

BBF Professional Preparation and Development Committee

Meeting Notes 11/19/2024

Meeting Attendees: Beth Truzansky, deb Grennon, Didi Harris, Elise Doner, Tia Fotion, Teresa Haskins, Holly Moriglioni, Joanna Houston, John Cipora, Helen Mattheis, Lisa Maynes, Becky Millard, Lynne Robbins, Dawn Rouse, Amelia Struthers, Adri Taylo-Behrman, Julia Wayne, Amaryah Pendlebury, Sonja Bracey, Darla Senecal, Paula Nadeau, Brendan Rooney

Meeting Summary:

- I. Meeting Introductions
- II. Reflection on the BBF Professional Preparation and Development Committee Work Plan 2024-2026
 - Questions to reflect on:
 - Are these the right activities for right now (should any be postponed for later)?
 - Are they written in language that makes them reasonable to accomplish within 2 years?
 - Are there other topics you would like to receive presentations about?
- III. Are these the right activities for right now (should any be postponed for later)?

Meg Baker: there is a universal design opportunity that is coming up which may be worth looking into. Early Childhood Licensure. AOE discontinued provisional, and there is interest in admin-track for ECE. Currently, the choices are either Principal (PreK-12) or curriculum coordinator (PreK-12), but there is not a more focused option for ECE professionals. Also, #5 (relationship based coaching/mentoring) - in the most recent Pre-K implementation report, that was one of the featured pieces that VT does not currently have as part of its ECE system. It's something we should be thinking about with the Pyramid model implementation, and I hope that it might be further defined or get more clarification in the next round of drafting.

Tia Fotion seconds the interest in #5, and has had many questions from the field around that topic. #12 was also noted as an area of interest.

Julia Wayne: loves #2, sees connection to work that CDD is doing right now in including inclusive practices and how we can support it. Also yes for #1, that might be my role, interested in diving into PD needs of CIS practitioners. Question:

Where do you imagine diving into the DEC recommended practices? Is that part of this work plan, or is that something separate?

Response from Becky: This group has a responsibility to monitor overall system, so the question is what makes sense for this particular group of professionals - does it make sense for PPD, or should a new committee explore that? The DEC recommendations are a part of the UTC, which is one way that we are implementing these recommended practices into our work.

Julia: requests from the field, esp. EI providers around DEC recommended practices; could be a separate conversation or fit under #2.

Becky: keep raising this point, we don't want to lose track of the needs of the CIS practitioners.

deb Grennon: I love a lot of these, and the 30,000 foot level is where I get lost sometimes. Need for HR skills in this field, and need for business and technical training in the field. Not directly related to teaching, but directly related to sustaining the workforce.

Becky: when you think about those needs, are there particular topics that PPD could take action on?

deb: Making these offerings explicit would be a good start. HR and recruiting are lacking in the field, as is enrollment and sustainability info.

Meg Baker: The loss of the Champlain College Masters Program is big - and finding a way to replace it would be fabulous! That would help to address deb's thoughts and possibly an administrative licensure for ECE professionals

Amelia Struthers: when we think of all the roles that everyone is in, does the PD meet the needs of all those different roles? Are there any roles that could have better access to relevant PD?

Darla Senecal: what I'm hearing from the field is a need for Teacher Mental Health PD. How do we retain folks if they are dealing with kids who have higher and higher needs, and those families?

Helen Mattheis: I'm trying to better understand the process, and what needs to be documented - is there information on what credentials can be eligible for bonuses outside of NL, micro-credentials, etc. What is the process for approval of these micro-credentials?

Becky: General process is to bring the idea to this committee and making proposals, and we will make a recommendation to the CDD. Here is what we

think should be put in place, and here is why. You're talking about clear criteria for the kinds of proposals that come to us re: should this become a thing in the system. There are lots of connected pieces to that, including bonuses.

Beth Truzansky: The workplan is very exciting, and especially Darla's point makes me consider #12, monitoring the implementation of something in particular (i.e. Levels Certs). PPD's role in general is to deliver a service or track what's happening in the system to say "hey, here's a gap", etc. The monitoring could be more prominent, though that could be because of limited capacity - recommendation of where resources could go including grant funding.

Becky: taking that monitoring language in #12 and considering other places in the document that this language could also be relevant.

Amelia: we do have a pathway for administrators at CCV that can confer a certificate worth 24 credits, which does professionalize things, and covers much of the material covered in the Champlain Master's program.

Becky: one thing I'm pondering re: Meg's comments is how we might link in these programs as preparatory pathways for folks who are interested.

Lynne Robbins: there are great opportunities out there, but how do we communicate to the field to let them know about these offerings? I don't have an answer, but it is something I'm recognizing.

Becky: related to #3.

Darla Senecal: The Early Care and Learning Partnership in Addison County. Has offered a master's program in the past and is hopeful to offer it again if they can secure funding.

IV. Are they written in language that makes them reasonable to accomplish within 2 years?

Lynne Robbins: Can you please remind us of the TA opportunity?

