BBF Professional Preparation and Development

Committee Meeting Notes 1/21/2026

I. **Meeting Attendees**: Deb Norris, Becky Millard, Elise Doner, deb Grennon Beth Truzansky, Tiffany Miller, Helen Mattheis, Sonja Bracey, Joanne Rouleau, Tia Fotion, Ammie Collins, Staci Otis, Jennifer Lyford, Margaret Barch-Pearsall, Bill Bonsignore, Amelia Struthers, Brendan Rooney, Adri Taylo- Behrman, Paula Nadeau, Joanna Houston, Michelee Maitri-Mudita, Hailey Paschold, Arlynn Polletta, Holly Moriglioni, Courtney Isham

Meeting Summary:

II. Welcome and Introductions (Becky)

III. Oversight for Goal 4 "All children are supported by a well-prepared, well-supported early childhood workforce." (Beth Truzansky, BBF), https://www.buildingbrightfutures.org/strategic-plan/
Goal of plan – long term vision – it's the systems Strategic Plan.

55 page document with detail – will give us the big picture here.
Five main goals:

Vermont's Early Childhood Strategic Plan 2026-2030

Goal 1: All Children and Families Have Their Basic Needs Met including stable housing, nutritious food, income, and transportation.

Goal 2: All Children Are Raised in Safe, Healthy, and Healing Environments that promote healing and resilience.

Goal 3: All Children and Families Access High-Quality Opportunities for Development and Learning. Children gain access to inclusive, high-quality opportunities that support their development and well-being.

Goal 4: All Children Are Supported by a Well-Prepared, Well-Supported Workforce. Children are cared for by a well-prepared, well-supported, and equitably compensated early childhood workforce.

Goal 5: Our System Centers Families and Is Coordinated, Well-Resourced, and Data-Driven. Families and caregivers must hold real power in shaping decisions, and systems must be transparent and accountable

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About Vermont's Early Childhood Strategic Plan

- Vermont's statewide strategic framework for early childhood through 2030
- A comprehensive, cross-sector "plan of plans" to align policy, investments, and implementation
- Developed through extensive community and family engagement and informed by data and system analysis
- Designed to guide long-term policy, budget, and system planning

Read the plan at:
https://www.buildingbrightfutures.org/strategic-plan/

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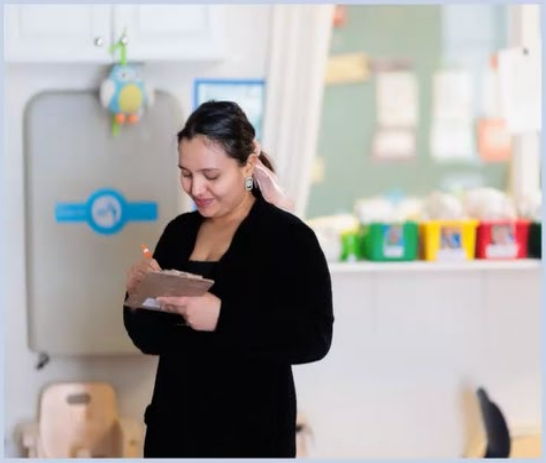
Unanimous endorsement – created from community engagement process.

Goal 4: All Children Are Supported by a Well-Prepared, Well-Supported Workforce



Early Childhood Workforce is defined broadly - Providers of services, programs, and supports for pregnant people, young children and their families and caregivers, and their peers.

For example:

- early childhood and family mental health providers
- early elementary teachers
- perinatal and pediatric healthcare providers
- early childhood educators
- special educators
- data stewards
- administrators
- case managers
- social workers

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Broad range of workforce – prenatal to primary grade.
Mental Health providers, perinatal, ECE and ECE spec ed, primary grade, Early Intervention

Where is there progress, barriers? Message to state agency folks to assist in breaking down barriers. Policy Recommendations needed? Come together twice a year to look at this.

Goal 4: All Children Are Supported by a Well-Prepared, Well-Supported Workforce

Goal 4 Governance - BBF Early Childhood Workforce Advisory Committee

Purpose - To monitor Goal 4 and identify shared interest and strategies across early childhood workforce sectors

Membership - Representation from early childhood workforce sectors as well as representatives of implementation teams like PPD and the EC Higher Ed Collaborative

Frequency - Two times a year

Contact: Anna Brouillette, BBF Policy and Program Manager, Kelly Hayes, Regional Manager

