



Lower Columbia College BAS: Teacher Education

Statement of Need

## **Table of Contents:**

Form A: Cover Sheet for New Degree Program Proposal

Introduction	1
Criteria One: Relationship to institutional role, mission, and program priorities	3
Criteria Two: Support of the statewide strategic plans	4
Criteria Three: Employer/community demand	5
Criteria Four: Builds from existing professional and technical degree program	16
Criteria Five: Student demand for BAS in Teacher Education	17
Criteria Six: Maximize state resources to serve place-bound students	21
Summary and Conclusions	23
References	
Appendix A: Employer Survey	
Appendix B: Workforce/Student Survey	
Appendix C: Letters of Support	
Appendix D: Supply/Demand Gap Rubric	
Appendix E: Clark Letter of Support	

**COVER SHEET  
STATEMENT OF NEED**

**Program Information**

Institution Name:

Lower Columbia College

Degree Name:

**Bachelor of Applied Science -Teacher Education**  
**Track: Teacher Certification (K-8)**  
**Track: Early Childhood Education**  
**Endorsement ECE (P-3)**

CIP  
Code: 13.1210

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

Degree: AAS (ECE) CIP Code: 13.1210 Year Began: 1992

Degree: AAS-T (ECE) CIP Code: 13.1210 Year Began: 2007

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

Projected Enrollment (FTE) in Year One: 24 at Full Enrollment by Year: **48 by 2021**

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

**Mode of Delivery**

Single Campus Delivery: Courses will be delivered through LCC using various modalities.

Off-site: Some classes may be offered at local schools who partner with the district.

Hybrid, online, and face-to-face methods of instruction will be utilized.

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

**Contact Information** (Academic Department Representative)

Name: Karen Joiner

Title: Executive Dean of Instructional Programs

Address: 1600 Maple Street, Longview, WA 98632

Telephone: (360) 442-2861

Fax: (360) 442-2879

Email: kjoiner@lowercolumbia.edu

  
Chief Operating Officer

February 15, 2018

Date

## INTRODUCTION

Lower Columbia College (LCC) is proposing to develop a Bachelor of Applied Science in Teacher Education (BAS-TE) leading to Residency Teacher Certification K-8 with an endorsement in Early Childhood Education (ECE), as well as a non-certification degree option in Education and Early Childhood Education. This creates a pathway for para-educators, preschool teachers, and childcare providers to use their Associate of Applied Science (AAS) degree as a foundation for broader job opportunities with higher wages. This proposal is a concerted effort by the college and local school districts in response to the teacher and substitute shortage in the college's service district.

According to the Center for Education Data Research (CEDR) Working Paper (WP) #2014-3 Improving the quality of the teacher workforce is high on the nation's education policy agenda. Moreover, there is little evidence that the situation in Washington State has changed over the last decade or is likely to change without a more concerted labor market response to the supply and demand conditions for teachers.

The State of Washington Office of Superintendent of Public Instruction (OSPI) released a report demonstrating the critical teacher and substitute shortage in Washington State. The introductory comments to this report as found in OSPI's website state the following:

Many Washington public schools are facing a crisis in finding qualified teachers. According to a survey of principals conducted fall 2016, 82% of principals said that finding qualified teachers was a K-3 barrier. Seventy-four percent of HR Directors stated that the challenge of finding qualified certificated teachers is greater this fall compared to last fall. Ninety-seven percent indicated that they were "struggling" or in a "crisis" mode in finding qualified candidates. In the 2015 report, more than 80% were required to employ individuals as classroom teachers with emergency certificates or as long-term substitutes

"As more teachers retire, fewer younger people are interested in becoming teachers. The in state production of new teachers is significantly less than a decade ago. In the fall of 2015, although school districts hired 2,860 beginning teachers, our colleges only produced 2,485 certificated teachers the prior year-and not all of them chose to become teachers."

Finding substitutes is also extremely difficult. Ninety-eight percent of principals indicated that they were "struggling" or in a "crisis" mode in finding substitutes. A total of 61% of principals reported that they had to personally cover a class in the past five school days because substitutes were not available. In addition, the number of "Emergency Substitute Certificates" that OSPI is projected to issue this school year is more than five times higher than in the 2011-12 school year. The only state-required qualification to be an Emergency Substitute is to pass a fingerprint check and a character and fitness questionnaire.

On November 30, 2017 LCC facilitated a focus group with professionals from the local school districts to discuss teacher shortages in the Southwest Washington region and Cowlitz County specifically. This focus group confirmed the need for more bachelor-degree prepared educators. As a result, LCC worked collaboratively with school district representatives and Educational Service District (ESD) 112 to prepare

this Statement of Need.

In fall 2016, a survey of school district Human Resource Directors regarding the teacher and substitute shortage was conducted by OSPI in collaboration with the Washington Personnel Association. A total of 113 directors responded, representing approximately 38% of the state's school districts. Human Resource Directors were asked about their ability to hire qualified certificated candidates for their teaching positions. Of those who responded, 23% indicated that they were in "crisis," 74% stated that they were "struggling, but getting by," and 2.7% said they were doing "fine." When asked to compare the challenge in finding certificated teachers and substitutes this fall compared to last fall, 73% indicated that it was "more" or "much more" challenging, 23% stated it was about the "same," and 4% indicated it was "less challenging."

A BAS-TE offered at LCC will accomplish the following objectives:

- Provide an accessible pathway to a baccalaureate degree with teacher certification to place-bound working adults employed in the K-12 system.
- Provide an educational pathway to a baccalaureate degree with teacher certification to those holding an AAS degree in education (i.e. AAS in Early Childhood Education, AAS-T in Early Childhood Education, and AAS in Paraeducator [fall 2018]).
- Assist in alleviating the regional substitute and teacher shortages by increasing the number of graduates with baccalaureate degrees and teacher certification in the service area.

The proposed BAS-TE degree will be designed with a focus on place-bound working adults and the specific needs of the school districts located within the College's service district and region. Currently, many place-bound working adults desiring to pursue elementary education teacher certification are not being served by the existing primary regional programs offered at City University of Seattle and Washington State University Vancouver, which are the two closest 4-year institutions. Many potential elementary education teachers, substitutes and childcare providers are already employed by school districts, Head Start/ECEAP, and early learning centers, thus it is extremely difficult for these potential students to attend the traditional teacher certificated programs offered by the regional 4-year institutions. Additionally, many of these place-bound employees have earned an Associate of Applied Science degree. The proposed BAS-TE degree will create a pathway for these individuals to attain the education and certification required to become an elementary education certificated teacher, substitute or early childhood educator without the burden of travel or disrupting their current employment.

The following pages illuminate how the BAS-TE degree from LCC:

- Supports statewide strategic plans
- Meets the demands of employers and community in the service area
- Builds on existing professional-technical programs offered by the college
- Meets student demands in the service area
- Maximizes state resources to serve place-bound students

**BACHELOR OF APPLIED SCIENCE IN TEACHER EDUCATION:  
ELEMENTARY EDUCATION AND EARLY CHILDHOOD EDUCATION**

**STATEMENT OF NEED CRITERIA**

**Criteria 1: Relationship to Institutional Role, Mission, and Program Priorities.**

In 1934, LCC was established in Longview, Washington in Service District 13, serving Cowlitz and Wahkiakum counties. The fall 2017 enrollment was 2,988 FTE with a headcount of 5,450 students. LCC campus is situated on 38.75 acres, supporting 475,157 sq. ft. of building space, and has two apartment complexes which serve as student housing. The LCC faculty is comprised of 69 members (49 tenured, 15 tenure-track, and 5 full-time non-tenure-track). Eleven faculty members hold doctorates. The college has 53 transfer program options, 47 professional-technical programs, and an international student body representing five countries with anticipated spring enrollment of 20 students. In 2016-17, 80% of students enrolled indicated intent to transfer to a four year institution. LCC awards six Associates degrees: Associate in Arts & Science (AA) degree, the Associate in Arts Direct Transfer (AA-DTA) degree, Associate in Applied Science degree (AAS), Associate in Applied Science-Transfer (AAS-T), Associate in Major Related Program (MRP) degree (includes the Associate in Nursing DTA/MRP and Associate in Music DTA/MRP), and Associate in Science-Transfer (AS-T track 1 & 2).

The [mission of LCC](#) is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional and innovative. The vision is to be a powerful force for improving the quality of life in our community. The college values include the expectation of an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability. The development of a BAS-TE degree supports the mission, vision and values of the institution by promoting personal and professional success through offering an attainable educational pathway to facilitate the attainment of personal and professional goals. This in turn may positively impact the quality of life by increasing employment opportunities and enhancing the local and regional educational system. The development of the degree is through collaborative processes, represents innovation and inclusion, and promotes academic excellence through degree attainment.

The implementation of a BAS-TE degree aligns with [LCC's Strategic Plan](#) and is part of the 2017-18 [Strategic enrollment initiatives](#). Additionally, this is slated to be included in the next iteration of the Academic Master Plan.

- Strategic Plan; Core Theme I: Workforce and Economic Development to create degrees and certificates to meet labor market demands and enrollment initiatives which guide the college through the year 2023.
- Strategic Plan; Core Theme II: Transfer and Academic Preparation to refine pathways available through the Lower Columbia Regional University Center. The goal of the center is to increase the number of adults with bachelor's degrees in Cowlitz and Wahkiakum counties as well as raise the number of local professionals qualified to fill high-demand positions with area employers.

- Enrollment Initiative #3: [BAS Degree](#). Implementation of a BAS degree aligns with efforts to raise the overall bachelor's degree attainment rates in the region and to provide opportunities for students who have earned an AAS degree to expand their education in a field of study that is in high demand based on local economic demand.

## Criteria 2: Support of Statewide Strategic Plans.

The proposed BAS-TE supports the State Board for Community and Technical Colleges (SBCTC) mission goals outlined in the [Mission Study](#) and Washington Student Achievement Council (WSAC) policies and goals for higher education as articulated in the [Strategic Master Plan for Higher Education](#).

The [SBCTC's Mission Study \(2010\)](#) identified Washington State's "Most Urgent Need: Educating more people to higher levels of skill and knowledge." The Mission Study identifies strategies to increase the number of baccalaureate educated adults as a means to strengthen the economy and serve workforce needs for more highly educated and skilled workforce. According to the [WSAC's 10 year plan](#) and roadmap issue briefing aimed at addressing the challenges of student readiness in early learning:

The 2012 Strategic Action Plan identifies a need for public and private institutions to strengthen partnership efforts to improve the quality and availability of academic programs that provide a foundation for educators [...] to support early learning needs.

According to the SBCTC, community and technical colleges play an important role in producing baccalaureate degree graduates in Washington State. SBCTC advocated for community and technical college applied baccalaureate programs to help:

- Meet state goals for increasing the overall number of baccalaureate degrees awarded to 42,400 per year. The community and technical college system will need to increase the number of their students who transfer to a baccalaureate program to 22,000 by 2030 including 1,400 baccalaureate degrees awarded.
- Expand the workforce mission of community and technical colleges to serve the needs of local and state employers.
- Increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree. The workforce student population is comprised of a large portion of people of color, older working adults and people who are place bound (especially women) with family responsibilities.

According to the [WSAC Strategic Plan for 2016-2019](#):

Education is the catalyst for families, communities, and businesses to thrive. While Washington's employers report a growing need for a more educated workforce in order to stay competitive, many individuals need higher levels of education to obtain work that can support themselves and their families.

Washingtonians have a rich and diverse menu of educational pathways with opportunities across the education and higher education sectors. Washington must build on the current education system from early learning through postsecondary education, public and private, to meet the state's rapidly growing and changing education needs.

Washington is also experiencing a substantial shortage of educators. Principals report difficulty recruiting teachers. Many teachers are retiring, and nationally 17 percent of beginning teachers leave teaching within five years. Strategies proposed by the K-12 system and our colleges and universities to increase the number of teachers, and to retain beginning teachers in particular, should be supported. Targeted student financial aid programs that meet the need for effective educators in every classroom—such as Future Teachers and Alternative Routes—should also be enhanced.

There are three key challenges that must be addressed to meet Washington’s education needs: 1) Closing gaps in educational outcomes for historically underrepresented populations, 2) improving postsecondary recruitment, retention and completion for working-age adults and 3) making college affordable for low and middle income students.

The development and implementation of a BAS-TE at LCC will help to address these challenges locally by closing the opportunity gap for underrepresented populations and re-engaging adult learners. LCC’s BAS-TE program would build upon the strengths of the institution’s Associate degree programs and allow students to continue along the educational continuum. For the current workforce living within LCC’s educational service district, it will open an opportunity for individuals to further their education and obtain a baccalaureate degree without jeopardizing current employment and dislocating their families.

A local BAS-TE degree will help to close education affordability gaps by expanding the availability of funding, such as Child Care Aware of Washington Scholarships for early childhood education and other potential grants for educators. Even with legislative efforts during 15-16 to lower tuition, affordability remains an issue. Students are covering 58 percent of the cost at public four-year institutions, far above the pre-recession share of 38 percent (WSAC Strategic Plan). Students in Southwest Washington need access to a four-year education at an affordable rate to progress toward the state’s attainment goals of providing economic benefits for our residents and a talented workforce to meet the state’s economic needs.

### **Criteria 3: Employer and Community Demand.**

LCC is located in Longview, Washington, situated in Southwest Washington, approximately 50 miles north of Portland, OR. LCC primarily serves Cowlitz and Wahkiakum counties and is a part of Educational Service District (ESD) 112. ESD 112 serves over 100,000 students in 30 public school districts, 19 state-approved private schools and two state schools. Cowlitz and Wahkiakum counties have a total population of 109,930 ([Employment Security Department 2017](#)) Longview, the largest city in Cowlitz County, has a population of 37,510. It sits adjacent to Kelso, WA, which has a population of 11,980. LCC is well-positioned to make a meaningful and significant contribution toward closing the teacher and substitute teacher shortage for the region. According to the 2016-2017 Facts & Figures Community Report, in the LCC service district (Cowlitz and Wahkiakum), only 15.4% of residents have obtained a bachelor’s degree, lower than half the state average of 31.9%.

**Labor Market and Statewide Employer Data**

[Labor market data for Cowlitz and Wahkiakum Counties in the Southwest Washington](#). Workforce Development Area reveals that teachers for elementary school, kindergarten, preschool, teacher assistants, and middle school teachers are all in high demand and are expected to grow 1.89%-2.78% annually with combined estimated employment of 8,131-9,767 (by 2025) and approximately 1,847 job openings annually ([Employment Security Department](#)).

