

**EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE**

**Meeting Minutes**

**Friday, March 2, 2018 \* 11:30 am—1:30 pm**

**Oliva Child & Family Center**

**Members Present:** Andrew Garland-Forshee, Committee Chair, Portland Community College; Cheryl Johnson for Jane Lanigan, Vice Committee Chair, WSUV CDP; Michelle Aguilar, Manager Childcare Aware; Kristi Baker, SWCCC/ESD 112; Christyn Dundorf, Early Learning Consultant Group; Rashelle Hibbard, Early Learning Consultant; Jess Robertson DEL ECAP; Jamie Roderick, PCC Faculty; Kelsey Hudson for Jennifer Ryder, Children’s Librarian Ft. Vancouver Library; Debra Shope, SW Washington Assoc. for Ed. of Young Children.

**Members Absent:** Kahlea Croft, YMCA of Columbia Willamette; Dominic Paz, Parent Educator PCC.

**Guests:** Erica Leith, Volunteer at EOCF

**Clark College**: Debi Jenkins, Department Head/Professor; Sarah Theberge, ECE Professor; Lora Whitfield, ECE Instructor; Michele Volk, Director of Child & Family Services; Cathy Sherick, Assoc. Dir. Of Instructional Programming & Innovation; SueAnn McWatters, Program Specialist – Advisory Committees.

Committee Chair Andrew Garland-Forshee called the committee to order at 11:38am and introductions were made.

**MINUTES OF PREVIOUS MEETING:**

*The minutes of November 17, 2017 were presented for approval. The motion to approve as written was made by Debra, seconded by Kristi and passed by majority (there was one abstention).*

**NEXT MEETING DATE:**

The Committee will meet again on Friday, May 11th, 2018 at 11:30am.

**OFFICE OF INSTRUCTION ANNOUCEMENTS:** ***The following text is the fall quarter announcements from the Office of Instruction:***

**Introducing SueAnn McWatters**, the new Advisory Coordinator – the position formerly held by Nichola Farron. She will be providing meeting coordination and support to the twenty-seven Career and Technical Education Advisory Committees in addition to administrative support in the Office of Instruction. SueAnn comes to us most recently from WSU Vancouver where she worked in the College of Business, Finance and Operations, and Development and Alumni. She is a former Clark student and graduate of WSUV, attaining a Bachelor’s in Business Administration. A resident of Ridgefield she enjoys coaching and playing Volleyball in her off time and confesses to a mild obsession with the Summer Olympics. SueAnn is a people person, who likes getting to know new people and socializing, traits that will come in handy in meeting our many faculty, staff and volunteers. The coaching experience may prove just as valuable as she works to keep our advisory meetings on time, on track and engaging!

**Pathways work continues:** mentioned at prior meetings the college is working on development of program pathways for students. The areas of study have been determined and faculty are now working on program maps and the course and schedule alignments that are needed for students.

**Partnerships are a key component** of this work. There are discussions happening around campus with regard to high school partnerships (College in the high school, running start, CTE articulations). To that end, Sue Ann will be working to inventory the ‘partnerships’ with colleges around the region. Formal partnerships with ‘direct transfer’ or other types of informal partnerships. If there is a partnership, we have that she needs to know about, or one that we should have, please contact SueAnn.

The college is excited that the legislature has successfully passed a **capital budget** and included in that is the funding for the first building that will be built on the north county Boschma farms property. At this time, the building is slated to be an advanced manufacturing facility and the building would have students in residence by in 2023.

Fall enrollment is down 1% from last year at this time (according to the **State 2017 Fall Enrollment Summary**), we continue to see increases in Running Start, our BAS (four year programs), and on-line learning. Apprenticeships and transitional studies programs are also seeing gains.

June 2nd – Healthy Penguin Walkabout

May 3rd – Career Fair

* If your organization would like to participate, SueAnn can send you information.

**INDUSTRY UPDATES:**

Debra shared with the committee that the industry is suffering on hiring and maintaining qualified staff, especially in teacher roles. A new executive director was hired in February. Sarah asked about the trouble with the Department of Early Learning (DEL) and there was a discussion about the clarification of what being qualified is. There have been too many instances where those who get hired with a Bachelor’s or Master’s degree are not “qualified” because they are missing a few classes of ECE and have to go back to school. This also makes it difficult to hire as many candidates are wanting to know what FTE status they are when they come on.

