



PENINSULA COLLEGE

**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
OCTOBER 2022
STATEMENT OF NEED
BACHELOR OF APPLIED SCIENCE
DEGREE IN TEACHER EDUCATION**

PENINSULA COLLEGE

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Cover Page – Statement of Need

Program Information

Institution Name: Peninsula College

Degree Name: Bachelor of Applied Science in Teacher Education

CIP Code: 13.1210

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

Degree: Early Childhood Education Associate of Applied Science degree

CIP Code: 13.1210

Year Began: 2013 (According to the inventory from SBCTC the degree was offered starting in 2013, however, we have documentation that starts in 1993.)

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2023

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year: 20 by 2024

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Peninsula College, 1502 East Lauridsen Blvd., Port Angeles, WA 98362

Off-site: Possibly via Zoom or similar at Forks and Port Townsend sites

Distance Learning: All courses will be delivered via Hyflex and/or via online modality

Statement of Need

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

Contact Information (Academic Department Representative)

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Chief Academic Officer signature

A handwritten signature in cursive script that reads "Steven L. Thomas". The signature is written in black ink on a white background.

Vice President of Instruction, Peninsula College

8/16/2022

Introduction

Peninsula College is pleased to present this Statement of Need for a Bachelor of Applied Science (BAS) Degree in Teacher Education. Data show jobs remain unfilled in school districts serving low-income students and students of color in Jefferson and Clallam counties, and conversations with district superintendents indicate a high demand for certified educators. Many prospective students in Peninsula College's service district are place-bound; traveling to another institution may take up to five hours each way and result in time away from jobs and families. A BAS degree in Teacher Education offered locally at Peninsula College will meet a need for the college's students and community.

Peninsula College is more affordable than other institutions offering online teaching degrees and can provide a variety of on-campus and virtual educational and local support services that enhance students' learning and success. Due to the college's large and unique geographic and demographic composition, Peninsula College has become skilled at providing flexible and supportive online, hybrid, Hyflex, and face-to-face course offerings and services to meet the needs of the communities served. Peninsula College has the experience, expertise, and infrastructure established to offer creative, innovative, and robust modalities to support students. Peninsula College delivers complex and rigorous curriculum to place-bound, time-bound, and traditionally underrepresented individuals in the service district and beyond. To meet the equity needs of diverse student populations, the college believes offering additional baccalaureate degrees, in combination with accessible modalities, will help bridge the gap between underserved and historically underrepresented students by providing equitable access and the means to achieve employment and earnings milestones that can truly enrich lives and advance prospects, including broadening opportunities for transfer into graduate programs. Additionally, Peninsula College has established relationships with local school districts and is well positioned to assist students with student teaching, job placement, and additional support throughout their transition to local school district employment.

Peninsula College aims to have a teaching degree that is affordable, accredited, and easily available for the community. This proposed degree fills a gap in the educational needs of the community and meets the affordability requirement for those seeking to attain a bachelor's degree. Since no BAS in Teacher Education is offered in our service district, the addition of this program increases access and opportunities for place-bound, working adults. In addition, this program meets the needs of Peninsula College associate degree graduates because it is non-duplicative and does not require students to transition to another institution outside the area. The proposed BAS in Teacher Education program is designed to build on and inform students in the Early Childhood Education programs and students who are pursuing the Associate in Arts DTA degree with an emphasis in Education at Peninsula College. Locally preparing students to become certified in education and to teach K-8 will benefit students, school districts, and communities across Clallam and Jefferson counties.

Criteria 1

Relationship to institutional role, mission, and program priorities.

Peninsula College serves Clallam and Jefferson counties, with a service district covering a large geographical area more than 3,000 square miles that is primarily rural and semi-urban. There are large numbers of place-bound students living in this region.

College's mission is to educate diverse populations of learners through community-engaged Peninsula programs and services that advance student equity and success. Peninsula College is a destination of cultural and environmental diversity where the teaching and learning process is at the center of our mission, and academic excellence transforms students' lives and strengthens communities. Peninsula College accomplishes this vision by advancing student success, achieving academic excellence, fostering equity and inclusion, and strengthening communities.

Increasing the number of Bachelor of Applied Science (BAS) degrees offered locally is consistent with Peninsula College's mission, vision, and key strategic enrollment priorities. Increased opportunities for local bachelor's degree completion will create equitable pathways to high demand employment opportunities and increased family wages. Equity in access focuses on providing educational programs and services to meet the needs of the local communities, including developing pathways for students to achieve their educational and career goals, and offering students the ability to transition from an associate degree to a bachelor's degree without leaving the area. Equity in achievement is provided to serve large numbers of place-bound students living in this service district.

A local BAS degree in Teacher Education fills a gap in the educational needs of our local communities and meets the affordability requirement. The BAS in Teacher Education would be non-duplicative and would enable students to remain in their communities instead of transitioning to a distant institution. The program would meet the needs of Peninsula College's associate-degree holders who want to continue their education without the financial and time constraints of traveling nearly a hundred miles to the nearest four-year college or university.

This BAS degree in Teacher Education directly addresses the strong regional need in a diversified and place-bound location with difficult access to the I-5 corridor and universities. Peninsula College can provide an inexpensive hybrid experience for our rural, low-income, and historically underserved students that results in teacher certification, while filling a need in the K-8 schools on the Olympic Peninsula.

Program Description

Peninsula College is pleased to propose a Bachelor of Applied Science (BAS) degree in Teacher Education. Peninsula College is a regionally—and nationally—accredited college with a group of faculty and staff who serve students and their families with outstanding dedication and demonstrated expertise. In addition to a BAS degree in Applied Management, Peninsula College also offers associate transfer degrees, professional technical degree programs and training, basic education for adult learners, and a variety of other unique learning opportunities.

The proposed BAS degree in Teacher Education will meet a need not only for students but also for the community and regional employers. This BAS degree will recruit new teachers and attract them to the vital profession of education for both Jefferson and Clallam counties. The proposed BAS program will be designed to build on and inform students in Early Childhood Education while preparing them to understand and demonstrate foundational critical thinking and leadership skills.

Washington continues to experience a significant educator shortage, particularly evident in certain geographic regions with the top areas of content and role shortages in Elementary education [1]. Peninsula College foresees a need that is only expanding, specifically in the college's service area, and is excited and eager to meet this challenge.

