

BBF Professional Preparation and Development Committee

Meeting Notes 11/18/2025

Meeting Attendees: Deb Norris, Becky Millard, John Cipora, Ammie Collins, Tia Fotion, Sonja Bracey, Rey Garofano, Bill Bonsignore, Maggie Barch, Elise Doner, Courtney Isham, Deb Grennon, Helen Mattheis, Jill Pearl, Staci Otis, Brendan Rooney, Cynthia Greene, Joanna Houston, Patricia Pawlik

Meeting Summary:

- I. Welcome (Becky)
- II. Workplan – Setting priorities for the coming year
Created 2024 so updating now – 12 workplans

PPD Workplan 2024-2026

- Current workplan was created in November 2024
- Identified 12 workplan topics guiding work of PPD 2024-2026
- Where relevant, workplan topic includes (ECPDS rec) to indicate it was a recommendation in the “Evaluation of Vermont’s Early Childhood Professional Development System Final Report” (2021) completed by EDC
- To the above, the system is named the “Early Childhood Professional Development System” and it also includes afterschool professionals working in regulated settings.

PPD Workplan 2024-2026

#1: Create the 2025-2027 biannual PD recommendations

Status:

- Expanded timeframe to 2025-2028
- Draft recommendations completed in May 2025
- Final recommendations need to be approved and published

Draft version available on PPD area of NL website.

PPD Workplan 2024-2026

#2: Examine availability of PD related to inclusive practices and supporting children with diverse needs, and create recommendations based on the findings

Status:

- NL project with CIS to examine existing PD related to inclusion and create recommendations based on alignment with DEC standards and recommended practices
- Will be opportunities during 2025-2026 for PPD to engage in this process

PPD Workplan 2024-2026

#3: Design and implement broad reaching communications strategy to communicate PD resources to the field (ECPDS rec) and seek feedback from more educators about PD needs

Status:

- NL and VTAS engaged in broader outreach to AS professionals for the PD survey in 2025
- NL internal CRM is expanding communication opportunities.

PPD Workplan 2024-2026

#4: Discuss the PD data currently available, identify gaps, and consider a policy recommendation related to collecting the data that will help address the gaps

Status:

- We have an opportunity to receive TA from the National Workforce Registry Alliance related to data
- Anticipate a workforce data report from CDD coming soon

PPD Workplan 2024-2026

#5: Establish criteria for relationship-based PD to count in the system (ECPDS rec)

Status:

- Draft criteria presented at PPD meeting October 2025
- Additional edits are underway and will be presented to PPD then CDD for review when complete

Next presentation Dec/Jan 26

PPD Workplan 2024-2026

#6: Explore opportunities for cross-sector collaboration across agencies and organizations.

Status:

- Needs more specificity so we can identify actions and progress

PPD Workplan 2024-2026

#7: Examine identified barriers to accessing PD opportunities and discuss strategies to address them.

Status:

- Data from the 2025 PD Survey of the Field was presented at the PPD meeting in September 2025

PPD Workplan 2024-2026

#8: Examine what educators mean when they say they are seeking “advanced” PD (ECPDS rec), examine the available PD tagged as advanced, and develop recommendations related to the menu of available options.

Do they mean advanced trainings or higher ed courses? Designate the level when submitting to NL Calendar.

PPD Workplan 2024-2026

#9: Identify and/or develop supports for trainers and facilitators on how to embed DEI principles into training and CoP delivery

Status:

- Two new Equity and Inclusion Audit Tools developed by NL funded by the PDG grant will be widely available in the coming months.

Present this further at a future PPD meeting – guidance and implementation.

PPD Workplan 2024-2026

#10: Review revisions to the CC regulations, discuss any PD implications of the changes, and create recs on how to meet the requirements, if relevant.

Status:

- Draft regs now available as of 11/18/25

PD related changes in the regs so please take a look to see what the changes are. Changes are coming from Federal Guidelines.

<https://dcf.vermont.gov/cdd/laws-rules/proposed>

comments are due next week on the proposed regs

PPD Workplan 2024-2026

#11: Identify any policy recommendations that should be lifted up to BBF for consideration.

Status:

- #4 (addressing data gaps) references a possible policy recommendation but no status updates at this time

PPD Workplan 2024-2026

#12: Monitor the impact of the PD bonus increases including examining the number of level certificates awarded over time.

Status:

- NL presented data about certificates and credentials comparing FFY24 to FFY25 at PPD meeting in October 2025.

#6: Explore opportunities for cross-sector collaboration across agencies and organizations.

- How can we make this actionable for PPD?
- What does cross-sector collaboration look like and how will we know we have achieved this goal?
- By 2026, PPD will [**take specific action**] toward the goal of cross-sector collaboration.

Bill: Enough overlap in Afterschool and EC – could have larger trainings using public school space. Certain hot topics at relevant to both age groups. Public Pre K open up to partner programs... way to break down individual silos.

Tricia: When trainings are put on the calendar isn't that opening it up to everyone? It's a matter of people finding them. VT Afterschool meet with Ras at NL... to see if RA can attend quarterly meetings.