Becky: 10 hours of TA from the National Workforce Registry Alliance; in this case, BFIS Quality and Credentialing accounts. Can make recommendations re: high priority data, PD report scans to make recommendations; pretty open ended. They did a neat project with Maine that I'm going to try and find to send to this group.

Beth Truzansky: we are in the process of updating VT EC Action Plan; would hope that this committee would be linked to those priorities. With the update of the plan, we always assess the committee structure. Does PPD need to be a VECAP committee? There have been so many changes to the workforce in the past few years that creating some flexibility could be beneficial.

Becky: how can PPD best link into the system, because we look different than other action committees?

deb Grennon: #6, lots of this collaboration is happening already, do we need to clarify how we will capture that? Are the notes in this meeting enough to capture that, or are there additional steps to take? It's happening a lot in my world, working with Amelia, VTAEYC, LGK, NL, etc. How do we capture that?

Becky: two pieces to that - one around how to capture collaboration that is already in place; two is that we may not always have the right players at the table that we need to move our work forward. How can we bring the right people with decision making authority to bring things forward?

Beth: How to measure progress around collaboration? It's something we can look at, collaboration spectrum exercise, discussion.

Lisa Maynes: I've been mulling on #6 since we started talking, and put down: "what is our baseline? Do we know what is even being done?"; needs to be more specific - "exploring opportunities" is not specific enough to hold ourselves accountable.

Didi Harris: accessibility, micro-training that can be done in shorter times. Considering burnout with staff, could we find ways to get them resources during staff meetings so that they don't have to do training on their own time? Is there a way to promote shorter trainings or daytime trainings?

Becky: Links back into #3 - letting people know that there are an array of shorter trainings already that can be part of their PD program.

Lisa Maynes: good questions - we should survey networks to know what works best for them (if we haven't already). Some of our funding opportunities through PDG have been used to "cover" staff time to allow for attendance at mid day training events.

Amaryah: As a family childcare provider, naptime is already heavily used for admin tasks; however, if there is time in the day to get subs to cover trainings while staff are already on the clock, that would be ideal. It's one of the only professions that we ask people to stay late for meetings, and it can be very tiring. One of the thoughts I had re: managing your business is that everything can become so personal since

you're managing so many parts of your business. being a teacher and putting all of your heart into teaching and then having to deal with a tough parent can be very discouraging. How do you run your business and get started with that, and how can we inform people about that? Centers pass along info from director to director, but if you are starting from scratch it can be difficult to find this info.

Amelia: New Program Director trainings I'm offering in the spring will include wellness and approach, as well as procedures for doing all the things.

deb: #5 is going to be a critical step for us, with the caveat being that it must be accessible for people with family childcare. The best work we're doing is one-on-one when people have a moment, and we can go over their financials. They hear the info, grasp it, and can move forward. Those PD opportunities can not be counted at this time. Proposal to add "accessible" to this item.

V. Are there other topics you would like to receive presentations about?

Becky: Offering PD during the day is one thing, but if programs don't have availability of Subs, then it isn't very effective.

Beth: I see a lot of opportunity to build partnership with AOE; lots of PD stuff often falls under AOE, and we have had to steer around because we haven't had the purview to make changes.

Teresa: We did just hold a TSG training, and had 20-27 attendees. Once we dug in, we did two separate trainings (one for admin, one for teachers) both public and private. This was in-person, it's tricky with TSG because they will not let us videotape or share their documents. Funding is difficult, and it takes a long time to put together these trainings. #9....The indicators of high quality inclusion from the early childhood technical assistance center - a federal TA provider. The indicators are for early childhood and pre-k programs

Lisa Maynes: question - as you're developing the workplan, is this a "menu" where we will select target areas, or or we hoping to complete all items?

Becky: this gives us a starting place of where to focus our next topics, and it will become clear as we discuss things further what the priorities are. We have done explicit priority orders in the past, but it didn't necessarily reflect the reality of the situation. Open to prioritization process.

Julia Wayne: #6, who's missing from the table? Do we have other higher Ed folks we can try and include to get their input?

Becky: John is somewhat serving as a link to the Higher Ed Consortium, but we can redouble our efforts.

Julia: Can we also add "recruitment and retention needs of CIS professionals?"

Becky: This is something of a living document - we'll change to meet the emerging needs of the field. Some pieces can be easy to lose sight of since there is so much happening at any time. Lynne and I will touch base to figure out next steps.

Adri: I think it may be helpful to have a presentation on how best to approach #9.

- Teresa: I can bring this back to Amy Murphy and Katie McCarthy!

Updates:

- deb: Round 2 of Make Way for Kids grants are open, applications due in February.

- Julia: Latest CIS PD Newsletter: <https://mailchi.mp/uvm/personnel-development-newsletter-for-cis-staff-17985880>

- Lynne: Just letting everyone know about the new data reports that the CDD is generating and now being posted on the CDD website:
<https://dcf.vermont.gov/cdd/data>

Relevant Links:

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

Possible next topics: