

**Professional Preparation and Development Committee**  
**Meeting Notes**  
**December 21, 2021**

Participants:

- Diane Hermann-Artim
- John Cipora
- Johanna Houston
- Staci Otis
- Tricia Pawlik
- Dianne Carter
- Beth Truzansky
- deb Grennon
- Amaryah Pendleton
- Rebecca Bishop
- Joanne Rouleau
- Michelle Maitri-Mudita
- Sara Forward
- Bill Bonsignore
- Adri Taylo-Behrman

Guests:

- Brenda Schramm
- Janet McLaughlin

**T.E.A.C.H. Update:**

- Janet McLaughlin and Brenda Schramm from the Vermont Association for the Education of Young Children (Vtaeyc) attended to give the Committee an update on the Vermont Teacher Education and Compensation Helps (T.E.A.C.H. program)
- Vtaeyc has just announced that co-pays for tuition, books and fees for both participants and sponsors have been eliminated through June, 2023 due to accessing ARPA funding to support the program. This has already made a huge difference for folks wishing to access the program and the sponsoring programs that support them. It recognizes the additional stress on individuals who are already working in the field and their programs. In addition, this opportunity puts this grant program more in line with other scholarship supports currently available to students.
- The current T.E.A.C.H. models to support the workforce are:
  - Early Childhood Apprenticeship Program
  - Associates Degree Program
  - Bachelor's Degree Program
  - Educator Licensure Program
- The bachelors degree program was launched in the Fall. There are 5 institutes of higher education currently supporting T.E.A.C.H. recipients (Northern Vermont University, Springfield College, Champlain College, St. Michael's College and Castleton University).
- Applications for participating in the various T.E.A.C.H. models continue to come into the office and more are anticipated this Spring. Current enrollment is:
  - Apprenticeship: 17
  - AA: 38-40
  - BA: 16
  - Licensure: 12

- Vtaeyc has a new microsite for T.E.A.C.H. that has more information on the various models at: <https://teach.vtaeyc.org/>
- Info sessions are being scheduled.
- Discussion:
  - Enrollment numbers have been increasing in higher education early education programs as result of the various scholarship programs that have been available.
  - T.E.A.C.H. is a good model that provides supports for the existing workforce
  - Streamlined connections with institutes of higher education have been made

### **Professional Development Documentation for School Districts**

- Becky gave an overview of this project designed to streamline the process for submitting professional development paperwork for individuals in school districts for whom documentation in BFIS was needed. Often, only a small subset of individuals from a school district who participate in a professional development opportunity would fall under this category.
- Essentially, school districts would be using a new ‘modified sponsor’ process for submitting documentation.
- A pilot program was completed in the fall. There were 4 school districts who submitted documentation. The follow up survey was only completed by 2 districts.
- The workgroup that designed this process (with representatives from the Agency of Education, the Child Development Division and Northern Lights at CCV) decided that the survey did not provide enough information to implement this new process statewide and more information is needed.
- The expectation going forward is that school districts can either submit documentation using the existing sponsor process or the new modified sponsor process.
- Next steps:
  - A focus group including participating programs will be held in January, which should give us more information on this new process – how well it is working, what are the challenges, what support is needed, etc.
  - Information from the focus group meeting will be used to develop next steps.
  - The goal is to have a new system available for school districts to use in early 2022.
- If this model is successful, it may also be used for other groups, such as Children’s Integrated Services or Vermont Afterschool.

### **The future of professional development**

- Becky began a conversation with the committee about how professional development might look in the future. Questions around online versus in-person professional development, new models, system gaps, etc are part of this conversation. Challenges have included the impact of COVID on professional development.
- The Committee recognized that the system that the PPD Committee, which includes Northern Lights at CCV, is not the entire early childhood professional development system, and these discussions are not specific to developing work for Northern Lights.

- Becky created a jamboard for people to add their thoughts in relation to this discussion. The jamboard is available for committee members to continue to add their thoughts.  
Link:  
[https://jamboard.google.com/d/1HEGrVYsAi1PCGA1ffr604hovpqtne\\_gchD\\_DX8Ug-ZU/viewer?f=3](https://jamboard.google.com/d/1HEGrVYsAi1PCGA1ffr604hovpqtne_gchD_DX8Ug-ZU/viewer?f=3)
- General topics that came up in the conversation which the Committee would like to explore further include communities of practice (such as using the 2+2+2 model to include communities of practice to extend learning, or for the middle section to include a mentoring component), badges, microcredentials, pre-service opportunities, and onboarding supports for new individuals in the field.
- An idea that emerged was to consider how to link summer programs, such as counselor-in-training programs, to the early childhood 'pipeline' towards working in the field. Pre-apprenticeship programs also provide similar opportunities.
- The committee is also interested in pursuing the development of stackable credentials and potential opportunities to connect these to higher education
- Next steps:
  - Use this information to plan future agendas
  - Connect these ideas with the Early Childhood Professional Development System Evaluation
  - Consider impacts on the state's new information system which will replace BFIS, and what we would want that new system to do for the field.

**Next meeting:**

- January 18, 2022 from 10:00 am – 12:30 pm