BBF Professional Preparation and Development Committee

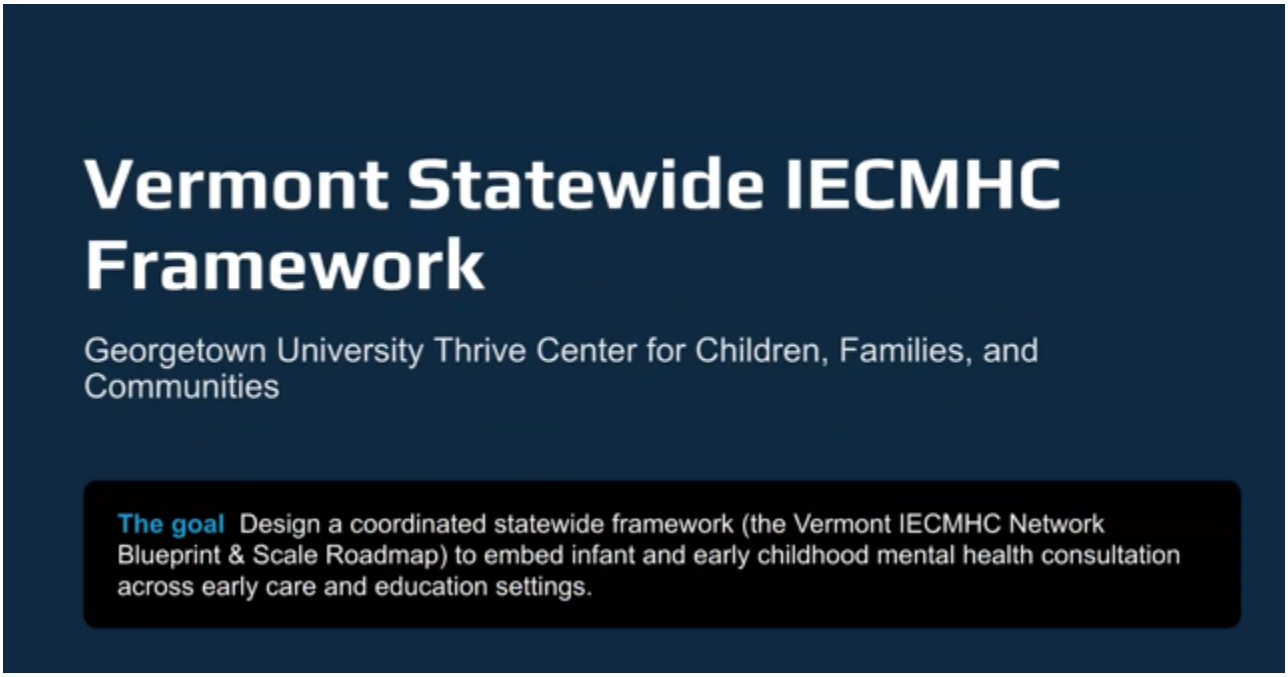
Meeting Notes 10/20/2026

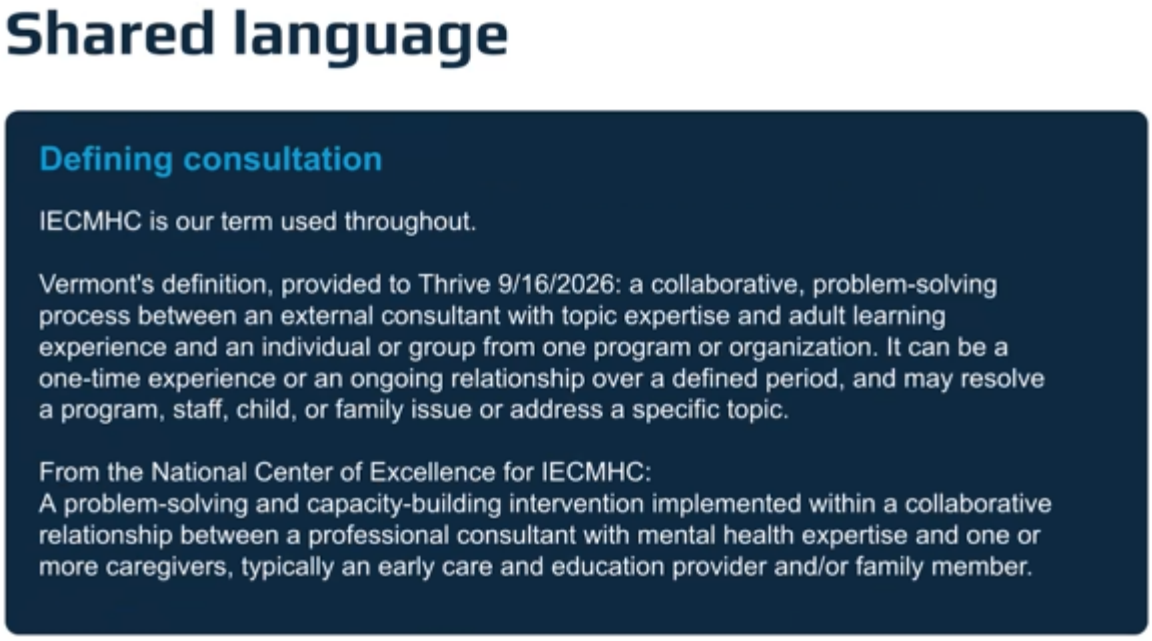
Meeting Attendees: Becky Millard, Hailey Paschold, Helen Mattheis, Joanne Rouleau, Courtney A Isham, John Cipora, Brendan Rooney, Joanna Houston, Amelia Struthers, Holly Moriglioni, Ammie Collins, Lily Pigue, Lauren, Adri Taylo-Behrman, Staci Otis, Tia Fotion, Julia Sayles, Dawn Rouse, Sarah Davidon, Lisa Hepburn, Jennifer Lyford, Margaret Barch-Pearsall, Neal Horen, Maddie Mizelle, deb Grennon, Beth Wallace, Maddie Mizelle, Tricia Pawlik, Cynthia Greene, Paula Nadeau, Michelle Maitri-Mudita, Bill Bonsignore, Cathy Siggins, Ali Dieng

