



Vermont Early
Childhood
Higher
Education
Consortium

Thursday October 13, 2022
1:30-3:30

VTAEYC Conference at the Hilton Burlington Lake Champlain
+ Zoom or
+ Location: Presidential Suite

Final VTECHEC Meeting of the Academic Year
Diane's Legacy File/Notes [here](#).

New webpage! Find our notes: [August 2022](#)

“Rapid Share”

Present: Eddie Gale, Susan T., Ric, Lynne R., Cheryl M., Kaitlin N., Sherry C., Heather D., Alicia Beth, Leslie (CCV), John C.,

- Updates:
 - VTSU
 - Record breaking registrants/attendees at summer institute
 - New commissioner CDD forthcoming (interim for ~4 months)
 - New PDG proposal with BBF
 - Pictures of upcoming expansion of Community Children's Center (plan to break ground April 1st!)
 - Terminology Tip: Nature-based childcare now land-based childcare
 - ROPA approval initial licensure at VTHEC (right?)
 - Enrollment numbers higher than they have been!
- VTSU
 - Not officially happening of summer of next year
 - Fall 2023 first time offering courses
 - Lots of optimization
 - Determined EC programs are different enough that they aren't eligible for “optimization” and don't plan on changes
 - Transformation sub-committees might be why we have fewer volunteers for ECHEC study group
 - Terminology Tip: “Vermont State University AT [LOCATION]”
 - CCV is part of this system, too! How system changes will impact CCV are still being worked out.

- GEU transition – all general education requirements need to shift and be in alignment (names, codes, etc.) to align with all graduation requirements.
- There aren't additional supports in place to help students navigate these changes at this time.
- Each location will have an "in person plus" model – so, a student could access in-person or Zoom (NVU's ECE Online program will be asynchronous and not change)
 - CCV:
 - 80% courses offered with some online component
 - Piloting phase right now for a few approaches
 - New IR director
 - Enrollment increased last year and this year since CCV has shifted to high proportion to online courses
 - Springfield:
 - John is online but most colleagues are in person
 - Fully online program the past 3 years has higher graduate and engagement rate than in person program previously had
 - VTHEC
 - Based on student feedback are pretty committed to hybrid model (lots of variation on what that looks like).
 - Invested in new equipment (e.g., owl camera)
 - UVM, Middlebury:
 - Pretty committed to in person/return to normal
 - Champlain:
 - Would like clarification about program offerings
- Enrollments:
 - KN will be emailing to gather fall 2022 enrollment and send out

"Deep Dive"

Kaitlin Northey

Part II: Strategy session

VTAEYC is interested in having all Vermont higher education preparation programs formally affirm the NAEYC Standards and Competencies as basis of their programs. In our August meeting we decided that we needed more time as a group to discuss this goal and the best ways to achieve it.

- Advancing EC as a Profession and ECHEC
 - "All Vermont Higher Education preparation programs formally affirm NAEYC Standards and Competencies as basis of their programs"
 - This is part of the Unifying Framework (Sherry)
 - Core Teaching Standards (updated 2015) vs. NAEYC Accreditation have some alignment
 - EPIC was created to look at and compare Part II of the VLP (Ric)
 - Study group looked at NAEYC Standards scoring across program- Assessment was an area that needed to be addressed
 - "Affirm" options
 - Believe in competencies or measure
 - Assessment tool using NAEYC
 - NAEYC Accreditation option for all
 - Questions about levels of approval, accountability
 - CCV:

- Part-time faculty
- Springfield:
 - Built everything as a master course - all 11 EC courses for regional online continuing ed, courses are developed, and instructors can adapt but don't need to. John believes this has helped align offerings for quality and content.
- Building into state EC and ECSE standards will give institutions about a year
- Could updates happen using the Vermont Agency of Education/Collective reps to update ECE and ECSE Competencies. Ric will follow-up.
- DECISION: Taking other path to this and will not move forward with our study group at this time

Cheryl Mitchell

1.) How can we fast track recruitment, training, and ongoing support for ECE and elementary teachers? Could we consider a process such as that used in Law Enforcement which would include residential opportunities (ideally with child or child care) at one or more of the currently empty college campuses?

