

# BBF Professional Preparation and Development

## Committee Meeting Notes 3/17/2026

**Meeting Attendees:** Hailey Paschold, Tiffany Miller, Becky Millard, Helen Mattheis, Staci Otis, Joanne Rouleau, deb Grennon, Brendan Rooney, Margaret Barch-Pearsall, Adri Taylo-behrman, Darla Senecal, Jennifer Lyford, Ammie Collins, Paula Nadeau, Dawn Rouse, Amelia Struthers, Elise Doner, Ali Dieng, Sonja Bracey, Patricia Pawlik, Holly Moriglioni, Michele Maitri-Mudita, Joanna Houston

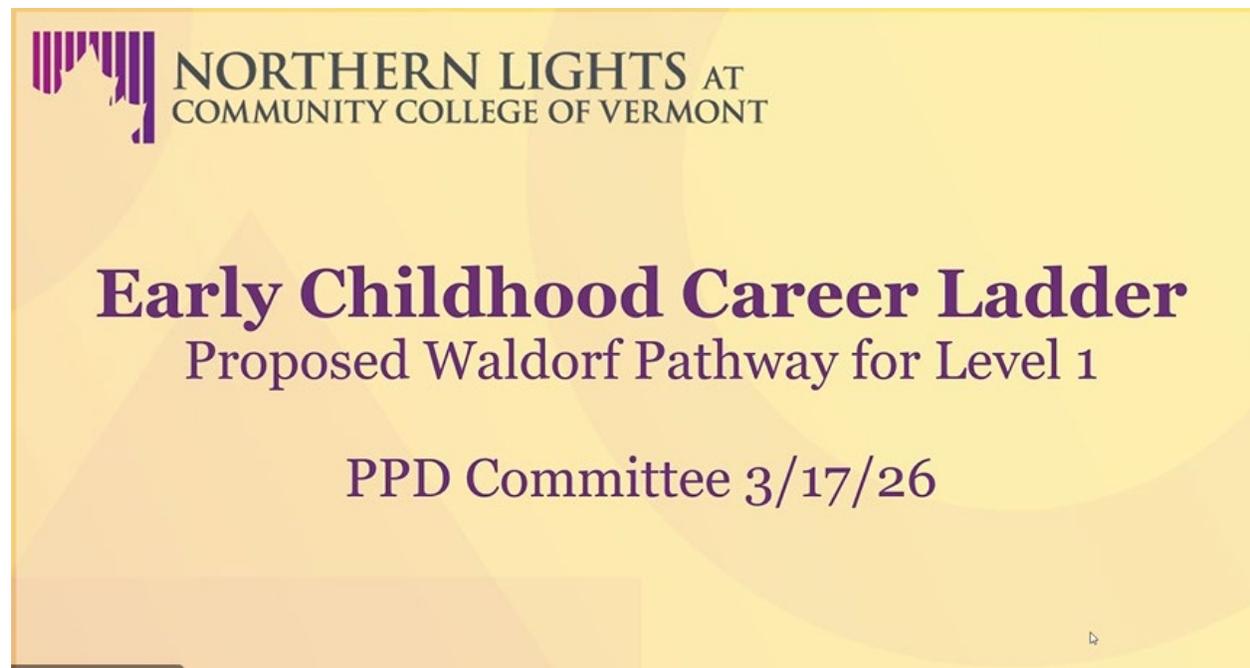
### Meeting Summary:

Review Proposed Waldorf Alternative Pathway for Level 1 (Becky)

Preschool Development Grant: Reflecting on PD/Workforce Activities from the 2022-2025 grant and What's New in 2026 (Maggie Barch-Pearsall)

Updates from Vermont Afterschool (Tricia Pawlik)

Review Proposed Waldorf Alternative Pathway for Level 1 (Becky)