Vast majority of trainings are internal... but may be considering opening it up and could then go on the calendar.

Deb: Inviting other agencies to FCF trainings... so they can give their spin on topics of interest that intersect –

John: what can we do on a PPD side to collaborate with higher Ed Consortium

Cynthia: When a school district was offering PD to PreK to grade 3 they would invite Burl Children's Space... it was great! You do have to align PD days, created synergy across teachers – K transition etc... getting to know one another. Would Public Schools be interested to collaborate with EC Centers... helps to share cost.

Deb: There are some school districts not allowing that to happen, but would be great to encourage it.

What's Missing for 2025-2026

Are there specific high priority activities PPD should complete or monitor not yet included in the workplan?

Possible Examples:

- Monitoring movement of Advancing as a Profession work (could also relate to work to examine data gaps)
- Monitor potential changes to the CDA and implications for VT

Head Start – CDA is best way to meet some professional pathways.
Less hold CDA overall.

Cynthia: Tracking EC Licensure and Endorsement and are we aware of how they are being supported. Aren't a lot of resources of support. Becky – it does make sense for PPD to monitor this... particularly around provisional and renewal.

Advisory Group will be formed and if you are interested let Becky know.

PPD workplan survey: <https://www.surveymonkey.com/r/VXGMSW6>

III. Fundamentals for EC Professionals – NEW Special Topics Application (Brendan Rooney)

How to register for Fundamentals -

Go to training calendar and search for Fundamentals

PPD Committee Meeting

47:17

Take control Pop out Chat People Raise React View Controls Rooms Apps More Camera Mic Share Leave

Fundamentals For Early Childhood Professionals

https://northernlightscv.org/trainings/fundamentals-for-early-childhood-professionals-77/

NORTHERN LIGHTS AT COMMUNITY COLLEGE OF VERMONT

Search ...

Roles Career Development Training Resources About Us FAQs

Location: Statewide

Training Type: Online Real Time

Total Hours: 45

Level: Introductory

Cost: \$ 50

Scholarship: No

Contact Information:
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REGISTER

Fundamentals For Early Childhood Professionals

Special Topics: Fundamentals for Early Childhood Professionals
Sponsor: Northern Lights at CCV
Instructor: Aricha Drury

This 45-hour training includes broad introductory content designed specifically for early childhood professionals related to eight core knowledge areas: child development, families and communities, observing and assessing, how we teach, what we teach, healthy safe environments and nutrition, professionalism, and program organization.

Please Note: The Fundamentals commitment includes: 45 hours of online learning, consisting of 15 two-hour Zoom sessions and one hour of independent work per week in Canvas. Additionally, participants will need to complete the Introduction to Licensing training offered by Northern Lights. Please also register for one of the free Introduction to Licensing trainings by visiting the Northern Lights Training Calendar.

For additional information, please visit our [Fundamentals training page](#).

Core Knowledge Area

- Child Development & Learning
- Family & Community Partnerships
- Developmentally Appropriate & Inclusive Practices

Focus

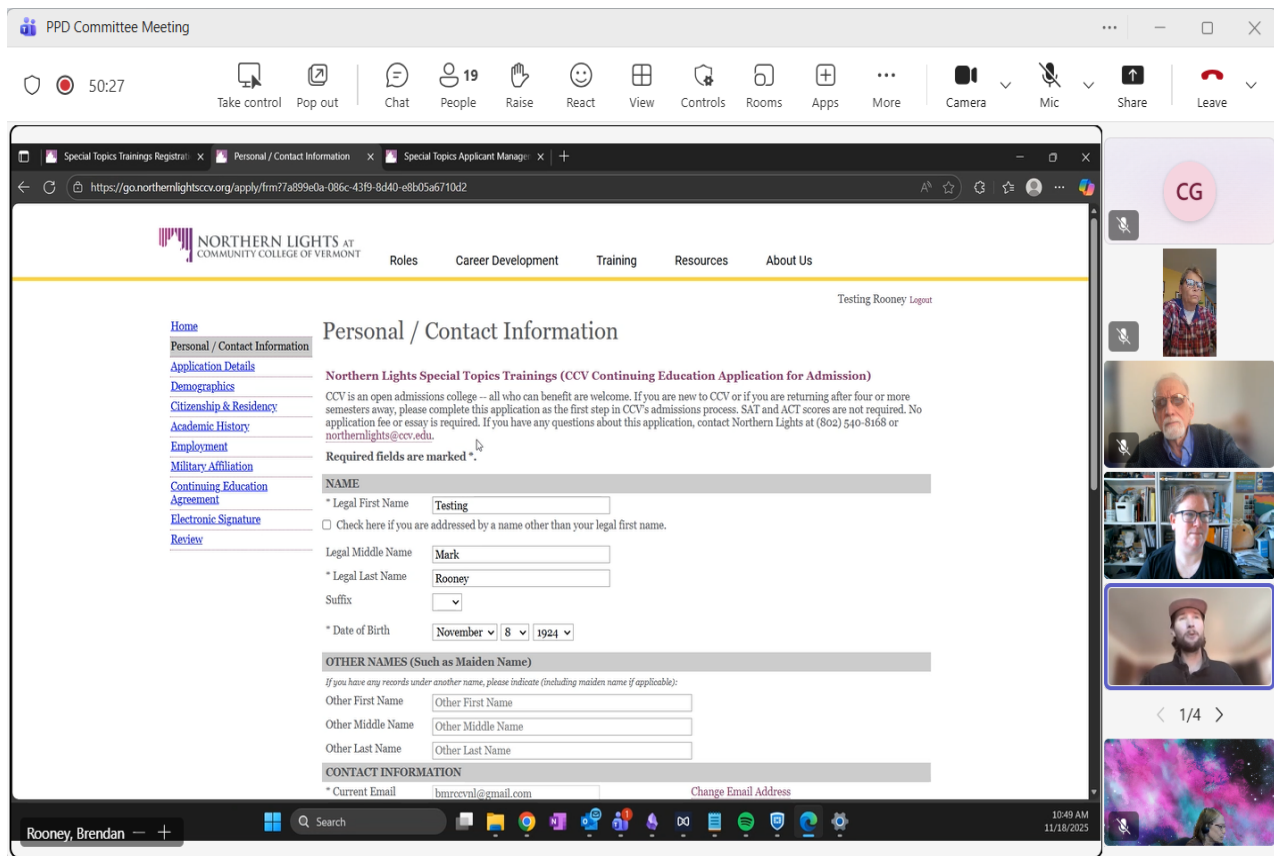
- Infant/Toddler
- Preschool/PreK
- School-Age

