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Lake Washington Institute of Technology Department of Early Childhood Education

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Bachelor of Applied Science

Early Childhood Education

Program Proposal

COVER SHEET

NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution

Name: Lake Washington Institute of Technology

Degree: BAS Early Childhood Education CIP Code: 13.1210

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

Degree: AAS Early Childhood Education CIP Code: 13.1210 Year Began: 1983

Degree: _____ CIP Code: _____ Year Began: _____

Planned Implementation Date (i.e. Fall 2014): Fall 2019

Proposal Criteria

*Please respond to all eight (8) areas listed in proposal criteria FORM D. **Page Limit: 30 pages***

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Introduction

Changes in state and federal policies are increasing the expectations and requirements for the preparation and credentials of early childhood education professionals. This in turn places demands on colleges and universities to increase capacity in order to support the need for a baccalaureate-prepared early childhood workforce. These changes include:

- Early Head Start and Head Start Directors hired after November 7, 2016 are required to have bachelor's degree.
- By 2020, 75% of ECE teachers must hold a bachelor's degree in order for a site to obtain National Association for the Education of Young Children (NAEYC) accreditation.
- Washington plans to more than double the number of children in the Early Childhood Education and Assistance Programs (ECEAP) by 2021. Currently, Washington meets nine of ten benchmarks of minimum quality for ECEAP; the unmet standard is requirement of at least a bachelor's degree for all ECEAP teachers.

The purpose of the proposed Bachelor of Applied Science in Early Childhood Education is to contribute to the education and training needs of the professional workforce who are responsible for regular, daily care and education of young children from birth through age eight, working across the spectrum of settings such as childcare centers, preschools, and other educational programs.

It must be noted that this proposal represents a modification from our initial Statement of Need (SON) which was approved in May 2017. The original SON also included a second, certificated pathway with P3 teacher certification. Plans to seek approval for only the non-certificated pathway included in this proposal were discussed with Dr. Joyce Hammer, Director of Transfer Education at the Washington State Board for Community and Technical Colleges in November 2017. Currently North Seattle is the only CTC in our district that offers a BAS in ECE. As noted in our original SON, none of the regional universities offer degrees in pre-school education. Our original Statement of Need (SON) provided support to demonstrate a gap between the anticipated demand for baccalaureate prepared non-certificated preschool teachers and the supply in our region. One hundred percent of those who replied to the survey submitted as part of our SON indicated a demand for early childhood professionals, and while most indicated a bachelor's degree was not required for positions, 81.48% stated that a bachelor's degree was preferred. Over 90% of those surveyed responded that LWTech's proposed program would assist in creating qualified applicants to fill open positions.

Building upon a successful and long-running associate degree-level program, the proposed BAS ECE prepares students for leadership roles in the field. The program includes emphasis in the following areas, which are woven throughout the curriculum and addressed in focused courses:

- Teaching and supporting culturally and linguistically diverse learners, including language and literacy development
- Integrating curriculum to support children's social, emotional, and physical development
- Developing professional leadership and administration skills
- Promoting communication and teamwork among staff, children, and families

In addition, students will be prepared to enter the University of Washington Master in Teaching program and the University of Washington-Bothell teacher certification program, should their goals include teacher certification.

LWTech seeks to help meet the urgent workforce needs for ECE professionals through its BAS ECE program, which will provide graduates with the type of specialized knowledge and competencies that are increasingly expected for lead educators working with children from birth through age eight.

Criteria 1: Curriculum demonstrates baccalaureate level rigor.

Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.

Lake Washington Institute of Technology has designed the Bachelor of Applied Science Early Childhood Education program to provide academically rigorous curriculum that reflects advanced engagement with and application of key topics and trends in early childhood education.

Program Learning Outcomes

The Bachelor of Applied Science Early Childhood Education (BAS ECE) program prepares students to serve in leadership roles in the early learning setting, working collaboratively with children and their families.

BAS ECE degree graduates will:

- 1) plan, create, and implement curriculum based on children's development, unique needs, interests and Washington State guidelines, and analyze the effectiveness of learning experiences
- 2) adapt and modify curriculum and teaching strategies based on the individual needs of children, culture, learning styles, and language
- 3) utilize observations and assessments to
 - a. track children's development,
 - b. communicate progress with families, and
 - c. individualize curriculum planning
- 4) apply reflection-based analysis of teaching methodologies and educational materials
- 5) develop partnerships with parents/guardians, families, colleagues, co-teachers, and administration
- 6) evaluate use of technology in early childhood education settings, and analyze the effectiveness of various forms of media
- 7) create individualized teaching strategies for
 - a. guiding behavior,
 - b. supporting children's social and emotional development, and
 - c. collaborating with families and co-teachers
- 8) recognize the diversity among children and their families within early learning communities and utilize teaching strategies to create inclusive environments
- 9) demonstrate leadership ability by
 - a. applying professional standards for early childhood educators,
 - b. addressing ethical dilemmas,
 - c. serving as mentors,
 - d. collaborating with colleagues, and
 - e. communicating effectively
- 10) demonstrate critical thinking, intercultural appreciation, teamwork, information literacy, and communication skills

Program Evaluation Criteria and Process

LWTech conducted extensive research during the exploratory and implementation phases of this new baccalaureate degree. Employment and demand data drive the need. Employer and student surveys lend insight into demand and interest. Advisory committee and other industry experts provide guidance on scope and content. Faculty members provide expertise on curriculum development. The program proposal received rigorous evaluation by two external experts in higher education and in early childhood education. Input from higher education and ECE experts will continue throughout the program implementation process. Advisory Committee member input and feedback will be collected through regular meetings. The committee will be particularly helpful as the bachelor's degree curriculum is implemented.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Together, those assessments roll up into a comprehensive five-year program assessment. The assessment model is in alignment with the college's core themes. In addition, the assessment includes a five-year comprehensive program overview based on the data collected throughout the years.

Five-Year Comprehensive Program Overview:

- Is the mission statement accurate and current?
- Is the program description accurate and current?
- SWOT Analysis:
 - Strengths and achievements
 - Challenges
 - Opportunities
- Plan of action
 - Short-term goals
 - Mid-term goals
 - Long-term

Table 1: LWTech Program Assessment

Core Theme	Assessment Topic	Specific Assessment	Timing
Pathways	Pathways	Flow Chart – how students move through the program	Year 1
		Where students come from	Year 1
		Options students have while they're here	Year 1
		Where students go	Year 1
	Enrollment Data	FTE	Quarterly
		Headcount	Quarterly
		Student-Faculty Ratio	Annually
	Curriculum Review	Up-to-date course outlines	Annually
		Delivery methods	Annually
	Academic Advising	Entering student support	Year 2
		Continuing student support	Year 2
		Completing student support	Year 2
	Employment Opportunities	Employment projections	Annually
		Projected wage data	Annually
		Industry changes/response to changes	Annually
		Pending industry changes	Annually
	Transfer	Articulation agreements	Year 3
		Other transfer options	Year 3
	Resources	Student/Faculty ratio	Annually
		Staffing levels	Annually
		Adequate facilities	Annually
		Adequate equipment	Annually
		Adequate technology	Annually
Adequate budget		Annually	
Student Achievement	Data	Average or higher completion	Annually
		Average or higher retention	Annually
		Licensing/industry exam pass rates	Annually
		Internship/externship/clinical pass rates	Annually
		Employment rates	Annually
		Course Evaluations	Annually

	Global Outcomes	<p>Communication</p> <ul style="list-style-type: none"> • Audience/Purpose • Content Development • Clarity/Organization Within Genre and Disciplinary Conventions • Technology/Visual Elements • Grammar/Language • Sources/Evidence <p>Critical Thinking:</p> <ul style="list-style-type: none"> • Identify the problem • Gather Information • Develop hypothesis • Assess/Analyze • Evaluate <p>Information Literacy</p> <ul style="list-style-type: none"> • Identify Information Need • Formulate Research Plan • Select/Use Tools • Gather Information • Evaluate/Synthesize Information • Use Information Responsibly • Apply Technology to Enhance Learning <p>Intercultural Appreciation</p> <ul style="list-style-type: none"> • Cultural Awareness/Self Knowledge • Acknowledgement of Stereotypes/prejudice • Verbal/Non-Verbal Communication • Respect, Engagement, Inquiry • Teamwork/Openness <p>Teamwork</p> <ul style="list-style-type: none"> • Working with Team Members • Time Management • Contributions • Attitude • Leadership/Participation 	Rotates annually; assigned courses for assessment designated in Appendix A
College Community	Student Support Services	Relationship with library	Year 4
		Relationship with Learning Lab, Math Tutoring Center, Writing Tutoring Center	Year 4
		Relationship with eLearning	Year 4
		Relationship with Counseling	Year 4
		Relationship with Disability Support Services	Year 4
		Relationship with specific population programs (TRiO, BFET, etc.)	Year 4
	Associated Student Government	Relationship with ASG	Year 4
	Instructional Programs	Partnerships with other programs	Year 4
	Faculty Development	Activity engagement	Annually
		Future training opportunities	Annually
	Faculty Engagement	Committees engagement	Annually
Initiatives involvement		Annually	

		Events involvement	Annually
	Safety	Safe classrooms	Annually
		Safe labs	Annually
		Safe offices/workspaces	Annually
External Engagement	Recruiting/outreach	Involvement levels	Annually
		Notable successes	Annually
	Marketing	Supply of materials	Annually
		Adequacy of materials	Annually
	Advisory Committee	Diversity of representation	Quarterly
		Curriculum review feedback	Quarterly
		Contributions/recommendations	Annually
Foundation	Partnership engagement	Annually	

In addition to the typical college and program assessment processes, the BAS ECE program utilizes the National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Professional Preparation Programs to inform program design, curriculum development, and course delivery. Curriculum development will also ensure alignment with criteria for the higher levels of the Washington State Department of Early Learning's Core Competencies for Early Care and Education Professionals.

Course Preparation Needed by Students Transferring with Technical Associate Degree

The ECE program is designed to provide a baccalaureate pathway for students holding a technical degree in Early Childhood Education or a closely related field. Students with such a degree will be able to complete the ECE program in two years of full-time study.

Students who have earned an associate degree or higher in related or other fields and who have completed the State Early Childhood Education Certificate (47 credits) and some additional coursework are also qualified for the program.

Students must demonstrate preparedness for the rigorous academic and technical curriculum of the BAS program. They can enter the BAS ECE program if they earned:

- 1) An associate degree or equivalent from a regionally accredited institution in Early Childhood Education or a closely related field. The degree must include the following college-level courses completed with a 2.0 minimum GPA:
 - a. ENGL& 101 English Composition I or equivalent
 - b. MATH& 107 Math in Society or any college-level course with intermediate algebra as a prerequisite
 - c. College-level Social Science
 - d. College-level Humanities
- 2) The following technical courses, or their equivalent, with a 2.5 minimum GPA:
 - a. ECED& 105 Introduction to Early Childhood Education
 - b. ECED& 107 Health, Safety, and Nutrition
 - c. ECED& 120 Practicum: Nurturing Relationships
 - d. ECED& 160 Curriculum Development
 - e. ECED& 170 Environments
 - f. ECED& 180 Language and Literacy Development
 - g. ECED& 190 Observation and Assessment
 - h. EDUC& 115 Child Development
 - i. EDUC& 130 Guiding Behavior
 - j. EDUC& 150 Child, Family, and Community
- 3) Minimum cumulative GPA across all college coursework of 2.5

General Education Component

General education courses play a key role in the applied baccalaureate degree by providing a solid foundation of knowledge in the areas of communication skills, quantitative reasoning, humanities, social science, and natural sciences. The general education requirements are described in detail in Table 2.

Table 2: General Education Requirements

Area of Study	Course	Credits	Typical Completion
Communication Skills (10 Credits)	ENGL& 101 English Composition I	5	AAS
	ENGL& 102 English Composition II	5	BAS
Quantitative Reasoning (10 Credits)	MATH& 107 Math in Society or any college-level course with intermediate algebra as a prerequisite	5	AAS
	MATH& 131 Math for Elementary Education I	5	BAS
Humanities (15 Credits)	Any college-level Humanities course approved for the AAS degree*	5	AAS
	ART& 100 Art Appreciation	5	BAS
	CMST 300 Professional Communication	5	BAS
Social Sciences (15 Credits)	Any college-level Social Science course approved for the AAS degree* Update to SOC& 101 Introduction to Sociology recommended in the 2018-2019 catalog	5	AAS
	PSYC& 200 Lifespan Psychology (or SOC& 101 Introduction to Sociology if PSYC& 200 completed prior)	5	BAS
	HIST 300 History of Education in the United States	5	BAS
Natural Sciences (10 Credits)	NUTR& 101 Nutrition (or BIOL& 160 General Biology with Lab for those students who wish to pursue teacher certification)	5	BAS
	ENVS& 101 Introduction to Environmental Science	5	BAS
	Total Credits of General Education	60	20 AAS 40 BAS

*LWTEch 2017-2018 Catalog http://catalog.lwtech.edu/preview_program.php?catoid=5&poid=1193&returnto=218

Course Work Needed at Junior and Senior Levels in the BAS

The ECE degree requires 180 credits. The first 90 credits are transferred from the technical associate's degree. The 90 credits of the BAS coursework consist of 40 general education credits and 50 technical credits. Table 3 details the coursework needed at the junior and senior levels of the BAS program.

Table 3: BAS Program Junior- and Senior-Level Coursework

Area of Study	Course	Credits
General Education Requirements (40 Credits)	ENGL& 102 English Composition II	5
	MATH& 131 Math for Elementary Education I	5
	ART& 100 Art Appreciation	5
	CMST 300 Professional Communication	5
	PSYC& 200 Lifespan Psychology (or SOC& 101 Introduction to Sociology if PSYC& 200 completed prior)	5
	HIST 300 History of Education in the United States	5
	NUTR& 101 Nutrition (or BIOL& 160 General Biology with Lab for those students who wish to pursue teacher certification)	5
	ENVS& 101 Introduction to Environmental Science	5
	ECED 300 Early Childhood Education Theories and Current Trends	4
	ECED 310 Culturally and Linguistically Diverse Learners	3

Technical Requirements (50 Credits)	ECED 320 Practicum: Communication with Young Children	2
	ECED 330 Assessing and Enhancing Environments	3
	ECED 340 Creative Expression	3
	ECED 350 Practicum: Building Connections to Guide Behavior	2
	ECED 355 Social and Political Context of Early Childhood Education	3
	ECED 375 Professionalism in Early Childhood Education	3
	ECED 400 Math, Science, and Technology	3
	ECED 410 Practicum: Individualizing Learning	4
	ECED 420 Integrating Curriculum	3
	ECED 430 Program Development and Administration	3
	ECED 440 Practicum: Advanced Application of Project-Based Curriculum	4
	ECED 450 Supporting Healthy Growth and Development	3
	ECED 460 Collaborative Approaches to Early Childhood Education	3
	ECED 470 Practicum: Early Childhood Education Specializations	4
Total Credits at Junior and Senior Levels		90

The BAS curriculum will provide students with additional knowledge and advanced applications in early childhood education that build on the basic skills developed at the associate's degree level. Students will enhance skills related to working with diverse groups of young children and their families, with an emphasis on language acquisition and early literacy, and leading program development through application-based learning experiences. Course descriptions of the courses listed in Table 3 are provided in Appendix A.

A student attending full-time, 14 to 16 credits per quarter, will be able to complete the BAS program in two years (six quarters). A sample full-time student academic plan is provided in Table 4. The program adviser will work with each student individually to develop an academic plan that takes into consideration all credits transferred from the lower-division programs.

Table 4: Sample Academic Plan

Junior Year

Fall Quarter	Winter Quarter	Spring Quarter
ENGL& 102 English Composition II	PSYC& 200 Lifespan Psychology (or SOC& 101 Introduction to Sociology if PSYC& 200 completed prior)	ART& 100 Art Appreciation
ECED 300 Early Childhood Education Theories and Current Trends	ECED 330 Assessing and Enhancing Environments	ECED 340 Creative Expression
ECED 310 Culturally and Linguistically Diverse Learners	ECED 355 Social and Political Context of Early Childhood Education	ECED 350 Practicum: Building Connections to Guide Behavior
ECED 320 Practicum: Communication with Young Children	CMST 300 Professional Communication	HIST 300 History of Education in the United States

Senior Year

Fall Quarter	Winter Quarter	Spring Quarter
MATH& 131 Math for Elementary Education I	ENVS& 101 Introduction to Environmental Science	NUTR& 101 Nutrition (or BIOL& 160 General Biology with Lab for those students who wish to pursue teacher certification)
ECED 375 Professionalism in Early Childhood Education	ECED 420 Integrating Curriculum	ECED 450 Supporting Healthy Growth and Development
ECED 400 Math, Science, and Technology	ECED 430 Program Development and Administration	ECED 460 Collaborative Approaches to Early Childhood Education

ECED 410 Practicum: Individualizing Learning	ECED 440 Practicum: Advanced Application of Project-Based Curriculum	ECED 470 Practicum: Early Childhood Education Specializations
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Criteria 2: Qualified faculty.

Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program. Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

LWTEch expects 20 FTES enrolled in the first year, growing to 40 in the second year. The program will be led by one full-time early childhood education faculty member who will teach at the associate's and bachelor's levels, with a number of full- and part-time faculty from early childhood education, science, math, psychology, history, art, communication, and English. In total, 2 FTEF will support the program. Current LWTEch faculty members have a wide range of experience teaching and administrating early childhood education programs and are prepared to teach any of the baccalaureate level courses. All professional-technical faculty and administrators meet certification requirements in the Washington Administrative Code. Over 60% of our Academic Core faculty members have a doctoral degree or terminal Master's degree.