Table 1: Employment Security Department Teacher Demand Data

<b>Estimated Job Openings (Cowlitz, Clark, and Wahkiakum Counties)</b>						
SOC#	Demand	Occupation Title	Estimated Employment 2015	Estimated Employment 2020	Estimated Employment 2025	Avg. Annual Growth Rate 2015-2025
252021	Demand	Elementary School Teachers, Except Special Education	2,486	2,746	2,995	2.01%
252012	Demand	Kindergarten Teachers, Except Special Education	630	706	773	2.30%
252011	Demand	Preschool Teachers, Except Special Education	694	796	871	2.78%
259041	Demand	Teacher Assistants	3,325	3,669	3,978	1.9%

252022	Demand	Middle School Teachers, Except Special and Career/Technical Education	996	1,061	1,150	1.89%
--------	--------	---	-----	-------	-------	-------

Southwest Washington Teacher Demand Gap						
Year	Number of Job Postings*	Total Graduates City U	Total Graduates WSU-V	Total Graduates Concordia	Total Graduates All Programs	Current Gap Between Supply/Demand
2016-2017	164	0	27 **	11***	48	-116
*Data collected from Labor Insight/Burning Glass for SOC codes: 252021, 252012, 252011, 259041, 252022 ** 9 graduates currently employed in the region with Longview School District ***2 graduates employed in WA state Four-year data collected from each individual institution						

[A 2017 teacher shortage survey](#) conducted jointly by the Office of Superintendent of Public Instruction (OSPI) and the Association of Washington School Principals highlighted teacher supply demand gaps confronted by state school leaders. Eighty-five percent of principals reported that, they were “in crisis” or “struggling” to find certificated/qualified teachers. Additionally 95% of principals indicated they were “in crisis” or “struggling” to find substitutes. The survey also reports that 22% still had unfilled classroom positions in mid-October. Forty-five percent indicated it was “more” or “much more” challenging to find teachers/substitutes this fall compared to last fall. (Association of Washington School Principals). The information reflected in the graphs below, mirrors the data that was collected through Cowlitz/Wahkiakum Counties employer surveys regarding the local need for qualified teachers and substitutes.

Figure 1: Qualified Teacher Need

**84.5%** stated they were "in-crisis" or "struggling" to find certificated/qualified teachers.

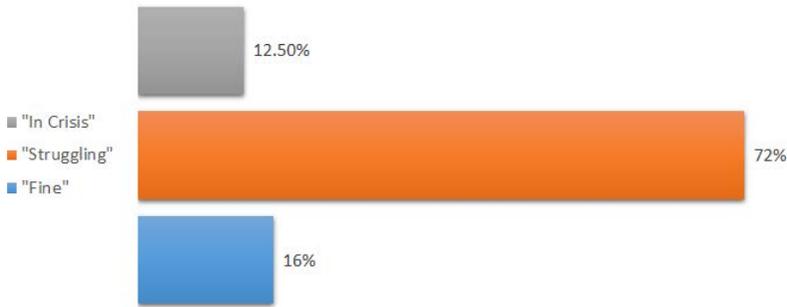


Figure 2: Principal class coverage in the past week



Figure 3: Fall to Fall comparison of hiring challenge

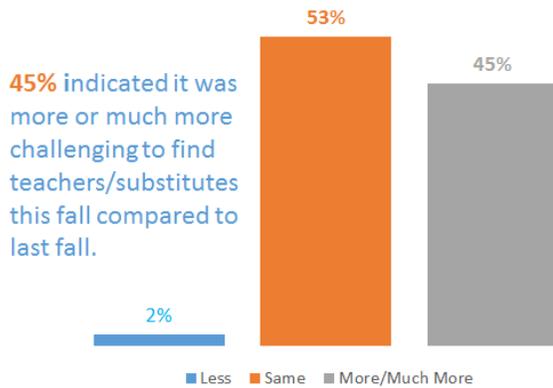


Figure 4: Pie Chart Analysis



According to Superintendent Dorn’s Teacher Shortage Budget and Policy Requests – 2016 Legislative Session, school districts in Washington are having major difficulties hiring mathematics, science, special education and other teachers, especially in rural and high poverty schools. All school districts report a significant shortage in substitute teachers. Additionally, the implementation of full-day kindergarten and K–3 class size reduction, along with teacher retirements, increasing attrition, and student enrollment growth will require hiring approximately 10,000 new K–3 teachers in the next 3–4 years. In-state production of new teachers with Elementary and Early Childhood endorsements totals only 1,500 teachers per year.

The [Early Childhood Education and Assistance Program \(ECEAP\)](#) 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. Changes in state law necessitate expansion so that by the 2020-21 school year, any eligible child shall be entitled to be enrolled in the program (K. Lancaster, personal communication, December 5, 2016). The latest “State of Preschool Report” by the National Institute for Early Education Research (NIEER) at Rutgers University notes that Washington State meets 9 of the 10 benchmarks that the NIEER considers minimum quality standards benchmarks for 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 pre-kindergarten policies should be considered satisfactory unless all 10 benchmarks are met” (p. 42).

The need for early childhood programs is great, as there are 11,955 children in Washington State 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 implementation of full-day kindergarten and K–3 class size reduction, along with teacher retirements, increasing attrition, and student enrollment growth will require hiring approximately 10,000 new K–3 teachers in the next 3–4 years. In-state production of new teachers with Elementary and Early Childhood endorsements total only 1,500 teachers/year. Washington plans to more than double the number of children in ECEAP by 2021 from the 2012-13 baseline of 8,391 openings to 19,068. Additionally, The National Association for the Education of the Young Child (NAEYC) has increased requirements for bachelor level degree lead teachers in childcare programs seeking accreditation. The 2016 Head Start Performance Standards require that at least 50% of its teachers hold a bachelor’s degree. Additionally, to reach a level of quality in Washington State’s Quality, Rating and Improvement System (QRIS), childcare directors and 25% of the lead teachers must have a bachelor’s degree. Graduates of this proposed BAS-TE will be eligible for all jobs in early childhood education and as K-8 teachers. OSPI anticipates need for a P-3<sup>rd</sup> emphasis to increase dramatically.

Table 2: Proposed in Standards Alignment

## Proposed in Standards Alignment – from Department of Early Learning

Presentation November 2015

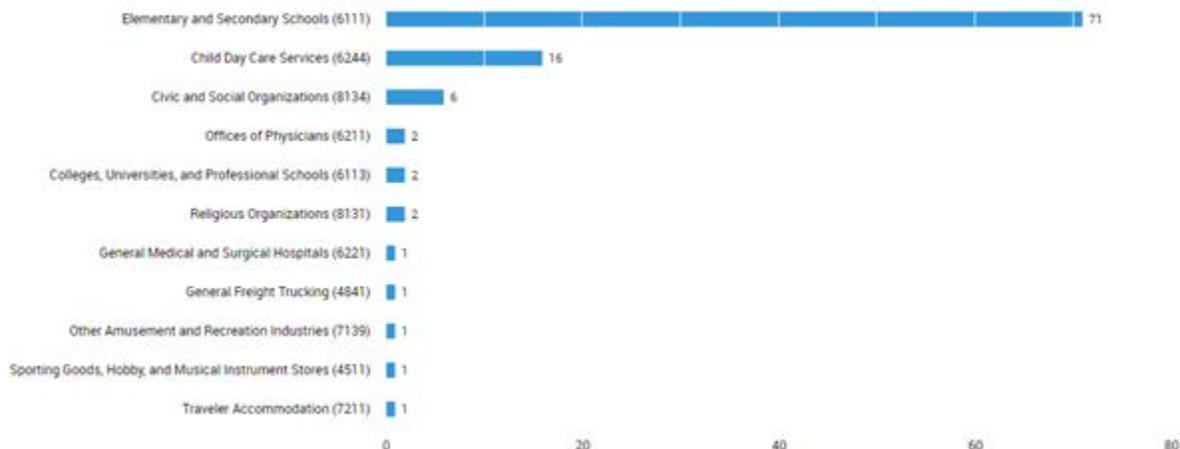
Program Type	Position	Current WAC	Proposed WAC	Subsidy CC	ECEAP	EA Level 5
Center	Director	CDA	ECE State Certificate	Associate's	Bachelor's	Bachelor's
Center	Lead Teacher	High School Diploma	ECE State Certificate	Associate's	Bachelor's	Bachelor's
Center	Assistant	None	Initial Certificate	ECE State Certificate	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

Based on the results from local employer surveys, all seven school districts located in Cowlitz/Wahkiakum counties (employing approximately 902 individuals) participated in and returned surveys in addition to local Headstart programs (employing approximately 84 individuals) and a majority of the larger daycare centers in the region. Responses represented over 75% of the employment base for the SW Washington region.

Based on the number of job postings in Cowlitz and Wahkiakum counties for 2017, the employment base for teachers (SOC Codes: 252021, 252012, 252011, 259041, 252022) is primarily

made up of Elementary and Secondary Schools (73%), followed by Child Day Care Services (17%), and Other (10%) ([Burning-Glass data, 2018](#)).

**Figure 5: Number of Job Postings 2017**



All districts operating in the LCC service area expressed a strong need for certificated and substitute teachers and are running with emergency certified teachers, calling retired teachers back to the classroom, and in some cases utilizing paraeducators in this role. Local school district representatives expressed excitement in partnering with LCC as they see the development of a BAS-TE program as a way to “grow their own” teachers from within the local community which will potentially decrease teacher turn-over, as the teachers will be well invested in the local community. Additionally, this program will provide a pathway for paraeducators to become certificated teachers, increasing the employment opportunities.

Figure 6: Survey Question: Employment Areas

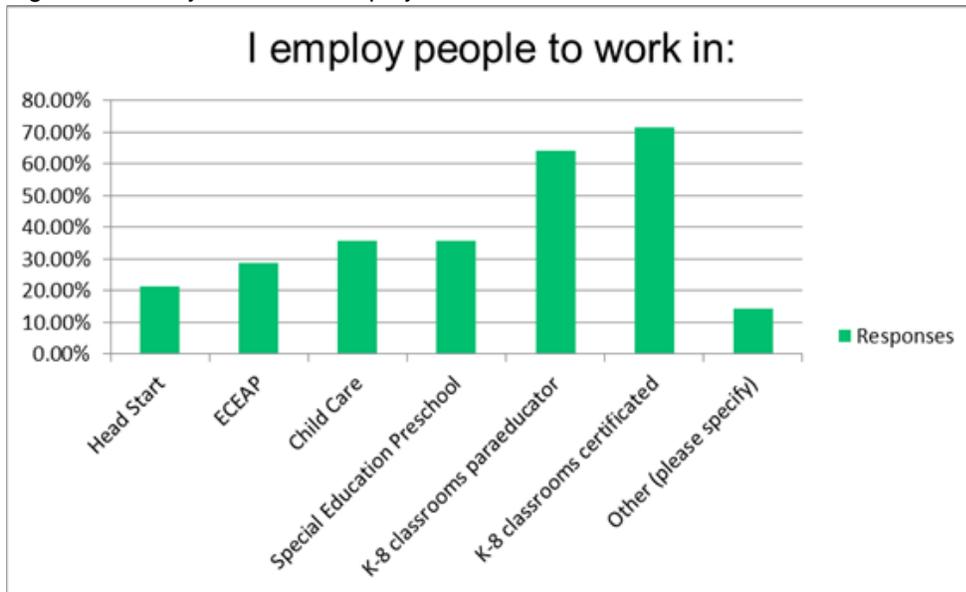


Figure 7: Survey Question: Hiring BAS Graduates

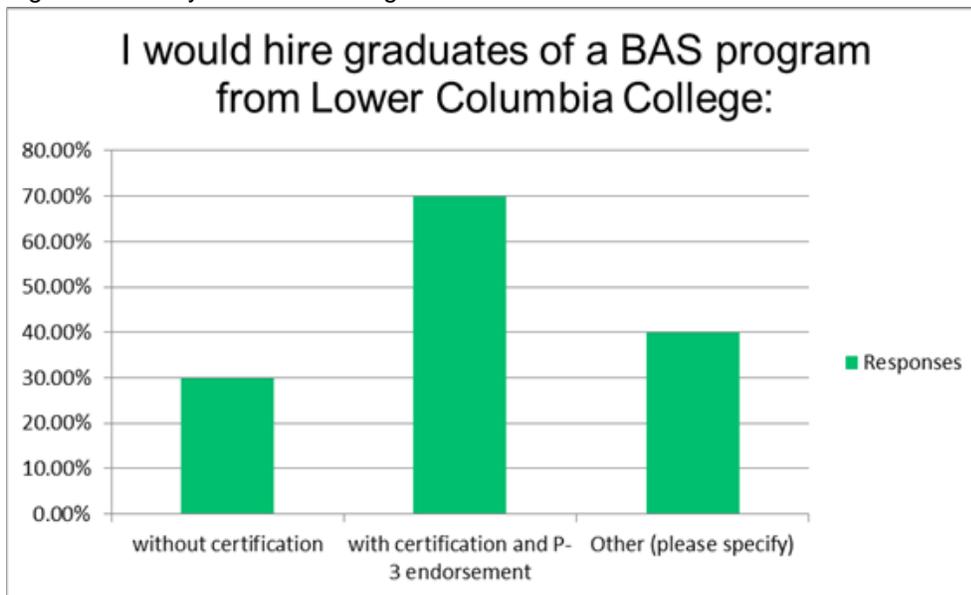


Figure 8: Survey Question: Referrals to BAS Program at LCC

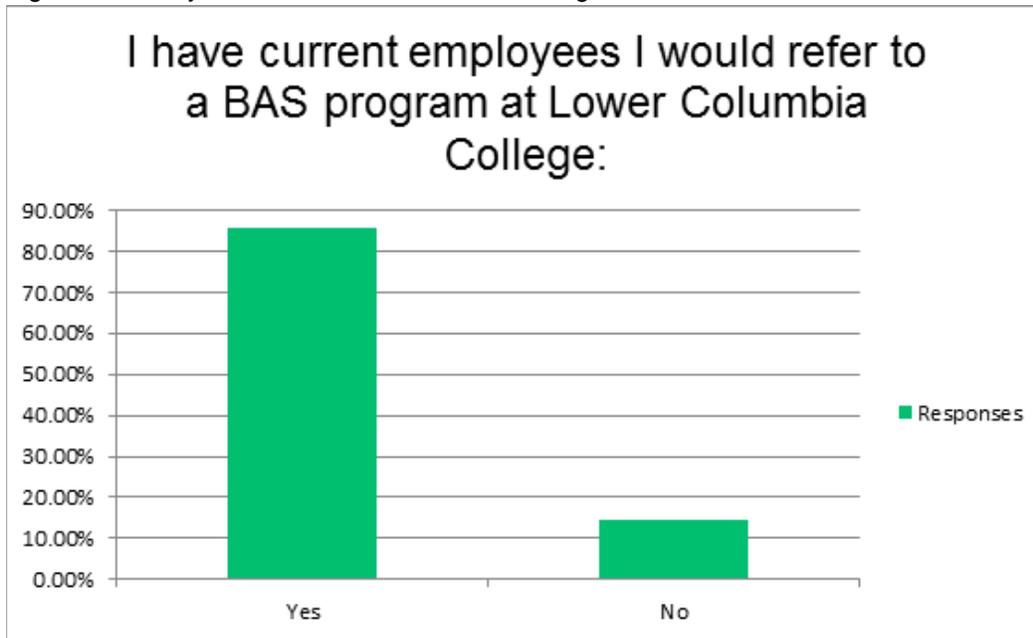


Figure 9: Survey Question: Unfilled or Less Educated Hires in the Past Year

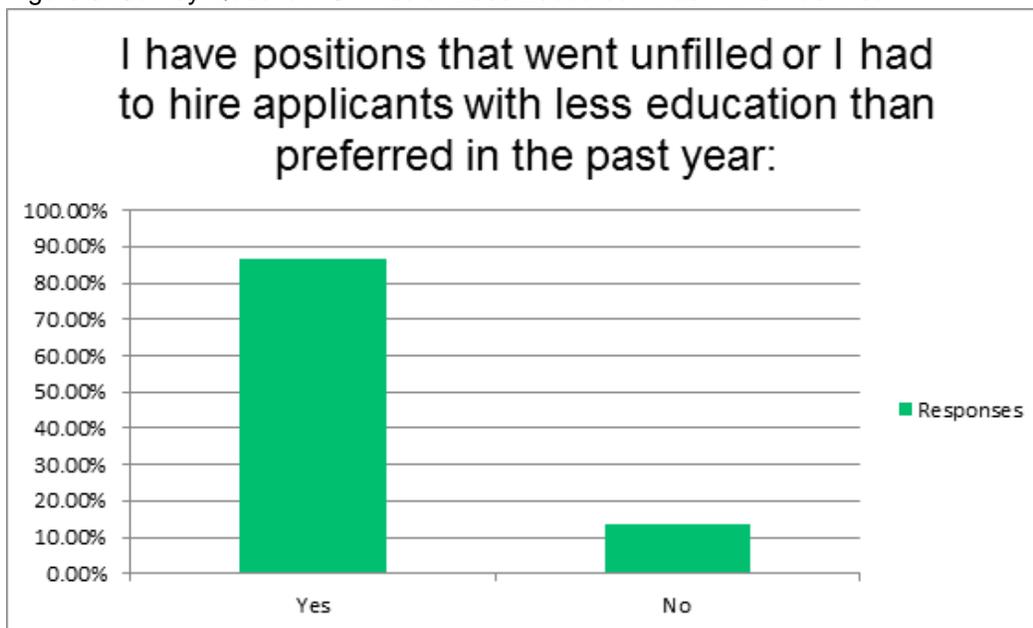


Figure 10: Survey Question: Hiring Preferences



Table 3: LCC Service District Enrollment Breakdown

School	District	Number of Elementary Schools	Number of Middle Schools	Enrollment
Castle Rock	401	2	1	896
Kalama	402	1	1	957
Kelso	458	7	2	3407
Longview	122	8	3	4524
Toutle	130	1	1	667
Wahkiakum	200	1	1	329
Woodland	404	3	1	1625
<b>Totals</b>		23	10	12405

Letters of support to LCC from school superintendents indicate significant declines in qualified teacher candidates and subsequent hiring of teachers obtaining certification via alternate routes. A major need identified was that of substitute teachers. One district had 60% of substitutes who were not qualified. In

Wahkiakum County, the number of emergency certified substitute teachers exceeded 20% (May 2016 data from Office of the Superintendent of Public Instruction). Responses in the surveys included the remark, “We are in desperate times.” LCC seeks to help meet the urgent workforce needs for Education and ECE professionals through a BAS-TE which will provide graduates with a K-8 teacher certification and a P-3 endorsement or a non-certification early learning option.

Our area needs to “Grow their Own Teachers.” Many current teachers come from outside communities and are not familiar with our county’s challenges: poverty, drug use, homelessness, adverse childhood experiences, changing student demographics, food insecurities, mental illness, and others. Local district Human Resource representatives at the LCC focus group voiced a growing concern that teachers coming from outside Cowlitz County have a low rate of retention. Longview School District, the largest local district, reported during the hiring for 2015/16 and 2016/17, thirty-one applicants that were called for an interview stated they had been hired by another district, and 14 who were offered positions declined.

Another factor to consider is geographic proximity. Travel can be an obstacle. With many local teachers residing in the greater Vancouver area, a slide closing I-5 in 2015, prevented these teachers from reaching the area, forcing school closures in Cowlitz County for multiple days. By LCC offering a BAS-TE, both geographical and retention barriers will be eliminated.

In working with the local school districts, additional questions were asked to gain a better understanding of the local teacher need. Some notable areas of concerns:

Table 4: LCC Service District Hiring Demands

District	Emergency Certifications	Emergency Subs	Projected Demand	Average length of openings
Castle Rock	14	85% Emergency Cert.	Will grow with smaller class	2-8 weeks
Kalama		14 out of 24 emergency cert.	1-20	1-2 weeks
Kelso	6	55	30 per year	Jan-Oct
Longview	5	35 out of 123	Strong! High!!	8 months but last two years had openings until late September
Toutle	2	5	Trending upward due to projected retirements	timely manner
Woodland	3	32	varies	varies

<b>Wahkiakum</b>	3 out of 28	60% emergency cert.	not available	not available
------------------	-------------	---------------------	---------------	---------------

In letters of support (Appendix C) from local superintendents the following was shared about the need for certificated teachers...

“The lack of substitutes is not the only issue, securing full time teachers for open positions left by retirement and district growth is disconcerting as well. Our geographic area is experiencing growth, especially from the south.” “Having a program such as the one you are proposing would certainly bolster the teacher pool and should bring great relief to our region.”  
-Eric Nerison, Kalama School District

“We still are in need of full qualified, certified teachers, and are not yet done with our hiring for the 2017-2018 school year at this late date (July 20, 2017).”  
-Patty Gelbrich, Castle Rock School District

“The quantity and quality of teacher candidates is at an all-time low. In our work to recruit, hire and retain high quality classroom teachers, we find ourselves in a position of hiring candidates who would not have qualified for interviews in the past. To that point, we hired six teachers on emergency certification for this school year. In the past, this was a rare occurrence. Now it is routine.” -Glenn Gelbrich, Kelso School District

**Criteria 4: Proposed BAS-TE Certification built on existing education programs.**

LCC’s Early Childhood Education program was founded in 1975. The AAS in ECE is comprised of 38 general education credits and 58 ECE credits for a total of 93 credits. The AAS-T in ECED was founded in 2007 and is comprised of 55 general education credits and 56 ECED credits for a total of 111 credits. LCC also offers the State Stackable Certificates which uses common courses created by a consortium of community colleges. This state certificate moves directly into the AAS and AAS-T. Currently there are two tenured faculty positions, three adjunct faculty, as well as strong I-BEST faculty. Facilities meet student needs with one dedicated college classroom, a student resource room, five office spaces, and a lab school. LCC ECE graduates have not only shown that they have the knowledge in the college classrooms, they have also demonstrated the required skills in the lab school. This makes them highly sought after as employees in local early learning programs and as para-educators. Looking at the unduplicated headcount for Early Childhood Education over the past five years, enrollment has been steady as demonstrated in the table below:

Table 5: LCC ECE and ED/Para Enrollment

Year	AAS(T) ECE Enrollment	ED/PARA Enrollment
2012-2013	119	104
2013-2014	140	93
2014-2015	140	98
2015-2016	109	116
2016-2017	110	99

According to the LCC Facts and Figures publication, the Early Childhood Education program has been listed as the third most popular Professional/Technical program for the past three years. The strong foundation of the AAS, AAS-T, and ED/PARA degrees provide a logical building block for a BAS-TE program. LCC graduates already have many of the competencies required for an endorsement in Early Childhood Education. By completing the remaining two years at LCC as part of the BAS-TE cohort, LCC can meet the remaining learning standards and ensure that students have opportunities to demonstrate all of the competencies required for their endorsement. Additionally, the LCC program has been growing due to the scholarships provided by the Early Achiever grant. Child Care Aware in form of Washington Scholarships, will assist students in the completion of the BAS-TE program with funding for tuition and books.

Table 6: LCC Education Program Graduates

Year	ECED/PARA Certificates	ECED AAS/AAS-T	ED-AA	Totals
2012-2013	25	7	19	51
2013-2014	28	6	10	44
2014-2015	22	14	11	47
2015-2016	27	13	20	60
2016-2017	19	9	13	41

### Criteria 5: Student Demand

Student and graduate interest in a BAS-TE is strong. LCC launched a student and graduate survey at the Cowlitz County Early Learning Conference Fall 2017. It was also distributed via Canvas to current LCC students. Additionally, it was sent to the Early Childhood Directors at neighboring programs. A total of

294 responded, 79% of whom had an associate's degree or less. Overwhelmingly, the survey respondents were affiliated with LCC. The respondents clearly preferred a BAS-TE with teacher certification to one without. In fact, 95% preferred the degree with certification. Ninety-Two percent of current LCC students, would enroll in a BAS-TE if offered at LCC.

Figure 11: Student & Graduate Survey: Degree Preferences

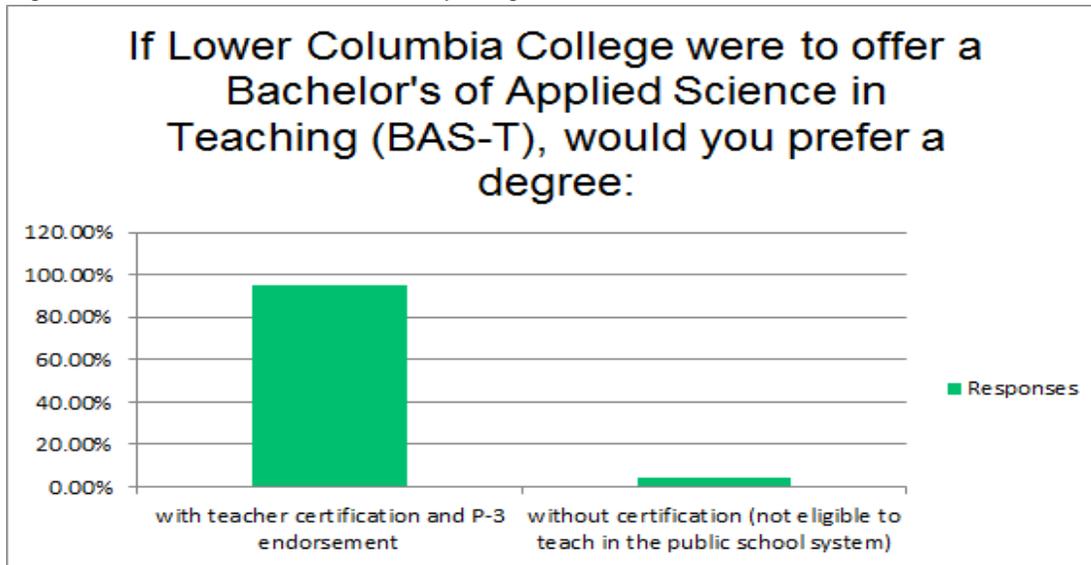


Figure 12: Student & Graduate Survey: BAS Degree Interest

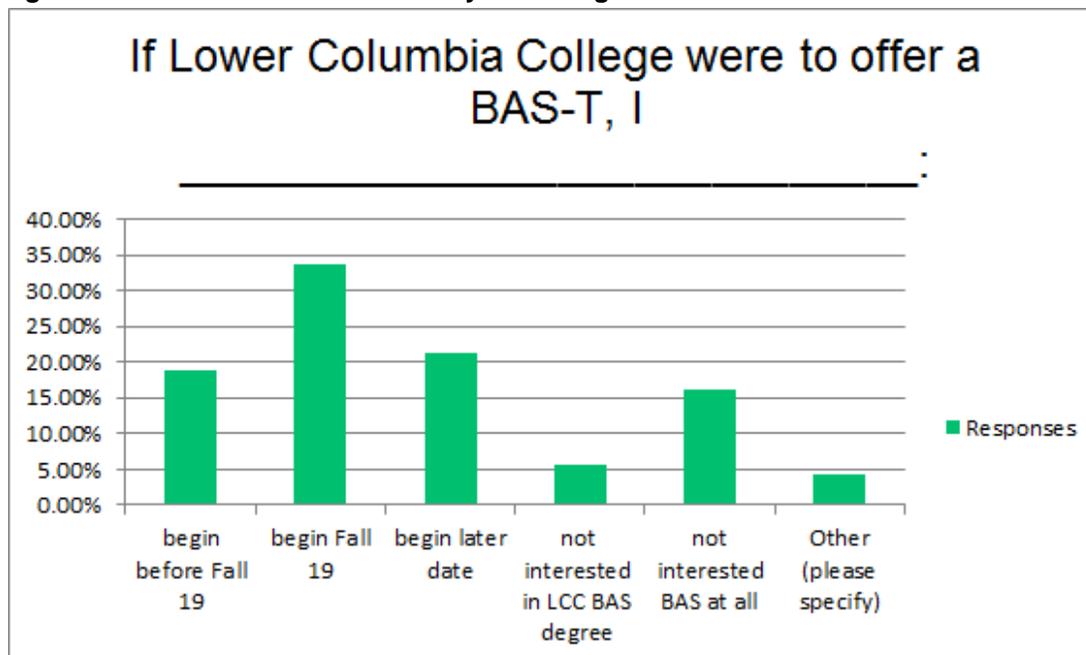


Figure 13: Student & Graduate Survey: Employment Areas

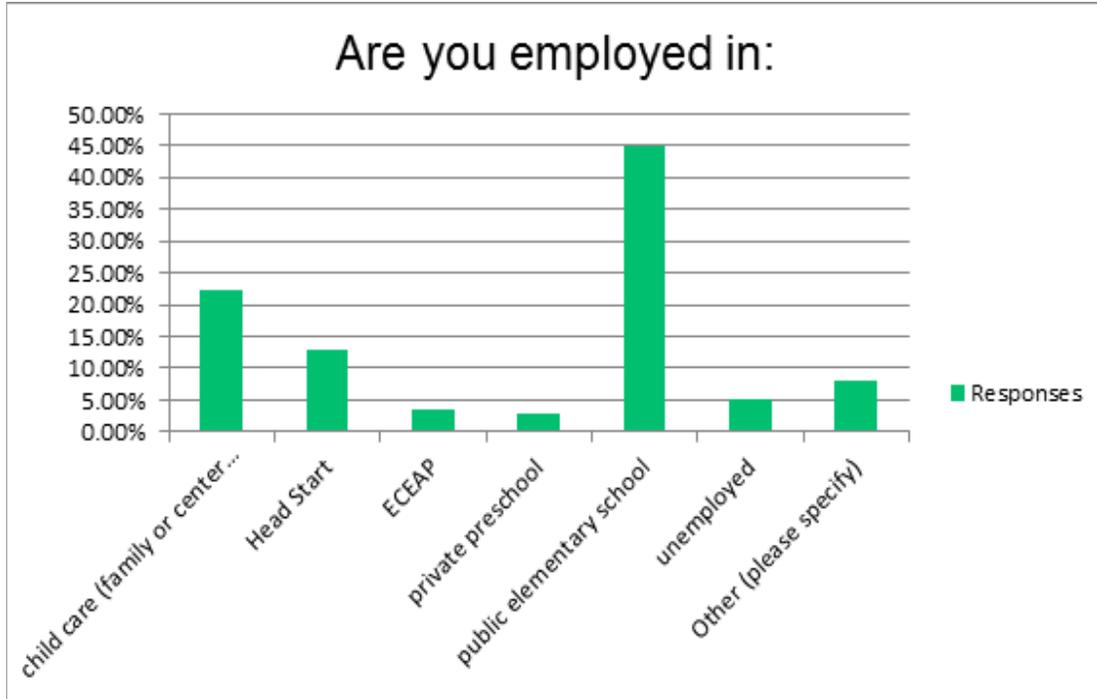


Figure 14: Student & Graduate Survey: Class Offerings Preference

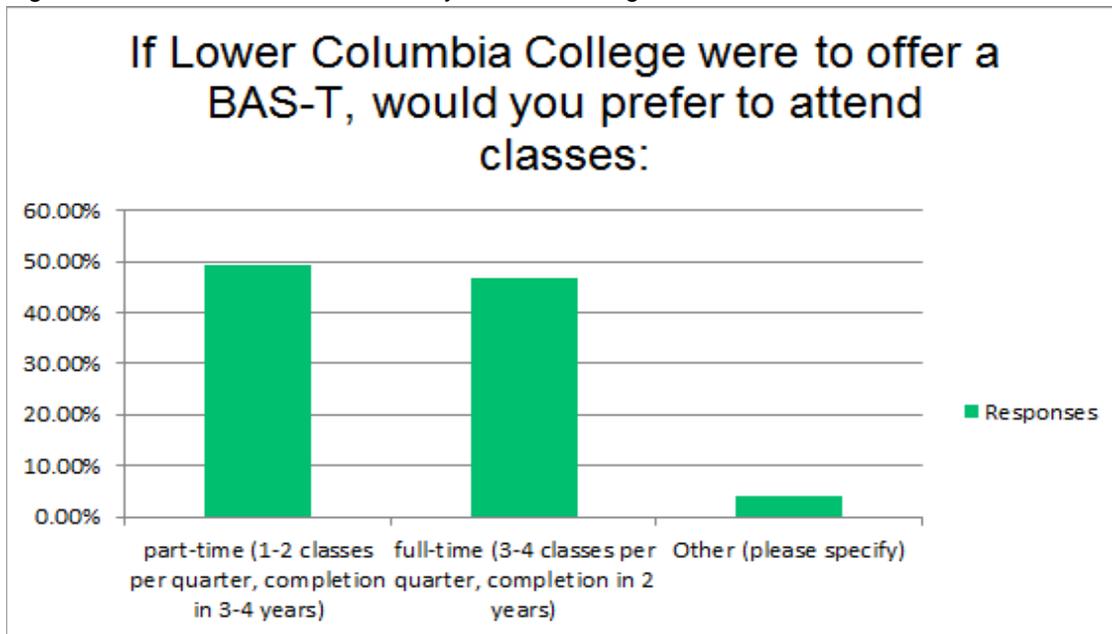


Figure 15: Student & Graduate Survey: Class Time Preferences

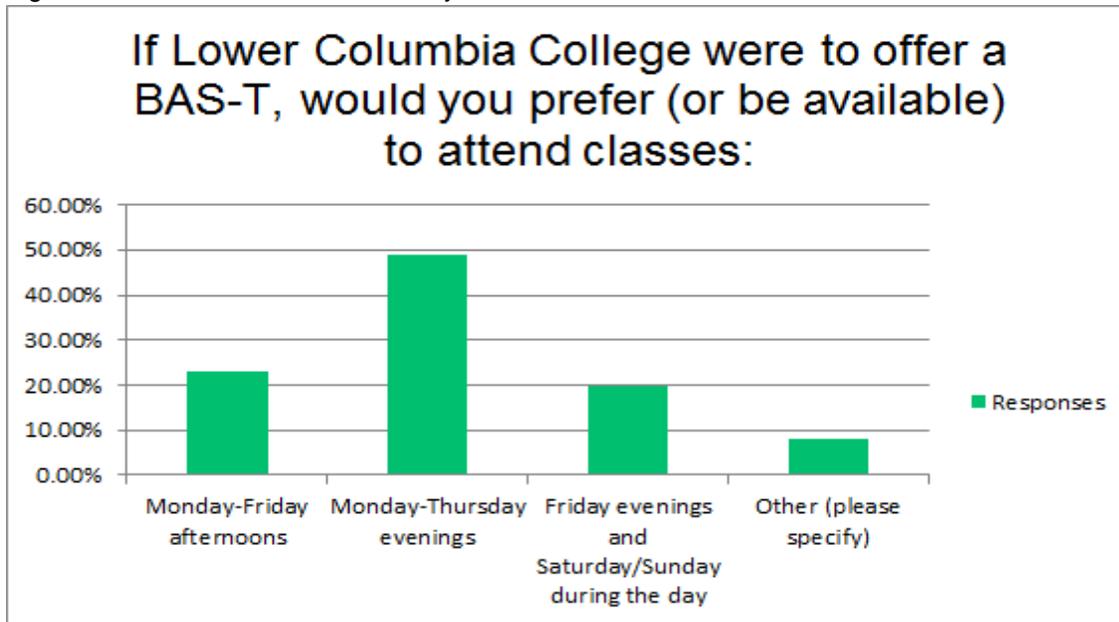


Figure 16: Student & Graduate Survey: BAS Location Preference

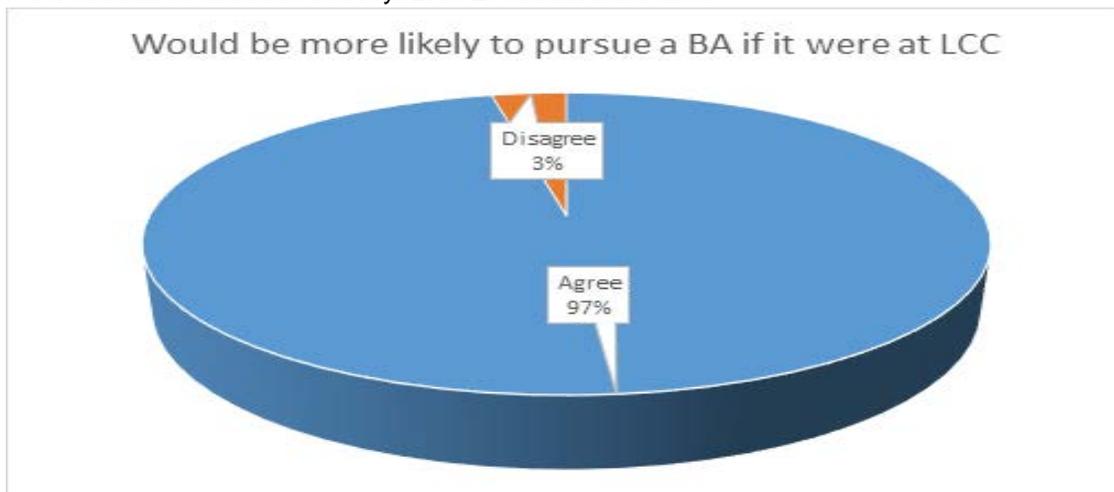
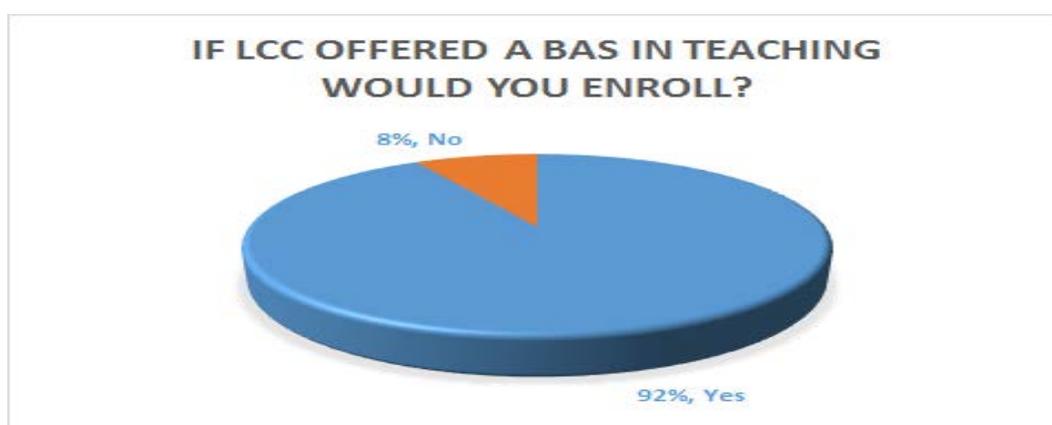


Table 7: Fall 2019-Spring 2023 Enrollment Projection

<b>Start Date</b>	F19	Sp20	F20	Sp21	F21	Sp22	F22	Sp23
<b>FT/PT</b>	FT	PT	FT	PT	FT	PT	FT	PT
<b>Cohort max</b>	24	24	24	24	24	24	24	24
<b>Graduation</b>	Sp 21	Sp23	Sp 22	Sp24	Sp 23	Sp25	Sp 24	Sp 26

Figure 17: Student & Graduate Survey: BAS at LCC Enrollment Poll



### Criteria 6: Maximizing State Resources

LCC’s proposed BAS-TE will provide students and place-bound working adults with the opportunity to earn a bachelor of applied science degree at an affordable cost within their own community. The degree is being designed to serve place-bound working adults and students who for various reasons (work, family responsibilities, financial constraints, etc.) may not be able to relocate or travel to further their education.

Classes will be offered primarily face-to-face and will be supported with eLearning resources through the College’s Learning Management System (currently CANVAS). Hybrid and on-line modalities will also be utilized to provide additional options and flexibility for students. The goal is to provide flexibility and options for working adults and students so that they may be able to complete the program while fulfilling their current responsibilities.

The curriculum will provide courses with outcomes that will prepare the students to meet the endorsement competencies from the Professional Educator Standards Board (PESB), accreditation standards from the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children-Division of Early Childhood (DEC-SPED), and the Council for the Accreditation of Educator Preparation (NCATE).

Currently, LCC AAS(T) graduates have limited options for transferring to universities to earn a baccalaureate degree without completion of a direct transfer degree, which is often up to three additional quarters of coursework. Of the University Center partners at LCC and programs available regionally, none currently offer the Early Childhood focused P-3 endorsement. City University offers Elementary Education online (includes other endorsements) with mandatory class on Saturdays. Between 2014-2019 City University will have graduated twenty Elementary Education majors. Washington State University-Vancouver, 45 miles to the south, offers Elementary Education and Human Development. Warner Pacific College offers Human Development, and Concordia University offers an online BAS in ECED without certification.

Approximately five years ago, talks between LCC and Centralia College began around Centralia's desire to begin the BAS process. Numerous conversations occurred culminating with LCC writing a letter of support for Centralia's program. In turn, Centralia supported LCC's goal of offering a BAS-TE with Early Childhood Education endorsement and offered guidance as LCC started the proposal process. Centralia College offers a BAS in Elementary Education/Special Education.

Talks with Clark College have been ongoing. The two institutions have shared data to support each other in the BAS proposal process. Attached is a letter of support summarizing the relationship between the two programs. Clark College has submitted a BAS in ECED/Infant & Toddler emphasis without an option for certification.

With LCC offering a BAS-TE with the P-3 endorsement, Southwest Washington will have comprehensive degree options to serve the needs of the entire Southwest Washington region. Historically, Southwest Washington community colleges have worked collaboratively to provide for regional needs, and will continue to do so. ECED AAS and AAS-T graduates from both Clark College and Centralia College will smoothly articulate into the BAS-TE if seeking the additional endorsement. Additionally, LCC is open to adopting BAS-TE common courses as they are being developed.

As state resources are maximized, student and family resources are inherently affected. Students in need of financial aid would require less aid due to less cost for tuition, the potential to remain employed, and decreased ancillary costs of education associated with traditional models. Employers with tuition reimbursement programs would benefit from the reduced educational costs, and employers who do not have such programs might be more willing to consider providing tuition assistance.

The BAS-TE degree will serve as a bridge between the professional fields of Early Childhood Education and of K-12 Education. By providing courses which meet the needs of both fields, students will gain an

in-depth understanding of the important role each plays in the educational process, thus enhancing employability and outcomes.

Additional benefits of providing the BAS-TE include supporting the established pathways to master's and doctoral degrees through the Lower Columbia Regional University Center. The University Center's partnerships with Warner Pacific College and City University allow students to continue on to graduate level work in their field, while remaining in the local community. The BAS-TE will allow students the opportunity to complete a bachelor degree at LCC as well as provide an educational route to continue on to graduate and doctoral level work. The BAS-TE degree provides a pathway for residents of the community and region to pursue a bachelor degrees in a reasonable and timely manner, thus aiding in the community goals of increasing the amount of educational professionals who are familiar with the region and its characteristics, as well as increasing bachelor degree attainment in the community.

## **Summary & Conclusion**

LCC has played and continues to play a key role in the academic, economic and cultural development of our community. When the Longview Reynolds Aluminum plant closed in 2001, leaving over 950 employees without work and needing retraining, LCC stepped in to action. When the state of Washington changed the educational requirements for people working in the childcare field, LCC became a pilot college offering the Early Achiever grant, covering tuition and books costs for these students. Seeing the struggles of students in Vocational and Professional/Technical programs. LCC implemented what is now a nationally recognized Integrated Basic Education & Skills Training (I-BEST) program, assisting in graduation rates.

We are now facing, what many local school administrators view a 'crisis' in regards to teacher hiring and retention. Approval to offer a BAS-TE (K-8 certification) with an endorsement in Early Childhood Education (P-3) would assist LCC in again responding to community and regional needs and transform local schools and the community.

The support for creating this degree program goes well beyond the educational community. Two years ago, a group of superintendents, principals, social service agencies and local business professionals began the work creating a "vision for Cowlitz County." A community action plan, "40 for 2020," was established and strategies were identified. The second strategy, immediately after establishing safety for our citizens, is education. Under this strategy, teacher recruitment and retention and creating a positive place for teachers to teach is outlined.

This degree combination was chosen carefully and purposefully to meet the needs of both the K-12 system and the changing educational requirements in the early childhood field. It has become apparent that what was once viewed as two very different and separate fields must now work closely together to ensure educational success for our children. The content in this degree program will provide a strong bridge between these two fields.

As shown in our data, the people of Cowlitz County are eager for this type of degree. The Lower Columbia region has a slightly higher average of residents earning an associate's degree in our state, but one of the lowest percentages of residents completing a bachelor's degree. The addition of a locally available BAS-TE degree removes psychological, social, financial, and physical barriers and increases

academic and career options for students, especially those place bound and in the workforce. By authorizing LCC to offer a Bachelor of Applied Science in Teacher Education, more people desiring to enter the early childhood education and K-8 elementary education fields and workforce will have a feasible pathway to obtaining the education and credentials necessary to become a certified teacher. The people - and children - of our community are ready.

## References

Lower Columbia College Strategic Plan

<mailto:https://lowercolumbia.edu/strategic-plan/index.php>

Lower Columbia College Strategic Enrollment Initiatives

<mailto:https://docs.google.com/document/d/1dXVNNVvXu-08T0UXqKr2sIIIn-m-153EfMDjj-73gmKA/edit#heading=h.gjdgxs>

Washington Student Achievement Council 2017-2019 Strategic Action Plan

<mailto:http://www.wsac.wa.gov/sites/default/files/2016.12.01.SAP.pdf>

Employment Security Department of Washington State

<mailto:https://esd.wa.gov/labormarketinfo>

AWSP Teacher and Substitute Shortage in Washington State Survey Fall 2017. Retrieved From

<http://wcm.awsp.org/awspdocuments/2018-Teacher-Shortage-Survey-InfoGraphic.pdf>

Department of Early Learning – Washington State

<https://del.wa.gov/>

Head Start Performance Standards: Center for Policy, Data and Research September 2016

Learning Policy Institute: The Road to High Quality Early Learning – Lessons From the States (Wechsler, et.al. June 2016)

Institutional Research, LCC Facts & Figures 2016-17 20th Edition. Retrieved 2/13/18.

<https://lcc.ctc.edu/info/webresources/Institutional-Research/FactBook2016-17.pdf>

National Association for the Education of Young Children Accreditation Standards

<http://www.naeyc.org/academy/standardsandcriteria>

National Institute for Early Education Research @ Rutgers (Barnett, et al. 2016)

<http://nieer.org/statepreschool-yearbooks/yearbook2016>

State of Washington Office of Superintendent of Public Instruction. Retrieved 12/21/15.

<http://www.k12.wa.us/LegisGov/TeacherShortage.aspx>

State of Washington Office of Superintendent of Public Instruction. Retrieved 2/12/18.

<https://app.leg.wa.gov/CMD/Handler.ashx?MethodName=getdocumentcontent&documentId=NRoWOT3q948&att=false>

Burning glass

<https://www.burning-glass.com/>

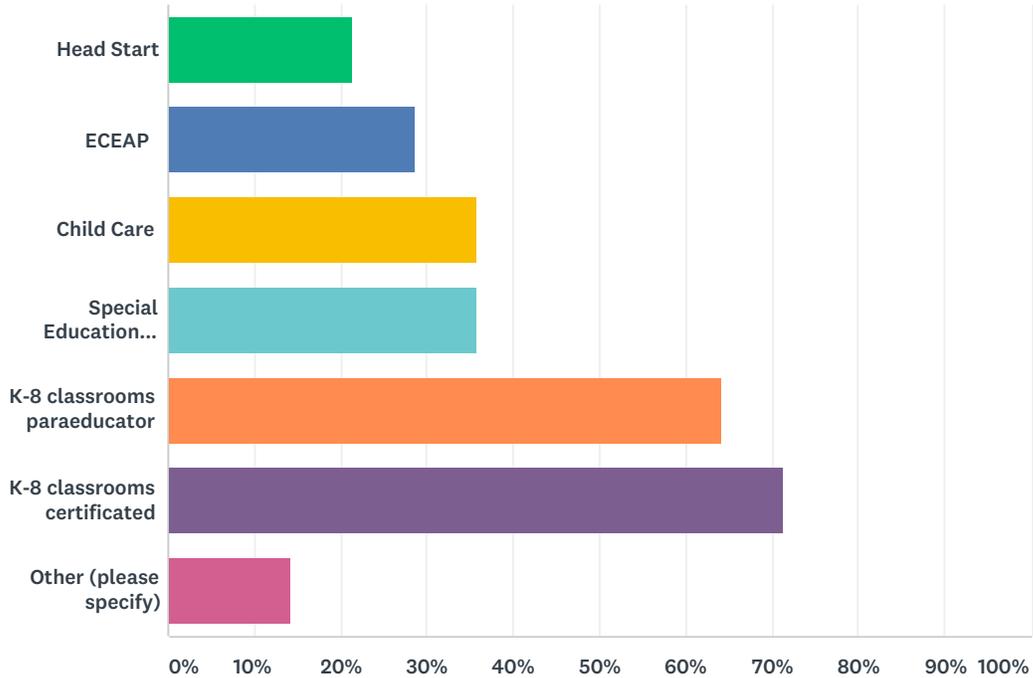
## Q1 Your organization

Answered: 20 Skipped: 2

#	RESPONSES	DATE
1	Family House Academy	1/12/2018 5:37 PM
2	Kelso School District	1/12/2018 5:32 PM
3	St Rose School	1/12/2018 5:27 PM
4	Longview School District	1/12/2018 5:24 PM
5	LCC Head Start / EHS / ECEAP	1/12/2018 5:16 PM
6	Woodland Public Schools	1/12/2018 5:13 PM
7	Ocean Beach School District	1/8/2018 3:58 PM
8	Castle Rock School District	1/5/2018 1:42 PM
9	Naselle-Grays River Valley School District	1/5/2018 1:35 PM
10	Toutle Lake SD	1/5/2018 11:51 AM
11	Clatskanie School District	1/5/2018 10:50 AM
12	First United Methodist Learning Center	12/27/2017 3:14 PM
13	wee care	12/21/2017 8:46 AM
14	Lower Columbia College Head Start	12/20/2017 10:31 AM
15	2	11/6/2017 9:10 AM
16	3	10/23/2017 6:24 AM
17	1	10/20/2017 8:21 PM
18	6	10/19/2017 6:15 PM
19	4	10/19/2017 3:34 PM
20	2	10/19/2017 3:26 PM

## Q2 I employ people to work in:

Answered: 14 Skipped: 8



ANSWER CHOICES	RESPONSES
Head Start	21.43% 3
ECEAP	28.57% 4
Child Care	35.71% 5
Special Education Preschool	35.71% 5
K-8 classrooms paraeducator	64.29% 9
K-8 classrooms certificated	71.43% 10
Other (please specify)	14.29% 2
Total Respondents: 14	

#	OTHER (PLEASE SPECIFY)	DATE
1	ESA's & Secondary Teachers	1/12/2018 5:32 PM
2	9-12 classrooms certificated	1/5/2018 1:42 PM

## Q3 In a typical year I hire (please enter numbers):

Answered: 22 Skipped: 0

ANSWER CHOICES	RESPONSES
Infant/toddler teachers	59.09% 13
Preschool teachers	72.73% 16
Primary school classroom teacher (K-8)	77.27% 17
K-8 special education teachers	54.55% 12

#	INFANT/TODDLER TEACHERS	DATE
1	0	1/12/2018 5:32 PM
2	0	1/12/2018 5:27 PM
3	NA	1/12/2018 5:24 PM
4	2	1/12/2018 5:16 PM
5	0	1/12/2018 5:13 PM
6	0	1/8/2018 3:58 PM
7	0	1/5/2018 10:50 AM
8	1	12/27/2017 3:14 PM
9	4	12/21/2017 8:46 AM
10	1-2	12/20/2017 10:31 AM
11	1	10/23/2017 8:30 AM
12	1	10/23/2017 6:24 AM
13	2	10/19/2017 6:15 PM

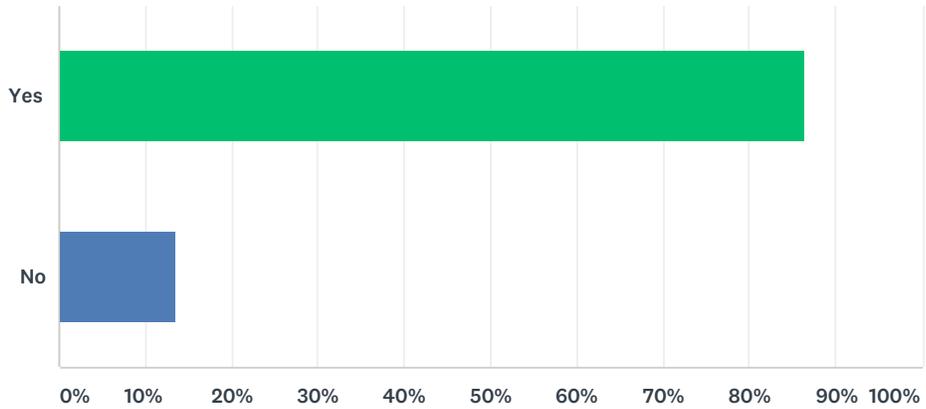
#	PRESCHOOL TEACHERS	DATE
1	special education only	1/12/2018 5:32 PM
2	1-2	1/12/2018 5:27 PM
3	3+	1/12/2018 5:24 PM
4	10 (subs, assistants, Lead Teachers)	1/12/2018 5:16 PM
5	0 (1 every 5 years)	1/12/2018 5:13 PM
6	0	1/8/2018 3:58 PM
7	1	1/5/2018 1:42 PM
8	0	1/5/2018 10:50 AM
9	1	12/27/2017 3:14 PM
10	3	12/21/2017 8:46 AM
11	15 or more including assistants and subs.	12/20/2017 10:31 AM
12	0-1	11/6/2017 9:10 AM
13	1	10/23/2017 8:30 AM
14	2	10/23/2017 6:24 AM
15	4	10/20/2017 8:21 PM

## LCC Community Survey for Employers

16	2	10/19/2017 6:15 PM
<b>#</b>	<b>PRIMARY SCHOOL CLASSROOM TEACHER (K-8)</b>	<b>DATE</b>
1	2	1/12/2018 5:37 PM
2	30-50	1/12/2018 5:32 PM
3	2-4	1/12/2018 5:27 PM
4	25+	1/12/2018 5:24 PM
5	12	1/12/2018 5:13 PM
6	5	1/8/2018 3:58 PM
7	3	1/5/2018 1:42 PM
8	2	1/5/2018 1:35 PM
9	1-2	1/5/2018 11:51 AM
10	2	1/5/2018 10:50 AM
11	0	12/27/2017 3:14 PM
12	1	12/21/2017 8:46 AM
13	1-2	10/25/2017 11:37 AM
14	0	10/23/2017 8:30 AM
15	4	10/19/2017 6:15 PM
16	12	10/19/2017 3:34 PM
17	one	10/19/2017 3:26 PM
<b>#</b>	<b>K-8 SPECIAL EDUCATION TEACHERS</b>	<b>DATE</b>
1	2	1/12/2018 5:37 PM
2	10-20	1/12/2018 5:32 PM
3	6+	1/12/2018 5:24 PM
4	3	1/12/2018 5:13 PM
5	3	1/8/2018 3:58 PM
6	1	1/5/2018 1:42 PM
7	1	1/5/2018 10:50 AM
8	0	12/27/2017 3:14 PM
9	4	12/21/2017 8:46 AM
10	0	10/23/2017 8:30 AM
11	3	10/19/2017 3:34 PM
12	none to one	10/19/2017 3:26 PM

### Q4 I have positions that went unfilled or I had to hire applicants with less education than preferred in the past year:

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	86.36%	19
No	13.64%	3
TOTAL		22

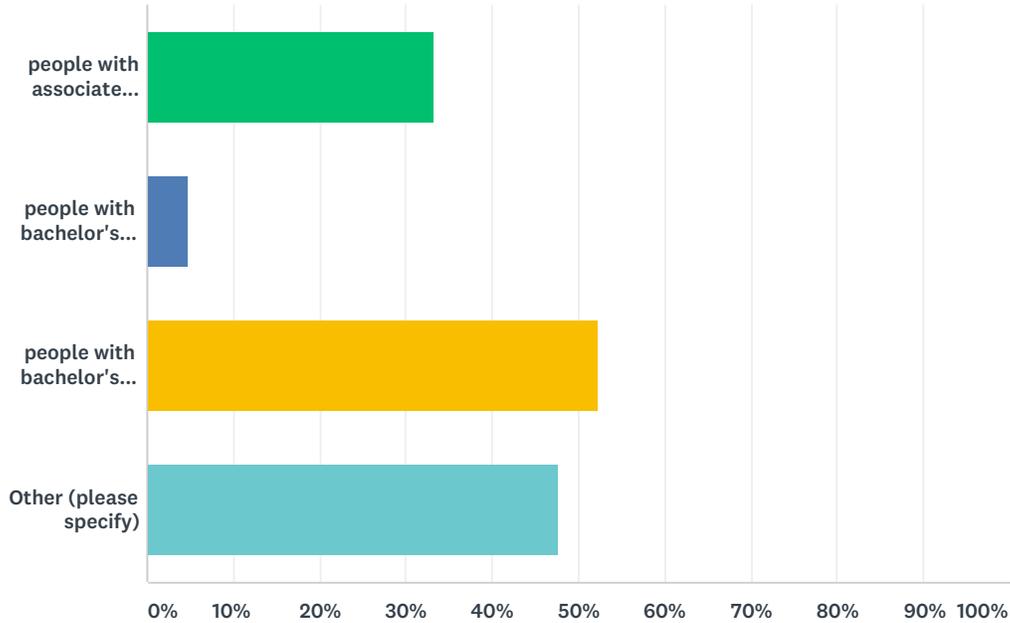
## Q5 How many positions?

