BBF Professional Preparation and Development Committee

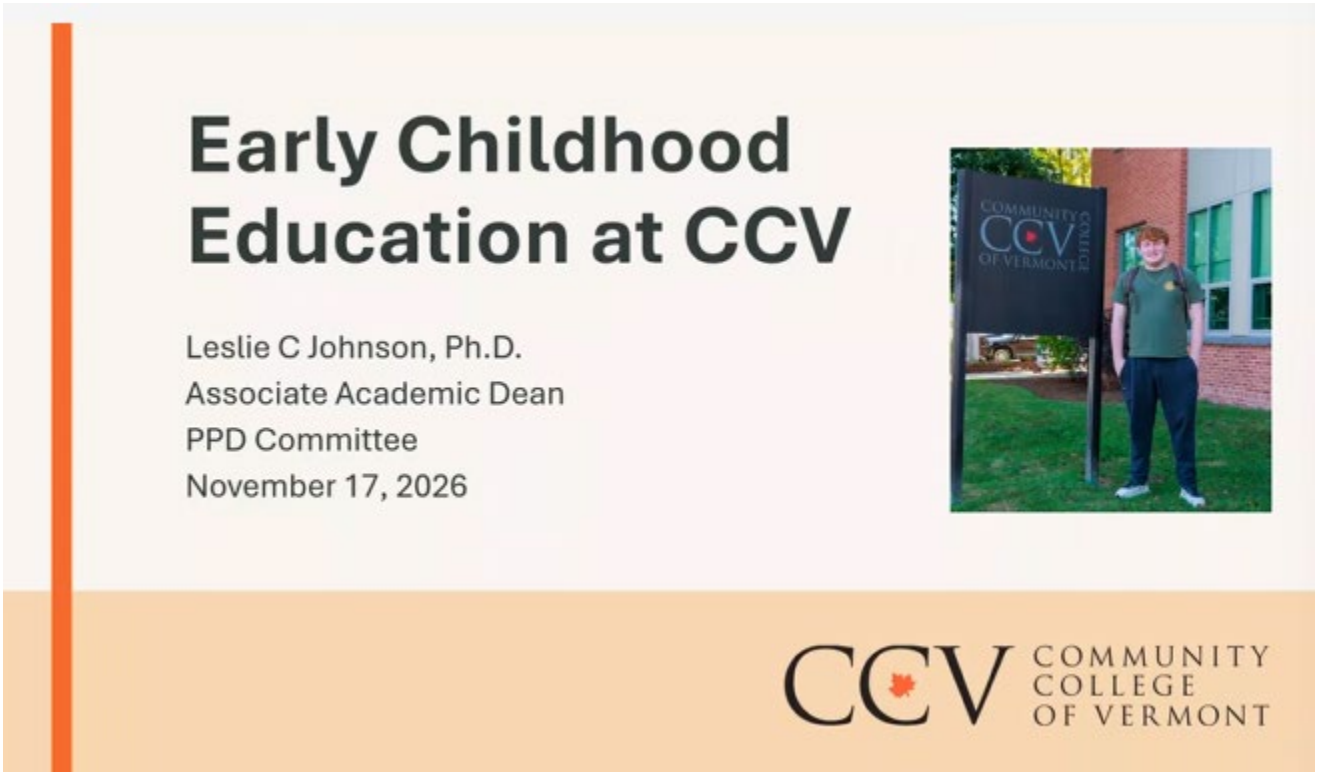
Meeting Notes 11.17.2026

Meeting Attendees: Hailey Paschold, Becky Millard, Amelia Struthers, Leslie Johnson, Ammie Collins, Ari Wilson, Jessica Burns, John Cipora, Tricia Pawlik, Meg Atwood, Brendan Rooney, Kelly Hayes, Staci Otis, Lily Pigue, Erin Fairbanks, Paula Nadeau, Laura Daily, Beth Wallace, Helen Mattheis, Adri Taylo-Behrman, Dawn Rouse, Joanne Rouleau, Jennifer Lloyd

Meeting Summary:

I. Welcome & Introductions

II. CCV ECE Program, Enrollment, and Student Supports (Leslie Johnson)



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CCV: A Vermont State Colleges System Institution

- Vermont's second-largest college, serving ~10,000 students.
- 10 Academic Centers and online learning options.
- 13 degree and 27 certificate programs.
- Flexible course modalities/formats.
- 90% of degree students are enrolled part-time.
- Ave. student age: 26 years old.
- Workforce, secondary education, and continuing education.



