



EARLY CHILDHOOD EDUCATOR CAREER LAUNCH PROGRAM PROPOSAL

Clark College & Child and Family Studies Partnership

Partners

Clark College

Child and Family Studies

INSTITUTION **CLARK COLLEGE**
PROPOSED PROGRAM **EARLY CHILDHOOD EDUCATOR CAREER LAUNCH PROGRAM**
PROGRAM CIP **13.1210** PLAN CODES **ECECAPT / ECEECAAS / ECESEC45 /
ECECC01 / ECEADC20 / ECEFC20 / ECEGEC20 /
ECESAC20**
NAICS Code **624410**

Please note: **Registered Apprenticeship programs become automatically endorsed for Career Launch.**
You need not submit an application.

CONTACT INFORMATION

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Genevieve Howard 5/20/2021
Chief Academic Officer Date

Application contact: Scott A. Copeland
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Washington State Board for Community and Technical Colleges
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Applications reviewed monthly and are due the first business day of the month.

Electronic submissions only to scopeland@sbctc.edu

Program Checklist

P1. Program description including length of program in years and total hours (including split between classroom and worksite).

Program Description: Early childhood education fosters the development of social, intellectual, and emotional abilities in young children. Early Childhood educators work together with children and their families to model behavior that nurtures a child's long-term educational success. Clark students have a variety of options when seeking a concentration in ECE studies. Certificates of achievement, a Certificate of Proficiency, an Associate in Applied Science Degree and transfer options are available for students looking to continue to a four-year institution. The partnership between Clark College and Child and Family Studies (CFS) provides students a cooperative work experience with CFS while attending school. The two-year program leads to an Associate's Degree and employment throughout the program. Participants are employees of CFS and students at Clark College in the Early Childhood Education Program at the same time.

Length of Program: 8 quarters, 24 months.

Total Hours: 956 Hours.

P2. Estimated number of hours per week at worksite and in classroom (this approach may shift throughout the program).

Hours per week at worksite: 12-15 hours.

Hours per week in classroom: 7.25 hours in classroom; 2 hours in structured lab environment.

P3. Demonstration of labor market demand for specified skills/career in local region

The Early Childhood Education Career Launch Program addresses the occupations within Preschool Teachers, Except Special Education (25-2011).

Within Clark College's three county service district (Clark, Skamania, and Klickitat counties), there were 980 jobs in 2020, which is anticipated to grow by 8.6% in the next 10 years. Clark College is located within the Portland-Hillsboro-Vancouver metropolitan area, which means that the economic region includes a broader six county region (Clark, Skamania, Klickitat, Multnomah, Washington and Clackamas). Within this economic region, there were 4,457 jobs in 2020, but growth overall is only anticipated to grow by 0.9% in the next 10 years. Therefore, the intensity of job growth in the region is within the college's service district.

The COVID-19 pandemic drastically impacting the child care industry, resulting in disrupted patterns for supply and demand of Early Childhood Educators. Prior to the COVID-19 pandemic (Jan 2019-Dec 2019), there were an average of 45 monthly job postings – with 46 monthly hires. During 2020, there was an average of 30 monthly job postings – with 55 monthly hires. And, from Jan 2021 – Apr 2021, there was an average of 43 monthly job postings – with 55 monthly hires. This data shows that within the COVID-19 pandemic, monthly hires remained high – with 55 monthly hires from Jan 2020 – Apr 2021, which was even higher than 2019. In context, as the only training provider in the service area, Clark College had 19 associate degree completions; additionally, there were 80 total completions of short-term certificates. However, this demonstrates significant competition for high-quality applicants to meet industry demands. Therefore, the Early Childhood Education Career Launch Program creates intentional career pathways for new and incumbent workers.

P4. Projected count of student enrollment, student completion, and anticipated employer participation for 5 years, post-pilot.

	Baseline Wi 20 – Fa 20	Year 1 (2021-2022)	Year 2 (2022- 2023)	Year 3 (2023- 2024)	Year 4 (2024- 2025)	Year 5 (2025- 2026)
Student Headcount	174	184	196	208	213	218
Full-Time Equivalent Student (FTES)	79	80	81	83	85	87
Completion	37	38	40	42	43	44
Employer Participation	1	1	2	3	4	4

With this partnership, in Year 1, 7-10 Early Childhood Education students will participate in the Career Launch partnership at Clark College. This can fluctuate based on employer demand and capacity. To expand opportunities for Early Childhood Education students, Clark will continue to cultivate additional employer partners that can maximize student participation in the paid employment opportunity. On-the-job-training (OJT) is an important opportunity for students within early childhood education – and a required component of the degree program. We plan to expand our employer partners to ensure that students have access to high-quality, meaningful on-the-job paid work experience during the program.

P5. Concise description of development process to create the Career Launch program (e.g., who was involved, when, how was the program piloted, etc.)

Started immediately after World War II, the original Family Life Program (parent cooperative preschools) was evolved out of the Kaiser Shipyard kindergartens. The original building was developed 1970s, hailed as the only parent participation preschool operated by a college in Washington or Oregon. The program design and curriculum have evolved to meet state and national regulations for high-quality early childhood educators – including the current alignment with the National Association for the Education of Young Children. The ECE Program aligns with common course outcomes and certificates through the “State Credential” which is the equivalent of one-year certificate of proficiency. The associate degree – building on that one-year State Credential – provides specific courses that align with local and regional early childhood education program needs, specialties, and outcomes.

The Early Childhood Education Program was designed with hands-on instruction and active learning strategies, to prepare graduates to meet regional workforce needs. The hands-on instruction was developed in collaboration with Child and Family Studies (CFS) – the on-campus childcare facility at Clark College. ECE students work in a demonstration lab and interact with children and families. These lab classes are taught by CFS Lead Teachers, who work with students to engage in curriculum development and classroom activities. Due to the interactive and integrated curriculum, ECE students are often hired as teaching assistants, with graduates hired as full-time teachers and lab instructors. ECE students that are hired as teaching assistants gain meaningful, hands-on learning experience.

Clark College also participates in the Early Achievers (EA) Program, which provides student financial aid to employed child care providers and early learning educators to upskill – through completion of certificates and associate degrees in early childhood education. The Early Achievers Grant is offered in partnership with the Department of Children, Youth, and Families (DCYF). The EA program currently works with 13 employers in the region, providing meaningful, work-based learning while the student completes their early childhood education program of study. Expansion of the Career Launch program will leverage employer relationships built through the EA program.

P6. Signed letter of endorsement from all relevant partners, stakeholders and regional networks (including employers, labor organizations, academic institutions, community-based organizations, individuals, and other relevant stakeholders in support of the proposed Career Launch program). Regional network endorsement preferred.

Letters enclosed on subsequent pages are from the following partners:

- Clark College
- Educational Service District 112 (Regional Network)
- Career Connect Southwest Washington

Child and Family Studies (CFS) endorsement of the Career Launch Program are included in Employer Commitment Letters for I-R9 on Page 16.

P7. Description of resources, supports, or other processes to recruit and support students from underserved backgrounds; or create an implementation plan to do so.

With potential program expansion, the program will intentionally recruit students from underserved backgrounds with specific support from ESD 112 (Career Launch Regional Network), Workforce Southwest Washington (Career Launch Program Intermediary), as well as the NEXT Center (a comprehensive center serving young adults ages 16-24 that do not have a clear pathway to work, training or post-secondary education). These intentional partnerships aim to recruit participants that reflect the diversity in the community.

Once students enroll in the program, Clark College offers a variety of supports to assist students from marginalized populations in achieving their educational and professional goals – including the following:

- Appreciative Advising Model that supports students in a holistic manner. All new students are assigned an Academic Advisor who assists with academic and non-academic supports throughout their journey at Clark College.
- Workforce Education Services provides a variety of supports to assist low-income students to include, alternative financial aid, access to subsidized childcare, maintenance of public benefits while in school, emergency grants, and assistance in preventing homelessness. Students receive assistance in barrier removal and connections to internal and external resources.
- Disability Support Services (DSS) office assist students with disabilities in pursuing their educational goals. Clark College is committed to assuring that its services, programs, and activities are accessible to individuals with disabilities.
- The Office of Diversity and Equity is committed to serving marginalized populations. The Diversity Center, is a safe space for students to study, meet new people and experience a sense of belonging.
- The Penguin Pantry supports a healthy college community by reducing hunger on campus and connecting students to essential resources.
- Career Services provides a wide array of resources that can assist students with job search skills and securing full-time employment and internships. There are a variety of Student Success Workshops that are offered throughout the academic year to assist students with their professional development, academic success and personal development.



May 24, 2021

To the Career Launch Endorsement Review Team:

I write this letter to affirm Clark College's institutional commitment to the Early Childhood Educator Career Launch Program, with the initial partnership with Child and Family Studies (CFS). This program provides students with industry-defined curriculum and meaningful, high-quality on-the-job experience during their educational experience.

I am proud to say that this program also supports Clark College's strategic plan in the core themes of academic excellence, social equity and economic vitality as well as the values of social justice, partnerships, and innovation. The Early Childhood Educator Career Launch Program exemplifies this commitment through implementation of this creative and agile strategy to enhance student learning, and alignment of the Early Childhood Education Program to meet regional workforce needs.

The Early Childhood Educator Career Launch Program is applying for endorsement between Clark College and CFS. Students concurrently enroll in the Clark College Early Childhood Education Program and work at CFS. To ensure that all students have the resources to address academic and non-academic issues, Clark College provides dedicated wrap-around student support to meet their individualized needs. This comprehensive program, with intentional integration of course curriculum and work-based learning opportunities to successfully enter the workforce with the knowledge, skills and abilities to be successful as an early childhood educator.

Building on the intensive collaboration with CFS, the partnership between Clark College and CFS will provide additional career pathways for students to support local industry. Upon endorsement, all levels of leadership here at Clark College are confident that the implementation will continue to support the region's need for early childhood educators well into the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Karin Edwards".

Dr. Karin Edwards
President
Clark College



EDUCATIONAL SERVICE DISTRICT 112

To the Career Launch Endorsement Review Team:

ESD 112 is excited to support the Early Childhood Educator Career Launch Project, with collaboration between Clark College and Child and Family Studies (CFS).

At ESD 112, we recognize the need for

- Private/public partnerships that provide students with a career pathways that also provide competitive candidates to meet our business needs
- Meaningful, high-quality on-the-job experience, with defined competencies and skills gained through experience.
- Curriculum developed in partnership with employers and industry, to ensure state-of-the-art curriculum is aligned with occupations in-demand.
- Dedicated wrap-around student support to ensure students have the resources to be successful in academic and non-academic issues.
- Alignment of pathways from K-12 through postsecondary education and career trajectory.
- Career pathways for incumbent workers to upskill for career trajectory.

The Early Childhood Educator Career Launch Project is an exemplary program, providing students with meaningful, high-quality on-the-job experience that is concurrent with aligned academic curriculum.

On behalf of ESD 112, we commit to working with the Early Childhood Educator Career Launch Project to make this program successful in the following specific ways:

- Convene and support Career Connect Intermediaries and other local partners in the region
- Help them achieve their outcomes related to Career Launch endorsement and participation of young people in Career Launch activities
- Ensure equitable inclusion of youth of color, low income youth, youth from rural communities and youth with disabilities.

The impact of this program is vital to meeting our regional workforce needs and we support endorsement of this exemplary program.

Tim Merlino

Superintendent



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To the Career Launch Endorsement Review Team:

The Career Connect Southwest Network is excited to support the Early Childhood Educator Career Launch Project, with partnership between Clark College and Child and Family Studies (CFS).

At Career Connect SW, we recognize the need for:

- Private/public partnerships that provide students with a career pathways that also provide competitive candidates to meet our business needs
- Meaningful, high-quality on-the-job experience, with defined competencies and skills gained through experience.
- Curriculum developed in partnership with employers and industry, to ensure state-of-the-art curriculum is aligned with occupations in-demand.
- Dedicated wrap-around student support to ensure students have the resources to be successful in academic and non-academic issues.
- Alignment of pathways from K-12 through postsecondary education and career trajectory.
- Career pathways for incumbent workers to upskill for career trajectory.

The Early Childhood Educator Career Launch Project is an exemplary program, providing students with meaningful, high-quality on-the-job experience that is concurrent with aligned academic curriculum.

On behalf of Career Connect SW, we commit to working with the Early Childhood Educator Career Launch Project to make this program successful in the following specific ways:

- Support to analyze labor market
- Develop K-16 guided pathway aligned to jobs
- Recruiting and engaging private and public sector organizations
- Raise students' awareness of different career options
- Ensure equitable inclusion of youth of color, low income youth, youth from rural communities and youth with disabilities.

The impact of this program is vital to meeting our regional workforce needs and we support endorsement of this exemplary program.