## Northern Lights Early Childhood Career Ladder

The Northern Lights Early Childhood Career Ladder is a tool for tracking and planning professional growth. Each of the six levels requires a combination of completed education, professional experience with children and families, and a current Individual Professional Development Plan (IPDP). You can start at any level.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Fundamentals for EC Professionals (45 hour training) OR 3 related college credits in child or human development, AND Introduction to Licensing training AND one observation of the practitioner OR Northern Lights Level I Portfolio (prior approval required)	Current Child Development Associate (CDA) Credential OR 12 related college credits in at least two Unified CKAs* and two observations of the practitioner	Level 3A Completed VT Child Care Apprenticeship Program OR CCV Child Care Certificate OR 21 related college credits in at least three Unified CKAs* and two observations of the practitioner	Level 4A Bachelor's Degree in ECE* or related field OR Bachelor's Degree with 30 related college credits in at least 3 Unified CKAs*	Level 5A Master's Degree in ECE* or a related field	Doctoral Degree in ECE* or a related field.
		Level 3B Associate Degree in ECE or a related field OR Associate Degree in any field with 21 related college credits in at least three Unified CKAs*	Level 4B Above with VT Educator License with endorsement in EC*, ECSE*, or elementary education	Level 5B Above with VT Educator License with endorsement in EC*, ECSE*, or elementary education	
<b>Experience:</b> One year or more	<b>Experience:</b> Two years or more	<b>Experience:</b> Two years or more	<b>Experience:</b> Two years or more, including student teaching	<b>Experience:</b> Two years or more	

## Montessori and Waldorf Pathways

- Established in 2015 and updated in 2020
- Provide guidance for Montessori and Waldorf educators who have completed teacher training programs in their discipline and met additional requirements to apply for level certificates 3B, 4A, and 5A.
- In 2020, NL added criteria for Montessori at Level 1, but there was not a clear option for a Waldorf alternative at that time.

## Level 1 Education Criteria

- Complete the Fundamentals for Early Childhood Professionals training series (45 hours) OR
- Complete 3 college credits in child development + Introduction to Licensing training + Observation of the Practitioner OR
- Complete a Northern Lights-approved Level 1 portfolio

To complete level 1 they need to complete one of the above. Fundamentals includes Intro to Licensing and Observation of the Practitioner

## Montessori Pathway: Level 1

**Work Requirement:** Must currently work in a Montessori program.

**Education (current):**

- Complete at least one 30+ hour course from a MACTE-accredited teacher training program

**Education (proposed):**

- Complete at least one 30+ hour course from a MACTE-accredited teacher training program; **and**
- **Complete an Introduction to Licensing training and one observation of the practitioner**

A Level 1 Waldorf Pathway is not currently an option, proposing:

## Proposed Waldorf Pathway: Level 1

**Work Requirement: Must currently work in a Waldorf program**

**Education:**

- Complete at least one 30+ hour course providing an overview of child development from a WECAN member teacher training program; and
- Complete an Introduction to Licensing training and one observation of the practitioner

## Montessori and Waldorf Pathways

- What questions or comments do you have about the proposed changes to the Montessori and Waldorf Pathways?

Ali- Why specifically these 2 programs?

Becky- folks in their programs raised that they have different requirements for their educators. Worked with Montessori and Waldorf programs for what they are asked to do for these programs and align what already existed. It was to make career pathway more equitable with these programs. We are willing to hold this space for other programs as well.

deb- is it also a requirement for traditional requirement?

Becky- there is requirements for working within these programs.

deb- with new programs opening all the time, it should be equitable.

Ali- for transferrable credit—if a Montessori or Waldorf staff member moves to say another program like YMCA-

Becky- if they receive their level certificate, they keep their certificate. It won't revoke anything that's been awarded.

Dawn - for Montessori and these programs, individuals who are truly becoming Montessori they have definitive training programs that are above and beyond.

Becky- when the criteria was initially established, it really focused on levels 3 or higher. Some folks meet the traditional ladder criteria, but others get a different degree in a different field and the primary reason this was established for folks who had taken a different pathway but have taken advanced training in say Montessori.

Ali- is there a specific training that is common across all types of program?

Becky- We have people who come in at all levels and enter the field at all levels. They wouldn't necessarily start at level 1 and move their way up. We've put different strategies in place that the majority of people have completed at least 3 credits in child development, but the various systems and strategies have tried to hone in on some core components that folks in the field have. Keeping an eye on current legislature, this could establish some requirements for licensure in the field.

Dawn- CDD is planning on how to get folks with these 3 credits, low cost or free access to this coursework and moving them on this path forward

Deb Grennon- some people have had problems with finding someone to do observation of practitioner (like family care).

