



CLARK COLLEGE
BACCALAUREATE OF
APPLIED SCIENCE –
EARLY CHILDHOOD EDUCATION
WITH A CONCENTRATION IN
INFANTS AND TODDLERS

Prepared by Sarah Theberge,
M.A.

On behalf of the ECE faculty 11/29/2017

**COVER SHEET
STATEMENT OF NEED**

Program Information

Institution Name: Clark College

Degree Name: BAS in Early Childhood Education CIP Code: 13.1210

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Early Childhood Education AAS CIP Code: 13.1210 Year Began: 1968

Degree: _____ CIP Code: _____ Year Began: _____

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2019

Projected Enrollment (FTE) in Year One: 20 at Full Enrollment by Year: 5

Funding Source: State FTE: Self-Support: Other:

Mode of Delivery

Single Campus Delivery: face to face, online, and hybrid courses at Main campus location

Off-site: _____

Distance Learning: _____

Statement of Need: *Please see criteria and standard sheet. Page Limit: 20 pages*

Contact Information (Academic Department Representative)

Name: Sarah Theberge

Title: Professor, Early Childhood Education

Address: 1933 Fort Vancouver Way, Vancouver WA 98663

Telephone: (360) 992-2402

Fax: (360) 992-2881

Email: stheberge@clark.edu

Tim Cook

Chief Academic Officer

11/29/17

Date

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Applied Bachelor Degree Statement of Need Criteria Introduction:

Overview of the institution:

Clark College was established in 1933 in Vancouver, Washington in service district 14 of which serves Clark, Skamania, and western Klickitat counties; the total population in the service district is 748,031. The College had a fall 2016 enrollment of 7,981 FTE with a headcount of 11,329 students. Clark College has three campuses, with the main campus situated on 78 acres and supporting 683,900 sq. ft. of building space. The main campus is nestled next to the Columbia River, the largest river in the Pacific Northwest. It is worth noting the proximity to the Portland, Oregon metropolitan area of which this proposed degree will also serve. Clark College is less than 10 miles to Portland, Oregon. Opened in 2009, Columbia Tech Center is a one building campus located 10 miles east of main campus with a capacity of 69,984 sq. ft. The Clark College center as WSU-V, which opened in 2006, is also a one-building campus located on the WSU campus on Vancouver's north side with a building capacity of 63,334 sq. ft. The Clark College faculty is comprised of 559 faculty members, 169 of which are tenure and tenure-track faculty, and 41 faculty members hold doctorates. The college has 83 vocational and technical programs, and an international student body representing 19 countries. In 2016-17, 57% of students enrolled indicated intent to transfer to a 4-7 year institution.

Clark College awards five Associates degrees: the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, the Associate in Applied Science degree, and the Associate in Applied Technology degree. The college also currently offers two Applied Baccalaureate degrees: one in Dental Hygiene, implemented in 2015, and one in Applied Management, which began in 2017.

This document serves to apply for an additional Bachelor of Applied Science in Early Childhood Education with a concentration in Infant and Toddler development. We believe that the infant and toddler age is our most vulnerable population and we are excited to provide learning for this important piece of development.

The Academic Plan created for use at Clark College is a five-year plan that guides the college through the year 2020. In the Academic Plan, it states,

“Within Clark College's service district (Clark, Skamania and Western Klickitat Counties), only one-third of adults 25 years or older have an associate's degree or higher. That figure compares to just 28% of workers with postsecondary education nationally in 1973. At the same time, it is projected that **65% of the jobs in the workforce will require some type of post-secondary higher education by 2020** (American Association of Community Colleges, 2014). The Early Childhood Education department desires to promote higher education in our state by

providing the BASECE degree. We note the need for our changing workforce and our responsibility to respond to our community that serves our youngest learners.

The purpose of this proposed degree is to provide a pathway of education and training needs of a professional workforce who provide caring learning environments for young children birth through age five. This workforce is in diverse settings, including childcare center, preschools, elementary schools, in home settings, corporate childcare centers (e.g., the Nike campus) and other educational programs. Changes in state and federal policies are increasing the expectations and requirements for the preparation and credentials of early childhood education professionals. This in turn is placing demands on colleges and universities to increase capacity in order to support the need for the baccalaureate-prepared early childhood workforce. The proposed BAS in Early Childhood Education will answer that need.

The latest "State of Preschool Report" by the National Institute for Early Education Research (NIEER) at Rutgers University notes that Washington State meets nine of the ten benchmarks that the NIEER considers minimum quality standards for Early Childhood Education and Assistance Programs (ECEAP). The only one not currently met in Washington is the requirement that teachers in ECEAP programs hold at least a bachelor's degree (Barnett, Friedman-Krauss, Gomez, Horowitz, Weisenfeld, Clarke-Brown, & Squires, 2016). The authors of this study note that *"meeting all 10 standards does not necessarily guarantee that a program is of high quality, but no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met"* (p. 42). A 2016 report from the Learning Policy Institute concludes that in Washington, too few teachers with early education credentials are graduating from state colleges and universities to meet the demand (Wechsler, Kirp, Tinubu, Gardner, Maier, Melnick, & Shields, 2016).

The following table shows the proposed standards alignment created by the Department of Early Learning intended for use with the Quality Rating System

(GRIS) in the State of Washington:

Proposed in Standards Alignment – from Department of Early Learning

Presentation November 2016

Program Type	Position	Current WAC	Proposed WAC	Subsidy CC	ECEAP	EA Level 5
Center	Director	CDA	ECE State Certificate	Associate's	Bachelor's	Bachelor's
Center	Lead Teacher	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
Center	Assistant	None	Initial Certificate	ECE State Certificate	Associate's	Associate's
Family Child Care	Licensee/ Owner	High School Diploma	ECE Short Certificate	Associate's ECE State Certificate	Bachelor's Associate's ECEAP Bachelor's	Bachelor's
Family Child Care	Primary Staff	None	ECE Short Certificate	ECE State Certificate	Associate's ECEAP Bachelors	Bachelors
Family Child Care	Assistant	None	Initial Certificate	ECE Short Certificate	ECE State Certificate ECEAP Associate's	Associate's

These changes serve to improve outcomes for children's learning that allow for greater success in school as well as yield higher returns on taxpayer investments. Nobel Prize-winning economist James Heckman estimates a seven to ten percent annual return on initial public investment on preschool programs. Another example is the direction of the commonly accepted institutional framework, the National Association of the Education of Young Children (NAEYC), which is phasing in a 2020 requirement. This requirement states that 75% of teachers will hold a minimum of a baccalaureate degree or equivalent in order to obtain NAEYC accreditation (NAEYC, 2015).

The **Early Childhood Education and Assistance Programs (ECEAP)** is Washington's state-funded pre-kindergarten program that prepares some of the State's most vulnerable 3- and 4-year-old children for success in school and in life. According to the Department of Early Learning in Washington,

- There are 11,955 children eligible for ECEAP who are not served by ECEAP or Head Start. According to the February 2016 Caseload Forecast Council, 6,260 of these would likely participate if space were available.
- By fall 2020's entitlement milestone*, Washington will need 7,377 more slots for children than Washington currently has, based on the children likely to participate.
- This requires adding 1,844 more slots each year for the next four years, beginning with the 2017-18 school year.

- To add the 7,377 by fall 2020, Washington will need 266 more classrooms, 266 more trained lead teachers, and 266 more assistant teachers.

