

**EARLY CHILDHOOD EDUCATION ADVISORY COMMITTEE**

**Meeting Minutes**

**Friday, May 21st, 2021 \* 9:00-10:30am**

**Zoom Online**

**Members Present:** Michelle Aguilar (Co Chair), ESD 112; Christyn Dundorf (Co Chair), Early Learning Consultant Group; Kahlea Croft, YMCA of Columbia Willamette; Jamie Heiberlein, PCC Faculty; Debra Shope, EOCF;

**Members Absent:** Kristi Baker, SWCCC/ESD 112; Rashelle Chase, KinderCare Education; Andrew Garland-Forshee, Portland Community College; Jane Lanigan, WSUV CDP; Jess Robertson, Alumni; Amelia Shelley, Fort Vancouver Regional Library District; John Swartz, Kiddie Academy

**Clark College**: Sarah Theberge, ECE Professor; Michelle Volk, Director of CFS; Michelle Mallory, Family Life Coordinator; SueAnn McWatters, Program Specialist – Advisory Committees.

Co-Chair Christyn Dundorf called the committee to order at 9:06am and introductions were made.

**APPROVAL OF ZOOM RECORDING:**

SueAnn McWatters confirmed with the committee that they are aware of the recording of the meeting. The industry members and Clark staff gave approval for the recording.

**MINUTES OF PREVIOUS MEETING:**

*The minutes of November 13th, 2020 were presented for approval. Jamie Heberlein motioned for approval, Michelle Aguilar seconded. Christyn Dundorf seconded and was unanimously approved.*

**NEXT MEETING DATE:**

The Committee will meet again on **Friday, October 29th, 2021 at 9:00am.**

**OFFICE OF INSTRUCTION ANNOUCEMENTS**

Michele Volk made the following announcements:

Miles Jackson has moved into a new position as the interim Associate Vice President of Instruction.

The program is currently looking at budget processes and looking forward to the fall reentry and what that looks like. The college is making alternative plans for CFS bringing lab students back to campus in some form.

**OBSERVATIONS AND PRACTICES OF EARLY LEARNING AND EARLY LEARNING CENTERS DUE TO:**

*COVID 19*

Tabled to a different meeting.

*Racism in Society*

Tabled to a different meeting.

**EDUC&204 AND EDUC&240 CONNECTION TO PARAEDUCATOR CERTIFICATE AND BAS**

Sarah Theberge explained that there are two courses in the Applied Sciences degree that will be adjusted to fit other needs. ECE&133: Reflective Practices is currently a course where there is a deep dive into Power, Privilege and Inequity. There has been a statewide common course created that is called EDUC&240: Diversity in Education that has a significant amount of outcomes that are already imbedded in the 133 course. The faculty decided to adopt the new course for the ECE program as well. This now goes from a 3 credit course to a 5 credit course, but it is also included in the Para educator pathway as a common course. It will be advantageous not only to those in the community, but also for potential bachelor degree alignment for para educators. Another course is EDUC&203: Exceptional Child that dives into the basics of law and ethics around IEPs (Individualized Education Programs), IFSPs (Individualized Family Service Plans), etc. This course is another common course that has gone from 3 credits to 5 credits. It will now be EDUC&204: Inclusive Education and will align with the para educator and bachelor pathway.

Michelle Mallory stated that they are working on how the increase of credits will work into the pathway.

**BAS UPDATE**

Sarah Theberge spoke on the transition from the infant/toddler to teacher certification. It has been a struggle, but the program has embraced it. The faculty are creating curriculum around what’s healthy and advocating for the definition of early learning.

The program has created the proposal for the State Board of Community and Technical Colleges. It will go to the BAS Advisory Board in the upcoming week for feedback. The proposal includes the program outcomes, course descriptions for all the curriculum, as well as a variety of evidence that will be provided to the state that the college is committed financially and has the resources to make it happen.

The advisory board has been created with a variety of professionals from different districts. They will not need to vote but their input and expertise will let us know that we are on the right track. It will then go to two reviewers in the university realm; Will Parnell (Portland State University) and one other from PLU (Pacific Lutheran University).

A curriculum writing team has been created that is working on all of the courses to put together the syllabi. The position has been posted. They have just finished reviewing the applications and have established who will be interviewed. The hope is that someone will be hired by the end of June.