2.) ECLP is exploring a certification in Nurturing Care (an intergenerational, nature and community engaged approach to serving young children and their families). We wonder if others are interested?

- Cheryl – Early Care and Learning Partnership
 - Sharing two things they've been thinking about in Addison County. Interested in using healthcare funding to support EC. Ran into issues due to lack of research, but recent study may have solved that issue. Focus on whole child, whole family, whole community
 - Agenda:
 - Health care should be available to everybody
 - Preschool compensation parity
 - Nurturing care from pregnancy through age 3 (funding currently going to higher levels of healthcare administration)
 - Resilient communities
- 1. Workforce Development Opportunities
 - Create regional, accelerated program similar to the Vermont Police Academy?
 - Use college dorm space during summer for shorter more intensive support?
 - Governor's Institutes for high school students could be another model.
 - CDA and LNA are nationally recognized credentials. LNA delivered experience based and very effective. Goddard has experience with CDA and academic credit.
 - Need solution now
- 2. Nurturing Care Program
 - Pilot 2020-2022
 - Started as a cohort model, switched to open, online
 - As of June 1st, 36 students from all over the state (doesn't include numbers from Summer Institute)
 - Working at AA, BA, and MA levels
 - 7 core courses offered by working professionals
 - [Listed on powerpoint]
 - Value in these courses in supporting children and families in a different way

- Initial funding was challenging, then professional development opportunities such as TEACH expanded
- Focus on whole child, whole family, whole community
- Curious if there is a need to do this again

2.) ECLP is exploring a certification in Nurturing Care (an intergenerational, nature and community engaged approach to serving young children and their families). We wonder if others are interested?

Notes through email:

From Renee Kelly (email 9/21/22)

Please see below for a number of resources related to the ECE workforce and career pathways I think some of you may enjoy. Of particular interest:

Challenges and Opportunities for Including Coursework on Infants and Toddlers in Higher Education Degree Programs identifies challenges, opportunities, and strategies to ensure that an infant-toddler learning and development focus is addressed in higher education coursework, and

Annotated Bibliographies for Designing Higher Education Courses for Infant-Toddler Educators to support improved infant-toddler teacher competencies in the topics of Culture, Race and Ethnicity, Infant-Toddler Dual Language Learners, Young Scientists Exploring the World Around Them; Infants, Toddlers and Poverty, Infants, Toddlers and Technology, and The Building Blocks of Mathematics for Infants and Toddlers. Resource links from email:

Find resources on workforce training and education that may be useful for advancing ECE careers.

The five [*Early Childhood Workforce: Pathways to Progress*](#) briefs summarize the findings and recommendations in the 2015 report, *Transforming the Workforce for Children Birth Through Age 8*. Use them to inform early childhood programs, states, institutes of higher education, and other interested stakeholders to strengthen the support they offer to the early childhood workforce. The [*Workforce Development: Higher Education and Preservice Professional Preparation*](#) brief highlights what the report says about higher education and preservice professional preparation.

[*Challenges and Opportunities for Including Coursework on Infants and Toddlers in Higher Education Degree Programs*](#) identifies challenges, opportunities, and strategies to ensure that an infant-toddler learning and development focus is addressed in higher education coursework.

[*Successful Inclusion of Family Child Care Providers in Higher Education Degree Programs and Courses: A Research-to-Practice Guide*](#) offers research-to-practice strategies for higher education to include family child care (FCC) providers and strategies for FCC providers to succeed in higher education.

[*Supporting Providers in Obtaining Their Child Development Associate Credential*](#) highlights lessons learned from an Early Head Start – Child Care Partnership grantee on how to support providers in obtaining their Child Development Associate® (CDA) credential.

[Articulation Agreements](#) can support educational pathways leading toward stackable and portable credentials and degrees. The following resources offer different approaches to articulation and provide essential perspective about choices and strategies for articulation.

Please send all “Deep Dive” ideas, time needed, and summaries to Heather Duhamel at heather.duhamel@yahoo.com



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Next Meeting...January 26, 2022
12:30-2:30 (Zoom)

“Deep Dive”
Kaitlin (Research)