Furthermore, Peninsula College's unique geographic and demographic composition means online education is something that the college already does exceedingly well. With a current infrastructure already established, Peninsula College has experience and expertise offering courses in creative, innovative, and robust modalities, and can deliver complex and rigorous curriculum to place-bound, timebound, and traditionally underrepresented individuals in the college's service district and beyond. Offering additional baccalaureate degrees, in combination with accessible modalities, will work towards bridging the gap and supporting underserved and historically underrepresented students. Peninsula College will provide equitable access and the means to achieve employment and earnings milestones that can truly enrich lives and advance prospects, including broadening opportunities for transfer into graduate programs.

Peninsula's existing BAS degree in Applied Management is designed to meet the needs of working adults, and Peninsula College is positioned to continue to provide exceptional education, resources, and services, particularly in a multiple modality environment. By adding a BAS degree in Teacher Education, the college can deliver what students, community stakeholders, and school districts in the six tribal nations need.

Proposed Program Outcomes

Students who successfully complete this program will be able to do the following:

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community.
- Recognize individual differences and learning styles and modify activities to meet learners' needs.
- Design, facilitate, and evaluate age- and developmentally appropriate learning exercises for students in K-8.
- Use assessment data to profile student learning and communicate information about student progress and achievement.
- Analyze the relationship between instruction and student learning in order to improve teaching practice.
- Foster positive, inclusive, learning settings in cognitive, behavioral, language, physical, and social domains.
- Integrate and model the use of technology in the classroom.

Criteria 2

Support of the statewide strategic plans.

By developing the Bachelor of Applied Science (BAS) degree in Teacher Education, Peninsula College continues to support the statewide strategic plan and mission goals. Washington Student Achievement Council (WSAC) has four strategic framework clusters: Affordability, Enrollment, Completion and Student Supports, and Commitment to the Equity Lens. These align SBCTC's mission. The following describes how Peninsula College's BAS in Teacher Education degree supports the SBCTC Mission Study. [2] [3]

Affordability

SBCTC Mission Goals: Higher education should be affordable for all Washington residents (p.5). Most cited student barrier to enrolling in education beyond high school. Many students must support, or contribute to the support, of their household (p.5). [3]

Peninsula College response: Getting a BAS degree from Peninsula College will allow students, including Indigenous students to stay in their homes and communities, removing the expense of relocating or traveling several hours for classes. The HyFlex mode of instruction is less expensive than out-of-state online institutions.

For the current workforce living within Peninsula College's educational service district, it will open an opportunity to further their education and obtain a baccalaureate degree without jeopardizing current employment and dislocating their families.

Enrollment

SBCTC Mission Goals: Washington's effort to increase enrollment should be particularly focused on supporting students of color, especially Black, Indigenous and Latino students, who have been historically and institutionally marginalized from accessing higher education (p.8). Washington must increase postsecondary enrollment for both traditional K-12 students as well as working-age adults. [3]

Peninsula College response: Peninsula College is the first community college in the nation to create a longhouse. Ṗaṗkʷustəṇáwtxʷ House of Learning, Peninsula College's Longhouse was co-created by the six tribes the college serves: the Hoh, Makah, Quileute, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam tribes. The Tribal Education Partners (TEP) group meets at least twice-yearly. The education directors/coordinators for the tribes comprise the TEP. This group and the IIS (Integrated Indigenous Studies Pathway) can support recruitment for the BAS Teacher Education program. Studium Generale curriculum has been infused with equity-inspired programming and is a credit-bearing course opportunity. Peninsula College Faculty and a group of local tribal members who are also educators are involved in creating curriculum for this pathway/program map. The Since Time Immemorial (STI) Curriculum is an important guide for this college, also.

Student Support and Completion

SBCTC Mission Goals: More than 60 percent of WA college students face housing or food insecurity. Fewer than one in five undergraduates working towards a degree in Washington (19.3%) are traditional students attending college directly out of high school (p.6). Large numbers of students are working adults, many with children. Higher education should guide and support student

academic pathways through postsecondary education into the workforce. Washington's effort to increase completion rates should be particularly focused on supporting students of color, especially Black, Indigenous, and Latino students, who have been historically and institutionally marginalized from accessing higher education (p.12).

Students can receive academic credit for prior learning that took place in the military, formal and informal education, and/or industry training (p.3). [3]

Peninsula College response: The new BAS degree in Teacher Education program will also add to the number of adults in Washington who have a postsecondary credential contributing to the WSAC goal of at least 70 percent of Washington adults, ages 25- 44, having a postsecondary credential. Local services, including Hyflex modality, will allow working adults to stay in their existing communities and receive an education. This is especially true for place-bound indigenous populations. Community School districts support the plan to have student teachers in their classrooms and are willing to hire those in their final quarters of the BAS Teacher Education program. [4][5][6][7][8][9]

Equity

SBCTC Mission Goals: Prioritizing racial equity and removing barriers to ensure racial equity in our state. This requires that our higher education system reflects the diversity of our population (p.14) [3]

Peninsula College response: Peninsula College service district includes populations that are often place-bound due to family obligations. The BAS degree in Teacher Education provides an additional opportunity for place-bound community members and school district personnel to continue their education past a certificate or AAS degree and complete a baccalaureate degree. This degree will help meet local employment needs, increase the diversity of the teacher population and remove barriers to ensure racial equity.

In summary, Peninsula College recognizes the need for the BAS degree in Teacher Education and will collaborate with and support local school districts by preparing highly trained professionals to meet employment needs. The proposed BAS in Teacher Education supports the State Board for Community and Technical Colleges (SBCTC) mission goals outlined in the Mission Study policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education. One of the key takeaways in the 2021 Strategic Action Plan was that Education and training beyond high school is essential. [3]

Criteria 3

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

Peninsula College is approximately 100 miles west of Seattle, with an expensive ferry ride to the closest face-to-face university. Peninsula College's educational service district covers over 3,000 miles of rural and diverse communities, serving 9 school districts in Jefferson and Clallam counties and 6 tribal communities. There are more than 100,000 people and 9 school districts in the Peninsula College Service District. Some of these school districts serve student populations that are

40% historically underrepresented students of color. These districts report that over 13% of their students are living at poverty level, however it is likely that figure is underreported. In the Port Angeles School district, 26.5% of students are eligible to participate in the federal free and reduced-price meal program. [10]

The pool of potential certified teacher applicants is small as is the pool of substitute teachers. Given the remote geography of our region, it is challenging for our students to earn teacher certifications. Peninsula College is positioned to make a meaningful and significant contribution in relieving the teacher and substitute teacher shortage in this service district.

