



MSU CAEP Advisory Council

Lara Dixon, Ed.D., Director of Educator Preparation and Accreditation

December 2, 2024

Location: **STEM Building**, Room 2110, 2:00 p.m. – 4:00 p.m.

Attendees:

Council Members: Wanda Cook-Robinson, Lara Dixon, Kyle Greenwalt, Norman Hubbard, Ben Jackson, Jerlando Jackson, Carlton Jenkins, Stephanie O'Dea, Leadriane Roby, Ben Shuldiner, Katrina Kelly Wicker,

Guests: Mark Largent, Sue Petrisin, Sparty, Trevor Hawks, Paige Kempa

Agenda: discussion notes are in blue

2:00 – 2:40 p.m.

Get-to-Know Each Other Over Lunch:

- Welcome and our Council's Purpose – *Why this Group? Why Now?*
 - Outside input helps us grow, innovate, and improve
 - We seek additional advisory members: GenAI technology, a pediatrician, politician, or industry leader with birth to kindergarten focus
 - We want to strategically prioritize our relationships with communities where the needs are the greatest
- Introductions

2:40 – 2:55 p.m.

Meet with Vice Provost Mark Largent:

- STEM Building's History, Purpose, and Impact
- Successes, Focus, and Areas of Needs
 - 72% of our students change their major while on campus
 - We want to make sure students have the chance to explore, grow, and change while on campus
 - We are one of only 5 institutions in the country that have an acceptance rate of above 60% and a graduation rate about 80%
 - P-12 schools are the supplier of MSU students; MSU, in turn, provides teachers and other labor for school districts

2:55 – 3:30 p.m.

Discuss Commonalities, Differences, and Needs:

- Current and Future Educational, Workforce, and Community Needs
- What institutional and social challenges and trends are you seeing?
- How can the MSU EPP help, adapt, and change to address these challenges?
- What MSU EPP data and metrics do you want to see for review at the next meeting?
- How will we know that our partnership is mutually beneficial? What will that look like?

3:30 – 3:40 p.m.

Meet Sparty and Sue Petrisin - Group and Individual Pictures

3:40 – 4:00 p.m.

Wrap-up

- Feedback: [Link](#)
- Next Steps
- Last Word



Discussion Notes:

- Since Covid, there has been an increase in social-emotional health needs and in absenteeism.
- The educational and medical fields are still realizing and learning from the impacts of Covid:
 - Learning gaps, especially for early learners who did not master fundamental skills
 - Social, emotional, and physical impacts
 - Desire to remain remote
- To address increased social emotional needs, schools are:
 - Seeking partnerships with on-campus clinics
 - Implementing CBT, mindfulness, and trauma-informed approaches
 - Examining student behavior data, staff behavior data, and then learning from what people are already doing
 - Seeking to provide more balance and social and emotional engagement when people are working and learning remotely
 - Trying to be intuitive to stakeholder needs, and to make things simpler and more effective
 - Interested in every child having access to a counselor
- Cyberschools have increased enrollment, as they provide flexible learning access.
- Unfunded mandates impact educational and medical institutions ability to address all needs with desired results. There was a surge of money during Covid, but that money is now gone, but the mandates are not. Our biggest challenge is equitable funding. We are heading into a situation where we are expected to do more with less money.
- Questions and issues of interest:
 - How do we leverage partnerships and interdependence between MSU and districts. How can we pool resources to grow and change together?
 - How can we diversify the field of education and health, for people learn more and recover better when they are treated by people who look like them and have the same lived experience.
 - How do we increase a diverse educator pipeline and decrease the number of students being taught by a substitute?
 - What high yield strategies will help us increase the number of teachers in fields such as math, science, special education, and increase graduates who are counselors, psychologists, nurses. And, how do we first attract people to come to MSU and then get them to stay in the urban corridor?
 - The Urban Immersion Fellowship is a Detroit teacher prep program that is having success with their students remaining in DPS.
 - Some hospitals are supplementing nursing school tuition costs in order to build a relationship so that the nurse upon graduation elects to work at their sponsoring hospital.
 - MSU is piloting the Spartan Teacher Promise, an initiative that is starting with secondary science and will evolve into cross-curricular programs.
 - How do we ensure each future teacher graduates knowing how to teach urban kids and communicate with diverse ethnic groups? How do we ensure they are able to positively increase student reading fluency and comprehension?
 - What research could inform recruitment and retention?
 - What are our collectively short-term and long-term goals? (common working goal doc sent)