

Early Education and Family Studies Program Review

Program Review Outline:

1. Program/Discipline Overview

A. What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

The goal of the Early Education and Family studies program is to prepare students to work effectively and appropriately in early care and education programs with culturally and linguistically diverse young children and their families. This goal is consistent with the EEFS program outcomes (see 2C), which are informed by EEFS National Accreditation with the National Association for the Education of Young Children and the Accreditation standards and key elements.

As a nationally accredited program, EEFS keeps pace with national trends and guidelines. For example, in 2009, the National Association for the Education of Young Children added an additional standard to their accreditation criteria to address emerging emphasis in early childhood education on *early learning* experiences that specifically prepare young children for school with learning content expectations (math, science, art, literacy, and so forth). EEFS will meet this standard at the next accreditation cycle and has already begun modifying program elements in preparation.

It is believed that the early care and education field is entering a period of rapid growth and expansion of publically funded education programs – see federal Strong Start legislation. It is expected that teacher-qualifications for these publically funded programs will increase to a BA degree in early childhood education with AAS-credentialed individuals serving as classroom assistants (new NAS report, 2014 workforce report).

B. Please summarize changes that have been made since the last review.

The largest program change since the last review was the implementation of the Showcase Portfolio as 1) a culminating program assignment, 2) Key Assessment for National Accreditation, and 3) Technical Skills Assessment to meet federal Perkins requirements (approved as a “locally developed portfolio”). While the portfolio assignment existed prior to the last review, its format and criteria have been significantly modified. Students are made aware of the Showcase Portfolio at the start of their EEFS program of study. Identified assignments in the program are noted as potentially contributing to the portfolio. As the student enters and progresses through their practicum experience, reference to Showcase Portfolio documentation increases in frequency. In Advanced Practicum, students finalize the portfolio and then present the portfolio to a gathering of faculty and community members in June just before graduation. To facilitate focus on the Showcase Portfolio development and presentation, a 299a experimental course entitled Showcase Portfolio Development was created and offered for the first time in Spring 2015.

Additional changes were made at the request of the college in the numbering of the Practicum sequence to avoid repeating course issues and conflict with financial aid awards.

C. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

Below are listed the recommendations from the 2010 program review and action taken.

- “Structure and sequence practicum levels and competencies such that the levels and competencies are linked to national standards, outcome-based, and conform to current PCC requirements for registration and grading.” *Completed in with full implementation of practicum modules for infants/toddlers, Preschool and Practicum for Experienced Teachers with skill standards and behavioral goals linked to NAEYC Standards and Key Elements.*
- “Developing and sustaining a cadre of experienced mentor teachers both locally in the PCC CDC and regionally in advanced practicum placement sites.” *This process is ongoing. The availability of experienced mentor teachers was negatively affected by the closure of the Rock Creek Campus Child Development Center. There are serious challenges with implementing high quality practicum in the community when mentor teachers are not compensated for their work as mentors and have no accountability to PCC for mentor responsibilities. We rely on the good will of our community programs and mentor teachers for our Advanced Practicum students.*
- “Course scope, sequence, and affiliated resources. It has become clear over the course of the program review and accreditation process that an analysis of course content and resource use is needed to reduce gaps and overlaps in the program.” *Ongoing.*
- “Review/revise courses that should have p/np grading option only (1-credit electives).” *Completed. P/NP is the default grading option. Students can elect a graded option if needed. Curriculum committee approved in October 2014.*

2. Outcomes and Assessment: Reflect on learning outcomes and assessment, teaching methodologies, and content in order to improve the quality of teaching, learning and student success.

A. Course-Level Outcomes: Identify and give examples of change to in instruction to improve students' attainment of course outcomes that were made as a result of assessment of student learning. Where key sequences exist (for example, MTH, WR, RD, ESOL) also include information about any assessment-driven changes to improve student success at each level.

2012: HEC 226 Child Development. HEC 226 is offered solely in an online format.

Course Outcome: Articulate normal growth and development using theories and principles of child development

Integrative Observation Assignment.

Guided by observation questions and suggestions, students observe and/or interview children and then relate observations and interview results to specific child development concepts for each domain of development. Students in HEC 226 complete two integrative observation assignments during the term. For the first assignment, students can select to observe either an infant/toddler or a preschooler. For the second assignment, students can select to interview either a elementary school aged child or an adolescent.

Rubric data was available for 64 students representing two sections of HEC 226 Child Development offered in Fall 2011 and Winter 2012. The mean score for this assignment was 87.6 indicating that, predominantly, students Adequately Met or Achieved the standards. Rubric components were then examined for patterns of performance. Our accreditation self study specifically targeted the "Links" component of the assignment. This assignment component requires that students link up what they observed or heard from the child with specific developmental information or concepts. Comparing what they might expect based on course concepts with what they actually observed or heard in the interview. Compared to the initial accreditation report data (Year 1), far fewer students were rated as minimally meeting the standards (Year 1: 27 students, Year 2: 5 students). A similar percentage of students were rated as moderately meeting the standards in Year 1 and in Year 2 (47% in both years).

The EEFS program identified helping students better link the behaviors and characteristics they observe in children with developmental information and milestones as an area for improvement for this key assessment. Over the year, faculty have worked to enhance instruction, making evident these connections and the expectation that early education practitioners make these connections as an important component of their professional practice. Additionally, faculty have increased the availability of developmental resources in classes leading up to HEC 226 improve students' facility with working with developmental information. Finally, faculty revised the assessment rubric to break down evaluation of the students' exploration of each domain of development into separate rubric categories. The rubric revision helps to communicate to students exactly where their consideration of development was exemplary or needed improvement.

B. Addressing College Core Outcomes

Describe how each of the College Core Outcomes are addressed in courses, and/or aligned with program and/or course outcomes.

<http://www.pcc.edu/resources/academic/core-outcomes/index.html>

Communication:

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

The College Core Outcome of **Communication** is aligned with the following program outcomes:

- Use systematic observation, documentation, and other effective assessment strategies in a responsible way, **in partnership with** families and other professionals, to positively influence children's development and learning.
- Employ their understanding of and **relationships with** children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.
- Identify themselves as continuous, **collaborative learners** who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.
- Act as **informed advocates** for sound educational practices and policies.

Communication is addressed in the following courses:

- ECE 121 Observation and Guidance I. Students collect and communicate observations of children's learning, behavior, and development to correspond to family, practitioner or specialist audiences.
- HEC 201 Family Partnerships. Students prepare for and conduct interviews of families in early childhood programs. A final project option allows students to plan and implement strategies for improving communication with families.
- ECE 221 Observation and Guidance II. Students develop summary reports designed to communicate children's growth and development to families and other program professionals.
- ECE 200 The Professional in Early Education and Family Studies. Students work in groups to develop an advocacy project that communicates to the public the importance of a particular issue affecting children and families.

Community and Environmental Responsibility:

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

The College Core Outcome of Community and Environmental Responsibility is aligned with the following program outcome:

- Act as **informed advocates** for sound educational practices and policies.

Community and Environmental Responsibility is addressed in the following courses:

- ECE 124 Multicultural Practices, Exploring Our Views. Student complete a Self Assessment of Personal Interaction. They rate their beliefs and interactions and identity a personal change plan, implement components of the plan and reflect on subsequent experiences.
- ECE 200 The Professional in Early Education and Family Studies. Students work in groups to develop an advocacy project that communicates to the public the importance of a particular issue affecting children and families.
- ECE 221 Multicultural Practices, Curriculum and Implementation. Students implement an Anti-bias Classroom assessment in an early care and education environment and must share the results of the assessment with recommendations for change with program staff and administrators.

Critical Thinking and Problem Solving:

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

The College Core Outcome of **Critical Thinking and Problem Solving** is addressed with the following program outcomes:

- Use an **understanding** of young children’s characteristics and needs, and of the **multiple interacting influences** on children’s development and learning, to **create** environments that are healthy, respectful, supportive, and challenging for all children.
- Use **systematic observation, documentation, and other effective assessment strategies** in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.
- Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to **implement and evaluate** experiences that promote positive development and learning for all young children.

Critical Thinking and Problem Solving is addressed in the following classes...

- ECE 134, 135, 264, 265 Practicum 2 – 5. Students collect observations of children’s interactions with an environment, develop plans to connect with and expand on children’s development and learning, and evaluate the results of the planning process.
- ECE 122 and 123 Environments and Curriculum I and II. Students design, implement and evaluate environments and activities for young children.
- ECE 221 Observation and Guidance II. Using observation, students identify a problem or puzzle affecting a child, children or an early childhood environment, explore the problem/puzzle through observation and assessment, and then propose strategies and solutions.

Cultural Awareness:

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

The College Core Outcome of **Cultural Awareness** is addressed with the following program outcomes:

- Apply a recognition of the **importance and complex characteristics of children’s families and communities** to the creation of respectful reciprocal relationships that support and

- empower families and involve all families in their children's development and learning.
- Employ their understanding of and relationships with children and families and their **understanding of developmentally and culturally effective approaches** to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.

Cultural Awareness is addressed in the following classes:

- HEC 201 Family Partnerships. The course is founded on an exploration of the diversity of families across a broad spectrum of configurations, constructions, and communities. Assignments all require students to consider the implications of the work for all families.
- ECE 124 and ECE 224 Multicultural Practices I and II. This course series explicitly considers human culture, perspectives and forms of expression as realized through the individual early care and education practitioner (ECE 124) and through the practice of early care and education (ECE 224).

Professional Competence:

Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

*The College Core Outcome of **Professional Competence** is addressed with the following program outcomes:*

- *Use an understanding of young children's characteristics and needs, and of the multiple interacting influences on children's development and learning, to create **environments that are healthy, respectful, supportive, and challenging** for all children.*
- *Use **systematic observation, documentation, and other effective assessment strategies** in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.*
- *Identify and conduct themselves as members of the early childhood profession.*
- *Use **ethical guidelines** and other professional standards related to early childhood practice.*
- *Know and use **professional standards** related to early childhood practice.*

Professional Competence is addressed in the following classes:

- *As a Career Technical Education program EEFS classes regularly consider elements of professional competence.*
- *ECE 133, 134, 135, 264, and 265, Practicum 1 – 5. Students work under the supervision of a mentor teacher and EEFS faculty to develop the knowledge, skills and attitudes necessary to succeed in the field of early care and education.*
- *ECE 200 The Professional in Early Education and Family Studies. Students explore, in detail, the professional standards, ethics and elements of professional comportment related to the field.*

Self-Reflection:

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

The College Core Outcome of **Self-Reflection** is addressed with the following Program Outcomes:

- **Apply a recognition** of the importance and complex characteristics of children’s families and communities to the creation of respectful reciprocal relationships that support and empower families and involve all families in their children’s development and learning.
- Identify themselves as continuous, collaborative learners who **demonstrate knowledgeable, reflective, and critical perspectives** on their work, making informed decisions that integrate knowledge from a variety of sources.

Self Reflection is addressed in the following classes:

- Self Reflection is a hallmark of the early care and education profession. As a result, all EEFS classes include significant opportunities for self reflection.

Update the Core Outcomes Mapping Matrix.

<http://www.pcc.edu/resources/academic/core-outcomes/mapping-index.html>

(You can copy from the website and paste into either a Word or Excel document to do this update).

Course #	Course Name	CO 1	CO2	CO3	CO4	CO5	CO6
ECE 120	Introduction to Early Education and Family Studies	1	-	1	1	1	2
ECE 121	Observation and Guidance I	2	1	2	2	1	2
ECE 122	Environments for Young Children	2	2	2	1	1	1
ECE 123	Curriculum for Young Children	2	2	2	2	2	2
ECE 124	Multicultural Practices: Exploring Our Views	3	3	3	4**	2	3
ECE 130a-c	Practicum Seminar	2	1	2	1	3	2
ECE 133	Practicum 1 Lab	2	1	2	1	3	2
ECE 134	Practicum 2 Lab	3	1	2	2	3	3
ECE 135	Practicum 3 Lab	3	1	2	2	3	3
ECE 200	The Professional in Early Education & Family Studies	2	3	2	2	3	3
ECE 221	Observation and Guidance II	2	2	3	2	3	2
ECE 224	Multicultural Practices: Curriculum and Implementation	3	3	3	4**	3	3
ECE 234	Children with Special Needs	2	3	3	3	1	2
ECE 236	Language and Literacy Development	2	1	2	2	3	2
ECE 260a,b*	Advanced Practicum - Seminar	4	3	3	4	4	4
ECE 264	Practicum 4 Lab	4**	4**	4**	4**	4**	4**
ECE 265	Practicum 5 Lab	4**	4**	4**	4**	4**	4**
HEC 201	Family Partnerships in Education	2	2	2	2	1	2
HEC 226	Child Development	1	1	2	2	0	2

C. For Career and Technical Education Programs: Degree and Certificate Outcomes

i. List your degree and certificate student learning outcomes, showing the alignment with the college core outcomes, and identify the strategies that are in place to assess the degree and certificate outcomes. (Feel free to use the Plan prepared in Fall 2013, updated as appropriate.)

Degree and certificate student learning outcomes with alignment to college core outcomes are found in the 2013/2014 multi-year plan.

<http://www.pcc.edu/resources/academic/degree-outcome/documents/EEFSMultiYrPlan.pdf>

Outcomes are assessed using the program's Technical Skills Assessment, the Showcase Portfolio, a locally developed portfolio approved by the state.

The following three questions are essentially the same as are asked for in the Annual Assessment report. Please provide a link to those, and summarize the results here

http://www.pcc.edu/resources/academic/documents/EEFS_2013_report_earlyeducationandfamilystudies.pdf

http://www.pcc.edu/resources/academic/documents/EEFS_combined_assessment_report.pdf

<http://www.pcc.edu/resources/academic/documents/CTEEFSAnnualAssessmentReport2010-2011.pdf>

ii. Briefly describe the assessment design and processes that are used to determine whether students have met the outcomes of their degree or certificate.

Students at the culmination of their degree requirements in Portland Community College's Early Education and Family Studies (EEFS) program are expected to complete a final Showcase Portfolio. The Showcase Portfolio assignment was first developed and implemented approximately 7 years ago. In 2007, the EEFS program began hosting a culminating community event allowing the Advanced Practicum students to present their portfolios and work to professionals from the field. In 2009, as the EEFS program began to pursue national accreditation, the Showcase Portfolio assignment was modified to adhere to the NAEYC Standards and Key Elements.

Currently, the Showcase Portfolio assignment is organized around Standards for Early Childhood Professional Preparation (NAEYC, 2009), developed the National

Association for the Education of Young Children (NAEYC). NAEYC is the national accrediting body for the EEFS degree program at Portland Community College.

The Early Childhood Professional Preparation Standards include:

- Promoting child development and learning;
- Building family and community relationships;
- Observing, documenting, and assessing;
- Using developmentally effective approaches to connect with children and families;
- Using content knowledge to build meaningful curriculum; and
- Becoming a professional.

Each Standard includes a number of Key Elements further detailing the extent of expectations regarding application of the knowledge and skills in field work or clinical experiences.

The EEFS program used the Professional Preparation Standards in the creation of their Program Outcomes, creating alignment between national accreditation standards, EEFS program outcomes and PCC outcomes.

Advanced Practicum students, in their final term with the EEFS program, create a portfolio representing their skill and knowledge-base in the field of early education and family studies. Portfolio components and artifacts are drawn from student experiences in the program (e.g., prior practicum work, class projects, etc.) and work in the Advanced Practicum sequence. Students must identify artifacts that demonstrate and exemplify their teaching and understanding within each Standard and Key Element. To accompany these artifacts, students develop reflective narratives for each Standard and Key Element (Wiltz, et al, 2008). Professional Portfolios are graded using a developed rubric.

In addition to documentation of NAEYC Standards and Key Elements, mandatory portfolio components include the following elements:

- Documentation of achievement of skills standards associated with each level of practicum (1-5).
- Evidence of a professional autobiography, personal philosophy, professional plan, and other components of professional documentation (permits, certifications, professional memberships, letters of recommendation)
- Results of administration of the CLASS (Classroom Assessment Scoring System). The CLASS is a teacher assessment system widely used in publically funded early care and education programs. Supervising faculty for Advanced Practicum are approved administrators of the CLASS. The assessment results in identification of strengths and areas of challenge. Specific positive instructional techniques that need additional focus and professional development become an area of attention during the final term of Advanced Practicum.

Following completion of the Professional Portfolio and approval by the EEFS Advanced Practicum supervising faculty, students present their Professional Portfolio to a panel of Early Education community representatives including mentor teachers, college and university faculty members, facility directors and other professional community representatives.

iii. Summarize the results of the assessments of these outcomes.

In the past two years of implementation of the Showcase Portfolio as a program assessment and Technical Skills Assessment, 100% of students have satisfactorily completed the assessment.

Consistent inter-rater reliability has been more difficult to obtain. Portfolio scoring is a time-consuming process held under significant time pressure at the end of Spring term. Allotting time to the collaborative efforts required to bring about strong agreement in rubric use has not been prioritized during this busy time. Further, the level of analysis needed to evaluate narrative-rich portfolios does not mesh well with college expectations of numerical reliability reports. More appropriate agreement would be evidenced by a content analysis and narrative agreement process linked to quality indicators.

iv. Identify and give examples of changes that have been made to improve students' attainment of degree and certificate outcomes that are based on the results obtained from assessment.

Based on experiences with the use and assessment of the Showcase Portfolio, the EEFS SAC decided to propose a new course to focus solely on portfolio creation. Previously, portfolio preparation was completed as a component of Advanced Practicum. While Advanced Practicum is a culminating experience in the program and therefore an appropriate time for a portfolio representing a student's tenure in the program, other demands related to practicum made it difficult to adequately focus student time and attention to portfolio completion. In reviewing the Showcase Portfolios, faculty felt that many of the issues might be ameliorated with a course dedicated to portfolio creation. To that end, in Fall 2014, an experimental 299 course was proposed and is being offered for the first time in Spring 2015.

B. Other Curricular Issues

A. To what degree are courses offered in a Distance modality (on-line, hybrid, interactive television, etc)? For courses offered both via DL and on-campus, are there differences in student success? If so, how are you, or

will you address these differences? What significant revelations, concerns or questions arise in the area of DL delivery?

The EEFS department offers a number of courses via Distance Modality, in particular online course offerings. These courses include ...

ECE 120 Intro to Early Education and Family Studies

ECE 122 Environments and Curriculum I

ECE 123 Environments and Curriculum II

HEC 201 Family Partnerships

HEC 226 Child Development

ECE 221 Observation and Guidance II

ECE 236 Language and Literacy Development

HE 262 Children's Health – though not offered through EEFS, is a program requirement and is offered regularly online.

There is no consistent pattern of student success depending on learning modality. In an examination of four years of data, in individual years 6 courses showed a pattern of higher performance by students in online sections, 4 courses showed a pattern of higher performance by face-to-face sections, and 5 courses showed no significant difference between the two modalities. Course success is not consistent across years. For instance, in 2011/12, ECE 120 online sections had higher passing rates. In 2012/13, the rate was reversed and in 2013/14, online and face-to-face success rates were close to equal.

Distance learning delivery continues to serve the needs of students employed in the field. Demand for distance learning delivery remains strong. In a recent survey of current students (see below), 33% of respondents indicated that they preferred distance classes and 35% requested the development of additional distance offerings.

B. Has the SAC made any curricular changes as a result of exploring/adopting educational initiatives (e.g., Service Learning, Internationalization of the Curriculum, Inquiry-Based Learning, Honors, etc.)? If so, please describe.

The EEFS program employs service learning in two of its courses. The following courses provide a service learning option to students...

ECE 120 Intro to Early Education and Family Studies. Service learning is required at 20 clock hours for the term.

ECE 200 The Professional in Early Education and Family Studies. Service learning is an option for a Professionalization Assignment.

C. Are there any courses in the program that are offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction. Please note any best practices you have found, or ideas about how to strengthen this interaction.

The EEFS program offers two courses as Dual Credit at area High Schools.

ECE 120 Intro to Early Education and Family Studies (a program requirement)

ECE 132 Early Childhood Fieldwork (an elective)

The EEFS faculty have been very involved in PACTEC programs and relationships with program staff. EEFS faculty have actively contributed to PACTEC professional development opportunities. For example, in 2014/2015, a PACTEC meeting was held in December with all 8 High schools. The group discussed the COG's, answered questions regarding curriculum, discussed text books, shared training video resources, and shared the EEFS Practicum Module Book as a format for the 132 course. An additional meeting was held with 2 high schools, Community Action Organization, School District personnel and PCC staff to examine the possibility of High Schools moving towards the CDA certificate for students as a "career-ready" certificate.

In March, an Early Childhood Symposium was offered to all 8 PACTEC high schools- staff and students. Approximately 90 students attended the event. PCC faculty and community trainers provided 20 sessions on a variety of topics including environments, guidance, safe materials, transitions, observation and documentation, emotional intelligence, impacts of poverty, literacy, and emergent curriculum. The presenters were able to model how to use active learning strategies to engage high school students in the learning process. The high school teachers identify new videos and resources to use in their classes.

Two Dual Credit High Schools are pursuing the use of the CDA (Child Development Associate, a 120 clock hour national certificate) as a "career-ready" certificate for high school graduation. The CDA enables students to begin working at local Head Start agencies. Head Start has a well-defined career ladder and offers the possibility of a living wage. A completed CDA allows a student to transcript a total of 15 core program credits after successful completion of a PCC course.

EEFS faculty make periodic visits to PACTEC sites to provide support for high quality practice in high school early childhood lab programs and high quality instruction for high school students. We are at the three-year renewal mark for all contracts (8 high schools). Renewal procedures include reviewing the syllabi and conducting site visits to assess instruction and early childhood practice.

D. Does the SAC plan to develop any additional Dual Credit agreements with area high schools? If so please describe. If not, what does the SAC see as barriers to developing further dual credit agreements?

The EEFS SAC has no immediate plans to develop additional agreements with other area high schools. One of the biggest barriers to dual credit agreement development is the non-subject specific credentialing of high school teachers related to Early Education and Family Studies. EEFS requires that all qualifying instructors demonstrate completion of at least 30 credits of ECE-specific coursework. Many high school teachers providing high school Child Development classes are trained in secondary education with little to no ECE-specific work.

In the long term, faculty have indicated an interest in pursuing PACTEC agreements with Portland Public Schools as no PPS schools are currently participating in the program with PCC.

E. Please describe the use of Course Evaluations by the SAC. Have you developed SAC specific questions? Has the information you have received been of use at the course/program/discipline level?

The EEFS has not yet developed SAC-specific questions for course evaluations.

F. Identify and explain any other significant curricular changes that have been made since the last review.

No other significant curricular changes.

C. Needs of Students and the Community

A. How is instruction informed by student demographics?

Instruction is informed by demographics in the following manner...

- Race/Ethnicity. The Race/Ethnicity of the EEFS student population is slightly more diverse than that of the early care and education field as a whole (See Oregon Early Learning Workforce: A First Look. 2012 Baseline year). All faculty have pursued professional development opportunities promoting cultural competence. In assignments and instruction, students are constantly encouraged to examine and consider diverse child and family needs as they are realized in the early care and education setting.
- Gender. Early Care and Education is a female intensive field. It is estimated that 95 – 98% of field employees are female. The EEFS program currently enrolls 90% women. EEFS classes explicitly examine the importance of men in the field and in children's lives. We are fortunate to have Dr. Andrew Garland-Forshee on the faculty. Dr. Garland-Forshee provides gender-

specific support to our male students to sustain their program participation through graduation. EEFS has not graduated a male student with an AAS degree in the past decade.

- Age. Approximately 50% of the EEFS student body is between 21 – 30 years of age. This is slightly younger than the fieldwide average for Oregon early learning practitioners of 38 years (Oregon Early Learning Workforce: A First Look). As students become more representative of digital natives, faculty continue to infuse technology into course content and assignment expectations. For example, many courses now include and actively use a D2L shell to support content availability and communication. Further, faculty seek to identify contemporary media to enhance course content such that the images and issues are historically relevant.

B. Have there been any notable changes in instruction due to changes in demographics since the last review?

Changes to Race/Ethnicity Demographics				
	EEFS 08/09	EEFS 13/14	PCC Fall 13	PCC CTE 13/14
African American	4.2%	7.2%	6.4%	6.2%
American Indian/Alaska Native	2.0	NA	1.0	1.1
Asian/Pacific Islander	6.6	4.5	7.5	6.7
Hispanic	16.7	14.7	12	8.2
White, Non-Hispanic	70.6	69.6	66	72

Students of color, particularly those who identify as Hispanic, continue to comprise a significant portion of the race/ethnicity demographic distribution. Unfortunately, due to the sunset of the Adelante Maestros program, the EEFS program is no longer able to offer classes in Spanish. It was believed that EEFS would be able to maintain a limited number of sections in Spanish. However, difficulties securing a qualified, fluent instructor resulted in an end of such programming. This could account for the slight drop in enrolled Hispanic students.

Other demographic indicators show small changes. There has been a slight increase in the number of degree-seeking students (3%) and in students taking on a half-time credit course load (3%). Gender distributions remain virtually unchanged. Students are now more likely to be in the 21 – 30 year age group than they were at last program review (6% increase). These changes have not resulted in notable changes to instruction.

C. Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program/discipline.

Enrollment has declined steadily over the past three years. The EEFS program experienced double-digit growth during the recession. This growth has completely receded. Despite the decline, state and national efforts to increase the credentialing of early learning practitioners shows no signs of abating. It is anticipated that demand for EEFS credentials will remain steady. However, with the state’s recent moves toward a “completion agenda,” low graduation and completion rates could have a negative effect on the “health” or perceived worth of the EEFS program. Please see Recommendations section below for potential actions to address this decline.

Student FTE			
2010/2011	2011/2012	2012/2013	2013/2014
100.0	92.2	89.4	80.7

D. What strategies are used within the program/discipline to facilitate access and diversity?

The EEFS program addresses access and diversity in the following manner...

- Employed students are eligible to complete assignments and some lab requirements in their work setting.
- Classes are primarily offered in the evening, online and on weekends, accommodating the needs of the working student.
- Some course assignments may be completed at community early care and education establishments and do not need to be solely completed at PCC child development center facilities.
- Information sessions are held in the community as well as on PCC campuses.
- Doree Dennis, Perkins Tutor, provides writing support with a specialization on supporting ESOL students.

- ECE-specific scholarships have supported students' financial needs in recent years with the Betty Gray Scholarship Fund and Race to the Top scholarships.
- EEFS program provides "credit for life experience" through the Oregon Registry, Step 7 and the Child Development Associate (CDA) – two community-based training certification programs.
- Faculty emphasize program accessibility and flexibility at community presentations and while serving on community boards.
- As an open-entry, open-exit program, we work closely and individually with students to accommodate life events and scheduling needs in advising and program planning.
- Program entrance and progression requirements are kept at a minimum to facilitate program access over exclusion.

E. Describe the methods used to ensure that faculty are working with Disability Services to implement approved academic accommodations?

The EEFS faculty comply with all Disability Service requests as required. Faculty seek guidance from Disability Service staff when accommodations lack specificity (e.g. "consideration for deadline adjustments"). Online courses comply with accessibility criteria as established.

F. Has feedback from students, community groups, transfer institutions, business, industry or government been used to make curriculum or instructional changes (if this has not been addressed elsewhere in this document)? If so, describe.

No significant curriculum or instructional changes have resulted from feedback from students, transfer institutions, business, industry or government.

See section on CTE Advisory Committee to address influence of community groups.

A recent student survey does provide some guidance for future decision making. In Winter term, 2015, EEFS faculty conducted a survey of all current EEFS students (those registered for EEFS classes in 2014/15). 442 surveys were distributed with 57 students responding; a 13% response rate consistent with expectations for survey research. Responding students tended to be younger (18 - 28) and early in their tenure with the program.

