

**EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE**

**Meeting Minutes**

**Friday, May 20th, 2016 \* 11:30 am -1:30 pm**

**Oliva Child & Family Center – ELC 109 (Fireplace Room)**

**Members Present:** Andrew Garland-Forshee, Portland Community College; Dominic Paz, PCC; Rashelle Hibbard, KinderCare Education; Jess Robertson, Innovative Services NW; Sarah Nelsen, FV Library District;

**Members Absent:** Jane Lanigan (Vice Chair), WSUV CDP; Allison McLaughlin; Vancouver School District; Kristi Baker, SWCCC/ESD 112; Debra Shope, SW Washington Assoc. for Ed. of Young Children; Chrissy Free, Vancouver School District; Kahlea Croft, YMCA; Christyn Dundorf, Early Learning Consultant Group; Darcy Taylor, Dept. of Early Learning

**Clark College**: Debi Jenkins, Dept. Head; Sarah Theberge, ECE Curriculum Lead/Faculty in ECE & Family Life; Michelle Mallory, Family Life Coordinator & Faculty; Lora Whitfield, ECE Instructor; Michele Volk, Director Child & Family Services; Cathy Sherick, Assoc. Dir. Of Instructional Prog. & Innovation; Nichola Farron, Secretary Senior – Advisory Committees

Committee Chair Andrew Garland-Forshee called the committee to order at 11.45am and introductions were made.

Minutes of Previous Meeting

As a quorum was not present, the minutes of November 18th 2016 will be sent for electronic approval. *As of March 13th 2017 the minutes have been approved.*

Next Meeting Date

The Committee will meet again on Friday November 17th 2017 at 11.30am

Office of Instruction Announcements

Cathy Sherick made the following announcements:

**Transformation in 2017:** Remember the series of **Business and Community Learning** events on campus are set up to be quick and friendly ‘lunch and learn’ opportunities. FREE and open to the public, the workshops will be scheduled from 11:30 a.m. to 1:30 p.m., and held in the Gaiser Student Cente**r**, allowing people to attend on their lunch hour. Food is available in the carts on campus, and guest are welcome to bring their brown bag. Additional information to follow in emails.

* **Friday March 24th Pathways**
* Friday May 19th The Power of Completion

The **new Bachelor of Applied Management in Applied Science (BASAM)** is up and running. The first cohort of sixteen students has started the program this term. Please continue to share this opportunity with community members and potential students, your outreach is powerful!

The **Culinary program facility** is now under construction and work is moving at a fast pace to open the program in the fall of 2017. Again, share this opportunity with community members and potential students, your outreach is powerful!

The 2nd Annual Healthy Penguin Walkabout is scheduled for June 3rd – members are invited to participate in this community event to learn about the effects of Sugar from various college departments.

Our Advisory Committee recognition event will be held in the Summer to thank all of our volunteers for their work: more information will follow!

Michele also announced that the local forum for SELF/SWEL is scheduled for June 1st. This will lead to a regional forum based on the topic of the story of early childhood in SW Washington.

BAS Update

(see also: presentation attached to minutes and available on committee web page)

Sarah shared with the committee the background of community colleges having an opportunity to explore four year degrees in the Applied Sciences. A number of WA colleges have begun to pursue specific qualifications, with a particular trend for P-3 endorsements; Clark faculty are in conversation about what would potentially work for the College. Whilst other institutions opt to focus on teaching endorsements, different areas for consideration include home visitors, administration, and infant and toddler mental health. The last option in particular has been met with enthusiasm amongst the faulty.

Sarah continued that the College IPT (Instructional Planning Team) has invited 5 programs to submit a feasibility study for developing a four-year program, and ECE was one that was selected to move forward with a loose deadline of May 5th. However, there would be the option of a later submission if this deadline is not met. A meeting is planned with the department of Planning and Effectiveness to look at data, as statistical evidence forms a vital part of the supporting documentation in the study.

Sarah emphasized that the department needs to consider the forthcoming changes in requirements for the field, where the need for Bachelor’s degree will be more central. Sarah shared data from the state that by 2021 there will be 370 more ECEAP classrooms that will require 740 more educators with degrees. With increased education standards for WAC, and the potential for new licensing criteria, the Department recognizes that it needs to be responsive in preparing students for these new requirements. There is also a provision that 3718 more K-3 certified teachers will be needed in the state by 2018.