Table 5: Early Childhood Education Faculty Member Profiles

Faculty Member Name	Degree	ECE Work Experience	Status
Shanti Connors	<ul style="list-style-type: none"> M.A. in Human Development K-8 Teacher Residency Certification with ECE Endorsement B.A. Human Development A.S. in Human Services with Early Childhood Education Option CDA (Child Development Associate) 	Preschool Lead Teacher, School Age Program Coordinator, Toddler Teacher, Resort Camp Counselor and Supervisor, Head Start Lead Teacher, Specialized Teacher for Reading and Math (K-3), Parent Education Instructor for Cooperative Preschool Program, and ECE MERIT trainer	Full-Time
Erin Hagarty	<ul style="list-style-type: none"> M.A. in Education B.A. in ECE Administration A.S. in Early Childhood Education 	Lead Preschool Teacher, Head Start Lead Teacher and Family Educator, Early Learning Coach and MERIT Trainer	Adjunct
Aaron Jeffers	<ul style="list-style-type: none"> M.Ed. in Reading and Literacy B.A. Early Childhood Education 	Lead Head Start Teacher, Early Head Start Home Visitor, Licensor with DEL for Family Childcare Programs, Early Achievers Learning Coach, City of Seattle Early Learning Coach and MERIT Trainer	Adjunct
Brandi Renis	<ul style="list-style-type: none"> M.A. in Education B.S. Human Services and Management A.A. in Business A.S. in Education Studies with ECE 	Lead Toddler, Preschool, and Pre-K Teacher, Program Supervisor for School Age Program, Assistant Director and Director for Childcare Program, Licensor with DEL for Family Childcare Programs, and ECE MERIT Trainer	Adjunct

Table 6: General Education Full-Time Faculty Member Profiles

Faculty Member Name	Degree	Courses
Jason Sobottka	M.F.A	Art
Laura Toussaint	Ph.D.	Social Sciences

Wes Mantooth	Ph.D.	English
Elisa Parrett	M.A.	
Phil Snider	M.A.	
William Bricken	Ed.D.	Mathematics
Narayani Choudhury	Ph.D.	
Sue Kuestner	M.Ed.	
Sherry McLean	M.S.	
Barçin Acar	Ph.D.	Natural Sciences
George Dalich	Ph.D.	
Jo Nelson	M.S.	
Priyanka Pant	M.S.	
Aparna Sen	Ph.D.	

Criteria 3: Selective admission process, if used for the program, consistent with an open door institution.

Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.

Responsibility for the admission process rests with LWTech’s Student Services division. Recruitment is a shared responsibility between Student Services and Instruction with both units having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty members and staff working with industry, advisory committees, and feeder programs.

Students who apply for the program will be evaluated using the admission requirements shown below.

General

LWTech currently uses selective admissions processes for several programs of study. Our processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, and upper-division and Masters’ level institutions.

Admissions procedures that serve all selective admission programs include:

1. Admissions office as the central locus of application
2. Comprehensive paper application with detailed, step-by-step instructions
3. Regular day, evening, and online information sessions
4. In-house transfer credit evaluations conducted at the time of application so students know their exact status regarding admissions
5. Use of spreadsheets – and corresponding training – for easy candidate selection by faculty
6. Clearly communicated timelines for admissions

Information Sessions

Information sessions will be presented on a regular basis to provide prospective students with an overview of the ECE program and to explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend an in-person session.

Program Admission Requirements

1. An earned associate degree or equivalent from a regionally accredited institution in Early Childhood Education or a closely related field
2. 5 credits of college-level math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA

3. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA
4. 5 credits of college-level Social Science with a minimum 2.0 GPA
5. 5 credits of college-level Humanities with a minimum 2.0 GPA
6. The following technical courses, or their equivalent, with a 2.5 minimum GPA:
 - a. ECED& 105 Introduction to Early Childhood Education
 - b. ECED& 107 Health, Safety, and Nutrition
 - c. ECED& 120 Practicum: Nurturing Relationships
 - d. ECED& 160 Curriculum Development
 - e. ECED& 170 Environments
 - f. ECED& 180 Language and Literacy Development
 - g. ECED& 190 Observation and Assessment
 - h. EDUC& 115 Child Development
 - i. EDUC& 130 Guiding Behavior
 - j. EDUC& 150 Child, Family, and Community
7. Minimum cumulative GPA across all college coursework of 2.5
8. A current resume
9. A one-page cover letter describing their interest in serving in leadership roles in early childhood education
10. \$50 non-refundable application fee

Selection Criteria

Applicants will be selected based on the criteria listed above. A team of faculty and staff will review complete applications. The GPA will be the most heavily weighted criteria, followed by cover letter and resume.

Prior to reviewing applicants, the admissions selection team (program faculty, dean, director of admissions, and advising representative) will design comprehensive rubrics for evaluating transcript(s), cover letter, and resume. Evaluation rubrics will ensure a consistent and rigorous method is applied to each prospective student equitably.

Evaluation rubrics:

1. Transcripts will be reviewed for the appropriate pre-requisites.
2. Resumes will be evaluated for the range of educational and work experiences, clarity, and expression.
3. Cover letters will be evaluated for clarity of interest in early childhood education.

Currently the college uses a weighted method for selection criteria for all selective programs, and anticipates the ECE program will follow a pattern similar to that shown in Table 7.

The admissions selection team will make the final decision on admission to the ECE program with available spots going to the applicants with the most points based on Table 7. Evaluation of the resumes and cover letters will support the creation of cohorts with diverse experiences and backgrounds.

Table 7: Weighted Criteria for Selective Program Admission

Application Requirements	Max Points	Notes
Cumulative college-level associate degree GPA	40	Multiply cumulative GPA by ten to determine total points
Average college-level ECE courses GPA	20	Multiply the average GPA by five
Resume	20	Based on evaluation rubric
Cover letter	20	Based on evaluation rubric
TOTAL	100	

Encouraging Diversity

LWTech values and celebrates student diversity in a number of ways including support for an active Equity, Diversity, and Inclusion Council, using Intercultural Appreciation as one of the college's five global outcomes (Critical Thinking,

Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication), focusing on diversity work within its Strategic Plan, and implementing its first 5-year Equity, Diversity, and Inclusion Plan.

The LWTech ECE program (AAS and certificates) enrolls a greater percentage students of color than reflected in the surrounding communities. The 2016-2017 enrollment was 44% students of color compared to 40.6% persons of color for King County and 32.4% for Snohomish County. This strong program enrollment from diverse populations will benefit the recruiting opportunities for the new baccalaureate program. In addition, our regional employers have expressed great interest in hiring ECE professionals of color in order to better serve their students of color.

One area in which the program can improve is enrolling male students, who are currently underrepresented in the program and the field. When recruiting, the college reaches out to historically disadvantaged populations by participating in Veterans job and resource fairs, WorkSource resource fairs, LGBTQ education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events. In addition to a wide range of events that target underserved populations, the ECE program in particular effectively utilizes local industry networks to recruit students of varying backgrounds. The Eastside Directors group (from early learning centers in the college's service area) meet regularly at LWTech and refer their employees to the program for certification and degree-attainment. The ECE program continues to develop partnerships with local childcare centers and family childcare sites to ensure early learning employees are aware of the education they need and how to attain it. The ECE program hosts an Information Night each quarter, which is promoted through these networks. The Information Nights provide students with the details about steps in the application process, scholarship opportunities and upcoming class schedules.