**The Legislature has made preschool a statutory entitlement for families with incomes at or below 110% of federal poverty level, or FPL, by fall 2020.*

The Clark College Early Childhood Education Program seeks to help meet the urgent workforce needs for ECE professionals through its BASECE program.

Based on the needs of the community and the Clark College faculty response, we have created the following **Program Outcomes** to be responsive to the included data and our response to this community need:

- 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

Criteria 1. Relationship to institutional role, mission, and program priorities

Standard: Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.

The field of Early Childhood Education is experiencing a surge in growth and there is movement to align standards across systems. The education level of early learning professionals is now tied to rating scales that determine quality of programs and reimbursement for childcare subsidies. These changes open the door for educational opportunities for those caring for and teaching our youngest learners.

These changes offer the Clark College ECE program to provide a seamless educational pathway for our service area. This proposal directly reflects the mission of Clark College in very specific way.

Clark College's mission statement reads:

"Clark College, in service to the community, guides individuals to achieve their educational and professional goals."

Our most vulnerable children from birth through age five will have professionals trained to respond to their unique and individual needs. The Clark College BASECE degree aligns with the Clark College mission by creating opportunity for students both place-bound and across the state to earn a baccalaureate degree that is affordable and relevant to the standard alignments proposed by the Department of Early Learning. This degree will provide the necessary credentials for individuals who need it for their continued professional development according to professional standards alignment. In addition, this degree will provide the ECE community with a more skilled workforce providing care and learning for birth through five year olds.

Clark College Core themes and alignment with the BASECE

Economic Vitality

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college and community.

Proposed standards will require those working as lead teachers in classrooms with children from infant through the age of five, along with directors of centers and in-home providers, a four-year degree. These increased standards will result in higher salaries for teachers in early learning, as the demand is to bring early learning professionals on par with their K-12 teaching counterparts. The four year degree offers the opportunity to move up the career ladder into roles with more responsibility and with greater compensation. With this credential, students with this degree have the opportunity for increased economic wellbeing that in turn creates greater economic stability for our community.

Currently, students in ECE and that are working in licensed facilities are eligible for scholarship money through the Department of Early Learning. Students who are working on certificates and the AAS degree can receive money through the Early Achievers grant. In addition, stipends are awarded when students complete certificates and the degree. The licensed facility is also awarded a stipend for facilitating the ability for the student to attend courses. The Washington State Child Care Aware Scholarship, is designed with the baccalaureate student in mind. Students enrolled in four-year degree programs are provided tuition dollars, textbook support and release time dollars from their job. In addition, students are

offered incentives and stipends upon completion. This support from the Department of Early Learning contributes to the retention and completion of a degree by the student as well as the economic vitality in our region while students work toward the professional development.

Social Equity

Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

Professionals in the field of early learning experience economic disparity from their K-12 teaching peers. As the Department of Early Learning works to level this playing field, educational institutions need to do their part by preparing the workforce for these requirements. The Clark College BASECE will build upon the AAS-ECE to improve the outcomes by extending them with deeper thinking and experience to apply to this growing field.

In discussion with the Office of Planning and Effectiveness, data was obtained to compare the demographics of the ECE program as it relates to the overall demographics of Clark College. As you can see, the results of this data suggests the ECE program is serving systemically non-dominant students above the college overall in every area.

Systemically Non-Dominant Student Populations among Overall College Population and Early Childhood Education (ECE) Students

Degree-Seeking Students Enrolled During Academic Year 2016-2017

	College Overall		ECE Students	
# of Students	13,282		209	
Clark College Definition of Systemically Non-Dominant Students (Students Of Color, Students Living with a Disability, and/or Students Identifying as Systemically Non-Dominant Sexual Orientation and/or Gender Identity)				
Systemically Non-Dominant Students (Overall)	5,375	40%	106	51%
Students Of Color	3,740	28%	72	34%
Students Living with a Disability	812	6%	31	15%
Students Identifying as Systemically Non-Dominant Sexual Orientation and/or Gender Identity	1,619	12%	31	15%

Additional Populations of Interest				
Female	7,555	57%	202	97%
First Generation Students	9,806	74%	178	85%
Low Income Students (Pell-Eligible and/or Self-Report Household Income Below 150% FPL)	6,579	50%	145	69%

While the above statistics show the adult student numbers, it is the intention of the ECE faculty to bring to light other issues of social equity. When infants and toddlers are left with care providers in environments with poor quality ratings children are impacted. Providers who are poorly qualified can create unintended consequences. For example, children in care settings attach to caregivers. When there is turnover or inappropriate behavior on the part of the caregiver, children can suffer from issues of attachment that can cause life-long problems, both emotionally and cognitively. Conversely, staff trained to understand developmental stages, typical behaviors and learning styles can recognize when a child is not achieving developmental milestones and can then assist families with finding appropriate supports. Early diagnosis of developmental delays and the need for quality care in the early years is even more profound for our low-income and at-risk families. We know that infants, toddlers and preschoolers from lower income families are more at risk and a highly trained workforce can mitigate some of the risk factors children from low income families face.

It is also important to illuminate the inequity between the early learning workforce and the workforce of our K-12 partners. In the field of childcare the cost of care for a toddler can exceed 12,000 dollars per year, (more than a year of community college), and it is typically not subsidized (with public funding) to offset costs, requiring the cost of care to be fully covered by families. In this field, early learning professionals typically work for minimum wage, while paying high rates for quality care of their own children. Those in the K-12 system are paid at higher rates and thus do not face this issue. The research shows the importance of brain development in these first years. Until the early childhood workforce is qualified, they will not be paid at a level that allows them to care for their families. Until that wage reflects the importance of quality early learning, this becomes an issue of equity for early learning professionals, young children and families.

Criteria 2. Support of the statewide plans.

Standard: Describe how the program will support SBCTC Mission goals outlined in the Mission Study and the WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

SBCTC goal: Find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education.

The Clark College ECE program is a member of the Early Childhood Education Teacher's Prep Council (ECETPC) in the State of Washington. This council represents the community college voice in various settings. The council meets several times a year to coordinate efforts of responsiveness to statewide initiatives. The council also works closely with the SBCTC to develop pathways to meet the goals of the SBCTC and the WSAC.

In May of 2010, the SBCTC published the Mission Study, and emphasized "Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need."

Within Clark College's service district (Clark, Skamania and Western Klickitat Counties), only one-third of adults 25 years or older have an associate's degree or higher. That figure compares to just 28% of workers with postsecondary education nationally in 1973. At the same time, it is projected that **65% of the jobs in the workforce will require some type of post-secondary higher education by 2020** (American Association of Community Colleges, 2014).

The BASECE will indeed, contribute to the accomplishment of this goal. It is our priority to see that children receive high quality care and learning from their providers and teachers. Studies are showing teacher preparation and education as a key component of the quality of children's early learning experiences. The early learning community in the State of Washington (along with other states) is moving towards a workforce that requires teachers of our youngest to hold a four-year degree. A BAS program in ECE will serve our community by expanding opportunities for students to reach a higher level of education while contributing to the production of more baccalaureate degrees, all of which will serve our birth to five-year-old students. Our future conversations will involve the modality that best suits the students in our local region.

