

BBF Professional Preparation and Development Committee

Meeting Notes 6/16/20

Attending: Beth Truzansky, John Cipora, Lynne Robbins, Diane Hermann-Artim, Becky Millard, Joanna Houston, Kati Ringer, Sharron Harrington, Rebecca Bishop, Tricia Pawlik-York, Sonja Raymond

Open conversation to identify what role PPD can play with regard to creating and supporting anti-racist early childhood and afterschool spaces (Becky)

- Set aside time at every meeting for this topic
- Lots of work that has been done nationally; gather resources for this work from people with expertise; share these resources widely
- PBS resources might be an option
- Vetted online trainings from approved training sources that address this topic
- CDD is releasing an RFP about the guiding principles
- EC competencies and new NAEYC competencies; opportunity to look at them through an equity lens
- Monitoring and accountability role
- Are we putting things into practice? What supports do we provide to trainers and sponsors trying to put these into practice?
- Cultural competency is specifically called out as a core knowledge area in the National Afterschool Association competencies
- Advancing the Profession groups will be delving into standards and competencies
- Often a lack of accountability and the ongoing work that needs to happen around this topic
- Start building long term learning opportunities for people and include cultural competency in all trainings we do
- Creating sustainable paths for learning journeys not “box checking”
- Enhancing our conversations with the higher ed early childhood consortium around how they are embedding these concepts into their early education courses; Camille Catlet has been instrumental in this work in Vermont
- Embedding ongoing trainings at Northern Lights
- Help educators embed anti-racism in all areas
- 2+2+2 training model could be a good fit for these topics since it embeds reflection
- Review existing ongoing trainings like Strengthening Families, Basic Specialized Care, Fundamentals, etc.
- Community of practice opportunities for self-reflection and awareness
- Workplan opportunities; set of questions we ask ourselves when making decisions; guiding questions to help apply an equity lens

Conversation about Online Real-Time training criteria

- Instructor training; ways to use technology to manage large groups of participants; strategies like breakout rooms, engaging presentation methods
- Make sure the trainers are able to use the tools effectively
- Sponsors will still have the ability to create training capacity limits based on their preferences
- Guidance for instructors and sponsors including best practices
- Encourage folks to choose methods that match their information/content and that allow appropriate levels of engagement
- Participants will only engage as much as they want to

- Northern Lights potential role to train trainers and sponsor to best maximize learning
- Best practices can encourage sponsors to limit the length for very large online real-time trainings
- PPD can have a role in developing these best practices
- Suggestion to ask sponsors if they have a max number of participants for their training and if so, what is it and list this information on the Northern Lights website
- Some great trainings have been very large and also very effective
- Head Start Region 1 is planning some trainings for trainers related to this topic
- Encourage opportunities for continued learning like communities of practice
- Sharing guidance around online etiquette and establishing group norms i.e. when to turn off your camera for a moment then come back
- PPD recommends no max attendance number applied universally; recommends creating guidance for sponsors and trainers about how best to implement online real-time trainings

Other Topics

- Identify the role of PPD in adopting the standards that the field is developing for Advancing the Profession
- Registration is now open for the Summer Institute
- Afterschool Advisory Group working on standards and competencies; will have documents for PPD to review probably this fall
- Early Childhood Action Plan – usually a one year implementation cycle as our strategic plan for BBF; working on a modified schedule and plan for this year; How are Vermont’s Young Children and Families report will likely be on regular timeline for January release; will soon be posting position for BBF regional coordinator position (Central Vermont and Lamoille)
- Apprenticeship Program will be administered by VTAEYC beginning in July 2020.
- Melissa Riegel-Garrett is on leave through early September; if you need something you would usually contact her for, you can contact Lynne who can get you to the right person at CDD
- The Career and Technical Education Centers Child Development Associate (CTE CDA) project is ending this month; will share a report at our July meeting
- May be a need for a training related to tax implications due to COVID-19; Let’s Grow Kids is contemplating offering this
- CIS is restarting some in-person home visiting very slowly
- There are ongoing trainings offered for Advancing the Profession; so far they have engaged nearly 2000 folks in the field in the Advancing the Profession work; will be continued work engaging with stakeholders and government officials
- Sherry Carlson will be offering a webinar about where we’re at with Advancing the Profession; Sonja will make sure all PPD members receive an invite