CCV

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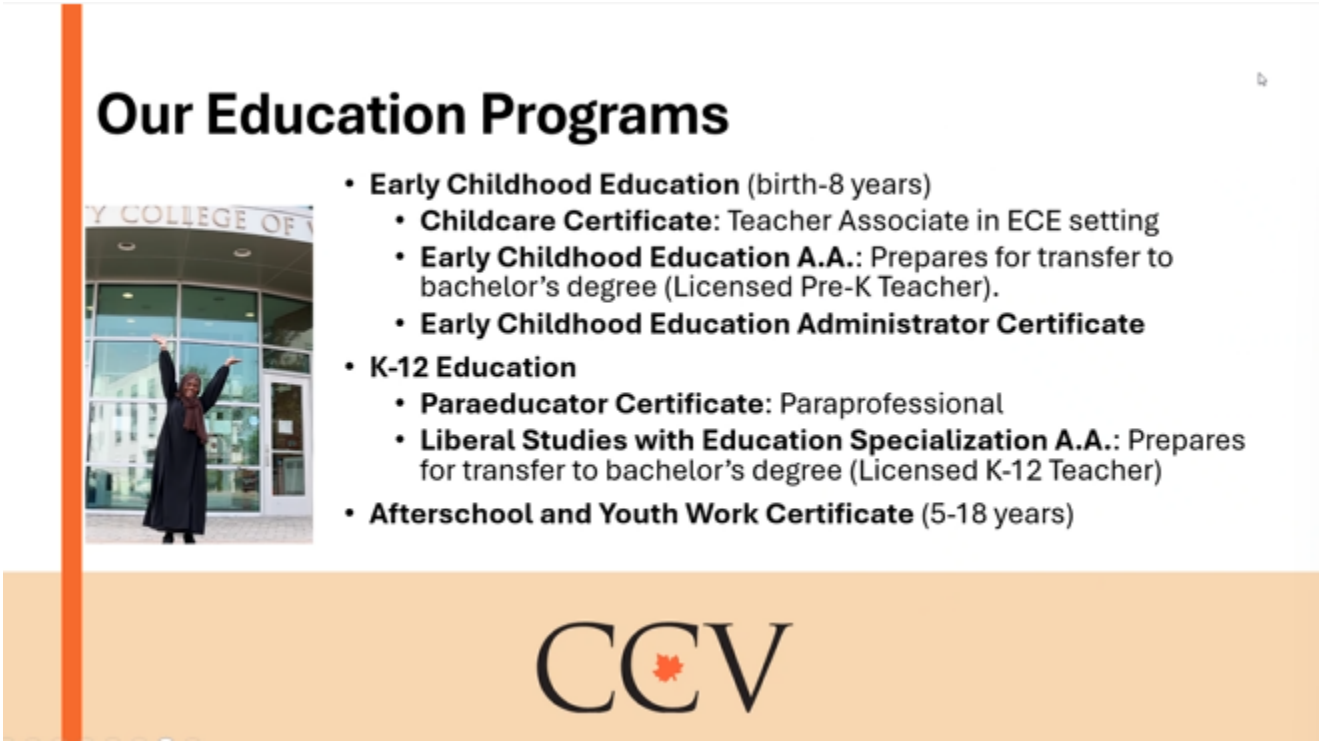
One College. Many Pathways.