The BASECE degree will provide a more affordable route for students to achieve a four-year degree. It will more closely align postsecondary programs with employment opportunities as part of Pathways, and within the field of ECE as it expands and is responsive to the employer and community needs.

Criteria 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program.

Standard: Employer demand must exceed regional supply of graduates with relevant degrees.

The US Department of Education defines an Early Childhood Educator as any professional working in Early Learning and Development Programs. This is including but not limited to, center-based and family child care providers, infant and toddler specialists, early intervention specialists and early childhood special educators, home visitors, related service providers, administrators, Head Start teachers, Early Head Start teachers, preschool and other teachers, teacher assistants, family service staff, and health coordinators.

There is a history of research that indicates the importance of the role of teachers and caregivers of young children. More than 30 years ago, *Children at the Center* (Ruopp and Irwin 1979) called attention to the importance of this. A decade later, the National Child Care Staffing Study (Whitebook et al., 1990) included teacher education and training, turnover and wages to the national discussion and established their link to the quality of care children receive. Other studies have emerged including, the *Cost, Quality, and Child Outcomes Study* (Hellburn 1995) and the *National Institute of Child Health and Human Development Study of Early Child Care* (NICHD, 2002) all of which have firmly established the importance of the quality of care as it applies to the well-being of children and their later success. The widely known long-term studies of the *Perry Preschool* (Schweinhart et al., 1993) and the *Abecedarian programs* (Campbell and Ramey, 1995) have also provided documentation of the economic benefits to the community when there is investment in programs that serve children birth through five.

The results of these studies are clear. What matters to our children is the quality of care and education the teachers and caregivers provide. State and federal initiatives seek to bolster the workforce skill and knowledge, while at the same time, connect the educational attainment to higher and pay which will reduce the high turnover in early learning environments.

The Washington State Department of Early Learning (DEL) has indicated that by 2018-1029, 70 percent of lead teachers in ECEAP (a Washington State funded preschool program) will be required to hold a bachelor's degree, with the goal that 100 percent of lead teachers will hold a bachelor's degree by 2020-2021. Positions that currently require a Bachelor's degree in Early Learning include Family Support Advocates, Head Start lead teachers, and ECEAP.

In a recent student conducted by Learning Policy Institute, mentioned is Washington State as one of four states having instituted a high quality early education system that serves more than 10,000 of the state's most vulnerable children. Legislation here in Washington State has mandated an additional 12,806 slots for children served by 2020. (Washington Department of Early Learning report to the Legislature (2014). To meet this demand, our state preschool and infant and toddler teaching slots will need to grow significantly.

While changes being made at the state level, to increase the level of education teachers hold, do not always include the position of an early learning teacher requiring a bachelor's degree, it is the quality improvement policies as supported by research that support the development of this degree path for teachers and directors. While it is evident that desiring and requiring Early Learning professionals to hold a Bachelor's degree is an emerging field, there are reasons for our college to respond to these emerging trends. For example, in 2016, Head Start, a federal preschool program, published its new program performance standards requiring that at least 50 percent of its teachers hold a bachelor's degree in child development, early childhood education, or equivalent coursework. (U.S. Department of Health & Human Services, (2016). Head Start program performance standards)

In the effort to understand the needs of our local area, we consulted directly with the Early Childhood Education program advisory committee members. The committee includes employers, teachers and support professionals from our region. The ECE faculty presented the proposed alignment standards, the online format and the data supporting employment needs. The group overwhelmingly supported the development of the BASECE degree with a concentration on infant and toddlers.

To expand upon the advisory committee discussion, we sent surveys to local employers. We had 27 responses (some employers employ only a few employees, while others employ over 100 employees. The response from ESD112 includes 36 sites they hire for) and the results were clear. Employers desire teachers and directors that hold a bachelor's degree.

The survey showed that while only **22.2% currently require a bachelor's degree, 92.59% desire** this educational degree. The survey also indicates that **84.62% of** the employers have difficulty finding employees that hold a bachelor's degree.

One respondent indicated, *"Never in the right field. We get many with Human Development, Psychology, or Elementary Ed."* It is notable that **51.85%** of the respondents indicated that a bachelor's degree would assist their organization in finding qualified applicants and the BAS-ECE degree would fulfill that need.

Currently, for students to obtain a bachelor's degree in ECE they have only one option locally and that is with Concordia University. Concordia offers a bachelor's degree in ECE and Clark College has an articulation agreement for that transfer. The challenge for many students is the cost of the university and that Washington State Scholarship money will not pay for a four-year-degree outside of the state.

Due to the changing policies at the federal, state and local levels, as well as the early outcomes in ECE and teacher preparation, the demand for building programs that deliver the training and education for early childhood teachers is evident.

In addition, here is information that addresses the demand/supply gap for this specified degree program and target occupation.

DEMAND:

SOC CODE	OCCUPATION	2016 JOBS	20172027 JOBS	% CHANGE	EST. ANNUAL OPENINGS	MEDIAN HOURLY EARNINGS
25-2011	Preschool teachers except special education	5667	7287	28.6%	499	\$14.41

*The State of Washington percentage of growth is higher than the national average of 11.3%

In our region consisting of the Clark College service district and three Oregon border counties (Washington, Multnomah, and Clackamas counties), the projected average annual job openings for Preschool teachers, except Special Education (SOC 25-2011) for 2017-2017 is 499. The estimated percentage of annual job opening in this occupation that will require a baccalaureate degree by 2020 is 53% (Carnevale, Smith and Strohl, 2013). A conservative estimate of annual baccalaureate-level job openings: $33\% \times 499 = 166$. (Source: Economic Modeling Specialists International, 2017.4)

SUPPLY:

In the Clark College service area, the following institutions offered a program in early childhood education. In 2016, those institutions provided 83 degree completions. Please note the number of degrees completed by Clark College in comparison to other institutions.

Institution	Name of Degree	Degree Level	2016 Completions
Clark College	Early Childhood Education	AAS	23
Portland Community College	Early Childhood Education	AAS	7

Mt. Hood Community College	Early Childhood Education	AAS	18
Concordia University	Early Childhood Education	BS	6
Portland State University	Child Development	BS	17
Clackamas CC	Child Care and Support Services	AAS	10
WSU-V	Human Development with Certificate in Early Childhood Education	BA with ECE certificate	2: Spring 2016 <i>This only includes the HD students who received the ECE certificate</i>

Total relevant completions: 83, including associate degrees. A conservative estimate of the supply gap in our region: $166 - 83 = 83$ annual openings. (Source: Economic Modeling Specialists International, 2017.4)

Criteria 4. Applied baccalaureate program builds from existing professional and technical degree programs offered by the institution.

Standard: Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program.

In 2015-2016, the SBCTC Board outlined strategies to “improve student achievement, increase access to postsecondary education, and build on system strengths.” Currently, Clark College offers an ECE I-Best program, which provides wrap-around services for students. These student supports increase higher education certificate attainment for underrepresented adults and those who are systemically oppressed.

The Early Childhood Education program began offering certificates and the AAS degree in 1968 at Clark College. Since then the program has become a hub for early learning professionals where education, community involvement and innovation is a mainstay. Our lab school is recognized internationally in textbooks and is often a tour spot for early learning professionals to visit for professional development. You can see the enrollment figures here for the last five years:

Academic Year	# of Unduplicated Students Coded in ECE Program	FTEs of Students Coded in ECE Program	ECE AAS completions
2011-2012	317	157	17
2012-2013	273	132	20
2013-2014	257	125	19
2014-2015	253	134	30
2015-2016	222	120	21
2016-2017	210	108	23

Due to our location, students attending Portland Community College as well as Lower Columbia College Early Childhood Education programs may view the BAS in ECE provided by Clark as an affordable option for four year degree attainment. As a result, we fully expect to see students from both colleges.