Michelle indicated that there is a large population that is either closing or no longer accepting subsidies, which is causing a huge impact on families. There is an unfortunate cycle where programs are having to pay staff more, which means larger rates for families. Programs are not accepting subsidies because they can’t afford it. Cheryl mentioned that there is also an issue with families getting subsidies. Minimum wage is currently at a high rate so they end up making just enough so that they don’t qualify and then can’t have their children in the programs.

Jamie announced that the NAEYC (National Association for Education of Young Children) would be on the Portland Community College campus for an accreditation site visit in April. Andrew stated that the current degree program that was at a faculty of four is now down to two. They are looking to realign the program in order to maximize student time to completion.

**BASECE DEPARTMENT UPDATES:**

Sarah discussed her experience presenting to the state board in February. A Statement of Needs was presented and given the greenlight to move forward. The next step is creating a program proposal and developing a curriculum for a Bachelors in Early Childhood Education with an emphasis in Toddler/Infant Development. The timeline would be to present in Fall 2018, and if given approval, to open doors in Fall 2019. Sarah distributed a handout showing potential program outcomes. These (and other suggestions) will be presented to the state for the BAS degree.

Sarah explained the results of the data survey from last Spring:

* + 85% of employers desire employees to have a bachelor’s degree
* 20% require a bachelor’s degree
* 42% strongly agree that having a bachelor’s degree would assist in helping the organization

We are hoping to be responsive to what’s coming but recognize the gap.

Some questions for discussion to the group: How do we articulate the program outcomes better? What do you want to see if a potential graduate came to you? What would be the qualifications and skills of that student?

**INDUSTRY FEEDBACK/INSIGHTS:**

The group made some suggestions to the program outcomes:

* Including families and awareness - the child is a part of the family and also the community network
* Being more specific about power, privilege, and inequity
* Clarifying specification of roles
* Communicating effectively
* Having a broad outlook
* Aligning with the overall goals of the campus
* Intermixing with advocacy groups

Sarah mentioned that since there’s an emphasis for infant/toddler focus, there might be more need for it to be listed. Jess agreed that mentioning “toddler” does speak to the classroom/curriculum position. Kristi posed the question of what is it that we are wanting staff to have when they are working with infants and toddlers; power bonding and mental growth? This might not be a program outcome but a course description.

Cathy brought up the discussion of applied programs putting in applied skill sets for a management/leadership position. These program outcomes need to address those skills in the field. In breaking down the outcomes, Debi pointed out that there could be an overlap of in all courses. Jamie agreed that keeping things more general gives opportunity to have those different classes. Andrew asked if these skill sets need to be described at the program level. It might not be important for this particular degree. There was more discussion on how clear or general outcomes should be.

Cathy spoke about trend data and industry specific articles that might apply to these outcomes. The group would appreciate the input and extra feedback. It will help us a lot with our case as we take it forward to the state. The more information to back up the program, the better off we’ll be making a case for this report.

ACTION ITEM:

* Michelle will share and send out data and articles that support industry needs.

**IBEST:**

Lora spoke to the committee about what IBEST is and what it offers. This is a program that is geared towards those who would be considered entry level or new to the industry. It is being offered in the summer and is three days a week in the evening, usually Monday thru Wednesday. This program provides extra academic support and allows those who are nervous to go back to school a way to ease back in. At the end of the quarter, they will obtain an Initial Washington State ECE Certificate.

ACTION ITEM:

* + Lora or Janette will send PDF of the IBEST flyer to SueAnn to send out to committee.

**CLASSES:**

Debi explained the need to remove ECE 160 as another barrier for students. ECE 209 and 210 were already voted out and deleted. Many students aren’t starting because they think they have to take extra classes. They can still move forward with other prerequisites.

Jamie moved to remove ECE 160. This was seconded by Christyn and was approved unanimously.

Meeting adjourned: 12:45pm.

Minutes prepared SueAnn McWatters

**Key Outcomes: Program Outcomes**

Define the foundations of infant/toddler development and the integral role of the infant/toddler caregiver and family in children’s growth.

Promoting healthy infant/toddler growth.

Assess children’s skills and behavior based on culturally and developmentally appropriate practices.

Identify, explain, and apply appropriate guidance techniques and theories as an important classroom management tool.

Develop and assess curriculum designed around the domains of learning needs of children.

Create environments that are reflective of and responsive to the culture and ability of children served.

Direct, guide, and supervise children and adults in learning environments as appropriate to the role served.

Establish self as a professional in the field through various professional organizations that are relevant to the role of the student.

Analyze and evaluate their awareness of equity pedagogy and create strategies for implementing cultural competence in their work with children and their families.