Areas of opportunity for future development of curriculum and implementation include...

- Students requested more face-to-face (49%) and hybrid (46%) classes. There was some request for additional online classes (35%).

- Students preferred evening classes (40%) and requested summer sections (40%).
- Students found field observations to be most effective in facilitating their learning and in supporting their professional practice (75%).
- Students were most interested in seeing the development of a Children With Special Needs certificate (64%), followed by a Certificate in Infant/Toddler care (56%) and a Certificate in Family Studies (56%).

D. Faculty: reflect on the composition, qualifications and development of the faculty

A. Provide information on

i. Quantity and quality of the faculty needed to meet the needs of the program/discipline.

As a nationally accredited program, EEFS faculty must meet national accreditation requirements. Accreditation standards (NAEYC, p. 21) state ...

- All faculty are academically qualified for their specific professional roles, have had direct, substantial, professional experience, and continue to enhance their expertise in the early childhood profession.
- Faculty hold graduate degrees in early childhood education or a closely related field and have demonstrated competence in each field of specialization that they teach.
- Faculty know about and implement the principles in NAEYC's Code of Ethical Conduct, including its Supplement for Teacher Educators.

The EEFS program complies with these requirements in the hiring of both full-time and part-time faculty.

ii. Extent of faculty turnover and changes anticipated in the next five years.

The EEFS program experienced a FT faculty retirement in 2013 and was able to hire a replacement for the 2014/15 academic year. Moving forward, an additional FT faculty member will be taking a year's leave in 2015/16 to pursue additional professional opportunities. This position will be filled with PT faculty for the 15/16 academic year.

Despite the hire of a new FT faculty, which often results in the departure of a number of PT candidates, the EEFS program was able to maintain a majority of their PT faculty.

iii. Extent of the reliance upon part-time faculty and how they compare with full-time faculty in terms of educational and experiential backgrounds.

When the EEFS program has its full complement of FT faculty, the FT/PT ratio averages 77% FT to 23% PT. During 2013/14, when the FT faculty were reduced to three by FT retirement, the ratio averaged 51% FT to 49% PT.

All current, part-time faculty meet accreditation requirements for education and experience.

iv. How the faculty composition reflects the diversity and cultural competency goals of the institution.

Of the 15 faculty (FT & PT) working in the EEFS program, 27% self-identify as people of color. The college reports that in Fall 2013, 31.4% of the student-body were identified as Minority.

B. Report any changes the SAC has made to instructor qualifications since the last review and the reason for the changes. For instructions and form, go to: <http://www.pcc.edu/resources/academic/instructor-qualifications/revision-instructions.html>

Beginning in 2011, the EEFS program began what has now become an ongoing attempt to clarify instructor qualifications for the program.

As a professionalizing and often marginalized field, early care and education has few specifically-named higher education degrees available in this country. Where available, professionals in the field complete degrees in subjects that “sound” related, e.g. Human Development. However, in many institutions of higher education, early childhood professionals are forced to “create” their own degrees that reflect an early childhood focus. For instance, until recently at PSU, students might complete a “Curriculum and Instruction” Masters degree but embed a great deal of early childhood course work in their program of study.

In revising its instructor qualifications, the EEFS program is trying to both expand the list of degree titles that might reflect an early childhood emphasis embedded within, while also specifying that all prospective instructors must demonstrate completion of at least 30 credits of ECE specific coursework regardless of degree title. The EEFS faculty remain hopeful that administrative word-smithing will conclude shortly.

C. How have professional development activities of the faculty contributed to the strength of the program/discipline? If such activities have resulted in instructional or curricular changes, please describe.

Faculty have attended numerous professional development events, pursuing topics and opportunities of professional interest as well as those that specifically will contribute to program instruction. Activities include...

- Online instructor training.
- Effects of micro-aggressions in the classroom setting.
- Beyond Inclusion, Beyond Empowerment – 2 faculty.
- National Council on Family Relations (NCFR) Online Annual Conference
- Oregon Parenting Educators Conference; Oregon State University/Oregon Parenting Education Collaborative;
- Encouraging Male Involvement in Early Childhood, Parenting, and Family and Consumer Sciences; American Association of Family and Consumer Sciences
- Early Years to Early Grades Symposium
- Yearly attendance at the Oregon Articulation Summit for ECE.
- CLASS Observer training and certification – preschool and toddler.
- High Scope Curriculum; Lesson Planning, Small Group Time, Active and Engaging Learners,
- Coaching for Success,
- Mind in the Making,
- Early Words Language and Literacy Training of Trainers,
- Understanding and Embracing Cultural Differences.
- Helen Gordon Child Development Center Professional Day focusing on Reggio curriculum module.

Faculty report that professional development has enhanced course content, bringing work up to date. Professional development has also increased skill with diversity-centered practices affecting instruction and interaction.

E. Facilities and Support

A. Describe how classroom space, classroom technology, laboratory space and equipment impact student success.

Classroom Space & Technology. The EEFS program encounters some issues with Classroom Space. As a CTE program, instructors need periodic access to EEFS materials stored in HT 320 and in 321. When EEFS classes are offered in other classrooms (classrooms across campus, in different buildings, etc.), material access is limited and students do not have the benefit of the hands-on technical experiences. Material size and quantity makes moving materials

across campus difficult. Faculty teaching at campuses outside of Sylvania have struggled to access office space, printing and other services. Addressing security code access issues after traditional business hours for scheduled evening sessions is a significant challenge.

Laboratory Space. The Sylvania Child Development Center and Lab School is a vital component of the EEFS program. Skilled mentor teachers in the lab school model best practices to EEFS students, providing intensive coaching and mentoring. These “relationship-based” practices have been shown to produce significant changes in practitioner behaviors above and beyond simple classroom instruction (Weber & Trauten, 2008).

Nationally, a strong majority of early care and education settings are estimated to be of poor or mediocre quality (Child Care Aware, 2014 Fact Sheets). Poor quality care is significantly associated with lower academic and cognitive achievement for children and higher rates of challenging behavior (Barnett, 2003). To prepare students to provide high quality, healthy environments and experiences for young children, it is critical that their professional preparation include student teaching in high-quality environments with experienced mentor teachers.

The EEFS program has been negatively affected by recent reductions in laboratory availability at PCC. In 2014, the nationally-accredited Rock Creek Child Development Center was closed due to budget issues. Budget issues also led to the demise of evening and summer programming provided at the Sylvania Child Development Center as well as reduced hours of operation. The contraction of child development services limits accessibility to the services by student parents. Struggles with low child development center enrollment make it appear as though such services are not needed, when in fact such enrollment may reflect accessibility issues. These issues are ultimately created by unrealistic budget expectations for the operation of a laboratory school program.

Program closure limits the number of spaces available to program practicum students. While community practicum placements are provided for the final two levels of student teaching, such placements are not used for early practicum levels. Laboratory mentor teachers are specifically hired and compensated for their work supporting the learning and development of student teachers. PCC mentor teachers are expected to maintain high levels of program quality and to align their practices with EEFS instruction and expectations. Such demands cannot be made of community, volunteer mentor teachers.

The EEFS faculty is concerned that, while the recent bond program (<http://bond.pcc.edu>) explicitly states that new, larger child development center

facilities will be constructed at Sylvania and at Rock Creek, plans have yet to progress in any substantive fashion.

B. Describe how students are using the library or other outside-the-classroom information resources.

Students in a variety of EEFS classes are encouraged to use the library (online and in-person) for journal reviews, book reviews, annotated book lists, activity planning and activity development.

In some classes, students view video and read book excerpts derived from the library collection or membership in library consortia.

Students across the program are encouraged to visit Perkins Tutor, Doree Dennis, for their writing. Doree notifies faculty each term of her schedule to distribute to students.

Some faculty have placed a "Counseling Center" section in syllabi.

C. Provide information on clerical, technical, administrative and/or tutoring support.

Emilie Young rocks as Division Assistant for EEFS. She is only occasionally supported (occasionally ably) by student workers. Emilie serves as IA for EEFS, Nutrition, and the Division Dean as well as supporting the other IA's in the Division. Her workload justifies the need for a consistent assistant. Unfortunately, this has not been a budget priority.

The EEFS program is fortunate to have the services of a Perkins Tutor for the program. Doree Dennis has served in the position for 7 years. Doree provides general program advising as well as writing support for students in EEFS courses. An experienced ESOL instructor, Doree has been particularly effective in supporting the success of students learning English as a non-native language.

B. Provide information on how Advising, Counseling, Disability Services and other student services impact students.

In 2013, EEFS faculty presented EEFS program advising guidance to a gathering of Sylvania advisors.

In general, college advising sends students to the EEFS department when a student states an interest in the early care and education field. Advising for EEFS students is complicated by fragmented program employment requirements. It is possible to obtain employment in early care and education with little to no college coursework. Additionally, students with previously completed degrees in other fields have several options available to them that may not involve EEFS degree or credential completion.

Paul Halloran continues to generously provide initial program advising for Spanish-speaking students.

The work of caring for young children can call up previous trauma or exacerbate existing life stressors. The EEFS faculty regularly connect students experiencing distress with college counseling services.

C. Describe current patterns of scheduling (such as modality, class size, duration, times, location, or other), address the pedagogy of the program/discipline and the needs of students.

