



**Bachelor of Applied Science Degree in Teaching
Statement of Need
February 2018**

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**COVER SHEET
STATEMENT OF NEED**

Program Information

Institution Name: Wenatchee Valley College

Degree Name: Bachelor of Applied Science – Teaching CIP Code: _____

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

Degree: Associate of Technical Science Degree CIP Code: 13.1210402 Year Began: 1991

Degree: _____ CIP Code: _____ Year Began: _____

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

Projected Enrollment (FTE) in Year One: 15 at Full Enrollment by Year:

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

Mode of Delivery

Single Campus Delivery: Yes

Off-site: No

Distance Learning: Yes, the BAS will be comprised of face-to-face, hybrid and online.

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

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Chief Academic Officer

2/14 /18

Date

Introduction

Wenatchee Valley College (WVC) plays an essential role providing educational and cultural opportunities to the 149,000 residents of North Central Washington in Chelan, Douglas and Okanogan counties, an area covering over 10,000 square miles. North Central Washington has multiple school districts, Head Start® centers and ECEAP programs® centers and Early Childhood Education and Assistance Programs (ECEAP), who are all in need of staff that meet the Washington State education requirements. Due to this shortage in North Central Washington, this program will be located at the WVC-Omak campus.

A Bachelor of Applied Science in Teaching (BAS-T) offered through Wenatchee Valley College will be beneficial in the following ways:

- Build upon WVC's Associate of Technical Science Degree (ATS) in Early Childhood Education (CIP Code 13.1210402), allowing students more educational opportunities in North Central Washington. WVC plans to build upon the current offering of the ATS in Early Childhood Education as the foundation for the proposed BAS-T degree. Although the ATS at WVC allows graduates to obtain employment in education, a four-year degree in education is necessary to become a teacher with P-3 or Special Education P-3 certification. WVC's ATS in Early Childhood Education is an important link directly to the BAS-T.
- Provide an educational pathway for an applied baccalaureate degree to those place-bound individuals already employed in the K-12 system.
- Alleviate the burden placed on school districts, Head Start® centers and ECEAP programs by producing more qualified employee candidates and lowering the overall teacher shortage in the State.
- Giving graduates of this degree access to living-wage careers.
- Giving students in North Central Washington access to the only degree program to offer endorsements to graduates in both P-3 general education and P-3 special education.

WVC is known throughout North Central Washington for the opportunities it provides for residents of its three-county district. From dual enrollment programs with our K-12 partner institutions to highly sought-after workforce education programs, WVC serves this predominately-rural region of Washington State. As the only comprehensive community college for 100 miles in any direction, WVC provides opportunities for people to pursue numerous pathways, needs, and wants, through its basic education, community education, workforce education, and transfer programs. WVC is also well equipped to meet the large geographic reaches of its district. The Omak extension site, located 100 miles north of Wenatchee, provides basic education, workforce education, and transfer programs on a smaller scale to serve the needs of the northern reach of the district. In addition, WVC provides a very strong online education experience through Canvas and the Teaching and Learning Center (which also addresses "beaming classes" through an interactive television network).

WVC is serving an increasingly diverse student body. Approximately one-quarter of the population in WVC's district identifies as Hispanic/Latino, and about five percent is Native American. WVC met the criteria to be designated as a Hispanic-Serving Institution (HSI) in 2012, with Hispanic students exceeding 25% of the degree or certificate-seeking undergraduate enrollment. In Fall 2014, 48% of WVC's total enrollment were students of color.

WVC now offers two BAS degrees: BAS-Engineering Technology (BAS-ET) and BSN-Nursing (RNB). Both the BAS-ET and BSN degrees evolved out of a community need to meet external educational credentialing demands of nurses in the workforce, while being place-bound in North Central Washington. Similar to the history of the BAS in Engineering Technology and BSN degree development, the evolution

of the BAS-T grew out of the demand in the district for more educational programs in Early Childhood Education.

After consulting with regional industry partners and neighboring higher education partners, surveying employers, and receiving encouragement from WVC President Richardson and our Board of Trustees, the college determined that adding a Baccalaureate in Applied Science in Teaching (BAS-T) was essential to serve the educational and workforce needs of the region. The new degree program will be for students who have completed a related technical associate degree. Through a combination of face-to-face, hybrid, and online classes, this full-time program will take students approximately six quarters to earn the BAS-T degree, and then be prepared for internships and/or student teaching.

The BAS-T degree will focus on teacher education to help alleviate the critical need for teachers in North Central Washington. According to the United States Department of Labor – Bureau of Labor Statistics, the need for teachers is expected to grow nationally 7.6% (https://www.bls.gov/emp/ep_table_101.htm) by the year 2024. But, the teacher outlook in Washington State is more critical. The proposal of this degree is specifically in response to the teacher and substitute teacher shortage in Washington State. According to the State of Washington Office of Superintendent of Public Instruction (OSPI):

School district human resource directors and principals across Washington report that it is becoming increasingly difficult to find K–12 certificated teachers not only in areas that have experienced shortages for many years (e.g., special education, mathematics, science), but also teachers with elementary education (Grades K–8) and Early Childhood (Birth–Grade 3) endorsements.

Retrieved November, 2017 from <http://k12.wa.us/LegisGov/TeacherShortage.aspx>

In an effort to determine local interest in the Baccalaureate in Applied Science in Teaching (BAS-T) program, WVC sent out a survey to all local school districts, Head Start® centers and ECEAP programs centers. After affirming the need for this program in North Central Washington through these surveys, the teacher shortage is expected to continue. By adding the Baccalaureate in Applied Science in Teaching (BAS-T), WVC will aid this issue by providing an educational pathway to students in North Central Washington.

The BAS-T degree at WVC has as its program outcomes to produce graduates who, after completing the program will aid in alleviating the teacher shortage, increase retention at WVC's service district and lead to the completion of more qualified para-professionals and teachers in North Central Washington.

Program Outcomes:

WVC promotes a climate of ongoing improvement through a variety of methods, including Student Learning Outcomes. These Student Learning Outcomes cover four areas: Problem Solving, Communication, Social Interaction, Inquiry, and WVC graduates are equipped with knowledge of each of these areas. In addition, BAS-T graduates will also gain specific skills and knowledge of core content and pedagogy to design instruction that is based on state and national learning goals and standards in teaching.

1. WVC BAS-T Graduates will be prepared to assess and analyze student learning and create learning experiences that reflect an understanding of how children learn and develop. Graduates will also have knowledge of pedagogical skills that include classroom management, teaching experiential learning and effective planning.
2. BAS-T graduates will have knowledge of effective and appropriate oral and written communication skills in their teaching interactions with students. They will also learn how to

utilize these skills with their professional collaboration and interactions with colleagues, parents, administration and community members.

3. BAS-T graduates will understand the importance of culturally responsive teaching practices and demonstrate ability to embrace and integrate cultural, linguistic, ethnic and socio-economic diversity into the daily curriculum.
4. BAS-T graduates will demonstrate knowledge of how to design curriculum based on current theories of language use and language acquisition with a specific focus on language demand of academic content.

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

The proposed Bachelor of Applied Science in Teaching (BAS-T) aligns with Wenatchee Valley College's (WVC) mission and core themes.

Wenatchee Valley College's mission and core themes state:

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Our Core Themes:

Educational Achievement: Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

Support for Learning: WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all of the college's educational opportunities.

Responsiveness to Local Needs: WVC's degrees, programs, courses and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

Diversity and Cultural Enrichment: Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of District 15 will have opportunities to experience diverse and multi-culturally rich perspectives through curriculum, educational programs, and special events.

Every new program considered by the college must tie directly to the mission and core themes. This new degree, in particular, will provide opportunities and pathways for the district that currently do not exist within the college service district. Graduates of our existing technical associate degree programs have the opportunity to join the workforce upon graduation (often times, students are recruited before they graduate) or transfer to a university to pursue a four-year degree in education. The closest option for graduates who want to transfer is Central Washington University, which is located 75 miles from Wenatchee and 170 miles from Omak (WVC's extension site located in the northern part of the service district). Also, current education workers who require additional credentials are often forced to travel a great distance, or go online at a great expense to the student.

Because the college's service region is vast and geographically isolated, there are few opportunities for residents to work in high wage jobs. To obtain education beyond an associate degree, students must either

enroll in a completely online degree or leave the region to achieve their goal, which for many, is impossible due to financial and family demands.

Therefore, with a BAS-T degree option at WVC, students will be able to gain advanced education in teacher education beyond what is currently available in the North Central Washington region. This, in turn, will create a more highly trained workforce who can take on greater levels of responsibility in order to serve the massive shortage in early childhood education throughout Washington State. This is critical to the region's economy and employability of its citizens for several reasons.