Answered: 12 Skipped: 10

#	RESPONSES	DATE
1	50-60	1/12/2018 5:32 PM
2	one	1/12/2018 5:27 PM
3	4 on conditional	1/12/2018 5:24 PM
4	2-3	1/12/2018 5:13 PM
5	2	1/8/2018 3:58 PM
6	4	1/5/2018 1:42 PM
7	1	1/5/2018 1:35 PM
8	1	1/5/2018 11:51 AM
9	0	1/5/2018 10:50 AM
10	3	12/27/2017 3:14 PM
11	6	12/21/2017 8:46 AM
12	1-2	12/20/2017 10:31 AM

## Q6 I prefer to hire people with:

Answered: 21 Skipped: 1

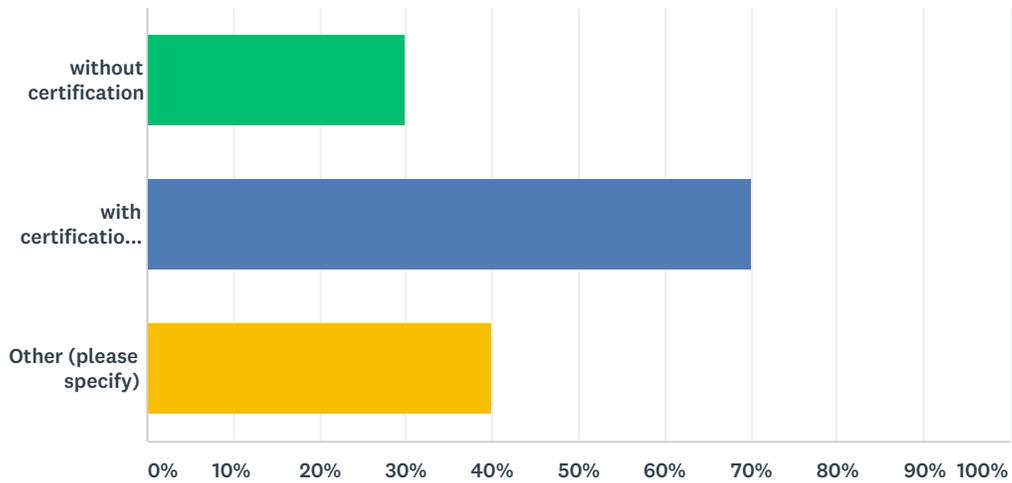


ANSWER CHOICES	RESPONSES	
people with associate degrees in early childhood education	33.33%	7
people with bachelor's degrees in elementary education (no certification)	4.76%	1
people with bachelor's degrees in elementary education (with certification and P-3 endorsement)	52.38%	11
Other (please specify)	47.62%	10
Total Respondents: 21		

#	OTHER (PLEASE SPECIFY)	DATE
1	Qualified	1/12/2018 5:37 PM
2	people with bachelor's degrees in elementary education (with certification and P-3 endorsement, Elem Ed)	1/12/2018 5:32 PM
3	Pre K - certification	1/12/2018 5:27 PM
4	endorsements in elementary education over the P-3	1/12/2018 5:24 PM
5	K-8 Bilingual / Sped endorsed	1/12/2018 5:13 PM
6	Special Education	1/8/2018 3:58 PM
7	always hire with certification	1/5/2018 1:35 PM
8	people that have the professional and relational skills to do the work ... and that meet minimum licensure requirements for positions, but am willing to work with TSPC to get waivers	1/5/2018 10:50 AM
9	BA + K-8 Certificate	10/19/2017 3:34 PM
10	people with bachelor's degrees with a K-8 endorsement	10/19/2017 3:26 PM

## Q7 I would hire graduates of a BAS program from Lower Columbia College:

Answered: 20 Skipped: 2

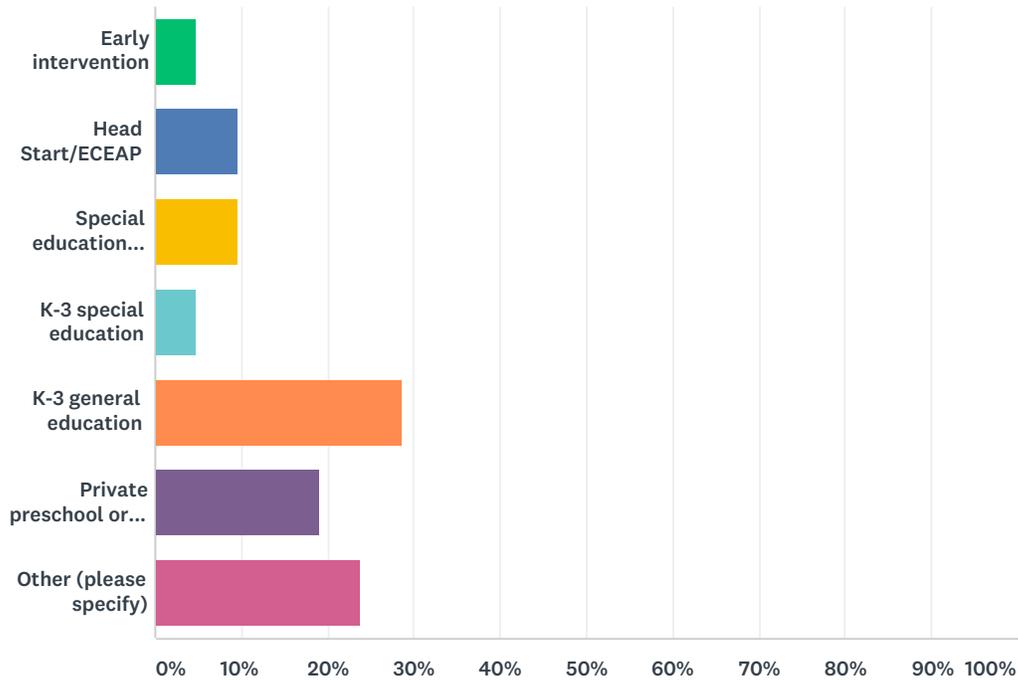


ANSWER CHOICES	RESPONSES
without certification	30.00% 6
with certification and P-3 endorsement	70.00% 14
Other (please specify)	40.00% 8
Total Respondents: 20	

#	OTHER (PLEASE SPECIFY)	DATE
1	Yes	1/12/2018 5:37 PM
2	with certification and P-3 endorsement/Elem Ed	1/12/2018 5:32 PM
3	elementary education. (P-3 limits who/where an individual can move; elementary ed more broad)	1/12/2018 5:24 PM
4	with K-8	1/12/2018 5:13 PM
5	with proper certification	1/5/2018 1:35 PM
6	people that have the professional and relational skills to do the work ... and that meet minimum licensure requirements for positions, but am willing to work with TSPC to get waivers	1/5/2018 10:50 AM
7	Emergency certificate	10/19/2017 6:15 PM
8	K-8 endorsement	10/19/2017 3:34 PM

## Q8 I would hire a graduate with an ECE endorsement to teach:

Answered: 21 Skipped: 1

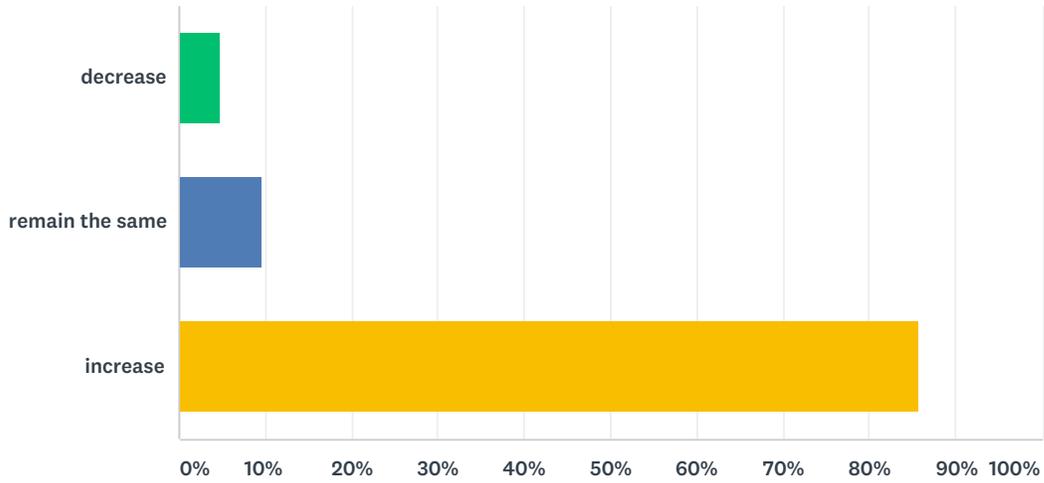


ANSWER CHOICES	RESPONSES
Early intervention	4.76% 1
Head Start/ECEAP	9.52% 2
Special education preschool	9.52% 2
K-3 special education	4.76% 1
K-3 general education	28.57% 6
Private preschool or child care	19.05% 4
Other (please specify)	23.81% 5
<b>TOTAL</b>	<b>21</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Yes	1/12/2018 5:37 PM
2	K-3 general education, Private preschool or child care.	1/12/2018 5:27 PM
3	K-3 general education. An ece degree cannot teach special education - you must be SPED endorsed to teach SPED in WA public schools.	1/12/2018 5:24 PM
4	Special education preschool, K-3 general education.	1/12/2018 5:13 PM
5	I have not had great experience with P-3 end. Prefer K-8	10/19/2017 3:34 PM

### Q9 I anticipate the demand for employees with credentials in Teaching (such as a BAS-T) to:

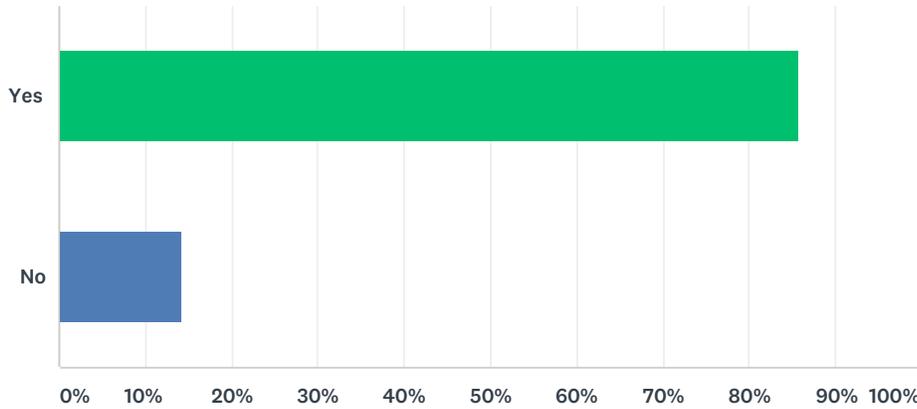
Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES	
decrease	4.76%	1
remain the same	9.52%	2
increase	85.71%	18
TOTAL		21

### Q10 I have current employees I would refer to a BAS program at Lower Columbia College:

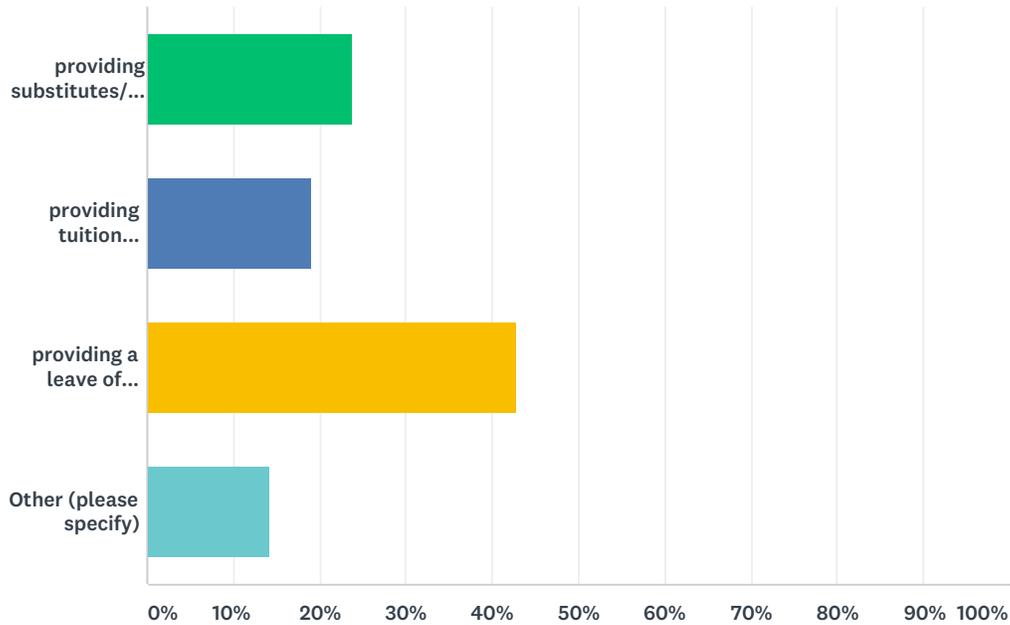
Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	85.71%	18
No	14.29%	3
TOTAL		21

## Q11 I would support employees seeking this degree by:

Answered: 21 Skipped: 1



ANSWER CHOICES	RESPONSES
providing substitutes/release time	23.81% 5
providing tuition assistance	19.05% 4
providing a leave of absence for student teaching	42.86% 9
Other (please specify)	14.29% 3
<b>TOTAL</b>	<b>21</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	providing substitutes/release time, providing tuition assistance, providing a leave of absence for student teaching.	1/12/2018 5:37 PM
2	providing tuition assistance, providing a leave of absence for teaching.	1/12/2018 5:13 PM
3	As a site for intern and student teaching	11/6/2017 9:10 AM

