

**CEHS Advisory Board**  
**5/9/2022 Meeting Minutes**

**In Attendance:**

Lissa Bogner

Melissa Brott

Jamie Paterson

Amy Murray -Little Feats

Julie Brigante - Early Years

**Meeting Comes to Order: 3:00**

**Minutes:**

Lissa welcomed participants and thanked them for attending.

**Topic 1:** Lissa discussed the Size, Scope and Sequence data that was compiled this past fall for the Vermont Agency of Education.

- Review CEHS size ratios
  - We exceed the standard ratios because we have Melissa who is either supporting in the classroom or supervising students in the preschool lab.
- Review CEHS Scope of curriculum
  - The program provides safety instruction, uses evaluation rubrics, aligns with the AOE Proficiencies, and has a plan for gender equity.
  - Additionally the program offers Tier 1 Industry Recognized Credentials and opportunities to participate in Dual Enrollment classes through CCV. This meets the AOE standards.
- Review the quality of the program
  - The program meets AOE quality standards
  - The quality of the program speaks to the number of students who achieve completion of the program, participate in dual enrollment, gain IRCs, and are placed in the workforce after graduation.
  - Quality also considers the qualifications of the staff teaching the program.

Amy asked if there were any improvements that we had identified.

Lissa - Yes We are looking into adding a Tier 2 IRC. Though the only one available is the CDA which is expensive and difficult for students to attain due to the time commitments. We would also like to either increase the Human Services portion of the curriculum or switch to a new curriculum that is geared towards training assistants to work in elementary and middle schools.

## **Topic 2: Ed Rising Curriculum**

- What is Ed Rising?
  - Educators Rising is for all students. Our programs aim to recognize and recruit future educators among current high school students and provide them with the skills they need to be successful in an educator preparation program at a local institution of higher education. The goal is to create a Grow Your Own loop where students become teachers back in their communities. Since these newly minted teachers are from their same communities, they will reflect the values and demographics of the local students.
- Pathway to teacher licensure.
- Does this add to the program? What would it do to the childcare pathway?

Amy & Julie - Were interested to learn more about the program and how it could overlap with Early Childhood requirements. They had concerns that it could take away from the pool of qualified students to enter the childcare field.

Lissa & Melissa discussed that it would not be taking the place of the Early Childhood curriculum, but could be an alternate pathway for 1st or 2nd year students in order to grow the program.

## **Topic 3: Jamie discussed the successes of the CWE week long visits for this year.**

Everyone agreed that the process went more smoothly with students having some background and time in the preschool before being asked to go into a childcare program. The students were more prepared and had more knowledge that helped them to be successful. Lissa and Jamie talked about the Workplace Readiness Rubric that we used to document students being ready to go to CWEs. This was helpful in seeing which students needed more time to be successful before being placed. Melissa also said that it was beneficial for students to know that they had to earn the privilege to go out on CWEs.

Jamie talked about wanting to increase the time at CWEs to 2 weeks in a row at the same center, especially with not going out on Wednesdays. Amy and Julie thought this sounded like a good idea for comfort and consistency. Lissa had concerns about students missing curriculum and having to rotate weeks more. She suggested maybe cutting back to 2 rotations if we went to 2 weeks for each rotation.

Jamie also discussed second year students for next year and that we are in the process of securing placements for 6 students. Lissa talked about the fact that we feel these students have met requirements and have the employability skills and independence to be successful in the second year program next year. She also thanked directors for their feedback on our students in this process.

**Topic 4: Other**

Lissa mentioned that we will be having current first year students take the Basic Specialized Care Training at the end of the year. This led to a discussion about trainings and certificates and that they are not making into BFIS accounts. Julie was asking for digital copies of certificates for students who will be continuing into second year. Lissa suggested that we compile a checklist and send a digital folder of certificates for second year students so that centers can at least have copies available if licensing asked.

**Meeting Adjourned 4:00**