



BASTE (PEAB) -MINUTES
Wednesday, November 15th, 2023, at 4:00 PM
Zoom

Members Present: Meka Riggins, Lori Jass, Anja Kubiniec, Amy Campbell, Katie Siewert, Erynn Torrey, Kelly Mainka, Jenn Flores

Members Absent: Anu Pall, Mychael Irwin, Kristen Adley-Copeland, Linda Dollar, Lucy Estrada, Ashley Shanteau, and Kayleen Taylor

Clark College: Kendra Duncan, Don Ludwig, Niira Krupnick, Michelle Mallory, and Elizabeth Flores

NEXT MEETING DATE

The committee will meet next when the poll deadline has been met on Tuesday, November 21st, 2023.

MINUTES OF THE PREVIOUS MEETING

The previous minutes from May 15th, 2023, could not be approved because there was not a quorum.

COLLEGE UPDATES

Introductions were made.

Tina Redd was unable to attend the BASTE(PEAB) Advisory Committee Meeting as she was on leave.

DEPARTMENT UPDATES

Kendra mentioned that the second-year cohort began with seven enrolled, with six finishing fall quarter and then ending with five candidates. The BASTE(PEAB) program has added a new group of 19 candidates as a cohort.

Kendra anticipates a waitlist for the full cohort of 25 candidates for fall 2024.

Kendra shared information about the diversity, race, gender, and first-generation status of the teacher candidates in the BASTE program.

There are 96% of the first generation and 42% who identify as diverse.

Kendra discussed the new residency model that will start in the winter term, while open houses and parent-teacher conferences will be held throughout the year.

Kendra stated that the college implements best practices for educator preparation.

Kendra discussed how the program provides a stipend for mentor teachers due to long hours and program requirements.

Tina Redd and Kendra Duncan plan to meet with the Foundation regarding student financial barriers.

Kendra announced that adjunct faculty are teaching courses and serve as clinical supervisors in the field.

Kendra noted there will be a job posting coming soon.

Kendra shared that next November 2024, the program will undergo their 27-month review.

Kendra stated the Bilingual program is a big focus of the program.

Kendra mentioned that most students are choosing middle grades, so the program's efforts are to ensure they are current.

Kendra discussed through the program, there are currently five endorsements. Currently, the Vancouver Rising partnership is a wealth of support. Kendra announced they have a circle of support for Vancouver Rising scholars, and there she will be doing an in-person on November 20th and 30th, 2023.

Kendra stated one of the goals of the BASTE program is to create a seamless pathway for students. From the Early Childhood Education initial certificate to Associate Applied Science in Early Childhood Education to Bachelor of Applied Science in Teacher Education.

Kendra discussed how early college experiences in high school, including our CTE coursework, will improve post-secondary education. Kendra will be going out into the schools in January and February as a guest instructor/speaker.

In Spring 2024, Clark will host a visit for career and education students.

COMMITTEE APPROVAL ON BASTE(PEAB) GOALS

Admission Goals:

- Publish and uphold admission standards to ensure students are prepared.
- Working through a social justice lens and requiring a one to three-paragraph essay for candidate readiness and preparedness. Kendra is hoping to use more qualitative and quantitative measures for admissions.

Lori is encouraging of both measures for acceptance.

Meka has noticed that math is a barrier for many students statewide. Assessing math earlier on can get students up to speed on college math.

The committee approved the BASTE application changes.

Shared Vision Goals:

- Collaborate to develop a broad conceptual framework. Kendra is inviting industry feedback and participation.

Amy recommended culturally responsive practice that centers students' assets, and trauma-informed practices.

Katie mentioned they are encouraged by the many endorsements and focus areas available through the BASTE program.

Lori suggested it would be helpful to note the inclusion of social emotion learning.
Kelly suggested fostering safe, positive learning environments.
Katie mentioned that the neighborhood school model enforces inclusion in the classroom for Special Education and Multilingual students.
Kelly Mainka recommended communicating and collaborating with parents or guardians.

The committee approved this conceptual framework.

Action Items

To be ready for the 2024 review. Kendra mentioned she would like to continue and align the courses to the TASC and PESB standards in the program and course level.

WA Curriculum Priorities

1. Culturally responsive pedagogy.
2. Since time immemorial early learning.
3. Social and emotional learning
4. Supporting diverse learners.

The committee approved maintaining these priorities.

INDUSTRY UPDATES

Meka announced a scholarship for bachelor tuition, reimbursement, and release time, and the program has been around since 2001. The focus is the ECE bachelor education license childcare provider.

Meka observed that they had low Clark student numbers last summer. Meka is hoping to get more students from Clark on scholarships since there is no waitlist. They have four scholars for this fall who are attending Clark College, and this is a low number.

Kendra and Meka will work together to increase scholarships for Clark College students.

Meka mentioned there are slow enrollments for scholarships and retuning to school. There is a request from students for more online classes.

Meka discussed the increase in the number of scholars who are dealing with homelessness. Meka asked the Clark College faculty if they have resources in the community or college campus regarding housing or food to provide via email.

Meka explained that the scholarship is available through the Earlier Achievers Program. To qualify, students must have worked in an Early Achiever facility. However, students pursuing an ECE bachelor's degree are also eligible.

Meka asked if the college provided language access support.

Kendra shared that there is a need for language access and support. The college is prepared for non-English speakers with tutoring programs, and some are accredited.

Prepared by Elizabeth Flores