

Building Bright Futures Professional Preparation and Development Committee Workplan 2019-2021  
DRAFT Priorities for Year 2

12/8/20

1. **Create data-informed biannual training recommendations** to be released in spring 2021. Distribute recommendations to all sponsors of professional development for consideration when they select trainings to offer in the early childhood and afterschool field.
2. **Establish joint workgroup including members from the PPD committee and the Advancing as a Profession Task Force** to:
  - a. Examine and crosswalk the NAEYC Professional Standards and Competencies for Early Childhood Educators<sup>1</sup> and the Vermont Early Childhood Core Knowledge and Competencies;<sup>2</sup>
  - b. Outline the alignment of proposed ECE-1, ECE-2, and ECE-3 roles<sup>3</sup> with the levels of the Vermont Early Childhood Career Ladder.<sup>4</sup>
3. **Continue to support integration of Career and Technical Education Centers with the Early Childhood Professional Development System.** Share information about the following topics at BBF PPD committee meetings: VTAEYC pre-apprenticeship and apprenticeship work, BBF Early Learning and Development committee work to support development of the “pipeline” for the early childhood workforce, and Northern Lights work with CTEs to support their use of the Fundamentals curriculum.
4. **Support efforts to increase submission of relevant documents by early childhood and afterschool professionals for entry into BFIS Quality and Credential Accounts.** Small working group is crafting an action plan and will consult with the BBF PPD committee where appropriate.
5. **Review and implement recommendations from evaluation of the Early Childhood Professional Development System.** Select, prioritize, and integrate recommendations that should begin or be completed within the next 6-8 months and plan to incorporate others into our 2021-2023 work plan. Create plan to monitor areas for improvement. [evaluation will be available in December 2020]
6. **Review and determine next steps for recommendations from subcommittees and connected committees.** This includes the Afterschool Advisory Group and their work on revising the afterschool standards and competencies, and the Program Director Credential Committee and their work revising the Culminating Seminar and on messaging and marketing the credential.
7. **Provide feedback and recommendations regarding criteria for online trainings.** Specifically, reviewing and providing recommendations regarding the criteria for Online Anytime<sup>5</sup> and Online Real-Time<sup>6</sup> trainings offered by national organizations or by institutions of higher education.

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<sup>1</sup> <https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

<sup>2</sup> <https://northernlightsccv.org/wp-content/uploads/2018/09/CKC-Competencies-Tool-9.26.18.pdf>

<sup>3</sup> See page 11: <http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf> and also [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/public\\_draft\\_2\\_leveling.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/public_draft_2_leveling.pdf)

<sup>4</sup> <https://northernlightsccv.org/career-development/early-childhood-career-ladder/>

<sup>5</sup> <https://northernlightsccv.org/covid-19-training-guidelines/types-of-online-trainings/>

<sup>6</sup> <https://northernlightsccv.org/covid-19-training-guidelines/online-real-time-training-criteria/>

*Committee supports a collective commitment to:*

- Use available data including CDD workforce report, Head Start data, BBF Needs Assessment, ECPDS evaluation and more to inform further work
- Examine existing data gaps and inform BBF
- Consider any recommendations that should be advanced to a policy-level ask and bring these to BBF
- Stay informed about the national Power to the Profession work, the statewide Advancing as a Profession work, and the potential impacts in Vermont.
- Continue work to expand the focus of the ECPDS to effectively support the professional development needs of the Children's Integrated Services workforce other those of other professionals working in the broader early childhood field. [Comprehensive System of Personnel Development]

*Committee supports an intentional pause on work related to:*

- Any changes in or marketing related to the Early Childhood Career Ladder pending work currently underway with the Advancing as a Profession Task Force