While these enrollment figures do suggest a decline, this decline has been seen across our campus in the past five years as well:

Academic Year	# of Unduplicated Degree-Seeking Students Enrolled at College	FTEs of Degree-Seeking Students Enrolled at College
2011-2012	18,135	9857
2012-2013	16,823	9262
2013-2014	15,432	8532
2014-2015	14,382	8083
2015-2016	13,403	7637
2016-2017	13,281	7612

Students benefit from the ECE I-Best certificate program as a beginning pathway into the AAS degree. The addition of a baccalaureate degree will provide a seamless pathway for ECE students, allowing them to obtain a four-year education degree with the support and affordability this program can provide.

The alignment with student need, I-Best program supports, statewide access, and industry change and growth provides the platform for a much-needed quality program in our area and for our state. A program that will not only increase the number of leaders in the field with bachelor degrees, with formalized training and education these future educators will increase the number of children meeting

early learning benchmarks. Critical early learning from which the social skills and pre-academic skills grow, subsequently assisting them as they experience more formalized learning environments. Impact that can last a lifetime.

Criteria 5. Student demand for program within the region.

Standard: Evidence of student interest and demand from multiple sources, such as but not limited to: Students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards.

The student demand of a baccalaureate degree in early childhood education has grown over the past few years. As advisors in the Clark College ECE program, students increasingly ask, "What do I do after finishing the AAS at Clark?" Until the BASECE we have had limited options to answer that question with.

Program alumni have also indicated a desire for a bachelor's program close to home that will continue the relationships built during their tenure at Clark College. As we serve employers in Head Start and ECAEP that are looking for employees with increased experience and credentials, the BASECE will provide timely and important options.

At the end of spring term 2017, a survey sent to ECE students provided the following data:

- 70.83% of students indicated they were likely to enroll in the BAS-ECE degree
- 59.09% indicated an interest in infant/toddler specialization
- 86.36% indicated an interest in preschool
- 70.45% indicated an interest in preschool with teacher certification
- 60.18% indicated they would likely enroll in fall 2019

One respondent shared, *"I would greatly appreciate the opportunity to continue my education at Clark College. There are limited choices when it comes to getting a BAS in ECE and I would jump at the chance to receive mine from Clark College."*

The ECE faculty is passionate about children. Providing an educational path for the caretakers and teachers that will provide daily quality care for our most vulnerable population of children is very important to us as educators.

We engaged in this discussion with our advisory committee members because we want to be responsive to new industry standards and best practice. The local community, the State of Washington and national leaders are moving toward

greater education, training and professionalization of the field of ECE. The faculty within the ECE program at Clark College understand the need to be at the forefront of that movement for our students and for the children in those childcare systems.

Due to our geographical location and inclement weather conditions in winter, we are looking at exploring our options for the best modality to meet our large service district. We project 20 FTE in our first year, 28 FTE in year two, 36 FTE in year three, 44 FTE in year four, and 50 FTE in year five.

Criteria 6. Efforts to maximize state resources to serve place-bound students.

Standard: Describe how the program will serve place-bound working adults.

Earlier in this proposal, it was indicated that the ability to obtain a bachelor's degree in ECE was difficult for students in the Clark College service area. The additional expense of private university is one huge barrier for our students and the Human Development degree at WSU-V does not necessarily provide the education teachers need.

A cohort model at Highline offered through Central Washington University allows students to work cooperatively and collegially as part of a professional learning community. The program leads to Washington State Teacher Certification with Early Childhood (Birth - Grade 3) and Elementary Education (K-Grade 8) endorsements. This opportunity to complete a Bachelor of Arts degree in Early Childhood and Elementary Education while meeting teacher certification requirements is made available to residents of the greater Seattle area through cooperation with the Puget Sound area Community Colleges. (CWU website) This is similar to other Community Colleges offering BAS degrees with teaching certification, all outside of our region to realistically expect our students to obtain a needed degree.

This proposed BAS-ECE program will provide a seamless educational pathway for ECE students at Clark College. As mentioned earlier, our region is isolated from the more populated areas of our state and includes a wide array of geography in our service area including counties in the gorge. Depending on the time of the year, inclement weather can prohibit students from traveling to our campus. We are exploring how we will offer classes by working with our current students and alumni for input and exploring different modalities.

This proposal will result in:

- A seamless pathway for students from the certificate, to Associate level to bachelor's level.

- With continued dialogue with WSU-V, a continued path to graduate studies.
- Lower costs for students in the pursuit and achievement of a bachelor's degree.
- Elimination of the need to transfer to out of the area, disrupting the personal and professional lives of students.
- The ability for students to continue in their employment while achieving the degree.

Standard: Identify similar programs offered by public or independent institutions in the region.

- Concordia University: Bachelor's ECE (private Oregon University where Washington State scholarship funds cannot be used).
- University of Washington: Bachelor's ECE (must transfer in with an AA degree, which does not allow for the practical application of ECE theory and practice courses).
- Portland State University: Bachelor's in Child and Family Studies (public Oregon University where Washington State scholarship funds cannot be used).
- Washington State University, Vancouver: Bachelor's degree in Human Development (does not necessarily meet the need of those wishing to obtain the degree in ECE).

Standard: Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of this proposal.

The ECE Advisory Committee is comprised of community employers both private and non-profit, representatives from the K-12 system and from other higher education institutions. The committee also has representation from organizations with a stake in the field of early learning, such as the library, mentors and our local Southwest Association of Early Childhood. The members of the committee affirm our desire to provide the Applied Bachelor of Sciences degree in Early Childhood Education with a focus on infant and toddlers.

ECTPC:

Clark College is a member of the Early Childhood Teacher Preparatory Council of the State of Washington. The membership has been extensively involved in our proposal development. Clark College has been engaged in BAS proposal support and many strategic discussions on how to best respond to industry needs. In collaboration with our sister colleges, common course outcomes have been

developed for shared courses that can meet industry competencies. In addition, discussions at the ECTPC meetings have included strategizing on how community colleges can develop BAS degrees that meet the needs of the entire state. Currently, in the King County area, several community colleges are developing BAS proposals that include Preschool-3rd grade certification. Green River CC is developing a BAS in Infant and Toddler Mental Health, but in King County and over 150 miles away, it does not offer the degree for our place-bound students.

ECTPC is also collaborating to provide seamless curriculum between colleges through the development of common courses. The ECE system already has a stackable certificate pathway and workgroups are now convening to create common course outcomes at the BAS level. This creates greater rigor and consistency in the system, providing employers with a reliable training and education system.

Advising:

The ECE program currently has two tenured faculty members that provide advising for the department in addition to standard advising services offered on campus. Students benefit from having a known advisor that develops a relationship with the student and tracks their education pathway. Students can make one-on-one appointments with the advisors and often advisors offer group advising in the evening. Faculty advisors are dedicated to providing students with both educational and career guidance information and work closely with student advising to ensure every student has the educational plan they need for completion.

