



EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE
Meeting Minutes
Friday, May 20th, 2022 * 9:00-10:30am * Zoom Online

Members Present: Jamie Heiberlein, PCC Faculty; Amelia Shelley, Fort Vancouver Regional Library District; Jess Robertson, Alumni

Members Absent: Michelle Aguilar (Co Chair), ESD 112; Christyn Dundorf (Co Chair), Early Learning Consultant Group; Kahlea Croft, YMCA of Columbia Willamette; Kristi Baker, SWCCC/ESD 112; Rashelle Chase, KinderCare Education; Andrew Garland-Forshee, Portland Community College; Jane Lanigan, WSUV CDP; Debra Shope, EOCF; John Swartz, Kiddie Academy

Clark College: Debi Jenkins, Department Chair; Sarah Theberge, ECE Professor; Michelle Volk, Interim Dean – Social Sciences and Fine Arts; Meghan Crozier, Department Head – BASTE; Michelle Mallory, Family Life Coordinator; Marcy Gilchrist, Advising; SueAnn McWatters, Program Specialist – Advisory Committees.

MINUTES OF PREVIOUS MEETING:

The minutes will be sent out through electronic vote. *As of September 21st, 2022, the minutes has been approved.*

NEXT MEETING DATE:

The Committee will meet again **March 3rd, 2023 at Noon.**

OFFICE OF INSTRUCTION ANNOUCEMENTS

Paul Wickline has come on as the new Vice President of Clark College.

Miles Jackson is retiring at the end of Spring Term. His work as an ally to the many faculty and administrators with a demonstrated focus on equity through advocacy.

DEPARTMENT ANNOUCEMENTS

Covid rates are remaining low, so the department is moving forward with further rollout of face-to-face courses in the fall.

CFS has just received the national NAP accreditation.

Sarah Theberge and Michelle Mallory along with the lab instructors completed a course on the Question Formulation Technique from Harvard University that they look forward to utilizing with the students.

STATUS OF BAS-TE AND FALL QUARTER OPENING

The degree has received all approvals and are ready to launch in Fall. This program will offer this two-year program that leads to a Bachelor of Applied Science in Teacher Education with an Early Childhood Endorsement and Bilingual Teaching Endorsement. There is already interest being shown by students in the AAS program as well as students who have already graduated with an Associates or Bachelor's degree.

Future plans include expanding endorsement options to include Special Education, Early Childhood Special Education and Elementary Education. The current degree allows graduates to be certified to teach in preschool through third grade. With the Elementary Endorsement they could teach up through eighth grade at the local elementary schools.

RESPONSE TO ANTI-BLACKNESS SENTIMENT AND RACIALIZED TRAMA

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The past week, both locally and nationally, has been a very retraumatizing week for anyone, additionally so for those in the Black Community in part because of the domestic terrorism that is occurring. The day to day lived experience, through experiences across the nation, are indicative of the difference in safety based on pigmentation.

Trauma is something happening in life that feel like it is happening too fast/soon/much/etc. Anti-racism leads us to equity, which can lead us to justice anti bias just helps us to understand that we're already bias and so now, what are we going to do to counter that. Systemic racism does not mean that people are automatically bad, but it does indicate that there is inherent power built for and against specific populations that require a deliberate deconstruction of policies and processes that perpetuate these embedded biases in the systems.

Neuroscience states that two things happen with bias and the brain. The first is that we gravitate toward sameness/likeness, we refer to as having a bias. As a result, in the first few seconds our brain unconsciously will say is this person like me not and then categorize said person. The result will impact the way we interact with individuals including such things as how we respond with empathy or whether we proceed with care or caution.

Secondly, our brain categorizes people based on the data we take in through or sense from the environment. For example, if one is interacting with a brown woman, their brain would go to the space in our brain that stores memories absorbed from places like social media and as a result often incorrectly make assumptions about cultural identities. This can be especially retraumatizing for those in closest proximity to blackness. Several examples were shared, including the time spent

composing emails out of concern about assumed tones to avoid the negative pushback that white people do not necessarily even consider when sending their emails.

Anti-blackness is the dehumanizing and objectifying of black people to maintain white supremacy. Understanding anti-blackness this racialized trauma anti blackness is one way some black scholars have articulated what it means to be marked as black. In an Anti-black world it's more than just racism against black people that oversimplifies and Defense it it's a theoretical framework that illuminate society's inability to recognize our humanity, the disdain disregard discussed for our existence.

Racial trauma or race-based traumatic stress is the cumulative effects of racism on an individual's mental and physical health. It has been linked to feelings of anxiety, depression, PTSD, and/or suicidal ideations as well as a host of physical health issues. Without addressing anti-blackness, colorism is unavoidable. The more exposure to traumatic stress, the stronger the risk of PTSD for example. Trauma can be passed down biologically as well as through social transmission. These layers of oppression result in diminished resources that forces communities to fight within their neighborhoods for access to the scarcity of access, funding and more.

Some examples of legalized anti-blackness include: 1600's use of plantations as labor camps, 1700's chattel slavery and SCOTUS decision that African Men are 3/5 of a man under US law, 1800's Dred Scott decision, Jim Crow Segregation, lynching, Early to Mid 1900's KKK and Brown v Board of Education, Late 1900's war on drugs that jailed Blacks 20x more than those who are white, Early 2000's Hurricane Katrina and Preschool to Prison Pipeline, and Mid 2000's to 2020's removal of black historical contributions to US history in public schools in some states are just a few. The Covid Pandemic is another example, where Black Americans continue to experience the highest overall mortality rates, making up 24.3% of deaths despite only representing 12.4% of the population of those who contracted Covid-19.

This bias extends beyond US borders in well documented processes and mechanisms that have far reaching impacts. For example, the anti-black sentiments from African Immigrants towards African Americans. Another example was Ana Cecilia Perez, head of the Latino Equity Project, "While indigenous and other people of color traditionally lack the power to enact racism toward other marginalized groups, we can do an exercise clear racial prejudice against black people."

The United States is not the only location with a history of Anti-blackness. Enforced slavery has a long legacy within Latin America and is prevalent today when discussing social hierarchy and racial castes based on pigmentocracy. This has included limiting the jobs people of African ancestry can work and the quality of their education. Examples included labeling, media and marketing. Another example was trying to locate lotions without whitening products in many countries.

When discussing ancestry, one question that is helpful to understand differences is how the trauma of what caused immigrants to flee to the US. For white immigrants, their ability and support both before, during and after relocation is far different for those of black, brown, and indigenous Americans.

The meeting adjourned at 10:34am.

Minutes prepared Sara Seyller