** PPD would continue, though no longer as a BBF committee. Focus would maintain on the ECE registered workforce.*

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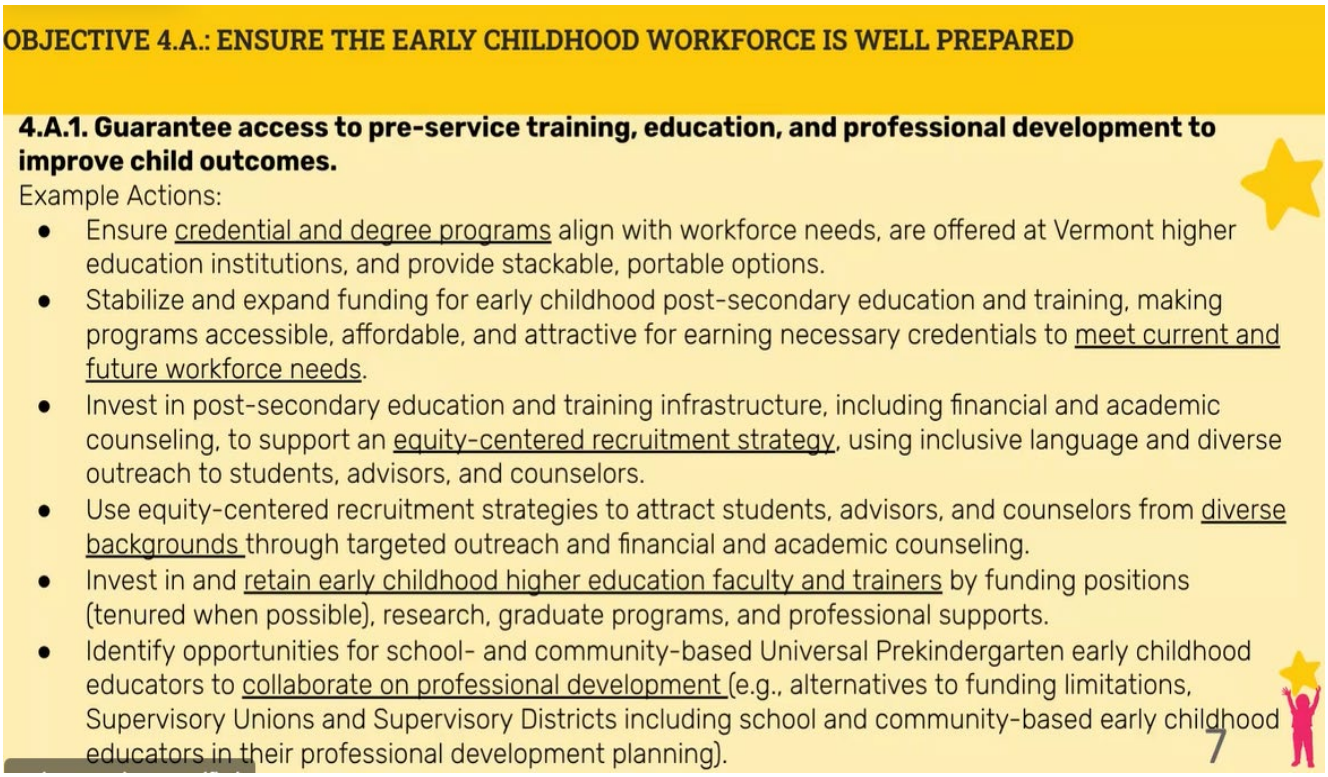
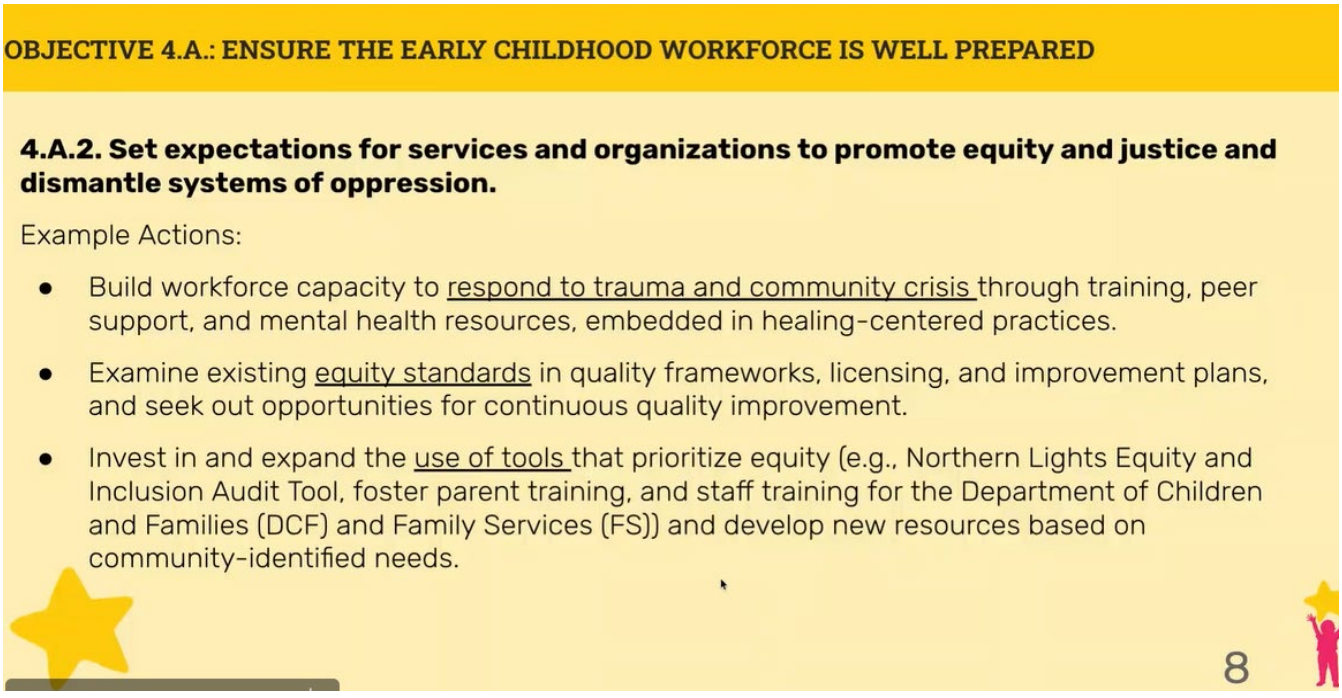
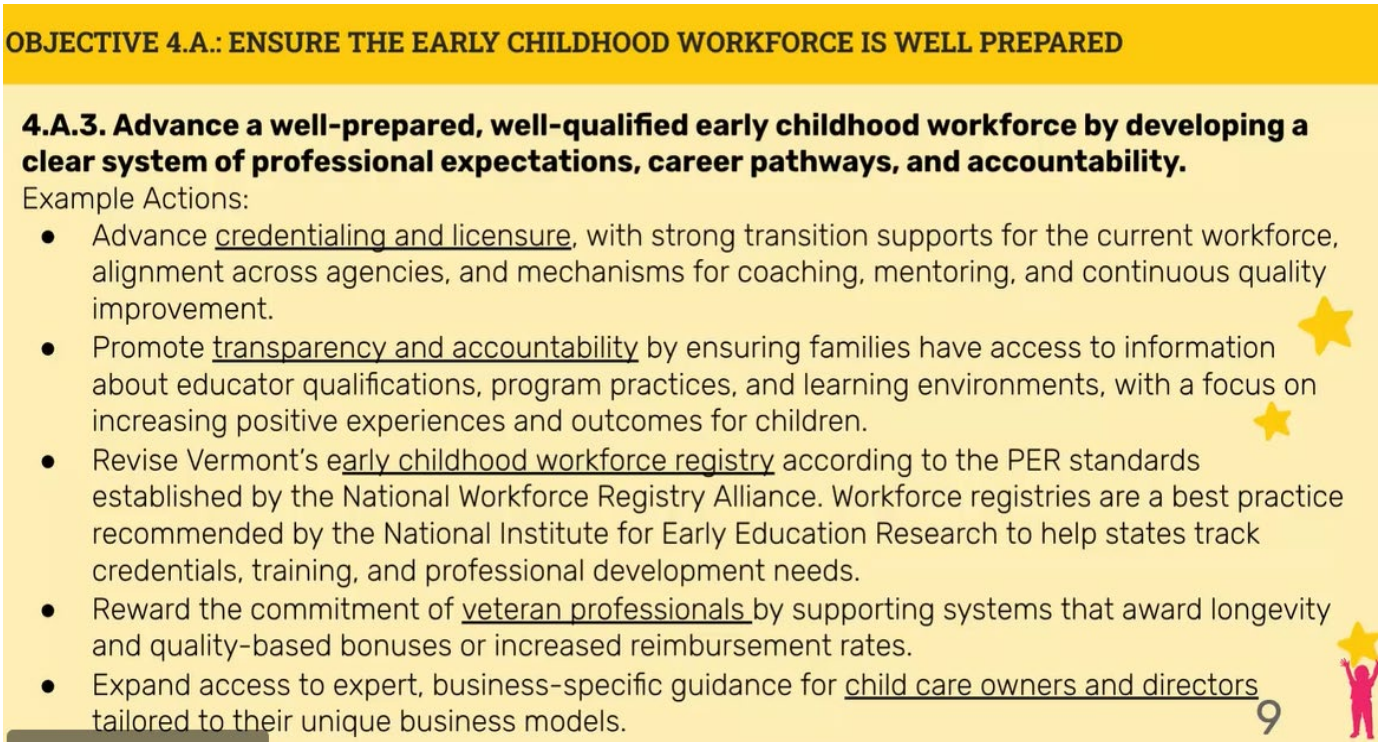