Becky-Connect with Resource advisors and SPARQs, there are resources but we do have a few different strategies in place for family child care.

Becky-Next steps with this are to adjust language to not prohibit new programs from opening. Otherwise, compile it bring it to Helen and CDD leadership if it is appropriate going forward and will keep everyone updated.

Preschool Development Grant: Reflecting on PD/Workforce Activities from the 2022-2025 grant and What's New in 2026 (Maggie Barch-Pearsall)

## Supporting Workforce & Best Practice Preschool Development Grant B-5 '22-25 & '26

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Barch-Pearsall, Margaret — +

## Support the B-5 Workforce & Disseminate Best Practice PDG B-5 '22-25

- Identifying Barriers to Recruiting the Early Childhood Workforce—CDD/Bank Street
- Expanding Access to High Quality Professional Development—CDD/NL
- Multi-Tiered Systems of Support Implementation--AOE
- Improving Professional Development and Quality using the VELs--AOE
- Provisional License Mentoring—AOE
- Health and Safety Consultation--VDH

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Barch-Pearsall, Margaret — +

# Support the B-5 Workforce & Disseminate Best Practice PDG B-5 '22-25

Vermont Early Childhood Fund—BBF

Support for Children with Disabilities—CDD (Seed and Sew)

Vermont Early Childhood Network—CDD/VTAEYC

**STARS and CQI Monitoring in Child Care—CDD/VTAEYC**

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Barch-Pearsall, Margaret   

Yellow highlight indicates work that is moving forward in 2026 PDG

BBF distributed 8 million in grants- grants include professional development, funding for wage increases, etc.

## Barriers to Recruiting the EC Workforce

CDD engaged the Bank Street Education Center in 2024 to evaluate the Vermont Early Childhood Education Apprenticeship Program (VECEAP). This resulted in a full [report detailing findings and recommendations.](#)

- Create an Equity-Centered Recruitment Plan to Increase Impact
- Strengthen Communication
- Adapt Program Design to Vermont's Educators and Unique State Context
- Enhance Program Governance
- Consider Family Child Care Apprenticeships as a Future Strategy

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## Barriers to Recruiting the EC Workforce

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In Fall 2025, VTAEYC engaged Bank Street to:

- Review the recent revisions and proposed revisions to the apprenticeship program,
- Conduct a review of associate degree-track apprenticeship models and Family Child Care (FCC) apprenticeship models in other states,
- Apply an equity lens to these analyses to inform the design of its apprenticeship pathways.



## High Quality Professional Development

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### Northern Lights at CCV:

- Developed an Equity Audit Tool
- Developed a companion tool for instructors to self-evaluate
- Revised Fundamentals for Early Childhood Professionals
- Developed and Implemented PD on VELs
- Designed and offered PD on DEI topics
- Collaborated with CDD and AOE to promote MTSS training



## AOE & PDG

### MTSS

Onboarded 18 new Early MTSS sites and trained an additional 15 Early MTSS coaches.

### Vermont Early Learning Standards

Updated the VELs for Universal PreK and provided VELs resources in the form of a VELs calendar and a VELs booklet.

### AOE License Mentoring

Supported individuals in the Provisional License Mentorship Program, helping them made progress towards licensure and remaining in the ECCE workforce.

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## Health & Safety Consultation

- Collected data from ECCE providers on health and safety questions and topics.
- Consulted with partners across the EC system to bring in content experts to address questions in a webinar format.
- Partnered with VTAEYC to distribute grants for health and safety supplies.

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Carrying forward into 2026.

# Support the B-5 Workforce & Disseminate Best Practice

## PDG B-5 '22-25

Vermont Early Childhood Fund—BBF

Support for Children with Disabilities—CDD (Seed and Sew)

Vermont Early Childhood Network—CDD/VTAEYC

STARS and CQI Monitoring in Child Care—CDD/VTAEYC

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## Applying PDG 22-25 forward...

### PDG '26 Activities: Workforce Development

#### FCC Associates Pilot

Associate degree pathway through T.E.A.C.H. cohort for six family child care educators, paired with mentors trained through VTAEYC's Mentor Pedagogy program.