EEFS is primarily an online, evening and weekend program. This pattern of scheduling best fits the needs of students working in the field. 50% of student survey respondents indicated that they are currently working in the field. In the field of early care and education, credentialing takes place primarily in-service (as opposed to public school teaching in which credentialing is primarily pre-service). Because of employment demands, pursuing education full-time can be difficult. This is reflected in the rate with which students attend the EEFS program half- or part-time (62%).

F. Career and Technical Education (CTE) Programs only: to ensure that the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field.

A. Evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include minutes from the last three Advisory Committee meetings in the appendix.

The EEFS Advisory Committee meets each quarter during the regular academic year. The Advisory Committee includes participation from articulating high schools resulting in joint career technical meetings for the region. The EEFS Advisory Committee has a healthy participation rate and meetings feature an active exchange of information and ideas from all participating members. Meetings focus not only on the functioning of the EEFS program, but also updates from the field and from members. The Advisory Committee has made a number of recommendations that have result in programmatic changes. For instance, employer representatives were helpful in the development of the Technical Skills Assessment by recommending use of the CLASS (Classroom Assessment Scoring System) in student experiences leading to the development of the Showcase Portfolio (see above). The CLASS is used in by a number of employers (e.g. Head Start, QRIS star-rated programs) to monitor teacher effectiveness and guide in-service professional development.

Advisory committee members representing community employers continue to support and applaud the quality of PCC EEFS student graduates. Available EEFS graduates are often quickly hired by employers who both serve on the advisory committee and also provide final practicum placements for students.

B. How are students selected and/or prepared (e.g., prerequisites) for program entry?

EEFS is an open-entry, open-exit program. Students begin taking classes when they are “ready.” Readiness is established as completing Writing 90 or testing into Writing 115. As students enter and progress through the program, they must pass a criminal history check administered through Oregon’s Center Background Registry for Child Care Programs. Failure to pass this check will effectively end a student’s participation in the program as students must have a background check in place to participate in practicum.

C. Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

A 2011 report by Institutional Effectiveness indicates that 20 degree or certificate attainers, who were not continuing as students, were employed in the field. Of those graduates, the overall salary average was \$16.99/hour, with full-time employees earning, on average, \$17.86 and part-time employees earning \$14.61.

A recent study of the Oregon Early Learning Workforce found that practitioners with an Associates degree or higher were most likely to be paid the highest wages in the field. Nationally, child care workers (those often caring for children in homes) earn on average, \$9.38. Preschool teachers (those working in regulated centers) earn an average of \$15.40. In Oregon, child care workers earn \$10.26, while preschool teachers earn \$11.88. Based on the national- and state-level data, graduates of PCC’s EEFS program, particularly those employed full-time, appear to enjoy increased wages as a result of (or related to) program participation.

Nationally, employment opportunities in the field are expected to grow by 14 – 17%.

D. Please present data on the number of students completing Degree(s) and/or Certificate (s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons that students may leave before completion.

Academic Year	Certificate	Degree
2011 – 2012	15	13
2012 – 2013	22	9
2013 – 2014	27	9
2014 – 2015	22	5

Credential auto-warding has increased the number of certificates awarded in the program.

The low rate of degree completion is influenced by the following factors...

- Pre-service training and credentialing is not required to work in the early care and education field. As a result, students often leave the program for employment in the field.
- The EEFS program includes 5 terms of practicum (student teaching). The final terms of practicum (Practicum 4 and Practicum 5) involve 7 credits per term with placements in the community. While the department works to grant reasonable accommodations for final placements, some students find that it is easier to obtain a General Studies degree and meet “related degree” employment requirements. National accreditation and state professional development initiatives recognize a “related degree” as a degree in a field other than ECE that contains a certain number of ECE-specific credits. A recent audit of all EEFS student files revealed that 57 out of 337 students (17%) changed from an EEFS AAS major to a General Studies major for graduation.
- EEFS AAS articulation with PSU’s Child and Family Studies major specifies that while PSU will transfer in the first three terms of practicum, the Practicum 4 and 5 credits will not transfer. This contributes to the switch to General Studies (see above), as students do not wish to complete credits that will not transfer. The EEFS faculty have met with the program chair for PSU’s Child and Family Studies to discuss whether Practicum 4 & 5 might be specified as the transferable practicum credits rather than the beginning levels.
- With a national shift toward a BA credential requirement for early learning employment positions, some students are shifting to begin their program at a 4 year institution rather than at the community college.

E. Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

EEFS has articulation agreements with Portland State University's Child and Family Studies Program and Southern Oregon University's Child Development program.

Due to the changing credentialing requirements in the field, a number of Oregon institutions of higher education are developing BA programs in early childhood education. PCC is involved in state-level coordination efforts to ensure that articulation between AAS ECE programs and BA programs does not limit student accessibility.

F. Describe and explain any additional changes that have been made to the program since the last program review.

See above, Section 1.

G. Recommendations

A. What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

Improving Teaching and Learning

Our plans for teaching and learning primarily involve the program relationship with the lab school.

- Advocate for a professional development budget for lab staff to ensure up-to-date practices and knowledge base.
- Advocate for alignment of lab practices and expectations with national accreditation and state QRIS quality initiatives to ensure that students consistently observe and have an opportunity to practice essential elements of high quality practice.
- Support development of visionary leadership capacity for the lab school to foster accountability for best practice in the lab program, build generative connections to the EEFS program, and seek outreach to the greater early childhood community.

Student Access and Success

- Support development of High School CDA as "career-ready credential" leading into PCC EEFS AAS degree. If approved, students will complete their classroom hours over summer at OCDC and Community Action Start. Students will be able to use the community resources to complete the CDA for purchasing materials, observations etc. The goal is have a summer practicum course with seminar over

the summer months through the EEFS program at PCC. There is one obstacle for students being underage to get the Oregon State Criminal History clearance.

- Faculty will continue to work with articulating high school administration and advocate for linkages between articulating high school programs and state/national quality initiatives (national accreditation, Oregon QRIS).

Student Learning and Success

- Designate HT 320 and/or 321 as the EEFS classroom during class scheduling to allow for materials access. Ensure designated classroom is outfitted with small tables rather than individual desks. Ensure classroom environment is maintained such that even the evening students experience are clean and productive learning environment.
- Evaluate EEFS out-of-department electives to add to the list of potential elective options for students to meet interest and employment goals.
- Explore development of course on communication in early care and education settings or identify of appropriately similar course offered in another department.

Degree or Certificate Completion

Consider implementation of a skill-based assessment in working with students in the final levels of practicum. Reliable use of CLASS will require additional professional development to maintain instrument reliability levels.

To address declining enrollment and limited graduation rates, consider development and implementation of population-specific certificates and degrees. For instance ...

- Develop infant/toddler focused course work and certificate.
- Construct Children With Special Needs certificate with additional coursework as needed.
- Construct Family Services certificate or degree with additional coursework as needed.
- Research other emerging “markets” (school age care, youth recreation).

Critically evaluate current degree structure and demands to ensure program balances curricular goals, student accessibility, and employment needs. For instance, are current practicum requirements inhibiting student progression and completion? Such evaluation and modifications may include a redistribution of credits within the program.

B. What support do you need from administration in order to carry out your planned improvements (for recommendations asking for financial resources, please present them in priority order. Understand that resources are limited

and asking is not an assurance of immediate forthcoming support, but making administration aware of your needs may help them look for outside resources or alternative strategies for support)

Administration can support EEFS improvements in the following ways...

- Put the position for the Sylvania Child Development Center director up for hire with the goal of bringing energetic, creative, and visionary leadership to the CDC program and improving CDC alignment with EEFS program practices and expectations.
- Support CDC mentor teacher and child development specialist professional development to improve and support high quality mentoring practices.
- Advocate for a designated EEFS technical classroom to be reserved for evening EEFS class scheduling.
- Build into the division or EEFS budget, permanent support for clerical assistance to the current office staff.
- Actively support creation and reconfiguration of EEFS courses and credentials to meet work place needs and increase completion rates.

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Appendices

Appendix A: Advisory Committee Minutes

PCC Advisory Committee Meeting

This meeting was conducted as a focus group for the EEFS 2015 Program Review. As a result the structure and format of the meeting were atypical.

3/13/2015

PCC Sylvania, CC, Conference Room B

Shahnaz Badiie	Ari Szego	Dominic Paz
Simone Chaves	Judy Magee	Janna Cook
April Rose Castillo	Jessica Palmer	Lori Balch
Pat Knowles	Joy Jerome Turtola	Tammy Ulrich

Introductions

Andrew – Interim Faculty Chair, PCC EEFS

Faculty Members Hadiyah Miller and Jamie Rodrick not able to attend due to PACTEC .

Pat Knolls – Director Providence St Vincent

Lori B – Community Action Head Start

Jessica Palmer – Community Action

April – Graduate of program. Art instructor in Portland Public Schools

Judy – Pacific Oaks College

Simone -- PCC CDC director.

Dominic – Former student. Lead teacher at PCC CDC

Tammy Ulrich – PCC part-time faculty

Ari – Oregon Child Development Coalition

Janna Cook – CCD licensing

EEFS Program Review

Andrew – Program review is on May 8th , 9 am – 11am, Sylvania HT 319– we do invite everyone to be there.

Focus Questions for the Advisory

Let's start out with what are your overall impressions in relation to educating students in the workforce, including student preparation and knowledge base.

