed*
 - *Comments related to other areas of the recommendations have been moved to the appropriate section*
 - *Comments that are not related to this training recommendations document at all have been removed, but are available in the full PDF of comments received*
1. *14 commenters indicated "looks good" or "so great"*
 2. *I think the SF Toolbox training should be Tier 1. You could offer a SF "booster" or "refresher" in Tier 2.*
 3. *Social-Emotional Development and Learning – include Positive Behavioral Intervention & Supports - Include UVM CATs on the Move curriculum within Nutrition & Physical Activity -*
 4. *Homelessness – utilize the 'Supporting Children and Families Experiencing Homelessness' modules developed by the Office of Child Care, Office of Head Start, and the National Center on Parent, Family and Community Engagement. These eight modules are available online, each take approximately 30 minutes to complete, and professionals who complete modules received a Certificate of Completion.*
 5. *I want to see some curriculum and deeper thinking trainings on philosophy and how to authentically develop and implement curriculum.*
 6. *PLAY- how to support, how to guide, how to teach through play, how to create a more play based experience, the benefits of play. CHALLENGING BEHAVIORS- teach the teachers how to handle this stuff!! We need skill building around this!! How to discipline without damaging a child's self esteem and worthiness CURRICULUM DEVELOPMENT- ideas for circles, art projects, theme based learning... ** I Think what is missing from these trainings is that there aren't many classes focusing on what we are actually doing all day long, every day** The trainings seem to focus on meeting new reg requirements and overarching "issues / background knowledge about development" but not much is really about boots on the ground deliverable's to the kids.*
 7. *I see lots of areas of overlap between Tier 2 and Tier 3 and how they will complement one another.*
 8. *I would like to see some of the same topics from Tier 2 listed in Tier 3 such as ACES and SF as once a core training in that is completed there are ways to incorporate them together and in more detail and make program changes not just learn about them. love that homelessness is listed here.*
 9. *I think just talking about homelessness and how it effects the whole family not just the child and then the challenges of the system is really important for people to understand. I think in the past we have sometimes got stuck in how these types of occurrences effect children and their development but not been great at telling the whole story in how this happens, how caregivers are effected, and ways in which the whole family can be supported during these challenges.*
 10. *Strengthening Families course helps me work with my families to better my Child Care*
 11. *More trainings on how to use behavioral systems. Trainings on teaching young children sustainability.*
 12. *Tier 2 could be called intermediary or something like that.*



13. I think this looks good. I am wondering why homelessness was chosen as a specific area to focus on. It is an important and critical issue but I think other adverse childhood experiences might be more pervasive among children and families. Suggestion would be to offer training on these issues as well.
14. Add some sort of diversity training. Every teacher will encounter situations with families that are affected by biases, so I think this is more core than specialized.
15. I think there should be a training added to support child care employees with self care and antiburnout
16. Assessment tools; at this level Early Childhood professionals are more then likely/hopefully assisting in taking objective observations and documentation of children's learning. Therefore, something that address this.
17. Staff resiliency, self-care and well-being would be a good addition as burnout and turnover are an issue; stress management; priority setting and management; even, emotional intelligence
18. Tier 2 dives right into more of the nitty gritty of learning the needs of the children and the families surrounding the children. These training are great for helping provide more in debth knowledge of everyday situations that arise and how to help.
19. Thank you for suggesting the Strengthening Families 17 hour Tool Kit training. This is a must for our center staff to take and has been a challenge the last year to plan.
20. please add training for specific age groups, training for a range of children birth through school aged is not generally effective or appropriate.
21. I'm not wondering if it would make more sense to have all of the required licensing training here in this section? It seems like this is all 'core' related/required instead of specialty since we NEED to have these trainings to operate.
22. I think more emphasis/trainings should be offered for trauma informed education/care. We need specific info, rather than encouragement to take care of ourselves. I encourage the committee to hire folks like Terry Starkey to lead these trainings, not behavioralists.
23. It would be nice to have basic level strands here too.
24. I believe TSGold assessment training should be here, at least introductory training. This would go along with VELs training. Learning to assess helps learning to plan opportunities.
25. Training on building healthy relationships with children, families, peers and the community.
26. the behavioral training is exactly what we have been trying to get but funding is hard CSEFEL is a training but can also offer mentor to come in to your center and work with your employees that take the training just like we did with the ASQ training
27. I would like to see more Family Child Care specific business practice trainings. One of the reasons FCC professionals leave the field is due to finances. Is there a way to incorporate several tiers of FCC business practice (intro to policies and procedures, starting/maintaining a balanced budget, taxes and financial record keeping, starting an LLC or staying sole proprietor and how to register with the secretary of state as a business).
28. The addition of professionalism and ethics' topics is a strong one.
29. Higher level/more in depth coverage of how to use TSGold to it's maximum potential would be great!