Read through and pause and add reflections. Goal 4 is in two parts.
Holly: What can Head Start programs do to utilize funding better?
How HS can better align with Career Ladder and meet folks where they are at (bandwidth for training).
Paula: first bullet, youth apprenticeship – thinking about aligns with the professionalization work and the needs of the field – investing and retaining partner with folks who can encourage high quality professionals to branch out.

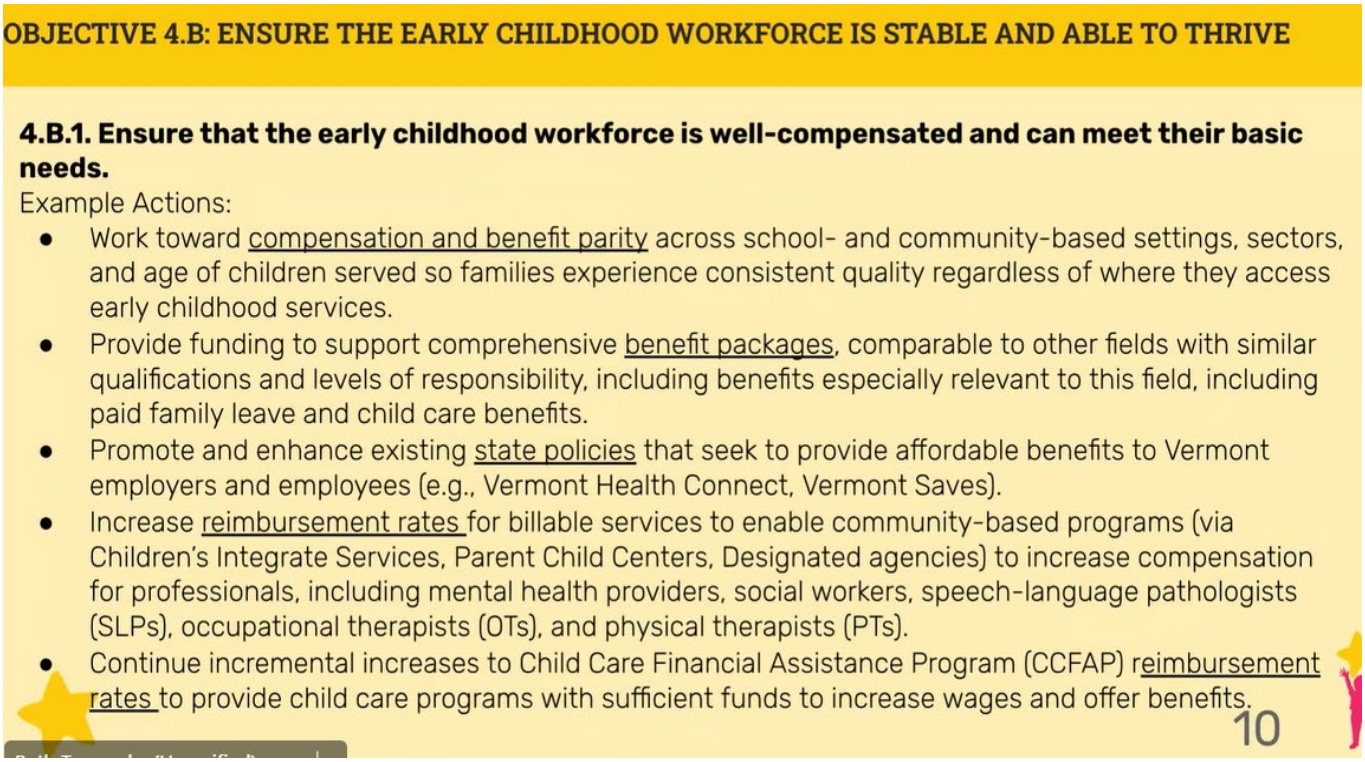


Becky: Shift in language to healing-centered from Trama Informed. And to look at the use of this language in NL as well.