A teacher-gap in Clallam and Jefferson counties, is corroborated by the school districts voicing a desperate need for teachers. Conversations with district superintendents from Brinnon to Neah Bay all demonstrate a desperate need for certified teachers. Michelle Parkin from the Cape Flattery School District said that Neah Bay will have a 57 percent reduction in teachers next year alone, due to retirements and relocation [4]. “Everyday classes go unfilled, ” states Port Angeles assistant superintendent Michelle Olson, “All of the principals have to cover classes regularly. This prevents them from being able to provide support and causes a ripple effect throughout the district” [7]. Chimacum Superintendent Dr. Mauk says that very few substitute teachers are applying for jobs; “Everyone that wants to be in a class is hired”. Dr Mauk claims, “Frequently teachers have to sub during their planning time, and this is an enormous problem. It is extremely expensive to pay a teacher per diem rate to step into a classroom versus a substitute teacher” [5].

School districts across Clallam and Jefferson counties have had to employ many with emergency substitute certificates. They are forced to employ people who have a non-education bachelor’s degree, but this does not move the needle on teaching and learning. Teachers are needed who have a background in teaching and learning. “People teach people they don’t teach subjects and when you have someone that just has subject area expertise it can degrade into just sort of babysitting. We need trained people who are committed to the profession and have the capacity to stay longer” [5].

Patricia Beathard stated that Brinnon School District employs emergency certified teachers who are doing well, “but just the fact that we have to put this on the board agenda, get it passed, and have this emergency certified status, undermines the public’s perception of a quality education in our schools” [9].

Across Jefferson and Clallam Counties’ school districts, 22 to 50 percent teaching certificates held are limited certificates. With a limited certificate, educators who have not met full certification requirements may practice in classrooms and schools if certain conditions are met. Educators who have not met full certification requirements may practice in classrooms and schools if certain conditions are met [11]. These limited certificate holders would be another target population for Peninsula College’s BAS Teacher Education program. According to OESD 114 District, Elementary Education (inclusive of early childhood education) is the highest need for certified teachers [12].

Criteria 4

Baccalaureate program builds from existing professional

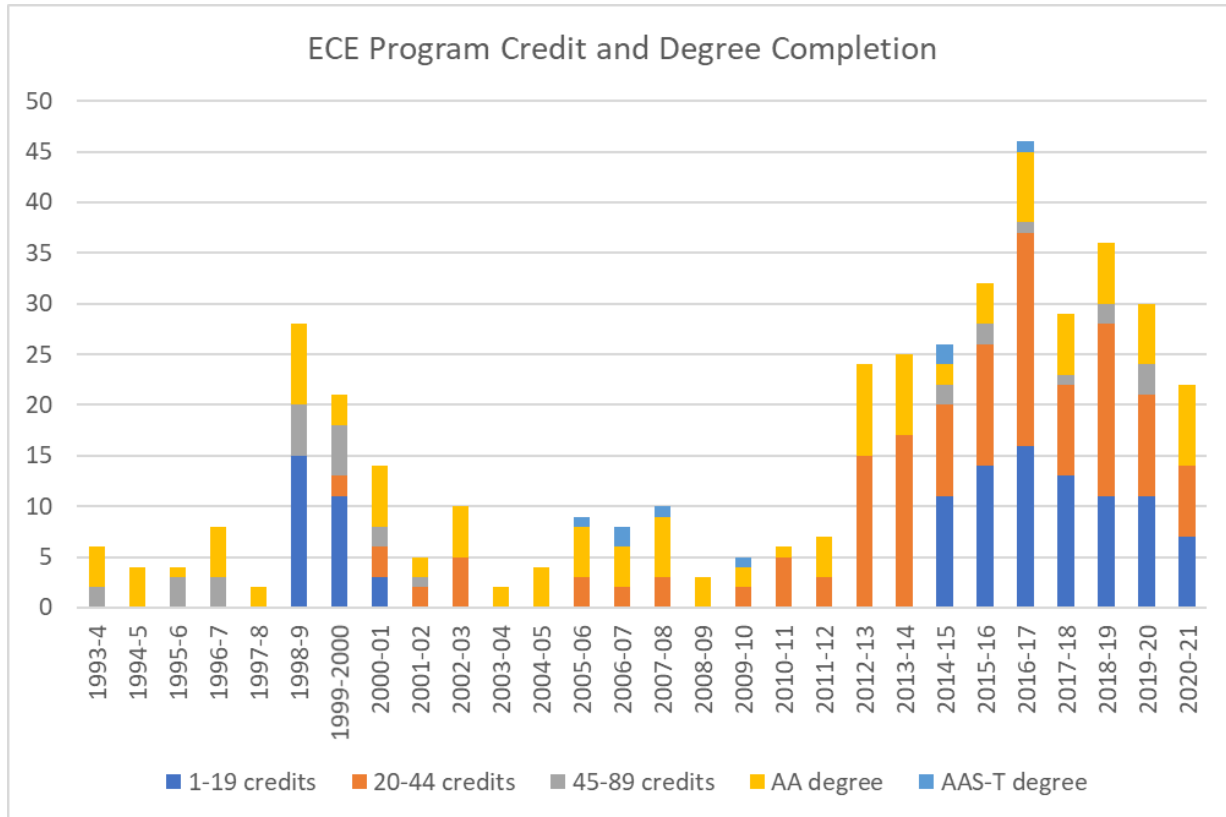
and technical degree program offered by the institution.

Students who have earned an associate degree in any subject area that is a transfer degree or an applied science degree will be eligible to apply to the Bachelor of Applied Science in Teacher Education program. Among the students who will be recruited for the BAS degree in Teacher Education program are current or former students enrolled in the Early Childhood Education (ECE) program at Peninsula College. The ECE students complete course work that combines theory and practical experience in working with young children and their families. ECE courses are based on Washington State Skill Standards for the Early Childhood and School-age Care Professions. Students completing the ECE program can expect to graduate with the following learning outcomes:

- Use evidence-based information about child development and learning to critically think and implement equitable teaching practices.
- Demonstrate effective relationship building skills with children, families, and community members.
- Utilize appropriate observation, documentation, and assessment information to support children's development and families.
- Apply developmentally appropriate practices when working with children and families.
- Plan, implement, and evaluate meaningful curriculum for young children.
- Demonstrate personal characteristics, knowledge, and skills necessary to provide programs that facilitate children's learning in a professional manner.