30. Please include universal developmental monitoring and screening training in Tier 2. Training early care and education providers to use behavioral monitoring and screening tools and refer families for further evaluation and services is a prevention and health promotion strategy. Routine developmental monitoring and screening for all children ensures early intervention when developmental concerns arise. Screening with connection to services allows us to mitigate the impact a child's environment (e.g. poverty, toxic stress, parental substance dependence, etc.) has on brain development and life long health. Screening is a parent engagement strategy that strengthens protective factors, particularly parental knowledge of child development and parental ability to support their child's social and emotional competence.
31. We need universal developmental monitoring and screening to be a part of the Tier 2 recommendations. Optimal child development is a State Health Improvement Plan priority and represents the vast need to understand how a child's environment impacts his/her brain development including socio-emotional health.
32. This needs greater diversity in training options...some basic curriculum development trainings, how to build a rich inclusive curriculum...this is very heavily weighted toward children with trauma, which is, of course, critical training, but a strong rich curriculum is also therapeutic.
33. In addition to introduction to assessment tools it would be important to include developmental screening tools like ASQ and DECA. Perhaps add a training on navigating and connecting to statewide resources - CIS, Help Me Grow, BBF, etc
34. Consider Touchpoints -- as a relational framework it can build skills for being able to implement Strengthening Families effectively.
35. Anyone working in this field should understand the social and environmental factors influence and child and their family to better be able to support those families. Early care and learning is a key setting for public health, it would be super if we could provide learning opportunities for all providers to dive deeper into how their practices are promoting whole population health, and how to continually improve.
36. It needs to be clear that these are areas of training, not specifics. Touchpoints should be included as an example on the SEL bullet. Would something about physical health be good to include?
37. It is good that ACES is being looked at as training needed and homelessness.
38. Nutrition and Physical Activity should be separate topics. Call the topic "Nutrition Education", not just Nutrition.
39. I would like to recommend Nurturing Healthy Sexual Development, Overcoming Barriers, and Child Sexual Abuse Prevention as recommendations. These are trainings facilitated by Prevent Child Abuse Vermont.
40. I see that there are some broad topic areas listed but I want to make sure that some of PCAVT's other trainings are listed here. The trainings provided by PCAVT are a series starting with What is Child Sexual Abuse (Act One), and getting progressively more in depth/detailed. Care for Kids, Nurturing Healthy Sexual Development, Prevention, Overcoming Barriers to Protecting Children from Sexual Abuse should be in Tier 2, as well as Understanding the Sexual Behaviors of Children and Responding to the Sexual Behaviors of Children.
41. In this tier, I believe that training on how to meet the needs and supporting children with diverse needs should be at this level. To me this level seems to be more of the lead teacher elements and tier 1 is for assistants.



42. Strengthening Families is a strong training across all disciplines in the field! Having this be a training priority is great. Generally, the Tier 2 Trainings feel reflective of the broad needs of the collective field beyond just child care, pre-k and afterschool, which is great! Consider also trainings related to self-care, trauma, ACE's, diversity, and awareness of your own bias.
43. Why not just do the Strengthening Families Training as a core training for all?
44. perhaps moving Assessments to Tier 2- not really a specialized topic, but required for many things- partnerships, to inform conferences, best practices
45. Considering the federal focus on child care providers receiving training on homelessness and the struggles for families experiencing homelessness, I would recommend moving this to Tier 1.
46. Missing training topics on: child development, curriculum planning, observation and documentation, communication with families and coworkers, classroom management, positive behavior supports, intentional language, and developmentally appropriate practice. Homelessness should be covered in trauma informed practices.
47. I would like to see more on curriculum development and planning specifically.
48. Individualization Trauma
49. English as a Second or Other Language? Cultural competence training should be here Children with disabilities Intentional curriculum planning and teaching practices
50. How to talk to children should be added in coordination with ideas on redirection and behavior management.
51. Like strengthening families, took the training was very helpful for my program.
52. Several of the subjects in this category seem redundant. Something new would be more enticing
53. Looks good. Trainings on brain development and brain trauma, PTSD, bipolarity, anything brain related would be helpful.
54. I think these are good, Seem like they are more tier 1 than 2, but if executed well, they could be great
55. We need trainings around behavior management and zones of regulations
56. seem to address regulatory needs for more seasoned staff
57. making sure that inclusion practices are included in training around special needs Possibly add training that focuses on documentation and observation (tools which are needed to use TS gold to fidelity)
58. I would love to see some trainings specific to curriculums and building curriculums into schedules with multiage group classrooms.
59. I would like to suggest moving Anti Bias curriculum to tier 2 this seems like something that all providers that create curriculum and classrooms should have knowledge of.