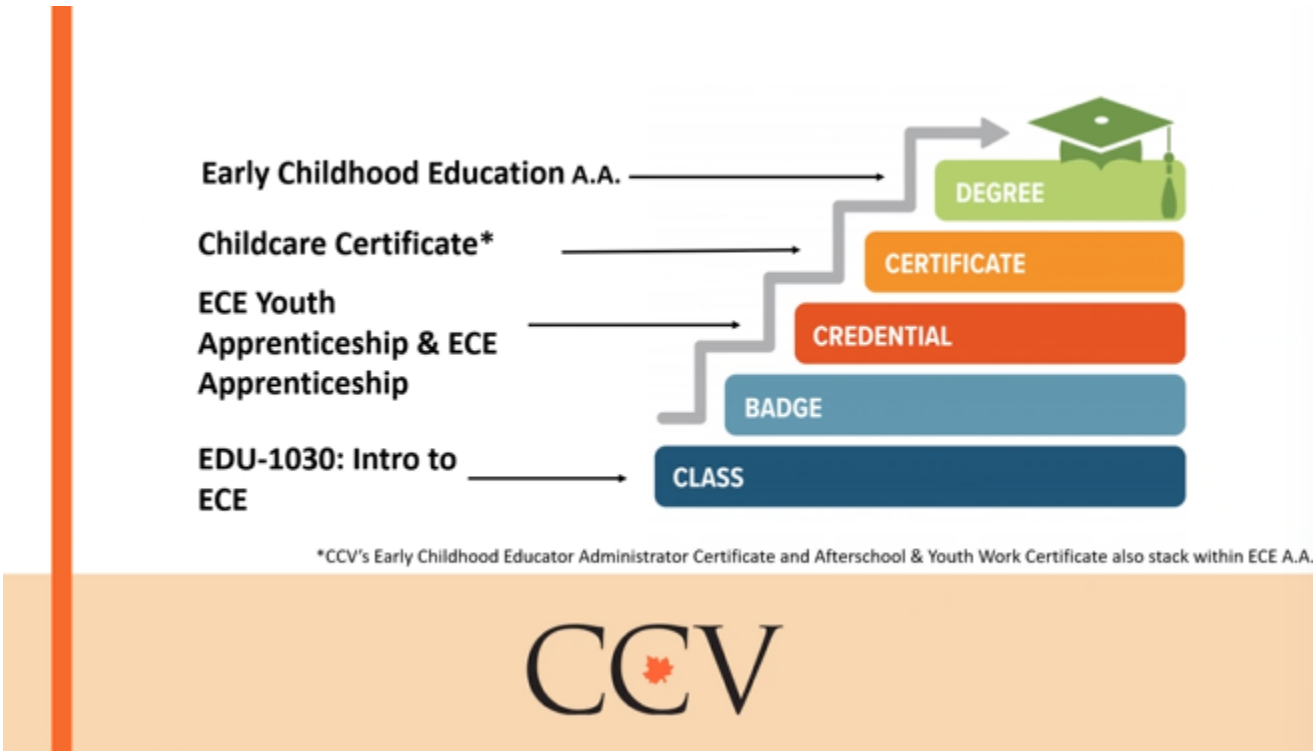
- Education Initiatives for Middle School, High School, and CTE Students
- Certificates
- Associate Degrees
- 2+2 Transfer Pathways
- Apprenticeship Pathways
- Prior Learning Assessment



CCV

  - John- Can you share more about the PLA? Leslie- coming up

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  - Educations also align with level 3 of career ladder
  - Paraeducator Certificate & Liberal Studies with Education Specialization are new this Fall
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Early Childhood Education at CCV

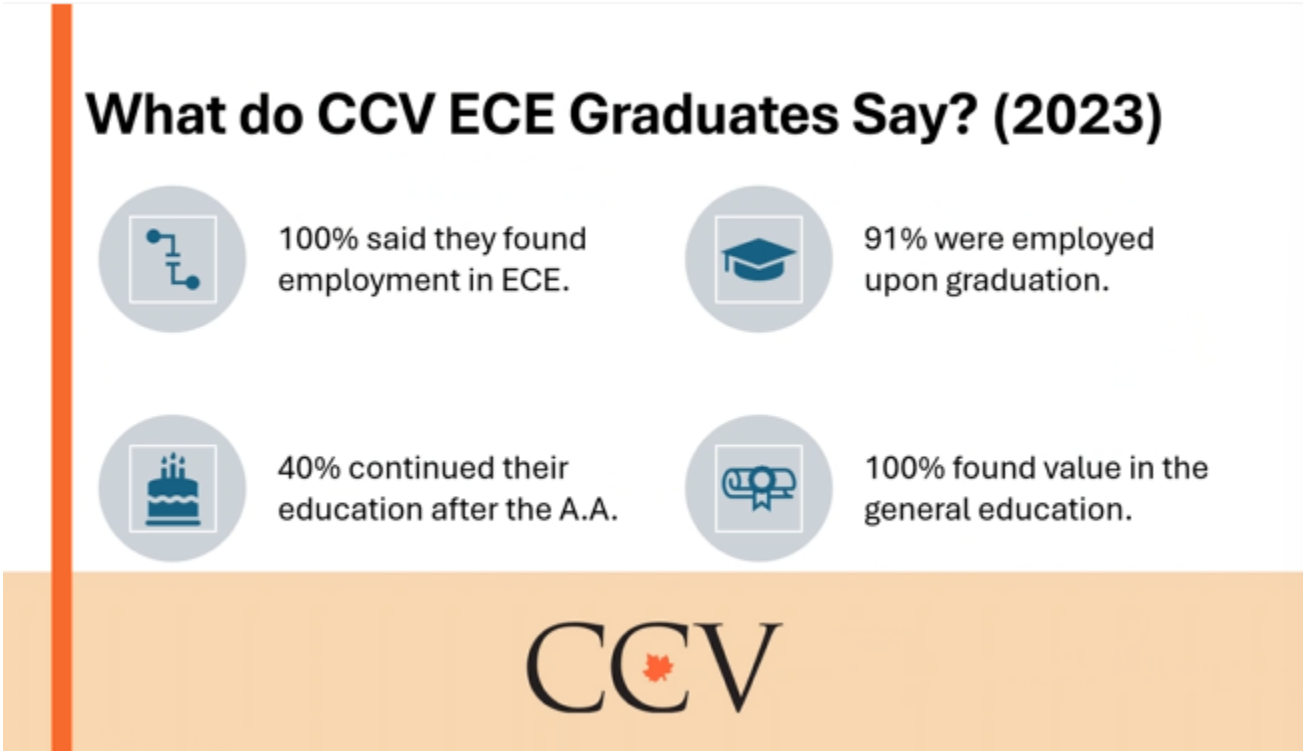
- Aligned with Vermont and national professional standards and competencies for early childhood educators.
- Integrated with the **Northern Lights Early Childhood Career Ladder**.
- Coursework supports **Vermont's Program Director Credential** and the **Vermont ECE Apprenticeship & Youth Apprenticeship**.
- **Average time for completion of ECE A.A.:** 3.87 years