With the start of two new Bachelor of Applied Science programs, WVC has established more educational programs to benefit the North Central Washington region.

**Criteria Two:
Support of the Statewide Strategic Plan**

The State Board for Community and Technical Colleges (SBCTC) Mission Study focused on four areas of need for the state's community and technical colleges:

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.
- Achieve increased educational attainment for all residents across the state.
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.
- Increase the number of baccalaureate degrees conferred.

In addition to SBCTC, The Washington Student Achievement Council, through the Washington Higher Education Coordinating Board implemented a Strategic Master Plan to raise educational attainment in the state through seven steps:

1. Increase capacity of higher education to serve more students.
2. Maintain commitment to access for low-income students.
3. Build on efforts to increase transitions and completion.
4. Provide a simple funding initiative to increase the number of graduates; quality of education.
5. Define and develop K-12 to postsecondary program pathways.
6. Promote accelerated learning programs for high school students and adult learners.
7. Maintain commitment to the original 2008 degree goals.

WVC's proposed BAS-T program supports SBCTC's Statewide Strategic Plan in all four areas. WVC's proposed BAS-T program also supports WSAC's Strategic Master Plan to raise educational attainment. First, the economy in North Central Washington will be strengthened by increasing the number of qualified job applicants needed to address the teacher shortage in the area. Second, offering more degree programs, especially baccalaureate degrees, increases the educational attainment for students in the area. These place-bound students now have access to baccalaureate-level educational programs that were not possible in the past. Third, while this program will be offered at the WVC-Omak campus (Okanogan County), interactive television (ITV) classes are available for students in Wenatchee to participate in classes held at Omak. Fourth, by adding this Bachelor of Applied Science program, WVC continues to offer programs that benefit North Central Washington and the entire 10,000 square mile service district and increase the capacity of higher education in the state to serve more students. This will also maintain the commitment to increase the number of college degrees and graduates. This program will add to the established programs already offered at WVC.

According to the Washington Employment Security Department, Douglas County, in the WVC service district, is ranked 15th in terms of the most Teacher Assistants advertised online. In the region that WVC serves, there are an estimated 4,907 jobs in the Early Childhood Education sector and Head Start® centers

and ECEAP programs. Of the district superintendents that responded to WVC's survey, 83.3% answered that their teachers need endorsements in Special Education. 77.78% responded that they have difficulty in finding qualified teachers for their classrooms and currently have unfilled teaching positions in their school districts. 66.67% of these superintendents answered yes to the question of if they have recently covered or regularly cover a classroom because a substitute was not available. All district superintendents responded that they would support the WVC BAS-T program. Due to these results, WVC will offer dual endorsement in both P-3 General Education and P-3 Special Education as part of the BAS-T curriculum.

The results of this survey overwhelmingly support the need and interest in WVC offering the BAS-T degree (the results to the survey questions are in the appendices). It is clear that the BAS-T program is needed at WVC and will help fill the need of multiple school districts in North Central Washington.

Criteria Three: Employer/Community Demand for Graduates

Washington State is in the midst of a teacher shortage crisis. Okanogan County, in WVC's service district, is no exception. Because of the lack of educator training programs in the area and number of place-bound students, the BAS-T program will be offered in Okanogan County. There are many reasons for the placement of this program in Okanogan County. Okanogan County is home to the large Colville Confederated Tribes, consisting of twelve tribes. WVC has a strong partnership with the Colville Tribe and continues to serve students in this sector, especially in Nespelem, a rural town in Okanogan County. Another population of rural students that WVC continues to serve are residents of Bridgeport. WVC has continued to develop ECE courses for Bridgeport students who want to pursue this education path.

Another reason to place this program in Okanogan County is to lower the poverty level. According to census estimates obtained in July 2016, Okanogan County has a population of 41,554, with 19.7 percent of these in poverty. Of the total population, 12.9 percent are listed as American Indian or Alaska Native. By offering the BAS-T program in Okanogan County, graduates of this program will have the opportunity to find living-wage jobs (See Appendix I).

The proposed BAS-T degree program addresses all WVC system goals and mission by serving educational and cultural needs of communities and residents throughout the service district. By creating a baccalaureate-level Teaching program, WVC will increase the educational attainment and skill levels of the local workforce in order to help alleviate the educator shortage in North Central Washington.

WVC is prepared to make a positive impact on the statewide teacher and substitute teacher shortage by offering the BAS-T to residents of North Central Washington.

WVC also has an excellent working relationship with the local North Central Educational Services District #171 (NCESD), located in Wenatchee. According to Brent Stark, Executive Director of Student Support Services at the NCESD:

“There is a chronic shortage of teachers in North Central Washington, particularly in high needs areas: special education, science, math (STEM) and teaching English as a Second Language (ESL). The twenty-nine districts within the North Central ESD (NCESD) region are mostly rural and often have difficulty attracting traditional teacher candidates to employ as first year teachers. According to a recent University of Washington study, NCESD has the highest number of teachers who exit and the lowest number of teachers moving in.

Seventeen school districts had a difficult time filling the 34 openings in Special Education, many filled with Emergency or Conditional certification. In the next five years, we anticipate needing to rehire twenty-five percent of the certificated staff due to retirement. NCESD has surveyed staff and determined sixty-two people interested in obtaining a teaching certificate. As a region, survey results indicate 70 para educators having at least some interest in becoming a teacher. This would help the seventeen districts who had at least one Special Education opening; it would also address the lack of ELL staff, currently at 4.1% in our area.

As with most of the Washington State educator workforce, the ethnic and racial composition of Washington State teachers employed within NCESD does not mirror the ethnic and racial composition of students enrolled in K-12 schools in NCESD. To provide one example, as of the October 2012 enrollment count, 42.7% of students within NCESD identified as Hispanic or Latino; however, 91.5% of the elementary teachers and 94.3% of secondary teachers within NCESD identified as white in the 2012-2013 school year. Additionally, in the 2012-2013 school year only 18.3% of aides in schools through NCESD 171 identified as Hispanic and Latino.

Elementary and secondary teachers within the NCESD region are also aging.

As of the 2012-2013 school year, 21.9% of secondary teachers were at or nearing retirement age (>55 years of age). Similarly, 20.3% of elementary teachers were or nearing retirement age. When looking at all certificated staff (Admin, ESA) this number exceeds 30%. Regionally, this represents hundreds of openings in the next several years.

An alternative route program to support para educators in their efforts to become teachers could help to both address retirement projections and create a teacher workforce that looks more like the students served in this community. Determining successful candidates for this program will be a result of district and regional recruitment strategies. NCESD has and will continue to develop common recruitment activities such as advertising, career fairs, marketing material, working with our Community Colleges, the use of multiple social media, and ongoing information gathering opportunities in our communities to recruit a diverse group for this program.”

According to the State of Washington Office of Superintendent of Public Instruction (OSPI) website (<http://k12.wa.us/LegisGov/TeacherShortage.aspx>), there is a statewide need for teacher education programs. The need for this BAS-T program throughout WVCs college service district is essential. Thus, further validating the need for this program in North Central Washington, as evidenced by survey results. WVCs teacher education program will not only alleviate the teacher shortage that local school districts face daily, but help residents of North Central Washington gain a living-wage career.

In conducting this research for this Statement of Need, four different surveys were delivered via email to local stakeholders. WVC surveyed: 1) K-12 administrators, 2) Head Start® centers and ECEAP programs administrators, 3) ECE students and 4) ECE teachers. WVC asked them to respond to the survey for their input regarding the potential need for the BAS-T program in North Central Washington (see appendices). In addition, economic education and occupation data was obtained through EMSI, an economics modeling company, to supplement data collected from the surveys in relation to WVC’s district job openings, job replacements, educational sourcing for ECE teachers. Please note that all discussion surrounding need for the need for this type of program at WVC is oriented around Baccalaureate-level ECE teaching positions.

On average, WVC’s service district expects to have 118 annual job openings for ECE-related occupations. Of these 118 annual job openings, approximately 78% will be kindergarten and elementary school teachers. A large portion of these regular openings will be in Okanogan County. The following table summarizes expected openings for the district, detailed by each county in the district:

Annual Openings by Occupation

Occupation	Description	Chelan County, WA	Douglas County, WA	Okanogan County, WA	District Openings
25-2011	Preschool Teachers, Except Special Education	9	5	5	19
25-2012	Kindergarten Teachers, Except Special Education	23	11	7	41
25-2021	Elementary School Teachers, Except Special Education	20	10	21	51
25-2052	Special Education Teachers, Kindergarten and Elementary School	3	1	3	7
Total		55	27	36	118

Local school districts in WVC’s service area attempt to fill their teacher vacancies by searching for candidates beyond local sources. One school superintendent in Okanogan County recently commented on the potential for this program: “A program like this would be a Godsend for our area. I would be willing to support this any way I can. I even have teachers who would be willing to teach evening classes for students.” Data from the survey sent to superintendents (Appendix C) further indicated a strong need for this program: Of the school districts that responded to WVC’s survey, 86.67% answered “yes” that they do have difficulty finding qualified teachers for their classrooms. 93.33% of the school districts answered “yes” indicating that they use long-term substitutes to counteract their lack of qualified teachers in the area. Of the survey respondents, 78.57% of the school districts currently have up to 3 unfilled teacher positions and 14.29% have between 4 to 6 unfilled teacher positions. 7.14% of respondents answered that they have 11 or more unfilled positions.