Because the BAS ECE program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

Criteria 4: Appropriate student services plan.

Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.

The following student services at LWTech are available to all BAS ECE applicants and regularly-enrolled students. Since the new BAS program will add approximately 40 students to the college's current population at enrollment peak, we believe existing services will be sufficient to support this population.

Advising

Advising is available for all new and continuing students on both a drop-in and appointment basis. All programs, including baccalaureate programs, have a designated Student Success Navigator (SSN) who provides comprehensive, case-managed advising to prospective and enrolled students.

For prospective students, the SSN, with other admissions and advising staff:

- Answers general inquiry questions;
- Leads information sessions;
- Provides group and one-on-one coaching for completing a competitive application; and
- Follows up on students who have inquired but not yet applied.

For enrolled students, the SSN collaborates with lead faculty to:

- Create a program-specific orientation;
- Ensure all students are registered each quarter and advise them on appropriate course selection;
- Provide appropriate referrals for financial aid and support services; and
- Check in with all students a minimum of once per quarter to ensure success.

Assessment Center

Provides placement testing, industry certification exams, accommodated testing for students with disabilities, and Washington Online (WAOL) proctoring.

Disability Support Services

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. The role of these adjustments is to provide equal access in the classroom. Academic adjustments are specific to the student, their disability, and the class requirements. Students registered with this office are also eligible to join TRiO (see below).

Employment Resource Center

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The office provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the office assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills such as resume and cover letter writing, and interviewing techniques.

On-campus recruiting is coordinated through the ERC. The ERC also offers an online e-career center that allows employers to post job notices, and students to search and apply for jobs or post their resumes online.

Financial Aid

Since 2008 the financial aid office has successfully processed grant, loan, and scholarship awards for students in other LWTech baccalaureate programs. All services provided by financial aid, including FAFSA orientations, veterans' services, in person assistance, and scholarship referrals will be made available to students in the BAS ECE program.

Intervention Services

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director of Student Development. For the general student population, faculty can initiate assistance to students having difficulties with attendance, completion of assignments, exams, and class preparation. This includes faculty informing Student Development of the difficulties followed by interventions by staff via email, phone, and/or in-person meetings. The mechanism used for these interventions will transition to Starfish by Hobsons in the next academic year.

In addition to intervention services related to advising, LWTech supports a growing Supplemental Instruction program, which targets high enrollment, high attrition courses with specialized academic support. Peer facilitators work closely with faculty members to provide in-class assistance, as well as study sessions in the Supplemental Instruction Center. Currently, SI occurs primarily in English and math. ECE BAS students enrolled in the target courses will benefit from SI.

TRiO Student Support Services

TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of assisting students in achieving their post-secondary ambitions. The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first generation students. This is accomplished by providing supportive services such as academic action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress. In addition, the program offers specialized services such as career guidance, resume and cover letter writing, and interview sessions; and cultural events to promote personal and educational development.

The TRiO program also supports the Learning Lab, where any LWTech student (including BAS students) can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management). The Learning Lab provides LWTech's drop-in tutoring services.

Library Learning Commons

The Library Learning Commons offers collections, resources, and services that encourage exploration and discovery in order to prepare lifelong learners for today's careers and tomorrow's opportunities. Students use one integrated platform to search all physical and digital collections. In addition to the college's collections, LWTech students will have full access to the King County Library System's resources through a partnership that will go into effect this spring or summer. ECE is well represented in the current collections. Revenue from the BAS ECE will contribute to expanding staff capacity so that students will have more opportunities for personalized guidance in utilizing the resources available.

Student Programs

LWTech offers all students a variety of ways to get involved in campus life. BAS ECE students will enjoy the same access to these services as all other students, including: participation in existing clubs, opportunities to form new student clubs, participation in associated student government, and the ability to enjoy frequent educational programming.

RISE Center

Resources for Inclusion, Support, and Empowerment aims to build an equitable and inclusive campus environment for all students. Additionally, the center is a support service for students from traditionally underrepresented and underserved backgrounds, such as students from minoritized ethnic/racial groups, students with disabilities, first-generation college students (those who are the first in their family to attend/graduate from college), undocumented students, and members of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community. The RISE Center works collaboratively with academic programs to develop targeted/contextualized opportunities for students. In addition, RISE Center staff provide training for faculty and staff across the college, related to working with students from the populations listed above.

Criteria 5: Commitment to build and sustain a high quality program.

Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue. Document the college's ability to sustain the program over time.

The budget for the early childhood education bachelor's degree projects first year and future revenue in excess of expenditures. Curriculum development expenditures are included in each of the five years in order to assure the program continuously improves and aligns with ongoing state-wide curriculum development efforts. The bachelor's degree will be led by a full-time faculty member with one-third release time to serve as the program director. This position is in addition to a similar faculty director position at the associate degree level. An assumption of a two percent tuition increase is accounted for, but the program is not dependent on that increase.

Table 8: Budget

<i>Expenditures</i>	Year 1: 19-20	Year 2: 20-21	Year 3: 21-22	Year 4: 22-23	Year 5: 23-24
Faculty Director	\$ 54,000.00	\$ 55,620.00	\$ 57,288.60	\$ 59,007.26	\$ 60,777.48
Faculty Director Benefits*	\$ 18,900.00	\$ 19,467.00	\$ 20,051.01	\$ 20,652.54	\$ 21,272.12
Adjunct Faculty	\$ 4,800.00	\$ 15,600.00	\$ 16,068.00	\$ 16,550.04	\$ 17,046.54
Adjunct Faculty Benefits*	\$ 1,680.00	\$ 5,460.00	\$ 5,623.80	\$ 5,792.51	\$ 5,966.29
Curriculum Development**	\$ 5,670.00	\$ 3,150.00	\$ 3,150.00	\$ 3,150.00	\$ 3,150.00
Goods/Services (including technology and conference registrations)	\$ 5,000.00	\$ 2,000.00	\$ 2,100.00	\$ 2,205.00	\$ 2,315.25
Travel (including annual conferences and practicum mileage)	\$ 3,000.00	\$ 3,150.00	\$ 3,307.50	\$ 3,472.88	\$ 3,646.52
Library Staff (0.33 FTE)	\$ 12,375.00	\$ 12,746.25	\$ 13,128.64	\$ 13,522.50	\$ 13,928.17