## Q12 The starting wage for a teacher with a BAS in my organization is:

Answered: 17 Skipped: 5

ANSWER CHOICES	RESPONSES
_____/hour or _____/year with certification	94.12% 16
_____/hour or _____/year without certification	58.82% 10

#	_____/HOUR OR _____/YEAR WITH CERTIFICATION	DATE
1	\$30,000 1st year	1/12/2018 5:37 PM
2	\$36,521/year with certification. base + TRI & REQ = \$42,000+.	1/12/2018 5:32 PM
3	Unsure	1/12/2018 5:27 PM
4	\$42,0000 (approx.) (Base & Tri). /year with certification. Cannot hire without a certificate :)	1/12/2018 5:24 PM
5	\$36,521/year with certification. 24 additional days @ \$4868/yr	1/12/2018 5:13 PM
6	36,500	1/8/2018 3:58 PM
7	\$36000 state salary schedule for teachers	1/5/2018 1:35 PM
8	36,521	1/5/2018 11:51 AM
9	N/A	1/5/2018 10:50 AM
10	15	12/27/2017 3:14 PM
11	13.00 a hour	12/21/2017 8:46 AM
12	43,095.00	11/6/2017 9:10 AM
13	36521	10/25/2017 11:37 AM
14	\$36,000	10/19/2017 6:15 PM
15	We are on the state salary schedule	10/19/2017 3:34 PM
16	36,521	10/19/2017 3:26 PM
#	_____/HOUR OR _____/YEAR WITHOUT CERTIFICATION	DATE
1	Not able to hire w/out certification.	1/12/2018 5:32 PM
2	Unsure	1/12/2018 5:27 PM
3	16/hour	1/12/2018 5:16 PM
4	15,000	1/8/2018 3:58 PM
5	36,521	1/5/2018 11:51 AM
6	41,823 (assuming I am using the certified teachers contract)	1/5/2018 10:50 AM
7	11-12.00 an hour	12/21/2017 8:46 AM
8	36521	10/25/2017 11:37 AM
9	NA	10/19/2017 3:34 PM
10	36,521	10/19/2017 3:26 PM



## LCC Community Survey for Workforce and ECE Students

1. Are you 18 or older?

- Yes
- No

2. What is your current level of education? (If you have more than one at the same time, type in "other")

- High School Diploma or GED
- Certificate in Early Childhood Education (ECE)
- Associate in Early Childhood Education (ECE)
- Associate Degree--transferable AA
- Bachelor's Degree
- Master's/Doctorate
- Other (please specify)

3. Where is your Associate in ECE from?

- Lower Columbia College
- Clark College
- Centralia College
- Other (please specify)

4. Are you employed in:

- child care (family or center based)
- Head Start
- ECEAP
- private preschool
- public elementary school
- unemployed

5. If Lower Columbia College were to offer a Bachelor's of Applied Science in Teaching (BAS-T), would you prefer a degree:

- with teacher certification and P-3 endorsement
- without certification (not eligible to teach in the public school system)

6. If Lower Columbia College were to offer a BAS-T, would you prefer to attend classes:

- part-time (1-2 classes per quarter, completion in 3-4 years)
- full-time (3-4 classes per quarter, completion in 2 years)

7. If Lower Columbia College were to offer a BAS-T, would you prefer (or be available) to attend classes:

- Monday-Friday afternoons
- Monday-Thursday evenings
- Friday evenings and Saturday/Sunday during the day

8. If Lower Columbia College were to offer a BAS-T, I \_\_\_\_\_:

- would need to begin a program before Fall 2019
- would begin Fall 2019
- would begin at a later date
- would not be interested in a bachelor's degree offered by Lower Columbia College
- would not be interested in a bachelor's degree at all

9. Rate the following:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I would be more likely to pursue a bachelor's degree if it were offered at a community college, like Lower Columbia College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would prefer a bachelor's degree from a university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer face to face classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer online classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need a bachelor's degree program in Cowlitz County because I am unable to relocate to continue my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A bachelor's degree would give me more job options or promotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A bachelor's degree would increase my pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A bachelor's degree would add to my skills so I could do my job better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need a bachelor's degree to keep my current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# CASTLE ROCK SCHOOL DISTRICT #401

Patty Gelbrich, Director of Teaching and Learning  
600 Huntington Ave. S • Castle Rock, WA 98611 • T: 360.501.2940 • F: 360.501.3140  
[www.castlerockschools.org](http://www.castlerockschools.org)

---

July 20, 2017

## RE: STATEMENT OF NEED

Castle Rock School District is a small rural school district located in Cowlitz County. Our student population is around 1,280 students, K-12. We have approximately 80 certified staff within our district. I have experienced great difficulty locating qualified, fully certified teaching staff in my two years with Castle Rock School District. Prior to my arrival, recruiting qualified applicants was an issue as well, so this is not a new problem to Castle Rock School District. Last year we hired applicants who were preparing for student teaching, and they went right into the classroom working as a classroom teacher doing their student teaching at the same time. This year, we again have last minute openings, and find ourselves doing the same procedure as last year. Our applicant pool is extremely small. This spring, we actively participated in job fairs in Spokane, Tacoma, and Portland. We still are in need of fully qualified, certified teachers, and are not yet done with our hiring for the 2017-2018 school year at this late date. It is a huge problem for school districts in our area.

We are in full support of Lower Columbia College offering a Bachelor of Applied Science degree for a pre-3<sup>rd</sup> grade teaching certification. Having a college in our area to partner with, and supply certified, qualified teachers will assist Castle Rock School District in fulfilling their mission – educating all students to the highest levels.

Sincerely,

*Patty Gelbrich*

Patty Gelbrich  
Director of Teaching and Learning



**EDUCATIONAL  
SERVICE  
DISTRICT 112**

2500 NE 65 Avenue, Vancouver, WA 98661 | T 360 750 7500 F 360 750 9706 TDD 360 750 7510

**Counties**

Clark  
Cowlitz  
Klickitat  
Pacfic  
Skamania  
Wahkiakum

**Board of Directors**

Ann Campbell  
Richard Graham  
Rainer Houser  
Patricia Kellogg  
Marilyn Koeninger  
Darlene Stickel  
Steve Wrightson

**Superintendent**

Tim Merlino

February 6, 2018

Michaela Jackson  
Lower Columbia College  
Early Childhood Education Department  
PO Box 3010  
Longview, WA 98632

Dear Ms. Jackson:

Please accept my support, and that of Educational Service District 112, to your proposed Bachelors of Applied Science-Teacher Education (BAS-TE) degree with an Early Childhood Education (P-3) endorsement and K-8 teacher certification. ESD 112 is a long time partner of Lower Columbia College's Early Childhood Center, working together to provide quality childcare, education, and family services in Southwest Washington.

Through this degree program, children in preschool through eighth grade will benefit greatly from developmentally appropriate interactions with knowledgeable staff, and the community will be able to meet a growing need by recruiting and retaining qualified educators. In Cowlitz County, young children are facing many adverse childhood experiences, including poverty, homelessness, and parental drug use, leading to challenging classroom behaviors. The development of curriculum aimed to address these challenges will allow educators to have higher confidence and effectiveness in meeting the needs of this expanding population.

Because the proposed degree program is designed as a hybrid, we believe it will strengthen the workforce in Cowlitz by offering flexible pathways toward certification for place-bound and working individuals, as well as current paraeducators. As a provider of childcare, Early Head Start, and ECEAP, we understand the challenges of recruiting qualified staff that have a foundation in child development and appropriate guidance techniques. The P-3 endorsement offered by this proposed degree program meets this need and creates another opportunity to bridge the gap between Early Childhood Education and the K-12 system.

We hope that your proposal is met enthusiastically and very much look forward to supporting your efforts as you continue to pursue ways to meet the unique needs of your community.

Sincerely,

Jodi Wall  
Executive Director, Early Care and Education  
Educational Service District 112



Head Start  
Early Head Start  
ECEAP

(360) 442-2800  
(360) 442-2819 fax

February 5<sup>th</sup>, 2018

Please accept this letter in support of the Lower Columbia College application for an expansion for a Bachelors Program. As a current Head Start/ECEAP provider, we recognize the significant needs many families in Cowlitz County face to ensure their children have the social and academic competencies needed prior to school. This is especially challenging when there are currently limited qualified staff for children ages birth to kindergarten entry. Building local capacity to ensure more children and families have access to high quality, comprehensive services will ensure that more children enter kindergarten with the foundational skills they need to be successful. We are pleased that Lower Columbia College is willing to provide this level of education for our community.

We have a strong collaborative relationship with Lower Columbia College and look forward to partnering to provide locations for students to observe and possibly complete student teaching requirements.

Thank you for your consideration in providing this service to our community.

Sincerely,

Suzanne Boursaw  
Director Lower Columbia College Head Start/Early Head Start/ECEAP

1600 Maple Street  
P.O. Box 3010  
Longview, WA 98632  
(360) 442-2311  
lowercolumbia.edu

## KALAMA SCHOOL DISTRICT #402

Eric Nerison  
Geri Brewer-Harkleroad  
Kim Engelmann  
Laurie Merwin  
Kalama MS/HS  
Kalama Elementary

Superintendent  
Business Manager  
District Support Specialist  
Executive Secretary  
(360) 673-5212  
(360) 673-5207

548 CHINA GARDEN ROAD  
KALAMA, WASHINGTON 98625  
PHONE: (360) 673-5282  
FAX: (360) 673-5228

Excellence and a Quality Education for Every Student

TAMARA BELL  
ANN WILLIAMSON  
HARLOW JOHNSON 8-28-17  
BOARD OF DIRECTORS  
Ryan Cruser District 2  
Wes Eader District 3  
Amber Buck District 4  
Amos R. Ipock District 5

August 14, 2017

Mr. Chris Bailey  
President  
Lower Columbia College  
1600 Maple Street  
Longview, WA 98632

RE: Statement of Need - BAS Degree

Dear Mr. Bailey,

Thank you for sharing the news of your continued efforts to create a new teacher certification program in our region.

The Kalama School District concurs that there is a significant need for a local and robust program to service our K-12 programs.

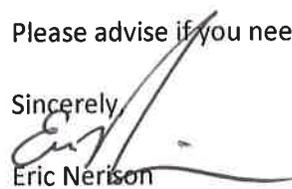
We find ourselves in need of substitute teachers nearly every day and simply put, there are just not enough substitute teachers to cover our vacancies. Currently many vacancies are filled from within by teachers who give up their prep periods to assist in other classrooms. This process is disruptive to the students as well as the teachers.

The lack of substitutes is not the only issue, securing full time teachers for open positions left by retirement and district growth is disconcerting as well. Our geographic area is experiencing growth, especially from the south. This growth is documented by the new housing starts in our general area which have escalated greatly in the past 2 years.

Just in the last year, Kalama applied for 19 emergency substitute teaching certificates with 75% of them full time. Sadly, this from a school which has approximately 55 teachers, K-12. Having a program such as the one you are proposing would certainly bolster the teacher pool and should bring great relief to our region.

Please advise if you need additional information.

Sincerely,



Eric Nerison

Superintendent  
Kalama School District # 402



Kelso School District  
601 Crawford Street  
Kelso, WA 98626

Glenn Gelbrich, Superintendent  
360-501-1927  
glenn.gelbrich@kelsosd.org

Chris Bailey, President  
Lower Columbia College  
1600 Maple Street  
Longview, WA 98632

January 2, 2018

President Baily,

The teacher shortage is real and the Lower Columbia College proposal to add a teacher preparation program for early childhood classrooms couldn't possibly come fast enough. In my forty years as a public educator, never have we had a greater challenge to recruit and retain qualified teachers – for full time or guest teacher positions. The LCC proposal is an important component of the solution to this public education crisis.

The quantity and quality of teacher candidates is at an all-time low. In our work to recruit, hire and retain high quality classroom teachers, we find ourselves in a position of hiring candidates who would not have qualified for interviews in the past. To that point, we hired six teachers on emergency certification for this school year. In the past, this was a rare occurrence. Now it is routine.

In regard to guest teachers – often referred to as substitute teachers – we struggle to cover teacher absences on a daily basis. Within our pool of available guest teachers, 45 hold emergency certification. It has become routine to cover classrooms with other teachers' prep time, a strategy that further taxes the challenging work of our teachers.

We participate fully in emergency certification programs and train new guest teachers on a regular basis. Still, the need for quality teachers is not satisfied. The availability of a locally-situated teacher preparation program would capitalize on the loyalty of local adults to our school systems. We strongly support the LCC proposal and the strengthening of our teacher candidate pool. It's an excellent investment in our community's youth!

Respectfully,

Glenn Gelbrich



*C/TADORA BELL  
AND WILLIAMSON  
CHRIS BAILEY  
July 25, 2017  
8-1-17*

Chris Bailey, President  
Lower Columbia College  
1600 Maple St.  
Longview, WA 98632

Dear Chris:

In response to your email dated July 17, 2017, our district compiled information about the number of non-certified teachers and emergency subs we have hired in the past four years to help meet the staffing demands we have in our district.

Below you will find a chart that identifies the number of substitute teachers we have in our substitute pool and the number of emergency certificates that have been granted substitutes in our substitute teacher pool.

LONGVIEW SUBSTITUTE TEACHERS		
YEAR	TOTAL	EMERGENCY
2014-2015	162	18
2015-2016	172	29
2016-2017	171	38
2017-2018	137*	28
*In 2017-2018 the substitutes who have not worked for the past two years are being removed.		
This shows a more realistic number of actual substitute who are active.		
Teachers choosing to leave or being hired by us = 11		

In 2016-17 the district hired three emergency substitutes under continuing teaching contracts and one individual under an emergency continuing teaching contract. Four other teachers were hired under a conditional teaching contract. All of these individuals were working to become certified through an alternate route. For the 2017-18 school year, the district hired three teachers under conditional contracts. These individuals are on an alternate route to obtain full teaching credentials as well.

The number of applicants for teaching positions continues to decline, causing challenges and concern.

If you need any further information, please don't hesitate to contact us.

