

# BBF Professional Preparation and Development Committee

## Meeting Notes 6/17/2025

**Meeting Attendees:** Brendan Rooney, Helen Mattheis, Joanne Rouleau, Elise Doner, Becky Millard, Kate Bailey, Ammie Collins, Amelia Struthers, Courtney Isham, Staci Otis, Tia Fotion, Kelly Hayes, Marla G., Darla Senecal, Sonja Bracey, Adri Taylo-Behrman, Everett Ware, Beth Truzansky, Beth Wallace, Brenda Schramm, Dawn Rouse, Cynthia Greene, Didi Harris, Joanna Houston, Mandi Menard, Paula Nadeau, Rebecca Webb, deb Grennon, Michelle Farrington

### **Meeting Summary:**

- I. Meeting introductions
- II. BBF – VT Early Childhood Strategic Plan 2026-2030
  - Seeking feedback on draft
  - Committed to keeping children and families at the center of the plan.
  - How is the plan used:
    - Alignment with other statewide plans
    - Accountability
    - Data monitoring and implementation
    - Council priority setting
    - Strategic plan committees
    - Strategic plan summit of the State Advisory Council
  - How did we get here?
    - 13 community conversations across this state this past Spring
    - Families and children are held at the center of decision-making
  - What changes have been made?
    - More emphasis on basic needs and economic security
    - Include climate change/substance use disorders

- More emphasis on workforce strategies for ECE
- Interaction of family engagement with data-driven decision making
- Goals – links to draft
  - [Goal 1: All Children and Families Have Their Basic Needs Met](#)
  - [Goal 2: All Children are Raised in Safe & Healthy Environments](#)
  - [Goal 3: Children and Families Have Access to High Quality Opportunities That Promote Child Development and Well-Being](#)
  - [Goal 4: Invest in the Early Childhood Workforce to Help Kids Thrive](#)
  - [Goal 5: Our System Centers Children and Families and is Coordinated, Well-Resourced, Data-Driven](#)
- Discussion of Goal 4 – *Invest in the Early Childhood Workforce to Help Kids Thrive*
  - Goal 4: [https://www.buildingbrightfutures.org/wp-content/uploads/2025/05/Goal-4\\_Early-Childhood-Strategic-Plan\\_Draft-5.19.25.pdf](https://www.buildingbrightfutures.org/wp-content/uploads/2025/05/Goal-4_Early-Childhood-Strategic-Plan_Draft-5.19.25.pdf)
  - Note taking document: <https://docs.google.com/document/d/16kcR8o6LG5suf9VzNSV0ziNJVX8WgcQlgppuRYZL15Y/edit?tab=t.0>
  - Becky: appreciate that there is a separation between goal 3 (access to services) and goal 4 (those who are delivering services)
  - Beth Wallace – in 4A, might put an emphasis on higher ed faculty, since they play a key role in sustainability for programs.
    - Investing money-wise or transition planning?
      - Requirements for tenure (i.e. publishing) aren't funded in any way, but are necessary to maintain position.
      - Funding for graduate programs.
      - Something we're working on with revision of Jump Start guide, recruitment

- Cynthia: for graduate and doctoral in state - I wonder if our system works to align or offer those programs regionally - rather than putting expectations on our state system?
  - Dawn: doctoral programs are very resource intensive
- deb: emphasizing trainings for directors re: business planning
- Beth Wallace:
  - Anticipating that some version of ECE bill will pass, standardizing expectations for profession. Working with VTAEYC to help people who want to raise their qualifications.
    - Becky: seems to fit into 4 A 2.
- Cynthia: I wonder if there is an option to add something along the lines of linking/leveraging UPK relationships to bridge PD across schools/districts etc and ECE sites
  - Also wonder about "licensure" and the need to clearly articulate the numerous licensing types, pathways, agencies responsible and of course I wonder about a strategy that better articulates the AOE early educator licensure processes and messaging that helps the field understand how to best navigate the intersections between PD, AOE, licensure
  - I don't think it's a wrong direction but there is a lot here for a 5 year plan. Some natural prioritization may occur given professionalizing the field but noting where we may need to lean in to bring other strategies along may assist in keeping those strategies alive.
- Elise: I'm wondering if the term "Basic Needs" could be rethought? Perhaps a livable wage?
- Beth Truzansky: want to have language broad enough to apply to different sectors