On average, Central Washington University has 53 graduates annually with ECE teaching-related degrees. If all CWU graduates were to enter the workplace in WVC’s service district annually, there would still be demand for teaching positions, as the supply gap would not fill the local teaching demand. EMSI data also estimates 55 annual job openings in WVC’s service district are filled by outside sources - either by graduates from four-year universities outside of the area, or by persons relocating into WVC’s service district.

Average Annual CWU ECE Graduates, Distributed by Occupation

Occupation	Description	CWU Graduates
25-2011	Preschool Teachers, Except Special Education	10
25-2012	Kindergarten Teachers, Except Special Education	18
25-2021	Elementary School Teachers, Except Special Education	22
25-2052	Special Education Teachers, Kindergarten and Elementary School	3
Total		53

Source: CWU IPEDS data and EMSI Analyst Data

Average Annual Expected Replacements for Open Positions by Occupation					
Occupation	Description	Est. CWU Staying in District	Est. Other Colleges & Universities	Relocation	Total Replacements
25-2011	Preschool Teachers, Except Special Education	8	3	5	16
25-2012	Kindergarten Teachers, Except Special Education	15	9	13	37
25-2021	Elementary School Teachers, Except Special Education	19	15	8	42
25-2052	Special Education Teachers, Kindergarten and Elementary School	2	1	1	4
Total		44	28	27	99

Source: EMSI Analyst occupational data, adjusted for data from IPEDS and 2017 WVC ECE surveys

As evidenced by this data, school districts in WVC’s service area have an average annual unmet need for Baccalaureate-level teachers. On average, 19 job openings go unfilled in any given year. For this reason, those superintendents surveyed, were very clear in stating they need help in filling positions locally. In Fall 2017, when this survey was sent to local superintendents, there were an estimated, 21 job openings for ECE teachers inside the WVC service district.

Average Annual Gap In Demand

Occupation	Description	Total Demand	Total Replacements	Gap in Demand
25-2011	Preschool Teachers, Except Special Education	19	16	(3)
25-2012	Kindergarten Teachers, Except Special Education	41	37	(4)
25-2021	Elementary School Teachers, Except Special Education	51	42	(9)
25-2052	Special Education Teachers, Kindergarten and Elementary School	7	4	(3)
Total		118	99	(19)

As evidenced by the data in these surveys, 68% of superintendents stated that they had current employees on staff in need of credentials that would be offered in the BAS-T program. Based on this feedback, an estimate was made of those currently employed in education, who may seek a BAS in Teaching over their current Associate’s degree. This estimate was based on occupational education distribution data from EMSI, which includes employee and student survey data. Based on this data, WVC estimates 24 current Associate degree holders in the service district would likely pursue a Baccalaureate-level degree, such as the BAS-T at WVC.

Estimated Annual Number of Employed Associates Who Would Seek BAS in Teaching

Occupation	Description	Est. Associate Upgrades
25-2011	Preschool Teachers, Except Special Education	13
25-2012	Kindergarten Teachers, Except Special Education	6

25-2021	Elementary School Teachers, Except Special Education	3
25-2052	Special Education Teachers, Kindergarten and Elementary School	2
Total		24

Source: Estimate based on EMSI Analyst data, 2017 ECE Employee Survey and 2017 ECE Superintendent Survey

An additional population of potential BAS-T students who need the BAS-T program are WVC's Early Childhood Education (ATS) current students and graduates. On average, 10 students graduate WVC's ECE program annually. To gather this data, WVC sent a survey to both current and former students, in order to gather their interest for the BAS-T program. The results of this survey indicated that 73% of students would be interested in continuing at WVC to obtain their BAS degree.

By utilizing all data sources, including the gap between job demand (current and projected job openings) and annual average supply of qualified teachers in WVC's service district, this research indicates that the BAS-T program is needed in the area. WVC estimates an annual demand for 50 graduates of the potential BAS-T program, as the demand for teachers in the district outweigh the current supply. Potential students of the BAS-T include current and former WVC ECE students and graduates, current K-12 education employees, students who had initially planned to move to another service district and place-bound students in North Central Washington. Based on this data, WVC is prepared to offer a new BAS-T program to serve this need and continue to fulfil the mission of the college by serving all those seeking education in North Central Washington.

Criteria 4:

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

The professional and technical curriculum has been part of WVC since 1952 when the agriculture/science building, Batjer Hall, was completed. Many innovative programs were added in the 1960s, especially related to regional commerce and recreation. These programs included: fruit production, snow skiing, forestry, aviation, refrigeration, mountaineering, and automotive repair. In the early 1970s, WVC began offering a nursing program, followed by additional allied health related fields like medical assisting and radiological sciences.

At the present time, WVC offers workforce education certificates and degrees in the following programs: Accounting, Agriculture, Automotive, Business, Business Computer Technology, Chemical Dependency Studies, Computer Technology, Criminal Justice, Early Childhood Education, Engineering Technology (BAS-ET), Environmental Systems and Refrigeration Technology, Industrial Technology (Aerospace, Drafting, Electronics, Machining, Welding and Fabrication), Medical Assistant, Medical Laboratory Technology, Multi-Occupational Trades, Natural Resources, BSN–Nursing (RNB), Outdoor Recreation Management, and Radiologic Technology. WVC offers a large number of ECE courses, certificates, two degree options and has seen a steady number of graduates in recent years. WVC also offers these courses at multiple sites, including Okanogan County. WVC offers the following programs in ECE:

- Associate of Technical Science (ATS) Degree
- Associate of Applied Science-Transfer (AAS-T) Degree
- ECE Short Certificates (7):
 - State Initial ECE Certificate
 - State Short ECE Certificate of Specialization - General
 - State Short ECE Certificate of Specialization – Infant and Toddlers
 - State Short ECE Certificate of Specialization - School Age Care
 - State Short ECE Certificate of Specialization - Family Child Care
 - State Short ECE Certificate of Specialization - Administration
 - State Early Childhood Education Certificate of Completion

This program will allow FTE students at WVC to matriculate directly into the BAS-T upon completion of the ATS, instead of limited previous possibilities, including transferring to four-year universities across the State:

FTES

DEPT

	12-13	13-14	14-15	15-16	16-17	17-18*
ECE	86.88	21.73	36.93	26.60	23.40	15.94
ECED& EDUC		113.73	190.19	105.66	109.65	60.35
EDUC&	4.67	6.20	5.67	5.60	11.40	6.13
EDUC&	24.85	45.73	77.23	45.24	27.80	46.11
TOTAL	116.40	187.39	310.02	183.10	172.25	128.53

	12-13	13-14	14-15	15-16	16-17	17-18*
Unduplicated HC	147	202	291	208	222	234

* Does not include Spring quarter

The table above indicates the number of full-time equivalent students at WVC in recent years. These numbers reflect the need for the BAS-T program in North Central Washington. In addition, the ATS degree at WVC prepares those students who wish to pursue a four-year degree.

External Funding:

WVC is well positioned to support this new degree by its history of solid support from the WVC College Foundation (WVCF), strong academic programs as noted above, through the commitment of our various advisory committees, and by the employees on staff. Support for the development of these curricular initiatives stems from federal and state grants, the college’s foundation, businesses, and private citizens in the community. Between 2012 and 2016, WVCF reported almost \$450,000 in donations of equipment, tools, materials and supplies to these programs. In addition to strong support for all academic programs, WVC also gives each faculty member professional development funds each year to improve their teaching acumen. WVC has been a recipient of Carl D. Perkins grant funding since 2006. Perkins funding has supported the development of several professional-technical programs and certificates offered at the college including the industrial technology programs discussed in this document. For 2017-18, WVC has been granted \$242,909 from the Perkins grant in support toward WVC’s professional-technical programs.

Additional workforce grant funds have been received in 2017-18 to support workforce education student recruitment and retention from:

- Worker Retraining Grant (\$787,448)
- Opportunity Grant (\$279,412)
- WorkFirst Grant (\$240,618)
- Aerospace High Demand (\$157,760)
- Early Childhood Education Early Achievers (\$83,000)

The focus of these grant programs is to provide support for eligible students to increase retention and completion of a two-year workforce program or certificate.

