



2011 Vermont Early Childhood and Afterschool Professional Development Survey

**Conducted by the Vermont Department for Children and Families,
Child Development Division**

Reported June 2012



Agency of Human Services

Table of Contents

Executive Summary.....	3
History.....	5
Methods.....	5
Response.....	6
Respondent Demographics.....	7
Type of Program.....	7
Age of Respondents.....	8
Education.....	8
Type of Work.....	10
Professional Development Information & Access.....	11
Preference for Location of Professional Development.....	11
Interest in Vermont and National Credentials and Certificates.....	12
Getting Professional Development Information.....	13
Access to Mentoring and Support.....	15
Awareness of Vermont’s Professional Development Statewide Systems.....	16
How did you hear about Northern Lights Career Development Center?.....	18
Northern Lights Services Used.....	20
Need for Personal Support.....	22
Awareness and Interest in Specific Professional Development.....	24
Child Development Training.....	25
Families and Communities Training.....	26
Teaching and Learning Training.....	27
Professionalism and Program Management.....	27
Health and/or Developmental Issues.....	28
Obtaining Professional Development.....	30
Preferred Method of Learning.....	30
Challenges in Obtaining Professional Development.....	30
Financial Supports.....	32
Time Valued.....	33
Recognition Received.....	33
Overall Comments.....	34
Challenges.....	34
What Works.....	35
Supports That Are/Would Be Helpful.....	36
Funding Vermont’s Early Childhood and Afterschool Professional Development System.....	37
Conclusions.....	38
Appendix	
I. Survey Instrument.....	40
II. PD supports Available by Region and Type of Program.....	59
III. Eight Core Areas of Professional Development Investment.....	62

Executive Summary

The Vermont Early Childhood and Afterschool Professional Development Survey was created in the spring of 2011 by CDD staff and key stakeholders. It was designed to gather data on professional development needs in the Vermont early childhood and afterschool profession. 968 individuals responded to the survey completely or in part, and were asked a variety of questions about their professional development and the challenges they face in accessing professional development. Individuals were asked to identify demographic information such as area of Vermont worked and type of program they work in. The survey was then analyzed based on that data.

Respondent demographics

67% of responses were from individuals who work in registered home and licensed centers across Vermont. The highest percentage of responses was from Chittenden County, while the lowest was from Springfield area. The overall age distribution reflects the majority of respondents between the age of 36 and 60 years old. This age distribution was consistent through the program types, except Legally Exempt Child Care (LECC) professionals. The highest percentage of LECC professionals were 26 to 35 years old. Overall 20.2% of the respondents have achieved a bachelor's degree in a field related to education and/or child development, and 28.4% have achieved a bachelor's degree in any field. 52.4% of respondents indicated they direct a child care program, and/or direct a program and teach a group of children. When the majority of respondents are directors or owners it can have an effect on the data.

Professional Development Information & Access

When asked where they prefer to get professional development the majority of respondents indicated a preference for professional development to be offered in their area. Many respondents were willing to drive within an

hour of their workplace with preference shown for specific towns. However respondents from Chittenden County were least likely to seek professional development in other areas of the state.

When asked what works in getting information about professional development 25% indicated that receiving emails was preferred, however 91 comments were received that indicated emails and information is not currently received in a timely fashion. Respondents were also asked about their current access to professional development and mentoring. In all areas of the state and all types of programs the highest percentage of responses indicated that professionals have access to a variety of types of professional development opportunities.

In most regions and types of programs no one indicated that they do not have access to professional development or mentoring, except legally exempt professionals where 12.5% indicated they do not have access to professional development opportunities.

Awareness of Vermont's Professional Development Statewide Systems

Respondents were asked several questions regarding their awareness about statewide systems including Northern Lights Career Development Center (NLCDC), the Vermont Early Childhood Career Ladder, the Vermont Afterschool Pathways, and the Instructor Registry for Early Childhood and Afterschool Professionals. The majority of respondents had heard of at least one of the components. When asked where they had heard about Northern Lights Career Development Center the highest percentage of respondents indicated they heard at a workshop or training.

There was some variation by region in where respondents had heard about NLCDC and significant variation by program. Registered home professionals heard from their local community child care support agency; licensed

early childhood and afterschool professionals heard from attending a workshop or training; public preschool professionals heard from STARS; and CIS professionals heard from co-workers and workshops. Legally exempt professionals were most likely to not have heard about NLCDC.

When asked what NLCDC services they had used the majority of respondents indicated sending professional development/degree information to be entered into Bright Futures Information System (BFIS) and using the Northern Lights website for professional development information. The least amount of responses were for attending a career planning training by NLCDC staff and attending a career coaching seminar. In addition the respondents were asked if they wanted specific personalized assistance with planning professional development. Overall the majority of respondents indicated they did not need or want specific personalized assistance.

Awareness and Interest in Specific Professional Development

Respondents were asked about specific trainings and types of trainings. They indicated that many of the trainings had not been heard of by many respondents, or they had already taken the training. When asked about the needs for different types of trainings they indicated:

- Not enough advanced level infant/toddler training
- Not enough trainings on how to engage families to support the program and communicating and working with challenging families.
- Not enough math and science training at any level
- Not enough professionalism and program management training at any level
- Not enough health and/or developmental issues training at any level

Obtaining Professional Development

Respondents were asked about their preferred method of learning, challenges they face, financial supports that are useful, and how

their time was valued. 41.3% of respondents indicated that they would prefer to get professional development in a series of training sessions on the same topic. 28.4% indicated that professional development is too expensive and that is a challenge for them. Many of the financial supports that were options respondents indicated were not available. However the financial supports that were useful include paid time to attend professional development, low cost or free trainings from the local community child care trainer; and low cost or free training through a community or statewide organization.

Respondents indicated that their time was valued by training and coursework that was offered during the evening so that they could attend during a time that was convenient.

Funding Vermont's Early Childhood and Afterschool Professional Development System

Finally the respondents were asked about how they would like to see Vermont's early childhood and afterschool professional development system funded. They were given an imaginary one hundred dollars and asked to distribute it in 8 core areas based on how they would like to see funding for those areas. Responses indicated the most funding should be put into making the system affordable and available and funding to the programs; while the least amount of funding should go to consultation to programs & mentor support to individuals.

Conclusion

Early childhood and afterschool professionals in Vermont have a wide range of experience, education and professional development needs. However there is a need for a wider variety and more advanced professional development opportunities across Vermont. Information about opportunities needs to be timely, and information should be given in a variety of formats. This data could be used as a baseline of information about needs in specific regions or by different types of professionals. Changes could be made and additional surveys could be completed to determine the impact of those programs.

History

In the 2010 Vermont legislative session the Department for Children and Families (DCF) was challenged to change the way it operates. DCF Child Development Division (CDD) was given the task of engaging critical stakeholders in detailed planning around three strategies:

1. Consolidate CDD administered child development services for families and children in each AHS region through a single community partner contract within each region.
2. Creation of centralized call center for child care referral services.
3. Creation of a statewide approach to ensuring a well qualified early childhood and afterschool workforce and supporting continuous quality improvement in early childhood and afterschool programs.

CDD's goal was to take this opportunity to engage community partners, clients and other stakeholders in a transparent participatory process that solicited input.

One stakeholder group was the "Early Childhood and Afterschool Program Consultation, Quality Improvement and Professional Development Group." The group's purpose was to address strategy three:

Creation of a statewide approach to ensuring a well qualified early childhood and afterschool workforce and supporting continuous quality improvement in early childhood and afterschool programs.

The group discussed surveying the early childhood and afterschool community to determine their professional development

needs. The purpose of this survey was to collect information about the challenges and barriers that people experience about professional development in Vermont.

The survey was then created in the spring of 2011 by CDD staff and key stakeholders based on the information discussed by the "Early Childhood and Afterschool Program Consultation, Quality Improvement and Professional Development Group". It was tested by early childhood and afterschool professionals. The survey was created to be an electronic survey, and paper copies were distributed as requested by individuals, programs or agencies.

The survey was initially distributed in June of 2011 through email list serves. It was sent to the CDD "e-provider" listserv, CDD partners list serves, and statewide organizations that provide support in professional development. It was then distributed further by the Children's Integrated Services (CIS) blog, Northern Lights Career Development Center newsletter, the Vermont Center for Afterschool Excellence newsletter, and a postcard was sent to all regulated child care programs in Vermont encouraging participation.

A second distribution of the survey was completed in September of 2011 again through the CDD "e-provider" listserv, and CDD partners list serves. Copies of the survey were available to participants at the Vermont Association for the Education of Young Children conference and the Vermont Afterschool Conference both in October of 2011. The survey was closed to additional entries in December of 2011.

Methods

This informal survey was created for all early childhood and afterschool professionals in Vermont. Due to the distribution method the trend was that it was more likely for the manager or director of an early childhood or afterschool program to see the survey. This may be why many of the individuals completing the survey were directors or owners of programs, and teaching assistants were less

likely to respond. The respondents represent more individuals that have internet access, as 98.14% of the responses were via online survey. The survey was analyzed by program type and region of the state. Due to the low response from non-recurring care program staff the information break down does not include those types of programs.

Response

968 individuals responded to the survey from across the state and program types. People were asked where in Vermont they work, the type of program they worked in, the type of work they

did, their age and highest level of education. This information was then used to analyze the data to observe trends in regions and work environments.

Type of Program Definitions

Registered homes are programs that are regulated to provide care within a home setting for up to six children under the age of six years, and four school age children.

Licensed early childhood programs includes programs licensed for up to 12 children within a home setting and licensed early childhood programs outside the home, not including public preschool programs or nonrecurring care programs.

Afterschool programs include programs that were identified as regulated by CDD and programs that are not regulated such as a community recreation program.

Non-recurring care programs are programs that are typically at ski resorts and provide drop in care.

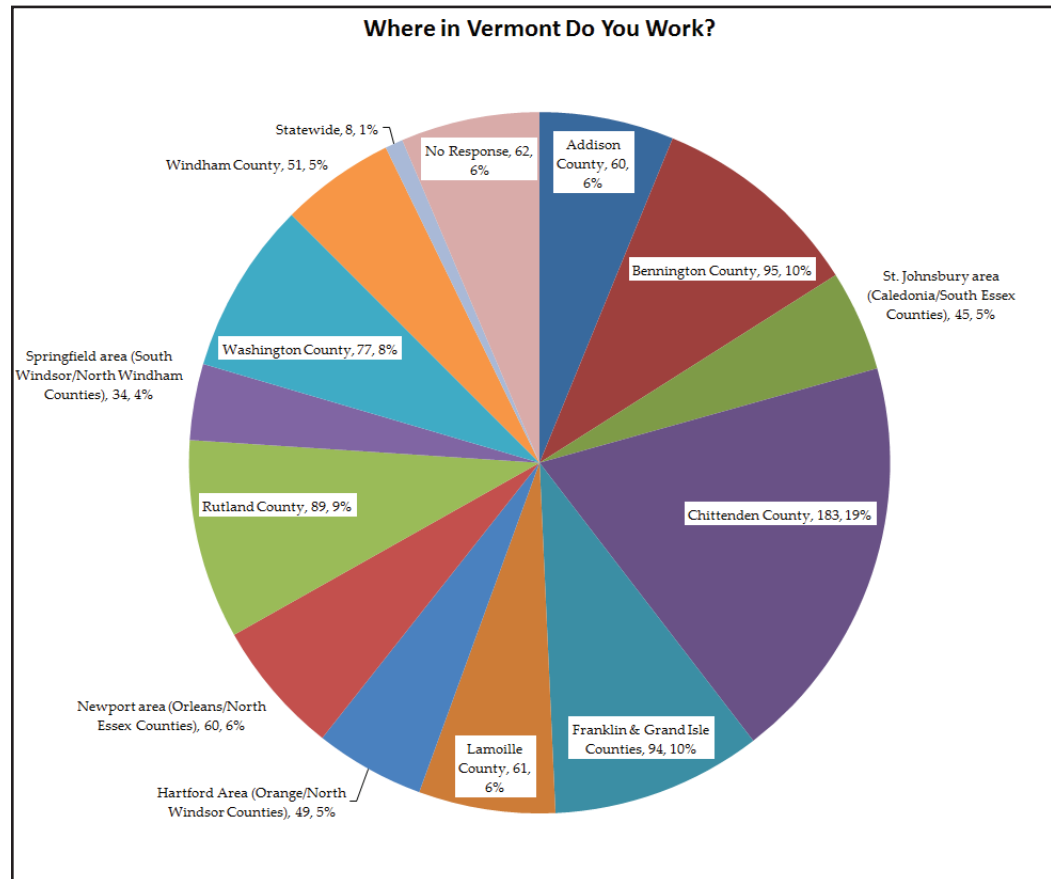
Public preschool programs are licensed early childhood programs that are in a public school setting, typically run by the school system.

CIS are programs receiving funding to provide early intervention, early childhood and family mental health, or a parent child center through Vermont Children's Integrated Services.

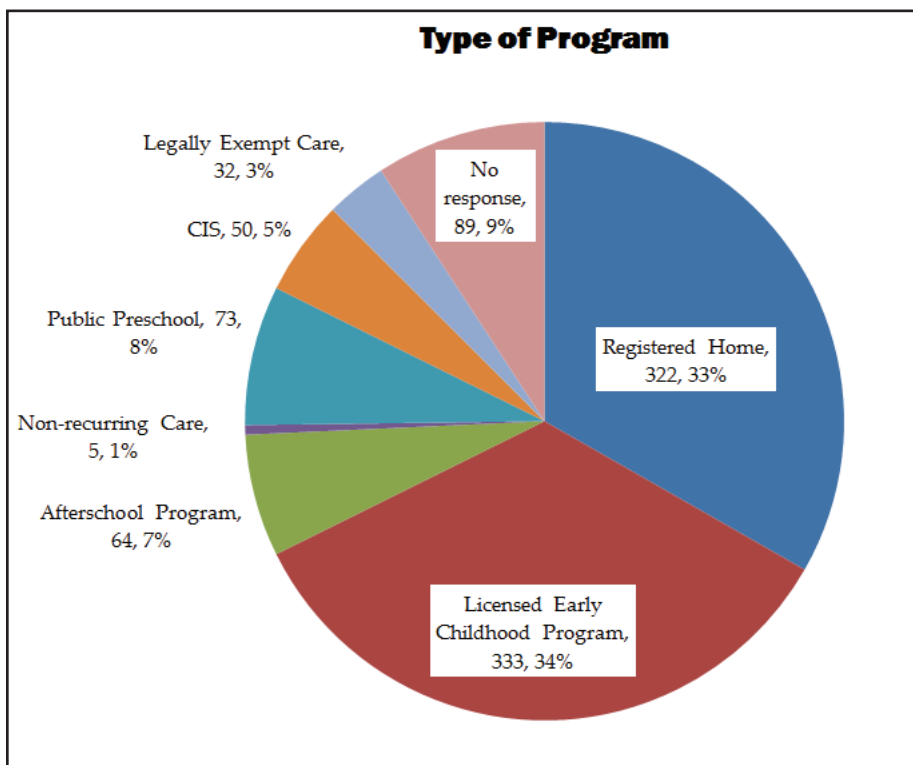
Legally Exempt includes programs that are not required to be regulated through Vermont Statute, except afterschool programs.

Respondent Demographics

Respondents were asked a variety of demographic questions including where they worked; the type of program they work in; the type of work they do; and their education level. The areas of the state were divided by Vermont Agency of Human Services districts, and responses were received from every district. The highest percentage of responses was from Chittenden County, which has the largest percentage of Vermont's population and the largest percentage of regulated child care programs in Vermont. Springfield area had the lowest percentage of responses, and while the area has a smaller population this is a low response rate for the population.



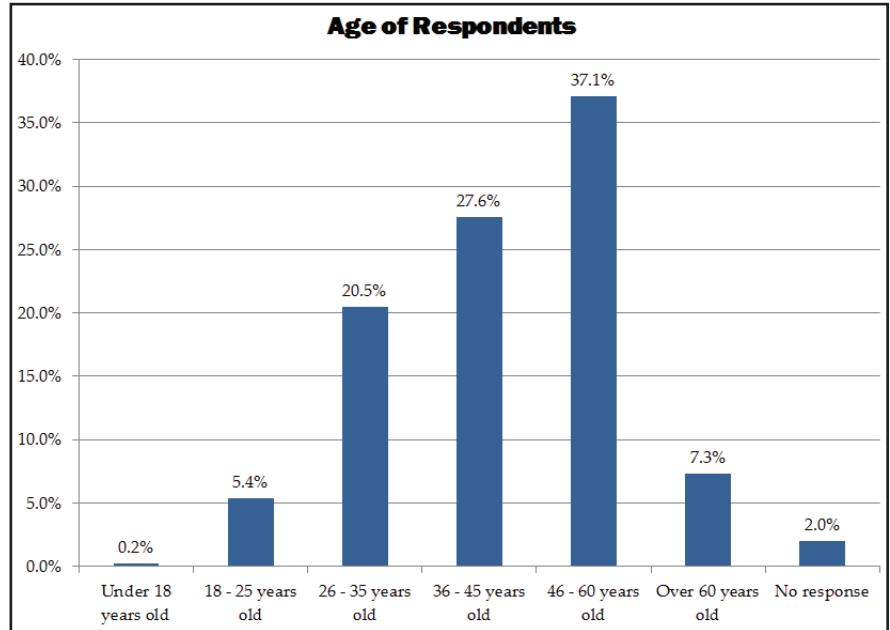
Type of Program



67% of responses were from individuals who work in registered homes and licensed centers. One reason this may have occurred is the distribution methods used. The surveys were repeatedly distributed to regulated programs in a variety of ways. Different survey distribution with a focus on teaching assistants, CIS professionals and legally exempt programs may have yielded different results.

Age of Respondents

The overall age distribution reflects the majority of respondents between the age of 36 and 60 years old. The majority of respondents also indicated they own or direct a program. One possible reason for this distribution is that 52.4% of the respondents are directing a program and the teachers or teaching assistants of programs were less likely to complete this survey, indicating that beginning level and younger staff may not have been accurately represented. Further data analysis from BFIS and other sources may be necessary to determine if the early childhood and afterschool workforce is aging.



Age of Respondents by Program Type							
Age							
Program	Under 18 years	18 - 25 years	26 - 35 years	36 - 45 years	46 - 60 years	Over 60 years	No response
Registered Home	0.3%	2.8%	19.3%	32.1%	37.7%	7.8%	0.3%
Licensed Early Childhood Program	0.0%	8.2%	24.4%	24.7%	36.0%	6.7%	0.0%
Afterschool Program	0.0%	10.9%	23.4%	18.8%	37.5%	9.4%	0.0%
Public Preschool	0.0%	1.4%	8.2%	39.7%	43.8%	6.8%	0.0%
CIS	0.0%	4.1%	20.4%	24.5%	49.0%	2.0%	2.0%
Legally Exempt Care	3.1%	12.5%	28.1%	25.0%	25.0%	6.3%	0.0%

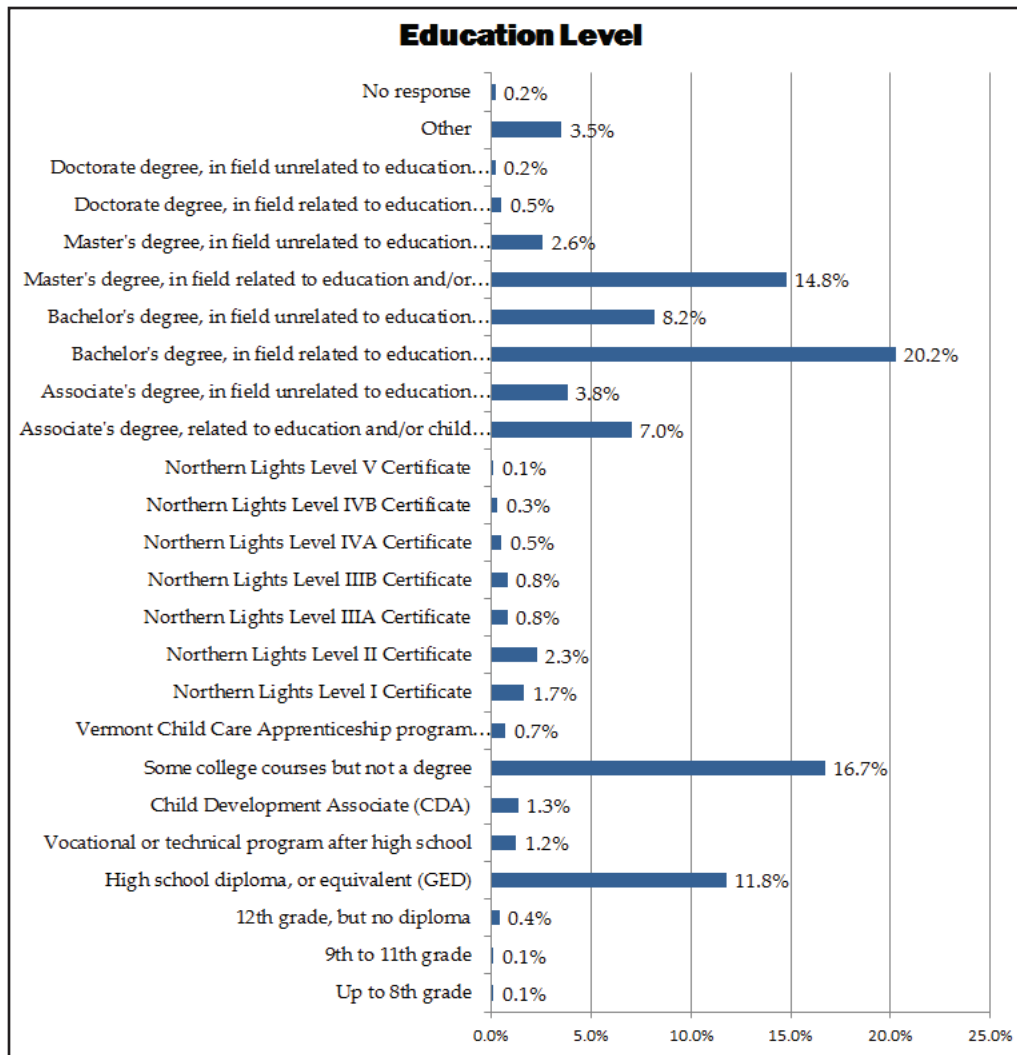
The age distribution was consistent across the regions of the state and the types of programs, except the professionals that are legally exempt. In those programs 28.1% of the respondents were 26 – 35 years old.

Education

Respondents were asked: “What is the highest level of education you have achieved?” Overall 20.2% of the respondents have achieved a bachelor’s degree in a field related to education and/or child development, and 28.4% have achieved a bachelor’s degree in any field.

There was some variation in the training based on the program type and region. In the program

types many of the programs had a majority of people with bachelor’s degrees or master’s degrees. Public preschool programs had a large majority of staff with master’s degrees. Registered homes and legally exempt programs had the majority of respondents with a high school diploma or some college.



Within the regions of Vermont - Addison, Chittenden, Franklin/Grand Isle, Lamoille, Rutland, Springfield, and Windham areas the largest majority of respondents have achieved a bachelor's degree. In Washington County the largest group of respondents had achieved a master's degree. Newport and St. Johnsbury the largest groups had a high school diploma, while

in the Bennington region the largest group had some college.

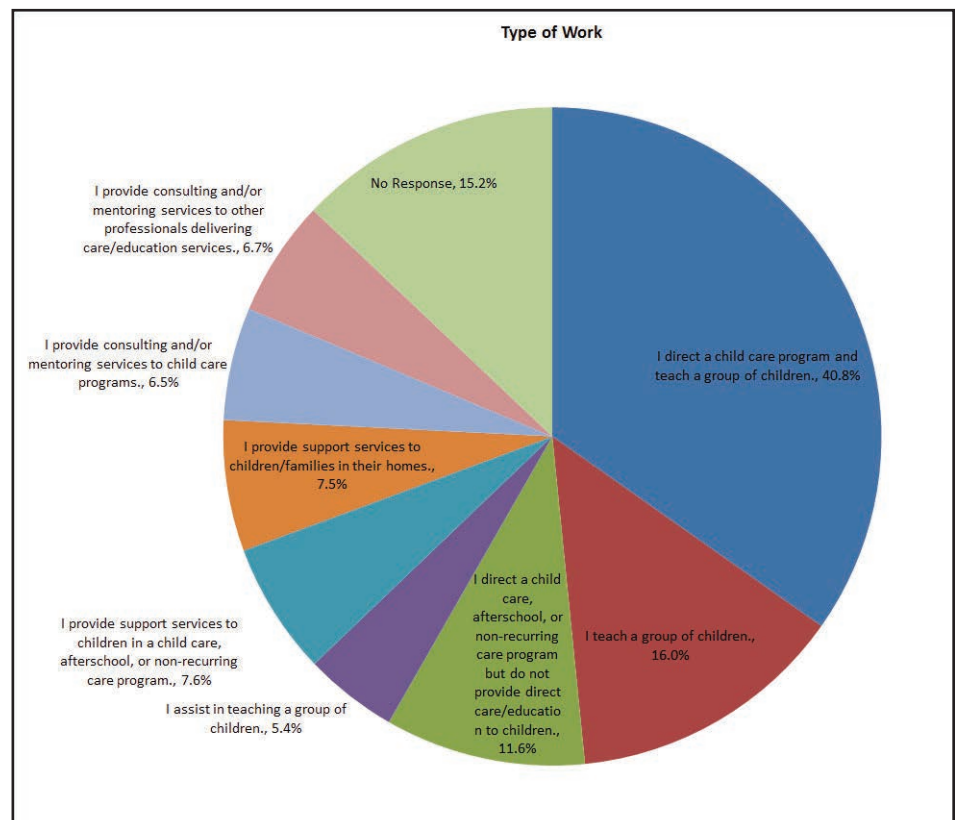
The majority of respondents indicated they own or direct a program and this may cause an over representation of individuals with higher education degrees.

Education Level By Program Type												
Program	Education Level											
	Have not completed high school	High School Diploma	Technical School	Level I	Level II or CDA	Some College	Level III A or Apprenticeship Certificate	Level IIIB or Associate's Degree	Level IVA/IVB or Bachelor's Degree	Level V or Master's Degree	Doctorate	No response
Registered Home	1.0%	27.0%	3.0%	3.0%	6.0%	27.0%		1.0%	12.0%	14.0%	2.0%	4.0%
Licensed Early Childhood Program	0.0%	2.1%	0.0%	1.5%	3.0%	14.1%		3.3%	16.2%	35.0%	14.4%	9.9%
Afterschool Program	0.0%	4.9%	0.0%	1.6%	1.6%	9.0%		0.0%	8.2%	44.0%	24.6%	4.7%
Public Preschool	0.0%	2.7%	0.0%	0.0%	0.0%	4.1%		0.0%	1.4%	32.9%	57.5%	0.0%
CIS	0.0%	4.0%	0.0%	0.0%	4.0%	4.3%		0.0%	8.0%	40.0%	38.0%	0.0%
Legally Exempt Care	0.0%	32.0%	6.0%	0.0%	0.0%	35.5%		0.0%	6.4%	12.0%	6.0%	2.0%

Education Level by Region												
Area of Vermont	Education Level											
	Have not completed high school	High School Diploma	Technical School	Level I	Level II or CDA	Some College	Level III A or Apprenticeship Certificate	Level IIIB or Associate's Degree	Level IVA/IVB or Bachelor's Degree	Level V or Master's Degree	Doctorate	No response
Addison County	2.0%	3.0%	0.0%	3.0%	2.0%	22.0%	0.0%	13.0%	25.0%	25.0%	0.0%	5.0%
Bennington County	1.0%	17.0%	2.0%	1.0%	0.0%	23.0%	0.0%	14.0%	21.0%	15.0%	0.0%	6.0%
St. Johnsbury area (Caledonia/South Essex Counties)	0.0%	25.0%	2.0%	0.0%	7.0%	9.0%	0.0%	33.0%	4.0%	9.0%	0.0%	11.0%
Chittenden County	5.0%	8.0%	1.0%	1.0%	2.0%	9.0%	2.0%	10.0%	39.0%	17.0%	1.0%	5.0%
Franklin & Grand Isle Counties	0.0%	20.0%	2.0%	4.0%	1.0%	15.0%	2.0%	10.0%	27.0%	12.0%	0.0%	7.0%
Lamoille County	0.0%	8.0%	0.0%	0.0%	13.0%	28.0%	1.0%	4.0%	28.0%	10.0%	1.0%	7.0%
Hartford Area (Orange/North Windsor Counties)	0.0%	6.0%	0.0%	0.0%	4.0%	16.0%	0.0%	16.0%	31.0%	20.0%	0.0%	7.0%
Newport area (Orleans/North Essex Counties)	0.0%	23.0%	0.0%	0.0%	5.0%	18.0%	0.0%	18.0%	20.0%	10.0%	0.0%	6.0%
Rutland County	1.0%	9.0%	2.0%	3.0%	0.0%	18.0%	1.0%	19.0%	21.0%	16.0%	1.0%	9.0%
Springfield area (South Windsor/North Windham Counties)	0.0%	9.0%	3.0%	3.0%	6.0%	21.0%	3.0%	3.0%	24.0%	18.0%	0.0%	10.0%
Washington County	0.0%	8.0%	1.0%	3.0%	0.0%	16.0%	3.0%	9.0%	19.0%	29.0%	1.0%	11.0%
Windham County	2.0%	10.0%	2.0%	0.0%	0.0%	10.0%	0.0%	14.0%	33.0%	12.0%	2.0%	15.0%
Statewide	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.0%	63.0%	0.0%	24.0%

Type of Work

The respondents were asked to identify the type of work they do, this information was used to help analyze the needs of the workforce. The highest percentage of respondents (40.8%) indicated that they direct a child care program and teach a group of children. This is in line with the type of professionals that responded to the survey with 33% of responses from registered home professionals. The smallest percentage of responses was from individuals that identified as assisting in teaching a group of children (5.4%).



Professional Development Information & Access

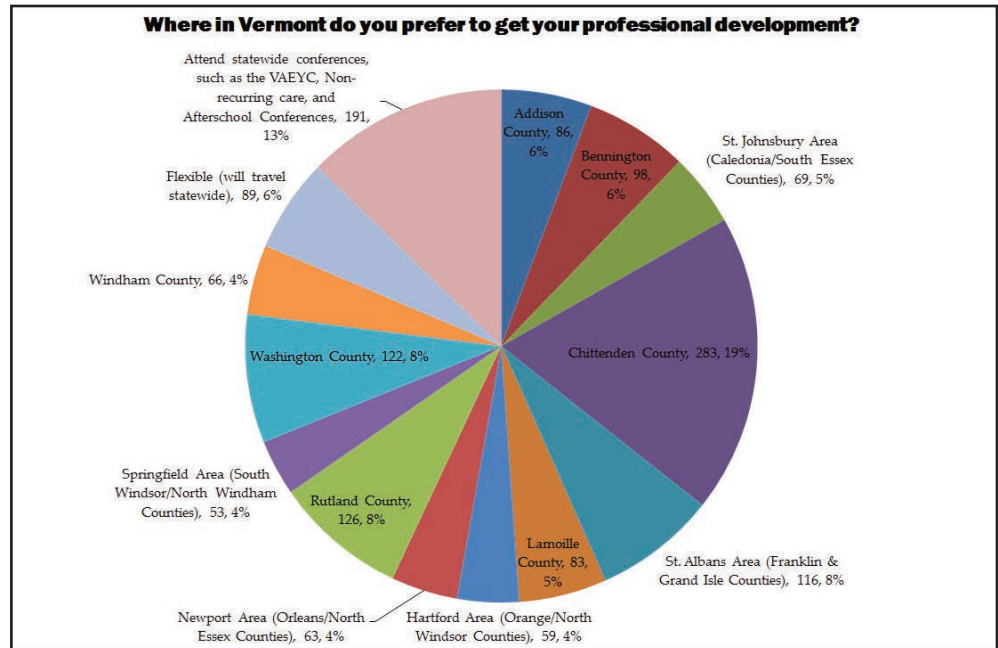
Respondents were asked a variety of questions about their access to and information about professional development opportunities,

including location preference, credential achievements, and mentoring.

Preference for Location of Professional Development

Respondents indicated that they prefer professional development in their county/region. Many respondents were willing to drive within an hour of their workplace for professional development, with preference shown for specific towns. Respondents from Addison, Franklin/Grand Isle, Morrisville, & Washington Counties indicated they were willing to travel to Chittenden County for professional development; while the respondents from Chittenden County were the least likely to seek professional development in other areas of the state.

When identifying challenges in accessing professional development (see page 30) the respondents in many areas indicated the driving



distance to professional development is a challenge. However only 8.8% of respondents in Chittenden County indicated this was a challenge. Many professional development opportunities, especially advanced professional

Area of the state preferred for professional development by type of program						
Region for Professional Development	Type of program					
	Registered Home	Licensed Early Childhood Program	Afterschool Program	Public Preschool	CIS	Legally Exempt Care
Addison County	6.5%	10.5%	7.8%	8.2%	18.0%	3.1%
Bennington County	10.9%	12.6%	7.8%	2.7%	12.0%	0.0%
St. Johnsbury Area (Caledonia/South Essex Counties)	7.1%	6.0%	7.8%	11.0%	4.0%	3.1%
Chittenden County	18.9%	32.4%	37.5%	42.5%	48.0%	18.8%
St. Albans Area (Franklin & Grand Isle Counties)	15.2%	10.2%	6.3%	12.3%	10.0%	21.9%
Lamoille County	8.4%	7.5%	12.5%	16.4%	4.0%	12.5%
Hartford Area (Orange/North Windsor Counties)	4.0%	7.8%	1.6%	5.5%	12.0%	9.4%
Newport Area (Orleans/North Essex Counties)	8.4%	5.1%	3.1%	6.8%	4.0%	12.5%
Rutland County	11.2%	12.6%	20.3%	9.6%	22.0%	12.5%
Springfield Area (South Windsor/North Windham Counties)	6.2%	4.5%	9.4%	2.7%	8.0%	6.3%
Washington County	9.0%	12.3%	15.6%	38.4%	4.0%	6.3%
Windham County	6.8%	8.7%	7.8%	2.7%	8.0%	0.0%
Flexible (will travel statewide)	4.0%	10.2%	15.6%	13.7%	14.0%	3.1%
Attend statewide conferences, such as the VAEYC, Non-recurring care, and Afterschool Conferences	3.1%	27.0%	40.6%	38.4%	12.0%	6.3%

development, are offered in Chittenden County. This may be way Chittenden County respondents were less likely to seek professional development in other areas. Respondents from public schools indicated that the majority of trainings are provided by their school district. And

respondents from CIS indicated they received most of their professional development through the CIS regional and state teams.

