



ECE -MINUTES
May 16, 2025, at 12:00 PM
Zoom

Members Present: Clover Spears (Committee Chair), Talent Development Manager, EOCF; Kelsey Hudson; Deepika Ilavarasan, Owner & Director, Kiddie Academy of Vancouver – Fisher’s Landing; Michelle Aguilar, Child Care Aware Manager, ESD 112

Guests:

Members Absent: Melody Patridge (Vice-Chair), Vice President, Innovative Services NW; Christyn Dundorf, Senior Partner, Early Learning Consultant Group; Rachel Hay, Assistant Program Manager, Washington State Department of Children, Youth and Families; Jamie Rodrick, Faculty, Portland Community College; Ella Fultz, Owner/Operator, Gathering Tree Early Learning, LLC; Samantha Reisz, Scholarly Assistant Professor of Human Development

Labor Representative:

Clark College: Dr. Debi Jenkins, ECE Department Chair, Instructor, Clark College; Don Ludwig, Sociology Dept. Chair & Behavioral Sciences Division Chair, Instructor, Clark College; Sarah Theberge, ECE Lab Coordinator, Faculty in ECE/Family Life, Clark College; Michelle Mallory, Family Life Coordinator, Faculty in ECE/Family Life, Clark College, Elizabeth Flores, Advisory Coordinator, Clark College, Niira Krupnick, Career Services, Clark College; Tanya English, Student, Clark College

The meeting began at 12:02, and a quorum was not met.

NEXT MEETING DATE

The committee will meet next on October 17, 2025

MINUTES OF THE PREVIOUS MEETING

The minutes from the previous meeting on October 24, 2024, could not be approved due to a lack of a quorum.

COLLEGE UPDATES

Debi shared that the college is preparing for accreditation. Additionally, the College is still searching for a Vice President of Student Affairs.

Sarah Theberge shared that the program is preparing for the National Accreditation Commission (NAC)

Sarah discussed that Vancouver Public Schools participated in tours for three Fridays. They conducted Child Development and Career in Education students. Vancouver Rising Educators are paraprofessionals working in VPS who are currently enrolled in the program but attend other classes as guests.

Michelle announced that Michelle Volk has retired, and the program is currently in the process of hiring her replacement. Interviews have been conducted, and a new director will be appointed soon. Don shared that the state would soon provide updates on the budget. Additionally, the accreditation process will be conducted in the first week of June.

BYLAWS

Clover motioned to approve bylaws, Michelle Seconded, and all in favor approved the committee bylaws as presented.

WORKPLAN

Debi discussed incorporating trauma-informed resources, and this task will involve gathering articles, literature, and research that will support the work of trauma exploration. Debi welcomed committee members to volunteer for tasks.

Clover recommended splitting it, finding the info, and implementing it.

Sarah is in favor of trauma-informed resources and noted the finding could show up in curriculum (i.e., changing current coursework, adding, etc.)

Deepika inquired if a copy of the work plan could be shared with the committee.

Michelle posed a question on where the program could embed trauma-informed care in classes and where it could be highlighted. The child, family, and community would be a good fit for embedding practices. Additionally, what do students know already, and what do they need to know more about? The program will review and welcome committee feedback.

Sarah discussed the importance of reciprocity between trauma-informed care as a practice in the classroom and the way it shows up within teacher burnout. How can the program work with those two items and complement each other?

Debi discussed bullet three and welcomed the committee to articulate how to present it as a goal.

Debi discussed the implementation in childhood development classes and diversity in education classes.

Debi shared that she asks students to complete the ACES test and reflect on how the results resonate with their own experiences. She encourages them to articulate how they plan to apply this understanding in their work with children and families, and how the themes from the ACES framework emerge in their coursework. She emphasized that ACES was developed with a focus on systemically non-dominant populations and posed the question: how can the program best prepare and empower students to effectively support the well-being of young children?

Niira shared her collaboration with Coco to develop a progressive staff development program that builds on the NW Regional Equity Conference (NWREC). The conference focuses on deconstructing traditional notions of professionalism through the lens of culturally responsive and trauma-informed practices.

Niira shared that they are working on adapting this for BASTE students as well, and she welcomed her assistance with the ECE program as well if there is an interest.

Debi emphasized that the conversation needs to help educators identify how trauma shows up and address it. Therefore, getting to those details would be the subcommittee and advisory committee. Tanya shared her experience with the ACES test and the process of filtering information through the lens of how trauma is present daily, and sometimes it does not necessarily need to be big events. Debi discussed ways the program challenges students to reframe language and examine how their biases come through in writing assignments and more. Debi noted that the program implementation of learning about workplace trauma, specifically for non-dominant people, and encouraging students to receive feedback is important.

Sarah shared participation with the Equity Institute and discussed how to access data for success rates by race, and focusing on race has been informative about what is occurring in the classes. Additionally, the Equity Institute examines the intersection between trauma and how prepared teachers are to meet all students in our classrooms.

Clovers noted that a lot of its strategies can be goals.

Deepika recommended the Ages & Stages Questionnaires (ASQ) as a tool to identify emotional pieces and advise on what trauma is involved. Additionally, Deepika noted that the tool is helpful for teachers with children who are struggling emotionally. The test provides support for parents or guardians.

Michelle shared that ESD through Child Care Ware offers trauma-informed training with a mental health consultant alongside a master health trainer. Michelle noted that feedback states that trauma-informed care can bring up a lot for participants, and inquired how to incorporate supports for the trainees.

Debi recommended shifting focus from the past to the present, encouraging trainer/trainees to embrace current concepts and recognize the potential of what they can accomplish moving forward. Directing where it goes and providing resources for participants.

Deepika noted that training was useful for all the staff.

Clover is in favor of the strategies in the work plan.

Debi noted that Internal Family Systems (ISF) is a good tool for coaches and teachers. The therapist mustn't be antiquated with how trauma presents, and teachers cannot be therapists with their students, as that is not the teacher's role in trauma-informed care. Understanding our roles in teaching is important.

Debi discussed coming together statewide to hold conversations around the impact of how to serve systemically non-dominant populations. Debi highlighted that these conversations bring up a lot of key points that could support the committee. The program will consider gathering the notes from that meeting to bring to the committee.

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Advisory Committee Meeting
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The meeting adjourned at 1:20 PM

Prepared by Elizabeth Flores