Vicki Hrdina

Vicki Hrdina

Director of Career Readiness & STEM Initiatives
Teaching and Learning

Industry-Related Checklist

I-R1. Address of worksite(s) where Career Launch students will complete supervised training.

Child and Family Studies
1933 Fort Vancouver Way
Vancouver, WA 98663

I-R2. Hourly wage for Career Launch participants.

Participants start at \$13.79/hour. This may include increase in pay rates as skills advance.

I-R3. List of entry-level positions and associated job descriptions for which a Career Launch student would be eligible for upon completion.

Upon Career Launch completion, graduates may be eligible for the Early Childhood Education Specialist series. The Early Childhood Education Specialist 2 and Early Childhood Education Specialist 3 position descriptions are included below:

Early Childhood Education Specialist 2

Summary. This is the journey level of the series. Positions at this level work under general supervision. Positions direct educational activities of children including presenting basic developmental materials, provide child development information to parents as necessary, and perform attendant clerical procedures.

Typical Duties

- Directs children in educational activities as well as during lunch, nap time, free time, field trips, and transition between activities and playground periods;
- Prepares materials for presentation to children under the direction of a teacher, program manager, or other staff;
- Assists teacher, program manager, and other staff in assessing the progress of each child;
- Receives visitors and telephone inquiries; explains procedures and program routine;
- Receives materials, supplies and clothing brought to the early childhood program;
- Presents basic developmental materials to children and encourages individual work and development; guides children for specified periods when the teacher, program manager, or other staff are absent;
- Administers prescribed medication and first aid; handles medical emergencies as they arise;

Education/Experience. Positions typically require one year of experience in an early childhood program AND thirty (30) quarter credit hours in early childhood development/ education/ special education.

Early Childhood Education Specialist 3

Summary. This is the senior, specialist, or leadworker level of the series. Positions work under general direction and have responsibility for regularly assigning, instructing, and checking work of others, or have responsibility for the daily operations of an early childhood program. Responsibilities include regularly planning, presenting, and evaluating educational and recreational activities of children in the program and providing information to parents on child care techniques.

Typical Duties

- Assesses the social, intellectual, emotional, nutritional, and physical needs of children enrolled in the early childhood program; develops child- and adult-directed educational activities based on assessed needs;
- Assesses children's learning levels; monitors progress of each child;
- Discusses progress of the children with their parents and responds to parents' concerns; designs individualized educational materials;
- Works with economically disadvantaged parents through programs such as Headstart and Parent Education;
- Works with and implements child care licensing requirements and regulations;
- Maintains a healthy and safe environment for children in program;
- May keep written observations of interactions between parents and children on regular basis;
- May provide input to grant applications;

Education/Experience. Positions typically require forty-five college quarter hours in early childhood development/education/special education or equivalent or a Child Development Associate Credential (CDA) AND two (2) years of experience working in a group setting with children of the ages enrolled in the program.

I-R4. List of specific skills and competencies required for completion of Career Launch program, with demonstrated alignment to entry-level positions, job descriptions, and average local salary ranges.

Specific skills and competencies for the Career Launch program are aligned with the National Association for the Education of Young Children (NAEYC): [Standards for Initial Early Childhood Professional Preparation](#):

- STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES. Candidates prepared in early childhood degree

programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

- **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
- **STANDARD 6. BECOMING A PROFESSIONAL.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
- **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES.** Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

A crosswalk of professional competencies, mapped to courses in program of study are included on next page.

For the aligned positions, the entry-level hourly wage (10th percentile for occupation) is \$15.75 for the Clark, Skamania, and Klickitat counties region. The wage progression includes \$16.21 (25th percentile) and \$17.96 (median hourly wage).

ECE PROGRAM COURSE ALIGNMENT WITH NAEYC STANDARDS: Courses may include specific criteria from other standards. The “x’s” represent the primary function of the course.

	STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES	STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES	STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM	STANDARD 6. BECOMING A PROFESSIONAL	STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
ECED& 105	X			X			
ECED& 120						X	X
ECED& 190	X		X				
EDUC& 240						X	
EDUC& 130	X			X			
ECED& 160	X				X		
ECE 211	X			X	X		
ECE 212							X
ECE 213	X			X	X		
ECE 214							X
ECE 215						X	
ECE 199							X
EDUC& 204	X	X					
ECE 102					X		
ECED& 107	X						
EDUC& 136	X				X		
ECED& 170	X						
ECE 116	X				X		
ECED& 134	X						X
ECED& 139	X	X					
ECED& 132	X	X		X			
EDUC& 115	X						
EDUC& 150		X					
ECED& 180			X	X			
ECE 135		X					

I-R5. Employer attests that Career Launch program is in compliance with required federal, state, and local regulations.