Rooney, Brendan

10:45 AM 11/18/2025

Click Register and this will bring you to a guide -Special Topics Training Guide

Log In or Create Account and Create Special Topics Application



Some information may be pulled in automatically if you've taken other NL Trainings.

Some of these fields also might help streamline using Direct Send for submitting documents.

Click the Complete a Special Topics Training Application including Fundamentals and complete the registration process – payment process etc.

I missed capturing screenshots... Brendan was too speedy. 😊

IIIB. Tricia VT Afterschool Update – Ground Rules for Trainings

Content is the same regardless of trainer... but trainers may have differing expectations... working on consistent session ground rules – for in person and virtual. Asking for PPD recommendations regarding the ground rules.

DRAFT-VERMONT AFTERSCHOOL

Session Ground Rules - Virtual

- Be present
 - Have your camera on if you can
 - Respond to questions and prompts with reactions or comments in the chat box
 - Mute yourself to limit background noise
- Open-mindedness
 - Listen to and respect all points of view and perspectives
 - Assume best intent, but lead with curiosity if you disagree with something said
 - Remain open to receiving constructive feedback
- Ask questions to gain understanding and clarity
 - Use the handraise button, unmute yourself, or type in the chat

Receiving professional development credit is contingent upon active participation. The instructor reserves the right to determine whether or not credit will be given. Attendees can participate by posting in the chat, using the reactions feature, unmuting themselves to share, and keeping their camera on throughout the duration of the training.

Notes about what full participation looks like. Driving while doing training makes it difficult to participate.

In Person:

Notes about what full participation looks like. Driving while doing training makes it difficult to participate.

Session Ground Rules - In-Person

- Be present
 - Limit distractions, silence your cell phone, and reduce tech usage (within reason)
- Open-mindedness
 - Listen to and respect all points of view and perspectives
 - Assume best intent, but lead with curiosity if you disagree with something said
 - Remain open to receiving constructive feedback
- Ask questions to gain understanding and clarity

IV. System Opportunities to Engage (Becky) Inclusion PD Pathway

Inclusion PD Pathway (workplan #2)

- Environmental scan of widely available PD opportunities that align with recommended inclusion practices
- Create recommended continuum of PD opportunities at the introductory, intermediate, and advanced level for EC educators, CIS professionals, and AS professionals
- Opportunities to Engage:
 - Participate in advisory group to inform work throughout the process
 - How and when would PPD like to be engaged in the work?

MATCH Services (RBPD) Criteria

MATCH Services (RBPD) Criteria (#5)

- Develop criteria for Relationship-Based PD (called MATCH Services in VT) to count toward training hours in BFIS.
- Once approved by CDD, launch pilot implementation followed by full implementation of criteria.
- Opportunities to Engage:
 - Participate in small group work to refine logistics and definitions
 - Participate in the pilot implementation (anticipated early 2026)
 - How and when would PPD like to be engaged in the work?

V. Partner Updates and Upcoming Events and Links

Northern Lights: Fundamentals Open now. Other Trainings Dec 3rd. Response from the pilot positive.

FCF: Eleven trainings 111 participants. Food Shelf near deb, doing CSA grant
<https://www.firstchildrensfinance.org/vermont-grants/>
<https://www.firstchildrensfinance.org/fcf-newsletters/>

Cynthia: Local Food and child care program - CSAs for local food for your program.

Maggie: PDG still in question status. Next PDG grant would be available but still waiting to hear.