7.20.21 PPD Committee Meeting Minutes

Tuesday, July 20, 2021
10:00 AM

Attendees:

- Johanna Vaczy
- Lynne Robbins
- Becky Millard
- Natalie Nachtigal
- Dianne Carter
- Bill Bonsignore
- Michelle Maitri-Mudita
- Tricia Pawlik
- Diane Hermann - Artim
- John Cipora
- Beth Truzansky
- Michelle Maitri-Mudita
- Rebecca Bishop
- Amy Bolger
- Brenda Metzler

Action Items

- ✓ **Johanna** - Ask for permission and share feedback from facilitator regarding equity and inclusion for trainings
- ✓ **Rebecca** - Reach out to Lori G. to see if she would like to join PPD

Important Dates

- August Meeting Canceled
- August 4, 2021 - NL PD Summit

Topics

- Review of ECPDS Evaluation
- Family Child Care Representative on the PPD Committee
- Vermont Kids Data
- Vermont Summit Discussion Topic
- Updates from committee members

Discussion:

- ECPDS Evaluation Review
    - https://jamboard.google.com/d/1vmceF0hyRKvyHF0gJLRn8_ejGt8kstZSD_T8jNVXgFs/viewer?f=5
- Slide 6 - Expand the breadth and depth of training and professional development related to diversity, equity, and inclusion
    - Training should include PD for trainers for best support inclusion of Vermont Guiding Principles, Diversity and Inclusion
    - PDD makes recommendations for trainings, should have racial equity and diversity included
    - Vermont AUIC BIPOC comments about organizing trainings does not support equity and inclusion necessarily
        - Johanna may share feedback with the group to help think about fully supporting Diversity / Equity efforts in organizing the trainings
            - Will ask facilitator for permission
    - PDD Role to lead the charge, anything else we can do in terms of leadership around this

- ■ John agrees someone needs to take a leadership role for this topic
  - ■ Something to include in every agenda with the meetings
    - ● Search for tools that exist to help guide this inclusion
    - ● Vermontkidsdata.org for resources on incorporating diversity and inclusion
- ● Slide 7 - Expanding access to online professional development opportunities
  - ○ Becky recommends making tools for explaining why some trainings are not meeting VT criteria for online trainings
    - ■ PPD role for defining criteria and double checking verifications
    - ■ Sponsors are usually verifying attendance, but could be a role for PDD to create tools for field
    - ■ Verification for online webinars/virtual trainings quality as well
- ● Slide 8 - Expand, define, and evaluate alternative approaches to delivering professional development such as communities of practice, mentoring and coaching
  - ○ Becky comments her experience with working with communities of practice
    - ■ John comments about Springfield college/ regional colleges are just starting to incorporate communities of practice, NL and PPD ahead
  - ○ Mentoring and coaching
    - ■ Last meeting brought up to BBFSAC as a policy recommendation for funding and sustained support
  - ○ Johanna comments on creating / lack of facilitators for creating and leading the communities of practice
    - ■ How can PDD help identify the skills needed for a facilitator?
    - ■ Find a facilitator on Match registry, PPD can encourage sign up
      - ● Multistep process for creating facilitator role in Match registry, PPD can help with this
  - ○ Communities of practice overall
    - ■ Counting for licensing and STARS hours make it a bit difficult for people to start
      - ● Guidelines require sponsor, but does not require facilitator yet
    - ■ Benefit to connecting to peers outside of our normal organizations, might take burden off sponsors
- ● Slide 9 - Improve professional development offerings for the field's most experienced providers
  - ○ Creating connections with organizations we don't work closely with
  - ○ Colleges for classes/trainings
  - ○ Defining what 'more advanced professional development' is needed
    - ■ What are people seeking?
  - ○ PPD could help forward courses for the summer institute that might come out based on recommendations from the field
  - ○ Promote opportunities for new college coursework funding available through constituency groups
  - ○ Johanna comments what she was looking for when she was a teacher
    - ■ All day workshops that focused on a certain topic, then find coursework related
    - ■ Workshops help peak interest
    - ■ How to use program assessments
    - ■ New teaching styles
    - ■ Looking for training that would apply for credits towards a higher college degree
  - ○ Send a survey, or create focus groups to help answer what kind of advanced training is needed
    - ■ Becky comments there is some information to parse from professional development summit and survey
- ● Slide 10 - Consider ways to encourage the assignment of pre-work before and follow-up work after
  - ○ Summer Institute as a model
    - ■ After course work and pre meeting requirements
  - ○ Alluded to in training recommendations
  - ○ People have provided feedback that they don't like taking time to rehash intro level information
    - ■ Sponsors help verify pre work in the 2+2+2 model
    - ■ NL doesn't tell sponsors exactly what to do, but can make recommendations
      - ● PPD can help guide NL on recommendations