Area of the state preferred for professional development by work location												
Region for Professional Development	Work Area											
	Addison County	Bennington County	St. Johnsbury Area (Caledonia/South Essex Counties)	Chittenden County	St. Albans Area (Franklin & Grand Isle Counties)	Lamoille County	Hartford Area (Orange/North Windsor Counties)	Newport Area (Orleans/North Essex Counties)	Rutland County	Springfield Area (South Windsor/North Windham Counties)	Washington County	Windham County
Addison County	93.3%	4.2%	0.0%	6.0%	0.0%	0.0%	2.0%	0.0%	10.1%	2.9%	0.0%	2.0%
Bennington County	0.0%	94.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	2.9%	0.0%	2.0%
St. Johnsbury Area (Caledonia/South Essex Counties)	0.0%	0.0%	88.9%	0.0%	0.0%	4.9%	8.2%	23.3%	0.0%	0.0%	2.6%	0.0%
Chittenden County	36.7%	4.2%	2.2%	91.3%	31.9%	29.5%	4.1%	1.7%	7.9%	2.9%	18.2%	7.8%
St. Albans Area (Franklin & Grand Isle Counties)	0.0%	1.1%	0.0%	10.4%	85.1%	4.9%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%
Lamoille County	0.0%	0.0%	15.6%	0.5%	4.3%	86.9%	0.0%	8.3%	0.0%	0.0%	11.7%	0.0%
Hartford Area (Orange/North Windsor Counties)	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	85.7%	1.7%	0.0%	5.9%	3.9%	2.0%
Newport Area (Orleans/North Essex Counties)	0.0%	0.0%	6.7%	0.0%	1.1%	1.6%	0.0%	96.7%	0.0%	0.0%	0.0%	0.0%
Rutland County	8.3%	24.2%	0.0%	0.5%	0.0%	0.0%	2.0%	0.0%	93.3%	14.7%	0.0%	3.9%
Springfield Area (South Windsor/North Windham Counties)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%	85.3%	0.0%	29.4%
Washington County	1.7%	0.0%	8.9%	3.3%	2.1%	14.8%	22.4%	5.0%	0.0%	0.0%	89.6%	0.0%
Windham County	0.0%	8.4%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	20.6%	0.0%	86.3%
Flexible (will travel statewide)	15.0%	12.6%	8.9%	10.4%	4.3%	14.8%	8.2%	5.0%	4.5%	14.7%	6.5%	11.8%
Attend statewide conferences, such as the VAEYC, Non-recurring care, and Afterschool Conferences	25.0%	18.9%	13.3%	20.8%	13.8%	27.9%	22.4%	13.3%	11.2%	20.6%	24.7%	15.7%
Did not answer	1.7%	2.1%	2.2%	3.3%	2.1%	0.0%	2.0%	0.0%	2.2%	2.9%	5.2%	3.9%

Interest in Vermont and national credentials and certificates

Respondents were asked their interest in or achievement of the following certificates and credentials:

- Child Development Associate (CDA) Infant/Toddler, Preschool, Family Child Care and Home Visitor;
- CCV Child Care Certificate;
- Vermont Director Credential Steps One through Three;
- Registered Child Care Apprenticeship Certificate;

- Vermont Afterschool Professional Credential;
- Vermont teaching license with early childhood endorsement, early childhood special education endorsement, elementary education endorsement, or other type of endorsement.

Overall there was a variety of level of interest for each of the different certificates or credentials; however the majority of respondents were not interested in the certificates and credentials.

Have you achieved, are working on, or would like to learn about national or state awarded credential or Vermont Department of Education teaching license/endorsement?						
Type of Credential	Interest in Credentials					
	Have Achieved	Currently working towards this	Would like to learn more about this	Would like to earn in the future	No interest at this time	Did not respond
Child Development Associate (CDA)- Infant/Toddler	3.93%	1.96%	3.72%	2.38%	14.36%	73.66%
Child Development Associate (CDA) - Preschool	4.65%	1.65%	4.24%	2.79%	13.43%	73.24%
Child Development Associate (CDA) - Family Child Care	7.13%	2.17%	3.82%	2.58%	13.53%	70.76%
Child Development Associate (CDA) - Home Visitor	0.21%	0.10%	2.17%	1.24%	16.22%	80.06%
Child Care Certificate from Community College of Vermont (CCV)	0.83%	0.93%	4.75%	1.65%	13.95%	77.89%
Vermont Director Credential - Step 1	3.72%	1.34%	7.13%	2.07%	13.84%	71.90%
Vermont Director Credential - Step 2	1.24%	2.07%	3.20%	2.58%	14.15%	76.76%
Vermont Director Credential - Step 3	0.41%	1.55%	3.72%	3.10%	13.95%	77.27%
Registered Child Care Apprenticeship Certificate of Completion	0.83%	1.14%	3.41%	3.62%	14.46%	79.24%
Vermont Afterschool Professional Credential	0.21%	0.83%	3.62%	2.27%	14.26%	78.82%
Vermont teaching license through the VT Department of Education - Early Childhood endorsement	8.06%	3.00%	6.61%	5.37%	11.67%	65.29%
Vermont teaching license through the VT Department of Education - Elementary Education endorsement	4.03%	0.72%	2.79%	2.58%	12.81%	74.59%
Vermont teaching license through the VT Department of Education - Other type of endorsement	2.27%	0.41%	2.07%	1.45%	14.46%	79.34%

Getting Professional Development Information

Respondents indicated that they prefer getting professional development information in the same way they are currently receiving it. They indicated a variety of ways to get professional development, and the top five methods were:

- Receive emails from various sponsors of training/education
- Read my local child care support agency newsletter
- Check the Bright Futures Information System course calendar
- Call my local child care support agency/trainer
- Hear from my co-workers

When asked what works in getting information many comments were received that indicated the preference is to receive emails, however receiving emails in a timely fashion is a challenge that was identified.

How do you currently find out about professional development? And how would you prefer professional development opportunities? (Please rate by your top five most frequent methods)		
Method	How information is received currently	Preferred method of receiving
Call my local child care support agency/trainer	31.8%	12.9%
Read my local child care support agency newsletter	53.0%	20.0%
Ask my director/supervisor	26.0%	10.1%
Check the Bright Futures Information System course calendar	36.8%	15.3%
Talk to my advisor at the college I attend	8.4%	4.4%
Search the internet for "distance" learning through college or other sponsors of training (in and out of state)	19.0%	8.2%
Hear from my co-workers	30.6%	11.1%
Learn about training at my local provider network (for example Starts Points groups)	22.3%	9.9%
Receive emails from various sponsors of training/education	54.5%	25.0%
CIS State/Regional Teams	13.0%	6.7%
I don't know what to ask or where to go for professional development	5.7%	3.1%

There were variations in responses based on the type of program and region.

Registered home professionals indicated their highest preference in receive information is by reading the local child care support agency newsletter. All other types of programs preferred to get information through email.

Regionally the following variations occurred:

- Addison County and Bennington County preferred to get information in the local community child care support agency newsletter.
- St. Johnsbury area, Chittenden County, Franklin & Grand Isle Counties, Lamoille County, Newport area, Springfield area, and

Washington County preferred to receive information through emails.

- Rutland and Windham Counties preferred to receive information from the local community child care support agency newsletter and through email.

How do you currently find out about professional development? And how would you prefer professional development opportunities? (Please rate by your top five most frequent methods)						
Method	Preferred method of receiving information					
	Registered Home	Licensed Early Childhood Programs	Afterschool Programs	Public Preschool	CIS	Legally Exempt
Call my local child care support agency/trainer	14.3%	12.0%	20.3%	6.8%	6.0%	21.9%
Read my local child care support agency newsletter	21.4%	21.3%	28.1%	12.3%	12.0%	21.9%
Ask my director/supervisor	4.0%	10.8%	23.4%	11.0%	18.0%	12.5%
Check the Bright Futures Information system course calendar	12.1%	15.6%	17.2%	16.4%	10.0%	21.9%
Talk to my advisor at the college I attend	3.4%	3.0%	9.4%	6.8%	2.0%	9.4%
Search the internet for "distance" learning through college or other sponsors of training (in and out of state)	3.4%	8.4%	20.3%	16.4%	10.0%	21.9%
Hear from my co-workers	6.2%	12.9%	32.8%	11.0%	22.0%	12.5%
Learn about training at my local provider network (for example Starts Points groups)	12.1%	8.7%	20.3%	8.2%	4.0%	9.4%
Receive emails from various sponsors of training/education	18.9%	25.5%	32.8%	31.5%	32.0%	25.0%
CIS State/Regional Teams	3.7%	5.7%	14.1%	8.2%	20.0%	6.3%
I don't know who to ask or where to go for professional development	3.4%	1.5%	6.3%	1.4%	0.0%	18.8%

How do you currently find out about professional development? And how would you prefer professional development opportunities? (Please rate by your top five most frequent methods)												
Method	Preferred method of receiving information											
	Addison County	Bennington County	St. Johnsbury area (Caledonia/South Essex Counties)	Chittenden County	Franklin & Grand Isle Counties	Lamoille County	Hartford Area (Orange/North Windsor Counties)	Newport area (Orleans/North Essex Counties)	Rutland County	Springfield area (South Windsor/North Windham Counties)	Washington County	Windham County
Call my local child care support agency/trainer	11.7%	12.6%	20.0%	6.0%	11.7%	19.7%	16.3%	18.3%	9.0%	17.6%	27.3%	11.8%
Read my local child care support agency newsletter	28.3%	25.3%	20.0%	19.7%	18.1%	16.4%	28.6%	13.3%	15.7%	26.5%	32.5%	15.7%
Ask my director/supervisor	10.0%	9.5%	6.7%	6.0%	9.6%	16.4%	10.2%	11.7%	12.4%	8.8%	20.8%	3.9%
Check the Bright Futures Information System course calendar	8.3%	12.6%	13.3%	14.8%	13.8%	23.0%	20.4%	16.7%	12.4%	20.6%	35.1%	5.9%
Talk to my advisor at the college I attend	5.0%	2.1%	2.2%	3.3%	4.3%	3.3%	4.1%	8.3%	3.4%	2.9%	10.4%	3.9%
Search the internet for "distance" learning through college or other sponsors of training (in and out of state)	6.7%	4.2%	6.7%	11.5%	8.5%	3.3%	14.3%	11.7%	5.6%	8.8%	15.6%	9.8%
Hear from my co-workers	10.0%	11.6%	6.7%	10.4%	11.7%	8.2%	12.2%	15.0%	7.9%	17.6%	22.1%	7.8%
Learn about training at my local provider network (for example Starts Points groups)	1.7%	12.6%	11.1%	8.2%	10.6%	8.2%	10.2%	15.0%	9.0%	20.6%	11.7%	11.8%
Receive emails from various sponsors of training/education	13.3%	22.1%	24.4%	26.8%	29.8%	21.3%	32.7%	25.0%	15.7%	41.2%	61.0%	15.7%
CIS State/Regional Teams	3.3%	3.2%	8.9%	6.0%	6.4%	6.6%	2.0%	13.3%	7.9%	11.8%	5.2%	5.9%
I don't know whot to ask or where to go for professional development	0.0%	0.0%	4.4%	1.6%	3.2%	4.9%	4.1%	6.7%	1.1%	2.9%	3.9%	3.9%

Access to Mentoring & Support

Respondents were asked about their current access to professional development opportunities, mentoring, professional development technical assistance and program quality improvement technical assistance. Responses varied by location and by type of program.

In all areas of the state and all types of programs the highest percentage of respondents indicated that they have access to a variety of types of professional development opportunities. In many areas and types of programs 0% indicated that they do not have access, however 12.5% of legally exempt professionals indicated they do not have access to professional development opportunities

Overall respondents indicated they either had limited access or access to a variety of types of mentoring. In Bennington County, Hartford area, Newport area and Rutland County a higher percentage of respondents indicated they have limited access to mentoring. Afterschool and CIS professionals also indicated limited access to mentoring. 15.6% of legally exempt professionals indicated that they do not have access to mentoring.

Respondents indicated that they have access to a variety of types of professional development technical assistance. A higher percentage of respondents in Bennington County, Hartford area, Newport area, Springfield area and Franklin/Grand Isle Counties have limited access

to professional development technical assistance. Most types of programs indicated they had access to a variety of types of professional development technical assistance however CIS professionals indicated that they had limited access.

Respondents indicated they had access to a variety of types or limited access to program quality improvement technical assistance. In the following areas the highest percentage of respondents indicated that they had limited access to program quality improvement technical assistance:

- Bennington County
- Franklin & Grand Isle Counties
- Lamoille County
- Rutland County
- Windham County
- Hartford area
- Newport area
- Springfield area

The responses by program in quality improvement technical assistance were similar to the statewide trend, except for CIS professionals that indicated limited access.

See Appendix II for detailed program specific and region specific data.

In your region do you have access to professional development opportunities, mentoring and technical assistance related to professional development and/or program quality improvements support?				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Professional development opportunities	15.7%	55.7%	9.4%	0.9%
Mentoring	28.1%	31.2%	3.1%	6.7%
Professional development technical assistance	25.7%	31.0%	3.9%	5.9%
Program quality improvement technical assistance	24.9%	29.5%	3.0%	6.3%

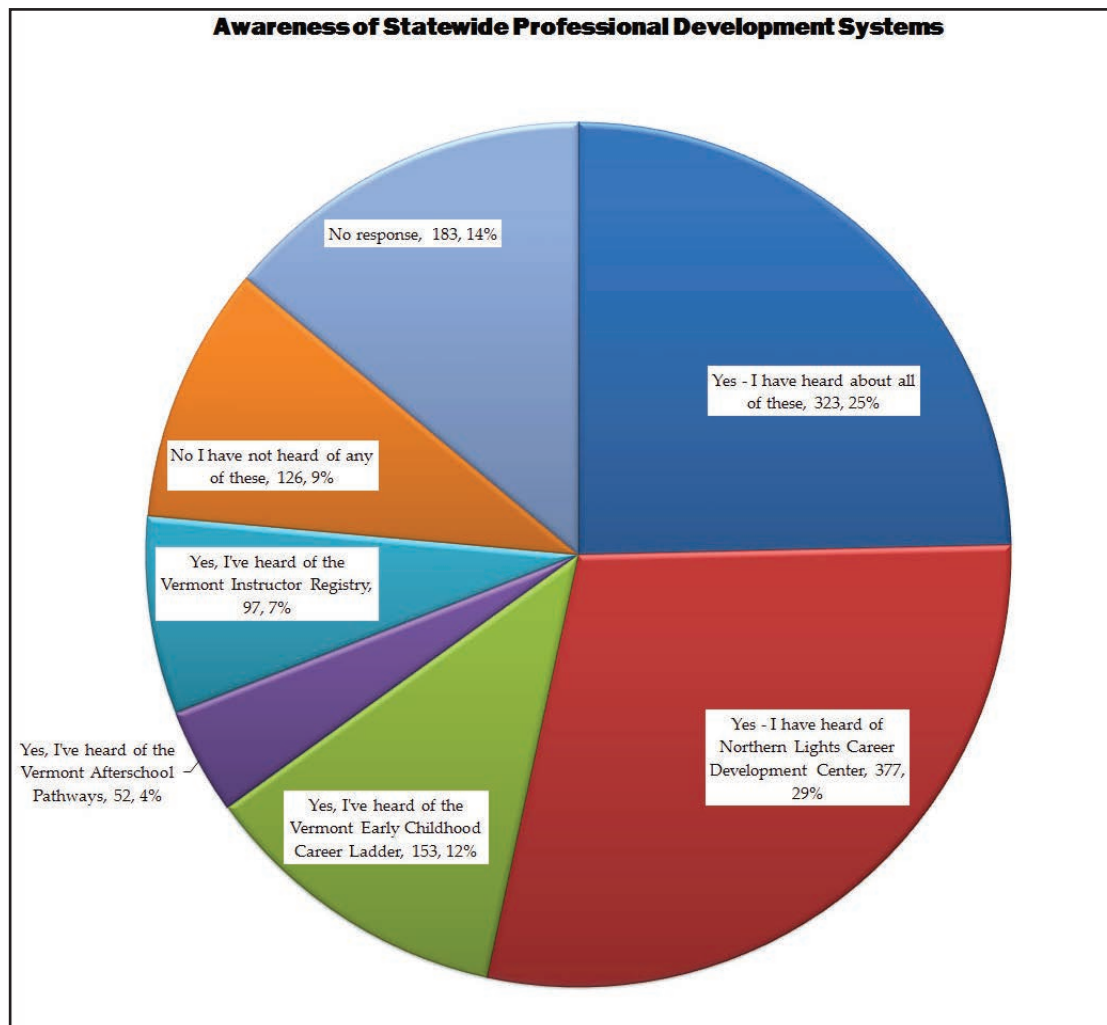
Awareness of Vermont's Professional Development Statewide Systems

Respondents were asked "Have you heard of the Northern Lights Career Development Center (NLCDC) and/or the Vermont Early Childhood Career Ladder/Vermont Afterschool Pathways/ Instructor Registry". The majority of respondents had heard of at least one of the components.

In the regions the majority of respondents have knowledge of at least one of the components, with many having heard of either all of the components or Northern Lights Career Development Center. In St. Johnsbury area and Franklin/Grand Isle Counties a large percentage

of the respondents had not heard about any of the components.

The majority of respondents in each type of program also have awareness of at least one of the components, with many having heard of either all of the components or Northern Lights Career Development Center. Legally Exempt programs were the least likely to be aware of any of the components, with 59.4% of respondents indicating they had not heard of any of the components.



Have you heard of the Northern Lights Career Development Center (NLCDC) and/or the Vermont Early Childhood Career Ladder/Vermont Afterschool Pathways/Instructor Registry (Check all that apply)							
Region	Yes - I have heard about all of these	Yes - I have heard of Northern Lights Career Development Center	Yes, I've heard of the Vermont Early Childhood Career Ladder	Yes, I've heard of the Vermont Afterschool Pathways	Yes, I've heard of the Vermont Instructor Registry	No I have not heard of any of these	No response
Addison County	30.0%	45.0%	18.3%	8.3%	13.3%	8.3%	21.7%
Bennington County	33.7%	37.9%	9.5%	2.1%	4.2%	12.6%	20.0%
St. Johnsbury area (Caledonia/South Essex Counties)	31.1%	33.3%	17.8%	6.7%	8.9%	28.9%	13.3%
Chittenden County	39.3%	36.6%	12.0%	4.9%	8.2%	13.7%	14.2%
Franklin & Grand Isle Counties	26.6%	38.3%	17.0%	3.2%	8.5%	21.3%	18.1%
Lamoille County	37.7%	47.5%	21.3%	4.9%	16.4%	6.6%	14.8%
Hartford Area (Orange/North Windsor Counties)	36.7%	42.9%	18.4%	4.1%	6.1%	12.2%	14.3%
Newport area (Orleans/North Essex Counties)	35.0%	30.0%	13.3%	5.0%	8.3%	16.7%	25.0%
Rutland County	23.6%	20.2%	9.0%	3.4%	5.6%	11.2%	49.4%
Springfield area (South Windsor/North Windham Counties)	38.2%	52.9%	26.5%	5.9%	23.5%	0.0%	17.6%
Washington County	24.7%	51.9%	19.5%	7.8%	11.7%	7.8%	20.8%
Windham County	37.3%	78.4%	29.4%	11.8%	17.6%	11.8%	19.6%

Have you heard of the Northern Lights Career Development Center (NLCDC) and/or the Vermont Early Childhood Career Ladder/Vermont Afterschool Pathways/Instructor Registry (Check all that apply)							
Program	Yes - I have heard about all of these	Yes - I have heard of Northern Lights Career Development Center	Yes, I've heard of the Vermont Early Childhood Career Ladder	Yes, I've heard of the Vermont Afterschool Pathways	Yes, I've heard of the Vermont Instructor Registry	No I have not heard of any of these	No response
Registered Home	27.3%	41.3%	17.1%	4.7%	9.0%	13.0%	22.0%
Licensed Early Childhood Program	39.6%	39.9%	21.0%	4.2%	11.7%	6.6%	17.7%
Afterschool Program	42.2%	37.5%	7.8%	12.5%	6.3%	12.5%	12.5%
Public Preschool	39.7%	46.6%	11.0%	8.2%	16.4%	16.4%	5.5%
CIS	30.0%	46.0%	10.0%	4.0%	6.0%	14.0%	16.0%
Legally Exempt Care	6.3%	15.6%	9.4%	6.3%	3.1%	59.4%	21.9%

Northern Lights Career Development Center has organized all the info. - it's great!