#### AOE Educator Licensure

Building from prior licensure work, AOE and CDD will develop an integrate path to AOE licensure

#### Promoting ECE Career Pathways

Builds on VTAEYC's Higher Ed Pathways work and collaboration with Early Childhood Higher Education Consortium.

#### ECE Workforce Analysis

Builds on the 2024 workforce report and ongoing Head Start-led wage and benefits comparability work,

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These are early in the stages- exactly how this will look will be coming soon. Finding vendors and building our scope.

Dawn-working with AOE on alternative pathway to licensure. Re-designing it with early childhood in mind, we will be pairing people with mentors who help them through building

portfolio to submit for alternate licensure. This is underway. Goal is to have pilot in Fall 2026.

The one year grant is formatted a little bit different—it focused on becoming more cohesive and build supports for the workforce. Building more alignment.

Where to find PDG updates and info

[Vermont's Preschool Development Grant - Building Bright Futures](https://www.buildingbrightfutures.org/preschool-development-grant)

[www.buildingbrightfutures.org/preschool-development-grant](https://www.buildingbrightfutures.org/preschool-development-grant)

[Preschool Development Grant B-5 Program | Department for Children and Families](https://dcf.Vermont.gov/cdd/pdg)

<https://dcf.Vermont.gov/cdd/pdg>

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2026 work will be on the CDD site.

Ali- What is the FCC Associates Pilot and it's timeline?

Margaret- most of the projects will launch this summer- this work needs to be done by December.

Paula- This week is connecting with all 6 members in the pilot and we're going to be pairing them with a mentor to gain support in balancing being an educator and in studying and integrating their learning, launching first couple of weeks of April. Through that, there will be a series of Communities of Practice to come together and connect. Most of these family care educators are experienced in the field and they are going to be essential for what apprenticeship looks like for the future. At some point shift to the incoming FC and want to ensure we have a good sustainable base for that shift. Making sure they feel connected to the program and to resources.

Adri- for both the FCE pilot and AOE program- are mentors being paid somehow?

Dawn- Establishing pay rate Paula- Stipends issued under last grant, working on stipends forward.

deb- some of the PDG used to improve fingerprinting issue?

Maggie- a very exciting piece. Going to digitizing the fingerprint process and speed up the process. This is going to have broad reach, not just the ECE field.

Dawn- There is a great will to get this done. Licensing just launched their jot form record check form to help with the paperwork process that can slow the initial intake.

Paula- legislators are very interested to- it came up often at ECE Day At the Legislature.

deb- also excited for workforce analysis being done.

Dawn- Renee is leading up wage and fringe study both for HS and the field in more general ways, excited to see the data that comes out and can give us a real path forward for planning.

Becky- we can keep this on the PPD going forward and circle back to them through 2026.

NAREA- North American Reggio Emilia Association Conference. In partnership with RIVET; bringing exhibit to VT, as well as international conference coming in June, in which they bring 2 educators from Italy. <https://www.reggioalliance.org/summer-conference/> June 25-27. Registration is open. Sponsoring 55 scholarships to attend.

Ali- part of presentation consultant who provided recommendations and highlighted equity issues. Was it equity in geographic, race, gender? Second question: the associate pilot program is 6 people, how is sustained after the PDF grant is finished.

Maggie- Recruitment- [Vermont Apprenticeship Full Evaluation Report \(1\).pdf](#)

Sustainability of the associate pilot program- Paula, for this cohort of 6 ends in December. They may not be finished with their associates by then, they will continue under a TEACH scholarship. One of the goals of the pilot is figuring out a sustainable way to continue.

## Updates from Vermont Afterschool (Tricia Pawlik)

At capitol Hill this week, able to speak with Legislator staff for continued funding of 21C programs. We have a very supportive delegation in VT for child care and afterschool.

NAA piloting a national afterschool credential, going to be evidence based, focuses on can you do the work, demonstrate you can do the work. Will share more information as it

comes in. Suggested VT would be a good state to pilot this in as we already have our own credential.