Question 1: freshman sophomore level. 30 credits. Certificate level. Student preparation.

Pat – I don't have a lot of grads in my program, but I did chat with those that do and my own observations. I wonder how much time is spent with students on attachment care? And having more opportunity for practicum that didn't require them to be here at night. Practicum hours seemed to be difficult for person he spoke with.

Janna – My first thought was what they get to experience in Multnomah county area. Here they get to experience best practices but it can be eye opening when go out and find experiences that are very different. They will see a lot of different practice out there. How are they prepared for that?

Simone – That is the value of our program. Where else are they going to see it? They still have innovation and creativity in their teaching.

Lori – They need to have more connections with families. Understand they are not just teaching the children. That's an eye opener for new hires. Especially in the population we work with. Some may not have been exposed to that.

Jessica – Learning communication skills and being culturally sensitive. Attachment to children and with families. Understand they can't say if the kids had better parenting skills we wouldn't have these problems.

Judy – For how many is this really just first 12 weeks of experience and how many in program come to PCC to get more?

Andrew: 79% of students are working part time in the field. Comparably 80% achieved employment after taking classes. We haven't been good at tracking long term employment. Probably 50/ 50.

Judy – Is your program designed to primarily put students into workforce or for those going on for BA?

Andrew: Both. Degree is more bridging. Certificate is for workforce.

Ari - What about meeting math and writing requirements?

Andrew -- We require students to take placement exams. Ask that they are college ready. No pre-reqs for cert level. Degree level has more requirements.

Ari – Any way to connect with students before deemed college ready? Potential students say they are interested but don't have skills.

Andrew -- We used to have grant for Spanish Speaking students – grant went away. Do have in house tutor in EC dept. Try to do advising. We try to touch base with students in pactec advising.

Pat – Do find it really attractive as an employer to see students in program. Shows dedication to the field.

Jessica – Is there flexible support for students who have no experience vs those who have some? At Rock Creek some students had no previous experience and needed more time to gain confidence.

Andrew -- Don't have solid answer. Within student body—have students with no experience and those who been in for 30 years. They won't get credit for work experience unless they go through coop ed or credit bearing alternate path. Not formal way embedded in lab program. Goal is completion. Work to provide quality instruction and experience and support in finish.

Andrew -- Looking at the larger picture, what is competency? We had no real measure except an instructional gage. Problematic with academic instruction. We've moved to more of an outcome skill base. Graded on behavior goals and tasks. Basic math needed for feeding. For some students it becomes overwhelming – talking ounces rather than other types of numerals. We can always improve.

Ari- How often do you see students on the certificate path, then go into field, then come back for AA? Is there a transition they need to prepare for AA level?

Andrew -- No, they can jump back in.

Pat – Can I find those stats on the website?

Andrew -- **AR** yes. **Will send a link to everyone.** It is an awesome website, particularly for statistical analysis. In terms of completion, we don't have those numbers. There is a challenge there which the dean could articulate better. College counts certificates as completion. Caveat is where they're only counting degrees as completion. Problematic to our program. Fit tech program turns out a bunch of certificates. Certificates not counted and auto award program.

Pat -- Is there data being kept on why students leave program?

Andrew -- We are tracking that now. Doree is calling and asking students. Gathering data.

Pat -- Would be interesting to know if leaving due to life or difficulty of program

Andrew -- Students do often stop before practicum 4 and 5. Reason is PSU doesn't count in degree load. Will count 100% of credits, but not practicum. Having conversations with PSU to count advance practicum. Students have to move into PSU and do practicum there.

Pat -- Long term disconnect.

April -- A lot of people did that when I was in program. Moved to PSU before practicum

Dominic -- I moved on to PSU. Smooth in sense that credits transferred. Feel that talking with Ben Anderson Nathe and having clear lines of what credits can transfer is helpful. Speaking of program in general -- now I'm lead and mentor teacher in toddler room. I see what students are taking away is at least minimum skills needed for work force. I do see best practice. My hopes are that they take the pieces that work the best into their program. For me going through I was prepared after 2 years and it did support my transition to PSU. Speaking for our students who are preparing at least to enter the work force with skills to participate in a variety of different programs that are offered.

Pat -- Did you find repetition at PSU?

Dominic -- Yes some. I think having more conversations with PSU will help both programs

April -- How long does it take to complete bachelors?

Dominic -- Depends on individual, but I think can complete in 2 years if follow traditional model. Felt like I did get a bump in the credits from PCC to PSU. Allowing to finish in 2 years, even though I didn't.

Andrew -- Interestingly, in our program by time students hit early education program, they have a lot of credits to qualify for general studies degree. Family studies is often a discovery degree rather than destination degree. Will discover degree along the way. Many have been in collage a while. Interesting question for field in general.

Has the Early education program supported your programs in onsite advising and staff training? One of things we do is reach out to the community. How have we partnered, if at all? How have we and if not, what would that look like?

Ari -- We really need set 2 and set 3 trainings. Work with to partner to get set 2 and set 3 trainings.

Pat -- Coming up in the networking flyer.

Ari -- Always QRIS moves onward and Oregon registry program people are going to need.

Ari -- How about a train the trainer certificate program?

Janna – Resource and referral does some of that. Might be where to look for those opportunities. QRIS steps and rewards –hope that it will raise peoples sense of professionalism. To be able to say I'm a step 8, or a step 5. But lots to be supported within that system.

Simone – Students need to be getting something out of -- not just putting in hours.

Andrew –We're going to send out a survey on certificate programs. So definitely fill that out. That will give us data to talk with deans and presidents to develop additional certificate programs.

Ari – Is there course work for home visiting?

Andrew -- No

Ari-- Maybe some way to connect your program with others across the state. Students you train may go in to programs where teachers have to do home visits.

April – More talk in elementary about that. But have to be trained to do, so that would be helpful

Andrew -- Important to note that.

We've asked the question what other certificates would be useful? What we know is many students would like non teaching early studies certificate. It is a question out there. Focuses on teaching now – but not all student looking for just teaching. Also looking for advocacy, social work and others.

Janna – What is being offered in terms of working with parents?

Andrew – That is infused in all of our course work in some way, but especially with practicum. In practicum, students connect with parents, learn to use parents name. Have a class on family partnerships. It is offered online in family studies. Covers family diversity, barriers, pressures on the family before they even get to you in the morning. Little bit about working with families. It is an online class. Some limits there. Required to do family interviews. Much of the parent interactive work is in practicum.

Janna – As a licenser I see providers struggle with how to give challenging info to parents. What is happening in training for that? Growing need. Some are challenges people haven't faced. How do we prepare teacher to deal with?

Jessica – Our teachers do home visits and that is their challenge. Things go unsaid because don't have the skills or don't know how to say it. Then have to back track and do repair.

Janna – Need to help build confidence on how to present.

Jessica – And build relationships.

Pat – On going developmental issue. Staff turn over also makes that difficult

Simone – That is student's most challenging area. When asked what's challenging for you --- parents is answer.

Andrew: Many students go into early childhood because don't want to deal with adults. We need to help students know it is not just children but dealing with entire family. What does it look like for family? The emphasis we put in infant toddler lab is that we have info and expertise, but we aren't an expert on child – the family is the expert on child.

Other things we've done for your program or that would be useful?

Pat – I'm having trouble answering that because I didn't know we had that relationship or that it is available. For my program we have very little contact. We just finished an 8 week course on circle of security. It is an in-depth look at the relationship between the child and parent and we turned that to teacher and child. It was a very emotional experience for staff. Really inspiring. Watching staff after training. Opportunity to be with children. This is why I brought up the attachment care issue. They really don't understand that part. Especially younger teachers. Don't understand getting on the floor and having a relationship with child. Tends to be a lot of walking wounded in this field.

Ari – Opportunity to get in touch with yourself. In this field, especially in head start, many people going into have experienced trauma.

Andrew -- In the program we want students to self assess and self weed. The sooner students move into direct service to children, better practitioners. Talk about crisis care.

Are there any barriers people have or employees have encountered?

Ari-- Need classes at Rock Creek.

Andrew -- Additional locations - Rock Creek. Disadvantage lab closed there. Suggestions to decrease barriers?

Pat – Haven't heard much about potential SE center

Simone – Submitted, head start, other private centers. Will be more. Invited to presentations to show proposals. Moving this spring.

Pat – Building identified?

Simone – Remodeling building as we speak. 2 preschool / 1 toddler. Licensed for about 50 children. Looking at what it will look like, but depends on vendor. Interested in collaborating.

Janna – As licensor, antennae go up. Are you working with someone from our office already? Good idea to work with floor plans, etc. early.

Pat – State is minimum standard.

Simone – Don't know if it will be accredited but do want it to be accredit-able.

Janna – Those programs not required to be licensed are sometimes in buildings that don't have the right occupancy permits. Can be challenging to change to later. Better to be sure early on then try to change later.

Ari-- Looking at staff development -- emphasis on CDA , some AA. Gaps are readiness working on CDA – literacy, language level, professionalism. Once people have CDA, gap between that and readiness to get into AA program. Have to take 5 math classes to get in. Once people have CDA, need that for own hiring, how do we support them to become college ready. Virginia transition program, interrelated with our need on how to help high risk students stay in school. Create parallel program but tap into that program as well to bridge gap between certificate and AA. Don't know how it helps you but framework I'm working in.

April – Learning disability testing for adult students. Many didn't get it as kids. What kind of partnerships do you have on campus to support adults with learning disabilities.