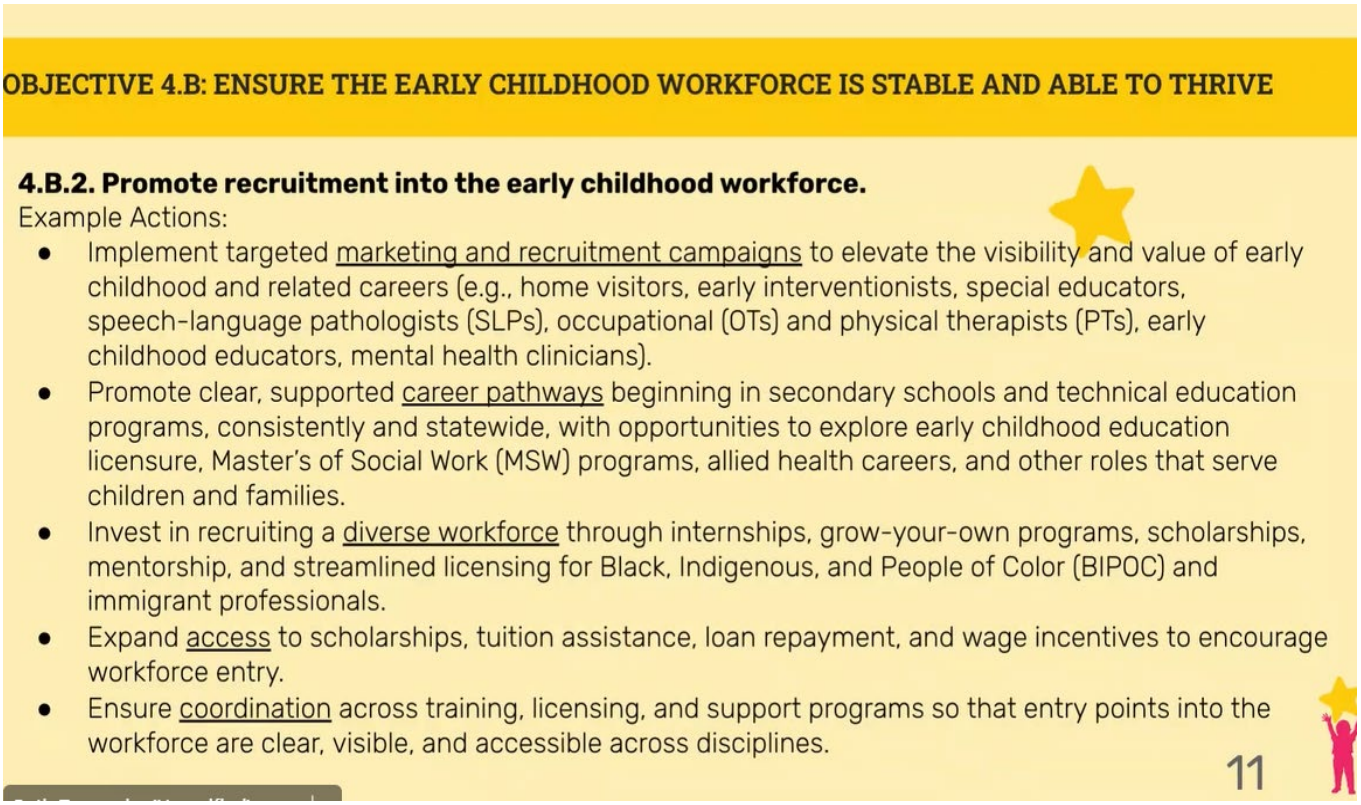
Holly: Likes seeing use of Community Crisis – Change in administration and affect on Equity, Justice and use of that language is challenging.



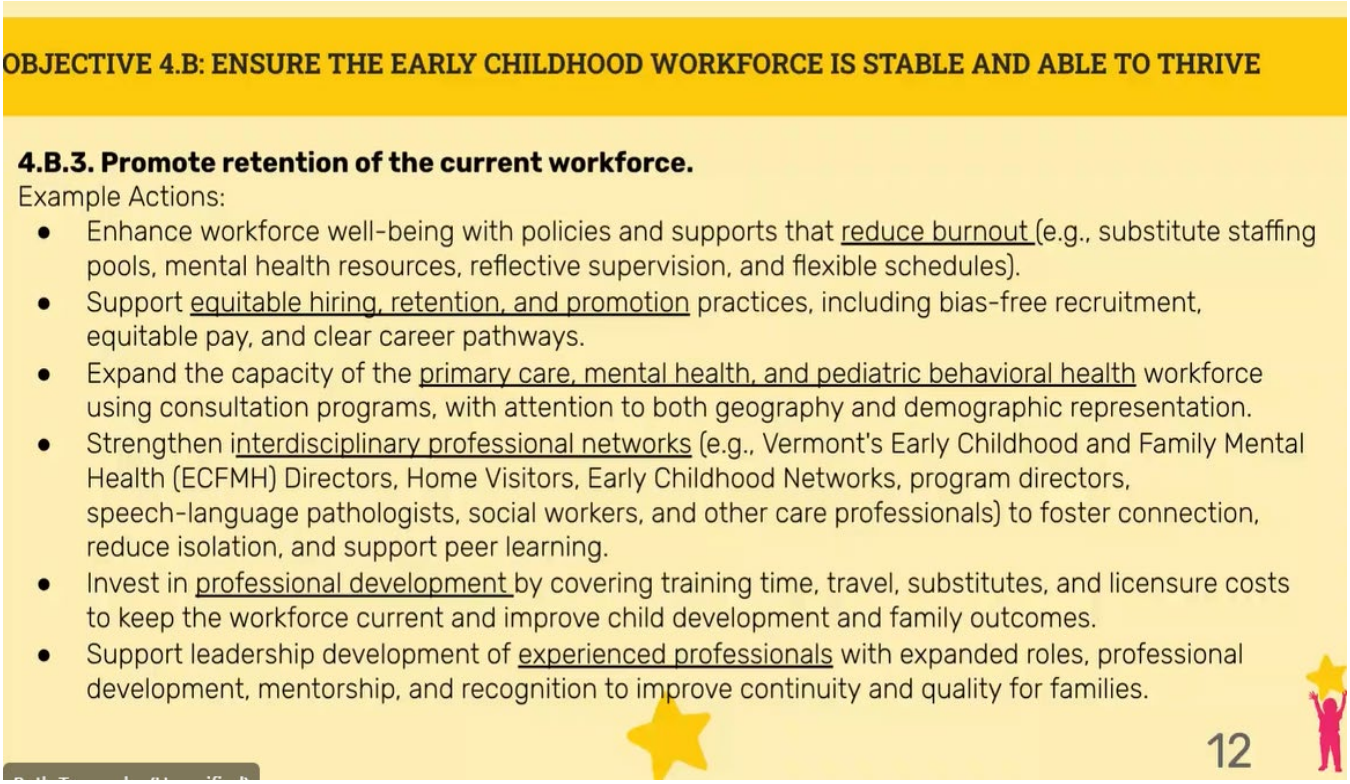
Tia, likes the working of second to last bullet.
Beth: Struggle for folks to find new trainings that they haven't done before when they have been in the field for a long time.
deb: Stackable credentials adding in a business component.



Deb: retention issue because providing benefits is unaffordable for many



Deb: last bullet a challenge – and complicated



Deb: bullet two new training Hiring done well and lawfully – 40 people registered

Amelia: last bullet - 13 people in PDC CoP… show application of 70 Director Competencies – portfolio process, feedback from peers.