Attestation is included in Child and Family Studies Employer Letter (See I-R9, page 16).

I-R6. Employers will outline a student supervision and mentorship model.

Employer agrees to provide exemplary supervision of participating student employees:

1. Provide job orientation concerning early childhood education procedures during scheduled work hours.
2. Provide training, guidance and supervision of the intern/extern.
3. Assign sufficient quality work (based on technical evaluation areas) to occupy the intern during scheduled hours.
4. Accurately complete time sheets and list accomplishments of the intern/extern on a regular basis.
5. Adhere to all health and safety codes.
6. Evaluate the intern's/extern's progress at appropriate points during his or her work-based learning/externship.

I-R7. Description of common career pathway(s) beginning with entry-level position specified with demonstration of likely salary growth over specified time period.



For students interested in pursuing a management position (e.g., Service Manager), Clark College offers a Bachelor of Applied Science in Applied Management degree. This degree builds on the Associate of Applied Technology (AAT) degree to provide the managerial knowledge and expertise to meet industry demand. This includes, but is not limited to the following: Foundations of Management; Social Media in Business; Organizational Communication; Organizational Behavior; Business Principles; and Accounting Principles for Managers.

For students interested in pursuing a Bachelor's Degree, the AAS-T provides articulation transfer agreements into Washington State University – Vancouver's Human Development Program.

I-R8. Demonstrated competency alignment with relevant professional standards for specified entry-level positions when applicable.

Specific skills and competencies for the Career Launch program are aligned with the National Association for the Education of Young Children (NAEYC): [Standards for Initial Early Childhood Professional Preparation](#):

- STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
 - 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
 - 1b: Knowing and understanding the multiple influences on early development and learning
 - 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

- STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.
 - 2a: Knowing about and understanding diverse family and community characteristics
 - 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
 - 2c: Involving families and communities in young children’s development and learning

- STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
 - 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
 - 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
 - 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

- **STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.
 - 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
 - 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
 - 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child

- **STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
 - 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
 - 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
 - 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

- **STANDARD 6. BECOMING A PROFESSIONAL.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
 - 6a: Identifying and involving oneself with the early childhood field
 - 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
 - 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
 - 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
 - 6e: Engaging in informed advocacy for young children and the early childhood profession

- **STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES.** Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).
 - 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
 - 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

I-R9. Signed letter from employer partner.

Displayed on Page 16.



To the Career Launch Endorsement Review Team:

Clark Child and Family Studies (CFS) is pleased to collaborate with Clark College and its Early Childhood Education program to join as an employer partner in the Early Childhood Educator Career Launch Program. This partnership between Clark College and CFS will provide students with meaningful, high-quality on-the-job experience that is concurrent with aligned academic curriculum.

Located in Vancouver, Washington, CFS is founded on a belief in the importance of early childhood education. We believe that children learn best in environments that foster inquiry, and our classrooms are designed to encourage young learners to engage with materials that interest them. Every classroom is overseen by an experienced teacher; you will also encounter Clark College students enrolled in the Early Childhood Education program, as well as aides, college faculty, and other parents. Together, we can create a welcoming community that nourishes curiosity, compassion, and self-reliance. Like other employers in the region, we find it challenging to find employees with the education, skills, and abilities needed to sustain our program. We believe that this Early Childhood Educator Career Launch partnership will produce an additional workforce with needed skills and hands-on experiences.

Within the endorsed program, CFS commits to partnering in the Early Childhood Educator Career Launch Program to make this program successful in the following specific ways:

- Compliance with required federal, state, and local regulations for the Early Childhood Educator Career Launch Program;
- Recruitment of students into the program through community partnerships with K-12, Clark College, and community-based organizations;
- Provide exemplary student supervision and mentorship that allows program participants to gain confidence and skills needed to successfully transition into the workforce;
- Completers of the program will have the knowledge, skills, and abilities for preschool teachers;
- Consider using the program as an option to skill up our own employees; and
- Provide program participants with the career advancement opportunities, as applicable.