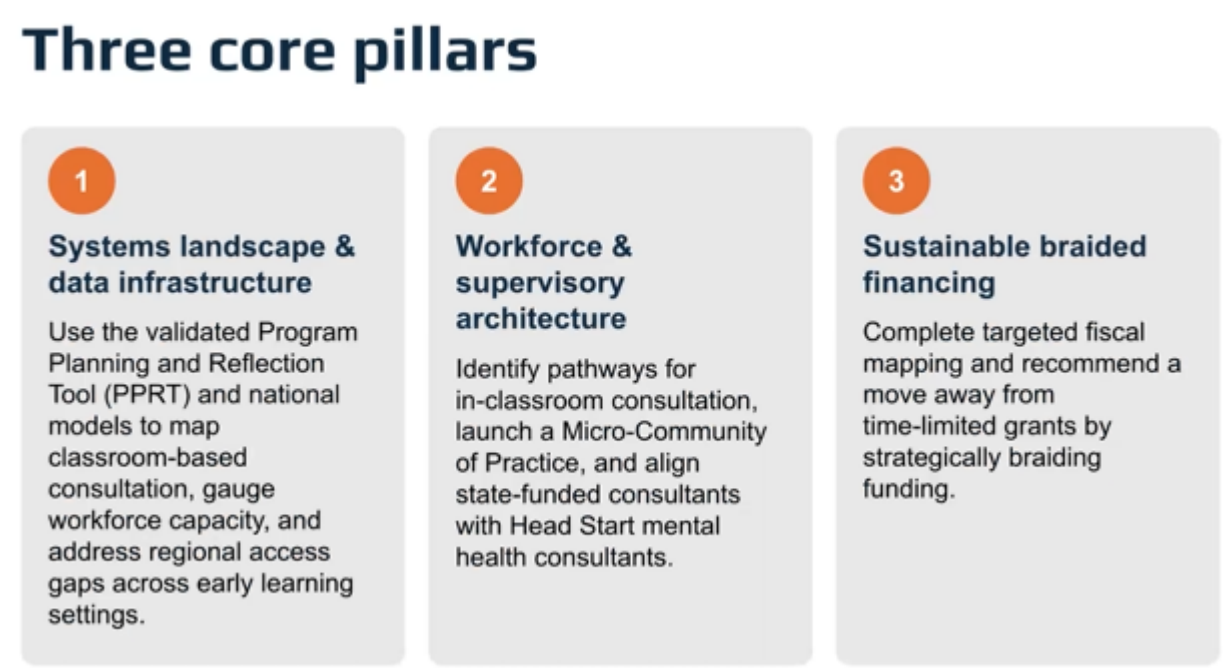
Meeting Summary:

I. Welcome

II. Infant/Early Childhood Mental Health Conversation (Georgetown University)

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- PPRT was developed through the work of the Center of Excellence with 100s of IECMHC programs nationwide
- Opening it open to the group what is your experience with IECMHC:
  - Courtney Isham- STARS program administrator at CDD, quality recognition and improvement system and works closely with VTAEYC. One of the resources they were able to provide was consultation work with Melissa Davis, providing consultation to 6 different programs focused on challenging behaviors in the classroom, doing child specific and classroom observation. She spends a full day, meets with the staff before, observation, provides strategies and resources, has another virtual follow up a month later with classroom. It's an identified need and new this year. Feedback from classroom is anecdotal that it has been really impactful and working with Melissa, VTAEYC will be sending out a survey.

- Margarete Barch-Pearsall- The work with Melissa is an extension of SPARQs. It is a quality coaching that VTAEYC facilities for ECE programs, coaching around a lot of different needs. While mental health is not a specific need they provide, it is a part of the conversation.
- Dawn Rouse- CIS has a Consultation and Education program through the Specialized Care coordinator in which the person meets with the program three times. It can be classroom wide or child focused, 3 visits occur.
- Holly Moriglioni- Champlain Valley Head Start- HS performance standards mandate is to provide mental health consultation to families and proactively support team members. Each HS agency can decide how they provide that consultation, what CVHS does is has agreements with the mental health agencies in their regions. Also use state funding that provides support to direct services staff and supervision teams, and parenting education and include mental health consultations for teams with children showing the needs for challenging behaviors. Built strong relationships with VT designated mental health agencies. Julia- Are the consultants embedded in the program, are they HS employees? They are contracted; they also have on staff behavioral support staff.
- Cynthia Greene- Thinking about 211, ASQ, how does this get tied into pediatric services, and other screening services, and Seed & Sew focused on support. Often, ECE programs are left to figure this out in their own region, its very partnership based and who you can access. Thinking about all the various opportunities/services and how it can be really overwhelming for programs to know where to go. How is this work going to take a more holistic approach and is there an opportunity to systemize what exists? There are areas of the state that do not have access, or access changes.
    - Neal: Our goal is to say what's in place, what's missing, what are ways we see across the country. We've talked to 100's of communities and what it looks like. We're trying to take everything we know and look at Vermont and give recommendations. Our goal is how to keep these strengths going.
- Helen Mattheis-with CIS, how do we help to ensure that it is an easy process to access that support
    - listening to the ways we can bring things together
- Beth Wallace- VTAEYC- VT Early Childhood Networks, regional and statewide networks. The networks have autonomy on the type of professional development they request, the last 2 years they have hosted conferences on Conscious Discipline. VTAEYC hosts a bi-monthly call Health Questions and Answers, team up with VT Dept. of Health and 2 pediatricians. Connecting with pediatricians.
    - Lily- Beth, where could I find more information about those bimonthly calls you were speaking about?
- Joanna Houston- as a program director, we utilize Seed & Sew due to its accessibility, affordability, breadth of workshops and coaching support for educators and CIS for a higher level of support.
- Deb Grennon- different angle for First Children's Finance, working it hteh business side and financial supports. A lot of what they're seeing in Northern Vermont a real influence of children's mental health on workforce stability. Staff are leaving the field, directors are not able to keep/hire staff. This influences the core of the businesses and who you are/how you access these services.
    - Cynthia- I'm curious how prevention models and work has fit into the Georgetown Thrive work - if not VT specifically then across the country Neal-

Mental health consultation is one small part of a continuum of services and supports. From a prevention standpoint, we want things as connected as possible.

- Cynthia- Thinking about social determinants of health, in your work are there any states that this set of services/early educator pre-service, supports, what has set states up for success with prevention models?
- Neal- There are examples of things in different states- In Illinois, their mental health consultation doesn't just support home visitors, they support doulas. There are great examples of small pieces, but some states experience changes in funding etc. There are examples of good connections being made and how do you build on them.
- Cynthia- I'm sure there's not a simple answer - yet if VT can learn about other examples to fill gaps or expand in areas where services are not as available, that useful
- Lauren- want programs to be thinking about their outcomes and interests. There is not one way, we can look at the goals, what is the focus, legislation. Theory of Change
    - Helen- what programs?
    - Lauren- IECMHC programs,

- John- There are folks on this class who have been doing this work for a long time. The notion of integrating as many sub-systems exists. Lets optimize the systems that are working well and your expertise can fill in the gaps.
- Michelle Maitri-Mudita- Put a plug in for integration, this is a multi-generational work. The braiding and sustainability are important for success. We have to meet staff first, this happens at the "speed of trust"
- Becky- if you have additional thoughts, happy to receive them and connect them Maddie.

- Relevant Links:
    - CDD Funded Professional Learning Workshops | Seed & Sew
    - Early Childhood Educators: Vermont Department of Health Q&A
    - Theory of Change for IECMHC

III. NL Level Certificate Comparison Data FFY24-FFY26 (Becky)

- NORTHERN LIGHTS AT COMMUNITY COLLEGE OF VERMONT

Examining Certificates and Credentials Issued During FFY24, FFY25, and FFY26

Professional Preparation and Development Committee
10/20/26

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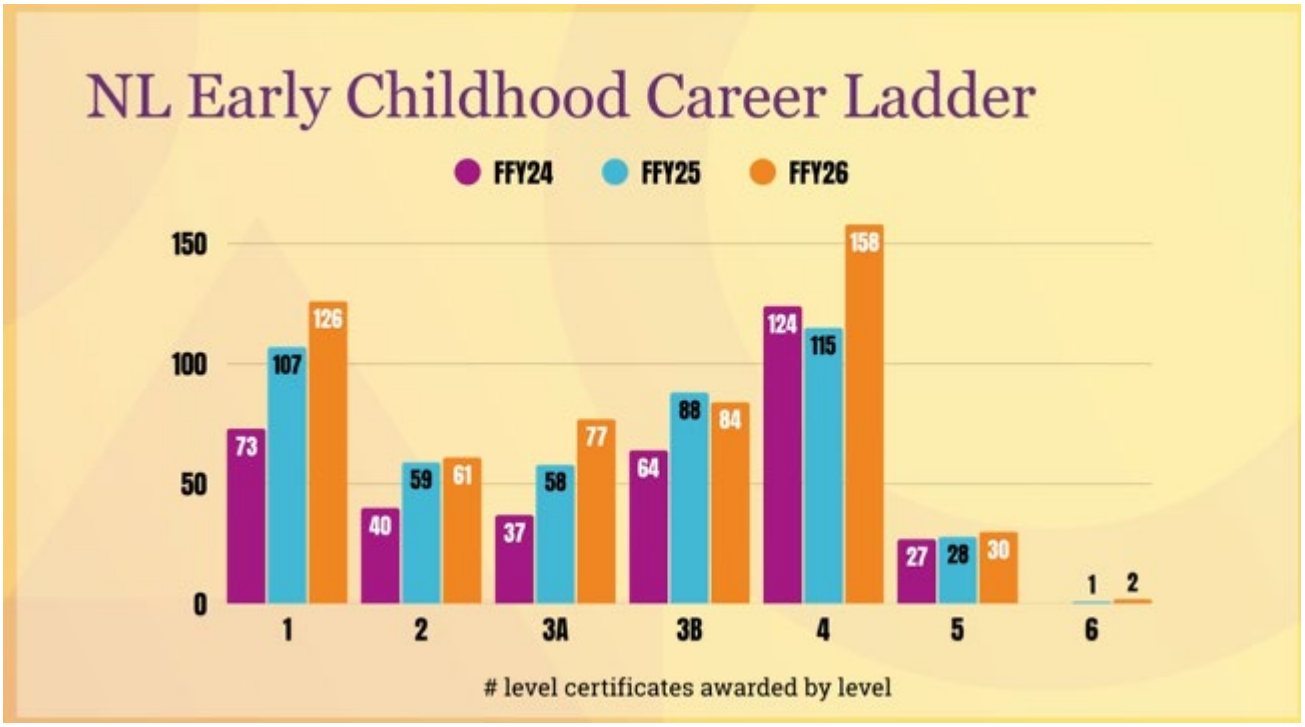
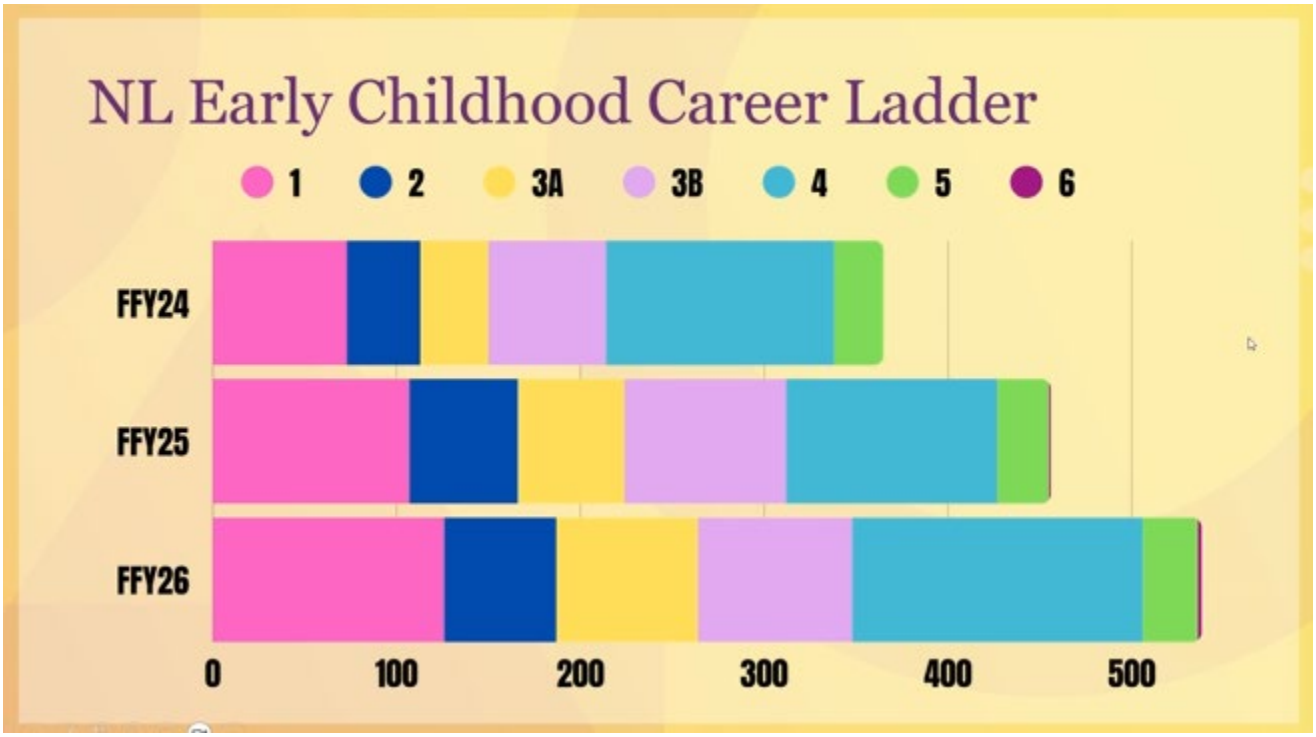
Context for Dataset

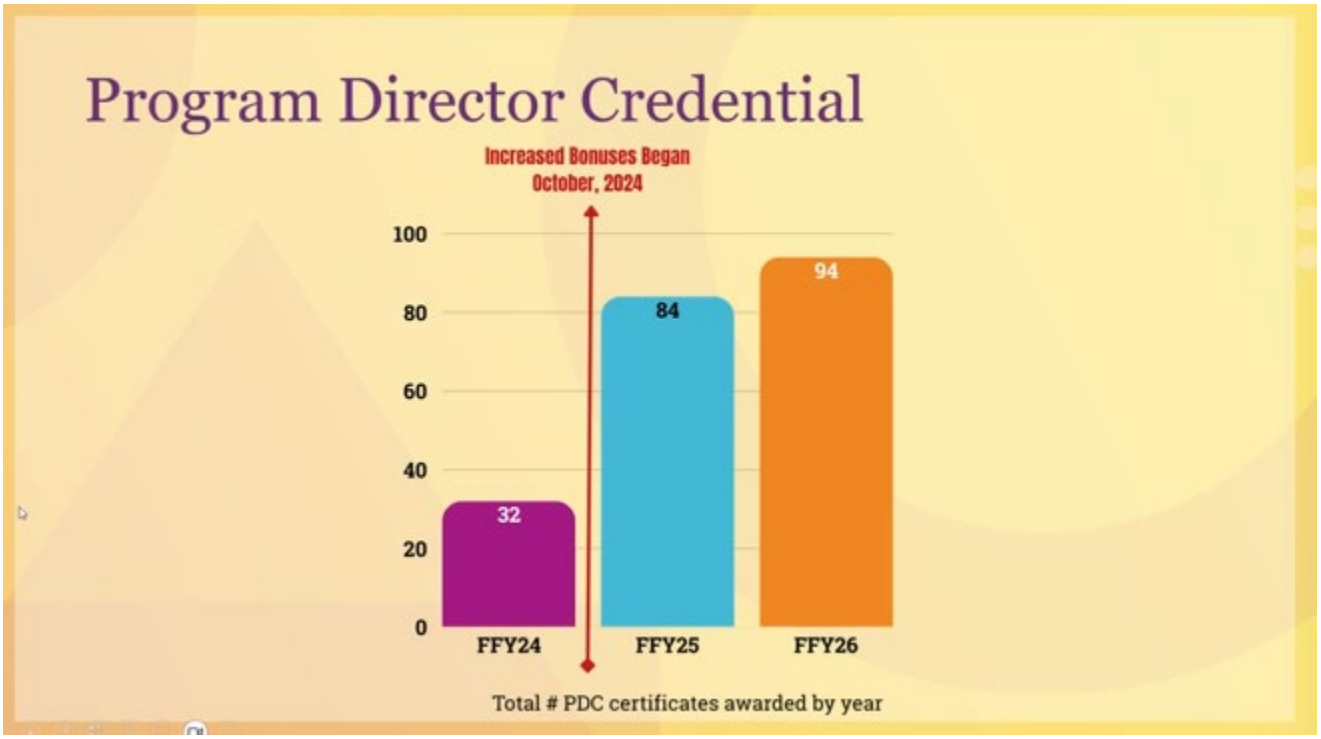
- In October 2024, CDD made significant increases to the professional recognition bonus award amounts.
- In October 2026, we reached two full years of implementation since the new bonus amounts went into effect.
- Data in this presentation compare the number of certificates and credentials issued during Federal Fiscal Year (FFY) 24 to those issued during FFY25 and FFY26
  - FFY24: October 1, 2023-September 30, 2024
  - FFY25: October 1, 2024-September 30, 2025
  - FFY26: October 1, 2025-September 30, 2026