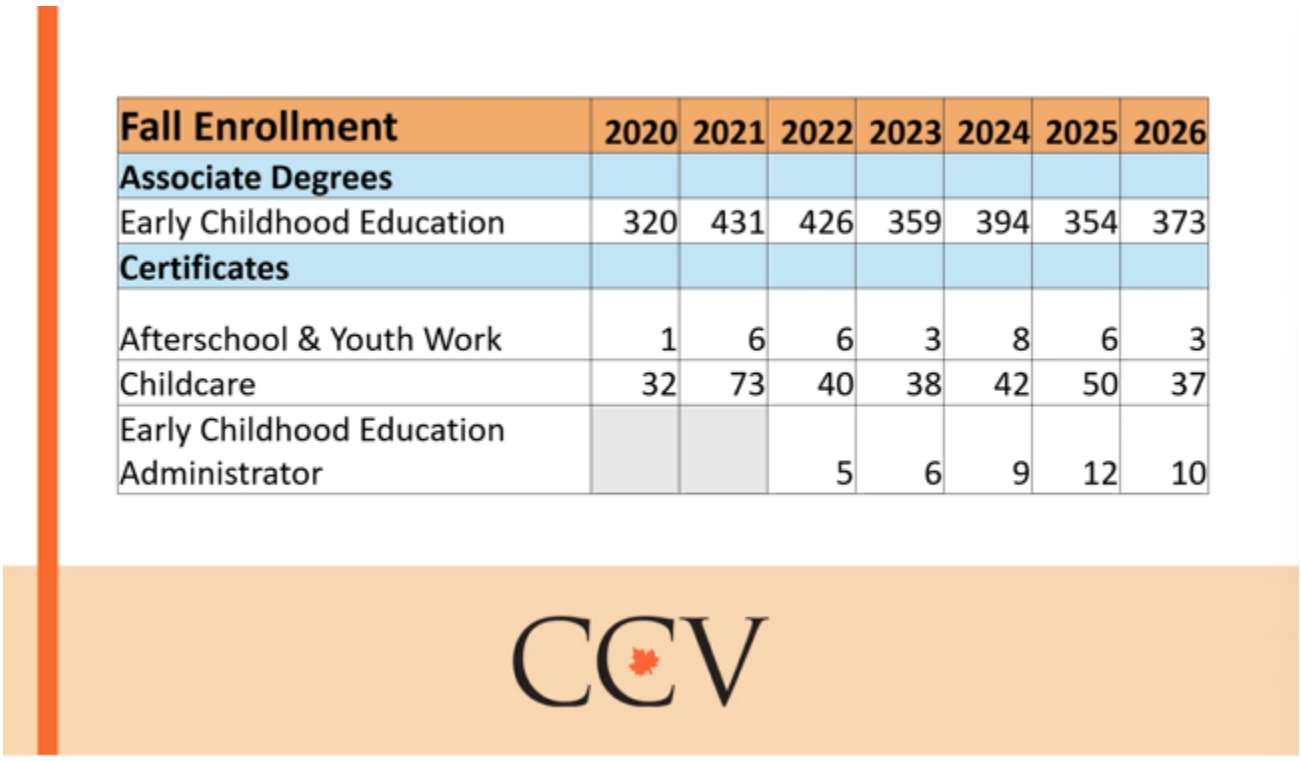
CCV NORTHERN LIGHTS AT COMMUNITY COLLEGE OF VERMONT