Regional industry needs employees with fundamental early childhood educator competencies. We stand as a partner with Clark College to expand the best Early Childhood Educator Career Launch Program that will fully support industry and future workforce needs. This program clearly supports our mission, too. By helping to provide students with the knowledge and exposure to industry needs and an early awareness of educational and career pathways, support of this Career Launch program offers CFS an opportunity to identify high-quality potential graduates with work-ready early childhood educator skills.

Sincerely,

Michele Volk

Michele Volk

Academic-Related Checklist

A-R1. List of academic institution(s) providing career-aligned instruction for Career Launch program.

Clark College

CTE Dual Credit is articulated with the Vancouver, Evergreen, Battle Ground, and Camas School Districts for secondary school students in Early Childhood Education. Specifically, this includes:

- ECED& 105 Introduction to Early Childhood Education
- ECED& 107 Health/Safety/Nutrition
- ECED& 120 Nurturing Relationships
- EDUC& 115 Child Development (Columbia River High School in the Vancouver School District only)
- EDUC& 130 Guiding Behavior (Columbia River High School in the Vancouver School District only)

A-R2. Curriculum scope and sequence aligned to skills and competencies provided in employment checklist.

Program outcomes are overarching skills that are emphasized and reinforced throughout several courses in a specific program; they are measurable statements that define what students should know or be able to do by the end of a certificate or degree at Clark College. After successful completion of this program, students will be able to:

- Articulate well-considered ideas and written claims to an academic audience, using effective rhetorical techniques, properly credited evidence, and a command of Standard English. (GE)
- Demonstrate interpersonal/human relations skills. (GE)
- Demonstrate and clearly explain an effective strategy to solve a quantitative problem. (GE)
- Apply a method of scientific inquiry, valid to the natural sciences, to evaluate claims about the natural world. (GE)
- Demonstrate progress toward healthier behaviors. (GE)
- Evaluate, analyze, and explain events, behaviors, and institutions using perspectives and methods in the Social Sciences. (GE)
- Interpret the human experience, within appropriate global and historical contexts, through evaluation, analysis, creation, or performance. (GE)
- Promoting Child Development and Learning: Students will apply developmental knowledge to create learning environments and meaningful activities.
- Building Family and Community Relationships: Students will recognize, support and partner with families and communities in learning environments and with meaningful activities.
- Observing, Documenting and Assessing to Support Young Children and Families: Students will apply the process of observation to diverse, and appropriate assessments of children.
- Teaching and Learning: Students will apply developmentally appropriate practices when implementing meaningful curriculum in the classroom.
- Becoming a Professional: Students will apply professional standards and frameworks in early learning classrooms.
- Power, Privilege and Inequity: Students will analyze and evaluate their awareness of equity pedagogy and create strategies for implementing cultural competence in their work with children and their families.

Early Childhood Education Course Sequence, Endorsed by Advisory Committee

General Education Requirements		
<i>Communication Skills</i>		
ENGL& 101	English Composition I	5
Course Options		1
<i>Health & Physical Education</i>		
		3
<i>Computational Skills</i>		
MATH 92	Applied Elementary Algebra	5
<i>Human Relations</i>		
EDUC& 150	Child, Family, Community	3
<i>Humanities</i>		
		3
<i>Social Sciences</i>		
		3
<i>Natural Sciences</i>		
ENVS 109	Integrated Environmental Science	5
Major Area Requirements		
ECE 102	Science And Mathematics For Young Children	3
ECE 116	Literature And Storytelling For Children	2
ECE 133	Reflective Practices In Early Learning	3
ECE 135	Partnerships With Families In Early Care & Educ	3
ECE 199	Cooperative Work Experience	1-3
ECE 215	Early Childhood Seminar	2
ECE 211	Learning Experiences For Young Children II	3
ECE 212	Learning Experiences For Young Children II Lab	2
ECE 222	Learning Experiences Lab Sec	1
ECE 213	Learning Experiences For Young Children III	3
ECE 214	Learning Experiences For Young Children III Lab	2
ECE 224	Learning Experience Lab Section	1
ECED& 105	Introduction To Early Childhood Education	5
ECED& 120	Practicum-Nurturing Rel	2
ECED& 107	Health/Safety/Nutrition	5
ECED& 160	Curriculum Development	5
ECED& 170	Learning Environments	3
ECED& 180	Language and Literacy	3
ECED& 190	Observation and Assessment	3
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3
EDUC& 203	Exceptional Child	3
Additional Major Area Requirements		
TOTAL CREDITS REQUIRED		92-96
ECED& 132	Infants/Toddler Care	3
or EDUC& 136	School Age Care	

A-R3. Demonstration of student supports (e.g. mentoring, advising, financial aid, tutoring) available for Career Launch students enrolled in the course.