Sincerely,

Holly A. Pfenniger  
Executive Assistant to the Superintendent



# TOUTLE LAKE SCHOOL DISTRICT #130



5050 Spirit Lake Highway  
Toutle, WA 98649  
Fax: (360) 274-7608

Scott Grabenhorst,  
Superintendent (360) 274-6182

Chris Byrd  
High School Principal (360) 274-6132

Jerry Johnson  
Elementary Principal (360) 274-6142

January 2, 2018

Mr. Chris Bailey, President  
Lower Columbia College  
1600 Maple Street  
Longview, WA 98632

Dear Chris,

On behalf of the Toutle Lake School District I am writing this letter to express our full support for Lower Columbia College to have the ability to offer a Bachelor of Applied Science in Elementary Ed (K-8), with a P-3 endorsement.

Due to ongoing retirements, a steady growth trend in our elementary school and new class size requirements we are currently experiencing a shortage of qualified elementary school teachers. This past spring and summer we hired three elementary teachers and received only a handful of applications. We were fortunate that all were qualified and a good fit for our district, but it was alarming to see so few available in our area.

One of our new hires is teaching on an emergency certificate for the year having come to us from California. She will need to complete the process to receive her elementary endorsement for Washington this spring or summer.

Another area hit by shortages is our substitute pool. It seems several of our elementary school substitutes have been hire for full time jobs or have been secured for long-term positions. We currently have several with emergency substitute certificates on our sub list to cover our needs on days we have staff out for training, illness, field trips, etc. There is a great need for an LCC Bachelor of Applied Science in Elementary Ed Certification Program in Cowlitz County.

Sincerely

A handwritten signature in black ink that reads "Scott Grabenhorst". The signature is written in a cursive style.

Scott Grabenhorst, Superintendent  
Toutle Lake School District

**Stephanie Leitz, Principal**  
Wahkiakum High School  
360.795.3271  
Fax 360.795.0545

**W. Robert Garrett, Superintendent**  
Brent Freeman, Administrative Director  
Shelby Garrett, Business Manager  
360.795.3971 Fax 360.795.0545

**Nikki Reese, Principal**  
Julius A. Wendt Elementary School  
John C. Thomas Middle School  
360.795.3261, Fax 360.795.3205

## **Wahkiakum School District 200**

500 S 3<sup>rd</sup> B398  
Cathlamet, WA 98612

---

August 25, 2017

Chris Bailey, President  
Lower Columbia College  
1600 Maple Street  
Longview, WA 98632

Dear Mr. Bailey,

I am writing this letter in support of your intention of offering a Bachelor of Applied Science degree for a pre-3<sup>rd</sup> grade teaching certification. It is common knowledge that there is a tremendous teacher shortage in the State of Washington, and probably an even greater shortage in rural counties such as Wahkiakum.

We currently have 28 certified teachers on staff, and three of them are teaching under a Conditional Teacher certificate. That means that we have had to pursue alternate routes toward teacher certification for a little over 10% of our teaching staff. And as things are now, I imagine that that percentage will increase over the next few years.

Our situation with respect to substitute teachers is even more severe. We currently only have 13 individuals on our substitute teacher list, and 8 of them are teaching under an Emergency Substitute Teacher certificate. Having to utilize an alternative route for over 60% of our substitute teachers is not anywhere close to ideal, however these are "desperate times" when it comes to teacher certification.

While a pre-3<sup>rd</sup> grade teacher certification program will not solve the shortage entirely, it will certainly help. I wholeheartedly support Lower Columbia College's effort to establish this new teacher certification program in southwest Washington.

Sincerely,



W. Robert Garrett  
Superintendent

# WOODLAND Public Schools

*Educating for Excellence*



July 31, 2017

Chris Bailey, President  
Lower Columbia College  
1600 Maple Street  
Longview, WA 98632

Dear Chris,

Over the last several years we have seen a decline in the number of high quality qualified candidates for teaching and other certificated positions in the Woodland School District. In some cases, we have had only one or two applicants for open positions when, in years prior, we would typically see ten-times the number of applicants.

Because of this dearth of candidates, we have, in the last two years hired twenty-two individuals who did not have a full certification to teach. In the case of four teachers, we applied for conditional certificates to allow us to use these individuals to teach in regular classroom assignments. There were eighteen individuals who we hired as substitute teachers who were not eligible for full teaching certificates, but for whom we sought emergency substitute teaching certification.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Green'.

Michael Green



**Michael Z. Green, Superintendent of Schools**

800 Second Street » Woodland, WA 98674  
T 360 841.2700 » F 360 841.2701  
[www.woodlandschools.org](http://www.woodlandschools.org)

Woodland Public Schools is an Equal Opportunity Employer

## 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](mailto: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.

<b>College Name: Lower Columbia College</b>											
<b>Program Name: Bachelor of Applied Science- Teacher Education</b>											
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>											
<b>If local demand/supply information is available for the specified degree program and target occupation(s),**</b>											
<p><b>For demand:</b> 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. <i>(Provide absolute numbers, not just percentages)</i></p>	<p><b>Cowlitz and Wahkiakum Counties (LCC service district)*</b></p> <p><b><u>Elementary School Teachers, Except Special Education (SOC Code 252021)</u></b></p> <p><b>Description:</b> Teach students basic academic, social, and other formative skills in public or private schools at the elementary level.</p> <p><b>Estimate employment in Cowlitz/Wahkiakum Counties:</b> 2,486</p> <p><b>Estimated Annual Job Openings:</b> 554</p> <p><b>Wage Data:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Percen tile</th> <th style="width: 25%;">10<sup>th</sup></th> <th style="width: 25%;">50<sup>th</sup></th> <th style="width: 25%;">90<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Annual Wage</td> <td>\$36,56 0.00</td> <td>\$55,80 0</td> <td>\$88,59 0</td> </tr> </tbody> </table> <p><b>Projected growth both short and long term (Growth rate 1.9%)</b></p>			Percen tile	10 <sup>th</sup>	50 <sup>th</sup>	90 <sup>th</sup>	Annual Wage	\$36,56 0.00	\$55,80 0	\$88,59 0
Percen tile	10 <sup>th</sup>	50 <sup>th</sup>	90 <sup>th</sup>								
Annual Wage	\$36,56 0.00	\$55,80 0	\$88,59 0								

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

**Kindergarten Teachers, Except Special Education (SOC Code 252012)**

**Description:** Teach elemental natural and social science, personal hygiene, music, art, and literature to kindergarten students. Promote physical, mental, and social development. May be required to hold State certification.

**Estimate employment in Cowlitz/Wahkiakum Counties:** 630

**Estimated Annual Job Openings:** 150

**Wage Data:**

Percen tile	10 <sup>th</sup>	50 <sup>th</sup>	90 <sup>th</sup>
Annual Wage	\$36,560.00	\$55,800	\$88,590

**Projected growth both short and long term (Growth rate 2.1%)**

**Preschool Teachers, Except Special Education (SOC Code 252011)**

**Description:** Instruct preschool aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility.

**Estimate employment in Cowlitz/Wahkiakum Counties:** 694

**Estimated Annual Job Openings:** 317

**Wage Data:**

Percen tile	10 <sup>th</sup>	50 <sup>th</sup>	90 <sup>th</sup>
Annual Wage	\$19,430	\$28,790	\$54,310

**Projected growth both short and long term (Growth rate 2.3%)**

**Teacher Assistants (SOC Code 259041)**

**Description:** Perform duties that are instructional in nature or deliver direct services to students or parents. Serve in a position for which a

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

	<p>teacher has ultimate responsibility for the design and implementation of educational programs and services  <b>Estimate employment in Cowlitz/Wahkiakum Counties:</b> 3,325  <b>Estimated Annual Job Openings:</b> 826  <b>Wage Data:</b></p> <table border="1" data-bbox="1005 370 1579 558"> <thead> <tr> <th>Percen tile</th> <th>10<sup>th</sup></th> <th>50<sup>th</sup></th> <th>90<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td><b>Annual Wage</b></td> <td><b>\$18,120</b></td> <td><b>\$25,410</b></td> <td><b>\$38,820</b></td> </tr> </tbody> </table> <p><b>Projected growth both short and long term (Growth rate 1.8%)</b>  *Anticipated job openings range from 2015-2025  County Data obtained from Employment Security Department/ Wage Data obtained from Bureau of Labor Statistics/ONet</p> <p><b>LCC Service District Hiring Demands:</b>  <b>Local Emergency Certification hires (see BAS Statement of Need Table 4)</b></p> <p><b>2017 Teacher shortage survey</b></p> <ul style="list-style-type: none"> <li>● 85% of Principals surveyed reported they were in “crisis” or “struggling” to find certified teachers</li> <li>● 95% of Principals surveyed reported they were in “crisis” or “struggling” to find substitutes</li> <li>● 22% still had unfilled classroom position in mid-October</li> </ul>	Percen tile	10 <sup>th</sup>	50 <sup>th</sup>	90 <sup>th</sup>	<b>Annual Wage</b>	<b>\$18,120</b>	<b>\$25,410</b>	<b>\$38,820</b>	
Percen tile	10 <sup>th</sup>	50 <sup>th</sup>	90 <sup>th</sup>							
<b>Annual Wage</b>	<b>\$18,120</b>	<b>\$25,410</b>	<b>\$38,820</b>							
<p><b>For supply gap:</b> 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).</p>	<p>Lower Columbia College service district has three post-secondary institutions that offer ECE programs. The following are completions for 2016-2017:</p> <table border="1" data-bbox="1005 1289 1808 1390"> <thead> <tr> <th><u>College</u></th> <th><u>Graduates</u></th> <th><u>LCC SD Employment</u></th> </tr> </thead> <tbody> <tr> <td>WSUV</td> <td>27</td> <td>9</td> </tr> <tr> <td>Concordia</td> <td>11</td> <td>2*</td> </tr> </tbody> </table>	<u>College</u>	<u>Graduates</u>	<u>LCC SD Employment</u>	WSUV	27	9	Concordia	11	2*
<u>College</u>	<u>Graduates</u>	<u>LCC SD Employment</u>								
WSUV	27	9								
Concordia	11	2*								

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%;">City University**</td> <td style="width:10%; text-align:center;">0</td> <td style="width:10%;"></td> <td style="width:10%; text-align:center;">0</td> </tr> <tr> <td style="border-top: 1px solid black;">Total</td> <td style="border-top: 1px solid black; text-align:center;">38</td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black; text-align:center;">11</td> </tr> </table> <p><small>*Concordia only tracks whether or not students are employed in WA ** City University is a 2 year cohort with the last cohort ( 2015-2016) graduating 6 students</small></p> <ul style="list-style-type: none"> <li>• There are two Bachelor of Applied Science programs offering ECE degrees in the LCC service district:</li> </ul> <table style="width:100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align:left; border-bottom: 1px solid black;">College</th> <th style="text-align:left; border-bottom: 1px solid black;">Certificate</th> <th style="text-align:left; border-bottom: 1px solid black;">Graduates</th> <th style="text-align:left; border-bottom: 1px solid black;">Endorsements</th> </tr> </thead> <tbody> <tr> <td>Centralia*</td> <td>Yes</td> <td style="text-align:center;">0</td> <td>Special Education</td> </tr> <tr> <td>Clark**</td> <td>No</td> <td style="text-align:center;">0</td> <td>Infant &amp; Toddler</td> </tr> </tbody> </table> <p><small>* Centralia is in their first year with 2 cohorts of 30 ** Clark is in the approval process for future cohort</small></p> <p>Based on the labor market data for Cowlitz/Wahkiakum counties, there is a strong demand for Teachers in Elementary, Kindergarten, Preschool, and Teacher Assistants. With an combined estimated number of annual job openings of 2,327, and with 38 total graduates from related 4 year programs in the region, it is evident that there is strong need for additional training programs especially given that only 11 of the 38 graduates remained in the local area or were employed with local school districts after graduation. The overall demand for the positions in the region significantly exceeds the number of graduates currently being produced and hired locally.</p>	City University**	0		0	Total	38		11	College	Certificate	Graduates	Endorsements	Centralia*	Yes	0	Special Education	Clark**	No	0	Infant & Toddler
City University**	0		0																		
Total	38		11																		
College	Certificate	Graduates	Endorsements																		
Centralia*	Yes	0	Special Education																		
Clark**	No	0	Infant & Toddler																		
<b>OR, if demand information is not available or it is a new/emerging/changing occupation, **</b>																					
<b>For demand:</b> 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>																					
<b>For supply gap:</b> 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>																					
<b>OR, if based on a statutory or accreditation requirement, **</b>																					
<b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>																					

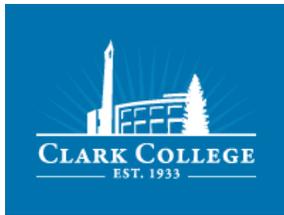
## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p><b>For demand:</b> 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.</p>	
<p><b>For supply gap:</b> 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. <u>Survey requirements are listed below.</u></p>	
<p>* Demand is defined by state law as <b><i>“an occupation with a substantial number of current or projected employment opportunities.”</i></b>          **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).</p>	

### 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)?



March 13, 2018

To Whom It May Concern,

This letter is in support of Lower Columbia Community College in the pursuit of creating a BAS-TE Elementary Education degree, with K-8 certification and P-3 endorsement with an ECE non-certification option. As a member of the Teacher's Prep Council, Clark College works in collaboration with our sister community and technical colleges around the State of Washington to strategically lay out a map of opportunity for students throughout the state. The purpose of our collaborative work is to respond to the charge to provide pathways for students who are interested in the applied baccalaureate degree.

For our particular region of the state, three community colleges are paying close attention to the variety of needs our collective students could benefit from. Lower Columbia CC is designing the teacher certification degree, Centralia is designing with Special Education as a focus and Clark College is working on the BAS-ECE with an infant and toddler concentration. We believe these three focuses provide access to the multiple areas in early learning of student interest and employment. We do not see overlap, in fact, we see potential for all students with these pathways and there is appreciation for the sharing of resources, data, etc., as we approach this work. In addition, our common course work has already provided a pathway for students from entry through the Certificate of Proficiency and we will be accepting the AAS from our sister colleges in these BAS degrees.

Clark College has enjoyed a collaborative working relationship in the past with LCC and Centralia as we worked together with Concordia University on the Bachelor's degree in ECED. That cohort model offered the higher degree yet it has many limitations for our students. The first and most obvious one is that scholarship dollars offered by the State of Washington limit students to Washington state schools only so the Concordia degree puts undue expense and accrues student debt.

I can be contacted at [stheberge@clark.edu](mailto:stheberge@clark.edu) if any further information or discussion is needed.

Respectfully Submitted,

Sarah Theberge, M.A.  
ECE Faculty and Lab School Coordinator