



EARLY CHILDHOOD EDUCATION BAS ADVISORY COMMITTEE

Meeting Minutes
May 15th, 2023, Zoom

Members Present: Anja Kubiniec (Co-Chair), Gardner School of Arts & Sciences; Amy Campbell, Camas School District; Lori Jass, ESD 112; Meka Riggins, Child Care Aware of Washington; Ashley Shanteau, Harney Elementary – Vancouver Public Schools; Kayleen Taylor, Fircrest Elementary – Evergreen Public Schools;

Members Absent: Adley Copeland; Lucy Estrada-Guzman, Harney Elementary – Vancouver Public Schools; Mychael Irwin, Hazel Dell Elementary – Vancouver Public Schools; Katie Morrison-Siewert, Vancouver Public Schools; Silvia Suarez, Hough Early Learning Center; Christina Wood (Co-Chair), Battle Ground High School;

NAMES NOT SURE WHERE TO PUT: Jenna Kitmura, Kelli Nye,

Clark College: Sarah Theberge, ECE BAS Department Head/Professor; Anu Pall, Adjunct Professor; Kelly Mainka, Adjunct Professor; Terry Haye, Data Certification Manager; Michelle Volk Director of CFS; Michelle Mallory, Family Life Coordinator; Tina Redd, Dean of SOFA.

MINUTES OF PREVIOUS MEETING:

The minutes from May 3rd, 2022, and November 14th, 2022 were approved as amended.

NEXT MEETING DATE:

Doodle poll will go out looking for dates mid to end of October.

COCHAIR NOMINATIONS

Amy Campbell was nominated and approved.

COLLEGE UPDATES

- The first round of a three year expected budget reductions.
- The approval has been given to replace Meghan Crozier role.
- Two Deans and the Vice President of Diversity, Equity, and Inclusion are in the process of being hired for.
- The college has approved an equity centered Strategic Plan. Part of this is a shift in focus that have included trainings such as culturally responsive pedagogy and trauma informed training.

- Statewide initiative for DEI faculty fellows primarily to bring in BIPOC faculty on two-year rotations to colleges across the state. Michelle Volk has expressed interest in sharing with Women's Studies an opportunity to bring a faculty member to Clark.
- Graduation is coming up on the 16th of June.
- July 1st the college will be returning to post Covid new normal, and the hope is that this committee can help guide and shape what that looks like for the program and for Clark College.

UPDATES FROM BASTE

- PESB new program orientation was held on April 3rd with the BASTE team, and shared a link with the committee that included the slide deck with this information. Shared out how the review will go, including timeline, participations, modality, artifacts and more. The goal is to begin preparing now for November 2024.
- PESB is looking to make changes that should be shared out soon.
- with the clerks, HR and risk management departments. Work continues with Evergreen, Camas, Battleground and Ridgefield MOUs.
- WACTE application submitted and expect to a response after their fall meeting. The first data submission through ERDC will be completed this fall. This is a two-stage process in October. The candidate's data consists of demographics, admission, assessment, and clinical data and the institutional data program, institution and PEAB? Data.
- First year cohort consisted of 9 applicants with 7 being approved. Of those, 6 completed the first term. One student left after fall term, so there are currently 5 students remaining and are in process of being placed for fall. There are 7 fall applicants and 14 working toward admissions. There are 70 applicants on the interest list that are finishing up their associate degree and looking at a 2024 start.
- There will be a half page ad for the program in the Columbian where they will highlight some of the information nights occurring in June.
- Meghan's position closes on May 31st and there are currently 16 applicants.

DOMAIN 6 OF PESB STANDARDS

Social and Emotional Learning Group Work

This course was designed as a lecture course and one of the focuses was how to increase student learning and exposure to this prior to field placement, so the suggestion was made to make this a lecture and field placement updates to this course to better serve the students, based off the PESB prompt, “

how do I know what to look for when describing social and emotional development for my students?”.

- Social and emotional health are now considered to be at state of emergency levels. This is exemplified with the 24% spike in emergency room visits for children ages 5-12 and 31% for 13-17. In a 2020 survey, 71% of parents reported the pandemic having a negative impact on students and 69% felt it was the worst thing that has happened to their children. In a high school survey, nearly 1/3 of students reported they felt much more unhappy and depressed than they felt was normal.
- Course outcomes and list of assignments were shared with the committee. The hope is to take the committee feedback to design another course outcome.
- Takeaways and themes from the breakout session
 - Connecting with families and how that may be different than an early learning setting.

- How to build communication and relationships with families and understanding the child through the lens of the family especially when there may not yet be a relationship with the family to draw from.
- How to prepare to meet with families, including IELP meetings to develop those relationships.
- How to support without judgment with a strong focus on compassion and understanding of where the behavior may be coming from.
- Helping children develop tools to manage themselves and get along with others.
- Rapport building with different stakeholders and groups.
- Self-care and emotional wellbeing
- Building classroom communities
- Safe environments to allow for self-expression and a sense of belonging.
- Crisis escalation cycle and supporting educators in aligning response with crisis.
- Teaching coping skills and emotional literacy and normalizing conversations about feelings.
- Understanding available school resources, and not just for students.
- future teachers need to understand the standards, how to create lessons, and then an idea of evaluating available resources.

Small Group Work: attached notes

Minutes prepared: Sara Seyller