What do students learn? Program Outcomes

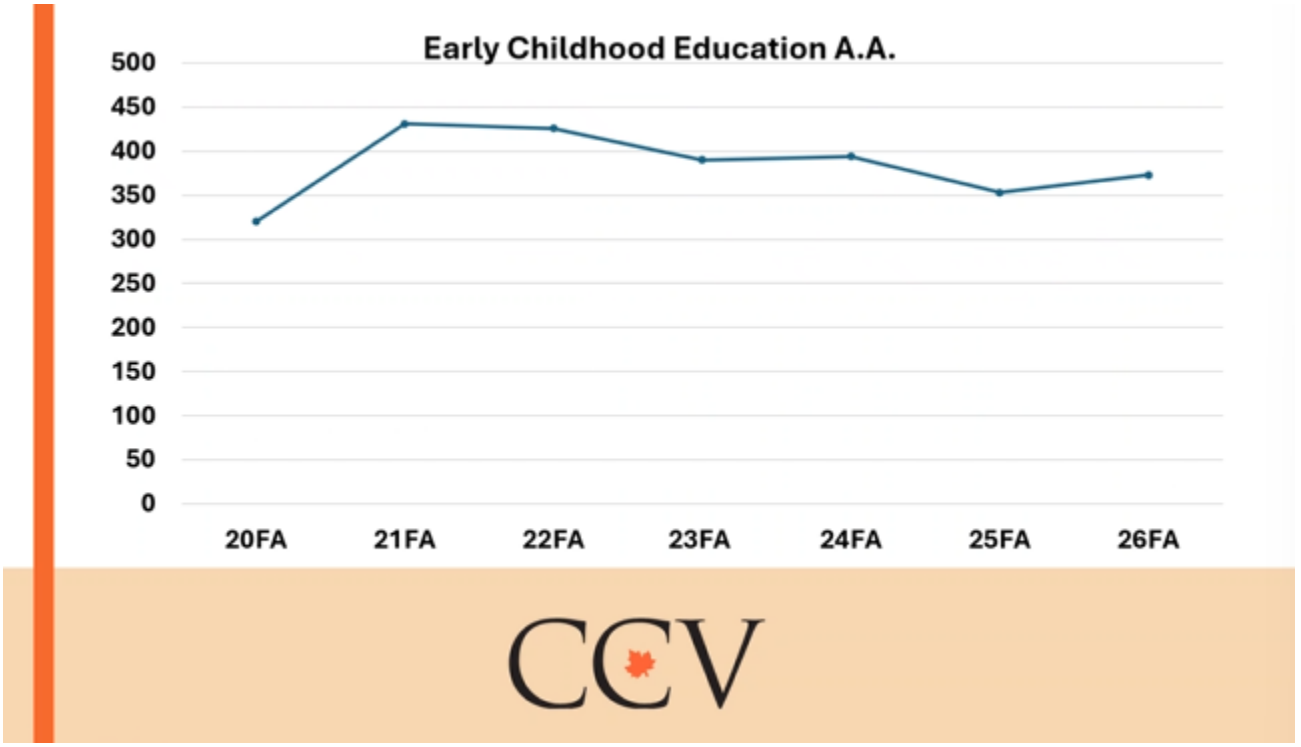
- Effective communication, observation strategies, and partnerships with children and their families.
- Developmentally appropriate and professionally accepted practices.
- Maintain a safe, healthy, and nurturing learning environment.
- Professional conduct in an early childhood education or school setting including legal and ethical responsibilities, roles, and boundaries.
- Preparedness for educational and career development.
- Competency in writing, information literacy, oral communication, and quantitative reasoning (associate degree).