In addition to external support, WVC continues to support professional-technical programs and certificates by expending approximately \$3.5M from the general fund on an annual basis.

Faculty/Employee Support:

The college employs several full-time and adjunct (part-time) faculty, all of whom bring their educational background, and training (including certifications and applicable workplace experience in their respective fields). The culture at WVC is collegial and all faculty work together to provide each student with a quality education, regardless academic program. In addition to strong support for all academic programs,

WVC also awards each faculty member, both full-time and adjunct, annual professional development funds to improve their teaching acumen.

Curriculum Support/Infrastructure:

WVC offers a variety of workforce education programs leading to either an associate of technical science (ATS) degree or a certificate of completion. These programs are geared toward students who wish to enter certain technical careers. WVC will help students who have completed the Early Childhood Education Associate in Applied Science (AAS-T) degree, or equivalent, build upon their knowledge to obtain their Bachelor of Applied Science in Teaching.

Current Program:

WVC prepares students in the Early Childhood Education (ECE) degree program for careers that focus on children from birth to five years and their families. This program provides an understanding of a child's social, emotional, physical and cognitive development. It emphasizes practices that are developmentally appropriate and embrace both family and community.

The ECE program is designed to develop skilled professionals who understand and apply the principles of early childhood development to a broad spectrum of careers, advocate the early childhood education profession, and respond to community and workplace needs. Students and community members will also find the courses useful in helping them to become knowledgeable and confident parents.

Research shows that interactions between caregivers/educators and children are one of the most important indicators of a high-quality program. Caregivers and educators need the training and education opportunities that support high-quality interactions with children. Additionally, caregivers need clear and accessible pathways to attain professional goals, from local training opportunities to higher education.

WVC Early Childhood Education program information:

Building on an already existing Early Childhood Education program, WVC is well prepared to offer North Central Washington students the opportunity in Okanogan County to receive a baccalaureate degree, previously available only to students in larger communities.

Early Childhood State (short term) Certificates

Program Code	Program	12-13	13-14	14-15	15-16	16-17
402	Early Childhood Education ATS	15	10	8	9	8
40E	State Initial Early Childhood Education Certificate	0	52	108	58	62
41E	State Short Early Childhood Education Certificate – General	0	16	62	25	12
42E	State Short Early Childhood Education Certificate – Infant Toddler Care	1	17	64	29	9

43E	State Short Early Childhood Education Certificate – School-Age Care	1	1	8	11	6
45E	State Short Early Childhood Education Certificate – Administration	0	3	21	15	5
46E	State Early Childhood Education Certificate	0	4	2	4	2
Total:		17	103	273	151	104

CIP Code	Program Code	Description
13.1210	402	Early Childhood Education 91 ATS
	40E	State Initial Early Childhood Education Certificate
	41E	State Short Early Childhood Education Certificate – General
	42E	State Short Early Childhood Education Certificate – Infant Toddler Care
	43E	State Short Early Childhood Education Certificate – School-Age Care
	44E	State Short Early Childhood Education Certificate – Family Child Care
	45E	State Short Early Childhood Education Certificate – Administration
	46E	State Early Childhood Education Certificate

Based on the above enrollment numbers, WVC has held steady enrollment numbers in the Early Childhood Education program in recent years. The 2014-15 academic year brought several changes that directly impacted student enrollment in the WVC Early Childhood Education program. First, the Department of Early Learning (DEL) increased the education requirements for Family Home Child Care providers. Due to this change, providers were required to have at a minimum a High School Diploma, High School equivalency or the ECE Initial Certificate. The deadline to meet this new requirement was 2015. DEL provided quite a bit of scholarship funding for providers to access so they could complete this requirement. WVC utilized various scholarship funding and grant funds to support providers to meet the requirements. Also, WVC offered additional ECE classes on the Wenatchee Campus using the IBEST model and also in Spanish for both the Initial and two of the ECE short certificates (General and Infant/Toddler). WVC also began offering classes in Bridgeport, WA to accommodate providers who lived in that area. Another factor that increased student enrollment in 2014-15 was that Head Start® centers and ECEAP programs changed its educational requirement for Teacher Assistants (TAs) during the previous year. After this change, Head Start® centers and ECEAP programs began requiring TAs to hold either a Child Development Associate credential (CDA) or a State-approved ECE certificate. During this time period, many Head Start® centers and ECEAP programs started enrolling their TA staff in the college courses.

Since this time, enrollment numbers have begun to return to normal for the ECE program. In some courses, headcounts have actually increased after the increase from 2014-15, with degrees and certificates remaining the same. The statistics related to WVC’s Early Childhood Education program are encouraging and will progress toward alleviating the teacher and para-professional shortage in Washington State.

Although other Teaching programs in Early Childhood Education and Special Education currently exist, the closest program offering these educational pathways is Central Washington University, 159 miles from Omak, Washington. No other college or university offers the P-3 endorsement in general education

or special education. Due to the great distance from the nearest university, this program is needed for WVC students.

Through WVC's relationship with Eastern Washington University, many students who have transferred there would have likely become BAS-T students upon this program being offered at WVC. This reverse transfer of students would have a significant positive impact the number of completions in both the ECE program and also the proposed BAS-T program.

Criteria 5

Student demand for program within the region:

For this Statement of Need, WVC surveyed ECE students (covering the entire service district) via email seeking their input on the potential need for the BAS-T program in North Central Washington. In developing the student survey, WVC felt that exact program descriptions would confuse students as to the type of BAS-Teaching program topics were being addressed in survey questions. However, in the survey introduction, a clear description of the proposed BAS in Teaching was given. Specific questions asking student interest in a “BAS in Early Childhood Education” were asked in this context.

In the survey, 89.71% of respondents answered yes to being interested in pursuing a Bachelor of Applied Science in Teaching. 89.06% of respondents to this survey agree that acquiring a Bachelor’s Degree will help them in their career with promotions and increased earnings. Surveys were also sent out via email to ECE teachers, K-12 superintendents, and Head Start® centers and ECEAP programs Administrators. Both ECE students and ECE teachers listed affordability, career advancement, increased job marketability and location of this education program as factors that affirm their decision to pursue this degree at WVC. Due to the survey results, WVC will offer dual endorsement in both P-3 General Education and P-3 Special Education. In addition, both ECE students and ECE teachers chose a hybrid format (combination of face-to-face and online courses) as their preferred method of attendance for this program. The hybrid format will allow greater flexibility in not only course delivery, but also to allow place-bound students the ability to attend classes in Okanogan County. Due to the large number of place-bound students in Okanogan County, the decision was made to house this program in Okanogan County, Washington at the WVC-Omak Campus.

The BAS-T degree program will provide access to better employment opportunities within North Central Washington; encourage the growth of four-year degree completions for WVC’s district; and should likely increase job satisfaction of our graduates, due to graduates being able to meet their career education requirements. In addition, the introduction of this degree program will extend the education pipeline in North Central Washington and increase the retention of qualified employees in local school districts, Head Start® centers and ECEAP programs centers.

The college has established excellent working relationships with school districts throughout the region. Collaboration over articulation of Tech-Prep classes and the Running Start Program has been positive and yielded measureable results with giving more educational opportunities to students and strengthening the partnership between WVC and local school districts. The College in the High School initiative is equally promising. Most recently, as the principal investigator for a Science Technology Engineering and Math (STEM) grant initiative the college will be leading a collaborative effort to develop and submit a planning grant proposal for a regional Science Technology Engineering, and Math (STEM) initiative. This will draw the K-12 District and the Wenatchee Valley Community College District and other K-12 Districts as well as leaders in business and industry throughout the region even closer together and strengthen the career pathways for our students.