Q7: Comments about "Tier 3 Training Recommendations [Special Topics]"

- *Comments stating "no comments" have been removed*
 - *Comments related to other areas of the recommendations have been moved to the appropriate section*
 - *Comments that are not related to this training recommendations document at all have been removed, but are available in the full PDF of comments received*
1. *8 commenters indicated "looks great" or "looks good" or "agree"*
 2. **Family engagement - Improving child and family outcomes - Supporting dual-language learners - Preparing/supporting children and families for transitions - Using data to individualize learning experiences and improve child outcomes - Continuous Program Improvement – Appreciative Inquiry - Motivational Interviewing**
 3. **Thank you for including anti-bias training.**
 4. **Early Ed is ever evolving. I want to see trainings that offer a challenge to educator's who've been in the field for a while. Also how to get them to the next level as a mentor/ coach.**
 5. **Where is the Pre-k strand? I would like to see classes that are about actual curriculum / idea implementation. i.e. "songs for circle time, new finger plays and seasonal songs" or "math and science curriculum met outdoors" or other things to give teachers real inspiration for basic daily teaching.**
 6. **maybe this area or tier 2 is a place to talk about systems. poverty, mental health, substance use/abuse and supports and the impact on family. mental h**
 7. **I didn't really understand the "strands" and what they actually would be. I am thrilled to see Cultural Competence on this list. I also think professionalism and ethics is also a tier 3 training area in addition to tier 2. There is a lot of growth and potential for improvement in these areas.**
 8. **I think a director strand is highly important for administrators and should be offered either online or in more areas, not just heavily populated ones.**
 9. **STARS**
 10. **Does the Director strand cover finances, budgeting, etc.**
 11. **I would like to see more for director trainings offered regularly.**
 12. **Again Tier 3 dives deeper into how to better help children and families.**
 13. **I like the director strand. I would love to have a group of directors who face similar challenges to connect with. STEAM? perhaps STREAM**
 14. **Not sure what could be added specifically but it seems these topics are geared more toward centers. It would be nice to have some instructors with home experience put on trainings about ways to use your home and still be able to offer high quality care. Self care would be a huge one specific to home programs since they can often times feel isolated with out having employees/directors to help them.**
 15. **add new STARS, ECERS, etc. Grant writing under the director strand makes sense here**
 16. **Thank you- it's hard to find specialized trainings!**



17. In "Supporting Children with Diverse Needs" I think covering Gender as a topic would be wonderful. Specifically reviewing the Gender Unicorn model, and acknowledging the existence and presence of trans*, genderqueer, or intersex students in our programs, whether we know it or not. Also, how best practices for trans students are best practices for all students (not just students with "diverse needs").
18. add trainings for not-for-profit programs and how they work, including school boards- how to run with a board, how to get and keep board members, roles, etc.
19. Tier 3 trainings are harder to find locally too.
20. Appreciate specifically the assessment training recommendations.
21. If there were basic level strands in Tier 2 this is where advanced level strands could be.
22. I like the Director and Leadership strands....much needed.
23. The high value of play for children's development seems missing from all aspects. It needs to be highlighted not just folded into other training.
24. Afterschool uses the YPQA and STARS assessment. Will these be added for staff of these programs to be training on? in?
25. Would be nice to have a family child care strand specifically supporting working with multi-age groups, business practices (budgeting, accounting, etc.)
26. Trainings around grant writing, leadership, and especially staff reviews alot of directors struggle with finding or creating a good review process
27. Please add training that will support centers who serve children who are assigned a 1:1 support during the school day - that support does not follow into the after school setting. We serve many of these children who have bombed out of other after school sites, and we need more professional development and financial resources to meet that niche
28. Appreciated the additional in-depth training!
29. I have an exceptional interest in having the Afterschool Strand cover a wide enough range to affect all levels of staff experience.
30. Please do not include developmental monitoring and screening training under assessment tool training. The ASQ screening tools listed are not assessment tools. Screening is not as comprehensive as assessment and is designed to determine if further developmental assessment or evaluation is needed. Co-mingling this language is confusing. Please refer to Vermont's Comprehensive Assessment Plan (completed under the RTT- ELC grant to be posted on AOE's website) for clarity on this issue. Also, please do not list specific screening tools as these change with research and Vermont will likely include additional tools in future.
31. we do not think ASQ fits under assessment and naming a tool is not a good idea since the broad field of development monitoring and screening is ever evolving
32. How to work with parents to address challenging behaviors, also something about parenting support classes or trainings
33. Tier 3 could be special topics or master. Something to say that it's for people who have been in the field for a long time.
34. Where are the higher level training for those who gave a BS, MS or Ph.D.?