I don't understand how it all works. Again why can't one entity take care of all this. Professional development comes from all over and we submit it here? Confusing to me.

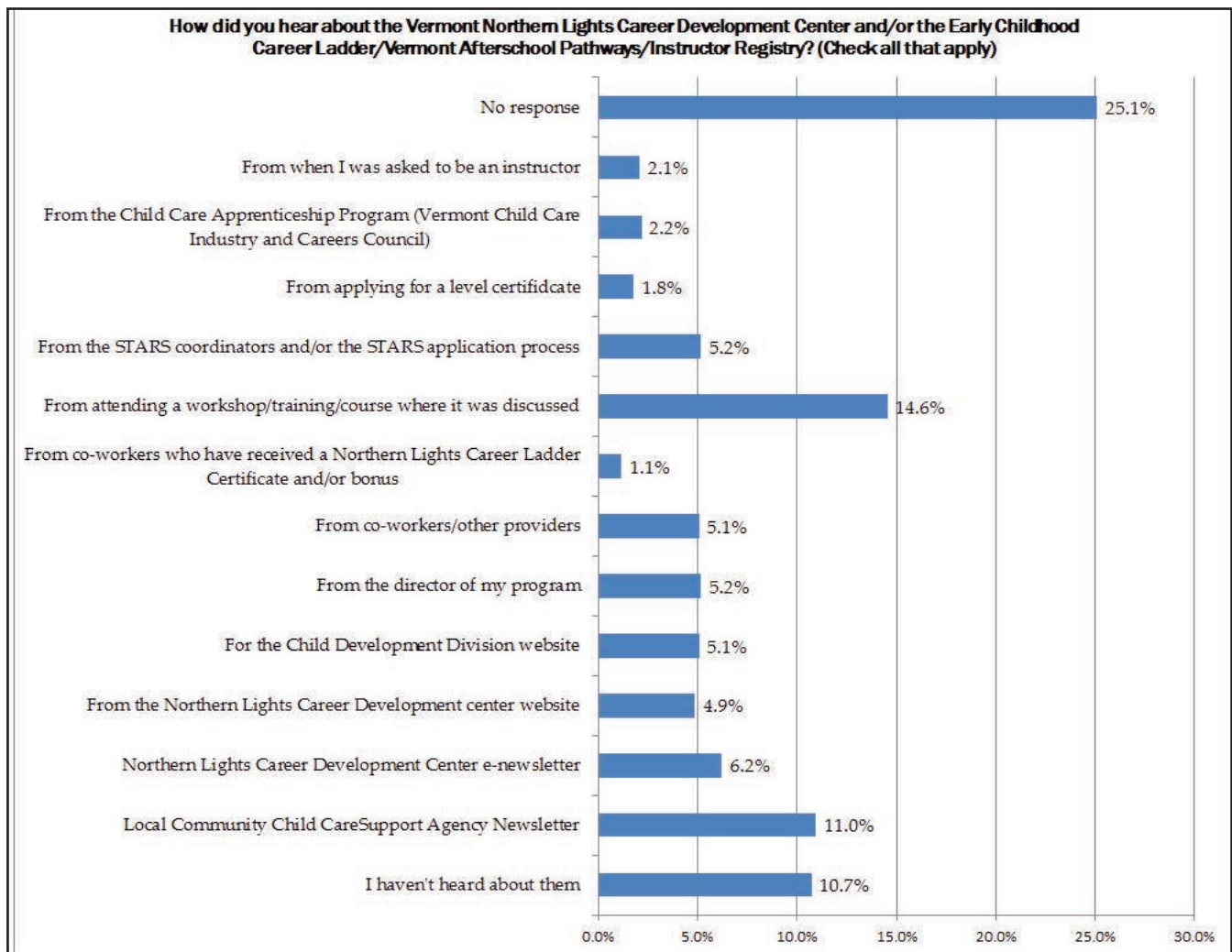
How did you hear about Northern Lights Career Development Center?

The highest percentage of people indicated they heard about Northern Lights Career Development Center (NLCDC) from attending a workshop, while the least was from co-workers who received a certificate or bonus. There is some variation by region with the majority of respondents from Addison County, Bennington County, St. Johnsbury area, Hartford area, Rutland County and Windham County hearing about NLCDC from their Local community Child Care Support Agency Newsletter. While respondents in Chittenden County, Franklin & Grand Isle Counties, Lamoille County, Newport area, Springfield area and Washington County heard about NLCDC from attending a workshop/training/course where it was discussed.

There is also variation by program with the

majority of:

- Registered home professionals heard about it from their local community child care support agency newsletter
- Licensed early childhood and afterschool professionals heard about it from attending a workshop/training/course where it was discussed
- Public preschool professionals heard about it from the STARS coordinators and/or the STARS application process
- CIS professionals heard from two places – from co-workers/other providers and from attending a workshop/training/course where it was discussed



How did you hear about the Vermont Northern Lights Career Development Center and/or the Early Childhood Career Ladder/Vermont Afterschool Pathways/Instructor Registry? (Check all that apply)												
	Addison County	Bennington County	St. Johnsbury area (Caledonia/South Essex Counties)	Chittenden County	Franklin & Grand Isle Counties	Lamoille County	Hartford Area (Orange/North Windsor Counties)	Newport area (Orleans/North Essex Counties)	Rutland County	Springfield area (South Windsor/North Windham Counties)	Washington County	Windham County
haven't heard about them	8.3%	12.6%	15.6%	10.4%	17.0%	6.6%	12.2%	11.7%	14.6%	2.9%	3.9%	9.8%
Local Community Child CareSupport Agency Newsletter	15.0%	14.7%	24.4%	8.2%	9.6%	8.2%	16.3%	5.0%	18.0%	8.8%	6.5%	11.8%
Northern Lights Career DevelopmentCenter e-newsletter	3.3%	7.4%	6.7%	3.8%	6.4%	8.2%	4.1%	3.3%	6.7%	2.9%	13.0%	7.8%
From the Northern Lights Career Development center website	3.3%	6.3%	4.4%	6.6%	1.1%	9.8%	6.1%	3.3%	4.5%	8.8%	3.9%	2.0%
From the Child Development Division website	3.3%	6.3%	4.4%	5.5%	2.1%	4.9%	6.1%	6.7%	4.5%	0.0%	6.5%	7.8%
From the director of my program	8.3%	8.4%	2.2%	6.0%	5.3%	3.3%	2.0%	8.3%	2.2%	2.9%	2.6%	5.9%
From co-workers/other providers	6.7%	4.2%	2.2%	5.5%	3.2%	8.2%	2.0%	5.0%	2.2%	11.8%	1.3%	7.8%
From co-workers who have received a Northern Lights Career Ladder Certificate and/or bonus	0.0%	1.1%	0.0%	1.1%	1.1%	0.0%	4.1%	1.7%	1.1%	2.9%	1.3%	0.0%
From attending a workshop/training/course where it was discussed	15.0%	9.5%	13.3%	13.7%	20.2%	21.3%	14.3%	11.7%	13.5%	20.6%	18.2%	9.8%
From the STARS coordinators and/or the STARS application process	1.7%	1.1%	2.2%	6.0%	6.4%	3.3%	10.2%	8.3%	4.5%	0.0%	10.4%	3.9%
From applying for a level certificate	3.3%	3.2%	0.0%	0.5%	0.0%	3.3%	2.0%	1.7%	0.0%	2.9%	3.9%	2.0%
From the Child Care Apprenticeship Program (Vermont Child Care Industry and Careers Council)	0.0%	1.1%	0.0%	4.9%	3.2%	3.3%	2.0%	0.0%	0.0%	2.9%	2.6%	0.0%
From when I was asked to be an instructor	1.7%	2.1%	0.0%	2.7%	3.2%	1.6%	0.0%	0.0%	1.1%	11.8%	1.3%	0.0%
No response	30.0%	22.1%	24.4%	25.1%	21.3%	18.0%	18.4%	33.3%	27.0%	20.6%	24.7%	31.4%

How did you hear about the Vermont Northern Lights Career Development Center and/or the Early Childhood Career Ladder/Vermont Afterschool Pathways/Instructor Registry? (Check all that apply)						
	Registered Home	Licensed Early Childhood Programs	Afterschool Programs	Public Preschool	CIS	Legally Exempt
I haven't heard about them	9.9%	5.4%	10.9%	15.1%	12.0%	43.8%
Local Community Child CareSupport Agency Newsletter	17.1%	11.1%	7.8%	5.5%	6.0%	0.0%
Northern Lights Career DevelopmentCenter e-newsletter	8.1%	5.1%	4.7%	11.0%	2.0%	3.1%
From the Northern Lights Career Development center website	3.7%	6.6%	4.7%	6.8%	6.0%	0.0%
From the Child Development Division website	7.1%	3.6%	4.7%	2.7%	10.0%	0.0%
From the director of my program	0.3%	9.9%	7.8%	6.8%	6.0%	0.0%
From co-workers/other providers	5.0%	4.2%	3.1%	4.1%	12.0%	3.1%
From co-workers who have received a Northern Lights Career Ladder Certificate and/or bonus	1.6%	0.9%	0.0%	1.4%	4.0%	0.0%
From attending a workshop/training/course where it was discussed	14.9%	16.2%	21.9%	9.6%	12.0%	6.3%
From the STARS coordinators and/or the STARS application process	5.0%	3.3%	10.9%	17.8%	2.0%	0.0%
From applying for a level certificate	0.3%	4.5%	1.6%	0.0%	0.0%	0.0%
From the Child Care Apprenticeship Program (Vermont Child Care Industry and Careers Council)	0.9%	3.6%	1.6%	1.4%	2.0%	3.1%
From when I was asked to be an instructor	0.3%	1.5%	3.1%	9.6%	6.0%	0.0%
No response	25.8%	24.0%	17.2%	8.2%	20.0%	40.6%

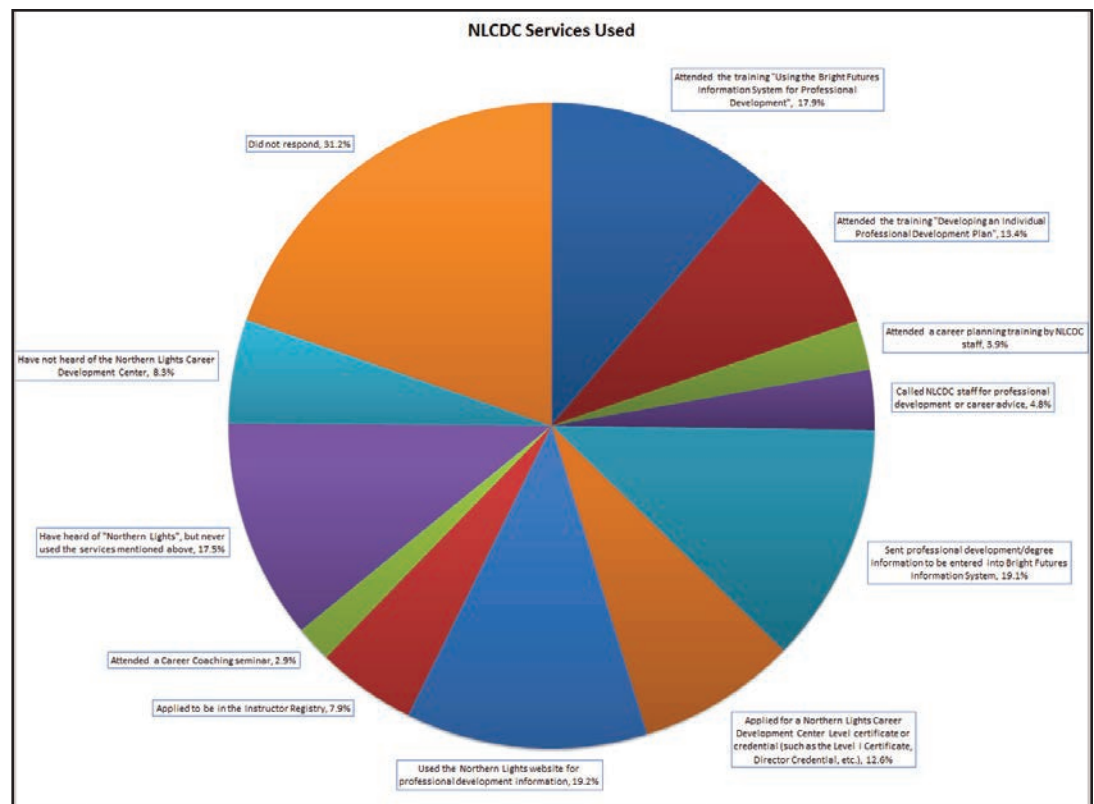
Northern Lights Services Used

Respondents were asked “Which of the following Northern Lights Career Development Center (NLCDC) services have you used.” The two services that the majority of respondents used were sending professional development/degree information to be entered into Bright Futures Information System (BFIS) and using the Northern Lights website for professional development information. The least amount of responses were attending a career planning training by NLCDC staff and attending a career coaching seminar. Those two options were not as widely available until recently which may be the reason for the low percentage of respondents indicating they had used those services. There was some variation by region:

- In Addison County, Bennington County, Franklin & Grand Isle Counties and the Newport area the highest percentage of respondents indicated they sent professional development/degree information to be entered into BFIS.
- In Chittenden County, Lamoille County and Washington County the highest percentage of respondents indicated they use Northern Lights website for professional development information.
- In St. Johnsbury area the highest percentage of respondents indicated they attended the training “Using the Bright Futures Information system for Professional Development”.
- In the Hartford area the highest percentage

of respondents indicated three services were used – Applied for Northern Lights Career Development Center level certificate or credential; used Northern Lights website for professional development information; and have heard of “Northern Lights”, but never used the services mentioned.

- In Rutland County the highest percentage of



respondents indicated two services that were used: Attended the training “Using the Bright Futures Information system for Professional Development” and called NLCDC staff for professional development or career advice.

- In Springfield area the two services with the highest percentage of respondents were attended the training “Using the Bright Futures Information system for Professional Development”; and sent professional development/degree information to be entered into Bright Futures Information System.
- Windham County’s highest percentage of responses indicated they heard about “Northern Lights”, but have never used the

services mentioned.

- Calling NLCDC staff for professional development or career advice received low responses in all areas, except Rutland County and Springfield area.
- Applying to be in the Instructor Registry received low responses except in the Springfield area (23.5%)

There is also variation in responses by program type:

- Registered home professional responses were highest for attending the training “Using the Bright Futures Information System for Professional Development”
- Licensed early childhood and afterschool professionals responses were highest for using the Northern Lights website for professional development information
- Public preschool professionals’ responses were highest for sending professional development/degree information to be entered into Bright Futures Information System.
- CIS professionals responses were highest for “Have heard of Northern Lights, but never used the services mentioned” category
- The majority of professionals in legally exempt settings have not heard of Northern Lights.
- Applying for a Northern Lights Career

Northern Lights Services Used - By Program Type						
	Registered Home	Licensed Early Childhood Program	Afterschool Program	Public Preschool	CIS	Legally Exempt Care
Attended the training "Using the Bright Futures Information System for Professional Development"	21.1%	21.6%	25.0%	6.8%	6.0%	3.1%
Attended the training "Developing an Individual Professional Development Plan"	12.7%	19.2%	17.2%	2.7%	6.0%	3.1%
Attended a career planning training by NLCDC staff	3.4%	5.4%	6.3%	4.1%	0.0%	0.0%
Called NLCDC staff for professional development or career advice	4.0%	6.9%	6.3%	0.0%	2.0%	0.0%
Sent professional development/degree information to be entered into Bright Futures Information System	14.9%	25.8%	21.9%	26.0%	4.0%	9.4%
Applied for a Northern Lights Career Development Center Level certificate or credential (such as the Level I Certificate, Director Credential, etc.)	11.5%	21.9%	10.9%	2.7%	0.0%	0.0%
Used the Northern Lights website for professional development information	12.4%	27.0%	29.7%	20.5%	12.0%	9.4%
Applied to be in the Instructor Registry	2.8%	8.7%	10.9%	15.1%	10.0%	3.1%
Attended a Career Coaching seminar	0.3%	4.5%	4.7%	1.4%	4.0%	0.0%
Have heard of "Northern Lights", but never used the services mentioned above	21.1%	14.1%	10.9%	19.2%	30.0%	0.0%
Have not heard of the Northern Lights Career Development Center	5.9%	3.3%	12.5%	15.1%	8.0%	46.9%
Did not respond	36.0%	26.4%	18.8%	23.3%	38.0%	40.6%

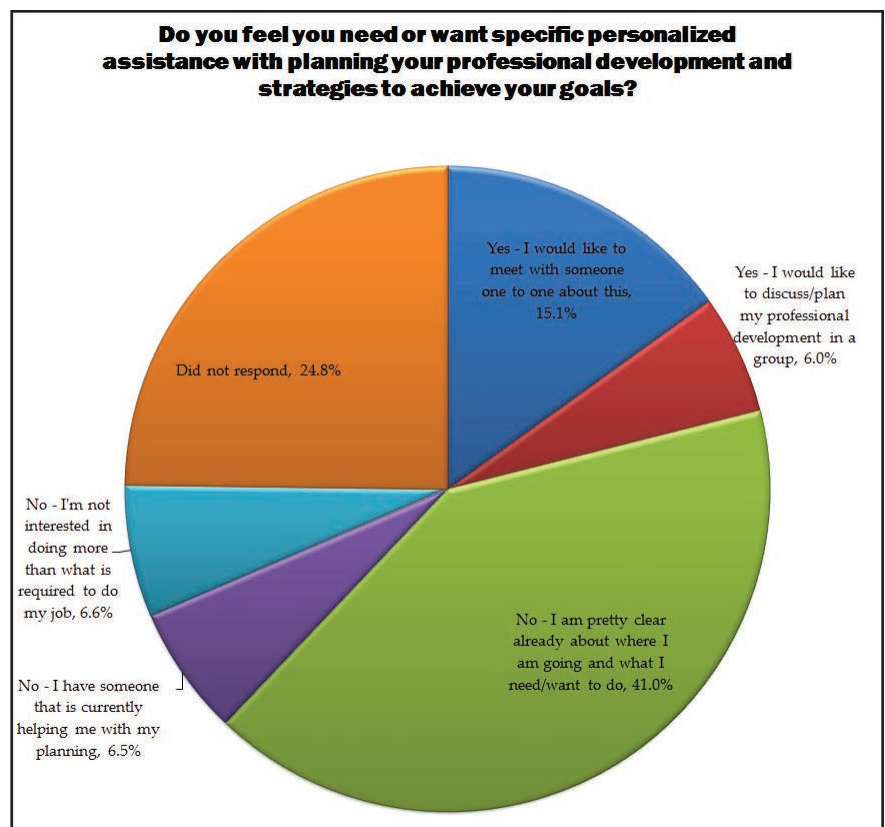
Development Center level certificate or credential was low for public preschool, CIS and legally exempt professionals; however 21.9% of licensed early childhood professionals had applied for a certificate or credential.