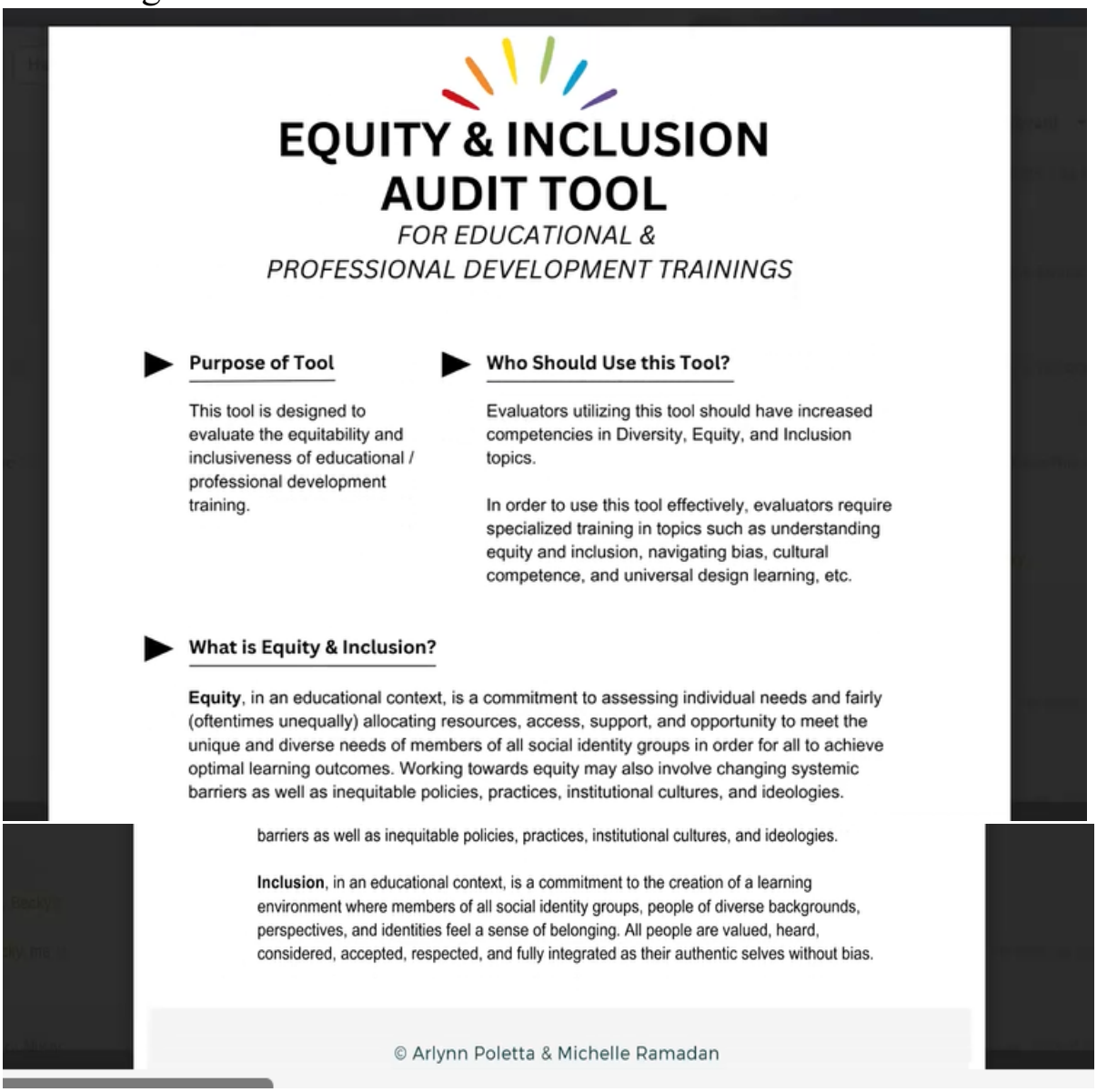
Helen: thinking deeply about this and how to support our partners in the process.

Paula: Addition of Family Services workers is great…and cross pollination with other EC fields and professionals

IV. Northern Lights Equity and Inclusion Tools Overview (Arlynn Polletta)

Michelle and Arlynn – equity work together for a long time and both designed tools for NL.

Go through each tool first and then



EQUITY & INCLUSION AUDIT TOOL

FOR EDUCATIONAL & PROFESSIONAL DEVELOPMENT TRAININGS

Purpose of Tool

This tool is designed to evaluate the equitability and inclusiveness of educational / professional development training.

Who Should Use this Tool?

Evaluators utilizing this tool should have increased competencies in Diversity, Equity, and Inclusion topics.

In order to use this tool effectively, evaluators require specialized training in topics such as understanding equity and inclusion, navigating bias, cultural competence, and universal design learning, etc.

What is Equity & Inclusion?

Equity, in an educational context, is a commitment to assessing individual needs and fairly (oftentimes unequally) allocating resources, access, support, and opportunity to meet the unique and diverse needs of members of all social identity groups in order for all to achieve optimal learning outcomes. Working towards equity may also involve changing systemic barriers as well as inequitable policies, practices, institutional cultures, and ideologies.

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Inclusion, in an educational context, is a commitment to the creation of a learning environment where members of all social identity groups, people of diverse backgrounds, perspectives, and identities feel a sense of belonging. All people are valued, heard, considered, accepted, respected, and fully integrated as their authentic selves without bias.

© Arlynn Poletta & Michelle Ramadan

HOW TO USE THIS TOOL

1. UNDERSTAND TERMINOLOGY

Take time to **review Diversity, Equity, and Inclusion terminology** to be able to use this tool in the way it is intended.

It is vital to have a clear and thorough understanding of all relevant terminology in order to apply this tool effectively. Understanding also involves ongoing review as language evolves over time.

Key terms to review:
2SLGBTQIA+ (Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual +), Age, Ageism, Assigned Sex, Body Shape / Size, Bias (implicit, explicit), BIPOC, Culture, Discrimination, Diversity, Equity, Ethnicity, Family Structure, Gender, Gender Expression, Gender Identity, Historically Marginalized, Inclusion, Inclusive Language, Intersectionality, Marginalization, Microagression, People of Color, People with Disabilities, Prejudice, Race, Racism, Religion, Secularism, Sexism, Sexual Orientation, Social Class, Social Identities, Social Identity Groups, Stereotype

2. DETERMINE WHAT YOU ARE EVALUATING

This tool is designed to evaluate **Instructional Materials** and **Facilitation.** It may also be used as a roadmap for equitable and inclusive instructional design during the curriculum planning and development phases.

3. EVALUATE

Use this tool to evaluate identified instructional materials and facilitation on the **scale of disagree** (does not meet standard)**, agree** (somewhat meets standard)**, strongly agree** (meets standard)**, unsure** (unable to evaluate and may need support / resources to complete evaluation)**, or not applicable** (standard does not apply after careful consideration).

4. REFLECT & REVISE

After completing an evaluation, **identify and reflect on needed changes.**

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After completing an evaluation, **identify and reflect on needed changes.**

While it is recommended you begin the reflection and revision process with areas labeled “disagree”, **growth opportunities exist at every level**. Equity and inclusion goals should evolve continuously.

Make appropriate revisions and adjustments towards more equitable and inclusive outcomes using the tool and the listed recommendations as a guide.

INSTRUCTIONAL MATERIALS
(Pages 4-5)

Instructional Materials refer to content, resources, texts, sources, visuals, handouts, slide decks, videos, and audio used in a training.

