

Memorandum

To: All groups who provide trainings for early childhood and afterschool professionals in Vermont

From: Building Bright Futures Professional Preparation and Development Committee

Date: 3/6/19

Subject: 2019-2020 Training Recommendations

This document provides recommendations from the Building Bright Futures Professional Preparation and Development (BBF PPD) Committee about which training topics should be prioritized for the 2019-2020 school year. The BBF PPD Committee hopes all organizations and groups who provide trainings to early childhood and afterschool professionals in Vermont will use these recommendations to inform their decisions about what to offer in 2019-2020.

Draft recommendations were created based on national research and Vermont-specific data and were reviewed and vetted by stakeholders in January, 2019. Stakeholder feedback was reviewed by members of the BBF PPD Committee and incorporated into the final recommendations. More detail about the data and research reviewed as part of this process is available upon request.

Recommended Considerations for All Trainings
--

The BBF PPD Committee believes all organizations and groups who provide trainings for early childhood and afterschool professionals in Vermont should:

- Ensure trainings are equitable both in content and delivery. Consider location, time, frequency, cost, modality (e.g. in person / online / hybrid), individual learning needs, etc.
- Offer introductory and advanced levels of training topics to build depth of knowledge (when possible and appropriate)
- Ensure trainers are knowledgeable about and/or receive training on anti-bias, equity and inclusion, and the Vermont Guiding Principles for the Full Participation of Each and Every Young Child and their Family and embed these concepts into their trainings
- Ensure trainings align with state systems including child care program licensing, teacher licensure, Vermont Early Learning Standards, Core Competencies, etc.
- Coordinate with other providers of professional development to reduce duplication and increase coordination
- Consider how to embed coaching, mentoring, and/or communities of practice into professional development offerings
- Connect training participants to Northern Lights Resource Advisors who can provide career advising support including support finding financial resources for trainings
- Ensure trainings embed developmentally appropriate practices including the importance of play and the value of linking pedagogy to practice
- Consider offering trainings that meet the Advanced Specialized Care training criteria

If you need support implementing any of the considerations above, please contact Northern Lights at CCV at northernlights@ccv.edu or 802-540-8168. Resources are also available at www.northernlightscv.org

The training recommendations are based on a three-tier structure:

Tier 1 Trainings: Introductory trainings appropriate for those new to the field;
introductory trainings required by child care program licensing

Tier 2 Trainings: Core trainings that all practitioners in the field should receive;
trainings required or recommended for state systems [relevance may vary by role/setting]

Tier 3 Trainings: Special topics specific to age group or special interest;
advanced training in particular content

Tier 1 Training Recommendations:

Please Note: Certain trainings and training topics are required for staff working in regulated child care or afterschool settings. If there is a requirement for some or all staff to receive a particular training, that training is listed in ***bold/italic*** below.

- ***Medication Administration***
- ***Basic Specialized Care***
- ***First Aid and CPR***
- ***Emergency Preparedness***
- Fundamentals for Early Childhood Professionals
- Afterschool Essentials
- ***What is Child Sexual Abuse (Act 1)***
- Trainings on writing and using Individual Professional Development Plans

Tier 2 Training Recommendations:

- Strengthening Families [17 hour toolbox training] and Youth Thrive trainings
- Social-Emotional Development and Learning trainings [CSEFEL, Early Multi-Tiered Systems of Support, Rock Solid Foundations]
- Professionalism and Ethics trainings
- Nutrition and Physical Activity trainings [could include I am Moving I am Learning]
- Trauma Informed Practice trainings [including focus on Adverse Childhood Experiences]
- Introduction to Assessment trainings [including the purpose of assessment and a brief introduction to various tools used in Vermont systems]
- Trainings on Vermont Early Learning Standards
- Anti-bias and cultural competency trainings

Tier 3 Training Recommendations:

- Assessment Tool Trainings [program assessment tools, child-focused assessment tools]
- Special topics focused on trauma [e.g. homelessness, poverty, family mental health, addiction]
- STEAM (Science, Technology, Engineering, Art, Math) trainings
- Special Topics Learning Strands:
 - o Director strand [business practices, grant writing, staff supervision]
 - o Afterschool strand [youth voice, social-emotional learning, workforce development]
 - o Infant/Toddler strand [developmentally appropriate practices, play, brain development]
 - o Family Child Care Provider strand [multi-age settings, business practices, supporting families with complex needs]
 - o Supporting Children with Diverse Needs strand [include laws/requirements]
 - o Leadership strand [coaching, mentoring, advocacy]