Given WVC’s feeder Associate Degree programs and the regional demand, projected enrollment for the BAS-T program is as follows:

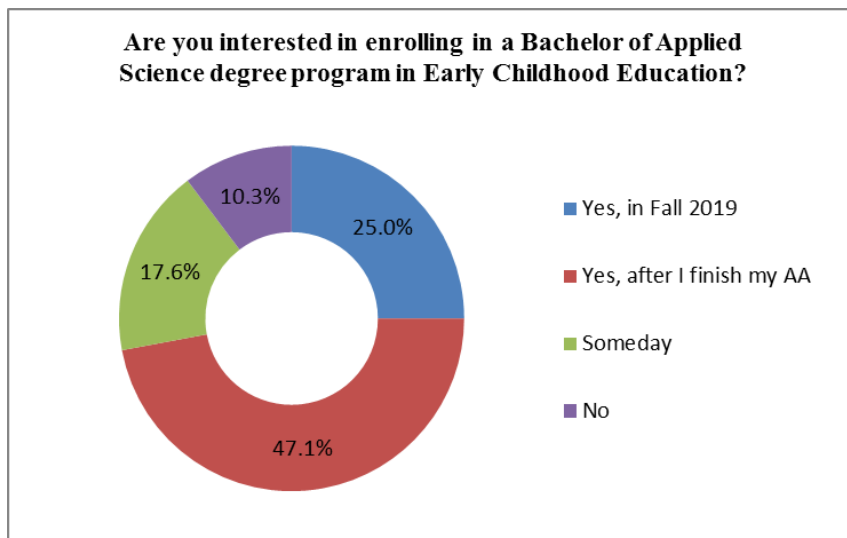
Year of Program:	Projected Enrollment:			
	Year One:	Year Two:	Year Three:	Year Four:
2018-19	15	X	X	X
2019-20	15	10	X	X
2020-21	15	15	10	X
2021-22	15	15	10	5

WVC is in the process of identifying students who completed either a related ATS degree or the AAS-T degree in early childhood education and have enrolled for and/or completed baccalaureate degrees so that these students can be informed of this opportunity in North Central Washington.

WVC is collaborating with several local school districts – including Wenatchee School District, to determine the potential student pipeline into this degree program. The leaders from the district have been involved with the initial conversations about the program and continue to remain actively engaged with the conversation. Additional evolving collaboration with the Eastmont School District, in neighboring Douglas County, will most certainly add students to the pipeline.

Are you interested in enrolling in a Bachelor of Applied Science degree program in Early Childhood Education?

	Count	Percent
Yes, in Fall 2019	17	25.0%
Yes, after I finish my AA	32	47.1%
Someday	12	17.6%
No	7	10.3%
Total:	68	



Criteria 6

Efforts to maximize state resources to serve place-bound students:

As indicated above, Okanogan County will benefit from having a Bachelor of Applied Science in Teaching program to serve students, who are place-bound and unable to attend other programs throughout the state and also help alleviate the teacher shortage and retain teachers in the North Central Washington area. The benefit of this program in Okanogan County includes serving an area of North Central Washington that does not have access to this type of educational program, except through cost-prohibitive online degree programs. In creating this proposal, WVC gave consideration to other post-secondary educational opportunities in our State. As one of 34 Washington community and technical colleges, WVC is actively involved with other higher education transfer institutions throughout the State. While WVC partners with various educational organizations, the nearest Bachelor of Science program in Early Childhood Education is 160 miles from Okanogan County in Ellensburg, Washington (Central Washington University).

As part of its mission, WVC has always endeavored to provide educational access throughout its 10,000 square mile district to serve the needs of its students. The WVC extension site in Omak (in the middle of Okanogan County) is an example of the commitment to educational access for all students in North Central Washington, not just at WVC's main campus.

WVC also serves a high proportion of students of color and first-generation college students. The college received its first-ever TRiO Student Support Services grant in fall 2015. Bachelor's degree attainment rates in North Central Washington are low compared to the state average; only 20% of adults in WVC's district are bachelor's degree holders, versus 32% statewide. These rates are even lower in the significant populations of people of color; only 5.6% of Hispanic adults and 11% of Native American adults in WVC's district have earned a bachelor's degree. There is significant unmet need for higher education opportunities among adult learners as well as traditional-age college students throughout North Central Washington. These factors have led WVC to add another BAS program in order to meet students, school districts, and Head Start® centers and ECEAP program's needs.

Similar to the BSN and BAS-ET degree programs, the BAS-T is envisioned as a hybrid program – the instruction will have a significant online component. Face-to-face contact is considered a critical aspect of the program. It is anticipated that on a regular basis (3-4 times per month) BAS-T students will have a residency requirement on the Omak Campus. This will allow working students, regardless of where they live within the region, the ability to arrange their schedules to participate in the program. It is our hope to enroll the employed two-year college graduate population in the BAS-T degree program that supports their work schedule.

Current technology and library resources at WVC sites in both Wenatchee and Omak provide a plethora of resources and infrastructure aimed at student success at the baccalaureate level. Traditional texts, academic journals, and core academic collections from ProQuest and Gale make up part of the support network. Articles not covered by WVC databases are easily accessible through the Interlibrary Loan service available to all students.

The library's study rooms can be reserved online, and two computer labs and plentiful wireless access support computer needs. WVC's Virtual Desktop service allows students to access their WVC desktop wherever they have internet access. WVC has numerous services available electronically, including online registration, online tutoring, 24/7 access to librarians, extensive research databases suitable for baccalaureate-level research, degree audits and transcript requests. For face-to-face support, many services have evening and weekend hours available. In addition to research services available in Omak, Write Labs are available via online tutoring to help students with writing assignments. One-on-one sessions are also available as needed.

Wenatchee Valley College recently met with Dr. Ron Jacobson, the Executive Director of the School of Education at Central Washington University (CWU) to expand the partnership between the two schools. CWU plans to collaborate with WVC to recruit students to both schools. CWU supports WVC's proposed BAS-T program and plans to work collaboratively with WVC on this effort. Dr. Jacobson suggested that CWU and WVC collaborate to build a "pipeline" for students to become teachers. Beginning in Fall 2018, CWU will have a representative in Wenatchee at least one day per week to assist in the furthering of this partnership and to help with WVC's BAS-T implementation if needed.

WVC has contacted Jamie Wells, the Director of the Center of Excellence for Careers in Education at Green River College, Auburn Center to inform them of this proposal. Ms. Wells is currently reviewing WVC's BAS-T proposal. WVC will utilize Ms. Wells' feedback and incorporate this in the Program Proposal.

WVC has also met with several other representatives including Pierce College, Yakima Community College, North Central Educational Services District #171 (NCESD), and others (See Appendix J).

Summary

Wenatchee Valley College has a successful history of offering technical associate degrees to the residents of the North Central Washington. With the curricular development of the BAS-T degree program, WVC is expanding the possible education attainment level in the region thus helping meet the national and state goals of four-year degree completions. The creation of the BAS-T degree program is a collaborative effort with WVC's college community of faculty and our regional industrial partners. In addition, WVC has the support of its Board of Trustees, President Richardson, its K-12 partners, and its current student body, to develop the BAS-T degree program. WVC has already been recognized for its capacity to offer and expand its curriculum through its selection and participation in various programs. As the curriculum is developed, standards will be given consideration in the forefront of our planning as well as the criteria established by the SBCTC and by the Northwest Commission on Colleges and Universities (NWCCU).

WVC is ready to take the next step in expanding its baccalaureate degree offerings by adding the BAS-T. We look forward to the next steps in the process and receiving the endorsement of the State Board for Community and Technical Colleges to continue.

Appendices

- A. Early Childhood Education Program Advisory Board Rosters
- B. Early Childhood Education Program Advisory Agendas
- C. Survey of Regional K-12 Superintendents
- D. Survey of Regional Head Start[®] centers and ECEAP programs Administrators
- E. Survey of Regional Early Childhood Education Employees
- F. Survey of Early Childhood Education Students
- G. Early Childhood Teacher Preparation Council data on Washington State
- H. Head Start[®]/ECEAP Early Learning Programs in Chelan and Douglas Counties
- I. Employer/Community demand tables
- J. Conversations with other colleges and education institutions

Appendix A. Early Childhood Education Program Advisory Board Rosters

ECE Advisory Committee Members 2017/18

Name	Title	Company	Phone	Address	Email Address
Carol McCormick	Nursing Director	Chelan Douglas Health District	509-886-6423	200 Valley Mall Pkwy East Wenatchee	carol.mccormick@cdhd.wa.gov
Amanda Marsh	Preschool Owner	Bright Beginnings Preschool	860-3723	1042 N Jackson Ave East Wenatchee	amanda.marsh17@yahoo.com
Cathy Meuret	School Nurse Corps Administrator	NCW ESD 171	665-2625	PO Box 1847 420 Olds Station Rd Wenatchee	Cathyme@ncesd.org
Lisa Melvin	Professional Development Manager	Child Care Aware	387-5582	1455 Worthen Wenatchee	lmelvin@catholiccharitiescw.org
Christy Walt	Executive Director	Chelan/Douglas Child Services Association (CDCSA)	436-0566	1305 Kittitas St Wenatchee	christyw@cdcsa.com
Charity Bergman	Early Learning Coordinator	United Way of Chelan/Douglas Counties – Coalition of Children and Families North Central WA	Office: 662-8261 Cell: 928-925-5530	PO Box 488 105 S Mission St Wenatchee	charity@uwcdc.org
Janelle Bersch	Early Childhood Coordinator	NCW ESD 171	664-3781	430 Olds Station Rd Wenatchee	janelleb@ncesd.org
Matt Lyons	Special Education Director	Eastmont School District	884-8333	800 Eastmont Ave East Wenatchee	lyonsm@eastmont206.org
Bill Eagle	Director of State & Federal Programs	Wenatchee School District	662-9634 Ext 33315	235 Sunset Ave Wenatchee	eagle.b@wenatcheeschools.org

- Charity Bergman – Committee Chair

Appendix B. Professional / Technical Program Advisory Agendas and Minutes

**WVC Early Childhood Education Advisory Committee
Meeting Agenda
October 24, 2017
4:00 – 5:30**

MEETING AGENDA
Chair: Charity Bergman

Purpose of Advisory Committee

Meeting Structure – who should be on this Committee?