35. Include CPI or some other framework for top-of-the-pyramid interventions Why Infant/toddler strand but not preschool
36. Add training on developmental screening tools - ASQ, DECA. Possibly add an advance Strengthening Families training as an ASC option. Glad to see Supporting Children with Diverse Needs (SPED) - is this the same as Apprenticeship requirement?
37. Training on quality improvement science and methods. Developmental screening should not be listed as an assessment tool. These are two different processes with different purposes. Universal developmental monitoring and screening is not just about using the ASQ, it would be great to see the training offered here modeled after the current, effective, model being used in ECE settings (understanding developmental progression, learning how to use the screening tools, how to engage families around knowledge of child development, cultural and linguistically competent practices, and appropriate linkages to supports).
38. I would like to recommend Plugged In, Care for Kids, and Informed Supervision of Juveniles Who Have Sexually Offended as recommendations. These are trainings facilitated by Prevent Child Abuse Vermont.
39. All of PCAVT's trainings count as Specialized Care trainings. The Plugged In training, and Informed Supervision belong in Tier 3.
40. I am very concerned that these trainings are really targeted to child care, pre-k, and afterschool practitioners. There are several topics that could be valuable for these providers as well as home visitors/direct service providers and consultants these include: effectively engaging difficult personalities (parents), motivational interviewing, developing functional outcomes, reflective supervision/reflective practice skills.
41. I also think there needs to be a training around working with and understanding FSD and families involve with FSD. More focus on social emotional development; more on caregiver affect management for all adults working to support young children.
42. I feel that this tier is more for directors, managers or owners. I feel that the courses that we need are hard to find and are limited when they are being offered.
43. Provide more opportunities for those who want to further their careers. For example, those who want Bachelor's Degree, Master's or licensure.
44. Mentoring, coaching, more detailed observation and documentation, responsibilities of lead teachers, how best to support new teachers in the field of ece.
45. This is a good start. I especially appreciate the Leadership strand, which will in turn support staff retention. I hope that there will be more on curriculum development (emergent or negotiated), team communication and dynamics, and inspiring topics to keep teachers excited about their work, especially those who have done trainings in all that is listed in the plan.
46. How to understand your data
47. Assessment strand: Add Teaching Pyramid Observation Tool (TPOT), Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
48. Looks good. Hard to find affordable speakers for Leadership topics.
49. FCC Business should be added



50. We need a "Let's Get Moving!" training, especially addressing the winter months when we are all inside more. Movement and physical fitness is as important as STEAM. I think this training would fit into either Tier 2 or 3 training recommendations. As a experienced home provider I still find it challenging to keep the kids moving (and meeting the child care regulations that specify daily active play) during the winter months. I would love to attend a training that includes yoga (I have a fabulous online resource I'd be happy to share), song/dance, seven-minute workouts for kids :-) that kind of thing.
51. Most of this training seems directed towards licensed centers but some might be of interest
52. Glad you have the director strand. This should include a business manager piece as well in case director does not have qualifications for the financial piece.
53. I would like to see variety in the tier 3 trainings.
54. More to stay up to date with Vermont licensed teachers for birth to age 3. Help with becoming a licensed teacher regular education birth to 6 and also special education.
55. The unconfirmed advanced protective trainings and STEAM trainings would be most useful for me.
56. I would like tier 2 or 3 to hold advancing your professional goals with info on APL, choosing college, online vs face to face, financial considerations, a praxis refresher course etc....information for those wanting to move ahead go higher ed ,
57. seem to support more advanced needs
58. I like there is a tier for more advanced levels
59. Maybe other classroom assessments like TPOT or ICP
60. I'd like to see a little more detail as to what these "strands" will look like or include. It seems vague, but I like the perceived intent.
61. Is there room for special topics that might come up? Aces?
62. Adding the tier definition may help clarify who these trainings are for. Add number of hours so people have a sense of time commitment and can see how these trainings differ from other tiers. I like how the Director strand list some of the topics that might be covered. Could that be replicated for these strands: Afterschool, Infant/Toddler, Leadership?
63. I would like to see more trainings geared to preparing for peer review and finding the correct path toward licensure. Workshops on the praxis tests.
64. children dealing with incarcerated parents trainings is a big need.