The ECE program at Peninsula College has been in existence for at least 28 years. According to the inventory from SBCTC 2013 and 2014 are listed as the beginning program years, however, Peninsula College has documentation dating graduates from the ECE program starting in 1994. Family Life Education, a parenting cooperative program, is also offered at Peninsula College and would be a feeder program to both the ECE and the BAS degree in Teacher Education.

Table 1: This table shows considerable growth in the last nine years in credits, associate degrees, and associate in applied science degrees awarded over the history of the Early Childhood Education program at Peninsula College.



Criteria 5

Student demand for program within the region.

A Peninsula College survey received a total of 260 responses from people living in Jefferson and Clallam counties. The response was very positive and encouraging. Fifty-seven of 260 participants (22 percent) said that they would enroll in, or recommend, the Bachelor of Applied Science (BAS) degree in Teacher Education program. Fifteen of 260 participants (5.8 percent) said that they were not interested and would not recommend the program.

Table 2: This figure shows that most of the 57 participants who indicated interest in the BAS degree in Teacher Education program were paraprofessionals, office staff, or currently working in a school district.

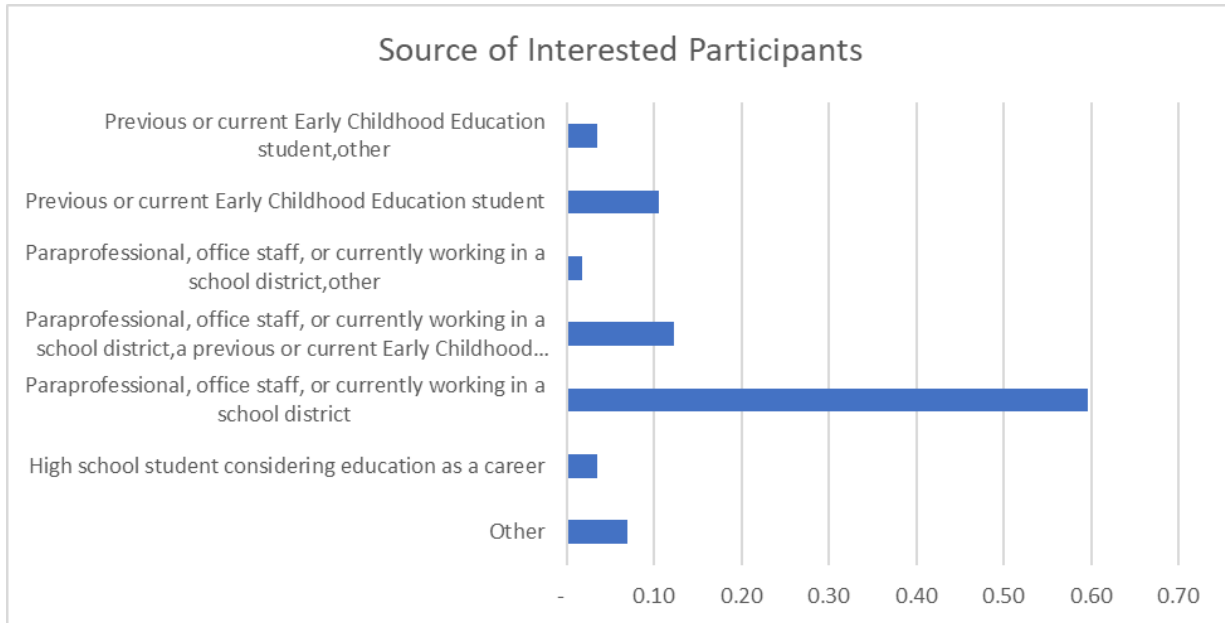


Table 3: Modality Preferences of Interested Participants. This figure shows that most (56 percent) of the 57 participants in the survey who indicated an interest in the BAS Teacher Education program prefer a mix of in-person and online classes.

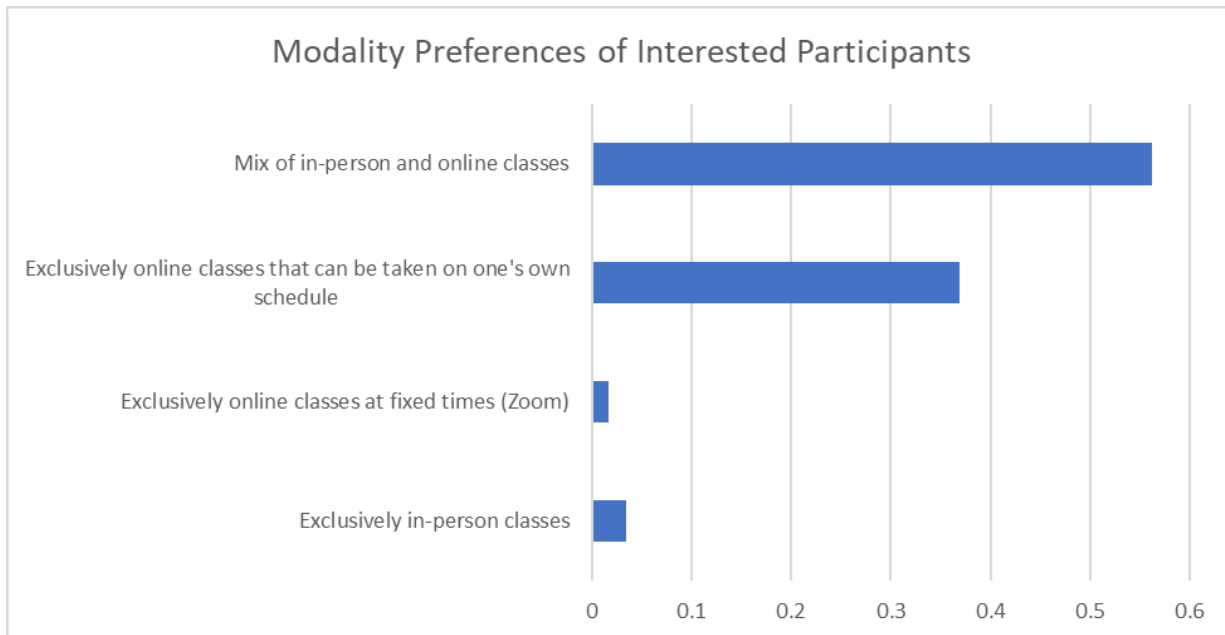


Table 4: This table illustrates that survey results support enrollment projections for the next five years. Projected enrollment includes both part-time and full-time students.