Updates

- a. Early Achievers
- b. Westside Early Learning Center
- c. Changes to ECE AAS-T degree – need approval
- d. ECE BAS degree – Teacher Certification
- e. Home Visitor Certification

Early Learning Collaborative – Children and Families Coalition

Professional / Technical Program Advisory Agendas, continued

**WENATCHEE VALLEY COLLEGE ADVISORY COMMITTEE
NORTH CENTRAL EARLY LEARNING COLLABORATIVE**

**Meeting Agenda
March 13, 2017**

Welcome/Introductions (Nancy Spurgeon/Charity Bergman)

Policy Update (Alan Walker, Nancy Spurgeon)

Communities in Schools (Susan Richards) - Presentation

Data discussion – as Related to CIS, Marketing (Charity Bergman)

Wenatchee Valley College ECE Advisory

Lunch (provided)

Updates:

Professional Development Committee (Katie Lawless)

Parent 2 Parent / Family Voice (Janelle Bersch, Erin King-Luce)

Project LAUNCH (Anjelica Villalobos)

ELAC Report (Nancy Spurgeon)

CCFNCW (Nancy Spurgeon)

Marketing Committee (Nena Howell)

DEL/Thrive Weighted WAC focus group (Charity Bergman)

Additional Items?

**WVC Early Childhood Education Advisory Committee
Meeting Agenda
October 17, 2016
4:00 – 5:30**

Welcome – Introductions

Elect a Chair – Should advisory committee be full membership of Early Learning Collaborative or PD Committee?

How do we get providers involved?

Changes to AAS-T degree (example – timeline)

How are we incorporating DLL and Math into our courses and curriculum?

Development of a certificate for Home Visitors

EA Grant

Initial Certificate courses to be offered 2016/17

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Appendix C. Survey of Regional K-12 Superintendents

I employ people to work in (Mark all that apply):		
Answer Choices	Responses	
Head Start®	7.14%	1
ECEAP	21.43%	3
Child Care	21.43%	3
Special Education	100.00%	14
K-3 classroom – para-educator	78.57%	11
K-3 classrooms – certified	78.57%	11
Other (please specify)		6
	Answered	14
How many currently employed classified staff would be interested in pursuing Teacher certification?		
Answer Choices	Responses	
0 to 3	28.57%	4
4 to 6	42.86%	6
7 to 10	7.14%	1
11 or more	21.43%	3
	Answered	14
Do any of your Teachers need endorsements? If so, what endorsements are needed? (Mark all that apply)		
Answer Choices	Responses	
ECE Endorsement	41.67%	5
ECE Special Education	50.00%	6
Special Education	75.00%	9
K-8	50.00%	6
Other (please specify)		3
	Answered	12
Would you support Wenatchee Valley College (WVC) in offering a Bachelor of Applied Science in Teaching (Early Childhood P-3rd grade)?		
Answer Choices	Responses	
Yes	100.00%	15
No	0.00%	0
	Answered	15
Do you have difficulty finding qualified teachers for your classrooms?		
Answer Choices	Responses	
Yes	86.67%	13
No	13.33%	2
	Answered	15
Do you utilize long-term substitutes?		
Answer Choices	Responses	
Yes	93.33%	14
No	6.67%	1
	Answered	15

How many unfilled current teacher positions do you have?		
Answer Choices	Responses	
0 to 3	78.57%	11
4 to 6	14.29%	2
7 to 10	0.00%	0
11 or more	7.14%	1
	Answered	14
If you do have current teacher positions that are unfilled, how long have they been open?		
Answer Choices	Responses	
0 to less than 6 months	61.54%	8
6 months to less than 9 months	15.38%	2
9 months to less than a year	0.00%	0
A year or longer	0.00%	0
Do not have unfilled positions	23.08%	3
	Answered	13
If you have unfilled teacher positions, which is the hardest position to fill?		
Answer Choices	Responses	
Pre-school to 3rd grade	8.33%	1
4th to 8th grade	16.67%	2
Pre-school to 3rd grade for special education	16.67%	2
4th to 8th grade for special education	25.00%	3
Don't have unfilled positions	33.33%	4
Other (please specify)		4
How many students are in your district?		
Answer Choices	Responses	
Fewer than 500	7.14%	1
500 to 999	28.57%	4
1,000 to 1,499	21.43%	3
1,500 to 1,999	21.43%	3
2,000 or more	21.43%	3
	Answered	14
Have you recently covered or do you regularly cover a classroom because a substitute was not available?		
Answer Choices	Responses	
Yes	64.29%	9
No	35.71%	5
	Answered	14

Appendix D. Survey of Regional Head Start® centers and ECEAP programs Administrators

I employ people to work in (Mark all that apply):		
Answer Choices	Responses	
Head Start®	66.67%	2
ECEAP	66.67%	2
Special Education	0.00%	0
K-3 classroom – Para educator	0.00%	0
K-3 classrooms – certified	0.00%	0
Other (please specify)		2
	Answered	3
In a typical year, I hire (please enter number):		
Answer Choices	Responses	
Infant/Toddler teachers	33.33%	1
Preschool teachers	100.00%	3
Primary school classroom teachers (K-3rd grades)	0.00%	0
P-3rd grade special education teachers	0.00%	0
	Answered	3
Do you have positions that went unfilled or have to hire applicants w/less education than preferred in the past year?		
Answer Choices	Responses	
Yes	100.00%	3
No	0.00%	0
	Answered	3
How many positions were impacted?		
Answer Choices	Responses	
1 to 5	66.67%	2
6 to 10	33.33%	1
11 to 15	0.00%	0
16 or more	0.00%	0
	Answered	3
I prefer to hire people with: (Mark all that apply):		
Answer Choices	Responses	
Associate degrees in Early Childhood Education	100.00%	3
Bachelor's degrees in Early Childhood Education (no certification)	100.00%	3
Bachelor's degrees in Early Childhood Education (with certification/P-3 endorsement)	66.67%	2
Bachelor's degrees in Early Childhood Education/special education (with certification/P-3 ECSE endorsement)	66.67%	2
Other (please specify)		0
	Answered	3
I would hire graduates of a BAS program with Wenatchee Valley College (Mark all that apply):		
Answer Choices	Responses	
BAS ECE Without certification	100.00%	3
With certification P-3 endorsement	100.00%	3
With certification P-E ECSE endorsement	100.00%	3

	Answered	3
I would hire a graduate with an Early Childhood Special Education endorsement to teach (Mark all that apply):		
Answer Choices	Responses	
Early Intervention	33.33%	1
Head Start®/ECEAP	100.00%	3
Special Education	0.00%	0
K-3 Special Education	0.00%	0
K-3 General Education	0.00%	0
Private preschool or child care	0.00%	0
	Answered	3
Within the next 5 years, I anticipate the demand for employees with bachelor's degrees in ECE to:		
Answer Choices	Responses	
Decrease	0.00%	0
Remain the same	33.33%	1
Increase	66.67%	2
	Answered	3
Do you have current employees you would refer to a BAS program at WVC?		
Answer Choices	Responses	
Yes	100.00%	3
No	0.00%	0
	Answered	3
Would you support employees seeking this degree by (Mark all that apply):		
Answer Choices	Responses	
Providing substitutes/release time	100.00%	3
Tuition assistance	66.67%	2
A leave of absence for student teaching	66.67%	2
Other (please specify)		0
	Answered	3
The starting wage for a teacher with a BAS in my organization would be:		
Answer Choices	Responses	
Dollars per hour or dollars per year, with certification	100.00%	1
Dollars per hour or dollars per year, without certification	100.00%	1
	Answered	1

Appendix E. Survey of Regional Early Childhood Education Employees

If Wenatchee Valley College offered a Bachelor of Applied Science in Teacher Education with certification (BAS-TE), what would be your level of interest in this degree? (If not interested, please go to the end of the survey and click “Done” and thank you for your time.		
Answer Choices	Responses	
Very Interested	31.58%	12
Interested	26.32%	10
Somewhat Interested	18.42%	7
Not interested	23.68%	9
	Answered	38

Please tell us how long you have worked in Education.		
Answer Choices	Responses	
Less than 5 years	31.43%	11
5 to 10 years	22.86%	8
11 to 20 years	17.14%	6
More than 20 years	28.57%	10
	Answered	35

Which type of ECE BAS degree might you be interested in?		
Answer Choices	Responses	
BAS ECE Without certification	16.13%	5
With certification P-3 endorsement	48.39%	15
With certification Special Education endorsement	35.48%	11
Other (please specify)		4
	Answered	31

If you were to attend, would you prefer to attend:		
Answer Choices	Responses	
Full time (12 or more credits)	15.63%	5
Par-time (less than 12 credits)	84.38%	27
	Answered	32

What would be your preferred method of attendance?		
Answer Choices	Responses	
Days (face to face classes)	0.00%	0
Evenings (face to face classes)	24.24%	8
Hybrid (Combination of face to face and online)	75.76%	25
	Answered	33

On a scale of 1 to 5, where 1 is not important at all and 5 is very important; indicate the level of importance of these factors in your decision to enroll in a Bachelor of Applied Science in Teacher Education.