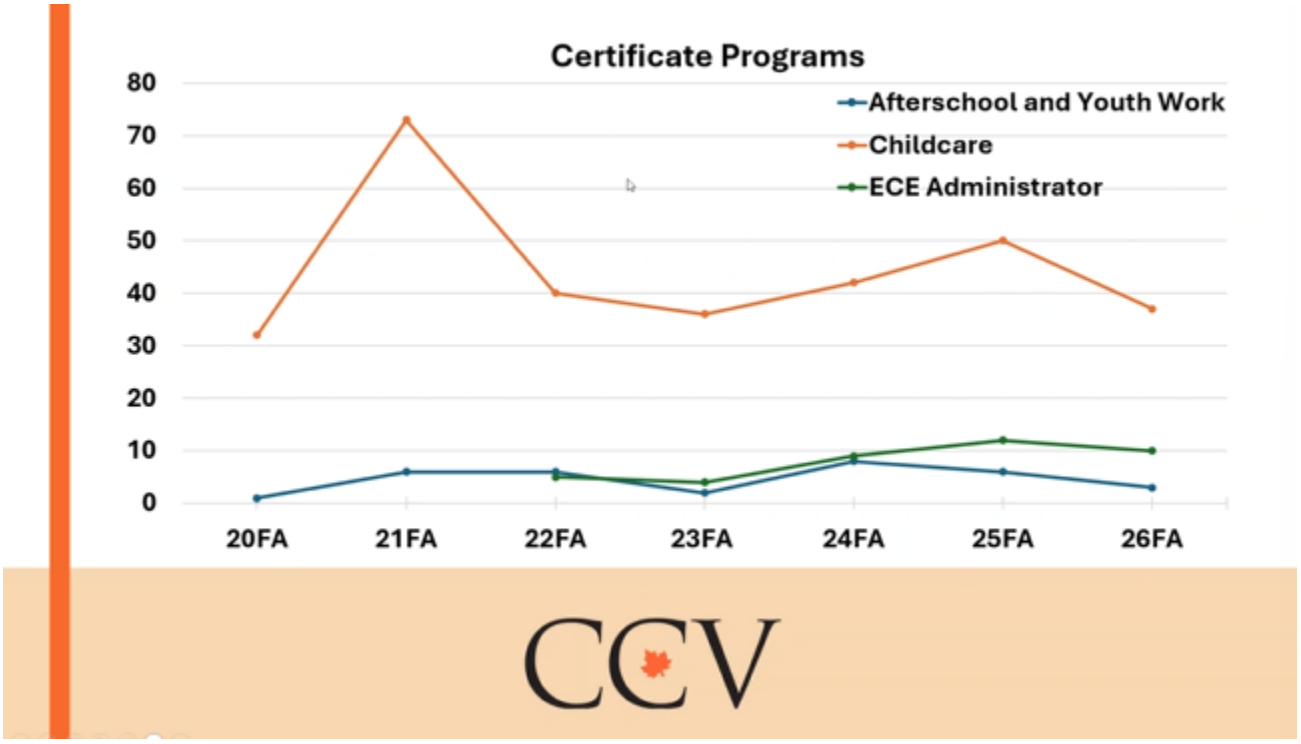
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  - Paula- Love that you brought this up, surveying summer grades in summer Teach (math was very successful). Leslie- gaining confidence early one really helps build
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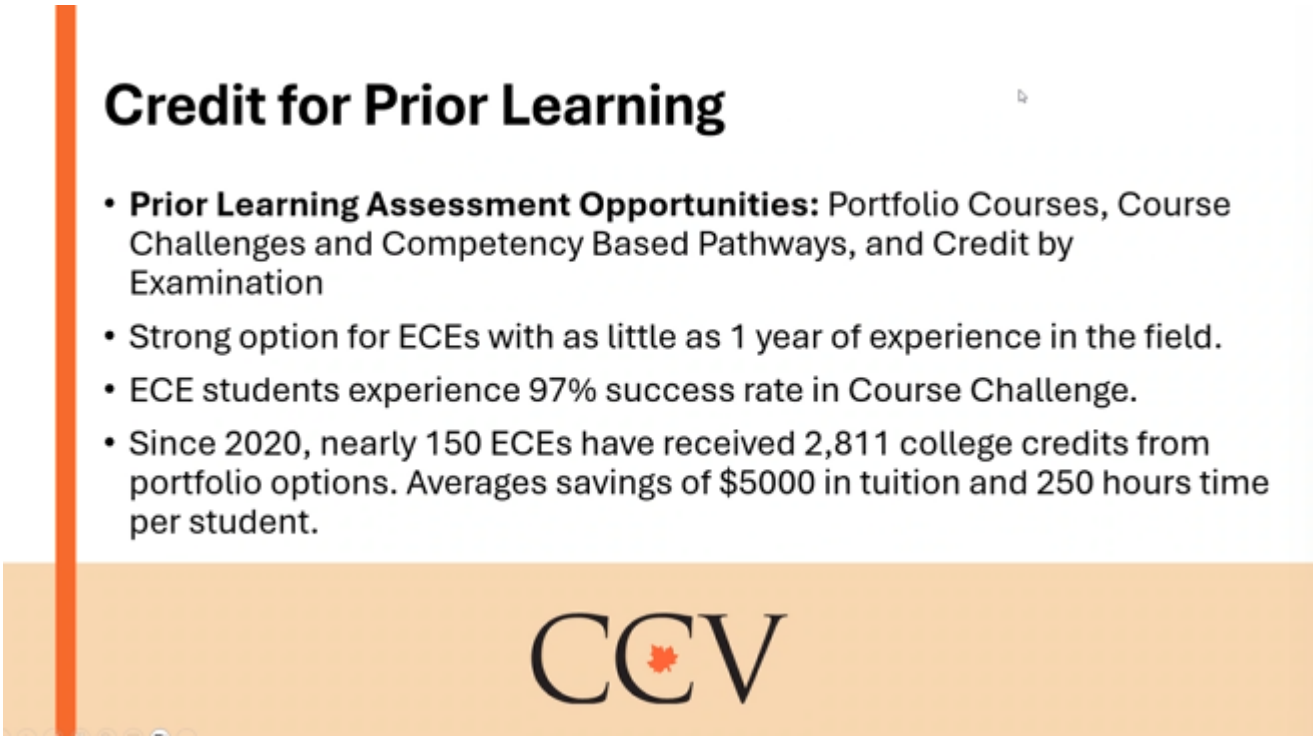
  - Enrollment trajectory for folks is they might be enrolled one semester and take the next off and come back.
  - ECE is always one of the top enrolled programs at CCV