Library Staff Benefits*	\$ 4,331.25	\$ 4,461.19	\$ 4,595.02	\$ 4,732.87	\$ 4,874.86
Marketing	\$ 10,000.00	\$ 11,000.00	\$ 12,100.00	\$ 13,310.00	\$ 14,641.00
Total Expenditures	\$119,756.25	\$132,654.44	\$137,412.57	\$142,395.60	\$147,618.22
Revenues					
	Year 1: 19-20	Year 2: 20-21	Year 3: 21-22	Year 4: 22-23	Year 5: 23-24
Number of students	20	40	40	40	40
Tuition/Fees ONLY***	\$150,600	\$307,224	\$313,368.48	\$319,635.85	\$326,028.57
Net Revenue	\$30,844	\$174,570	\$175,956	\$177,240	\$178,410

Notes:

All salaries (and corresponding benefits) include a 3% increase per year. Goods/Services and Travel include a 5% increase per year. Marketing includes a 10% increase per year.

* 35% benefits

** Eight classes with varying credits the first year, then funds for 15 credits the following years

*** 2% tuition increase years 2-5; \$12 per credit fee

Facilities

The Early Childhood Education two-year program uses a dedicated classroom with capacity for 24 students. Currently, the classroom is utilized Tuesday, Thursday, and Saturday throughout the year. All the classes in the ECE program will be taught in hybrid mode and will require one class meeting every other week each. According to the proposed ECE schedule, in the second year and beyond when both junior and senior year cohorts will be taking technical classes, the maximum number of ECE technical classes in a quarter will be six, which can be taught alternatively on Monday, Wednesday, and Friday when the classroom is available. In addition, should the program outgrow this space or seek to increase the number of cohorts admitted annually, the college has the capacity on evenings and weekends to provide general classroom space.

Criteria 6: Program specific accreditation

Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college’s plan to seek accreditation through NWCCU and/or current status of college’s standing to offer applied baccalaureate degrees.

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Seven subsequent BAS degrees were also approved by the commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the BAS ECE program via the substantive change process.

Program-specific accreditation is not required for ECE graduates to be employed in the field; however, as mentioned previously, the program has been designed to account for NAEYC standards. Should ECE-specific accreditation become required, the program will be ready to pursue it with minimal impact to the curriculum.

Criteria 7: Pathway options beyond baccalaureate degree.

Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master’s) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

LWTech’s respected associate degree in Early Childhood Education sets up its future bachelor degree students for success. Preliminary conversations with the University of Washington, Seattle indicate a strong likelihood of articulation agreements from LWTech’s ECE program to the Master in Teaching (MIT) program. The program curriculum has been carefully designed to meet both the course prerequisites for the MIT and for the K-8 Teacher Certification program at University of Washington, Bothell. Tables 9 and 10 outline that alignment.

Table 9: UW Seattle MIT Prerequisites and BAS ECE Courses

UW Prerequisite	LWTech Course(s)
Development Psychology	PSYC& 200 Lifespan Psychology
Math for Elementary Teachers	MATH& 131 Math for Elementary Education I
Education of an Ethnic Group	ECED 310 Culturally and Linguistically Diverse Learners ECED 355 Social and Political Context of Early Childhood Education
Bachelor's Degree	BAS ECE

Table 10: UW Bothell K-8 Certification Prerequisites and BAS ECE Courses*

UW Required Courses	LWTech Courses
Social Sciences: 2 courses E.g., U.S. History, American Government, sociology, geography, economics, political science, etc.	SOC& 101 Introduction to Sociology
	HIST 300 History of Education in the United States
English: 2 Courses 1 Composition plus 1 in any area of literature or writing	ENGL& 101 English Composition I
	ENGL& 102 English Composition II
Math: 2 Courses Math for Teachers (required by 2014) plus 1 in any other area of math	MATH& 107 Math in Society (or any college-level course with intermediate algebra as a prerequisite)
	MATH& 171 Math for Elementary Education I
Science: 2 Courses, 2 different areas E.g., biology, chemistry, climate science, oceanography, geology, physics, engineering. 1 lab required	BIOL& 160 General Biology with Lab
	ENVS& 101 Introduction to Environmental Science
Fine Arts: 1 Course E.g., art history, cinema as art, drawing, dance, music appreciation, photography, drama, etc.	ART& 100 Art Appreciation

*LWTech courses include those required for admittance to the BAS ECE program.

Criteria 8: External expert evaluation of program.

The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.

In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.

Two external experts reviewed the program proposal: the Dean of the College of Education at Northwest University and an Early Achievers Consultation Manager with Child Care Action Council. The reviewer comments are included in Appendix B. The reviewers were:

Molly Quick, Ph.D.
Dean and Associate Professor
College of Education
Northwest University

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Kirkland, WA 98033
molly.quick@northwestu.edu
425.889.5304

Dr. Quick holds a Ph.D. in Curriculum & Instruction from Seattle Pacific University. She is the Dean of the College of Education at Northwest University, where she also pursues research aimed at pre-service teacher practices and the lingua franca of student teacher supervision. Before joining higher education, Dr. Quick taught high school English and Spanish for 13 years.

Sandy Maldonado
Early Achievers Consultation Manager
Child Care Action Council
3729 Griffin Lane SE
Olympia, WA 98501
sandy@ccacwa.org
360.480.9916

Mrs. Sandra Maldonado holds a Master of Arts degree in Early Childhood Education from the Pacific Oaks College in Pasadena, California. Currently, she is an Early Achiever's Consultation Manager. She coaches and mentors relationship-based professional development staff and consultants in their work with Licensed Child Care Professionals to meet Washington State's ESA mandate in the QRIS system. Mrs. Maldonado has 20 years' experience in the Early Care and Education field. Her family's military background has afforded her the opportunities to work throughout the U.S. with several states QRIS systems, Head Start, Early Head Start, and Licensed Child Care settings.