Debi continued that students who opt to take a BA in elementary education would then not be able to pursue a Master’s in Portland and Washington because of institutional requirements. As such the Department has a responsibility to be thinking about programs that will facilitate a career and allow graduates the option to pursue further education without restriction.

Sarah continued that the department has discussed the state standard amendments: if proposed standards go through then a Bachelors will be required for all childcare workers working in licensed facilities. She highlighted the need for caution in being too reactive to the projected changes in standards that are proposed rather than confirmed. However, the Department recognizes the need to prepared and proactive in considering potential changes.

Jess explained that he had heard a statement from the Director of EL that there may be some backtracking of the new standards, or perhaps the option for ‘grand-parenting’ for those who have been in the field for a long time. Debi continued that when Head Start made a number of transitions they did not allow a great deal of time to facilitate the changes, and as such she saw the benefit to early conversation.

Andrew stated that it will be interesting to review the cost/benefit analysis that the feasibility study would highlight. With increasing educational demands and performance standards, there has not been a concurrent increase in pay standards. He also spoke of the options for multiple pathways into the degree, for example family advocacy, social work etc.

Sarah then summarized some of the current offerings and programs being developed from Colleges in the State:

* Edmonds: BAS in Child, Youth and Family Services in collaboration with their addiction services department.
* Lake Washington: ECE with P-3 endorsement
* Lower Columbia College: Elementary education with ECE endorsement
* Green River – Toddler mental health
* Centralia and Grays Harbor: BAS teacher at elementary with special ed.

She reiterated that this demonstrated that the State is seeing a number of developments in the field. The Department could also develop something with an online component that might be attractive in terms of FTEs.

Sarah then invited the committee to respond to a number of discussion questions around the potential for a BAS. Jess highlighted that, as an employer, he prefers to see ECE credits in a candidate’s resume, and that there is a regional need for the BAS in ECE. Candidates with higher levels of qualifications may be missing the ECE experience they need to succeed.

Michelle spoke about the desire to avoid replicating what was being offered elsewhere, whilst also responding to the needs and wants of students. In a previous survey, students had indicated that many would move forward with a four-year degree if given the option.

Rashelle asked about the option for a 0-3 specializations as part of legitimizing toddler teachers within the professions.

Sarah stated that, in terms of pathways, the department is also talking to high schools about the possibility for articulating in with an initial certificate. The students are currently undertaking an external program that could instead be substituted for the Department basic certificate.

Debi reiterated the importance of ensuring that students are offered a degree program which will allow them to have options to continue on to partner institutions if they choose to. Cathy emphasized that demonstration of the ability to transfer is part of the criteria in the awarding of BAS programs. She also encouraged committee members to gather any pertinent information that they may encounter that could contribute to the feasibility study.

Sarah thanked the committee for their input and stated she looked forward to future conversations around this subject.

Guidance Workshop

In continuation of earlier discussion about the removing of ECE105 and ECE106, Michelle reminded the committee that there had been identification of certain components of those courses that could be kept. One of those areas was dealing with challenging behavior. As such, the guidance workshop can focus on demonstrating what services are available for children with significant needs,

Lora continued that strategies presented for classroom management don’t necessarily equip teachers with ability to deal with challenges. Lora asked the committee what they see as the needs for support in this area in terms of recognizing the organizations that partner with children beyond Head Start and EACAP, and also for the local early intervention agencies that assist.

Jess outlined that for 0-3, support comes through ESD112, and that his center is often regarded as a last resort due to their no-exclusion policy. Innovative Services NW works with a mental health consultant who comes in when strategies are not working for particular children. There is also the Children’s Center, and Children’s Home Society. For those children in foster care there may be a situation where case aid can be granted to support them in particular environments, as well as potential special needs subsidies.

The committee discussed how the impression of SW Washington as a region as opposed to a metropolitan center means it is often overlooked in the distribution of resources.

Rashelle outlined that her company has online services for teachers that can be contacted with questions. They are currently working on a database to outline regional resources.

CDA Information

Debi summarized that ESD is asking for the Department to respond to home visiting outcomes and also infant toddler outcomes. At present this is informational as the state of WA reviews how to respond to home visiting changes with a view to an August deadline.

WSU-V Articulation.

Debi briefly informed the group that an articulation agreement with WSU-V has been formulated and they are currently obtaining signatures.

Andrew adjourned the meeting at 12.45pm

Prepared by Nichola Farron