

**EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE**

**Meeting Minutes**

**Friday, November 30th, 2018 \* 11:30 am—1:30 pm**

**Oliva Child & Family Center (ELC 109)**

**Members Present:** Jane Lanigan, Vice Committee Chair, WSUV CDP; Michelle Aguilar, Manager Childcare Aware; Christyn Dundorf, Early Learning Consultant Group; Rashelle Hibbard, Early Learning Consultant; Erica Leith, Volunteer at EOCF; Amelia Shelley, Fort Vancouver Regional Library District; Debra Shope, SW Washington Assoc. for Ed. of Young Children; John Swartz, Kiddie Academy

**Members Absent:** Kristi Baker, SWCCC/ESD 112; Kahlea Croft, YMCA of Columbia Willamette; Andrew Garland-Forshee, Committee Chair, Portland Community College; Dominic Paz, Parent Educator PCC; Jess Robertson DEL ECAP; Jamie Heberlein, PCC Faculty; Jennifer Ryder, Children’s Librarian Ft. Vancouver Library;

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

Vice Committee Chair Jane Lanigan called the committee to order at 11:42am and introductions were made.

**MINUTES OF PREVIOUS MEETING:**

*The minutes of May 11, 2018 were presented for approval. John Swartz made a motion to approve, Jane Lanigan seconded, and was unanimously approved.*

**NEXT MEETING DATE:**

The Committee will meet again on **Friday, April 26th, 2019 at 11:30am.**

**ELECTIONS OF NEW CHAIR/VICE CHAIR:**

Rashelle Hibbard motioned for Michelle Aguilar as Chair and Christyn Dundorf as Vice Chair, Jane seconded, and was unanimously approved.

**OFFICE OF INSTRUCTION ANNOUCEMENTS:**

***Cathy made the following announcements:***

Welcome back to 2018-19 Academic year, Advisory Committees will continue to see how they fit in to the implementation work of **Pathways at Clark.** The goal is to improve rates of completion, transfer and attainment of jobs to that end this year we will be working very closely with other colleges to make sure our programs link directly to opportunities for students who are continuing. Our high school partners are also working with us to ensure that their programs are also aligning closely to Clark.

To that end, Clark will be producing the **Career and Technical Education Insert** again this year. It will go out in February in the Food Day Columbian reaching 56,000 households. We are asking business partners to advertise in the insert again – and we will be working on some very compelling stories of students in CTE programs. Please contact Cathy Sherick in the Office of Instruction if you would like to advertise or for more details.

Clark is always opening the invitation to more **Advisory volunteers** for the twenty-five committees that support CTE programs. It might mean infusing current committees with new members or building new committees for new programs. Also, we are continuing to work on the **Master**

**Advisory Committee** as well to assist with visiting current committees to talk to members, planning and hosting an Advisory event and reporting to the Board of Trustees every year on the great work of Advisory Committees.

The energy is heating up around the development of the new **Advanced Manufacturing Center** planned for the North Campus at Boschma farms. Contact Dean Genevieve Howard for details on this amazing new building and the advanced manufacturing programs that will be located there.

October 9th Clark College, in partnership with Partners in Careers (PIC) and Workforce SW, hosted over 250 local high school students on campus for National Manufacturing day. Special thanks to S.E.H. America, Columbia Machine, Graphic Packaging, Silicon Forest Electronics, General Sheet metal, and BagCraft for providing activity stations.

Cathy Sherick posed a question to the committee asking if any industry members hire high school students who have college credits in higher education and if it is of value to their organization. Sarah Theberge also explained that the initial certificate is the articulation agreement that the program is working on with school districts. John Swartz stated that he would consider it, however they would need to have some extra training (STARS, CPR, First Aid, etc.). Sarah explained that Clark no longer offers those types of trainings. The certificate takes the place of the STARS training, which is why the program is working with high schools to articulate the certificate.

**PPI (Debi):**

This particular advisory has some insight into what PPI means. Debi Jenkins presented her PPI work. Marginalized, underrepresented, historically disadvantaged; these definitions are not Clark terms. Clark started PPI work in 1991 and was then transitioned into the social equity plan.

* Marginalized – people start bringing others to the table and believe that their job is done, but that’s not realistic.
* Underrepresented – used similarly to being marginalized.
* Historically disadvantaged - also used inappropriately because it makes it out to be that it happened then and isn’t happening now, which we all know it is.

The college as well as SBCTC uses terms like “Systemically Dominant” and “Systemically Non-dominant.” These terms speak to the issue of system of oppression.

“Whiteness” isn’t considered as a collective, however the perception of that race already brands those who are white. Characters aren’t systems so they can’t be racist.

* “ist”of a “ism”
  + The “ist” of racism only benefits racists
  + People of color cannot be racist because the system was not created for them, but for white people

As soon as you were born, your race and gender are identified because it’s systemic.

*The “Problem” Woman of Colour in the Workplace (See Appendix A)*

This handout speaks about an organization when a woman of color shows up. Because they are a person of color, they become tokenized. It shifts the foundation. Repetitive injury occurs however the organization ignores it or blames it away to the point where people of color are pitted against each other. There are four cultural response patterns:

* Alienist: separate themselves from everyone else
* Dualist: keeps work and home culture completely separate
* Separatist: associates with those most like themselves
* Negotiator: maintains authentic self and the ability to bridge with those least familiar
  + Being able to come together and do the best to accomplish their work but are still comfortable in who they are. They understand that they are working in a predominantly white institution but are fine with advocating and recognizing the differences.

Many people of color are existing in a place of survival. There is a denial of racism so the person of color becomes watched. Eventually retaliation occurs. They get written up or called on for things they never did or said. In the end, they no longer feel welcome and leave.

**BASECE UPDATES:**

Sarah Theberge thanked the advisory members for their hard work and expertise on the outcomes and courses. The process has come to a halt and will not be moving forward. They have written the courses and the curriculum, however it went before the Board of Trustees and they had some concerns about low wages in the field. While the faculty feel very strongly that the bachelor’s pathway is a needed piece for the students, employers/employees and workers in the field, it will not be moved forward per the Board of Trustees decision.

Debi Jenkins stated that the industry field is disrespected for wages and it is low. However, there are laws that require a certain level of education or you aren’t able to keep your job. And on top of that, we can’t offer it to students so they aren’t able to get their bachelor’s.

The committee discussed pay equity.

Sarah welcomes any industry comments, questions and concerns. Cathy encourages everyone to put their thoughts in writing, and if they so choose, to voice those to the Board of Trustees.

**EVERGREEN ARTICULATION AGREEMENTS**

Sarah explained that they met with Evergreen Public Schools recently to make sure their outcomes are aligned with the initial certificate. Like the Vancouver School District, they want to do a deeper dive into the stackable and be able to move on to the next level.

**INDUSTRY UPDATES**

Michelle stated that ESD 112 advocates for early learning.

Meeting adjourned at 12:57pm.

Minutes prepared SueAnn McWatters

**Appendix A**