	1		2		3		4		5		N/A		Total	Ave.
Affordability/Cost	3.13%	1	0.00%	0	3.13%	1	18.75%	6	71.88%	23	3.13%	1	32	4.61
Career Advancement	0.00%	0	3.13%	1	9.38%	3	21.88%	7	62.50%	20	3.13%	1	32	4.48

Increase job marketability	3.13%	1	3.13%	1	6.25%	2	40.63%	13	43.75%	14	3.13%	1	32	4.23
Location	3.23%	1	0.00%	0	0.00%	0	22.58%	7	70.97%	22	3.23%	1	31	4.63
														32

What is the highest level of education you have completed		
Answer Choices	Responses	
High school	9.38%	3
Some college	25.00%	8
Two-Year degree	25.00%	8
Bachelor's degree	28.13%	9
Graduate degree	12.50%	4
	Answered	32

Please indicate your current employment status		
Answer Choices	Responses	
Currently working in ECE as a lead teacher	23.33%	7
Currently working as a Paraprofessional in the public schools	26.67%	8
Currently working as teacher with emergency or conditional certification	0.00%	0
Currently working in ECE as a Director, Administrator, or Trainer	13.33%	4
Currently working in ECE in another position	36.67%	11
	Answered	30

What is your gender?		
Answer Choices	Responses	
Female	87.10%	27
Male	12.90%	4
	Answered	31

What is your age?		
Answer Choices	Responses	
18-20	0.00%	0
21-29	16.13%	5
30-39	29.03%	9
40-49	25.81%	8
50-59	19.35%	6
60 or older	9.68%	3
	Answered	31

Appendix F. Survey of Early Childhood Education Students

Are you interested in enrolling in a Bachelor of Applied Science degree program in Early Childhood Education?		
Answer Choices	Responses	
Yes, in Fall 2019	25.00%	17
Yes after I finish with my AA degree	47.06%	32
Someday	17.65%	12
No	10.29%	7
	Answered	68

On a scale of 1 to 5, where 1 is not important at all and 5 is very important; indicate the level of importance of these factors in your decision to enroll in a Bachelor of applied Science in ECE/Teacher Certification.														
	1		2		3		4		5		N/A		Total	Ave.
Affordability/Cost	1.6%	1	0.0%	0	3.2%	2	25.4%	16	63.5%	40	6.4%	4	63	4.61
Career advancement	1.6%	1	1.6%	1	4.8%	3	16.1%	10	69.4%	43	6.5%	4	62	4.62
Increase job marketability	1.7%	1	1.7%	1	6.7%	4	16.7%	10	65.0%	39	8.3%	5	60	4.56
Location	5.0%	3	3.3%	2	10.0%	6	18.3%	11	55.0%	33	8.3%	5	60	4.31
														65

Which type of ECE BAS degree would you be interested in?		
Answer Choices	Responses	
BAS ECE Without certification	12.07%	7
With certification P-3 endorsement	62.07%	36
With certification Special Education endorsement	25.86%	15
Other (please specify)		13
	Answered	58

What would be your preferred method of attendance?		
Answer Choices	Responses	
Day – face to face classes	23.81%	15
Evening – face to face classes	34.92%	22
Hybrid (combination of face to face and online) classes	41.27%	26
	Answered	63

Do you believe that additional training and education, specifically and applied bachelor’s degree would benefit you either through promotion or increased earnings		
Answer Choices	Responses	
Yes	89.06%	57
No	0.00%	0
I don't know	10.94%	7
	Answered	64

Please indicate your current employment status		
Answer Choices	Responses	
Currently working in ECE as a lead teacher	7.58%	5
Currently working as a Paraprofessional in the public schools	7.58%	5

Teacher with emergency or conditional certification	1.52%	1
Currently working in ECE as a Director, Administrator, or Trainer	1.52%	1
Currently working in ECE in another position	30.30%	20
Not currently working in the field	51.52%	34
	Answered	66

If you are working in the field please indicate the number of years		
Answer Choices	Responses	
Less than one year	17.95%	7
One year to Less than 5 years	53.85%	21
5 to 10 years	17.95%	7
11 to 20 years	7.69%	3
More than 20 years	2.56%	1
	Answered	39

What is the highest level of education you have completed?		
Answer Choices	Responses	
High school	33.33%	22
Some college	54.55%	36
Two-Year degree	12.12%	8
Bachelor's degree	0.00%	0
Graduate degree	0.00%	0
	Answered	66

What is your gender?		
Answer Choices	Responses	
Female	92.54%	62
Male	7.46%	5
	Answered	67

What is your age?		
Answer Choices	Responses	
18-20	32.84%	22
21-29	35.82%	24
30-39	13.43%	9
40-49	4.48%	3
50-59	11.94%	8
60 or older	1.49%	1
	Answered	67

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How many new teachers will Washington State need to Implement Full-day Kindergarten and Class Size Reduction?

Teacher Supply and Demand Analysis for Individuals with Elementary (K-8) and Early childhood Endorsements 2015-16 through 2017-18

Teacher Demand				
2015-16 through 2017-18 For teachers who need Elementary or Early Childhood Endorsements	K-8 Teachers	Grades 4- 8 Teachers	Total new teachers needed at full implementation	
State Funded Full Day Kindergarten (without class size reduction)	694		694	
Class Size Reduction grades K-3	3,718		3,718	Assuming current ratio of 21:1
Retirement K - 8	1,787	1,341	3,128	Assuming K-8 retirement the same as K-12
Attrition (non-retirement)	948	978	1,926	Assuming 25%
Student Enrollment Growth (k-3/17:1)	215	721	936	Based on forecast council projections
TOTAL	7,362	3,040	10,402	

Teacher Supply

2015-16 through 2017-18 for teachers who need elementary or early childhood endorsement	Current 2013-14 School Year	3-year Estimate Production/Availability 2015-16 – 2017-18	
Instate Endorsement Source: PESB			
Early Childhood Birth through grade 3	64	192	
Elementary (K – grade 9)	1,277	3,831	
Non employed WA certificate holders – looking for work		TBD	How big is the pool of unemployed teachers who are seeking employment?
Pre-K teacher Transfers		76	Assuming 5% of pre-k teachers with Early Childhood endorsement
Private school Transfers		138	Assuming 5% of K-5 private school certificated teachers
Out of State Hires	226	678	Assuming current rate of Out-of-State recruitment
TOTAL	1,567	4,916	

Number of “high quality” teachers who are seeking **3,441** – Assuming 70%

Three Year Surplus or (Deficit) **6,961** – this # will be reduced by the pool who are seeking employment

3 year average annual deficit - **2,320**

Retrieved from: The Early Childhood Teacher Preparation Council Retreat, May 2015. The Data chart was presented by Bob Butz, former Early Childhood Director from the Office of Superintendent of Public Instruction (OSPI).