Lori – One of our difficulties. To pass the MAT.

Andrew – There is movement right now in curriculum development for math for ECE students. Tweaks needed. Hopefully approved. If moving into CTE, math in track. Comes down to advising for us. If want to move into baccalaureate program, not valid. Would have to do traditional math track. Double bind. Those math credits won't transfer.

Jessica – Is current math needed to graduate 65? Many students often take first to get rid of. Need to take later.

Simone – ECE entrance, go back and do the math.

April – if CTE rigorous enough to place into entry level math, then would be worth while

Judy – Confidence building.

Andrew: Our students avoid math. Most CTE programs have a math barrier.

April – Hopefully reframe for ourselves. Our beliefs about math affect our student's beliefs about math.

Janna – And that's where appropriate practice comes in. Not worksheets at age 3.

Pat – Help teachers understand difference between being a teacher and parent. Come into classroom thinking have 8 kids of own. Need boundaries. Approach to how to respond to kids instead of taking opportunities for further learning. They go to default parenting. Wonder if that is in coursework.

Andrew -- That's more practicum base. Parent role, and practitioner role. Also practitioner role and entertainer role. Influence one another, but what are you choosing to do and what is your attention. We struggle with because they are babies -- infant / toddler. Discuss how holding baby shows your persona.

Pat – Working with team where they want to talk with each other. Trying to explain missed opportunities. That they need to maximize opportunities for learning. Not just for children to be happy and quiet. We want to be offering more. Find out what is making them happy and quiet not then talk among selves.

We currently offer 1 – 3 in lab. Practicum for experienced teachers of 5 years or more at student's worksites. Practicum 4 and 5 is field work. Identified programs in community or place of employment. We want to hear about your experience with practicum accessibility. Ability to work and complete practicum requirements. Universal issue for all teacher education programs. Thoughts and experiences?

Lori – Students working in own classrooms works well.

Andrew -- Do you see practice change with that model?

Lori – Yes, I think they are challenged to try other things. Maybe a little conflicted to be sure they're doing head start the right way, but they are given permission to try new things learned in program.

Pat – Perfect opportunity to observe if being in own environment is positive or negative.

Lori—Helped so much to have practicum at their work site, some students couldn't do lab practicum financially.

Janna – It is a valuable experience to learn to negotiate when what is being taught doesn't match with center student is in.

April – if doing in own setting, it would be valuable to go and visit other sites

Andrew -- Hadiyah flags. They need to be working in classroom. Have to make change.

Simone – It is a gradual building. By practicum 3 they have to do lead days.

In community, when don't have control. I didn't learn anything. My ideas weren't accepted. Who are you to tell me it's not right when I've done 30 years. Students learn right way. Conflict. Students face difficulty.

Andrew -- It's rare that our students experience that. Biggest challenge is overall feeling, site placement, feeling empowered enough to be part of the team. We have list of sites , specific early learning centers we know they'll be mentored. Community partners onboard, higher quality mentoring. Students obtain quality experience. Can do projects. Has to be some kind of emergent curriculum

Is there a maximum of students in lab?

Simone – 7 in one preschool classroom, but not every day. 2 or 3 sometimes though.

Pat – That hasn't changed much. 2 or 3 would have been a challenge. Use to teach here.

April – In my experience, with another student, we developed kind of a team teaching. It was valuable.

Andrew – Students do 5 weeks with infants, then 5 weeks with toddlers, In practicum 2, week to week change. In 3, they can choose which area. But in community, may need to be able to float between. Future goal is to rotate students between areas.

Simone – Split between preschool and I & T. So different between the two sides. Would be ideal to see both.

Judy – Have you thought about the cohort model? Students follow the kids.

Simone – If we did that it in one year not all of the kids move .

April – How about a practicum in an early elementary program. Not addressed a lot. Missing pieces. Early childhood educators in elementary schools. It's a challenge. Helped me to realize I liked working with just a little older child when had older children in evening practicum.

Andrew -- Early childhood at the table and want to partner, but elementary system has to also want to partner. Can throw invitations out, but have to be accepted.

April – Some charter schools might be more interested.

Judy – And private schools

Jessica – Infant toddler and experience with pre-school. Do pre-k get experience with toddlers? See 3's coming in with still toddler behavior. Teachers struggle with how to deal with toddler behavior. Haven't experienced.

Simone – Don't have a good way right now, but see the same thing. If look over here into toddler area, it happens all day long.

Lori – Definitely summer institute, teachers have to make a decision on age group to work, but don't have that experience.

Pat – Issue take time, continuity of care needed. When teachers go from infants to preschool it can be positive. Downside too that kids know teacher too well. But for most part positive for teachers. Dance we do every summer. Many teachers that really are better on one side of the river.

Andrew – This is something we are talking about. Emphasis with students. Typical of development so wide. Preschool can still be a toddler.

Andrew -- 40 90 40 model in Vancouver. Or 30. 30 days transition from pre school to kindergarten. 30 or 40 days transitioning into 1st grade. Bringing dramatic play back. Huge rift. Has to have educational justification for dramatic play. Educational justification for play for kindergarteners. Interesting going on in Vancouver school district.

Pat – Portland public brought blocks back a while back

April – That was probably before common core though.

A: last two questions

Any specific coursework you found your people benefited from?

Jessica – Advanced practicum. Study project approach. Hope PSU will drop lower level so can do advanced practicum. And then, obviously anti-bias. Would love to have a partnership. Breaking down personal barriers to build attachment.

Simone – Talk about anti bias. Have to do some of that work.

Pat – I don't see a lot of your students but would go back to my comment about attachment care. They really don't get that piece and how important it is

April – Echo anti-bias. Two of the most impactful classes to me.

Andrew -- Yes. There isn't a template for this. You have to know the children in your classroom. You have to have relationship with yourself and children and families

Ari -- Does it include poverty as well

Andrew -- Yes

April – Do you talk about working with families whose native language isn't English?

Andrew -- Woven throughout our program. Hit on head on in 224. Socializing agents
What other classes? Certificate & degree options? What other classes or certificate options? Specific programs & employees?

Jessica – Communication. We work in a field with a lot of women who can be passive aggressive in their partnerships and teams.

Janna – Reality is they don't see as often in broader piece, but those that struggle with knowing what developmentally appropriate practice is and working for someone who isn't working that way. Using worksheets. Rather than environment where skills can be developed. There are still those in workforce that are experience trained and not doing basic child development work. What is that issue for an education facility. Empowerment to stand up for children and DAP in work place.

Air --Connects with what Jessica said with communication. What seeing in classrooms not at that level.

Janna –How do you act on what you know when management isn't there

Simone – DAP and attachment care, and not what they are being asked to do and show. Kindergarten assessment – 2 messages. Teaching around how we can be innovative and keep DAP in ECE while all these pressures to do other things.

Judy – Students regress. If they work in environment without long enough, loose. Brain cells not used get lost.

Pat – How much do we share current research and how much do we share as it develops? What's happening in my work is that research is exploding about how much we know about 1st 3 years. Want teachers to understand that. Missed opportunities matter. Default parent comes out and prevents meeting opportunities. We are building maps in brains. How much can we get in there?

Andrew -- I think we try to translate research into understandable pieces for students. Challenging when students don't have skills to critically think with. Glimmer of critical though process begins, then they leave. In upper level courses, try to support students in becoming critical consumers of research. As instructors we use to frame our course work. Research foundation, but in terms of students understanding, becomes more of a baccalaureate level relationship. We start it. Challenging for students to take what reading and move it into practice. If new to research and don't have critical lens for,

then use one article as bible. Takes many pieces to formulate opinion. From there what is the counter opinion. We embed it. Package in way students can absorb it.

Pat – Found it easier for teachers to grasp process of synapses than to understand Piaget. Can grasp use if or lose it .

April – Another idea I had, classes to help people working with kids to help educate the parents. Either on target or help getting up to. As a parent, I took classes when I had a toddler to learn that. Most don't. How can PCC support the educators to pass skills on to families. Family advocates and social work, but even teachers need to know what they can do.

Janna – How to be a parent trainer when you're a teacher. Really need to be.

Simone – Asking to do a lot. Especially in a cultural aspect may or may not be familiar with.

Andrew-- We will send out a survey. Please pass it on to employees if you'd like. The more feedback the better!

On your notecards. Please jot down 3 top priorities our program should focus on. And then what advice do you have to faculty about program and program review.

Survey will be out on Monday.
Important dates – May 8 – Program review.

Friday June 5th from 9 to 11. Meet here again. Stick around for final advance portfolio defense that day. For many it is the 1st time to stand in front of stake holders

See you on June 5th and thank you!

Portland Community College
Early Education and Family Studies Program
Advisory Committee Meeting
December 5th 2014

Attendees:

Gillian Brune, Mentor Graphics CDC
Judy Magee, Pacific Oaks College
Dominic Paz, Portland Community College CDC and former student
April Rose Castillo, Portland Public Schools and former student
Simone Chaves, Portland Community College CDC
Jane Hogue, Community Action Head Start
Kris Long, Community Action Head Start and former student
R. E. (Ari) Szego, Oregon Child Development Coalition
Cherylynn N. Froehlich, Helping Hands Family Daycare and former student
Joy Jerome Turtola, Early Learning Consultant, Community Member
Jan Alvarez, Community Action Child Care Resource & Referral
Melanie Ransom, Community Action Head Start
Janna Cook, Office of Child Care, Early Learning Division
Jen Piper, Dean, Portland Community College
Andrew Garland-Forshee, Portland Community College EEFS
Christyn Dundorf, Portland Community College EEFS

1. **Intros:** What do you crave during cold weather?