Summary:

Studies have shown the brain development of children birth to three undergoes an amazing period of growth producing more than a million neural connections each second. Research also shows that this development is strongly influenced by a child's relationships with caregivers, experiences and environments.

“Every day, in a 100 small ways, our children ask, ‘Do you hear me? Do you see me? Do I matter?’ Their behavior often reflects our response.” L.R. Knost

The Clark College Early Childhood Education Program is committed to bringing this quote to fruition by developing an education and training program that will provide our community with well- educated and well-prepared teachers of early learning. As we respond to the needs of employers, students, and more important, children and their families, we also respond to our students by expanding opportunities for them to work with our most vulnerable infant and toddler populations. We view the BASECE degree as an opportunity to grow the success of future students and their future students.

Works Cited

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- Ruopp R, Irwin N. Children at the center: Summary findings and their implications. Cambridge, MA: Abt Books; 1979.

Appendix:

- Letter of support from ESD 112
- Letter of support from Child Care Aware
- Survey results
- Applied Baccalaureate Degree Supply/Demand Gap Rubric



August 28, 2017

Early Childhood Education Department
Clark College
1933 Fort Vancouver Way
Vancouver, WA 98663

Dear Committee:

Child Care Aware of Washington (CCA of WA) Scholarships is proud to support Clark College's proposal for a new Applied Baccalaureate Degree in Early Childhood Education (ECE). With support from the Washington State Department of Early Learning, Child Care Aware of Washington Scholarships is committed to the professional development of the WA State early learning workforce. We support teachers who need to meet educational qualifications and gain specialized knowledge about young children and early childhood development, so that they are better prepared to support the children and families they serve.

As a statewide provider of bachelor's degree scholarships, we have witnessed an increase in the demand for local BAS options from early learning professionals. One of the challenges early learning professionals face in the southwest Washington region is accessibility to quality in-state, bachelor's degree programs. Child Care Aware of Washington Scholarship funding will continue to support bachelor's degree level coursework at WA State colleges.

National and statewide efforts to professionalize the early learning field and establish minimum educational requirements for all early learning professionals are under way. Clark College is an integral part of the growing early learning system of Washington State and an Applied Baccalaureate Degree in Early Childhood Education would provide early learning professionals of this region with another option for improving the quality of their practice, meeting their educational qualifications and accessing continued professional development.

Best Regards,

A handwritten signature in blue ink, appearing to read "Meka Riggins".

Meka Riggins

Program Manager, Scholarships
and Professional Development



**EDUCATIONAL
SERVICE
DISTRICT 112**

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Tim Merlino

September 8, 2017

To Whom It May Concern:

Please accept this letter of support for Clark College's addition of a Bachelors of Applied Science in Early Childhood Education. As the field of early childhood grows and the focus on higher quality continues, it is imperative for future employees to have accessible, local options for completing their education.

The programs of the Early Care and Education department at Educational Service District 112 have experienced rapid growth and development over the last several years. This expansion, coupled with new higher education requirements from our state and federally funded programs, creates a burden on finding and hiring qualified staff. Specifically, we are in need of staff with a degree focused on Infant/Toddler care. Some programs have seasoned staff who are valuable employees, but do not currently meet the education requirements and could not feasibly complete requirements without access to a local option, such as Clark College.

Having a Bachelors of Applied Science in Early Childhood Education degree offered through Clark College would increase our ability to find and hire qualified staff and support the establishment of a qualified workforce in our community.

Sincerely,

Jodi Wall
Executive Director, Early Care and Education

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q1 Your Name:

Answered: 27 Skipped: 0

#	RESPONSES	DATE
1	Michelle Bailey	11/21/2017 9:18 AM
2	Jean O'Shea	11/20/2017 5:38 PM
3	Carrie Goble	11/20/2017 12:33 PM
4	Sheila Bremer	11/15/2017 9:37 AM
5	Sarah Beavers	11/14/2017 4:37 PM
6	Marjie	11/14/2017 12:31 PM
7	Judy Booker	11/14/2017 10:43 AM
8	Tessa Stephenson	11/14/2017 9:54 AM
9	Cheryl Johnson	11/14/2017 8:23 AM
10	DeAnna Niskanen	11/13/2017 2:31 PM
11	Autumn Pine	11/13/2017 2:28 PM
12	Samantha Stevens	11/13/2017 2:13 PM
13	Elaine Ritter	8/6/2017 2:12 PM
14	Kendall Adams	6/30/2017 4:05 PM
15	Debra Mueller	6/28/2017 12:47 PM
16	Michele Volk	6/23/2017 4:19 PM
17	Deepika Ilavarasan	6/21/2017 9:58 AM
18	Wendy Sparks	6/20/2017 1:19 PM
19	Sheila Parker	6/20/2017 12:55 PM
20	Gabrielle	6/20/2017 11:57 AM
21	Michaela Lee	6/20/2017 11:45 AM
22	Leilani Vassar	6/20/2017 11:38 AM
23	Jodi Wall	6/19/2017 12:15 PM
24	Corina	6/15/2017 10:35 AM
25	Michelle Aguilar	6/14/2017 7:11 AM
26	Dorene Brugman	6/13/2017 10:33 AM
27	Dawn Martin	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q2 Your Position:

Answered: 27 Skipped: 0

#	RESPONSES	DATE
1	Center Director	11/21/2017 9:18 AM
2	Program Manager - Washington County	11/20/2017 5:38 PM
3	Assistant Director	11/20/2017 12:33 PM
4	EC Director	11/15/2017 9:37 AM
5	Director of Early Learning Center	11/14/2017 4:37 PM
6	Center Director	11/14/2017 12:31 PM
7	Program Director	11/14/2017 10:43 AM
8	Regional director of operations	11/14/2017 9:54 AM
9	Early Learning Program Coordinator	11/14/2017 8:23 AM
10	Center Director	11/13/2017 2:31 PM
11	Asst. Director	11/13/2017 2:28 PM
12	Early Learning Manager & ECEAP Director	11/13/2017 2:13 PM
13	Lead Teacher	8/6/2017 2:12 PM
14	Director	6/30/2017 4:05 PM
15	Director	6/28/2017 12:47 PM
16	Director of Child and Family Services	6/23/2017 4:19 PM
17	Academy Owner	6/21/2017 9:58 AM
18	ECE Director	6/20/2017 1:19 PM
19	Director	6/20/2017 12:55 PM
20	Director	6/20/2017 11:57 AM
21	Center Director	6/20/2017 11:45 AM
22	Assistant Director	6/20/2017 11:38 AM
23	Executive Director, ECE	6/19/2017 12:15 PM
24	PD Manager	6/15/2017 10:35 AM
25	Child Care Aware Manager	6/14/2017 7:11 AM
26	Program Director	6/13/2017 10:33 AM
27	DIRECTOR	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q3 Your Organization:

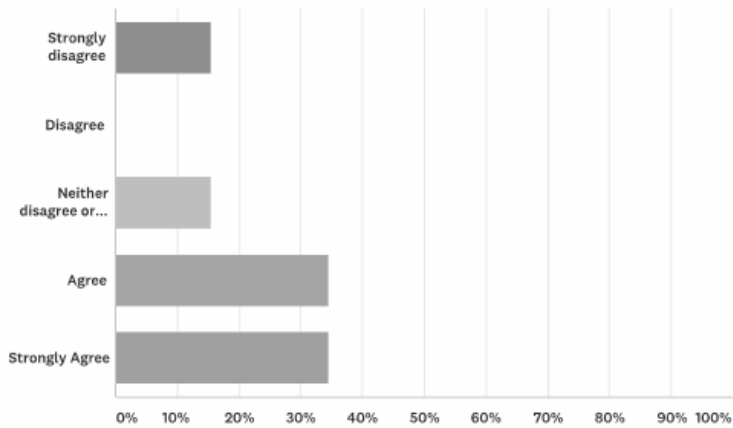
Answered: 27 Skipped: 0

#	RESPONSES	DATE
1	KinderCare Education at Work	11/21/2017 9:18 AM
2	Oregon Child Development Coalition	11/20/2017 5:38 PM
3	KinderCare Education	11/20/2017 12:33 PM
4	Trinity Lutheran Chrisitan School & Childcare	11/15/2017 9:37 AM
5	Salvation Army White Shield	11/14/2017 4:37 PM
6	KinderCare at Kroger Fred Meyer	11/14/2017 12:31 PM
7	YMCA	11/14/2017 10:43 AM
8	Endeavor Schools/The Children's Garden	11/14/2017 9:54 AM
9	Child Development Program WSUV	11/14/2017 8:23 AM
10	KinderCare Education	11/13/2017 2:31 PM
11	KinderCare	11/13/2017 2:28 PM
12	Innovative Services NW	11/13/2017 2:13 PM
13	GoodmShepherd Montessori	8/6/2017 2:12 PM
14	Wee Care of Stevenson	6/30/2017 4:05 PM
15	Country Friends Child Care	6/28/2017 12:47 PM
16	Clark College	6/23/2017 4:19 PM
17	Kiddie Academy of Vancouver - Fisher's Landing	6/21/2017 9:58 AM
18	Cornerstone Early Education	6/20/2017 1:19 PM
19	Mill Plain Children's Village Day School	6/20/2017 12:55 PM
20	YMCA	6/20/2017 11:57 AM
21	KinderCare Education	6/20/2017 11:45 AM
22	KinderCare Education	6/20/2017 11:38 AM
23	ESD 112	6/19/2017 12:15 PM
24	ESD 112	6/15/2017 10:35 AM
25	ESD 112	6/14/2017 7:11 AM
26	Learning Avenues Child Care Centers	6/13/2017 10:33 AM
27	Lakeshore Learning Center	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q4 I have a favorable impression of Clark College's ability to produce qualified graduates for employment in my organization.

Answered: 26 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly disagree	15.38%	4
Disagree	0.00%	0
Neither disagree or agree	15.38%	4
Agree	34.62%	9
Strongly Agree	34.62%	9
TOTAL		26

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q5 How many early childhood education and teaching positions, if any, do you currently have open?

Answered: 27 Skipped: 0

#	RESPONSES	DATE
1	8	11/21/2017 9:18 AM
2	1	11/20/2017 5:38 PM
3	5	11/20/2017 12:33 PM
4	0	11/15/2017 9:37 AM
5	1	11/14/2017 4:37 PM
6	0	11/14/2017 12:31 PM
7	5	11/14/2017 10:43 AM
8	5	11/14/2017 9:54 AM
9	1	11/14/2017 8:23 AM
10	0	11/13/2017 2:31 PM
11	0 at my center but we are a Corp. Business	11/13/2017 2:28 PM
12	4	11/13/2017 2:13 PM
13	0	8/6/2017 2:12 PM
14	0	6/30/2017 4:05 PM
15	2	6/28/2017 12:47 PM
16	1	6/23/2017 4:19 PM
17	20	6/21/2017 9:58 AM
18	None	6/20/2017 1:19 PM
19	1	6/20/2017 12:55 PM
20	2 Assistant Teachers needed	6/20/2017 11:57 AM
21	0	6/20/2017 11:45 AM
22	1	6/20/2017 11:38 AM
23	15-20	6/19/2017 12:15 PM
24	1	6/15/2017 10:35 AM
25	1	6/14/2017 7:11 AM
26	0	6/13/2017 10:33 AM
27	4	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q6 How many early childhood education and teaching positions, if any, do you anticipate having open in the next 3 years?

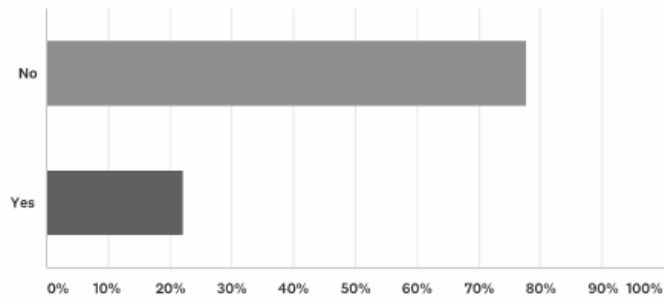
Answered: 27 Skipped: 0

#	RESPONSES	DATE
1	8	11/21/2017 9:18 AM
2	8	11/20/2017 5:38 PM
3	20	11/20/2017 12:33 PM
4	1 maybe	11/15/2017 9:37 AM
5	up to 4, our staff fluctuates we have hired three new two new teachers and then lost one of those since May.	11/14/2017 4:37 PM
6	3	11/14/2017 12:31 PM
7	4	11/14/2017 10:43 AM
8	60	11/14/2017 9:54 AM
9	3	11/14/2017 8:23 AM
10	10 +	11/13/2017 2:31 PM
11	Most likely	11/13/2017 2:28 PM
12	10	11/13/2017 2:13 PM
13	1	8/6/2017 2:12 PM
14	2	6/30/2017 4:05 PM
15	2-3	6/28/2017 12:47 PM
16	Varies, 1 to 2	6/23/2017 4:19 PM
17	20	6/21/2017 9:58 AM
18	5	6/20/2017 1:19 PM
19	2	6/20/2017 12:55 PM
20	Unknown staff turn over is unpredictable	6/20/2017 11:57 AM
21	3	6/20/2017 11:45 AM
22	6	6/20/2017 11:38 AM
23	many more as ECEAP expands	6/19/2017 12:15 PM
24	3	6/15/2017 10:35 AM
25	2	6/14/2017 7:11 AM
26	3	6/13/2017 10:33 AM
27	From 1 to 15	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q7 Is a bachelor's degree a requirement for a early childhood education and teaching position in your organization?

Answered: 27 Skipped: 0

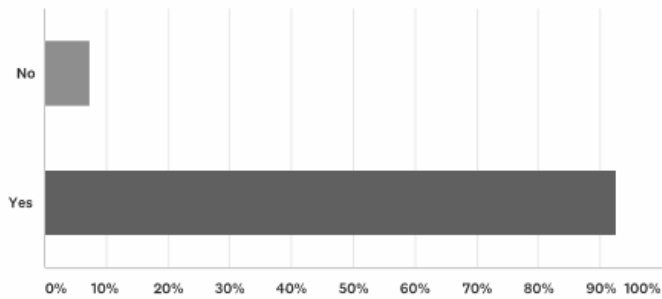


ANSWER CHOICES	RESPONSES	
No	77.78%	21
Yes	22.22%	6
TOTAL		27

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q8 Is a bachelor's degree a preference for a early childhood education and teaching position in your organization?