- Didi Harris: suggestion to have loose definition of certain terms, especially early childhood workforce
- Brenda: I see VTAEYC Career Advancement Team's work supporting work in 4.A.4
- Beth Truzansky: do you see yourselves in parts of this plan? Can you see your organization taking part/implementing?
  - We want people to feel a sense of connection to the plan
  - Becky: 4.1.A. fits squarely with PPD committee.
  - Courtney: I see many places that CDD's work supports, and specifically for me in 4B with STARS
  - Helen: can see ourselves in this work. 4.b.3., what are we talking about related to capacity? What's the measure that goes with that?
    - Becky: important to note that lots of our afterschool programs also serve EC-age children – how can we target afterschool as well?
    - Cynthia: Helens comments make me wonder about summer staff PD needs.
- Beth Truzansky: feedback on part 4, especially on Equity?
  - Becky: NL is working on building out equity auditing tools for trainers and trainings.
  - Cynthia: I wonder if connections to school-based equity/inclusion PD work is an option for alignment and building out strategies for ECE overall. It also would draw connections and consistency across approaches, systems and setting for children and families – this is in reference to 4.B.1/2
- If you wish to add to the [2025 Strategic Plan Feedback Form](#), please feel free to do so, and use another color to show that it is feedback

### III. Vermont Afterschool – Marla SEL Microcredential

- What was the need?
  - Higher levels of challenging behaviors in afterschool and third space learning programs, likely as a response to pandemic learning disruptions
  - SEL is not a behavior management strategy, but it can address these behaviors
  - Attending a one-time workshop does little to inspire sustainable behavior change – the idea of an SEL Microcredential addresses this
- Participant Objectives
  - Understand CASEL core competencies
  - Practice peer facilitation connected to competencies
  - Develop understanding of how to apply SEL principles in work
- Microcredential Model
  - Vermont Afterschool staff built out a curriculum for each session:
    - Opening activity
    - Grounding/priming activities
    - Participant presentation
    - Presentation from Vermont Afterschool staff/guest speaker
    - Each session was 3 hours
  - Each session was based upon a different element of the CASEL 5 Key Components wheel
  - Peers co-facilitated a section of the wheel together
- Sessions
  - Session 1: Social/Self Awareness, Self-Management, Responsible Decision-making and Relationship Skills

- Session 2: Classroom: SEL instruction and Classroom Climate
- Session 3: Schools: Schoolwide Culture, Practices, Policies
- Session 4: Families and Caregivers: Forming Authentic Partnerships
- Session 5: Communities: Aligned Learning Opportunities/Wrap Up
- Implementation Project
  - Each participant designed an SEL project they'd like to implement and met with Vermont Afterschool staff to talk through ideas and receive feedback
- Lessons Learned
  - Attendance: initially had 20 participants signed up, with many from one workplace – all participants from that workplace ended up dropping out.
  - In addition, the numbers lowered to 7 participants, 6 of whom qualified for a certificate.
  - Being more clear up front about this being a long term commitment
  - Potentially providing bonus to completers as an incentive.
- Feedback
  - Becky: what separates this from LEAD?
    - Core content differs.
  - Joanne: are these virtual or in-person?
    - First and last in person, others virtual.
    - For a statewide model, hybrid can be hard, but we feel that having an in-person component helps with buy-in, while remote sessions help with convenience.
- With any questions, reach out to [marla@vermontafterschool.org](mailto:marla@vermontafterschool.org)