2. EEFS Program Updates

A. Program Review

Christyn described the representative nature of the AC
Entering a Program Review year. Would like to run next AC meeting as an
AC/Stakeholders Focus Group. What questions would you like to be asked?

Program accessibility –

- Are students/employees able to access the program?
- Practicum - Is this a marketing issue? Market the practicum options.
- Marketing of program advising - critical contact people
- How could we better improve communication about our program, advising and accessibility options?

Coursework

- Other languages - Spanish, Russian, Chinese, Somali
- Courework offered across the District.
- What other career technical programs at the college might benefit from a ECE course? IE ECE courses for pediatric nurses.
- Trauma informed - when/how can students get this information? poverty, war-impacted, migrant families.

- Challenging behaviors. More inclusive, more special needs, etc.
- How do programs identify what they would need to do to be an emblematic site (for course visits, practicum, etc)?

Workforce Preparation

- Are students coming out prepared for workforce demands?
- What is our role in **continuing education** with regard to practical experience?
- QRIS need? Given the current demands on the workforce and changing state system, what should be the role of the program in providing or facilitating/supporting community-based education?
- What are the needs of the workforce given the changes in the state systems? What is the role of the EEFS program?

Request: Summary of student demographic information. Where do they come from, where are they going?

Email questions to Christyn if you think of other questions. Faculty will develop critical questions with follow up and distribute to AC prior to next meeting.

B. Accreditation Standard 7

- Will require that students have experience in two of three ages groups and two of three work settings.
- How to develop relationships with early elementary education programs?
- Remember that HS is early and regular HS?
- Do Child Care Partners "count" as HS placement for accreditation purposes?
- Terminology from the NAEYC Standard is "observe and practice"
- Using QRIS and Steps info - To identify potential high quality programs. Stars on QRIS relate to staff qualifications.

C. Showcase Portfolio Course. Course proposal has been developed and submitted to the EEFS department for discussion in Subject Area Committee (SAC) meetings.

3. Advisory Committee Member Updates. Asked to comment on involvement with HUBs and comment on CDA as potential "career ready" credential for HS students.

Gillian Brune - Mentor Graphics

- 5 star rating! on QRIS
- Used articulation with NAEYC process.
- MG will hire CDA credentialed people.

Simone Chaves - Sylvania CDC

- Long time retirees and now amazing new staff.

- District wide - child care is growing at PCC but in different directions.
 - Albina HS at Cascade.
 - SE Campus will put out RFP for vendor.
 - Rock creek program did close. Looking for a better way to serve children at RC.

April Castillo – Portland Public Schools

Critical lack of diverse teacher workforce. How to increase/maintain diversity. How to get more ECE in among the early elementary ed workforce?

Community Action Organization.

- Jane Hogue - New Director, three months in new position. New to Oregon but with many years of Head Start experience.
- Needed to compete for funds that CAO has had for 40 years. Just completed grant app to retain funding and enter 5 year HS funding cycle. Different "business model." More of a balance in EHS and HS slots (2 EHS classroom to 9). Shifting to more full-day, full-year programming. Could offer more slots to student parents not just those individuals who are working or transitioning to work.
- CDA idea fabulous. So many programs are in school districts. Head Start could maybe partner with those districts at the High School level.
- Melany Ransom – Washington County administrators not overly zealous in developing their HUB.

Washington County HUB Update: United Way (Multnomah County HUB lead agency) the backbone of Washington Co hub. Hiring a HUB coordinator for WA County. Bilingual person hired as WA county HUB coordinator will report to Molly Day, Multnomah HUB director.

Joy Jerome Turtola – Community Member and Consultant

Recommend being at as many HUB meetings as possible talking about what can and cannot be done. Big push from the top without a great deal of communication with the implementers. Social Venture Partners and All Hands Raised investing in supporting the HUBS. Funds available for innovative programming that supports HUB efforts.

Ari Szego, Oregon Child Development Coalition.

- Applied for EHS expansion as well as migrant and seasonal HS expansion. Could not only expand slots but also into new counties. Face challenges of onboarding of staff of unknown numbers. Bringing FCC programs up to HS standards.
- Teen parent programs - CDAs to parents who are teens whose children are in HS programs. OCDC currently working with NAYA - working with their teen parents.
- OCDC HUB involvement at the executive level and at the director and county manager level.

Jana Cook, Office of Child Care

- Fall rush - most programs try to open in fall to correspond with school opening.
- Getting people through ORO and into ORO. Must write non-compliances for non-ORO participation. Ding goes on the center license not the individual. Programs are now faced with a dilemma: Do you take the ding or let the employee go?
- Office of Child Care moved from the employment department to the education department. OCC has a lot of money and ed can't touch it. Early Learning Division has a new director - Megan Erwin. Megan and Legislators are visiting the field to see what practice is like in the field.
- Struggles with training needs not getting met. Recorded at the ORO office properly.
- Rule revision - requesting input online.

NaeVonne – Helping Hands Family Child Care

Inclusive environment. Moving to accepting families with adults with special needs. Push to be known in the field for this.

Jan Alvarez, Washington County CCR&R

Karen Henkes working on a grant to build a cohort of Spanish speaking providers attached to the lowest income schools. Work on ORO Step and QRIS. Improve quality of care for children in those school catchment areas.

Request: Resource links from Early Years to Early Grades Conference from November sponsored by COSA (Confederation of Oregon School Administrators).

Keynote Speaker: Kristie Kauerz

Recent Publication: Kagen, S. L., & Kauerz, K. (Eds.) (2013). Early Childhood Systems: Transforming Early Learning. Teachers College Press.

Conference Resource Link: <http://www.cosa.k12.or.us/events/early-years-early-grades-summit>

UPCOMING DATES:

March 13th, Winter Term Advisory Committee, 9 – 11 a.m., Location TBA

May 8th Program Review, 9 a.m. – 12 p.m., Location TBA

June 5th, Spring Term Advisory Committee, 9 – 11 a.m., Location TBA

**Portland Community College
Early Education and Family Studies
Advisory Committee Meeting
May 30th 2014**

Jody Burnham
Ada Echevarria, OCDC
Joy Jerome Turtola, OCDC
Dave Allen, PSU
Jan Alvarez, CAO CCR&R
Jaime Roderick, Nike 0-3 supervisor
Pat Knowles, YMCA Playground CDC
LL Negri-Pool, Nike Ed Coordinator
NaeVonne Froelich,

Question re Portfolio/Graduation: How many students leave early. Will determine this summer in survey of known students and recent early leavers.

PD grant: Who will be the navigators? Yet to be determined, but will be drawn from CCR&R and Head Start.

PSU - Many students going to SOU or Warner Pacific

EST Certificate: Early Childhood Aide.

Range of credits.

Could be helpful in in-home programs to help with one-on-one needs. A buddy. For the child care division, it would be a TA 1. Objective: Teaching Assistant 1.

Put out to CCR&R CAO.

Nike floater - 18 college credits and 1 year of experience.

YMCA perspective - looking for people who can work one on one.

Head Start bus aide positions.

Foster Grandparent program - Foster buddy.

Relief Nurseries. Weekly play time. Aid to keep child engaged.

Home visiting programs, aides.

PROGRAM UPDATES:

Nike hired a Health and Special needs Coordinator in the fall. Really using his skills. Do the Safe thing, Do the Friendly thing and Do the Team thing.

Tippy Toes and the TeaPot: Assessing how teachers are supporting social and emotional development. Now moving into round 2.

YMCA: Struggling with PT worker issue. Looking pretty well staffed for summer with

students returning. Getting ready for Summer Soiree at Catlin Gable. Already earning money on the event. Will send an invite.

Work with group on trainings. Sponsored Relationships Is The Heart of Curriculum training last year. This year Nature is the Nurture - 3, 3 hour sessions. 30 people. Some time between sessions for homework. Come back with homework results and then discuss overcoming barriers.

Providence Y ready to submit for QRIS.

JAN CAO R&R: Up to the eyeballs in QRIS. Running many sessions on the intro to QRIS.

CAO now has a Nike Family Child Care Provider Network. R&R staff go out to the providers to work on quality care.

PSU EI/ECSE: Hiring a new faculty member. In process. Have identified someone. Waiting for the gears of the institution to move through its process. New person identified has a real international perspective. Graduate level program is completely online.

OCDC: Waiting for the release of the OHS Early Childhood Partnering with Home Based Programs \$\$\$. All waiting for the release because they don't know what the RFP is going to say. Have done a survey of home-based providers in the state. Need to get CDA within 18 months. Will likely focus on Eastern Oregon. Big question will be how easily can we partner? How many children? Is it worth it? OCDC also working on its 5 year grant application. All electronic with an electronic page limit. People are having feelings.

Looking for a good adult language test in English and Spanish. Could look at High School proficiency exams.

NaeVonne : Helping Hands Family Day Care and Preschool. In home program, Have infant, toddler, transition, and preschool. Considering becoming just an IT program. Helping Hands Family Daycare and Preschool. Across the street from Peninsula Elem School. Seeking good consistent employees. AAS \$13 - 15 per hour. Ed award.

Tours of the Nike Facility