Answered: 27 Skipped: 0

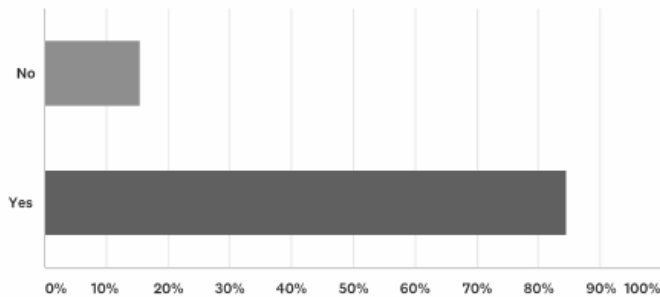


ANSWER CHOICES	RESPONSES	
No	7.41%	2
Yes	92.59%	25
TOTAL		27

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q9 Do you have difficulty finding bachelor's degree level applicants for this position?

Answered: 26 Skipped: 1



ANSWER CHOICES	RESPONSES	
No	15.38%	4
Yes	84.62%	22
TOTAL		26

#	IF YES, PLEASE EXPLAIN.	DATE
1	They also have to meet OCC requirements	11/15/2017 9:37 AM
2	We have to advertise many times to get a qualified applicant	11/14/2017 4:37 PM
3	People are not draw to ECE like the past	11/14/2017 10:43 AM
4	Most people have degrees in unrelated or distantly related fields	11/14/2017 9:54 AM
5	The available pay scale makes this diffcult	11/13/2017 2:31 PM
6	A lot only have their AA or haven't started looking in to anything yet	11/13/2017 2:28 PM
7	BA preferred for ECEAP classrooms; not many BA candidates apply	11/13/2017 2:13 PM
8	Most applicants have some college credits at most. College courses are not required for this program.	6/30/2017 4:05 PM
9	we have trouble finding ANY qualified teachers let alone ones with a BA	6/28/2017 12:47 PM
10	We often have associate degree applicants	6/23/2017 4:19 PM
11	Teachers who have been calling about openings have a lot of work experience and can still be lead teachers in a classroom. However, a bachelor's degree would make them even stronger candidates.	6/21/2017 9:58 AM
12	Rate of pay is not high enough to attract degree level applicants.	6/20/2017 1:19 PM
13	our rate of pay doesn't usually draw people with degrees	6/20/2017 12:55 PM
14	NA	6/20/2017 11:57 AM
15	Part of it is the pay that our corporation is willing to pay, these highly educated professions deserve more, we work hard at this location to provide a competitive wage when possible.	6/20/2017 11:45 AM
16	compensation usually drives folks to K-12	6/19/2017 12:15 PM
17	There are not a lot of applicants that aply for our positions that have bachelor degrees in ECE	6/14/2017 7:11 AM

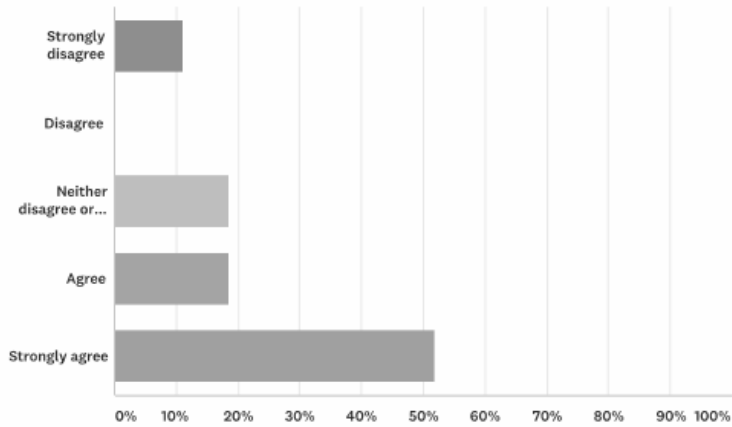
Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

18	Never in the right field. We get many with Human Development, Psychology, or Elementary Ed or High School	6/13/2017 10:33 AM
19	Unemployment rate has gone way down	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q10 A Bachelor's of Applied Science (BAS) Degree in Early Childhood Education and Teaching would assist our organization in finding qualified applicants to fill the position(s).

Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly disagree	11.11%	3
Disagree	0.00%	0
Neither disagree or agree	18.52%	5
Agree	18.52%	5
Strongly agree	51.85%	14
TOTAL		27

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q11 Please provide the job titles of the positions at your organization that graduates of the Clark College BAS in Early Childhood Education and Teaching program would be qualified to fill.

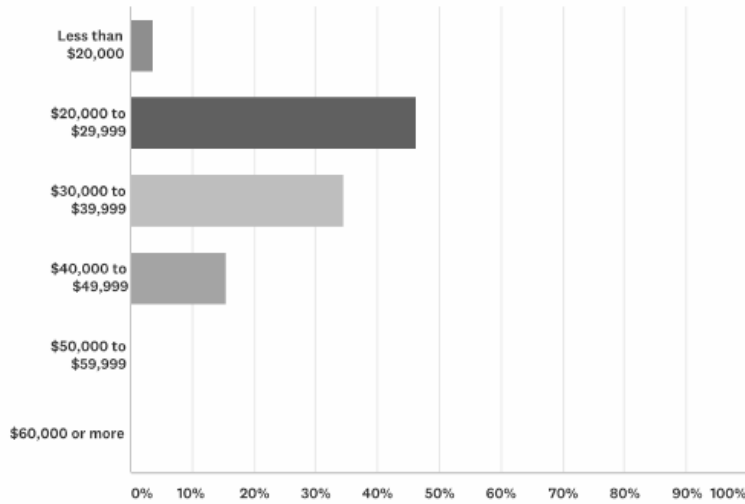
Answered: 26 Skipped: 1

#	RESPONSES	DATE
1	Preschool Teacher Education Coordinator Education Supervisor	11/20/2017 5:38 PM
2	Teacher	11/20/2017 12:33 PM
3	Preschool Teacher Kindergarten Teacher Before/After School Childcare Teacher	11/15/2017 9:37 AM
4	Lead Teacher in Infant and Toddler classroom	11/14/2017 4:37 PM
5	Directors and Teachers	11/14/2017 12:31 PM
6	Head Teachers positions Lead Teachers	11/14/2017 10:43 AM
7	Infant Teacher, Toddler Teacher, Preschool Teacher, Early Childhood Program Coordinator, Preschool Program Coordinator, Assistant Director	11/14/2017 9:54 AM
8	Early Childhood Specialist 2 Early Childhood Specialist 3	11/14/2017 8:23 AM
9	Lead teacher, Assistant teacher, Assistant Director and Director	11/13/2017 2:31 PM
10	Asst. Teacher, teacher, asst. Director, director	11/13/2017 2:28 PM
11	ECEAP Lead Teacher Education Coordinator Site Supervisor	11/13/2017 2:13 PM
12	Assistant Teacher requires AMI certification	8/6/2017 2:12 PM
13	Lead Teacher Office Manager Director	6/30/2017 4:05 PM
14	Lead Teacher, Teacher	6/28/2017 12:47 PM
15	ECE specialist 3 ECE Specialist 2 Program Support Specialist Program Supervisor with prior teaching and management and BAS Family Life Parent Educator	6/23/2017 4:19 PM
16	Lead Teacher Kindergarten teacher Assistant Director	6/21/2017 9:58 AM
17	Assistant Director Lead Teacher Assistant Teacher Curriculum Support Director	6/20/2017 1:19 PM
18	All	6/20/2017 12:55 PM
19	Only a CDA is required for all management positions	6/20/2017 11:57 AM
20	Lead Teacher Assistant Director Center Director	6/20/2017 11:45 AM
21	Teacher Assistant Teacher	6/20/2017 11:38 AM
22	Lead Teacher Site Coordinator Center Director Services Coordinator Program Manager	6/19/2017 12:15 PM
23	Trainer Specialist, ECEAP Coach	6/15/2017 10:35 AM
24	Child Care Aware Specialists (Early Achiever Coaches and Infant/Toddler Coaches)	6/14/2017 7:11 AM
25	Head Start Teacher ECEAP Teacher School Age Site Coordinator	6/13/2017 10:33 AM
26	Assistant or Lead Teachers in all classes: INFANTS WOBBLERS TODDLERS PRESCHOOL PRE-K SCHOOL AGE FLOAT	6/13/2017 10:17 AM

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q12 What annual salary would you anticipate for a person in these positions in your organization?

Answered: 26 Skipped: 1



ANSWER CHOICES	RESPONSES	
Less than \$20,000	3.85%	1
\$20,000 to \$29,999	46.15%	12
\$30,000 to \$39,999	34.62%	9
\$40,000 to \$49,999	15.38%	4
\$50,000 to \$59,999	0.00%	0
\$60,000 or more	0.00%	0
TOTAL		26

Clark College Baccalaureate of Applied Sciences Degree in Early Childhood Education and Teaching Survey of Employers

Q13 Please provide any comments, questions or concerns that Clark College should consider when creating this Bachelor of Applied Science Degree in Early Childhood Education and Teaching to meet the needs of your organization.

Answered: 17 Skipped: 10

#	RESPONSES	DATE
1	Please provide a good balance of course work & hand's on with children and families (-:	11/20/2017 12:33 PM
2	They should have: classroom management skills parent communcation skills assesment skills ability/willingness to work with special needs children	11/15/2017 9:37 AM
3	Keeping qualified applicants is difficult for us. We could also use applicants for Assistant Teachers and Substitute teachers. Our applicants must be at least a step 8 in the Oregon Registry.	11/14/2017 4:37 PM
4	We would love to see brain research incorporated (interpersonal neurobiology) and well as well-researched models	11/14/2017 9:54 AM
5	No Questions at this time.	11/14/2017 8:23 AM
6	I think that it would be an amazing thing for them to have this program at Clark College. The teacher there are very qualified to do the next step.	11/13/2017 2:28 PM
7	I believe that adding a BA program would encourage students to continue their education and make for a smooth transition.	8/6/2017 2:12 PM
8	I would want the program to include general ed courses so that graduates have excellent writing and communication skills	6/28/2017 12:47 PM
9	The ability for Clark students, providers in the area and transfer students to continue on the ECE path in a more affordable way would benefit the field. With QRIS, the standard in the field is encouraging more Bachelors degrees to be considered a qualified workforce. Having an infant toddler focus is beneficial given what we know about early brain development and the high need in the SW Washington and NW Oregon for infant toddler early childhood educator and family educators.	6/23/2017 4:19 PM
10	I am confident about the level of exposure that the students will acquire when in a program with Clark. One comment I would make is to make the students from the Bachelor's program be available for Internships that could potentially serve as opportunities for later full time hiring.	6/21/2017 9:58 AM
11	The ECE field lacks qualified workers so I am delighted to hear that Clark College may step up and offer a BAS!	6/20/2017 1:19 PM
12	We only require 30hrs of stars training for Lead Teachers	6/20/2017 11:57 AM
13	I am thankful that Clark College is looking into offer this degree. It is hard to find a college that will offer education degrees in the early childhood field, a majority of higher education, focuses on elementary or higher forgetting about our youngest learners in the community.	6/20/2017 11:45 AM
14	The salary question is hard to answer because each of the positions I listed are compensated differently. Please also consider adding coursework and pathways for home visitors who are now required to have certificates and credentials specific to home visiting.	6/19/2017 12:15 PM
15	I would like to see ECE leadership as a part of the curriculum as well as Reflective Supervision. A lot of applicants with BA's don't have the leadership skills needed to be a Director in programs, and they often struggle with this.	6/14/2017 7:11 AM
16	We do not have infant and toddler so that would not benefit us. We have preschool and school age programs. Course in those areas would be a better emphasis for our program.	6/13/2017 10:33 AM
17	Minimum wage will continue to go up the next few years, so most organizations will be forced to only accept applicants with a degree...to pay for their skills.	6/13/2017 10:17 AM

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact Joyce Hammer at jhammer@sbctc.edu for further information.

The application needs to show the information below for program approval:

- employers demand* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

College Name: Clark College
Program Name: BAS in Early Childhood Education
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
If local demand/supply information is available for the specified degree program and target occupation(s),**

<p>For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)</p>	<p>Average annual job openings in region for Preschool teachers, except Special Education (SOC 25-2011), 2017-2027: 499</p> <p>Estimated percentage of annual job openings in this occupation that will require a baccalaureate degree by 2020 (Carnevale, Smith and Strohl, 2013): 53%</p> <p>Conservative estimate of annual baccalaureate-level job openings: 33% x 499 = 166</p> <p><i>Note.</i> Labor market region consists of Clark College service district and three Oregon border counties (Washington, Multnomah, and Clackamas Counties).</p> <p>Data source: Economic Modeling Specialists International, 2017.4</p> <p>Work cited: Carnevale, A. P., Smith, N. & Strohl, J. (2013). <i>Recovery: Job growth and education requirements through 2020</i>. Retrieved online from https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf</p>
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For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

Relevant program completions in region, 2016 (CIP 13.1210, 19.0706, 19.0708):

Clark College, ECE Associate degree--23

Mt. Hood Community College, ECE Associate degree--18

Portland State University, Child Development Post-baccalaureate certificate--17

Clackamas Community College, Child Care and Support Services Management, Associate degree—10

Portland Community College, ECE Associate degree--7

Concordia University, ECE Bachelors degree—6

Washington State University—Vancouver, Human Development Bachelors degree with ECE certificate--2

Total relevant completions: 83, including associate degrees

Conservative estimate of supply gap in region: $166 - 83 = 83$ annual openings

Data source: Economic Modeling Specialists International, 2017.4

OR, if demand information is not available or it is a new/emerging/changing occupation, **	
For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u>	
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u>	
OR, if based on a statutory or accreditation requirement, **	
Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>	
For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.	

For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. Survey requirements are listed below.

* Demand is defined by state law as “***an occupation with a substantial number of current or projected employment opportunities.***”

**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).

Survey Requirements:

To verify/support supply demand your survey should include at least 25 individual employer responses. If there are not 25 employers in the area, you should cover the employers who comprise at least 75% of the identified employment base. Provide a copy of the survey with the aggregated results as an appendix. The **survey must address** the following general questions (you may edit the wording to suit your survey):

- (1) Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)**
- (2) If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?**
- (3) Is a bachelor’s degree a requirement or preference for this position? Requirement: Y or N Preference: Y or N**
- (4) Do you have difficulty finding Bachelor’s degree level applicants for this position? (If yes- explain)**
- (5) Will the proposed program assist you in finding qualified applicants to fill the position(s)?**