**PPD Workplan 2019-2021: Draft 2**

**Workplan Topics**:
*The topics are listed below in order of importance based on weighted average.*

* + 1. Annual Training Recommendations
		Use annual professional development survey data and STARS annual report, along with any other relevant data sources, to create annual training recommendations for the early childhood field
		2. Explore and propose potential opportunities to tie increased competencies and qualifications to increased compensation
		3. CDA CTE integration with PD system
		Engage in statewide work related to Child Development Associate in Career and Technical Centers with particular focus on integration with other components of the professional development system
		4. Use the CDD workforce report to examine available data, identify data gaps, and explore steps to encourage the field to submit data to the state[[1]](#footnote-1)
		5. Engage in ECPDS evaluation
		Engage in aspects of the early childhood professional development system evaluation based on recommendations from evaluators and Preschool Development Grant system evaluation workgroup
		6. Outline the alignment of ECE-1, ECE-2, and ECE-3 with the Vermont Early Childhood Career Ladder
		7. Explore system alignment for CDD bonuses and create a proposal for review
		8. Engage in aspects of the Afterschool Pathways work based on the recommendations from the Afterschool Advisory Group
		9. Develop messaging and marketing for audience and purpose of the Early Childhood Career Ladder[[2]](#footnote-2) [may require consultation with marketing and communications specialist]
		10. Think about audiences and create targeted messages for each audience about the value of the Program Director Credential[[3]](#footnote-3)
		11. Crosswalk NAEYC Professional Standards and Competencies for Early Childhood Educators with Vermont Core Knowledge and Competencies for Early Childhood Professionals[[4]](#footnote-4)
		12. Examine required work samples for Afterschool Credential, Program Director Credential, and Early Intervention Certificate [examine similarities, differences, and explore any recommended changes to requirements]

**Topics to Monitor:**

1. PPD and ELD Integration
[Becky, Lynne, Sonja] [Maybe: Sharron, Joanna, Rebecca, Beth, Kati, John]
Monitor integration between the BBF Professional Preparation and Development committee and the BBF Early Learning and Development committee with an eye toward avoiding duplication and creating clarity of scope.
2. Program Director Credential workgroup recommendations
3. Early Childhood Career Ladder workgroup recommendations
4. Opportunities to explore the future of the CDA credential in Vermont

**Topics from 2018-2019 workplan identified as High Priority and Time Sensitive[[5]](#footnote-5):**

1. Coordinated trainings across sectors that ensure credit for participants
2. Collaboration around gaps in available professional development
3. Tech centers and working with high schools
4. Figure out connection to higher ed

**Agenda Notes:**

* All agendas: consider connections with Afterschool
* All agendas: include Early Learning and Development committee updates (where available)
* Include open updates from meeting attendees on a quarterly basis

**Early Childhood Career Ladder workgroup recommendations (July, 2019)**

1. Adopt new clarifying language to articulate clearly whom the career ladder serves and its purpose.
2. Add reference to Montessori and Waldorf approaches to the career ladder, so those practitioners see themselves as included.
3. Reduce experience requirements across all Levels to six months. Review, and possibly revise, the bonus structure.
4. Eliminate the portfolio option for Level II. Rather, encourage participants to access the Prior Learning Assessment process, which provides true college credits and is, therefore, usable and transferable in other ways.
5. Reorganize levels so that Level III-A becomes III and Level III-B becomes IV. Higher levels will also be renumbered for a logical sequence.
6. Identify what data about the Career Ladder is needed and create a plan to enhance, better collect and more effectively share that data. Data sources that may be important to include are stakeholder surveys and interviews.
7. Develop a shared vision for the future of the Career Ladder that integrates Recommendations #7-9. In this work, ensure that there is significant, authentic engagement from the ECE workforce.
8. Explore alignment with *Power to the Profession* work and the BBF Think Tank’s recommendations for a high-quality workforce.
9. Look beyond the borders of Vermont in order to research and align with the national landscape. Include national best practices and portable, nationally-recognized credentials.

**Program Director Credential workgroup recommendations (July, 2019)**

1. Emphasize the completion of competencies via college coursework, rather than emphasizing the completion of particular college courses.
2. Provide approved courses in a format that makes it easier for applicants to plan course progression based on their preferred institute of higher education. Ensure this chart is updated regularly, as needed.
3. Remove requirement for completing three-credit college course and instead turn the Culminating Seminar into a training series with community of practice.
4. Provide options and examples for how candidates can streamline their portfolio work.
5. Identify candidates who enter Level 1 with an interest in pursuing a Program Director Credential. Provide them with early guidance about how they can be gathering portfolio documentation as they move through Steps 1 & 2.
6. Include language in all informational materials that helps people to understand the Program Director Credential and its great value.

*The following important topics were discussed, but have not reached the point of specific recommendations at this time. Further in-depth consideration is needed.*

1. Align with national director and administrator credentials
2. Consider making the credential applicable to family child care providers
3. Adjust the completion threshold for the portfolio
4. Explore a streamlined application process for professionals who have already earned a degree in early childhood administration.
5. Update the program director competencies
6. Update the Bright Futures Information System to include an IPDP format that aligns with the Program Director Credential
1. Early Childhood Career Ladder workgroup recommendation #6 Identify and collect data [↑](#footnote-ref-1)
2. Early Childhood Career Ladder workgroup recommendation #1: Whom it serves and its purpose [↑](#footnote-ref-2)
3. Program Director Credential workgroup recommendation #10: Communicate the value of the credential [↑](#footnote-ref-3)
4. Early Childhood Career Ladder workgroup recommendation #7: Shared Vision for the Future [↑](#footnote-ref-4)
5. Does not include high priority and time sensitive projects that are already included in the 2019-2021 workplan [↑](#footnote-ref-5)