To achieve greater equity and inclusion, instructional materials should **intentionally incorporate diverse representation of social identities** (including historically marginalized identities, racial identities; gender identities; national origins; cultures and traditions; disabled and neurodiverse identities; 2SLGBTQIA+ identities; appearances (e.g. body shape and size); religious, spiritual, and secular belief systems; ages; family structures, and socioeconomic backgrounds) **without stereotyping and tokenizing and with an awareness of the impacts of dominant culture and ideology on learning and socialization.**

In a U.S. context, dominant culture refers to the collective norms, values, and practices upheld by white, heterosexual, cis-gendered, upper middle-class, Christian people of northern European descent. Dominant culture influences societal standards, expectations, and social systems/structures.

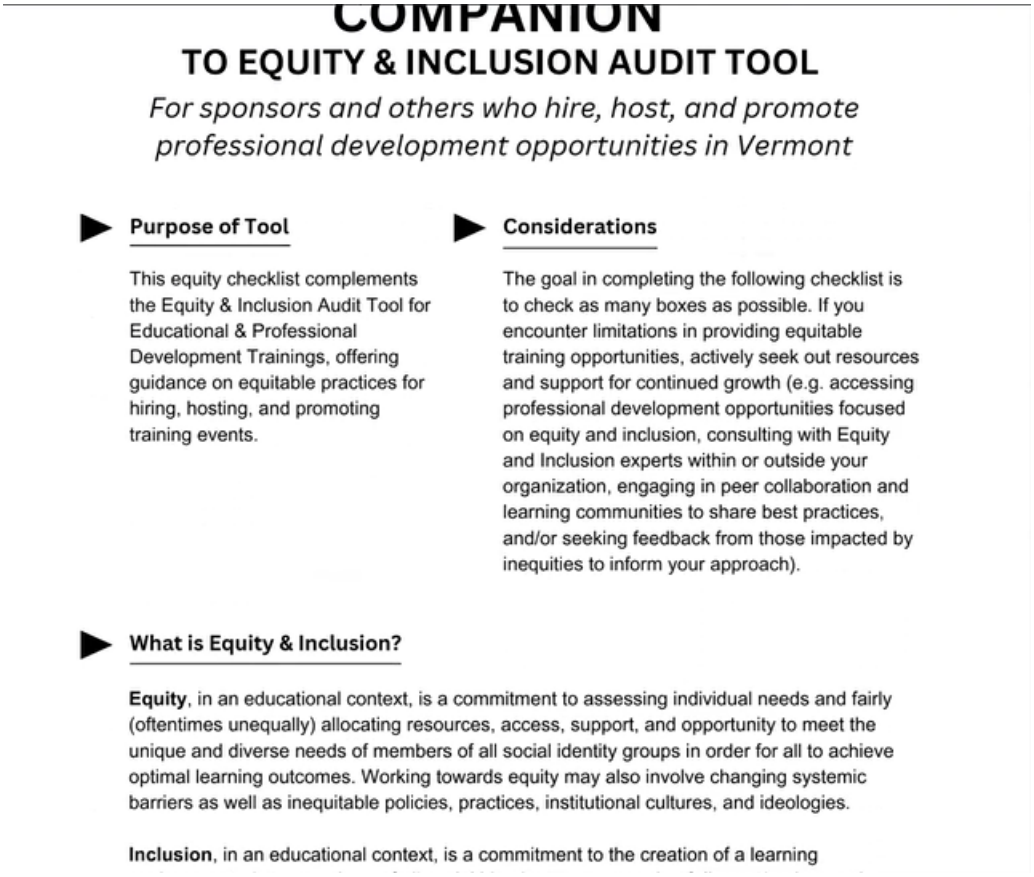
FACILITATION
(Pages 6-7)

Facilitation refers to how trainings are conducted (e.g. instruction, discussion, learner engagement, etc.).

To achieve greater equity and inclusion, facilitators actively **foster belonging,** communicate in a way that **demonstrates respect** for all social identity groups, and **allocate facilitation resources equitably** (e.g. time, attention, encouragement, feedback, support, etc.) so all learners can learn.

Go through the tool questions – will be posted on NL Website: and then make recommendations on content visualization etc… recommendations around communication and allocation of resources.

Companion Tool: meant to support the foundational tool.



COMPANION
TO EQUITY & INCLUSION AUDIT TOOL

For sponsors and others who hire, host, and promote professional development opportunities in Vermont

Purpose of Tool

This equity checklist complements the Equity & Inclusion Audit Tool for Educational & Professional Development Trainings, offering guidance on equitable practices for hiring, hosting, and promoting training events.

Considerations

The goal in completing the following checklist is to check as many boxes as possible. If you encounter limitations in providing equitable training opportunities, actively seek out resources and support for continued growth (e.g. accessing professional development opportunities focused on equity and inclusion, consulting with Equity and Inclusion experts within or outside your organization, engaging in peer collaboration and learning communities to share best practices, and/or seeking feedback from those impacted by inequities to inform your approach).

What is Equity & Inclusion?

Equity, in an educational context, is a commitment to assessing individual needs and fairly (oftentimes unequally) allocating resources, access, support, and opportunity to meet the unique and diverse needs of members of all social identity groups in order for all to achieve optimal learning outcomes. Working towards equity may also involve changing systemic barriers as well as inequitable policies, practices, institutional cultures, and ideologies.