Academic Year	Projected BAS-Teacher Education Enrollment
2023	10
2024	15
2025	20
2027	25

Criteria 6

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

Peninsula College is a public, comprehensive community college. The College service district encompasses both Clallam and Jefferson counties on the Olympic Peninsula. The region is home to six Native American tribal nations, which are dispersed across the North Olympic Peninsula. The main campus is located in Port Angeles and occupies 75 acres in the foothills of the Olympic Mountains. Extension sites are located in Forks, 57 miles west of Port Angeles, and in Port Townsend, 46 miles to the east. Peninsula College is the only resident institution of higher education in the North Olympic Peninsula. The Bachelor of Applied Science (BAS) degree in Teacher Education will serve place-bound working adults by providing a Hyflex option where students can earn their teaching certificate without traveling up to 100 miles from home which will minimize the expense and time away from their communities.

Peninsula College can provide practical student teaching placements with local school districts. The Port Townsend School District superintendent stated, “we generally post five to ten teaching positions every year and we would appreciate being able to fill them with local candidates who know the context that our students are living in and have connections to the community” [6]. Parkin, administrator for the Cape Flattery School District states how beneficial it would be to hire teachers with a background in content area, who then received their certification in teaching” [4].

Similar programs are offered by Western Governors University and Grand Canyon University but are exclusively online. According to Michele Olson, the assistant Superintendent at Port Angeles School District, who recently hired teachers from these two programs, these programs are not providing student teachers with the skills our community needs. WGU will not allow students to be kindergarten-certified, and Grand Canyon will not accept teachers of record with limited certificates. [7]. Often other universities will not accept previous credits from AAS degrees, requiring students to have another year of classes before they qualify for the bachelor’s program. Also, Olympic College in Bremerton is the closest brick-and-mortar college that offers this certified teaching program but is over a two-hour drive from the Peninsula College campus and a three-hour drive from some area school districts. According to Mapquest, a bus ride to Olympic College could take over seven hours.

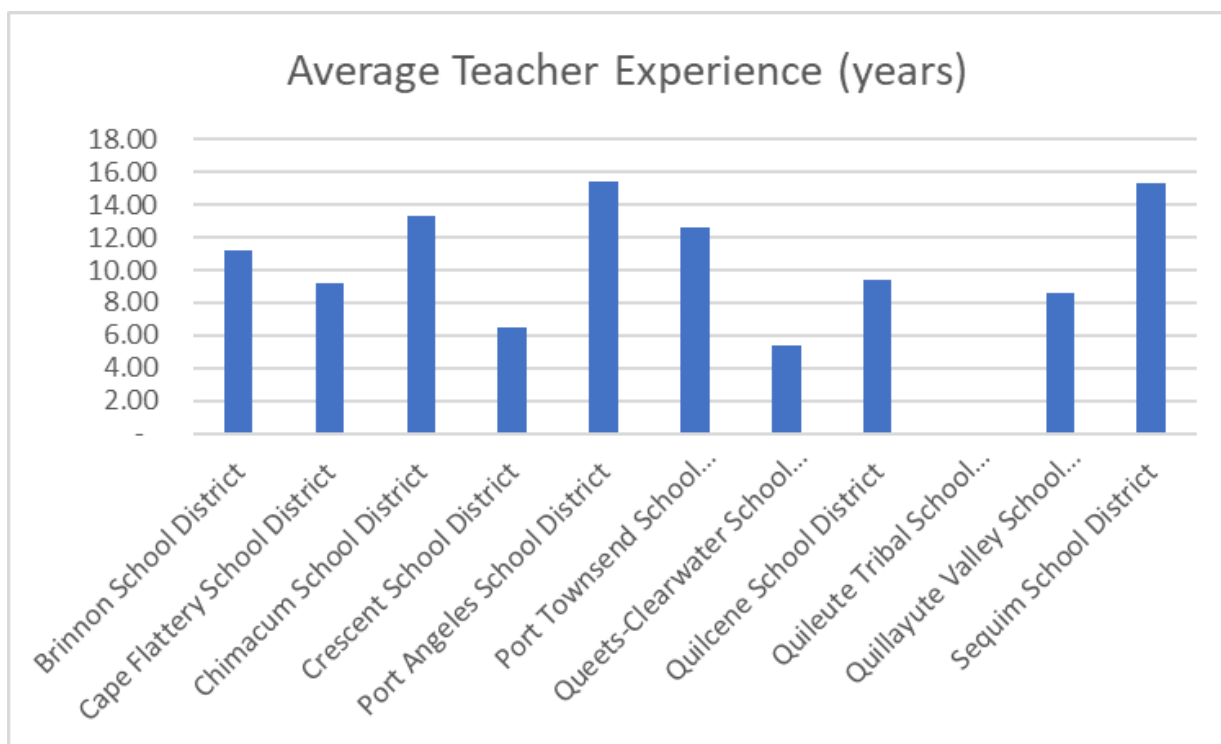
During meetings with the school district superintendents across Clallam and Jefferson counties, a desperate need for certified teachers from their own communities was stated. There was an express interest for a pathway to be seamlessly integrated with the high school Career and Technical Education. These same sentiments were also expressed by the Cape Flattery School District, “We want to grow our own teachers from students in high school, paraeducators, etc. and not move them out” [4]. The superintendent of Chimacum School District, volunteered to reach out to the Rotary Club and other service organizations to acquire scholarships for the program [5]. All of the school district administrators that were interviewed expressed a strong desire to allow student teachers from the Peninsula College’s BAS degree in Teacher Education program and to actually hire those student teachers while they are still finishing up their classes [4][5][6][7][8][9]. Port Angeles School District also stated that they have grants available for their employees when they enroll in this program [7].