- Applying to be in the Instructor Registry was low for registered home, licensed early childhood and legally exempt professionals, but 15.1% of public preschool professionals had applied to be in the registry.

Northern Lights Services Used - By Region												
	Addison County	Bennington County	St. Johnsbury area (Caledonia/South Essex Counties)	Chittenden County	Franklin & Grand Isle Counties	Lamoille County	Hartford Area (Orange/North Windsor Counties)	Newport area (Orleans/North Essex Counties)	Rutland County	Springfield area (South Windsor/North Windham Counties)	Washington County	Windham County
Attended the training "Using the Bright Futures Information System for Professional Development"	20.0%	24.2%	22.2%	15.8%	18.1%	18.0%	10.2%	16.7%	20.2%	35.3%	15.6%	9.8%
Attended the training "Developing an Individual Professional Development Plan"	15.0%	22.1%	8.9%	12.0%	10.6%	18.0%	12.2%	18.3%	14.6%	23.5%	9.1%	3.9%
Attended a career planning training by NLCDC staff	1.7%	5.3%	4.4%	7.1%	1.1%	1.6%	2.0%	1.7%	6.7%	8.8%	3.9%	2.0%
Called NLCDC staff for professional development or career advice	1.7%	6.3%	4.4%	3.8%	2.1%	3.3%	4.1%	6.7%	20.2%	20.6%	2.6%	0.0%
Sent professional development/degree information to be entered into Bright Futures Information System	23.3%	28.4%	17.8%	18.6%	20.2%	16.4%	10.2%	21.7%	19.1%	35.3%	18.2%	11.8%
Applied for a Northern Lights Career Development Center Level certificate or credential such as the Level I Certificate, Director Credential, etc.)	11.7%	14.7%	6.7%	10.4%	18.1%	21.3%	18.4%	10.0%	7.9%	26.5%	9.1%	7.8%
Used the Northern Lights website for professional development information	20.0%	18.9%	8.9%	20.2%	13.8%	23.0%	18.4%	18.3%	18.0%	29.4%	22.1%	17.6%
Applied to be in the Instructor Registry	10.0%	5.3%	8.9%	9.3%	7.4%	8.2%	0.0%	6.7%	3.4%	23.5%	2.6%	11.8%
Attended a Career Coaching seminar	1.7%	0.0%	4.4%	2.7%	2.1%	0.0%	6.1%	0.0%	3.4%	11.8%	1.3%	7.8%
Have heard of "Northern Lights", but never used the services mentioned above	16.7%	17.9%	26.7%	17.5%	14.9%	16.4%	18.4%	15.0%	14.6%	11.8%	23.4%	19.6%
Have not heard of the Northern Lights Career Development Center	5.0%	7.4%	11.1%	6.6%	13.8%	4.9%	8.2%	15.0%	12.4%	2.9%	5.2%	3.9%
Did not respond	31.7%	25.3%	24.4%	33.9%	28.7%	27.9%	26.5%	31.7%	37.1%	23.5%	31.2%	39.2%

Need for Personal Support

Respondents were asked "Do you feel you need or want specific personalized assistance with planning your professional development and strategies to achieve your goals?" Overall the majority of respondents indicated they did not need or want specific personalized assistance with professional development. It is important to note that at the time of the survey many mentor programs available were specific to programs such as accreditation or the national Child Development Associate Credential (CDA) which may have influenced the understanding of this question.



Respondents indicated differences in the specific professional development assistance by type of program and location. Individuals in Bennington County, St. Johnsbury area, Chittenden County, Lamoille County and Newport area were more likely to indicate they would like to meet with someone one on one. Individuals in early childhood programs, afterschool programs and registered homes also were more likely to indicate they would like to meet with someone one-on-one for support.

Do you feel you need or want specific personalized assistance with planning your professional development an strategies to achieve your goals?						
	Registered Home	Licensed Early Childhood Program	Afterschool Program	Public Preschool	CIS	Legally Exempt Care
Yes - I would like to meet with someone one to one about this	14.6%	17.4%	26.6%	8.2%	10.0%	6.3%
Yes - I would like to discuss/plan my professional development in a group	7.5%	6.6%	6.3%	5.5%	2.0%	0.0%
No - I am pretty clear already about where I am going and what I need/want to do	36.0%	41.4%	39.1%	61.6%	44.0%	40.6%
No - I have someone that is currently helping me with my planning	4.3%	9.9%	1.6%	5.5%	14.0%	6.3%
No - I'm not interested in doing more than what is required to do my job	10.2%	3.3%	4.7%	5.5%	4.0%	21.9%
Did not respond	27.3%	21.3%	21.9%	13.7%	26.0%	25.0%

Do you feel you need or want specific personalized assistance with planning your professional development an strategies to achieve your goals?												
	Addison County	Bennington County	St. Johnsbury area (Caledonia/South Essex Counties)	Chittenden County	Franklin & Grand Isle Counties	Lamoille County	Hartford Area (Orange/North Windsor Counties)	Newport area (Orleans/North Essex Counties)	Rutland County	Springfield area (South Windsor/North Windham Counties)	Washington County	Windham County
Yes - I would like to meet with someone one to one about this	8.3%	15.8%	20.0%	17.5%	11.7%	16.4%	12.2%	21.7%	9.0%	8.8%	16.9%	19.6%
Yes - I would like to discuss/plan my professional development in a group	0.0%	14.7%	4.4%	4.4%	4.3%	3.3%	4.1%	6.7%	9.0%	5.9%	7.8%	3.9%
No - I am pretty clear already about where I am going and what I need/want to do	56.7%	35.8%	35.6%	39.9%	44.7%	49.2%	59.2%	28.3%	44.9%	50.0%	32.5%	37.3%
No - I have someone that is currently helping me with my planning	6.7%	7.4%	8.9%	9.3%	2.1%	6.6%	4.1%	5.0%	2.2%	11.8%	2.6%	11.8%
No - I'm not interested in doing more than what is required to do my job	3.3%	7.4%	6.7%	8.2%	10.6%	3.3%	2.0%	10.0%	3.4%	5.9%	9.1%	0.0%
Did not respond	25.0%	18.9%	24.4%	20.8%	26.6%	21.3%	18.4%	28.3%	28.1%	17.6%	31.2%	27.5%

Awareness and Interest in Specific Professional Development

Respondents were asked about a variety of trainings offered in Vermont and their awareness and interest of the training. There was significant variation in awareness and interest in each type of training based on program type and region.

Overall there was some variation of responses based on the training.

- I Am Moving, I Am Learning; Touch Points; Bridges Out of Poverty; Partnering with Parents; Registered Child Care Apprenticeship; VSA Vermont the highest percentage of responses indicated they had not heard about these trainings.
- Building Blocks for Literacy; Mother Goose Cares About; Care for Kids; Foundations for Learning and Never Too Early the highest percentage of responses indicated they had taken the training.
- Vermont Early Learning Guidelines and the Fundamentals for Early Childhood Professionals had the similar responses in they haven't heard about and taken this training responses.

There was variation in responses by program type:

- Legally Exempt professionals were the least likely to have heard about or taken any of the trainings listed.
- Licensed early childhood professionals responses were similar to the statewide responses except they were more likely

Which of the following trainings/classes have you heard about and which would you be interested in taking?						
	Haven't heard about it	Heard of this training	Heard of it but not interested	Interested in taking	I've taken some training in this before and want more!	I've taken this training
I Am Moving, I Am Learning	23.2%	9.6%	4.8%	9.9%	3.2%	10.4%
TouchPoints	18.4%	9.7%	3.9%	12.7%	3.5%	13.6%
Building Blocks for Literacy	5.9%	12.9%	4.8%	11.7%	6.3%	22.2%
Mother Goose Cares About (Math, Science, etc...)	10.8%	8.8%	6.3%	11.7%	8.2%	17.9%
Bridges Out of Poverty	24.6%	6.6%	3.2%	14.3%	3.0%	11.1%
Partnering with Parents	20.8%	11.3%	3.4%	15.5%	2.6%	7.2%
Vermont Early Learning Guidelines	15.6%	11.8%	4.9%	8.7%	4.0%	15.7%
Registered Child Care Apprenticeship Program and related college courses	16.9%	11.7%	16.0%	4.8%	3.6%	5.3%
VSA Vermont (Very Special Arts)	31.8%	5.1%	4.9%	10.3%	1.9%	4.2%
Care For Kids (by Prevent Child Abuse Vermont)	13.0%	9.8%	3.2%	8.5%	5.6%	22.5%
Foundations for Learning (FEL - Supporting Social Emotional growth)	15.8%	7.6%	2.7%	14.0%	5.3%	17.1%
Never Too Early (Vermont Humanities Council)	16.5%	6.9%	3.4%	7.7%	6.2%	21.0%
Fundamentals for Early Childhood Professionals	14.5%	11.0%	9.5%	6.2%	4.1%	14.7%

to respond that they had heard about the Registered Child Care Apprenticeship Program, but were not interested in taking.

- CIS professionals were more likely to have taken Touch Points and Bridges Out of Poverty; and less likely to have heard about Mother Goose Cares About, Care for Kids, and never Too Early. They were also more likely to respond that they were interested in taking Partnering with Parents training.
- Public PreK professionals were more likely to have taken Bridges Out of Poverty training, and were less likely to have heard about Never Too Early. They were more likely to respond that they were interested in taking Touch Points training.

- Registered home professionals were less likely to have heard about the Foundations for Learning training.
- Afterschool professionals were less likely to have heard about Mother Goose Cares About, Care for Kids, Foundations for Learning, and Never Too Early trainings.

There was variation in responses by region:

- I Am Moving, I Am Learning training was more likely to have been taken by respondents in Newport, St. Johnsbury, Bennington and Middlebury.
- Touchpoints was more likely to have been taken by respondents in Bennington and Middlebury
- Respondents in St. Johnsbury area were more likely to be interested in taking Building Blocks for Literacy, Mother Goose Cares About, Partnering with Parents, and Vermont Early Learning Guidelines.
- Windham County respondents were more likely to be interested in taking Mother Goose Cares About training.

- Respondents in Springfield area were more likely to be interested in taking Touch Points, Bridges Out of Poverty and Partnering with Parents trainings.
- Rutland County respondents were more likely to be interested in taking Building Blocks for Literacy and Mother Goose Cares About training.
- Respondents in Washington County were more likely to be interested in taking Never Too Early training.
- Addison County and Lamoille County respondents were more likely to be interested in taking Foundations for Learning training.
- Newport area respondents were more likely to be interested in taking Bridges Out of Poverty, Partnering with Parents and Registered Child Care Apprenticeship Program training.
- Respondents in Hartford area, Washington County, Rutland County, Franklin & Grand Isle Counties and Chittenden County were more likely to indicate they had not heard of the Foundations for Learning training.

Child Development Training

Respondents were asked to rate the amount of training and level for their region. For child development they were asked about infant/toddler, preschool and school age training.

Overall respondents indicated:

- Infant/Toddler – there is not enough advanced level trainings statewide
- Preschool – There is enough training at all levels statewide
- School age – there is enough training at all levels statewide

The responses varied based on the age the respondent was working with. Typically whichever group they worked with the individual felt there was not enough advanced training. For example the respondents from afterschool programs indicated there is enough infant/toddler and preschool

child development training, but not enough advanced level school age training.

- Registered home professionals responded that there was enough training at all levels for all types of child development trainings.
- Licensed early childhood, CIS and Public PreK professionals were more likely to

Child Development Training						
	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Infant/Toddler	15.3%	12.4%	2.9%	8.0%	16.2%	8.9%
Preschool (3 - 5 year old children)	19.1%	6.5%	2.4%	8.6%	18.3%	9.4%
Elementary/School age	16.1%	8.9%	3.0%	5.5%	10.5%	5.3%
Other	2.1%	1.5%	0.5%	0.6%	0.9%	1.0%

indicate there was not enough advanced level trainings for infant/toddler and preschool development.

- Legally exempt professionals were more likely to indicate there was not enough infant/toddler training at any level
- Afterschool professionals were more likely to indicate there was not enough advanced level school age development training.

Regionally there were variations in the highest responses for training needs:

- Addison County, Hartford area, Lamoille County, and Washington County respondents were similar to the statewide responses.
- Bennington, Franklin & Grand Isle Counties' respondents indicated that there is enough of all of the child development trainings at all levels.
- Chittenden County and Springfield area respondents indicated that there was

not enough infant/toddler and preschool advanced level training; well they indicated there was enough school age development training at all levels.

- Windham County respondents indicated that there is not enough infant/toddler development college courses; and not enough advance level preschool and school age development training.
- St. Johnsbury area respondents indicated that there is enough infant/toddler and preschool training, but not enough school age development training at any level.
- Rutland County respondents indicated that there is not enough infant/toddler training at any level, preschool training at advanced levels, and school age development college courses.

Families and Communities Training

For families and communities respondents were asked about their access and interest in professional development in how to strengthen/support families; how to engage families to support their program; community resources and helpful connections; and communicating/working with challenging families.

Overall respondents indicated their access to families and communities' professional development was:

- How to strengthen/support families – there is enough training at all levels across the state;
- How to engage families to support their program – there is not enough training at any level across the state;
- Community resources and helpful

connections – there is enough training at all levels across the state; and

- Communicating/working with challenging families – there is not enough training at any level across the state.
- There was some variation in response by program type:

Families and Communities Training						
	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
How to strengthen/support families	15.7%	13.8%	4.9%	8.4%	15.0%	5.3%
How to engage families to support my program	13.0%	16.8%	5.0%	7.9%	12.6%	4.2%
Community resources and helpful connections	17.9%	14.7%	5.5%	6.7%	10.0%	3.6%
Communication/working with challenging families	12.3%	16.8%	5.0%	8.2%	15.2%	4.9%

- Licensed early childhood professionals responses were similar to the statewide response.

- CIS and Public PreK professionals were more likely to respond that there was not enough advanced level training across the families and community type trainings
- Legally exempt and afterschool professionals were more likely to respond that there is not

enough training at any level.

- Registered home professionals were more likely to respond that there is enough training at all levels.

Teaching and Learning Training

In the teaching and learning area of professional development respondents were asked about their access to trainings.

Overall the responses indicated statewide there is enough training at all levels in:

- Literacy/Communication
- Physical Development
- Creative Expression
- Social Emotional
- Child Observation and Assessment
- Curriculum Planning
- Setting up and maintaining the learning environment(s)

While there is not enough training statewide at any level for:

- Math
- Science

There were however responses in every

category of access for all of the types of training, possibly indicating that training needs are dependent on the individual and program's needs.

By region there was little variation with many respondents indicating the need for advanced training in all of the areas. There was some variation in respondents by type of program with legally exempt professionals and public school staff indicating there was enough training in all areas; while CIS, early childhood programs, afterschool and registered homes reflecting the pattern indicated by statewide data.

Teaching and Learning Training						
	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Literacy/Communication	21.7%	8.9%	2.5%	6.4%	12.6%	5.1%
Math	13.2%	13.9%	4.1%	7.0%	13.3%	4.8%
Science	12.7%	14.4%	3.8%	6.3%	13.5%	5.3%
Physical Development	19.2%	11.2%	3.2%	5.9%	13.0%	4.3%
Creative Expression	16.1%	12.8%	3.7%	6.7%	11.9%	5.0%
Social/Emotional Development	18.5%	11.0%	3.9%	6.5%	12.2%	5.4%
Child Observation and Assessment	16.8%	12.3%	5.3%	5.7%	12.9%	4.9%
Curriculum Planning	15.6%	13.3%	5.5%	5.9%	12.7%	4.6%
Setting up and maintaining learning environment(s)	16.0%	13.6%	4.8%	5.8%	11.7%	3.9%
Other	1.7%	1.7%	0.5%	0.4%	1.3%	0.3%

Professionalism and Program Management Training

In the professionalism and program management area of professional development respondents were asked about their access to trainings in the following categories:

- Budgeting and Finance
- Developing policy handbooks
- Legal issues
- Staff supervision and support
- Program assessment
- Grants and quality enhancement resources

- Advocacy
- Meeting facilitation and group dynamics
- Identifying, measuring and achieving outcomes

Public school professionals indicated there was enough training in each of the above areas. However all other respondents indicated that for all of the above areas there is not enough training at any level statewide. The regions of Vermont had similar responses to the statewide data, except:

- Chittenden County respondents indicated that there was enough program assessment and advocacy training at all levels, while there was not enough advanced level training in budgeting and finance, staff supervision and support, meeting facilitation and group dynamics, and identifying, measuring and achieving outcomes.