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  - Enrollment has been pretty steady, a clear increase post-Covid can be attributed to Covid era-funding received
  - Fall enrollment tends to be higher for most program, but last year Spring enrollment in ECE was higher
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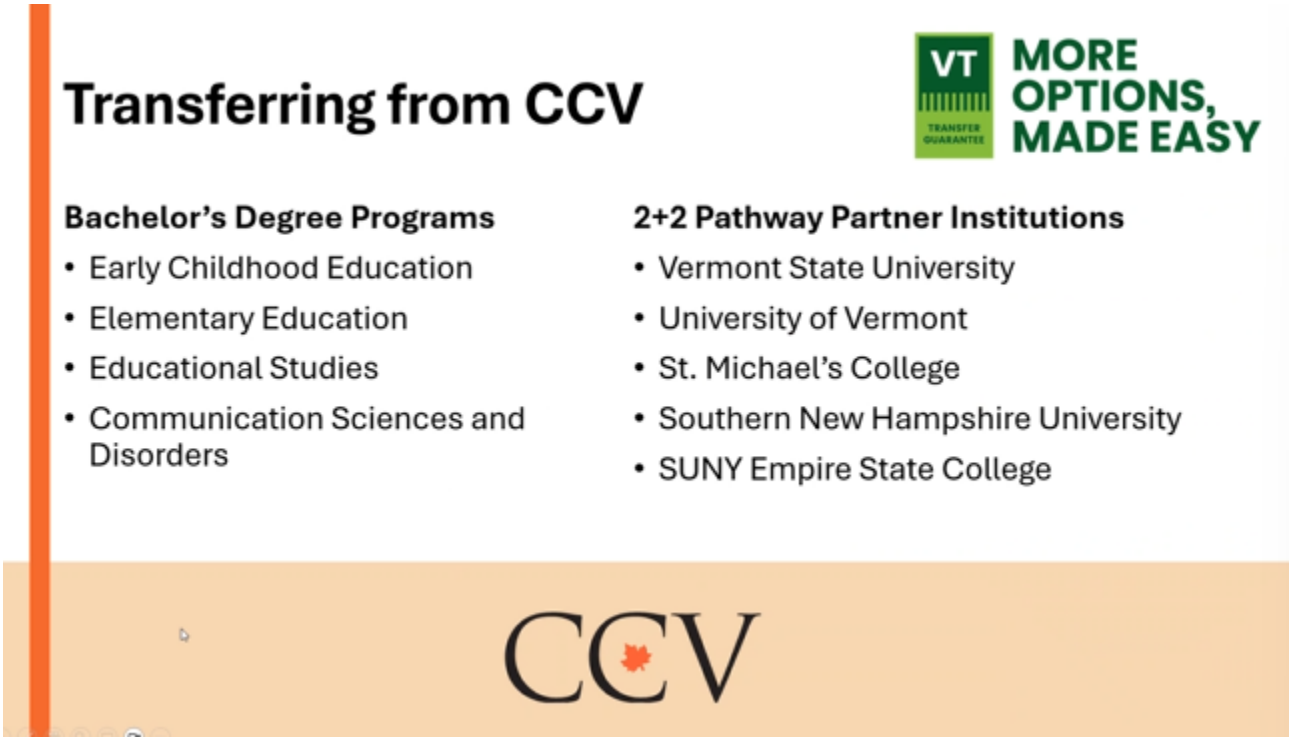
  - Enrollment in the Afterschool certificate has not met what we had hoped
  - Paula- curious about attrition rate—any data between spring and summer semester at CCV? Leslie- what we offer during summer vs fall/spring, course offerings are lower (offer about a third less courses during summer because enrollment is always lower than other semesters). Many different enrollment patterns for CCV students.

- John- Thoughts on most effective recruitment strategies? Leslie- we have a growing population and retention in dual enrollments, tech centers and connecting early has been an increasingly successful pathway. Rely heavily with "boots on the grounds" who go out and meet with people in the field (events, presence in the community, job fairs, rich community partnerships).