## Highlights

- **Networking Sessions:**
  - These were well attended, averaging 15-18 people.
  - Session was on *parent and family engagement* and stimulated good conversations around how we're connecting with caregivers at home and in the community.
  - Next session is April 3rd from 11am to Noon, which will address *positive staff culture and appreciation* as we gear up for summer programs.
- **Summer Camp Kickoff:**
  - This event is designed to provide professional development and community building for front line summer staff. There will be workshops on *transitions, de-escalation techniques, rainy day activities, creativity and improvisation*, and more.
  - In addition to the professional development hours themselves, we also want to send summer staff off feeling excited, positive, and prepared for their upcoming programs.
  - Date will be in early June. Location TBD
- **STEM Best Practices guide** for afterschool and summer programs has been developed.
  - The guide can be found here: <https://vermontafterschool.org/wp-content/uploads/2024/05/VT-STEM-Best-Practices.pdf>

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- **Training for youth working in afterschool and summer programs**, along with their adult colleagues, on handling common situations, including relationships and boundaries, leading and supporting groups, managing behavior, and engagement with adult

Will update date and location for Summer Camp kickoff soon

STEM Best Practice Guide: <https://vermontafterschool.org/wp-content/uploads/2024/05/VTA-STEM-Best-Practices.pdf>

- **The Youth Voice Micro-Credential Series** - a 16 hour 5-part series on the knowledge base and skill sets needed for raising up youth voices and supporting them to create the change they wish to see in their lives, schools, and/or communities. From individual self-advocacy to empowering community level youth leadership, this series walks supportive adult participants through an Empowerment Model for creating youth-led change, while supporting them in developing their own youth leadership project plan.
- **SEL Work:**
  - 6 participants are set to complete the SEL micro credential, each with implementation projects being introduced into their programs ranging from more intentional opening circle time, sportsmanship club, and an overhaul of their PBIS system and how it relates to their SEL goals.
  - Over 400 staff have been trained throughout the state in flourish lab modules between the 4 facilitators we have.
- **Program Community Development** - a new workshop that asks participants to look at their program (school, organization, etc.) as a community and talking through how they can develop the culture of that community in a thoughtful and intentional way. Taking the time to consider both the needs of the adults, as staff, and the youth, as participants, and reflecting on them as equal partners in creating the culture of the program space.

- **Interaction and Engagement in youth mental health work** is becoming a space we are seeing that we have quite a bit of influence in, especially in terms of mental wellness and using empowerment as a healing practice. We have a list of workshops and PD offerings that support mental wellness, the social emotional wellbeing of youth, and supports programs to be proactive in fostering wellness in their youth.
  - We have an open youth mental health first aid training for anyone in the field on April 23<sup>rd</sup>
  
- **Vermont State Council updates:**
  
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  - The Council continues to meet bi-monthly for 90 minutes each meeting
  - The Council is actively requesting the Legislature to provide \$140,000 in State funding for FY27. The Council is currently funded through federal dollars. Due to possible financial insecurity or censorship that at times accompanies federal dollars, the Council is concerned and would like to shift to State funding
  - You can view this years' full set of State Youth Council recommendations on their website linked here: [Recommendations | SYC Recommendations for Governor and Legislature — Vermont State Youth Council](#)
  
- **Other:**
  - The L.E.A.D. (Leadership, Exploration and Development) Cohort provided structured, cohort-based leadership development for emerging and current afterschool leaders. Participants engaged in their first session on November 3. There are 16 L.E.A.D. 1.0 participants and 5 L.E.A.D. 2.0 participants. The cohort model fosters peer learning, relationship-building, and shared problem-solving, empowering participants to apply leadership strategies directly within their programs and organizations.

Recommendations: SYC Recommendations for Governor and Legislature - [Recommendations | SYC Recommendations for Governor and Legislature — Vermont State Youth Council](#)

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  - SEL video project. Filming begins in April and May. We hope to improve programs efforts in the areas of Teamwork, Cultivating Empathy, Scaffolding Learning, and Furthering Learning by capturing and sharing high-quality video content that highlights best practices in these areas. Burlington, Springfield, Newbrook, Highgate.

Paula- always love hearing updates VT Afterschool updates. Where can I access the summer camp info?

Tricia- once date and location is determined, there will be a link on our website. Will make it a point to send it out to this group. Becky- we can also add link to NL PPD notes pages.

Becky- brief NL updates:

- professional development survey of the field is opening in April.
- Level applications are now available online
- Encourage programs you work with to encourage folks to create their NL accounts. May 4<sup>th</sup> is the key date