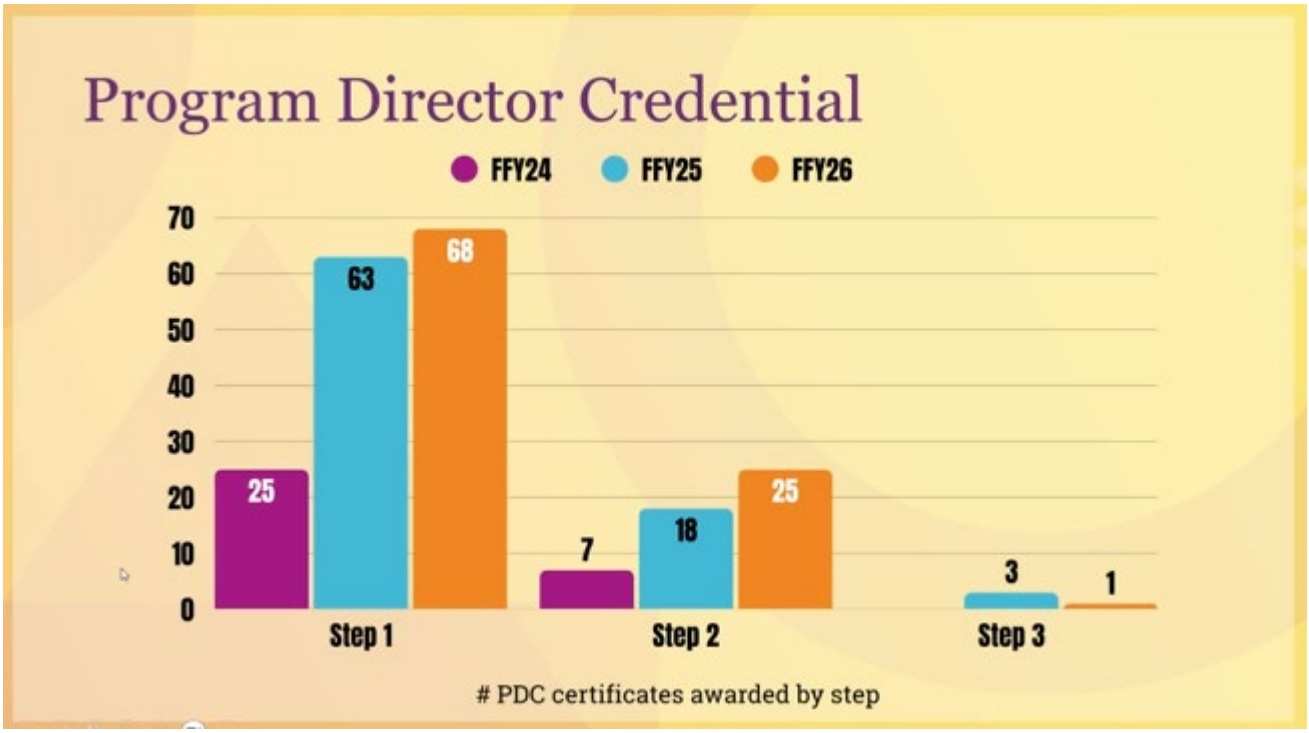
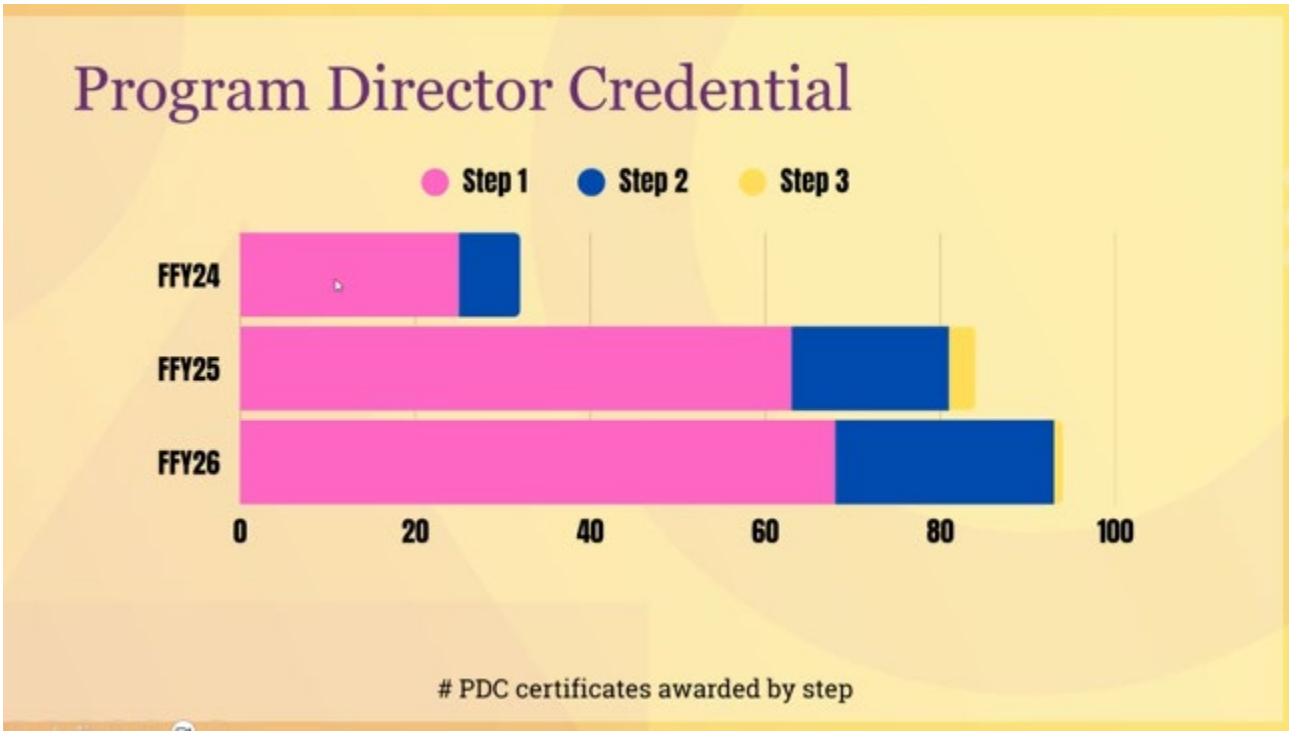
NL Early Childhood Career Ladder



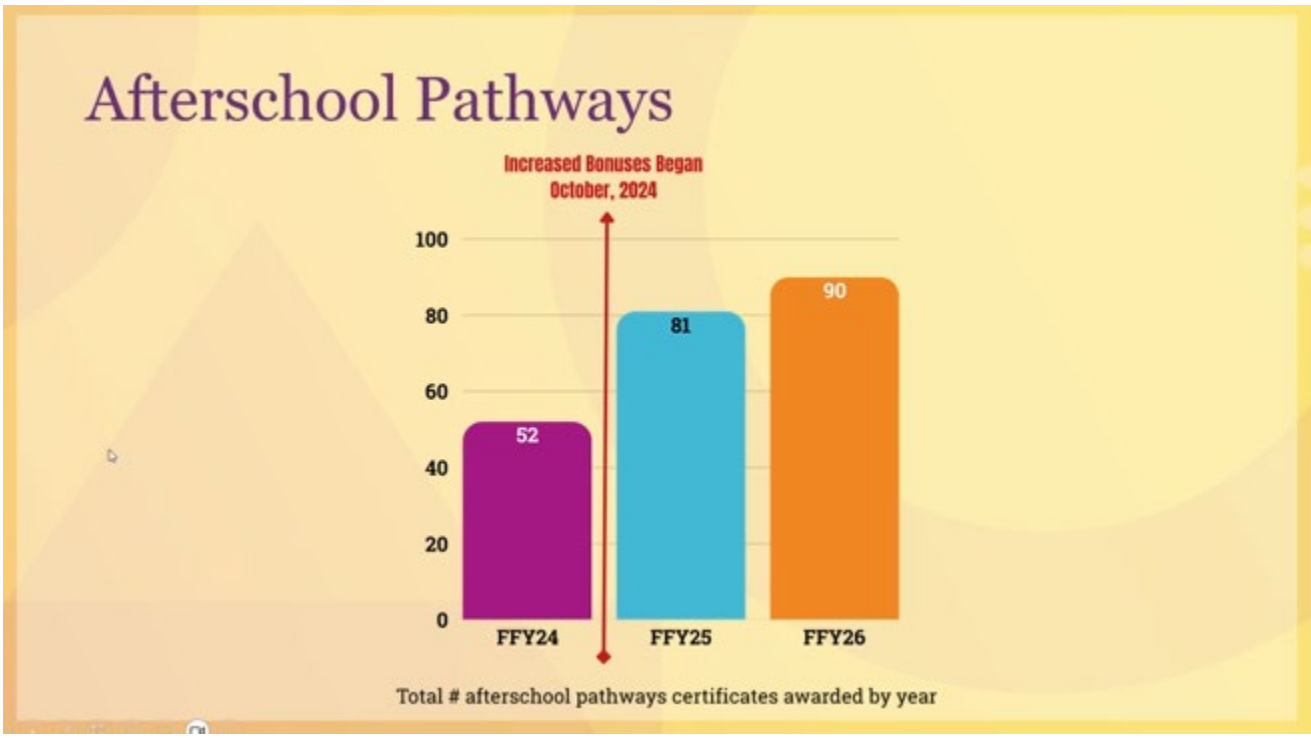
Total # level certificates awarded by year

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NL Early Childhood Career Ladder
FFY24
FFY25
FFY26
150
100
50
0
73
107
126
40
59
61
37
58
77
64
88
84
124
115
158
27
28
30
1
2
1
2
3A
3B
4
5
6
level certificates awarded by level
- 
NL Early Childhood Career Ladder
1
2
3A
3B
4
5
6
FFY24
FFY25
FFY26
0
100
200
300
400
500

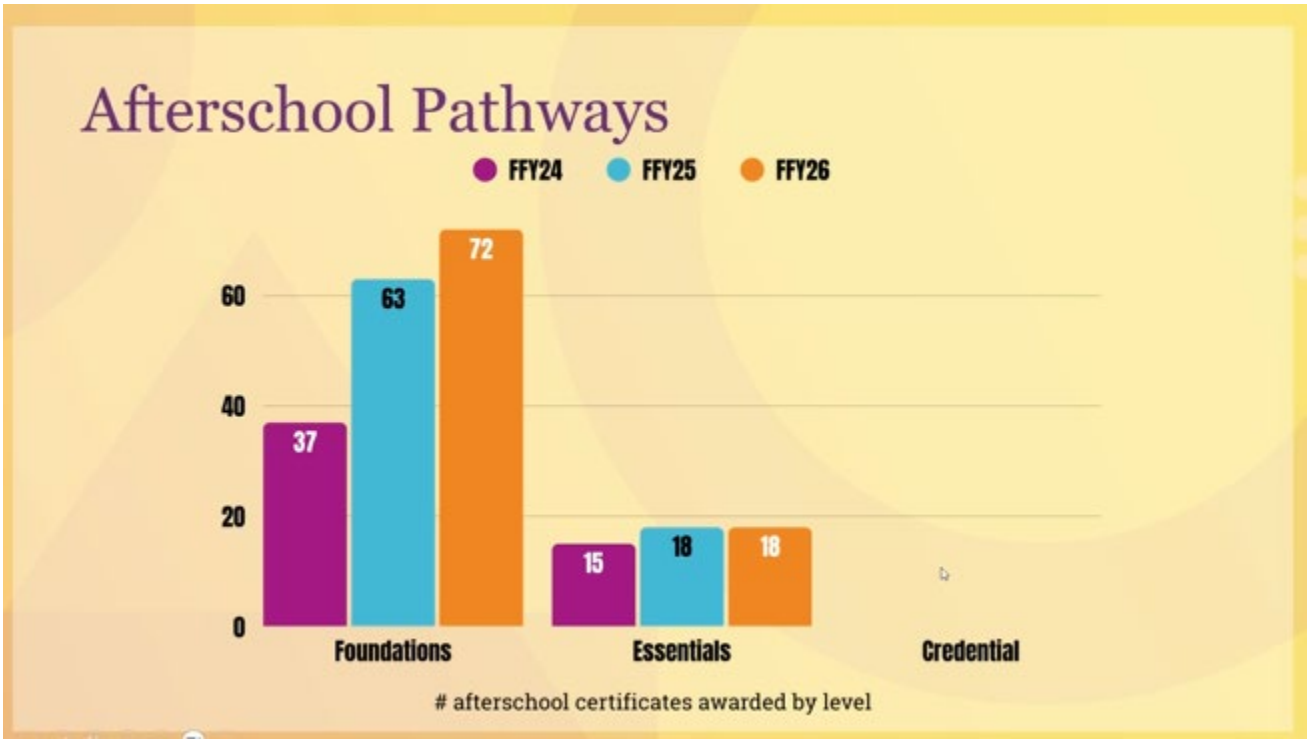
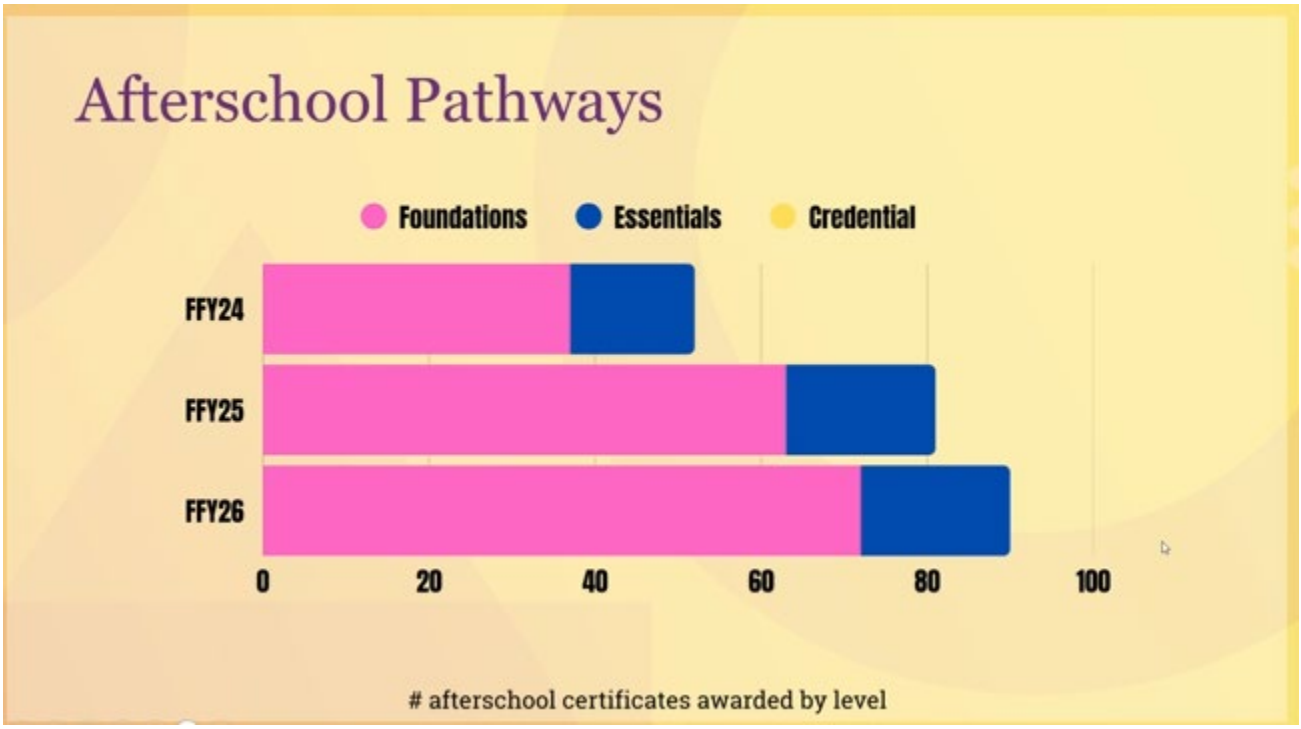
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NL Early Childhood Career Ladder
Level: 1 2 3A 3B 4 5 6 Total
FFY24 73 40 37 64 124 27 0 365
FFY25 107 59 58 88 115 28 1 456
FFY26 126 61 77 84 158 30 2 538
% Change FFY24-26 ↑73% ↑53% ↑108% ↑31% ↑27% ↑70% ↑47%
- 
Program Director Credential
Increased Bonuses Began October, 2024
100
80
60
40
20
0
32
84
94
FFY24
FFY25
FFY26
Total # PDC certificates awarded by year

- 
Program Director Credential
FFY24
FFY25
FFY26
70
60
50
40
30
20
10
0
25
63
68
7
18
25
3
1
Step 1
Step 2
Step 3
PDC certificates awarded by step
- 
Program Director Credential
Step 1
Step 2
Step 3
FFY24
FFY25
FFY26
0
20
40
60
80
100
PDC certificates awarded by step

- 

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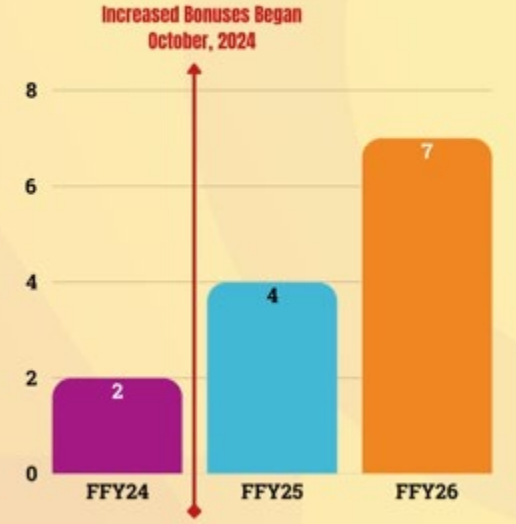
  - Thinking about the Afterschool Pathways, and there are micro-credentials.

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Afterschool Pathways
FFY24
FFY25
FFY26
72
63
37
15
18
18
60
40
20
0
Foundations
Essentials
Credential
afterschool certificates awarded by level
- 
Afterschool Pathways
Foundations
Essentials
Credential
FFY24
FFY25
FFY26
0
20
40
60
80
100
afterschool certificates awarded by level

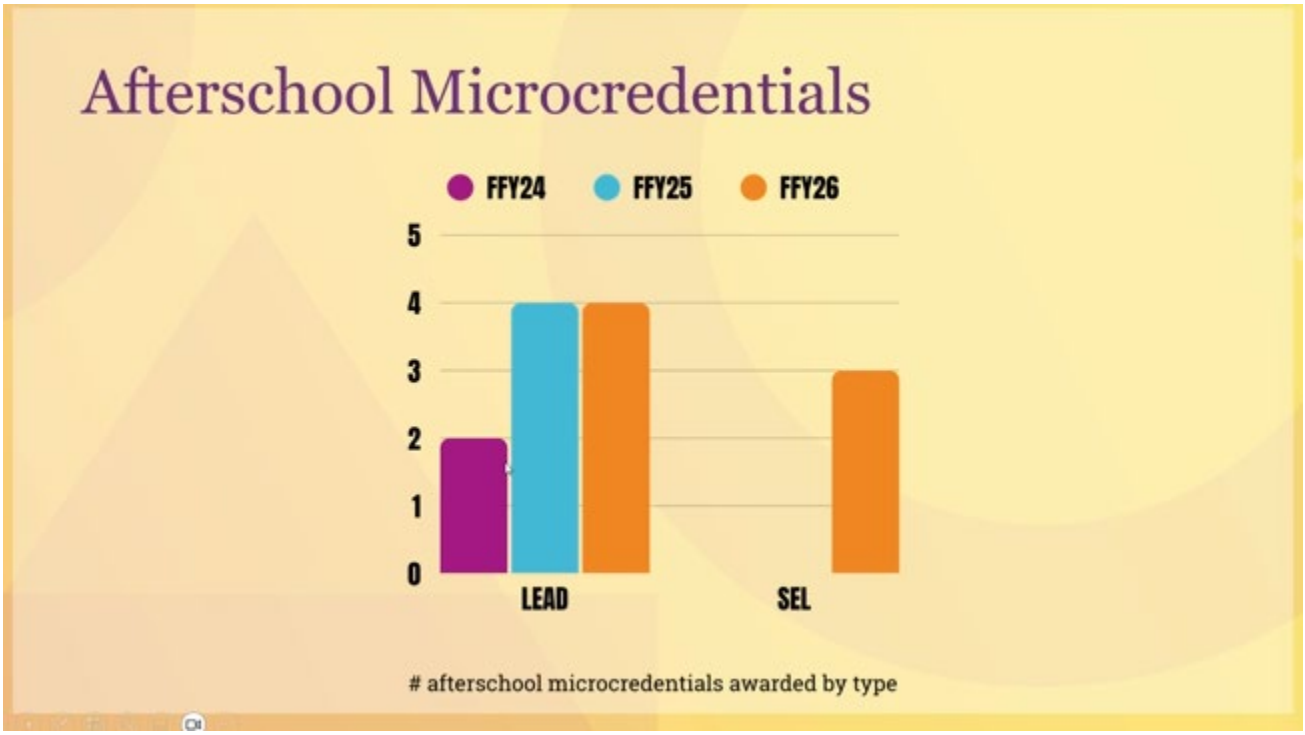
- # Afterschool Pathways

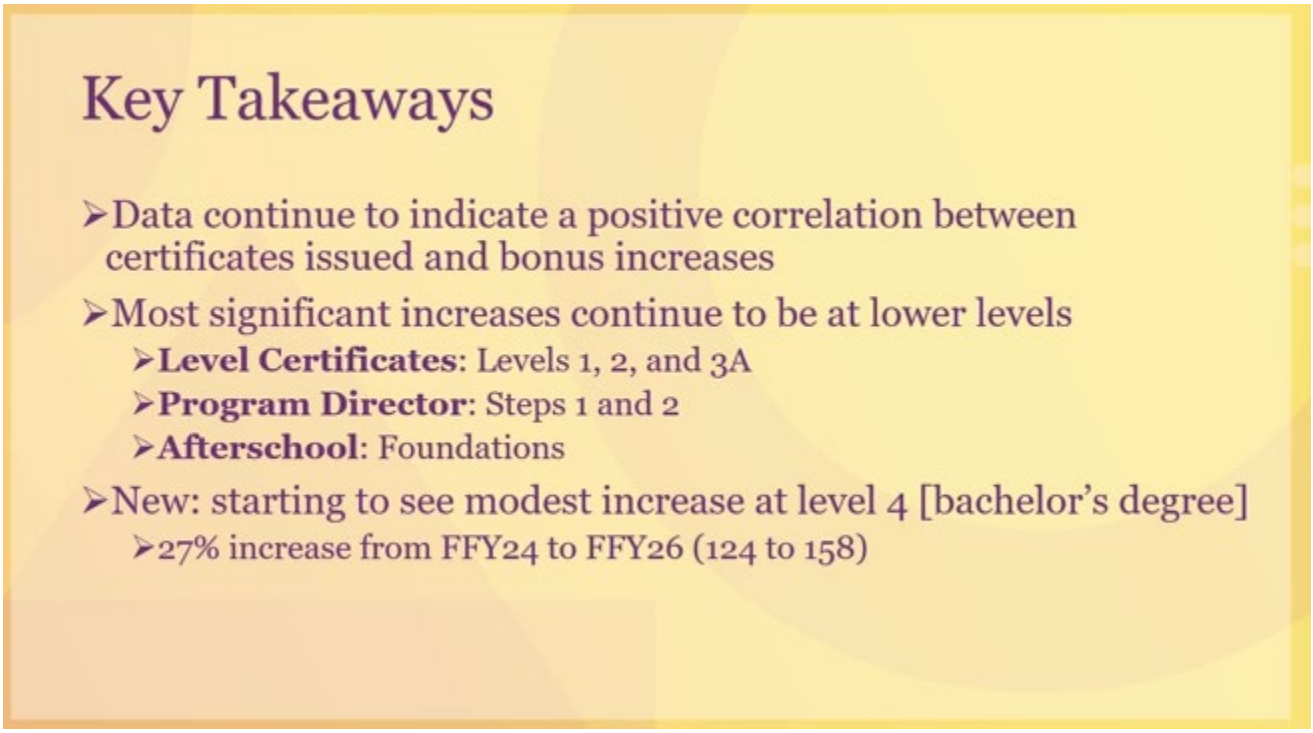
Level:	Foundations	Essentials	Credential	Total
FFY24	37	15	0	54
FFY25	63	18	0	85
FFY26	72	18	0	90
% Change FFY24-26	↑95%	↑20%		↑67%

- # Afterschool Microcredentials



Total # afterschool microcredentials awarded by year

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- Beth Wallace- VTAEYC is the organization that administers the bonuses. In addition to increasing the bonuses in 2024, another important change was allowed people to apply for previous ladders within 2 years.
- Amelia Struthers- Many more people registering for the CoP for Program Director portfolio.
- Helen- Pulling out the key slides that we can pull out and share?
    - Paula Nadeau- VTAEYC- There are many in the field with Masters in other fields such as Human Services, or educational leadership focuses. How in the future can we include and recognize these folks? Becky- Asking questions about what count and how VT wants to interpret national guidance? The program director credential might be better aligned for leadership but its not a one size fits all.

        - Paula- career ladder does not include Masters Human Services as a related degree.
        - Becky- There is room for re-imagining, important conversation
    - Dawn Rouse- Worth a larger discussion, what role are people engaged in the early childhood system, how we define our profession.
    - Cynthia- Could this type of data show any promising results around retention and look at retention and turnover data? Are we looking at systems where we can tie level certificate and retention data? There is a lot of expertise in our world, is there a way to show this and our investments, Act 76 are working?
        - Becky- The workforce registry, one data set is used by multiple organizations. As we look at a new system, there are functions other states are using (Pennsylvania and Ohio) and automation for data reporting.

Next Meeting: Tuesday, November 17 10-11:30 via Teams.

BBF PPD Committee - Northern Lights at CCV