- John- an extraordinary opportunity
- Becky- a future invitation to Melissa would be great. Leslie- up to 40 credits to be granted
- Amelia- when someone is transferring from CCV to VTSU, how many credits can they use that are PLA credits? Leslie- it depends on the institutions and accreditation bodies, or residency requirements; some may have a more restrictive policy.
- Jennifer- What are the pass rates, or multiple attempts?
    - Leslie- in terms of PLA success rates, don't have data off the top of head, there are limits for the number of times to go through those course. We're committed to student success and continue with support. The course challenge rate is 97%. Bringing Melissa to a future meeting would be great.
- Paula- Apprentices are getting almost 21 credits, the last credits are professional field experience and they support hem in the competency based pathways.

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- The 802 opportunity grant is an important opportunity from the state
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  - Vermont Transfer Guarantee- guarantees a CCV graduate, all credits to specific institutions are accepted, waived application fees. Approximately 40% of AA students go on to Bachelors program.

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    - John- what is available in terms of financial aid for transfers?
        - Leslie- the VT transfer guarantee, there are financial benefits to institutions under the guarantee (it does vary by institution). UVM has Green & Gold scholarship
    - Becky- bringing Melissa to an upcoming meeting, also capturing about non-degree students. Bringing Ryan to a future meeting about 802Opporunity and Do no harm
- Relevant Links:
    - Transfer Pathways
    - Freedom & Unity: Free Tuition at Vermont State University | VSAC
    - Vermont Transfer Guarantee | CCV

III. Conference Reflections and implications for PPD

- Becky- When you were engaging in conference experiences, was there anything that came up applicable to PPD or thinking about the future and where we are going next?
- John- co-presented at a conference a few months ago, colleague was from Jet (Turning into Teaching, mostly New England/ MA looking to expand). Paraprofessional driven, high level of support. Can put you in touch with their co-CEO.
- Tricia- reflections on VT Afterschool- conference was well received, going to try to rotate it the Burlington area. Really liked the opportunity to connect with others in the field, love the diversity of the workshops and quality of presenters, hands on workshops (JR Iron Chef and Play workshops). Feedback said it was valuable. What we might do different next time is clarifying workshop descriptions and considerations for room capacity if people change their minds, participants seeking more in-depth on certain populations. Practical, engaging, and immediately applicable PD opportunities, interested in topics on co-regulations, strengthening families, AI in education, relationship building and networking opportunities.
- Meg- reflection on VTAEYC- across 3 days we had 589 attendees engaged in 65 sessions. Our Thursday and Friday sold out very quickly, leadership day did not technically sell out. Went well strong interest in behavior guidance, neurodiversity. 97% opening keynote wanted to learn more. Educators really value practical strategies and hands on. Open ended feedback wanted longer, more advanced content/deeper dive sessions. Opportunity to recruit presenters for the leadership day topics and especially sessions for family child cares. What does this mean for

PDD going forward? Long term goals is moving beyond coordinating PD to collaborating. How do we dive into the deeper more advanced topics in a conference format? Also recruiting/developing leadership in family child cares

- Beth- Emphasize coordination vs collaboration- opportunities for what we can do together. Are the opportunities for co-facilitations. Did see increase of attendance at leadership day (this is second year of leadership day). With the group, how can we offer opportunities for family child cares (setting boundaries, having conversations with families)
- Becky- what do you want to dig into, what topics do you want to learn more about or tackle? (coordinating vs collaboration, family child care, deeper dives/advanced trainings in PD)
- Staci- with VELS, when the new book came out there was a really deep dive. Would like to see a deeper dive in this, putting VELS into lesson planning. How do he VELS tie into curriculum design, how does Fundamentals cover VELS. VELS for staff who are not the ones writing lesson plans. Family child cares who provide services for afterschool aged children.
- Amelia- thinking about advanced VELS long term training. Also offering Program Director Essentials trainings. Also interested in tying observation piece into this conversation.
- Beth- Heard from Network Leaders who hosted a work sessions with her members, folks have really liked this format for PD (you're bringing your own tools and working on it. IE bringing lessons plans and incorporating VELS). Would love for PPD to talk about evaluation tools for trainings, such as individual feedback surveys, would love to see other organizations questions and learn from each other. Field could also benefit for consistency.
    - Amelia- NL spring 12/2 trainings open up with introductory VELS trainings.

Future Agenda Items:

1. Review of PPD Committee Membership (Becky) (carry over from November meeting)

Next Meeting: Tuesday, December 15 10-11:30 via Teams.

BBF PPD Committee - Northern Lights at CCV