Christyn Dundorf gave her support and celebration to all of the ECE BAS efforts. The practice of early childhood in elementary schools is so important. She explained that most of her work has been in the Beaverton School District. They are opening two preschool classrooms a year, each time in a title 1 school. She is also working in the Gladstone and Parkrose school districts. Recently, she has started to get connected to some of the Clark County schools. She has met with Justin Burmingham who is currently running career technical education for the Evergreen School District and is very inspired by the Gladstone Center for Children and Families. She is really trying to nurture those early adopters to become demonstrations for others in starting pre-K learning.

Michelle Aguilar stated that this is a very hot topic for early learning programs. The childcare providers that are in the community rely on the preschool age children in order to keep their doors open. When talking about infants and toddlers, there is no money because of the ratio and supplies. Having preschool age children offsets that loss. A lot of childcare programs are suffering and are very anxious about schools taking on preschool. There is a feeling that they have a preschool program with qualified staff and now k12 will come in and take their children which will force them to close their doors. Lewis County is opening a free preschool for children ages 3-5 and she is already seeing the issues and blowback from the childcare community. There is a lot of frustration/anger and conflict.

Sarah Theberge indicated that there is also a perspective of teachers leaving infant/toddler preschool programs for the k-3 classroom. There needs to be so much more advocacy work that needs to go into this as a system from birth to 8 years old.

**COMMUNITY SUPPORT FOR THE TWO-YEAR DEGREE**

*Technologically, Remotely, Philanthropically, Digitally?*

Michelle Aguilar spoke on Early Achievers shifting and re-envisioning the work. They will be submitting videos virtually. Teachers will be videotaping different aspects of their classroom by using the early learning developing guidelines as a guide. They will receive feedback and coaching as well as a score. This will start in July. They will be using a platform called Coaching Companion that the University of Washington also uses. It is accessible via cellphone so that providers can record from their phone. As an agency, they will also have some extra tablets that can be checked out to providers. If videotaping will not work, they are figuring out other ways to address these exceptions.

Sarah Theberge is surprised that ITERS, ECERS and CLASS will not be used to rate. In terms of curriculum, are these tools disappearing for a more authentic, portfolio look? Michelle responded that they are still very much valid tools. People still need to know how to use and understand them because they do reflect quality. Not one tool will fit every one program. As far as the early achievers realm, it will probably not be used as often.

Kahlea Croft liked the benefit of not having a “stranger” in the classroom. She wanted to know if someone from the center will be in the room videotaping. What does this look like for the teachers in the environment? Michelle explained that it is whatever you want it to look like. It could be setting up a camera and letting the teacher go, follow them around as the director or co-teacher, or a coach can be there. Teachers can do as many recordings as they want to take and then submit the one that they feel is their best. There is a variety of options. There is no specific video length time, but potentially about 10 minutes. Its growth over time and the teachers can pick and choose subjects. Coaches are resuming in person services on June 21st.

Debra Shope inquired about the 3rd stage of the Early Achiever process. How are staff qualifications going to be weighted? Michelle stated that once you submit your request for your rating, you will know what your score is. Your education points are calculated at that time.

Michelle Mallory spoke on making the pathway easy for students to connect with Early Childhood Education advising. Are there ways that the program can make the pathway clearer? Many students will start out in general advising, and then will move to Michelle and Sarah for ECE. Kahlea Croft went through this process and voiced that it was frustrating waiting for an advisor to only tell her that she has to speak with another advisor in order to get into the program. Moving forward, she has told her staff to get in touch directly with the faculty in ECE. Word of mouth has been the best way to get people in touch with the program specifically. The college website is a little bit hard to navigate to get to the ECE program. Michelle Aguilar was also a product of the college where she graduated, but not necessarily with an ECE degree due to the lack of courses she was supposed to take because she went through general advising.

Jamie Heiberlein stated that their enrollment has increased by 28% from the previous year. They are putting out a survey. Portland Community College uses D2L Brightspace as the software platform for all of their online courses, which has been very difficult. However, the college is reformatting all of their course shells to be able to use on their tablets rather than on their laptop or computer. When/if they go back to campus, there will be some courses that they will keep remote learning because of the value of technology. She explained their practicum situation where the faculty member can use zoom to break the students apart by age group or by practicum level where they can watch individualized videos that are tied to them specifically. This would not be able to happen in person. Sarah Theberge agreed that the remote piece has made some courses easier and more accessible for some students. Clark College has also seen some increases in enrollment in the ECE program.

**DISPARITY, TEHCNOLOGY AND RACIAL EQUITY**

Tabled to a different meeting.

Meeting adjourned at 10:26am.

Minutes prepared SueAnn McWatters