- Slide 11 - Design and implement a process for ongoing annual monitoring, and undertake more formal formative evaluations every 3-4 years
  - How can we identify we are moving forward in specific areas
  - Build in elements to capture data in new CDD information system
  - What will we do next year?
  - Creating a PPD workplan, using items as a grounding place for workplan development
  - Formal evaluations are expensive
    - Financial plan for evaluation progress
- Slide 12 - Collect longitudinal data to measure providers' perceptions of alignment, integration, and transformation of the ECPDS
  - NL collects info on training evaluations
    - No ways to track this? Hopeful that new CDDIS system will help with
  - Longitudinal data tracking model
  - Vermont Afterschool
    - Sponsor evaluation tracking
    - Tracking in database
      - On the individual level
      - On the training effectiveness level
        - Does it help attendees perform better?
        - Would attendees do the training again?
  - Northern Lights
    - Parallel tracking system to Vermont afterschool
      - Can PPD help guide streamlining for data tracking on trainings?
        - Provide needs for CDDIS development
  - Perceptions of alignment and integration
    - Will take some time to develop the right questions to determine growth and effectiveness
- Slide 13 - Expand tags in NL and the BFIS training calendars to include domains of interest for longitudinal tracking
  - Better suited for course calendar, not necessarily Northern Lights training calendar
    - Tracking data will be better for CDDIS
- Slide 14 - Revise training evaluation tools and procedures to focus on practice change
  - NL will share evaluation feedback in fall and these recommendations will help guide PPD
- Slide 15 - Conduct additional research to understand participants' cost related barriers to accessing professional development
  - Relating to advanced level professional development
    - Link this to identifying need of advanced PD if we do a survey for both
  - NL evaluation reflects a bit on this
- Slide 16 - Conduct additional research to understand the particular professional development needs of Family Child Care Providers
  - NL evaluation relating to family childcare providers
    - Can extract that data but it doesn't automatically have the answer
    - Becky Requests help with distribution of survey link
  - John comments it's hard for providers to 'know what they don't know'
    - NL Survey will address individuals and what kind of training they are wanting
      - Asks about interest, level, and open response
    - PPD role could be to look at survey results to create best informed recommendations
      - Include someone from family child care on committee
- How to create / focus on development of a PPD workplan going forward?
  - Want one plan moving forward with prioritization and data tracking for evaluation
  - Committees work is around integration across the early childcare system rather than focusing only on quality of trainings
    - PPD can recommend language requirements for CDD grants to help with trainings
    - Inclusive for all workers in childcare, not just early childcare

- - - Aftercare/mental health etc.
  - ○ Keeping in mind what is the scope/role of PPD
- Family Childcare representation ideas?
  - ○ Vermont Early Childhood Networks Use network grants to use someone to attend PPD
  - ○ VCCPA
  - ○ Rebecca Bishop recommend Lori Gotten (?) can reach out to her to see if she would like to join PPD
    - ▪ Will direct to Lynne and Becky

- VECAP Summit discussion topic link
  - ○ Suggestions for discussion during summit, suggestions will be saved for future discussion ideas
  - ○ Link: https://jamboard.google.com/d/1sfIr24W4Xwp0xLxwKxPywaisy4zwZMuJo-g5kCw4UWk/edit?usp=sharing
  - ○ What is an emerging gap or policy recommendation PPD would like to elevate to the SAC?
    - ▪ Call for integration of PD systems across all early childhood
      - • Different sectors of care and education that is available
      - • Hard to measure data for successful integration
    - ▪ Refer to jam board for other suggestions
    - ▪ Becky and Lynne will review and submit to BBF