Professionalism and Program Management Training						
	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Budgeting and Finance	12.6%	18.1%	6.3%	3.6%	9.5%	2.7%
Developing policy handbooks	13.6%	18.4%	6.7%	3.7%	8.0%	2.5%
Legal issues	9.7%	21.7%	6.2%	3.6%	9.4%	2.7%
Staff supervision and support	12.6%	16.3%	4.6%	3.4%	9.6%	2.6%
Program assessment	13.3%	17.3%	5.8%	4.2%	8.8%	2.7%
Grants and quality enhancement resources	8.9%	22.5%	5.1%	4.6%	9.6%	3.3%
Advocacy	14.4%	17.1%	4.8%	4.4%	7.6%	2.4%
Meeting facilitation and group dynamics	13.0%	17.3%	4.9%	4.2%	8.7%	2.7%
Identifying, measuring and achieving outcomes	12.1%	18.3%	4.3%	4.8%	9.5%	2.9%
Other	1.5%	1.9%	0.5%	0.4%	1.0%	0.1%

- Springfield area respondents indicated that there was not enough advanced level training in all of the professionalism and program management areas.
- St. Johnsbury area respondents indicated that there was enough professionalism and program management training at all levels, except in the grants and quality enhancement resources.

Health and/or Developmental Issues

In the health/developmental issues area of professional development respondents were asked about their access to trainings in the following categories:

- Supporting children with health challenges (such as asthma, allergies, diabetes)
- Supporting children with developmental challenges/delays (such as delays in fine or gross motor skills, or speech)
- Mental health/behavior issues
- Training in implementing safe and healthy practices
- On-site technical assistance in advising and monitoring my program for safe and healthy practices
- Nutrition/healthy food preparation/USDA Food Program and child behavior and development related to eating patterns and behavior

- Childhood obesity prevention practices and policies

CIS professionals indicated that there was not enough training at any level for all of the different health/development issues professional development areas. While the other respondents indicated that there are not enough training opportunities at any level except for training in implementing safe and healthy practices and nutrition/healthy food preparation which the responses indicated there was enough training

Health and Developmental Issues Training						
	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced	Not enough advanced training	Not enough college level courses
Supporting children with health challenges (such as asthma, allergies, diabetes)	12.0%	21.5%	7.9%	4.2%	9.5%	2.7%
Supporting children with developmental challenges/delays (such as delays in fine or gross motor skills, or speech)	11.2%	21.1%	7.3%	4.3%	11.5%	3.7%
Mental health/behavior issues	10.6%	21.9%	6.2%	5.4%	12.5%	3.0%
Training in implementing safe and healthy practices	21.4%	12.9%	4.9%	4.8%	7.2%	2.1%
On-site technical assistance in advising and monitoring my program for safe and healthy practices	17.3%	19.2%	4.3%	4.4%	4.9%	1.8%
Nutrition/healthy food preparation/USDA Food Program and child behavior and development related to eating patterns and behavior	22.7%	15.2%	3.6%	3.9%	6.6%	2.1%
Childhood obesity prevention practices and policies	15.5%	20.2%	5.0%	3.9%	6.7%	1.9%
Other	1.3%	1.9%	0.7%	0.4%	0.7%	0.0%

statewide.

Half of the regions varied from the statewide data trend in this area:

- Lamoille County respondents indicated that there is not enough nutrition and healthy food preparation training at any level.
- Addison County respondents indicated that there is not enough advanced training in supporting children with developmental challenges/delays and mental health/behavior issues; while they indicated there is enough childhood obesity prevention training at all levels.
- Rutland County respondents indicated that there is not enough training in implementing safe and healthy practices and nutrition/healthy food preparation at any level.
- Windham County respondents indicated that there is not enough advanced level training in supporting children with developmental challenges or delays.
- Chittenden County respondents indicated that there is enough training in supporting children with health challenges at all levels.
- Springfield area respondents indicated that there is not enough advanced level training in supporting children with health challenges, supporting children with developmental challenges/delays and mental health/behavior issues.

Other than courses for the Director's Credential, we need targeted trainings for Directors, specifically in legal/financial/HR.

Without some kind of tuition reimbursement for college courses, they remain out of price range.

I have had extreme challenges with families, esp. reporting cases, where I felt lost and alone, with no one to turn to for support as a director. there are trainings on mandated reporting, and I understand how to do this, but it doesn't cover how to deal with the family after reporting or how to deal emotionally with what happened.

Sometimes relevant courses can be difficult to find.

VHEC has done a nice job upgrading professional classes for endorsements.

Obtaining Professional Development

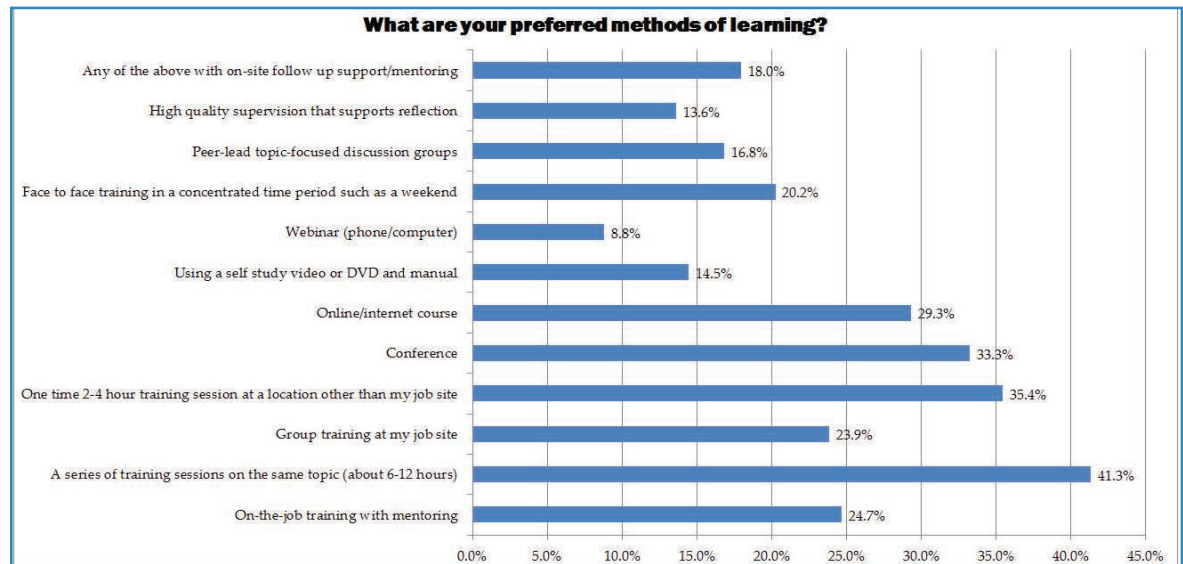
Preferred Method of Learning

Respondents were asked about a variety of methods of learning, and asked to pick the top five they prefer. They could choose from the following options:

- On-the-job training with mentoring
- A series of training sessions on the same topic (about 6 – 12 hours)
- Group training at my job site
- One time 2-4 hour training session at a location other than my job site
- Conference
- Online/internet course
- Using a self-study video or DVD and manual
- Webinar

The results were similar across program type and region:

1. A series of training sessions on the same topic (about 6 – 12 hours) - 41.3%
2. One time 2 – 4 hour training session at a location other than my job site - 35.4%
3. Conference – 33.3%
4. Online/internet course – 29.3%
5. On-the-job training with mentoring – 24.7%



Challenges in Obtaining Professional Development

Respondents were asked – “What challenges do you face in getting the professional development you want?” The highest percentage of respondents indicated that a challenge for them was that professional development is too expensive. This correlates with the responses from the question about financial supports. A high percentage of respondents indicated that many of the financial supports were unavailable to them. The lowest percentage of responses was to the option of not having a computer, this may be due to the high percentage of people responding having access to a computer to complete the survey.

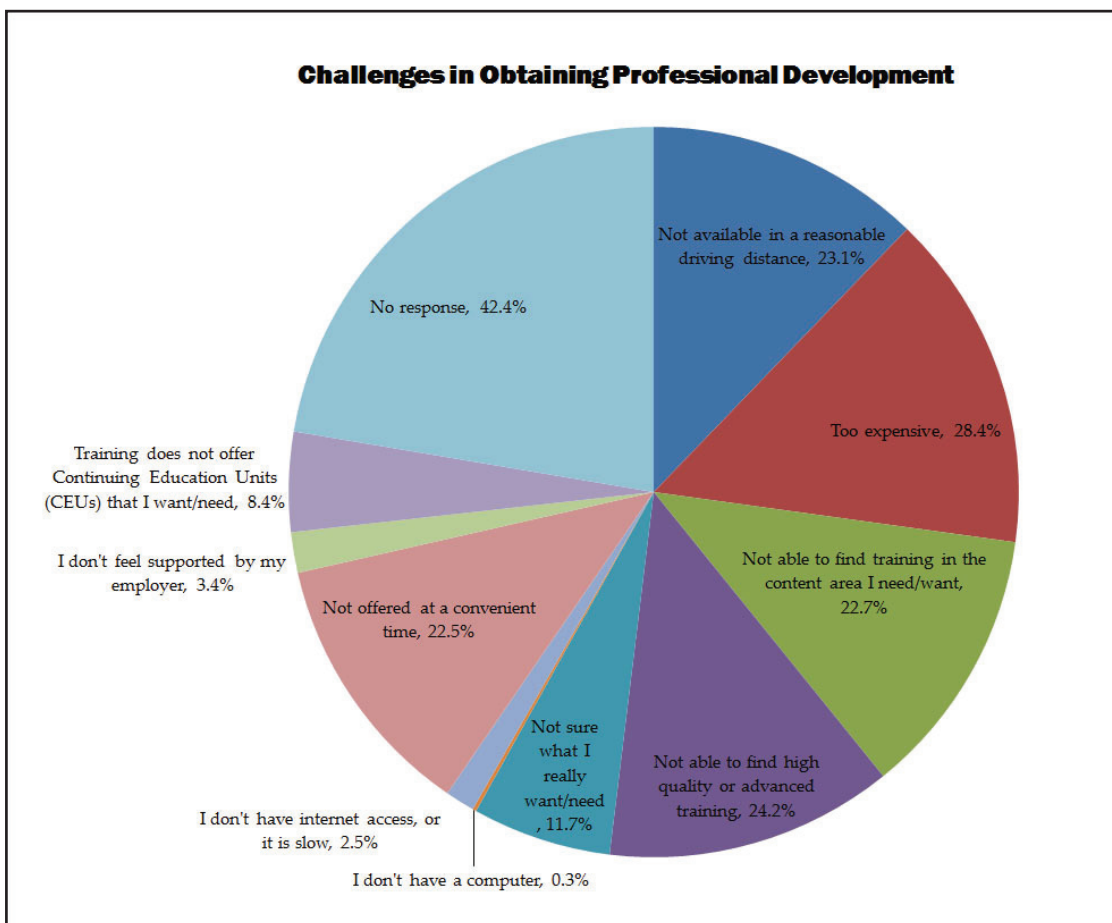
There was variation in the responses based on the

type of program:

- Registered home professionals indicated that the trainings not offered at a convenient time is a challenge;
- Licensed Early Childhood professionals indicated that trainings were too expensive and they were not able to find high quality or advanced training;
- Afterschool professionals indicated that trainings were not available in a reasonable driving distance and were too expensive;
- Public preschool professionals indicated that they were not able to find training in the content area they needed or wanted and they

were not able to find high quality or advanced training;

- CIS professionals indicated that trainings were too expensive;
- Legally exempt care professionals indicated that they were not sure what they really wanted or needed.
- Licensed early childhood professionals were the only group to indicate that they did not have access to a computer



The region also had variation in responses:

- Bennington County, St. Johnsbury area and Hartford area professionals indicated that trainings was not available in reasonable driving distance.

- Addison County, Windham County and Lamoille County professionals indicated that training is too expensive.
- Chittenden County professionals indicated they were unable to find high quality or advanced training and training is too expensive.

Challenges in Getting Professional Development						
	Registered Home	Licensed Early Childhood Program	Afterschool Program	Public Preschool	CIS	Legally Exempt Care
Not available in a reasonable driving distance	19.9%	26.7%	28.1%	24.7%	20.0%	21.9%
Too expensive	20.8%	35.4%	28.1%	23.3%	46.0%	18.8%
Not able to find training in the content area I need/want	17.4%	26.4%	31.3%	39.7%	10.0%	15.6%
Not able to find high quality or advanced training	13.0%	34.8%	23.4%	38.4%	18.0%	6.3%
Not sure what I really want/need	15.8%	7.5%	25.0%	8.2%	0.0%	28.1%
I don't have a computer	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%
I don't have internet access, or it is slow	1.2%	3.6%	3.1%	2.7%	2.0%	3.1%
Not offered at a convenient time	26.4%	22.8%	26.6%	28.8%	8.0%	15.6%
I don't feel supported by my employer	0.9%	3.9%	6.3%	5.5%	6.0%	0.0%
Training does not offer Continuing Education Units (CEUs) that I want/need	7.1%	9.9%	7.8%	11.0%	8.0%	6.3%
No response	49.1%	37.2%	32.8%	27.4%	42.0%	50.0%

- Franklin & Grand Isle Counties and Newport area professionals indicated they were not able to find training in the content area they need or want, training was too expensive and training was not available in a reasonable driving distance.
- Rutland County professionals indicated that they were not able to find high quality or advanced training.

- Springfield area professionals indicated that they were not able to find high quality or advanced training and it was not available in a reasonable driving distance.
- Washington County professionals indicated that trainings are not offered at a convenient time.

Challenges in Accessing Professional Development												
	Addison County	Bennington County	St. Johnsbury area (Caledonia/South Essex Counties)	Chittenden County	Franklin & Grand Isle Counties	Lamoille County	Hartford Area (Orange/North Windsor Counties)	Newport area (Orleans/North Essex Counties)	Rutland County	Springfield area (South Windsor/North Windham Counties)	Washington County	Windham County
Not available in a reasonable driving distance	15.0%	37.9%	31.1%	8.2%	26.6%	31.1%	32.7%	31.7%	21.3%	35.3%	16.9%	17.6%
Too expensive	33.3%	30.5%	26.7%	32.2%	26.6%	44.3%	26.5%	35.0%	16.9%	20.6%	23.4%	25.5%
Not able to find training in the content area I need/want	20.0%	30.5%	8.9%	20.2%	26.6%	27.9%	12.2%	35.0%	22.5%	29.4%	23.4%	19.6%
Not able to find high quality or advanced training	26.7%	26.3%	6.7%	33.3%	20.2%	21.3%	20.4%	16.7%	24.7%	35.3%	23.4%	21.6%
Not sure what I really want/need	6.7%	15.8%	13.3%	11.5%	11.7%	9.8%	2.0%	20.0%	12.4%	5.9%	14.3%	11.8%
I don't have a computer	0.0%	1.1%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%
I don't have internet access, or it is slow	0.0%	4.2%	2.2%	1.6%	3.2%	1.6%	1.0%	1.7%	1.1%	2.9%	6.5%	0.0%
Not offered at a convenient time	28.3%	23.2%	17.8%	19.7%	25.5%	23.0%	20.4%	28.3%	21.3%	17.6%	26.0%	15.7%
I don't feel supported by my employer	1.7%	3.2%	0.0%	4.4%	3.2%	8.2%	2.0%	0.0%	3.4%	0.0%	2.6%	2.0%
Training does not offer Continuing Education Units (CEUs) that I want/need	5.0%	9.5%	0.0%	7.1%	8.5%	13.1%	8.2%	15.0%	12.4%	11.8%	7.8%	3.9%
No response	41.7%	37.9%	44.4%	38.8%	35.1%	31.1%	49.0%	35.0%	53.9%	44.1%	46.8%	52.9%

Financial Supports

Respondents were asked what financial supports, resources and recognition was useful. In general respondents indicated that many of the supports listed were not available to them, except low cost or free training from their local community child care trainer. The least likely to be available was the employer paying tuition or books for a college class and paid time on-the-job to do homework or research for class. The highest percentage of respondents indicated that the following were useful:

- Paid time to attend professional development
- Low cost or free training from my local community child care trainer
- Low cost or free training through a community or statewide organization

Financial Supports					
	Was useful	not necessary	Not useful	but I did not use	Was not available to me
VSAC grant for college	5.1%	0.9%	2.0%	4.9%	17.9%
CDD college tuition grant	5.3%	0.8%	2.0%	4.4%	18.2%
My employer paid tuition or books for a college class (all or in part)	11.4%	0.6%	1.2%	2.2%	21.3%
Free/low cost college class through the Registered Child Care Apprenticeship Program	7.7%	0.8%	2.1%	5.1%	15.8%
Paid time on-the-job to do homework or research for class	5.2%	1.0%	1.2%	1.2%	24.4%
Paid time to attend professional development	26.3%	0.6%	1.0%	1.3%	15.1%
CDD grant for the CDA application fee	4.2%	1.2%	3.0%	4.4%	16.9%
CDD bonus payment for achieving a career level/certificate	7.9%	0.8%	1.9%	2.8%	19.0%
Low cost or free training from my local community child care trainer (Resource Development Specialist)	30.8%	1.1%	1.8%	2.9%	6.6%
Low cost or free training through a community or statewide organization (such as the public library, rescue squad, etc)	23.0%	1.4%	1.4%	2.9%	10.4%
Low cost or free training through my local or the statewide Children's Integrated Services Team	18.7%	0.8%	1.3%	2.6%	12.4%
I received a pay increase because of my professional development	8.4%	0.5%	1.2%	1.5%	22.5%

Time Valued

Respondents indicated that their time was valued by training and coursework that was offered during the evening so that they could attend during a time that was convenient. Respondents indicated that most of the options were either helpful or not available to them, with transportation provided being the least available.

Time was valued by:					
	Was useful	Useful but not necessary	Not useful	Was available but I did not use	Was not available to me
Training/coursework was during the evening so I could attend during a time that was convenient to me.	36.3%	1.4%	2.3%	1.4%	3.8%
Daytime training/coursework was offered so that I could attend during my work day.	16.1%	0.9%	6.2%	2.4%	13.7%
Online training/coursework that didn't take me away from my program	17.3%	0.8%	1.9%	3.9%	13.6%
Transportation was provided	2.7%	2.5%	4.8%	1.0%	21.9%
Substitute teacher was provided	9.8%	2.1%	2.5%	2.0%	19.3%

Recognition Received

Respondents indicated that the most useful recognition was receiving a certificate, credential or degree to display, while the least useful/available was an awards ceremony with colleagues and/or the public.

