Recommendations from the Early Childhood Professional Development System Evaluation 2021
Review by the Professional Preparation and Development Committee 2/20/24

Activities 2021-2024: Please share any activities completed by PPD or by a partner organization between 2021-2024 that you think contribute to one of the recommendations.

Possible Activities 2024-2026: What could PPD do in the next 2-3 years to continue implementing these recommendations? Where do you think PPD should focus, and what activities should we engage in?

Group Members:

|  |  |  |
| --- | --- | --- |
| Recommendations: Alignment and Integration | Activities 2021-2024 | Possible Activities 2024-2026 |
| Continue and advance lobbying efforts to improve compensation across the early childhood sector. |  |  |
| Continue efforts to integrate systems serving afterschool and CIS providers with the professional development system serving child care providers.* Communication campaign
* Mapping core knowledge and competencies across sectors
 |  |  |
| Explore opportunities to build stronger integration and collaboration between Vermont’s Agency of Education and the ECPDS* Mapping knowledge and skills of different roles within each sector
* Convening a summit of district leaders and ECPDS leaders for cross-sector collaboration
* Process for entering public school documentation into BFIS
 |  |  |
| Seek opportunities to preserve regional resources* Find additional funding to support regional and local groups offering local PD
* Partner with new host org to support VECNs
 |  |  |

|  |  |  |
| --- | --- | --- |
| Recommendations: Professional Development Offerings | Activities 2021-2024 | Possible Activities 2024-2026 |
| Expand the breadth and depth of training and PD related to diversity, equity, and inclusion |  |  |
| Expand access to online PD opportunities |  |  |
| Expand, define, and evaluate alternative approaches to delivering professional development such as communities of practice, mentoring, and coaching |  |  |
| Improve professional development offerings for the field’s most experienced providers |  |  |
| Consider ways to encourage the assignment of pre-work before and follow-up work after trainings |  |  |

|  |  |  |
| --- | --- | --- |
| Recommendations: System Monitoring and Evaluation | Activities 2021-2024 | Possible Activities 2024-2026 |
| Design and implement a process for ongoing annual monitoring and undertake more formal formative evaluations every 3 to 4 years. |  |  |
| Collect longitudinal data to measure providers’ perceptions of alignment, integration, and transformation of the ECPDS. |  |  |
| Expand tags in Northern Lights’ and BFIS training calendars to include domains of interest for longitudinal tracking. |  |  |
| Revise training evaluation tools and procedures to focus on practice change.* Distribute evaluations weeks after trainings
* Someone adjacent to the training participant could complete a non-evaluative attestation about changes to the participant’s practice
 |  |  |
| Conduct additional research to understand participants’ cost-related barriers to accessing professional development. |  |  |
| Conduct additional research to understand the particular professional development needs of Family Child Care Providers. |  |  |