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Appendix H. Head Start®/ECEAP Early Learning Programs in Chelan and Douglas Counties

Head Start®/ECEAP Early Learning Programs in Chelan and Douglas Counties

Chelan Douglas Child Services Association (ODCSA) – Head Start® and ECEAP classrooms

Interim Director: Christy Walt

christyw@cdcsa.com

509-663-5179

- Two Sites in Wenatchee
- One Site in East Wenatchee
- One Site in Cashmere
- One Site in Peshastin
- One Site at Orondo Elementary School

Okanogan County Child Development Association (OCCDA) – Head Start® and ECEAP classrooms

Director: Jodi DeCesari

jdecesari@ocdda.net

509-826-2466

- One Site in Omak
- One Site in Okanogan
- One Site in Winthrop at the Methow Elementary School
- One Site in Brewster
- One Site in Tonasket

ESD 105 – Migrant Head Start® only

(This ESD is the Fiscal Agent for the Migrant Head Start® Programs in Bridgeport and East Wenatchee)

Director: Lynn Harlington

Lynn.harlington@esd105.org

509-834-6804

- One site in East Wenatchee
- One site in Bridgeport

Enterprise for Progress in the Community (EPIC) – ECEAP only

(This agency is the Contractor/grantee for the ECEAP programs in East Wenatchee and Brewster)

Director: Karri Livingston

karril@epicnet.org

509-965-2229

- Two sites in East Wenatchee (one on Rock Island Rd the other at Rock Island Elementary)
- One site in Brewster – Brewster Elementary

Colville Tribal Head Start® Programs – Indian Head Start®

Program Manager: Darlene Zacherle

Darlene.Z@colvilletribes.com

509-634-2760

- One Site Nespelem
- One Site Keller
- One Site Inchelium

The School Districts who manage an ECEAP grant are:

Manson School District – Manson Elementary
Heather Ireland
hireland@manson.org

Chelan School District – Chelan Elementary
Kelly Krombauer
kronbauerk@chelanschools.org

Omak School District – North Elementary
Sheila Crowder
scrowder@omaksd.org

School Districts in WVC service district:



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Appendix I. Employer/Community demand tables

Occupations		
Code	Description	
25-2011	Preschool Teachers, Except Special Education	
25-2012	Kindergarten Teachers, Except Special Education	
25-2021	Elementary School Teachers, Except Special Education	
25-2022	Middle School Teachers, Except Special and Career/Technical Education	
25-2052	Special Education Teachers, Kindergarten and Elementary School	
Region		
Code	Description	Level
53007	Chelan County, WA	FIPS
53017	Douglas County, WA	FIPS
53047	Okanogan County, WA	FIPS
53	Washington	STATE
0	United States	NATION

Occupation Change By Region

Region	2018 Jobs	2028 Jobs	Change	% Change	Median Hourly Earnings
Chelan County, WA	749	861	112	15%	\$24.15
Douglas County, WA	346	394	48	14%	\$30.24
Okanogan County, WA	436	531	95	22%	\$26.31
Washington	54,490	62,565	8,075	15%	\$27.96
United States	2,664,428	2,855,424	190,996	7%	\$25.39

2018 Positions

Occupation	Description	Chelan County, WA	Douglas County, WA	Okanogan County, WA	Washington	United States
25-2012	Kindergarten Teachers, Except Special Education	212	105	55	7,582	146,158
25-2021	Elementary School Teachers, Except Special Education	204	103	215	24,522	1,339,230
25-2011	Preschool Teachers, Except Special Education	190	66	61	9,305	392,056
25-2022	Middle School Teachers, Except Special and Career/Technical Education	115	58	81	10,081	602,780
25-2052	Special Education Teachers, Kindergarten and Elementary School	29	14	25	3,000	184,204
	Total	749	346	436	54,490	2,664,428

Expected 2028 Jobs Numbers

Occupation	Description	Chelan County, WA	Douglas County, WA	Okanogan County, WA	Washington	United States
25-2021	Elementary School Teachers, Except Special Education	243	120	261	28,338	1,429,600
25-2012	Kindergarten Teachers, Except Special Education	230	112	63	8,334	156,720
25-2011	Preschool Teachers, Except Special Education	221	78	76	10,645	427,279
25-2022	Middle School Teachers, Except Special and Career/Technical Education	134	67	100	11,736	644,323
25-2052	Special Education Teachers, Kindergarten and Elementary School	34	17	31	3,512	197,502
	Total	861	394	531	62,565	2,855,424

2018-2028 Expected Job Openings

Occupation	Description	Chelan County, WA	Douglas County, WA	Okanogan County, WA	Washington	United States
25-2021	Elementary School Teachers, Except Special Education	39	17	46	3,816	90,370
25-2011	Preschool Teachers, Except Special Education	31	12	15	1,340	35,223
25-2022	Middle School Teachers, Except Special and Career/Technical Education	19	9	19	1,655	41,543
25-2012	Kindergarten Teachers, Except Special Education	18	7	8	752	10,562
25-2052	Special Education Teachers, Kindergarten and Elementary School	5	3	6	512	13,298
	Total	112	48	95	8,075	190,996

Median Hourly Earnings

Occupation	Description	Chelan County, WA	Douglas County, WA	Okanogan County, WA	Washington	United States
25-2022	Middle School Teachers, Except Special and Career/Technical Education	\$28.14	\$34.07	\$29.30	\$30.79	\$27.27
25-2021	Elementary School Teachers, Except Special Education	\$26.90	\$32.57	\$27.96	\$30.17	\$26.83
25-2012	Kindergarten Teachers, Except Special Education	\$26.27	\$31.77	\$26.13	\$28.82	\$25.30
25-2052	Special Education Teachers, Kindergarten and Elementary School	\$25.83	\$31.20	\$27.91	\$29.44	\$27.42
25-2011	Preschool Teachers, Except Special Education	\$13.23	\$15.64	\$14.75	\$13.86	\$13.84

EMSI Data Sources and Calculations

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

State Data Sources

This report uses state data from the following agencies: Washington State Employment Security Department, Labor Market and Economic Analysis Branch

Wenatchee Valley College District Projected Demand Gap (2019-2022)

Period	Expected Annual Openings	Potential Graduates	Expected Gap
2019-20	24	15	-9
2020-21	17	15	-2
2021-22	27	15	-12

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Appendix J. Conversations with other colleges and education institutions

Meetings between Nancy Spurgeon, WVC ECE Coordinator and Melissa Metczak, Yakima Valley Community College (YVCC) Education and ECE Faculty

Email Conversations on each of the dates below there were anywhere from 3 to 5 emails back and forth asking sharing if information and ideas.

Date	Topic
3/2/17	Discuss setting up an in person meeting so Melissa could share the process that Yakima was using to receive approval to offer BAS-T – K-12.
8/3/17	Conversation about surveys. How YCC collected survey information – Melissa shared ideas around using survey monkey.
8/30/2017	Conversation around using consultants to write the PESB and the SBCTC Needs Assessment Proposals.
10/6/18	Shared PESB notes to inform me of timelines and changes being made by PESB.
1/2/18	With permission from Clark College shared Clark Colleges Statement of Need.

In person and/or Electronic Meetings

3/3/7/17	I drove to Yakima to meet with Melissa. We spent approximately 3 hours reviewing the PESB and SBCTC processes. Put together a draft timeline for WVC and talked about the best degree options and specialties for WVC.
8/3/17	Conversation about surveys. How YCC collected survey information – Melissa shared ideas around using Survey Monkey.

Meetings between Nancy Spurgeon, WVC ECE Coordinator and Krissy Kim, Director of Education Programs at Pierce College.

Email Conversations on each of the dates below there were anywhere from 3 to 5 emails back and forth asking sharing if information and ideas.

2/5/18	Conversations about her experience with the process of applying for BAS-T. I ask several questions about how Piece was blending classes so students could choose to apply or for both endorsements when they complete their degrees.
2/16/18 and 2/23/18	Krissy shared her program proposals for PESB and SBCTC.

Phone Conversation

2/12/18 1:00 – 2:30	Asked more questions about how Pierce brought community and faculty together to make decisions about BAS programs they wanted to offer.
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Meetings between Nancy Spurgeon, WVC ECE Coordinator and Brent Stark Executive Director of Student Support Services, ESD 171:

Email Conversations on each of the dates below there were anywhere from 3 to 5 emails back and forth asking sharing if information and ideas.

Date	Topic
10/24/17	Contacted Brent to ask for any local data ESD 171 might have to support a BAS-T program at WVC.
10/27/17	Brent sent data – several emails related to questions about data.
1/3/18	Contacted Brent to see if I could get on the agenda for the Special Educations Directors meeting on January 17, 2018.
2/14/18	Request for more data and conversations about the data.

Group meetings with other Colleges:

Annual meeting: 10/27/2016 & 10/26/2017
Annual Retreat: 4/27, 28, 2017 & 5/11, 12/2017
 Early Childhood Teacher Preparation Council (ECTPC) – conversations about which colleges were planning and/or implementing BAS in ECE, BAS-T ECE/ECE Special Education and/or BAS in related fields.

BAS ECE Meeting at Pierce College – Following Colleges invited to attend: Columbia Basin, Highline, Skagit, Shoreline, Green River, Bellevue, Spokane Falls, Yakima, Whatcom, and Seattle Colleges.

Shared where everyone was in the process.
 Talked about curriculum and common courses in ECE AAS-T programs.