There are a number of supports available to Career Launch students to assist them in achieving academic success at Clark College:

- Clark College has implemented the Appreciative Advising Model that supports students in a holistic manner. This is an intentional collaborative practice of asking positive, open-ended questions that help students optimize their education experiences and achieve their dreams, goals, and potentials. All new students are assigned an Academic Advisor who assists with academic and non-academic supports throughout their journey at Clark College.
- Peer Mentors Clark College Peer Mentor Programs provide an opportunity for students to help others connect to Clark College and community resources, navigate the college, and work toward academic goals.
- Student Success Programs offers a variety of supports to students to include: strategies for balancing classes, work and personal responsibilities, access to college and community resources, assistance with developing and achieving academic goals, and one-on-one support from the Clark College Student Success Coach.
- Tutoring Services is designed to provide individualized attention that facilitates student learning and academic success. Tutors will help students develop skills and confidence to become a stronger, more independent learner. Students who come in for tutoring may also access computers, software, handouts, reference materials, and other resources.
- Financial Aid is available to provide students with a variety of funding supports to help cover the cost of education expenses to include tuition, fees, books and supplies. The Financial Aid Office is available to assist students in understanding financial aid options, to include student loans, grants, work study and scholarships.

Clark has developed a new CTE recruiter position, housed within Transitional Studies, who provides specific outreach to underserved populations. This position will student recruitment and outreach, particularly geared towards underserved populations.

Each paid internship opportunity at CFS is provided to all students enrolled in the program of study, through class announcements and faculty/student interactions. To support students from underserved backgrounds to apply for the CFS internship positions, students are connected with Career Services for the development of a high-quality industry resume, mock interviews, and resources to build confidence in preparing to meet with the industry partner. A major barrier to student access to internships is lack of social capital to make these connections, particularly for first-generation and low-income students. By establishing connections with employer partners, the goal is to minimize the barrier of student networking to secure this meaningful, high-quality paid internships that build critical work skills. Another barrier is ‘imposter syndrome’, where students lack confidence in their skills to meet employer needs. The Early Childhood Education Program works to connect course-level learning outcomes with employer-defined competencies – particularly in alignment with the state certifications that define knowledge, skills, and abilities. This intentional weaving of course competencies to work expectations alleviates some of the barriers to student skill perceptions and self-confidence.

Once a student is placed with the employer, faculty engage with employer to establish defined feedback loops on student performance, as well as opportunities to bolster curriculum to meet emerging needs. Quarterly check-ins provide support to underserved students populations, including retention in program and at employer site. This connection between employer and program faculty build a coordinated approach to ensuring underserved students are successful once placed into the meaningful, paid work experience. Additionally, a new “Workforce & Student Engagement Liaison” is currently in the hiring process. This position will provide a single point-of-contact to support employer and student connections to these paid work experiences – including but not limited to recruitment into and support throughout the paid work experience. This position will also build out training on diversity, equity and