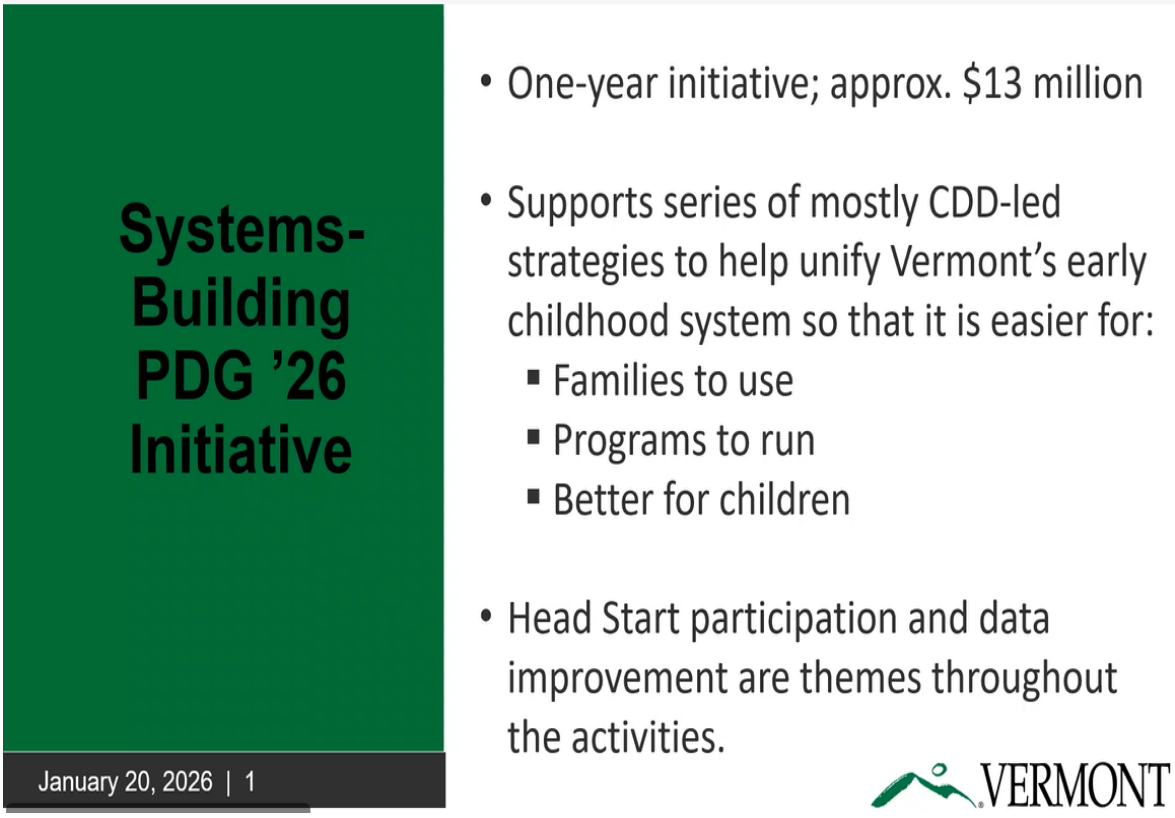
Inclusion, in an educational context, is a commitment to the creation of a learning

Focuses on Hiring, Hosting and Promoting…
Can be paired with other tool or used separately.

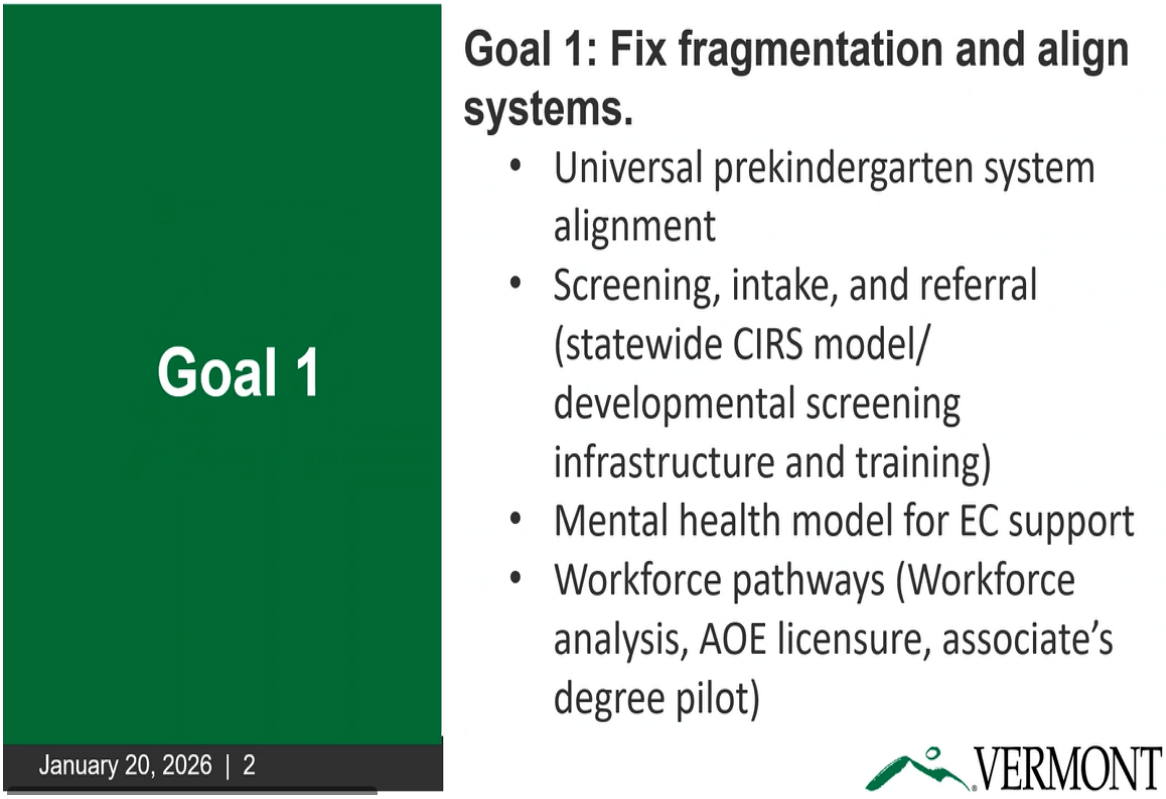
Virtual vs In Person

Overview of training created for Northern Lights- goes over the topics you need to know to use the tools successfully. Key Terms, Stereotypinc Tokenization and then Hiring Hosting and Promoting… Self Eval piece is important and needs to built out a bit more.