Recognition Received					
	Was useful	Useful but not necessary	Not useful	Was available but I did not use	Was not available to me
An awards ceremony with colleagues and/or the public	2.5%	2.3%	5.6%	0.9%	22.0%
Praise and recognition from my director and co-workers	14.2%	4.8%	2.6%	0.5%	16.0%
Praise and recognition from the parents of children in my class/program/caseload	15.9%	3.8%	2.5%	0.7%	14.3%
Receiving a certificate, credential, degree to display	21.1%	4.2%	3.2%	1.5%	10.1%
A higher level in STARS because of my professional development	17.1%	1.4%	3.0%	3.4%	12.4%

Overall Comments

Challenges

Information about what trainings are available – 91 respondents indicated that getting or finding information in a timely manner directly or in one place is very difficult.

Need different or advanced trainings – 79 respondents indicated that it is difficult finding advanced trainings. Many of the comments indicated that the trainings offered in their region is the same training year after year.

Type needed not available – 45 respondents indicated that the type of training they needed was not available. This represented many different types of training including training in special needs, training for appropriate ages and program types, and graduate coursework.

Cost – 40 respondents indicated that cost was a challenge in accessing professional development.

Location – 34 respondents indicated that the location and subsequent travel to other locations was a challenge.

Time – 33 respondents indicated that the timing of trainings was such that it was difficult to access them.

Access to an advisor/mentor – 11 respondents indicated they wanted a advisor or mentor to work with them and had limited access to this type of resource.

Course/training not offered frequently – 10 respondents indicated that trainings or courses they wanted to take were not offered or held frequently enough.

Availability – 9 respondents indicated that the availability of trainings was difficult. This included not enough trainings being offered in their area, and courses filling so quickly that the trainings were unavailable.

Director level training – 7 respondents indicated that finding director level trainings was challenging.

Trainings were full – 6 respondents indicated that frequently trainings filled up and were unavailable to them.

Bright Futures Information System (BFIS) – 6 respondents indicated that BFIS was difficult to navigate, not updated, or did not work .

Access to a phone to sign up for trainings is limited – 4 respondents indicated that their access to a phone to be able to sign up for trainings during the day is limited.

Child care to attend trainings is limited and/or expensive – 4 respondents indicated that it is expensive or difficult to find child care for their own children to attend trainings.

Computer/internet access – 4 respondents indicated that computer and/or internet access is difficult and limits their ability to get information about professional development.

Classes for teaching endorsement – 3 respondents indicated the lack of classes specific to obtain or maintain a teaching endorsement was a challenge.

Lack of substitutes – 2 respondents indicated that a challenge was in finding substitutes to cover staff hours during trainings.

Requirements for instructors and trainers – 1 respondent indicated that the amount of requirements to be an instructor or training is challenging when trying to set up trainings.

What Works

Email – 169 respondents indicated that receiving emails from a variety of sources and being on email list serves were helpful in getting professional development information.

Newsletters – 100 respondents indicated that receiving newsletters from sources such as the community child care support agency, Vermont Association for the Education of Young Children and Northern Lights Career Development Center were helpful.

Community Child Care Support Agencies (CCCSA) – 63 respondents indicated that talking to the local CCCSA staff was helpful.

Internet – 40 respondents indicated that using the internet in a variety of ways helps to get information about professional development.

Talking to co-workers and other professionals – 32 respondents indicated that it was helpful to network with peers to get information about professional development.

Supervisor/director – 28 respondents indicated that it was helpful to get information from their director or supervisor.

Starting Points Networks – 26 respondents indicated that being part of a network was helpful in getting professional development.

Direct mailings – 24 respondents indicated that receiving flyers and information in the mail was helpful.

Searching on own – 20 respondents indicated that they find information by searching on their own.

Being part of a statewide organization – 16 respondents indicated that being part of a statewide organization helped them get professional development and information. The following were found helpful by 15 or less respondents:

- Bright Futures Information System
- College
- Statewide conferences
- Mentor
- Trainings at work location
- Weekend trainings
- Car pooling
- Building Bright Futures
- Northern Lights Career Development Center (NLCDC)
- Partnering with another organization to attend their trainings
- Developing an Individualized Professional Development Plan (IPDP)
- Employer paying for training
- Traveling distances for training
- CIS network/blog
- Having a variety of options
- Having “schoolagers” in workshop description
- Department of Education
- Head Start
- College tuition support

Supports That Are/Would Be Helpful

- College tuition support - 29 comments
- Advisor/mentor – 22 comments
- Money – 24 comments
- Low cost or free trainings – 16 comments
- Higher wages – 14 comments
- More trainings in my area - 10 comments
- Timely/better information - 9 comments
- Recognition from employer, CDD and parents - 10 comments
- Weekend trainings - 9 comments
- More bonuses - 8 comments
- Allowed to use paid work time to take training - 7 comments
- Travel expenses paid
- Support from my employer - 7 comments
- Online classes/trainings - 6 comments
- More variety in available trainings - 6 comments
- More graduate level courses - 5 comments
- Advanced trainings - 4 comments
- Help with STARS - 4 comments
- Grants for program improvements - 4 comments
- Support from families of children in care - 4 comments
- Work benefits – 3 comments
- College classes in my area in early childhood- 3 comments
- Trainings for afterschool programs working with high school children/school age children – 3 comments
- Program support - 3 comments
- Training at different times - 3 comments
- Affordable substitutes - 2 comments
- Training could count toward a credential - 2 comments
- Support for teacher licensure process - 2 comments
- Email with only professional development information - 2 comments
- Training paid by employer - 2 comments
- More participating by CDD on provider recognition night and other provider events - 2 comments
- VSAC non-degree grants - 2 comments
- Online support
- Less requirements to reach different Early Childhood Career Ladder Levels
- Snacks at trainings
- Fewer hoops to jump through
- Closer location
- Help paying for own child care to attend training
- Community child care support agency
- More collaboration between CDD, Northern Lights, VTDOE and VCAE
- Loan forgiveness
- Help with accreditation
- Technology training
- Local apprenticeship program
- System of clear credentials to encourage more advanced trainings
- College credit for trainings attended
- Contact person for professional development questions, possibly at Northern Lights or CDD
- Trainings about Northern Lights

Funding Vermont's Early Childhood and Afterschool Professional Development System

A question asked by the state-wide stakeholders group was:

What is needed to encourage practitioners in early childhood and afterschool programs in both home-based and center-based settings, to access and utilize professional development and quality improvement opportunities connected to Northern Lights Career Development Center and STARS?

The CDD has limited resources and is interested in ideas on how CDD resources should be distributed in support of professional development. Eight core areas of investment

were identified by the statewide stakeholders group. See the Appendix III for a description of each core area.

Respondents were given an imaginary one hundred dollars and asked how they would spend it in each area. They could split up the money however they chose, putting all of the money in one area or dividing it in several areas.

The following table is the average number of dollars respondents wanted to spend in each core area.

Core Area	Money Allocated
Affordable & available	\$30.03
Appropriate	\$20.47
Information, education & outreach	\$21.61
Individual bonus	\$23.68
Individual financial support	\$18.72
Program incentives	\$20.18
Funding to programs	\$28.27
Consultation to programs & mentor support to individuals	\$17.22

Respondents overall put the most funding into the “affordable & available” core area, and the then into funding to programs. This correlates with several of the questions and the comments received where respondents indicated that significant challenges are faced in paying for professional development and having it available in a convenient location.

The least amount of funding was distributed by respondents to “consultation to programs & mentor support to individuals.” This correlates with the responses received to the question about supports available to individuals and programs. In general respondents indicated that they had access to a variety of types of consultant and mentoring.

Conclusions

Early childhood and afterschool professionals in Vermont have a wide range of experience, education and professional development needs. However there is a need for a wider variety and more advanced professional development opportunities across Vermont. Information about opportunities needs to be timely, and information should be given in a variety of formats. This data could be used as a baseline of information about needs in specific regions or by different types of professionals. Changes could be made

and additional surveys could be completed to determine the impact of those programs.

Some areas that may need further study include:

- Age of the workforce population
- Size of the workforce
- What specific incentives or rewards might encourage professional development growth

APPENDIX

Appendix I

Survey Instrument

Dear Professional,

This is a BIG and very important Professional Development survey! You can start and stop (and even skip certain questions) but the more questions you answer the better.

The purpose of this survey is to collect information about the challenges and barriers that people experience about professional development in Vermont. Your answers about who you are and your professional development needs, interests and challenges will help the Child Development Division target professional development resources where they are most needed and wanted.

For this survey, “professional development” includes workshops, trainings, conferences, mentoring, online learning, college courses (including degree seeking options), and any other opportunities that help you grow professionally. A section is provided for you to share your thoughts on how the Child Development Division should distribute professional development and program quality funds.

Thank you very much for your time and assistance. We estimate that this survey will take about 45 minutes but remember you can stop at any time and get back to it. The survey is confidential. Feel free to contact me with any comments or questions.

Thank you!

Jan Walker, Director Workforce Development and Quality Enhancement
Child Development Division
103 South Main Street 2 North
Waterbury, VT 056712902
Phone 8022412198 FAX 8022411220 jan.walker@ahs.state.vt.us

2. Section I: About You

1. Where in Vermont do you work?

- ☐ Barre area (Washington County)
- ☐ Bennington area (Bennington County)
- ☐ Brattleboro (Windham County)
- ☐ Burlington area (Chittenden County)
- ☐ Hartford area (Orange/North Windsor Counties)
- ☐ Middlebury area (Addison County)
- ☐ Morrisville area (Lamoille County)
- ☐ Newport area (Orleans/North Essex Counties)
- ☐ Rutland area (Rutland County)
- ☐ Springfield area (South Windsor/North Windham Counties)
- ☐ St. Albans area (Franklin & Grand Isle Counties)
- ☐ St. Johnsbury area (Caledonia/South Essex Counties)
- ☐ Statewide

Other (please specify)

2. Where in Vermont do you prefer to get your professional development? (Check all that apply)

- ☐ Attend statewide conferences, such as the VAEYC, Non-recurring care, and Afterschool conferences
- ☐ Barre area (Washington County)
- ☐ Bennington area (Bennington County)
- ☐ Brattleboro (Windham County)
- ☐ Burlington area (Chittenden County)
- ☐ Flexible (will travel statewide)
- ☐ Hartford area (Orange/North Windsor Counties)
- ☐ Middlebury area (Addison County)
- ☐ Morrisville area (Lamoille County)
- ☐ Newport area (Orleans/North Essex Counties)
- ☐ Rutland area (Rutland County)
- ☐ Springfield area (South Windsor/North Windham Counties)
- ☐ St. Albans area (Franklin & Grand Isle Counties)
- ☐ St. Johnsbury area (Caledonia/South Essex Counties)

Other (please specify)

3. What type of program/agency do you work in?

- | | |
|---|--|
| <input type="radio"/> Registered home | <input type="radio"/> Licensed public preschool program (in a public school) |
| <input type="radio"/> Licensed home | <input type="radio"/> CIS - Early intervention agency |
| <input type="radio"/> Licensed afterschool program | <input type="radio"/> CIS - Mental health agency |
| <input type="radio"/> Afterschool program that is not regulated | <input type="radio"/> CIS - Parent Child Center |
| <input type="radio"/> Non-recurring care program (ski resort) | <input type="radio"/> Legally Exempt Child Care Program |
| <input type="radio"/> Licensed early childhood program (in a community setting) | <input type="radio"/> Child care that is not regulated |

Other (please specify)

4. What type of work do you do?

- | | |
|--|--|
| <input type="checkbox"/> I direct a child care program and teach a group of children. | <input type="checkbox"/> I provide support services to children in a child care, afterschool, or non-recurring care program. |
| <input type="checkbox"/> I teach a group of children. | <input type="checkbox"/> I provide support services to children/families in their homes. |
| <input type="checkbox"/> I direct a child care, afterschool, or non-recurring care program but do not provide direct care/education to children. | <input type="checkbox"/> I provide consulting and/or mentoring services to child care programs. |
| <input type="checkbox"/> I assist in teaching a group of children. | <input type="checkbox"/> I provide consulting and/or mentoring services to other professionals delivering care/education services. |

Other (please specify)

5. How old are you?

- ☐ Under 18 years old
- ☐ 18 - 25 years old
- ☐ 26 - 35 years old
- ☐ 36 - 45 years old
- ☐ 46 - 60 years old
- ☐ Over 60 years old

3. Education and training achievements

1. What is the highest level of education you have achieved? (Check the highest level(s) that apply: for example you might check "Apprenticeship" and "Northern Lights Level IIIA Certificate")

☐ Up to 8th grade

☐ 9th to 11th grade

☐ 12th grade, but no diploma

☐ High school diploma, or equivalent (GED)

☐ Vocational or technical program after high school

☐ Some college courses but not a degree

☐ VT Child Care Apprenticeship program Certificate of Completion

☐ Northern Lights Level I Certificate

☐ Northern Lights Level II Certificate

☐ Northern Lights Level IIIA Certificate

☐ Northern Lights Level IIIB Certificate

☐ Northern Lights Level IVA Certificate

☐ Northern Lights Level IVB Certificate

☐ Northern Lights Level V Certificate

☐ Associate's degree, related to education and/or child development

☐ Associate's degree, in field unrelated to education and/or child development

☐ Bachelor's degree, in field related to education and/or child development

☐ Bachelor's degree, in field unrelated to education and/or child development

☐ Master's degree, in field related to education and/or child development

☐ Master's degree, in field unrelated to education and/or child development

☐ Doctorate degree, in field related to education and/or child development

☐ Doctorate degree, in field unrelated to education and/or child development

Other (please specify)

2. Have you achieved, are working on, or would like to learn about a national or state awarded credential or Vermont Department of Education teaching license/endorsement?

	Current Interest
Child Development Associate (CDA) - Infant/Toddler	<input type="text"/>
Child Development Associate (CDA) - Preschool	<input type="text"/>
Child Development Associate (CDA) - Family Child Care	<input type="text"/>
Child Development Associate (CDA) - Home Visitor	<input type="text"/>
Child Care Certificate from Community College of Vermont (CCV)	<input type="text"/>
Vermont Director Credential - Step 1	<input type="text"/>
Vermont Director Credential - Step 2	<input type="text"/>
Vermont Director Credential - Step 3	<input type="text"/>
Registered Child Care Apprenticeship Certificate of Completion	<input type="text"/>
Vermont Afterschool Professional Credential	<input type="text"/>
Vermont teaching license through the VT Department of Education - Early Childhood endorsement	<input type="text"/>
Vermont teaching license through the VT Department of Education - Early Childhood Special Education endorsement	<input type="text"/>
Vermont teaching license through the VT Department of Education - Elementary Education endorsement	<input type="text"/>
Vermont teaching license through the VT Department of Education - Other type of endorsement	<input type="text"/>
Other (please specify)	<input type="text"/>

3. In your region do you have access to professional development opportunities, mentoring and technical assistance related to professional development and/or program quality improvements support?

	Current Access
Professional development opportunities	<input type="text"/>
Mentoring	<input type="text"/>
Professional development technical assistance	<input type="text"/>
Program quality improvement technical assistance	<input type="text"/>
Comments	<div><div></div><div></div></div>

4. If you do not have a degree do you have a professional development plan that includes a goal of attaining an associates degree or other type of degree?

☐ Yes

☐ No

☐ N/A

Comments

4. Section II: About how and where you find professional development

1. How do you currently find out about professional development? And how would you prefer to find out about professional development opportunities?(Please rate by your top five most frequent methods)

	I receive information this way right now	I would prefer to receive information this way
Call my local child care support agency/trainer	<input type="text"/>	<input type="text"/>
Read my local child care support agency newsletter	<input type="text"/>	<input type="text"/>
Ask my director/supervisor	<input type="text"/>	<input type="text"/>
Check the Bright Futures Information System course calendar	<input type="text"/>	<input type="text"/>
Talk to my advisor at the college I attend	<input type="text"/>	<input type="text"/>
Search the internet for "distance" learning through colleges or other sponsors of training (in or out of state)	<input type="text"/>	<input type="text"/>
Hear from my co-workers	<input type="text"/>	<input type="text"/>
Learn about training at my local provider network (for example, Starting Points groups)	<input type="text"/>	<input type="text"/>
Receive emails from various sponsors of training/education	<input type="text"/>	<input type="text"/>
CIS State/Regional Teams	<input type="text"/>	<input type="text"/>
I don't know who to ask or where to go for professional development	<input type="text"/>	<input type="text"/>

Other (please specify)

2. What challenges have you had in getting information about professional development that meets your needs/interests?

3. What has worked well for you in getting information about professional development that meets your needs/interests?

4. Who do you go to for professional mentoring and support, and for help developing a plan for your professional development?

	All the time	Often	Sometimes	Rarely	Never
My director/supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A co-worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another child care provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local child care support agency (trainer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

5. Northern Lights Career Development Center

1. Have you heard of the Northern Lights Career Development Center (NLCDC) and/or the Vermont Early Childhood Career Ladder/Vermont Afterschool Pathways/Instructor Registry? (Check all that apply)

☐ No

☐ Yes - I've heard of the Northern Lights Career Development Center and the Vermont Early Childhood Career Ladder, the Vermont Afterschool Pathways, and the Instructor registry

☐ Yes - I've heard of Northern Lights Career Development Center

☐ Yes, I've heard of the Vermont Early Childhood Career Ladder

☐ Yes, I've heard of the Vermont Afterschool Pathways

☐ Yes, I've heard of the Vermont Instructor Registry

2. How did you hear about the Vermont Northern Lights Career Development Center and/or the Early Childhood Career Ladder/Vermont Afterschool Pathways/Instructor Registry? (Check all that apply)

☐ I haven't heard about them

☐ Local Community Child Care Support Agency Newsletter

☐ Northern Lights Career Development Center e-newsletter

☐ From the Northern Lights Career Development Center website

☐ From the Child Development Division website

☐ From the director of my program

☐ From co-workers/other providers

☐ From co-workers who have received a Northern Lights Career Ladder Certificate and/or bonus

☐ From attending a workshop/training/course where it was discussed

☐ From the STARS coordinators and/or the STARS application process

☐ From applying for a level certificate

☐ From the Child Care Apprenticeship Program (Vermont Child Care Industry and Careers Council)

☐ From when I was asked to be an instructor

Other (please specify)

3. Which of the following Northern Lights Career Development Center (NLCDC) services have you used? (Check all that apply)

- ☐ Attended the training "Using the Bright Futures Information System for Professional Development"
- ☐ Attended the training "Developing an Individual Professional Development Plan"
- ☐ Attended a career planning training by NLCDC staff
- ☐ Called NLCDC staff for professional development or career advice
- ☐ Sent professional development/degree information to be entered into Bright Futures Information System
- ☐ Applied for a Northern Lights Career Development Center Level certificate or credential (such as the Level I Certificate, Director Credential, etc.)
- ☐ Used the Northern Lights website for professional development information
- ☐ Applied to be in the Instructor Registry
- ☐ Attended a Career Coaching seminar
- ☐ Have heard of "Northern Lights", but never used the services mentioned above
- ☐ Have not heard of the Northern Lights Career Development Center

Other (please specify)

4. Have you heard of the Vermont Early Childhood Career Ladder?

- ☐ Yes
- ☐ Yes, and I have applied/received a Career Ladder level certificate
- ☐ No

Other (please specify)

5. Do you feel you need or want specific personalized assistance with planning your professional development an strategies to achieve your goals?