#### IV. Peer Review Licensure Option – Becca Webb, Michelle Farrington

- Peer Review Overview
  - Alternative route to licensure
  - Does not provide instruction to candidates – instead evaluates their knowledge, skills, and competencies through a portfolio review and interview process
  - \$1,200 portfolio review fee is waived until June 30, 2029
- Consistent increase in ECE/Special Ed Peer Review completers in past 5 years
- Successful Peer Review Candidate:
  - Has a bachelor's degree
  - Has significant teaching experience or content knowledge
  - Is self-motivated, organized, able to work independently
  - Sets goals for themselves, demonstrates self-discipline, takes initiative
  - Can dedicate time to developing a portfolio
- Baseline Requirements for Acceptance into Peer Review
  - Bachelor's Degree on Official Transcript
  - Praxis Core (test or alternative options)
  - Praxis II
  - Resume
- Steps to licensure
  - Complete testing, send to AOE
  - Submit application with transcripts and resume
  - Receive acceptance packet
  - Build a portfolio
  - Submit and get portfolio checked for completeness

- Panelists review the portfolio
- Answer questions
- Complete plan of action if necessary
- Complete final steps (such as fingerprinting) to receive license
- Notes about Portfolio
  - Work-based
  - Demonstrate meeting Core Teaching Standards and Endorsement Competencies through experience
  - Aligns with expectations of people entering education after completing a traditional teacher preparation program
- Core Teaching Standards
  - Complete by all teaching licensure candidates seeking initial license
  - Define what effective teaching looks like across ten areas
- Endorsement Competencies
- Student Teaching Requirement
  - 13-week student teaching *equivalency*
    - You must show that you assumed the full professional roles and responsibilities of an educator
  - Use your prior experience
  - Work with a mentor
  - Document within resume, cover letter, supervisor evaluation, and Professional Attributes document
- How to support Licensure Candidates
  - Provide Mentoring
  - Offer PD that aligns with Core Teaching Standards
  - Give time/space to work on Portfolio



- Encourage realistic timelines and check-ins
- Questions:
- How long can I work on this process?
  - You have one year from the time that the acceptance letter is sent.
- Becky: can you talk through transcript review?
  - Very limited for initial license – if you’re looking for an Early Childhood initial license, you would not be able to choose transcript review. However, previous coursework does very much apply as part of the peer review process.
- Beth Wallace: I went through peer review for an endorsement, and it was a lot of work – I feel I would not have finished if it were not for my mentor assigned through VTAEYC. Having a good mentor was vital.
  - Accountability is a key part of the mentoring process, as is the structure provided by a mentor.
  - If you’re looking to get licensed, peer review can potentially be easier than attending college classes if you have already have equivalent experience.
  - Becky: it’s important to understand the structures that exist, and how they intersect/support each other. Even if you are a very self-directed person, having support is helpful in completing the process.
  - Adri: the Center for Schools is planning on offering a Peer Review cohort this Fall.
  - Brenda: VTAEYC has been helping to build a peer review assistance program with scholarships and support.
  - Helen: I found this overview to be very helpful, especially seeing how it intersects with other processes/organizations.

## V. Updates

- Becky: just closed PD survey for this year, will share soon. Finalizing new Fundamentals curriculum – next step is to send to CDD for review.

Will be piloting new Fundamentals in the fall, with expected rollout in January 2026.

- Beth Wallace: applications will open in July for next cohort of VTAEYC Fellows.
- Paula: on Monday (6/23) TEACH applications will go live, deadline for applications will be July 18<sup>th</sup>.
- deb: three Business Planning cohorts are wrapping up, one more coming up. Doing project with CDD about startups – looking at it with eyes on shared services. Trainings for fall will be in calendar soon.
- Rate cap will be going into effect in August – can direct questions to First Children's Finance
- Adri: CDD and Seed and Sew are collaborating to offer 5 free trainings. <https://northernlightsccv.org/resource/cdd-pd-workshops-seed-and-sew/>
- Didi: officially off-ramping Let's Grow Kids, moving to Let's Grow Kids Action Network (LGKAN)

Relevant Links:

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

Possible next topics: