

# BBF Professional Preparation and Development Committee

## Meeting Notes 10/15/2024

**Meeting Attendees:** Deb Norris, Becky Millard, Ammie Collins, Lynne Robbins, Adri Taylo-Behrman, Tia Fotion, Staci Otis, Joanna Houston, *Courtney Isham*, Kelly Hayes, Sharron Harrington, Meg Baker, Sherry Carlson, Amaryah Pendlebury, Deb Grennon, Susan Titterton, Joanne Rouleau, Didi Harris, Paula Nadeau, Dawn Rouse, Julia Wayne

### Meeting Summary:

- I. Meeting introductions
- II. Advancing as a Profession presentation and discussion (Susan Titterton)
  - Introduction from Susan...presentations to get EC recognized as a profession by the state.
  - Hold two populations in mind... when we talk about recognition one population is the current workforce, what will it look like and how transition will be. Future workforce... thinking future oriented.
  - Slides - How did we get to this moment? This doc started the conversation about starting a unified workforce.

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18:19

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### How did we get to this moment?

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. **Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well.**

- *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, 2015

Susan Titterton (Unverified) vtacyc Vermont Association for the Education of Young Children

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19:10

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## How did we get to this moment?

The difficult realities of today:

- An incoherent, inconsistent system fails to recognize differences in preparation, skills and experience
- A hodge-podge of preparation programs of uneven quality
- The system's chaos harms candidates w/o power or privilege
- Educational requirements increase; compensation remains low
- The math doesn't work
- Widespread decline of family child care
- The profession follows; it does not lead

- *Power to the Profession, 2017*

Susan Titterton (Unverified) vtacyc Vermont Association for the Education of Young Children

- In late 2017 there was a summit in VT – a report of recommendations. Explore Power to the Profession. Think Tank created – Professionalized Workforce create a framework for required qualifications and wage
- Workforce is the key to Quality. Let to National research and What is a Profession... purpose knowledge skills ...
- What would ECE look like?

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21:55

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## What would an ECE profession look like?

- ★ Professional Identity
  - Name; role and responsibilities
- ★ Three Designations with Aligned Preparation Pathways
  - ECE I, II, and III; preparation before practice
- ★ Professional Compensation
  - Comparable across settings and age groups; adequate benefits package
- ★ Professional Licensure
  - Shared accountability; necessary supports

Susan Titterton (Unverified) vtacyc Vermont Association for the Education of Young Children

- What is the next step: Design work around each piece above. Couldn't move forward with recognition from State of Vermont.

# Why regulate?

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23:12

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## Why regulate a profession through individual licensure?

To ensure “practice readiness”

- Demonstrating specialized knowledge and skills
- Showing professional judgement and ethics
- Assuming a position of trust, given potential risk of harm

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How does a profession become recognized? Legislation proposal or Application to Secretary of State’s Office of Professional Regulation.

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25:11

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## What is the Office of Professional Regulation?

- A division of the Office of the Secretary of State
- Mission: Protect the public from incompetent or unethical practitioners through a system of individual licensure
- Responsibilities:
  - Create and modify regulations that establish licensing requirements for unregulated professions
  - Support licensure oversight of 50 professions and 80,000 licensees

Susan Titterton (Unverified) vtaeyc Vermont Association for the Education of Young Children

- OPR Process
  - 1) request, 2) assessment, 3) recommendation and then the 4) legislature agrees, disagrees, action or no action.

- Identified harms and benefits if profession regulated.
- Shared accountability framework

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29:01

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## P2P: Shared Accountability Framework

“As a profession, early childhood educators welcome increased, clear, and consistent accountability that is aligned with our definitions of professional competencies and results in increased compensation. We understand that we can only expect the significant, sustained increases in public financing that are needed to move the profession forward if we are willing to be accountable for their use. At the same time, we understand we can only be held accountable if we have necessary and sufficient supports, resources, and infrastructure.” - *Unifying Framework*

Susan Titterton (Unverified)

- Proposed Timeline:

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## What is OPR's possible timeline?

April 2024 - Sunrise Review Application submitted

July-Nov. 2024 - OPR reviews application, does its own research and financial analysis, gathers input including:

- Aug. - website page set up
- Sept-Oct. - stakeholder meetings
- Sept. 17 and 18 - public hearings
- By Oct. 2 - written comments

Dec. 2024 - OPR completes its assessment; writes report

Jan. 2025 - OPR may make recommendation to Legislature

Susan Titterton (Unverified)

**vtae** Vermont Association for the Education of Young Children

## Questions and Comments:

Kelly sat on task force for 5 years, feels good about this moving forward. Shared her own experience of 20 years of dedication of EC and that this is her profession and that she is excited to get the recognition.

Deb G – process question... why you used both processes instead of one? OPR and Legislature... typically in VT – first go thru OPR (research and then come up with recommendation) then Legislative Action is what finalizes the decision to be recognized. Additional value of building the appropriate language thru the OPR process – and builds on commitment of the process.

Started working on OPR in Feb – lots of conversations and round tables... this has provided foundation, and lead time to be thoughtful.

Isn't done this way in every state like Vermont.

A concern: as we are getting close – a lot of info and work done and field that is busy with a lot of changes... not a lot of time to formulate thoughts and rumors get started ... hope that people will get answers to questions and what has been thought of already to avoid spreading rumors...

Becky shared this as a talking point to jog thoughts/comments/concerns related to Susan's presentation above:

The screenshot shows a Zoom meeting window titled "Professional Preparation and Development Committee". The main content is a presentation slide with a yellow border. The slide features the PPD logo (Professional Preparation and Development Committee) and the following text:

**MISSION** Created July, 2005  
Revised March 2012

The mission of the Building Bright Futures Professional Preparation and Development Committee is to develop, coordinate, and promote a comprehensive system of quality learning opportunities for current and prospective early childhood and afterschool professionals.

The BBF PPD Committee

- Aligns professional development initiatives into a coordinated system
- Advocates for resources and improvements to the system
- Uses the Guiding Principles for Vermont's Early Childhood Professional Development System (ECPDS) to guide operations

**GUIDING PRINCIPLES**

Vermont's professional development system for the early childhood and afterschool workforce is:

1. Clear and known
2. Supportive of professional growth
3. Research-based and relevant
4. Integrated and aligned
5. Accessible
6. Financially supported
7. Evaluated on all of the above criteria

The Zoom interface includes a toolbar with icons for Take control, Pop out, Chat, People (20), Raise, React, View, Apps, More, Camera, Mic, Share, and a red Leave button. On the right side, there is a vertical list of participant video thumbnails, with the top one showing a woman and a "ST" icon below it. A "1/5" indicator is visible between the thumbnails.

Think about how both of these things can happen well and in a complementary way.

Accessible piece re EC One/Two/Three... heavily college based. And this excludes folks who are great caregivers where school isn't necessarily their strongest area and it ends up being a barrier for progressing in the field.

Meg: Thinking about alignment as state level don't necessarily have common agreements of where we should be aligned in regards to PD – between the AoE expectations and school districts' expectations vs field as a whole and thinking about STARS...

From Dawn: Johanna, it may be worth looking at Head Start and their professional development pathways - particularly as they have a Bachelors as a qualification for teachers but they also do a great deal of "grow your own" work with staff

Sub group that may be excluded who can't meet requirements... recommend have the highest Career Ladder Cert they are eligible for... Level II would qualify them EC Two. Build on coursework...work with them to build credentials to continue to grow.

Places where licensing and regulations may vary and may have different pathways. However there will need to be a solid connection...there could be exemptions for example someone in a preparation program and they are being guided by an ECE III –

Listening to feedback from field regarding what supports are needed. How to support the future workforce and give supports needed so we get folks on the proper path to begin with so they don't get on the wrong path and decide to leave – there are gaps that need to be addressed. Trying to balance preparing folks who aren't yet qualified while still helping folks who are advance further.

This work doesn't happen overnight... other professions have had similar challenges – this is super important to attain compensation that is commensurate to the importance of the work. We do need to consider a standard that shows some level commitment further than high school.

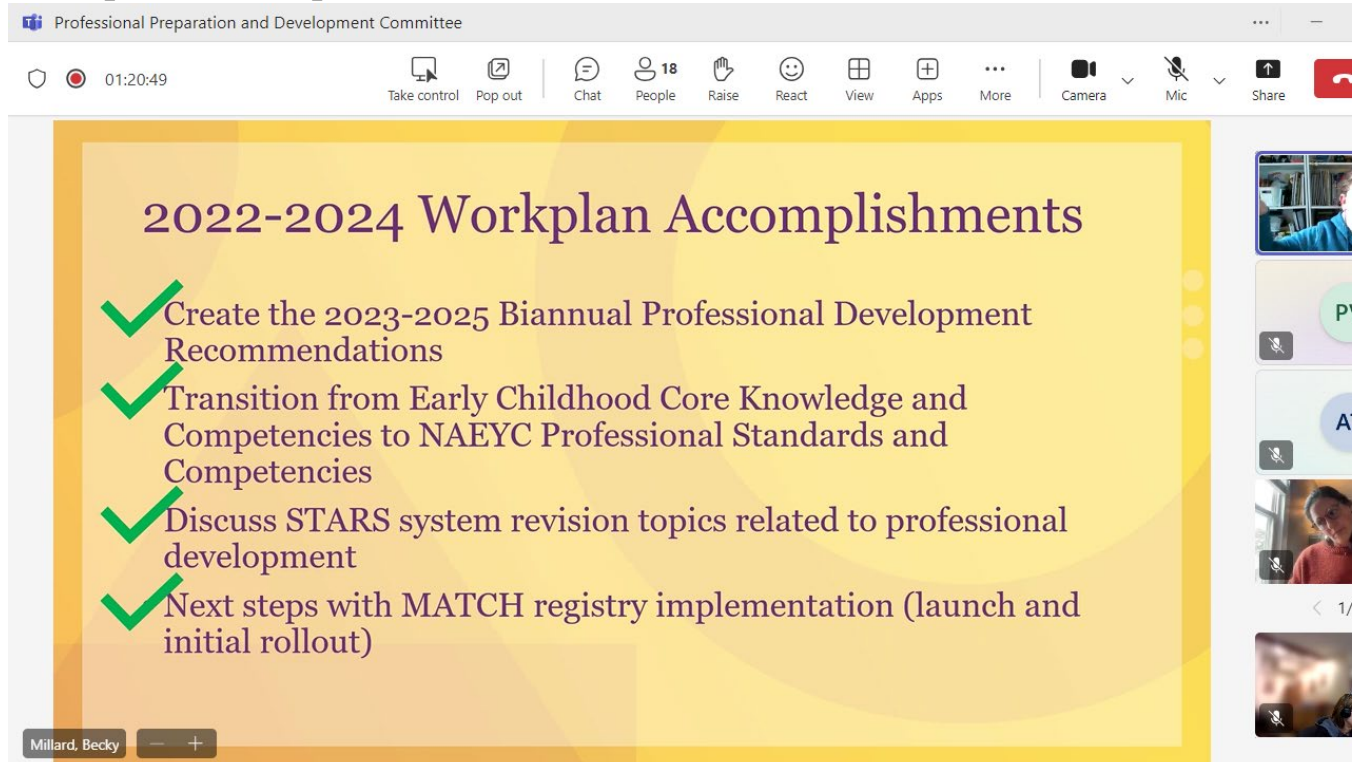
This a transportable profession as well – within the states. An argument for a higher level education.

Sometimes we make inaccurate assumptions about the workforce. Can't always retain folks with less preparation – don't have knowledge they need and leads to burnout etc. There are models to help folks grow – and if we make assumptions that they can't do it, can't grow, then we keep them from it... instead of finding ways that would be successful for them.

This committee has the ability to identify gaps – to think about this for the future – bring forward to state advisory council to identify gaps to address

### III. Reflect on current workplan (Becky Millard)

- PPD Workplan Creation – next two years  
Review accomplishments, Review items not yet complete and things to refine, status of ECPDS Recommendations from 2020 report, open discussion about priorities for PD system and priority activities for PPD for the next two years... actionable items – take a big idea and form actions.
- Workplan Accomplishments:



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01:20:49

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## 2022-2024 Workplan Accomplishments

- ✓ Create the 2023-2025 Biannual Professional Development Recommendations
- ✓ Transition from Early Childhood Core Knowledge and Competencies to NAEYC Professional Standards and Competencies
- ✓ Discuss STARS system revision topics related to professional development
- ✓ Next steps with MATCH registry implementation (launch and initial rollout)

Millard, Becky

## Not yet complete: should we keep doing?

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01:22:45

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### 2022-2024 Workplan: Not Yet Complete

- Establish criteria for relationship-based professional development to count in the system (FY25 NL grant deliverable).
- Review recommendations from 2020 evaluation of the early childhood professional development system and identify next set of priorities.
- Identify any policy recommendations that should be lifted up to BBF for consideration (annual activity).

Millard, Becky

## Purple not done: consider and continue to work on?

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01:23:09

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### ECPDS Recommendations

*Continue efforts to integrate systems serving afterschool and CIS providers with the professional development system serving child care providers*

- Broad-reaching campaign to communicate the roles, resources, and responsibilities of different systems components across sectors
- Mapping core knowledge and competencies across sectors to design and identify trainings that address the needs of multiple types of professionals

*Explore opportunities to build stronger integration and collaboration between Vermont's Agency of Education and the ECPDS*

- Map required knowledge and skills of different roles within each sector to identify areas of overlap
- Convene a summit of district leaders and ECPDS affiliates to forge cross-sector understanding and identify points and strategies for collaboration
- Establish and communicate policies and procedures for documenting early childhood professionals' participation in district-led professional development for the purposes of entering these training data into BFIS [partially complete]

Millard, Becky



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01:25:58

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*Seek opportunities to [support VECN's that wish to offer local professional development]*

- Find additional funding sources to support regional and local professional development
- Partner with a new host organization to support VECN [CDD task?]

**System Monitoring and Evaluation**

- Design and implement a process for ongoing and annual monitoring and undertake more formal formative evaluations every 3-4 years.
- Collect longitudinal data to measure providers' perceptions of alignment, integration, and transformation in the ECPDS
- Expand tags in Northern Lights' and BFIS training calendars to include domains of interest for longitudinal tracking [create recommendations for CDD-IS]
- Revise training evaluation tools and procedures to focus on practice changes
- 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

Millard, Becky

Blue partially complete:

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**Professional Development Offerings**

5. Expand the breadth and depth of training and professional development related to diversity, equity, and inclusion
6. Expand access to online professional development opportunities
7. Expand, define, and evaluate alternative approaches to delivering professional development, such as communities of practice, mentoring, and coaching
  - a. A detailed plan for how, whether, and under what conditions to approve communities of practice, coaching, and other alternative professional development activities as meeting child care licensing professional development requirements.
  - b. A communication campaign to help potential participants understand the requirements and potential benefits of the approach.
  - c. Training and supports for mentors and coaches that cultivate high-quality mentoring and coaching skills.
  - d. Compensation for mentors and coaches.
  - e. Evaluation of early rollout efforts for the purposes of continuous improvement.
8. Improve professional development offerings for the field's most experienced providers
9. Consider ways to encourage the assignment of pre-work before and follow-up work after trainings.

Millard, Becky

- Integrate DEI in PD... need actionable items... break down this big idea to actionable steps.  
Equity Audit Tool for trainings
- Examine EC PD System thru Equity Lens

- Identify and address barriers to aligning prof dev across Education, MH and Spec Ed.

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DR Rouse, Dawn (she/her) (Unverified) I've been reading this research and tool. Its a bit expensive but I think it has so...

## 2022-2024 Workplan

- Integrate diversity, equity, and inclusion in all our professional development in Vermont.
  - NL PDG project: Equity Audit Tool for trainings
- Examine the early childhood professional development system through an equity lens.
- Identify and work to address barriers to aligning professional development across education, mental health, special education.

Millard, Becky

- How to support one on ones – more training to know how to work with their one on one kiddo and for teachers too to work with the one on one kiddos  
Do a scan of what is available, PD we can highlight – collect data to find out what is needed.
- PD to earn CEUs.
- PD connected to NAEYC standards... and DECC standards.
- I've been reading this research and tool. It's a bit expensive but I think it has some good ideas <https://www.startearly.org/event/acses-introductory-series/>
- Collaboration within the field – intentional campaign to communicate resources in the field. Creating warm handoffs.
- Hard to identify data to monitor this system. What data do we have? And prioritizing the data gaps or determining the gaps.
- Annual monitoring of what we are providing and if it is meeting needs.
- PD needs of providers, building relationships and those who are not connected – how do we reach them so we don't lose folks.
- Tackling the barriers, find out what they are and how to tackle them.

- Afterschool – integration
- Integration with CIS
- Thinking about various types of care and varying levels of experience. What is our menu of options and pathways for the variety of folks needing PD. Some offerings work better for some audiences but not others. Multiple pathways and coaches – and choosing the best option.
- Supports for trainers to assist with incorporating DEI
- Advanced PD – do a survey – what do they mean by that? Are they looking for higher ed collaboratives - ? Course, training and is it cumbersome to apply for grant to assist with cost? Are the right people ending up in the training – sometimes this can impact the level of the training that can be realized.
- I feel like we can leverage the Castleton Early Ed Institute to expand some of those advanced trainings also

Relevant Links: There are a multitude of resources and additional information available on the VTAEYC website: <https://www.vtaeyc.org/the-ece-profession/>

Meeting resources available at: <https://northernlightsccv.org/resources/vermonts-ecpd-system/ppd/>

Updates:

**NL:** New Position – Registration and Outreach Specialist

**Meg:** Approved E course registration: Online self-paced. Foundational and Advanced. Free.

[https://docs.google.com/forms/d/e/1FAIpQLSceHPVKeIYMphiQkgLebYoweNR0vNhf\\_TOpyf7T2hNDB8O7g/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSceHPVKeIYMphiQkgLebYoweNR0vNhf_TOpyf7T2hNDB8O7g/viewform?usp=sf_link)

Close to having PD Calendar thru end of school year. A lot of Pyramid Module trainings – Infant Toddler PreK and supplementary trainings.

Starting work thru state PD grant – Part C Early Int – 45 people signed up.

Sharon: Advertising for position Admin Coordinator with career advancement team  
Hired individuals to lead statewide virtual networks. Annual Conf 10 days away – PD offerings – PD Grant and STARS incentives final stages of executing agreements. Submitting SPARQS year one report – SPARQS developing trainings that have been id'd by the field as a need/want.

<https://acrobat.adobe.com/id/urn:aaid:sc:US:fc760d08-91e0-47e5-88f4-394f29739be2> Job Posting for Administrative Coordinator in Career Advancement Department

Lynne: STARS bonuses (\$500000 has gone out!) and PD Bonuses (increased) – uptick in applications at NL