- ☐ Yes - I would like to meet with someone one to one about this
- ☐ Yes - I would like to discuss/plan my professional development in a group
- ☐ No - I am pretty clear already about where I am going and what I need/want to do
- ☐ No - I have someone that is currently helping me with my planning
- ☐ No - I'm not interested in doing more than what is required to do my job

Other (please specify)

6. Section III: Professional Development Content and Delivery

1. Which of the following trainings/classes have you heard about and which would you be interested in taking?

	Haven't heard about it	Heard of this training	Heard of it but not interested	Interested in taking	I've taken some training in this before and want more!	I've taken this training
I Am Moving, I Am Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TouchPoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building Blocks for Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mother Goose Cares About (Math, Science, etc...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bridges Out of Poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vermont Early Learning Guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registered Child Care Apprenticeship Program and related college courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VSA Vermont (Very Special Arts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care For Kids (by Prevent Child Abuse Vermont)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foundations for Learning (FEL - Supporting Social Emotional growth)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never Too Early (Vermont Humanities Council)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundamentals for Early Childhood Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you think about the amount and level of training/education currently provided in Vermont in the following areas of knowledge?

2. Child Development

	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Infant/Toddler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preschool (3-5 year old children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary/Schoolage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

3. Families and Communities

	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
How to strengthen/support families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to engage families to support my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community resources and helpful connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating/working with challenging families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

4. Teaching and Learning

	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Literacy/Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Observation and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting up and maintaining learning environment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

5. Professionalism and Program Management

	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Budgeting and Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing policy handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff supervision and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grants and quality enhancement resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting facilitation and group dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying, measuring and achieving outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

6. Health/Developmental Issues

	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Supporting children with health challenges (such as asthma, allergies, diabetes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting children with developmental challenges/delays (such as delays in fine or gross motor skills, or speech)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health/behavior issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in implementing safe and healthy practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-site technical assistance in advising and monitoring my program for safe and healthy practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition/healthy food preparation/USDA Food Program and child behavior and development related to eating patterns and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childhood obesity prevention practices and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

7. Other professional development/education needs

	Enough at all levels	Not enough at any level	Not enough introductory level	Not enough to support an experienced provider like me	Not enough advanced training	Not enough college level courses
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

8. Choose in order of priority to you areas of learning you would like to see developed into a certificate that would be recognized as part of the Northern Lights Professional Development System.

	My top priority	Second priority	Third priority	Fourth priority	Fifth priority
Child Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Families and Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism and Program Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe and Healthy Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. What are your preferred methods of learning? (Pick your top five in order of preference)

	Top Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice
On-the-job training with mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A series of training sessions on the same topic (about 6-12 hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group training at my job site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One time 2-4 hour training session at a location other than my job site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online/internet course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a self study video or DVD and manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinar (phone/computer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face to face training in a concentrated time period such as a weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer-lead topic-focused discussion groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High quality supervision that supports reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any of the above with on-site follow up support/mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. Supports and challenges to accessing professional development

1. What challenges do you face in getting the professional development you want? (Choose all that apply)

- ☐ Not able to find high quality or advanced training
- ☐ Not able to find training in the content area I need/want
- ☐ Not sure what I really want/need
- ☐ I don't feel supported by my employer
- ☐ I don't have a computer
- ☐ I don't have internet access, or it is slow
- ☐ Not available in a reasonable driving distance
- ☐ Training does not offer Continuing Education Units (CEU's) that I want/need
- ☐ Too expensive
- ☐ Not offered at a convenient time

Other (please specify)

In the past 12 months, which of the following supports did you have? Indicate how useful each support was to you.

2. Financial supports

	Most useful	Somewhat useful	Useful, but not necessary	Not useful	Was available but I did not use	Was not available to me
Paid time to attend professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VSAC grant for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free/low cost college class through the Registered Child Care Apprenticeship Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid time on-the -job to do homework or research for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CDD Bonus payment for achieving a Career Level/certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a pay increase because of my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low cost or free training through a community or statewide organization (such as the public library, rescue squad, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CDD College Tuition Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My employer paid tuition or books for a college class (all or in part)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low cost or free training through my local or the statewide Children's Integrated Services Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low cost or free training from my local community child care trainer (Resource Development Specialist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CDD grant for the CDA application fee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

3. My time was valued by:

	Most useful	Somewhat useful	Useful, but not necessary	Not useful	Was available but I did not use	Was not available to me
Substitute teacher was provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training/coursework was during the evening so I could attend during a time that was convenient to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Daytime training/coursework was offered so that I could attend during my work day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation was provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online training/coursework that didn't take me away from my program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. Recognition I received:

	Most useful	Somewhat useful	Useful, but not necessary	Not useful	Was available but I did not use	Was not available to me
Praise and recognition from the parents of children in my class/program/caseload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving a certificate, credential, degree to display	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A higher level in STARS because of my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Praise and recognition from my director and co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An awards ceremony with colleagues and/or the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

5. What supports related to professional development would be most valuable to you in encouraging/supporting your professional growth in the future?

8. Allocating Money for Professional Development in Vermont

The CDD has limited resources and is very interested in your ideas on how these financial resources should be distributed in support of professional development. In this section are core areas of professional development that a state-wide stakeholder group identified critical to an effective professional development system.

1.

OPTIONAL QUESTION (You may skip this question without answering if you wish and proceed to be entered into the drawing)

The key question asked by the state-wide stakeholders group was: What is needed to encourage practitioners in early childhood and afterschool programs in both home-based or center-based settings, to access and utilize professional development and quality improvement opportunities connected to Northern Lights Career Development Center and STARS?

The CDD has limited resources and is very interested in your ideas on how CDD resources should be distributed in support of professional development. Below are the 8 core areas of investment that have been identified by the state-wide stakeholders group.

Click on each title for a description of that core area of investment. After reading the description, we would like you to put how many dollars you would want spent in each area. You will be given a total of 100 dollars to spend. You can split up your money however you choose. You can put all of your money in one area, or divide it in several areas. The total of your money must be 100. (Only use numbers, do not include symbols such as \$)

[Affordable & available](#)

[Appropriate](#)

[Information, education & outreach](#)

[Individual bonus](#)

[Individual financial support](#)

[Program incentives](#)

[Funding to programs](#)

[Consultation to programs & mentor support to individuals](#)

2. How much money do you spend out of your own pocket for professional development in a year?

Appendix II

Professional Development Supports Available by Region and Type of Program

Professional development opportunities - By Location				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Addison County	13.3%	68.3%	6.7%	0.0%
Bennington County	22.1%	43.2%	9.5%	2.1%
St. Johnsbury area (Caledonia/South Essex Counties)	8.9%	62.2%	4.4%	0.0%
Chittenden County	6.6%	71.6%	8.7%	0.0%
Franklin & Grand Isle Counties	21.3%	51.1%	5.3%	0.0%
Lamoille County	21.3%	59.0%	8.2%	1.6%
Hartford Area (Orange/North Windsor Counties)	12.2%	53.1%	12.2%	4.1%
Newport area (Orleans/North Essex Counties)	18.3%	45.0%	16.7%	5.0%
Rutland County	13.5%	47.2%	15.7%	1.1%
Springfield area (South Windsor/North Windham Counties)	26.5%	44.1%	5.9%	0.0%
Washington County	15.6%	55.8%	7.8%	0.0%
Windham County	11.8%	62.7%	9.8%	0.0%

Professional development opportunities				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Registered Home	12.4%	56.8%	6.8%	0.6%
Licensed Early Childhood	14.7%	61.6%	9.9%	0.0%
Afterschool	26.6%	45.3%	18.8%	0.0%
Public Preschool	9.6%	74.0%	8.2%	0.0%
CIS	26.0%	34.0%	16.0%	4.0%
Legally Exempt Care	9.4%	37.5%	6.3%	12.5%

Mentoring - By Location				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Addison County	23.3%	41.7%	3.3%	1.7%
Bennington County	32.6%	22.1%	4.2%	7.4%
St. Johnsbury area (Caledonia/South Essex Counties)	22.2%	35.6%	0.0%	6.7%
Chittenden County	19.7%	44.8%	3.8%	4.4%
Franklin & Grand Isle Counties	28.7%	29.8%	0.0%	9.6%
Lamoille County	34.4%	41.0%	1.6%	4.9%
Hartford Area (Orange/North Windsor Counties)	34.7%	14.3%	0.0%	16.3%
Newport area (Orleans/North Essex Counties)	40.0%	18.3%	10.0%	10.0%
Rutland County	29.2%	23.6%	4.5%	7.9%
Springfield area (South Windsor/North Windham Counties)	29.4%	38.2%	2.9%	0.0%
Washington County	20.8%	27.3%	3.9%	5.2%
Windham County	29.4%	37.3%	0.0%	3.9%

Mentoring - By type of program				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Registered Home	23.0%	34.2%	1.9%	4.7%
Licensed Early Childhood Program	30.6%	31.2%	4.5%	5.7%
Afterschool Program	40.6%	31.3%	6.3%	7.8%
Public Preschool	28.8%	39.7%	1.4%	9.6%
CIS	38.0%	22.0%	0.0%	10.0%
Legally Exempt Care	15.6%	18.8%	3.1%	15.6%

Professional development technical assistance - By Location				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Addison County	26.7%	41.7%	3.3%	1.7%
Bennington County	31.6%	23.2%	2.1%	10.5%
St. Johnsbury area (Caledonia/South Essex Counties)	20.0%	35.6%	4.4%	2.2%
Chittenden County	18.0%	43.7%	3.3%	3.3%
Franklin & Grand Isle Counties	28.7%	26.6%	2.1%	6.4%
Lamoille County	29.5%	34.4%	8.2%	3.3%
Hartford Area (Orange/North Windsor Counties)	32.7%	18.4%	0.0%	12.2%
Newport area (Orleans/North Essex Counties)	31.7%	18.3%	11.7%	15.0%
Rutland County	27.0%	29.2%	5.6%	4.5%
Springfield area (South Windsor/North Windham Counties)	32.4%	29.4%	2.9%	0.0%
Washington County	19.5%	32.5%	2.6%	3.9%
Windham County	21.6%	27.5%	2.0%	5.9%

Professional development technical assistance - By Type of Program				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Registered Home	21.7%	29.5%	2.5%	5.0%
Licensed Early Childhood Program	27.6%	32.7%	3.6%	5.1%
Afterschool Program	35.9%	37.5%	7.8%	6.3%
Public Preschool	21.9%	46.6%	11.0%	2.7%
CIS	40.0%	16.0%	0.0%	12.0%
Legally Exempt Care	12.5%	21.9%	9.4%	12.5%

Program quality improvement technical assistance				
	Have limited access	Have access to a variety of types	Have access to some types but it does not fit the needs of the area	Do not have access
Addison County	25.0%	38.3%	1.7%	0.0%
Bennington County	30.5%	20.0%	5.3%	7.4%
St. Johnsbury area (Caledonia/South Essex Counties)	20.0%	33.3%	2.2%	2.2%
Chittenden County	13.7%	46.4%	1.1%	4.9%
Franklin & Grand Isle Counties	26.6%	25.5%	2.1%	7.4%
Lamoille County	34.4%	27.9%	3.3%	6.6%
Hartford Area (Orange/North Windsor Counties)	30.6%	18.4%	2.0%	14.3%
Newport area (Orleans/North Essex Counties)	35.0%	20.0%	6.7%	11.7%
Rutland County	27.0%	23.6%	5.6%	6.7%
Springfield area (South Windsor/North Windham Counties)	35.3%	32.4%	0.0%	0.0%
Washington County	18.2%	28.6%	3.9%	5.2%
Windham County	23.5%	21.6%	2.0%	7.8%

Program Quality Improvement Technical Assistance - By Program Type				
	Have limited access	Have access to a variety of types	types but it does not fit the needs of the area	Do not have access
Registered Home	20.8%	28.3%	2.2%	5.3%
Licensed Early Childhood Program	27.3%	30.6%	2.7%	5.1%
Afterschool Program	35.9%	40.6%	4.7%	3.1%
Public Preschool	30.1%	38.4%	6.8%	4.1%
CIS	38.0%	16.0%	0.0%	12.0%
Legally Exempt Care	15.6%	18.8%	3.1%	15.6%

Appendix II

Eight Core Areas of Professional Development Investment

Vermont Child Development Division Challenges for Change Group #3 Supports and Incentives for Professional Development and Quality Improvement

Core Funding Area #1

1. Make Professional Development Affordable & Available

What does this mean?

Affordable – Reasonably Priced (Professional development opportunities need to be affordable to both providers and programs.) AND **Available -- Increased Methods and Channels For Delivery of Content**
Challenges for Change

Funding in this area would contribute to providers participating in professional development they want and need because there would be equal access in all areas of the state, training would be offered at different times and days, on-line courses and increased use of technology would expand the traditional professional development opportunities.

What do you think?

I think making Professional Development be Affordable and Available should be:

- Highest priority
- Fairly High priority
- Medium priority
- Some funds should support this but not too much

Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality Improvement

Core Funding Area #2

2. Appropriate

- **Appropriate -- Expanded Learning Content and Formats** There is a need to increase local opportunities that are high quality, relevant, meaningful and diverse to meet all levels of learners and to promote implementation of best practices including extended learning opportunities.
- Relevant
 - individualized, helpful, personable, continuous, connected
 - Who you serve, where you are professionally (range)
 - Relevant to day-to-day work
 - Providers help plan professional development opportunities (voucher system?)
- Topics/Formats
 - New, original training topics
 - Providers want to participate in groups of peers (for support and to feel comfortable)
 - Responsive to local interests and needs; learning styles; individual needs; time constraints and challenges
 - Access to high level trainings
 - Pre-service training – BA, AA
 - Follow up opportunities that extend learning to practice (MATCH), extend 2 hour workshops
 - More comprehensive opportunities (beyond 2 hour workshops) that bring individuals closer to IPDP and programs closer to 5-Star+ accreditation.
 - Offer in-depth training (extended learning)
 - Mentoring
- Quality
 - Assure all opportunities are high quality
 - Competency based instructors so can measure, identify quality of instruction

**Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality
Improvement**

Core Area #3

3. Information, Education and Outreach

Outreach and Promotion About What Is Available And How To Access It Address the gaps in knowledge about the existing professional development framework, the professional development opportunities available, and the available supports for program quality improvement. Include information about the value of the professional development opportunities and quality improvement frameworks to both providers/programs and the children/families they serve. Include families and the general public in this outreach education effort.

Information About What Is Available And How To Access It

There are gaps in knowledge among providers about the existing frameworks, the professional development opportunities available for practitioners, and the programmatic supports for quality improvement.

- Information about what is available and how to access it
 - (Lack of) clarity about what counts as “training”
- Really well-coordinated information systems about what’s available who is qualified to provide trainings; who charges how much
 - “Warm Line” w/ timely, accurate info
- Support for providers to use the system
- Instructions/training on BFIS and Northern Lights
- Criteria related to instructors – who can do the trainings

**Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality
Improvement**

Core Area #4

4. Individual Bonuses

Individual Bonuses/Recognition The number of financial incentives/rewards that are in place and could be expanded for individuals to seek training, for well-trained people to enter the field, and for highly trained people to stay in field.

**Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality
Improvement**

Core Area #5

5. Individual Financial Support

Individual Financial Support In addition to bonuses and recognition, individuals need direct financial support for professional development.

**Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality
Improvement**

Core Area #6

6. Program Incentives

Program Incentives and Rewards

Additionally, incentives are needed for programs to be encouraged to use and adopt the quality improvement frameworks. Examples:

- More than 1-time bonus for STARS—STARS bonus every time
- Yearly incentive for maintaining higher level of STARS (\$ higher certificate)
- Higher bonuses w/ increased STARS level
- Re-examine fee structure - FAP – STAR benefit to program
- Professional development built into fee structure – various funding sources
- Financial incentive (not connected to subsidy)
- Financial incentives for maintaining high quality standards
- Money to pay increases connected to professional development
- Grants available tied to recognized levels (STARS, No. Lights)?
- Support linked to quality improvement

Registered and Licensed Program Incentives and Rewards Financial Incentives/Rewards are helpful to programs' maintenance of high quality standards and for ongoing participation in program quality improvement frameworks (STARS, Accreditation). An example of use of funds in this way is to not only continue the current bonuses for program quality but to also have ongoing STARS/quality bonus payments (not just one time for each level achieved).

**Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality
Improvement**

Core Area #7

7. Funding to Programs

Regular and predictable opportunities for quality funding to be paid to programs that could be used for such things as, purchasing equipment, paying for substitutes/release time/administrative support in freeing up staff to manage the the accreditation/STARS application process.: as paying staff time for attending training, raising salaries

**Vermont Child Development Division
Challenges for Change Group #3
Supports and Incentives for Professional Development and Quality
Improvement**

Core Area #8

8. Consultation to programs & Mentor Support to Individuals

Consultation to Programs Stakeholders recommended multidisciplinary expert consultation available to programs to assist with professional development and quality improvement. and **Mentor Support System for Individuals** There was widespread agreement on the need to develop and support a mentoring system—including on-site visits with providers and group/cohort support.

Vermont Department for Children and Families
Child Development Division
103 South Main Street, 3 North
Waterbury, VT 05671-5500
800-649-2642
<http://dcf.vermont.gov/cdd>