Collaboration with local community has been a key element in the development of this degree proposal. Cooperation is taking place with similar community and technical colleges and BAS programs. Meetings are regularly held with Frank Kline and Jamie Wells, and the Washington State Center of Excellence for Careers in Education, housed at Green River College. Peninsula College’s current BAS in Applied Management collaborates with Olympic College on a regular basis to honor cross credit courses. A Peninsula College’s BAS degree in Teacher Education will also honor other credits awarded by other institutions to help students expedite degree completion. Peninsula College is initiating a process to apply prior learning credit for students with work-life experience. The interim director for the BAS programs at Peninsula College also holds the position of Vice Chair for the Washington State Baccalaureate Leadership Council (BLC).

Districts with greater diversity in student population can have teachers with fewer years of experience. This outcome suggests issues with turnover or retention. This concern could be addressed with a Peninsula College’s BAS degree in Teacher Education that generates local candidates who may be more willing and able to stay in the area.

Table five shows various levels of teacher experience by district indicating that some districts have had more turnover in their faculty than others. In particular, note that some of the more diverse districts such as Cape Flattery and Queets-Clearwater have teachers with fewer years of experience.

Table 5: Average Teacher Experience (Report Card Teacher Demographics | Data.WA | State of Washington | 2020-2021)



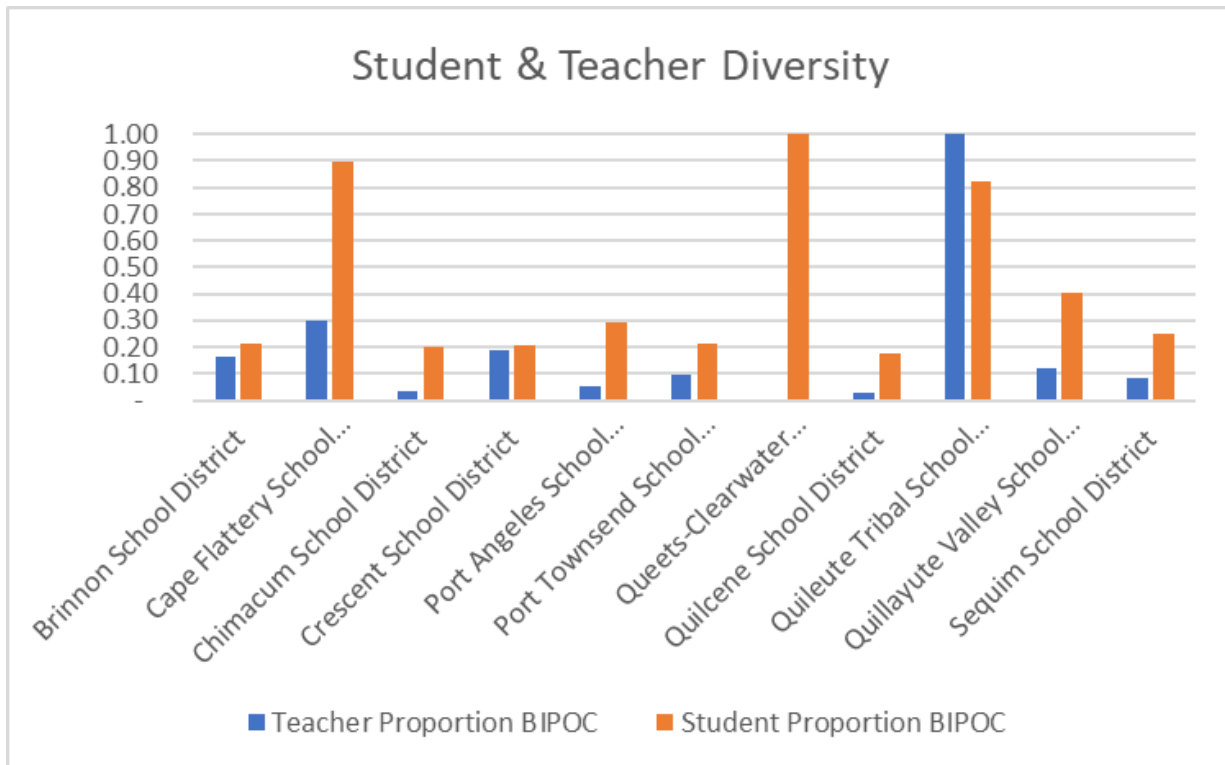
Cape Flattery School District is a small rural community with predominantly indigenous people. Superintendent Michelle Parkin states, “it is a challenge to recruit because we are so remote” [4]. Dr. Scott from Chimacum School District asked the rhetorical question, “What does it look like to educate a teacher workforce for rural education, and indigenous students, tiny districts where they have to be a little bit of everything?” That is a niche that needs to be filled” [5]. Peninsula College can fill this niche by offering a BAS degree in Teacher Education. In addition to being local, Peninsula College is developing a culturally responsive curriculum that will prepare educators specifically working with historically underrepresented student populations. As we involve our community partners and respond to the need to ‘grow our own’- we can be responsive to the diverse and rural population.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

There is a mismatch between student diversity and teacher diversity in the Peninsula College service district, indicating the need for more teachers to be generated in the area. Training local teachers will give school districts the opportunity to hire community members that will increase the probability that the teacher demographic will match the student demographic.

Table 6: This table shows a mismatch in the diversity of the student population when compared to the diversity of the teacher population. Specifically, the student population tends to be more diverse.



BIPOC: American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Island, or two or more races. [13] [14]

The Peninsula College Bachelor of Applied Science (BAS) degree in Teacher Education would empower local communities to ‘grow our own’ instructors. Current school district employees and high school students could stay in their communities while completing their teacher certification. Expensive online courses are often not an option for rural and Indigenous students.

The majority of low-income and students of color face the challenge of living in a remote area. Some potential teacher education students live up to five hours away from the next closest college. In Clallam Bay and Neah Bay, where the demographics are predominantly low income and students of color, prospective students face treacherous roads that are often blocked by landslides. Many homes on tribal land are income adjusted, so leaving home is unrealistic due to the lack of affordable housing in outside areas, which creates a tremendous barrier for some who might otherwise pursue a teaching certification. [4]. Another barrier for rural and indigenous students is the lack of dependable internet connection. Peninsula College provides support hubs for easier access and connectivity for these students.