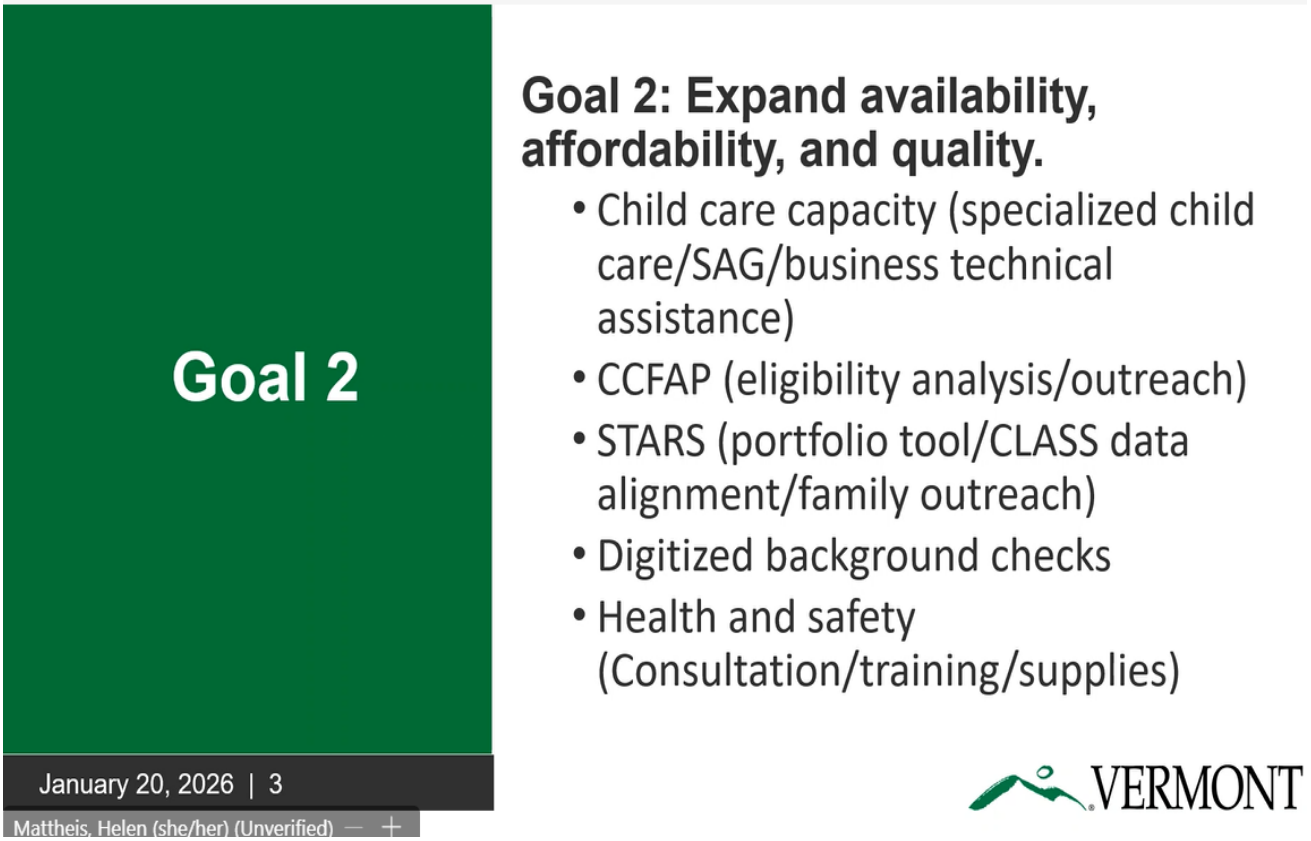
V. Overview of 2026 PDG Projects (tentative)
Helen: update PDG grant



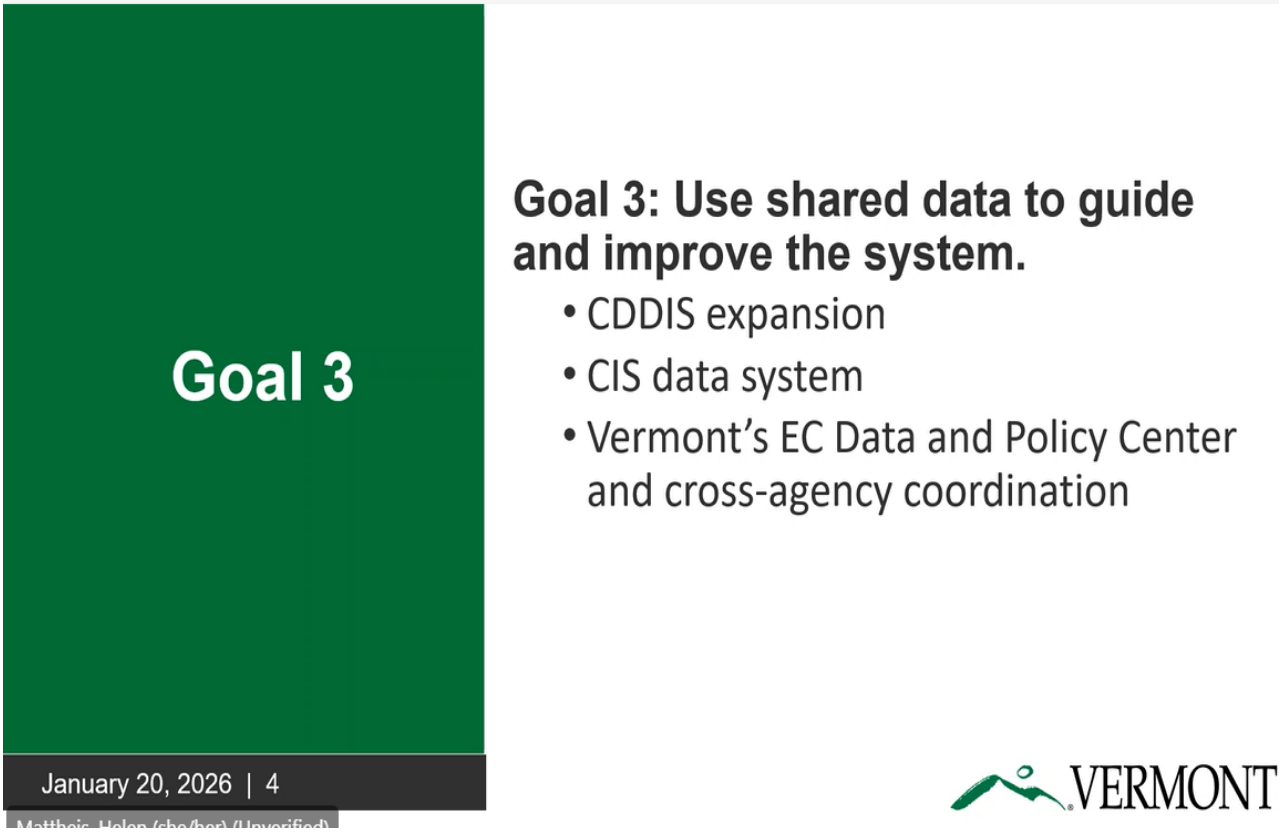
Projects that could get done in a year as it was a year long grant.



Multiple activities under these goals…



How to improve the timeliness of background check. Initiative shepherded at the highest levels.



VI. Partner Updates and Upcoming Events and Links

Deb G: FCF - supply demand gap analysis. Gap is getting smaller in chitty county but not in Franklin county. New trainings… gathering folks with similar needs – and then offering the trainings. Bring people to FCF if you hear of any needs.

Amelia: Five sections of Fundamentals will use the new fund curriculum. Two sections of the pilot completed and were successful. Will continue to review and look for improvements going forward.

Paula: VTAEYC career advancement – bank st college of education – planning family child care model of apprenticeship – more to come on this. Cohort that just when thru mentor pedagogy and ready to mentor folks in family child care.