- Vermont Kids Data
  - ○ Link: https://vermontkidsdata.org
  - ○ Similar to Vermont Insights
  - ○ Resources available
    - ▪ https://vermontkidsdata.org/early-childhood-resources/
    - ▪ Ways to request or submit questions relating to data or resources
    - ▪ Understanding how systems work and capturing webinars
  - ○ Publications
    - ▪ Includes a lot of reports, grant publications, and evaluations
  - ○ Data Dashboard
    - ▪ https://vermontkidsdata.org/vecap-dashboard/
    - ▪ Front facing data portal for better informed decision making
    - ▪ Goal is to make data collected available to the public
    - ▪ Links to updated data sources
    - ▪ Tracking progress related to VECAP
    - ▪ Walkthrough of different data sets and displays
    - ▪ Would love ideas of where else to find good data sources that would be useful and relevant
  - ○ Currently no formal vetting system, but starting to invite people to request to include certain resources to create a library of sorts
  - ○ Looking to have a lot of information in one place
  - ○ Feedback form link
    - ▪ https://docs.google.com/forms/d/1anm9WYosXRNzGIuKZwy_5_RgYXz2cJRV1er713Nwa9E/edit
  - ○ Questions
    - ▪ Section organization
      - • Include a workforce section?
      - • How is it related to VECAP
      - • CDD section
    - ▪ Becky and Lynne will send a few reports to be included
    - ▪ What does professional advancement programs intermediate indicator mean?
      - • Follow up
    - ▪ Number of AOE licensed educators serving as lead teachers working
      - • For reflecting on actual licensed capacity
    - ▪ In development indicator mean
      - • Data is available but just not linked yet, still a work in progress

- - - Active participation tracking available? Are wages changing?
    - Insurance and wage indicators
      - Critical for bases to inform decision making in the future
      - Lynne notes salary will hopefully be collected in CDDIS
  - Reflections
    - Lots of comments on how user friendly and accessible this is
    - How can we use this in trainings?
      - Share at sponsor summit?
    - Development and education for children readiness survey
      - Rebecca requests more data on universal PreK assessment use
    - Indicators will be a small slice of what is represented on the data's actual source
      - Asking BBF
    - Appreciate search function use
- Competitive grant that the health department and BBF partnership (missed the name)
  - Connected with Help Me Grow

- <u>Updates from Committee</u>
  - NL
    - Becky will send link for survey, please distribute
    - Professional development summit
      - Focus and Sponsors, instructors, all are welcome
      - Wed Aug. 4th, Virtual
        - Becky will send links
    - Exploratory conversations around
      - Pursing practice based coaching support on statewide level
      - Pursing regional / annual / in person conferences
  - VTAEYC
    - Advancing early childhood education as a profession
      - Finalizing phase 3 planning
        - Overlap with PPD
          - Aligning career latter with designations
          - Preparations for ECE levels
          - ECE 3
      - Scholarships and grants available for workforce
        - VTaeyc will host a webinar for helping to understand these opportunities
          - August 4th
  - Vermont Afterschool
    - Working on PD catalog
    - Working on fall conference, may be more of a summit, TBD
    - Grants
      - Making strong connections with new organizations for PD outreach
  - STARS
    - Back up to speed with programs participating
    - Getting assessors back out in the field
    - Recovery for STARS requirements
      - Hardest for home provers
      - Center providers second with struggling
      - Will this struggle impact other programs/sectors going forward
    - Becky questions is our system (not just related to STARS) making it harder for programs to participate
    - Lynne brings up ARPA funds for helping to support programs keep STARS
  - Brenda sub for Sharon
    - Overwhelming interest for capacity building grants

- - - Shortage in workforce impacts capacity building work
      - Virtual summer access week to open up early childhood career pathways
    - BBF
      - VECAP Summit
        - Reach out if you need registry link
      - Hiring for regional managers and policy directors
      - Early childhood systems analysis RFP had 10 responses
    - SAC
      - Draft of wage and fringe report, released around September
        - Limited data for afterschool and others
- NO MEETING IN AUGUST
- END