Because some of these areas are so remote, it is extremely difficult to recruit teachers. Since Covid, the staffing needs resulted in a high turnover rate and the recruitment of replacement teachers is increasingly more difficult, with several districts relying on emergency certifications to fill positions. Specifically, Cape Flattery School District will see a reduction of 57 percent in their teaching force mostly due to retirement and housing shortages [4].

Peninsula College is focused on diminishing or removing the barriers of navigating through the enrollment process, including more robust support for students navigating enrollment and advising. Across the Peninsula College campus, staff and faculty are inspired by the college's strategic goal of improving diversity, equity, and inclusion.

Peninsula College's implementation plan to recruit and support students of color and low-income students includes the plan to "grow our own". According to superintendent Michelle Parkin, in Neah Bay and Clallam Bay, "our teachers are primarily Native and come from our high schools, then hired as paraeducators, and express an interest in becoming a certified teacher but are challenged because of their rural location" [4]. The goal of starting a BAS degree in Teacher Education is to provide high school students in the college's service district a path to teacher certification without leaving their hometown. Partnering with resources, including Future Educators at EdRising.org, staff will develop pathways to recruit interested high school into the BAS degree in Teacher Education program by encouraging initial enrollment into any Peninsula College AA or AAS degree program.

Peninsula College will promote a learning community through the cohort model for students pursuing the BAS degree in Teacher Education. Offering this cohort would provide the opportunity to place local people, including tribal members in teaching positions in their community, allowing for the flexibility to teach where the need arises within the individual needs of the community. There is potential for an Indigenous focus for tribal communities and surrounding areas as Peninsula College focuses on building relationships and community. The Muckleshoot Tribes model of collaboration with Renton Technical College and University of Washington Tacoma provides good inspiration for example.

Another plan to recruit and support students of color and low-income students is to offer additional, practical-use stackable certificates in addition to the BAS degree in Teacher Education and adding the Since Time Immemorial (STI) curriculum into our program of study. "OSPI supports the National Education's goal to meet native needs and understand the balance by including the (STI) Curriculum." [13]. The survey conducted showed that over 60 percent of respondents agree that STI curriculum should be included in this program. STI has been important to the creation of new courses in the IIS (Integrated Indigenous Studies) Pathway. Peninsula College faculty are working with four Curriculum Planners who are Native/Indigenous and local to create a curriculum for this IIS Pathway. The co-teaching model is important to the IIS courses, including KLA (Klallam Language) courses where instructional assistants who are Certified Klallam Language Teachers and are also tribal members/tribal citizens work with an instructor of record (in this case, a linguist, Professor Tim Montler) to offer the courses.

Also, Peninsula College currently has programs to earn credit for life experiences thus further providing support and encouraging recruitment.

Another resource is community partners in businesses, tribal nations, and service organizations that will provide scholarships and local school districts that have committed to hiring student teachers in their own locations. Every superintendent that was interviewed stated that they would appreciate being able to fill teaching positions with local candidates who know the context that their students are living in and who have connections to the community. Patricia Beathard, superintendent of the Brinnon School District, says that she would be willing to hire a student teacher on a conditional certificate, thus allowing the student to be doing two things at once- earning a salary and completing

their teaching certification [9].

Peninsula College can support students' current way of life. Moving away to go to college requires tribal people to give up many aspects of their culture. Peninsula College supports Indigenous students by offering programs at our ᑭᑎᑎᑎᑎᑎᑎᑎᑎᑎᑎᑎᑎᑎᑎ House of Learning, Peninsula College Longhouse, including cultural gatherings, student club meetings, and community activities. Peninsula College currently hosts a Native Graduation Celebration each year and a Faculty Learning Community for Engaging Native Perspectives and First Nation's Club.

Peninsula College also offers relief to low-income students with a food pantry, robust support in navigating financial aid opportunities, scholarships, and emergency funding available for those students experiencing financial hardships. These and other resources and supports will help recruit, support, and provide equitable opportunities for students of color and low-income students.

Conclusion

“President Biden is calling on Congress to invest \$9 billion in American teachers, addressing shortages, improving training and support for teachers, and boosting teacher diversity” [16]. Peninsula College's proposed Bachelor of Applied Science (BAS) degree in Teacher Education is the next step on the Teacher Education career pathway that will provide Peninsula College graduates and local school district employees an alternative for completing a bachelor's degree while promoting lifelong learning. This program will provide a more affordable education and give local families options for sustainable wages and family wage jobs.

Peninsula College submitted the Notice of Intent, seeking approval to the (PESB) staff, May 2022. This Notification of Intent will go included on the PESBs board consent agenda on 22 and 23, 2022 and when approved, will be added to the PESB website. By September 16, the program proposal will be submitted for evaluation at the Nov. 17-18 PESB meeting. When approved, the final draft proposal will be submitted by January 13 for approval at the May 18-19 PESB board meeting. This timeline will allow Peninsula College several months to market the new Bachelor of Applied Science in Teacher Education degree for the first cohort to start Fall quarter 2023.

This BAS degree in Teacher Education at Peninsula College will empower local communities, including tribal partners, to hire local candidates in short-staffed schools. Peninsula College can offer an educational experience that is needed by the diverse students who live locally and remove barriers for further education through direct pathways that lead into the BAS program after completion of an associate degree. An associate degree in any subject area that is a transfer degree or an applied science degree from Peninsula College and other regionally accredited institutions will be eligible to apply.

References

- [1] [Educator shortage report - Professional Educator Standards Board \(wa.gov\)](#)
- [2] [Strategic Action Plan | WSAC \(wa.gov\)](#)
- [3] [SBCTC Strategic Plan Goals and Strategies | SBCTC](#)
- [4] Conversation with Michele Parkin, Superintendent Cape Flattery School District, #401, May 23, 2022
- [5] Conversation with Dr. Scott Mauk, Superintendent Chimacum School District, May 9, 2022.
- [6] Conversation with Dr. Linda Rosenbury, Superintendent Port Townsend School District, May 9, 2022.
- [7] Conversation with Michelle Olsen, Assistant Superintendent Port Angeles School District, #121, March 30, 2022.
- [8] Conversation with Frank Redmon, Superintendent Quilcene School District, #48, May 9, 2022
- [9] Conversation with Patricia (Trish) Beathard, Superintendent Brinnon School District, May 9, 2022
- [10] [Port Angeles School District - U.S. News Education \(usnews.com\)](#).
- [11] <https://www.pesb.wa.gov/>
- [12] https://docs.google.com/document/d/1AeBFtLufepfdyeh07fb4Py2wbcNpMXfuGgiPZLz_d2o/edit
- [13] [Report Card Teacher Demographics | Data.WA | State of Washington](#) (2020-2021)
- [14] [Report Card Enrollment 2020-21 School Year | Data.WA | State of Washington](#)
- [15] <https://www.k12.wa.us/about-osp>
- [16] (Rodriguez, 2021). NBCnews.com. <https://www.nbcnews.com/politics/joe-biden/biden-wants-fix-nation-s-teacher-shortage-educators-say-problem-n1269340> Krieger, M. (2021).
- [17] [ESDWAGOV - Labor area summaries](#)

APPENDIX A: Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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 the Director of Transfer Education at SBCTC for further information.