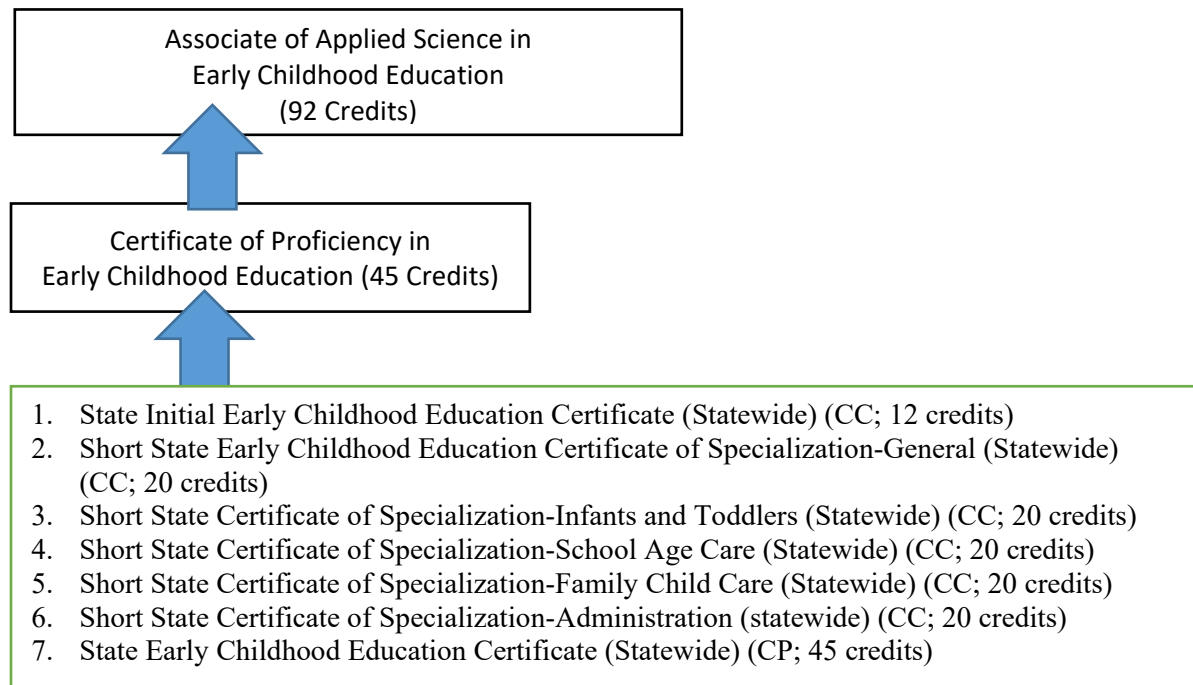
inclusion principles for employers providing paid work experience. This training and support will educate employers about how to holistically support student interns – particularly those from underserved backgrounds.

A-R4. Number of postsecondary credits provided and / or credential earned upon completion of program.

Upon completion of the Associate of Applied Science (AAS) Early Childhood Education degree, students will have earned seven stackable academic postsecondary credentials:

1. State Initial Early Childhood Education Certificate (Statewide) (CC; 12 credits)
2. Short State Early Childhood Education Certificate of Specialization-General (Statewide) (CC; 20 credits)
3. Short State Certificate of Specialization-Infants and Toddlers (Statewide) (CC; 20 credits)
4. Short State Certificate of Specialization-School Age Care (Statewide) (CC; 20 credits)
5. Short State Certificate of Specialization-Family Child Care (Statewide) (CC; 20 credits)
6. Short State Certificate of Specialization-Administration (statewide) (CC; 20 credits)
7. State Early Childhood Education Certificate (Statewide) (CP; 45 credits)

A-R5. Demonstrated curricular alignment with relevant professional and / or academic standards associated with coursework and credential, when applicable.



Upon completion of the Associate of Applied Science (AAS) Early Childhood Education degree, students will have completed 30 credits of General Education Requirements, in alignment with accreditation through the Northwest Commission on Colleges and Universities (NWCCU):

- 6 Communication Skills;
- 3 Health & Physical Education;
- 3 credits of Humanities;
- 3 credits of Social Sciences
- 5 credits of Natural Sciences;
- 5 credits of Technical Math, and
- 5 credits of Human Relations.

In addition, students complete 62 credits of early childhood education theory and lab skill development. As part of the degree pathway students obtain the 7 statewide early childhood education certificates.

A-R6. Details of potential for current or future partnerships and/or scalability of the program within and across sectors and/or geographic locations (e.g. articulation, degree pathways), when applicable.

Once endorsed, this program plans to expand capacity with additional employer partnerships – particularly if expanded capacity (e.g., space and resources) were available.

Scalability. Clark College has partnerships with 10 agencies through the Early Achievers Program – 8 of which are identified as having clear possibility of partnering and establishing Career Launch partnerships. Clark currently has a waiting list of 16 students to participate in Early Achievers, and therefore has requested an additional 2 FTE to support increased student enrollment. If approved, the increased enrollment will support either cultivation of new partnerships and/or deepening relationships with existing employer partners. Additionally, a new Employer & Student Engagement Liaison is currently in the hiring process, with an intention of having this position in place October 2021. This position will support employer engagement, including leveraging existing partnerships and cultivating new employer relationships at the college – of which Career Launch is the pinnacle partnership to support our students.

Clark College is willing share lessons learned and partnership structure to other community colleges in the state interested in offering this program.