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

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

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

For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)

Job titles:

<https://esd.wa.gov/labormarketinfo/supply-demand-report>

- Kindergarten Teachers, except Special Education
- Elementary School Teachers, except Special Education
- Middle School Teacher, except Special Education and Career/Technical Education

Figure 1: The table below from ESD 114 shows detailed gap analysis for K-8 teacher job postings.

<https://esd.wa.gov/labormarketinfo/supply-demand-report>

SOC/ONET	Title		Year/ Month 2021			
			Feb	Mar	Apr	May
252021	Elementary School Teachers, Except Special Education	Total Job Postings				
		UI				
		Gap	-24	-27	-25	-25
252022	Middle School Teachers, Except Special and Career/Technical Education	Total Job Postings				
		UI				
		Gap	-12	-11	-9	-14

State Data:

<https://esd.wa.gov/labormarketinfo/learn-about-an-occupation#>

Kindergarten Teachers, Except Special Education (25-2012)

- In demand
- Bachelor’s Degree Required
- Annual Average Growth 0.5%
- Average Annual Openings 61
- Average Annual Salary \$75,106

Elementary School Teachers, Except Special Education (25-2021)

- In demand
- Bachelor’s Degree Required
- Annual Average Growth 0.6%
- Average Annual Openings 261
- Average Annual Salary \$75,240

Elementary School Teachers, Except Special Education (25-2022)

- In demand
- Bachelor’s Degree Required
- Annual Average Growth 0.5%
- Average Annual Openings 103
- Average Annual Salary \$77,473

Figure 2: The table below shows the job titles are in demand for Olympic Consortium WDA: Clallam, Jefferson Counties.

<https://esd.wa.gov/labormarketinfo/learn-about-an-occupation#>

	<table border="1"> <tr> <td>↑</td> <td>252012</td> <td>Kindergarten Teachers, Except Special Education</td> </tr> <tr> <td>↑</td> <td>252021</td> <td>Elementary School Teachers, Except Special Education</td> </tr> <tr> <td>↑</td> <td>252022</td> <td>Middle School Teachers, Except Special and Career/Technical Education</td> </tr> </table>	↑	252012	Kindergarten Teachers, Except Special Education	↑	252021	Elementary School Teachers, Except Special Education	↑	252022	Middle School Teachers, Except Special and Career/Technical Education
↑	252012	Kindergarten Teachers, Except Special Education								
↑	252021	Elementary School Teachers, Except Special Education								
↑	252022	Middle School Teachers, Except Special and Career/Technical Education								
<p>For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	There is not a teaching degree offered in our service area.									
OR, if demand information is not available or it is a new/emerging/changing occupation, **										
<p>For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	N/A									
<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	N/A									
OR, if based on a statutory or accreditation requirement, **										
<p>Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>										
<p>For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.</p>	N/A									

<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p>* Demand is defined by state law as <i>“an occupation with a <u>substantial</u> number of current or projected employment opportunities.”</i> **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: N/A

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)?

APPENDIX B: Interest Survey: Certified Teacher Degree from Peninsula College

Interest Survey: Certified Teacher Degree from Peninsula College

Spring 2022 – Seven survey questions and responses listed below. For data results and additional information entered for “other” please see survey results in qualtrics here: <https://ql.tc/Ufkn5b>

1. If Peninsula College offered a Bachelor of Applied Science (BAS) in Teacher Education with K-8 certification, would you enroll or recommend it to another?
 - Enroll
 - Recommend to another
 - Both
 - Neither

Out of 262 responses, 13 said they would enroll; 188 would recommend the program to another; 46 chose both (recommend to another and enroll); and 15 chose neither.

2. Which do you feel is the preferable format to attend classes:
 - Exclusively in-person classes
 - Exclusively online classes at fixed times (Zoom)
 - Exclusively online classes that can be taken on one’s own schedule
 - Mix of in-person and online classes

Out of 250 responses, 22 said they would prefer to attend exclusively in-person classes; 3 said they would prefer to attend exclusively online classes at fixed times (Zoom); 50 said they would prefer to attend exclusively online classes that can be taken on one’s own schedule; and 175 said they would prefer to attend a mix of in-person and online classes.

3. Which do you feel is preferable: to attend full-time, or to attend part-time?
 - Full-time
 - Part-time

Out of 249 responses, 107 said they would prefer to attend full-time; and 142 said they would prefer to attend part-time.

4. Are you (please choose all that apply):
 - A paraprofessional, office staff, or currently working in school district
 - A previous or current Early Childhood Education Student
 - A high school student considering education as a career
 - Other

Out of 267 responses, 145 were a paraprofessional, office staff, or currently working in the district; 27 were a previous or current Early Childhood Education Student; 7 were a high school student considering education as a career; and 88 were other.

5. Who would you recommend this degree program to (please choose all that apply):

- A paraprofessional, office staff, or currently working in school district
- A previous or current Early Childhood Education Student
- A high school student considering education as a career
- Other

Out of 552 responses, 190 would recommend to a paraprofessional, office staff, or someone currently working in the district; 146 would recommend to a previous or current Early Childhood Education Student; 197 would recommend to a high school student considering education as a career; and 19 would recommend to other.

6. Do you think that Since Time Immemorial (STI) – Connected Tribal Sovereignty curriculum should be incorporated into this degree?

- Yes
- No
- No opinion

Of 249 responses, 151 chose yes; 17 chose no; and 81 chose no opinion.

7. Please enter your zip code.

The survey was distributed within Peninsula College's service district and requested zip code info to gain further info about where prospective students may reside.