Response to External Reviewers Comments

Although the reviews were very favorable and praised the program's rigor, relevant curriculum aligned with ECE needs, and pathways to ongoing education, we used the reviewers' recommendations to improve on a number of areas in our proposal:

- We updated the program outcomes to increase measurability (outcomes 4 and 6) and clarify complex outcomes (outcomes 3, 7, and 9).
- We rewrote program outcome 9 to better communicate the program's emphasis on leadership skills.
- We chose to leave the entry GPA at a 2.0, in alignment with the program and college's commitments to access and equity. Once the program is implemented, we will monitor student success closely through intensive advising and faculty support. Should a pattern emerge where the entry GPA is identified as a barrier to success in the BAS ECE program, we will discuss raising the GPA at that time.
- We did not change the course titles and descriptions to address the comment regarding a lack of focus on leadership. The focus will be evident at the course outcome level (i.e., every upper-division ECED course will contain at least one leadership-related outcome). LWTech includes the full course outline for every approved course in our public facing online catalog.
- We emphasized faculty members' experience in the field of early childhood education.
- We included information about additional facilities availability.
- We did not address questions raised regarding accreditation that fell under the advisory committee portion of the rubric. The advisory committee information is not included in the Program Proposal (it was submitted with the Statement of Need). We sufficiently addressed the NWCCU process.

Appendix A

Course Descriptions

ENGL& 102 English Composition II

Students learn to write fully documented research papers using critical thinking and reading skills. The class will emphasize logical argumentation from evidence and research skills necessary to collect relevant information. Students will write a minimum of 5000 words of finished composition during the quarter. This course teaches to the global outcome of communication. Prerequisite: ENGL& 101. Total Hours: 50. Lecture Hours: 50.

MATH& 171 Math for Elementary Education I

Students learn fundamental concepts of numbers and operations related to topics taught at the K-8 level. Topics include problem solving, algebraic thinking, numeration, and arithmetic with rational numbers. Recommended for future early childhood educators and elementary teachers. This course teaches to the global outcome of critical thinking. Prerequisite: MATH 098 (or placement into MATH& 107 or higher). Total Hours: 50. Lecture Hours: 50.

ART& 100 Art Appreciation

Art Appreciation is an introduction to the diverse foundations of visual art. Course objectives primarily focus on students' recognition of and conversation about the basic concepts, styles, techniques, terminology and principles of visual art and art history. Prerequisite: ABED 046 (or placement into ENGL 093 or higher). Total Hours: 50. Lecture Hours: 50.

CMST 300 Professional Communication

This course integrates small group communication, public speaking, and interpersonal communication skills required for the professional setting. Key topics include nonverbal communication, cultural competency, conflict resolution, and the impact of social media. Students will relate skills to their respective jobs and career goals. Prerequisite: ENGL& 101. Total Hours: 50. Lecture Hours: 50.

PSYC& 200 Lifespan Psychology

Students will learn the stages of human development from infancy throughout the life span. Stages will be discussed in terms of physical, social and psychological. Normal growth and development are discussed for each developmental stage. Also addressed are deviations from normal as behaviors which interfere with function. Practical applications are made. This course teaches to the global outcome of intercultural appreciation. Prerequisite: ABED 046 (or placement into ENGL 093 or higher). Total Hours: 50. Lecture Hours: 50.

HIST 300 History of Education in the United States

This course examines the growth and development of American schools and the history of schooling in the United States, from the colonial period to the present. Students will survey key periods, persons, and themes in American educational history, with special attention to ongoing debates regarding the role of schools in shaping society. Emphasis will also be placed on the emergence and evolution of public schooling and the history of early childhood education. Prerequisite: ENGL& 101. Total Hours: 50. Lecture: 50.

NUTR& 101 Nutrition

This course studies the concepts of nutrition and biochemistry. It also addresses nutrition of different life cycles and diet planning as significant factors of health and wellness. Prerequisite: ABED 046 (or placement into ENGL 093 or higher). Total Hours: 50. Lecture Hours: 50.

ENVS& 101 Introduction to Environmental Science

Discusses the effects of human activity on changing ecosystems, energy flow, sustainability, pollution, and natural cycles. Content also deals with water and wastewater treatments, air pollution, and solid waste treatment and disposal technologies. Includes laboratory. Prerequisites: ENGL 093 (or placement into ENGL 099 or higher) and MATH 087 (or placement into MATH 098 or higher). Total Hours: 60. Lecture Hours: 40. Lab Hours: 20.

ECED 300 Early Childhood Education Theories and Current Trends

Students will examine foundational theories related to education of children from birth to age eight. They will also explore current trends related to best practices, ECE programs, curriculum, and research-based information about children's development. Additionally, students will analyze developmental theories and research how children learn in order to enhance their own teaching strategies. This course teaches to the global outcome of information literacy. Prerequisite: Admission to the ECE BAS program. Total Hours: 40. Lecture Hours: 40.

ECED 310 Culturally and Linguistically Diverse Learners

This course focuses on the language, literacy, and communication skills of diverse language learners, ages birth through eight. In addition, the pertinent issues and major social-ecological influences that play an important role in shaping the cultural development of children will be examined. Students will analyze culture and cognition, bilingualism, and cultural psychological dynamics as they relate to personality, development, and identity formation. This course will emphasize identifying, strengthening, and building upon the family and community connections of young children. Prerequisite: Admission to the ECE BAS program. Total Hours: 30. Lecture Hours: 30.

ECED 320 Practicum: Communication with Young Children

This course will apply developmentally appropriate practice related to building connections with young children, supporting speech and language acquisition skills, and incorporating the child's home languages into daily communication. Students will develop an understanding of each child and their temperament, culture, development, and communication techniques (e.g., sign language and pictures). The course will also provide students with the skills to communicate with children about learning experiences and to maintain nurturing and supportive relationships. Prerequisite: Admission to the ECE BAS program. Total Hours: 40. Lecture Hours: 10. Practicum Hours: 30.

ECED 330 Assessing and Enhancing Environments

This course will focus on assessing and evaluating early learning indoor and outdoor environments based on quality rating systems, best practices in ECE, NAEYC standards, licensing (WAC) requirements, inclusivity, and program approaches. Students will demonstrate advanced skills in adjusting the indoor and outdoor environments to enhance children's learning and development. Students will also examine current trends related to creating aesthetically pleasing environments, utilizing natural materials, designing comprehensive outdoor play spaces, and including components that represent the diversity of families. This course teaches to the global outcome of critical thinking. Prerequisites: ECED 300, 310, and 320. Total Hours: 30. Lecture Hours: 30.

ECED 340 Creative Expression

This course prepares students to design developmentally appropriate creative curriculum experiences involving art, music, movement, and drama. Students will evaluate methods for facilitating children's use of creative experiences to express their thoughts and ideas and for integrating creative expression across developmental domains and curriculum implementation. Prerequisites: ECED 330 and 355. Total Hours: 30. Lecture Hours: 30.

ECED 350 Practicum: Building Connections to Guide Behavior

Students will demonstrate strategies for building connections with children in a respectful, caring, nurturing, and developmentally appropriate manner. Students will practice techniques for building social connections between children and successfully facilitating group discussions and activities. This course will also analyze challenging behaviors, explore ways to promote children's executive functioning skills, and encourage children through everyday interactions. This course teaches to the global outcome of teamwork. Prerequisites: ECED 330 and 355. Total Hours: 40. Lecture Hours: 10. Practicum Hours: 30.

ECED 355 Social and Political Context of Early Childhood Education

Students will explore diversity and social justice issues influencing educational settings. Students will examine in depth the historical and current impact of children's, teachers', and families' cultural, social and political context in schools. Prerequisites: ECED 300, ECED 310, ECED 320, ENGL& 102. Corequisite: PSYC& 200 or SOC& 101. Total Hours: 30. Lecture Hours: 30

ECED 375 Professionalism in Early Childhood Education

Students will implement ethical guidelines and other professional standards, learn techniques for collaboration, demonstrate reflective practice, make informed decisions, act as effective advocates for sound educational practices and policies, and conduct themselves as members of the early childhood profession. This course teaches to the global outcome of communication. Prerequisites: ECED 340, ECED 350, HIST 300. Total Hours: 30. Lecture Hours: 30.

ECED 400 Math, Science, and Technology

Students will research, plan, implement, and evaluate developmentally appropriate practices to develop integrated math, science, and technology experiences for children. Students will design inquiry-based activities related to topics like magnetism, cause and effect, shadows/light, motion, patterns, measuring speed and distance, color and light, and nature. This course will also include an overview of developmentally appropriate methods for incorporating math skills into all areas of the curriculum and classroom environment. Prerequisites: ECED 340 and 350. Total Hours: 30. Lecture Hours: 30.

ECED 410 Practicum: Individualizing Learning

Students will observe and assess young children's development and interests to create, plan, and implement individualized learning experiences. Students will apply their knowledge of child development to their coursework and document the individualized curriculum using a variety of methods to share with families. Prerequisites: ECED 340 and ECED 350. Total Hours: 80. Lecture Hours: 20. Practicum Hours: 60.

ECED 420 Integrating Curriculum

Students will examine ways to plan, implement, and assess curriculum that is integrated across several content areas and connected with developmental domains to optimize children's learning and development. Students will focus on combining a variety of active learning experiences to explore curriculum topics, including inquiry based investigations, literacy-related components, field trips, technology, classroom guests, family engagement, and community resources. Students will practice documenting and creating displays to share the learning journey with families and the childcare center. Prerequisites: ECED 375, 400, and 410. Total Hours: 30. Lecture Hours: 30.

ECED 430 Program Development and Administration

Students will develop leadership skills and abilities for early learning program development including mentoring staff and center-wide communication, as well as financial issues, including marketing and enrollment and retention. The course will focus on standards from licensing (WAC) and NAEYC, along with topics related to meeting and exceeding quality standards. Additionally, students will evaluate strategies for implementing the NAEYC Code of Ethics and demonstrate professionalism while working in a leadership capacity with and advocating for diverse staff, children, and families. This course teaches to the global outcome of intercultural appreciation. Prerequisites: ECED 375, 400, and 410. Total Hours: 30. Lecture Hours: 30.

ECED 440 Practicum: Advanced Application of Project-Based Curriculum

Students will apply their knowledge of the curriculum project approach with children by researching their interests, supporting in-depth investigations, documenting learning, and engaging families and co-teachers. Students will facilitate each phase of the project and a culminating event or activity and will practice methods for visual documentation of children's learning. Additionally, this course will support the use of provocations, planning with young children, scaffolding to promote optimal learning experiences, and engaging in child-led investigations daily and on a long term basis. Prerequisites: ECED 375, 400, and 410. Total Hours: 100. Lecture Hours: 10. Practicum Hours: 90.

ECED 450 Supporting Healthy Growth and Development

Students will examine topics related to the growth and development of the whole child. The class will focus on social, emotional, physical, cognitive, and sensory growth with emphasis on individualization to meet the needs of the child and the family. Students will learn about topics related to nutrition, mindfulness, trauma and resilience, and the inner needs and drives of children from a developmental perspective. This course teaches to the global outcome of information literacy. Prerequisites: ECED 420, 430, and 440. Total Hours: 30. Lecture Hours: 30.

ECED 460 Collaborative Approaches to Early Childhood Education

This course will discuss aspects involved in building, nurturing and maintaining respectful and collaborative relationships with diverse families, center staff and representatives from community resources. Students will also examine skills to support collaborative partnerships in effort to encourage young children and promote their development. Additionally, the course will discuss ways create inclusive programs, practice problem solving skills, analyze ethical dilemmas and demonstrate strategies for involving families in the program. This course teaches to the global outcomes of teamwork. Prerequisites: ECED 420, 430, and 440. Total Hours: 30. Lecture Hours: 30.

ECED 470 Practicum: Early Childhood Education Specializations

Students will select a topic related to an area of specialization in ECE and will research, design, implement, and report on their work using a variety of methods. Prerequisites: ECED 420, 430, and 440. Total Hours: 100. Lecture Hours: 10. Practicum Hours: 90.

Appendix B

Program Proposal Reviewer Comments

College Name:	Lake Washington Institute of Technology	BAS Degree Title:	BAS Early Childhood Education
Reviewer Name/ Team Name:	Molly Quick	Institutional or Professional Affiliation:	Northwest University
Professional License or Qualification, if any:	Dean, College of Education	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment. Meets relevancy standards most recently set out by state and federal guidelines as well as industry standards of level of education. A focus on leadership, highlighted throughout the design will help to place highly qualified individuals in to the workforce.</p>		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>Comment The content of the learning outcomes demonstrates the appropriate rigor-- yes. I would suggest that the program review the verbs of learning to ensure that they are specific and measureable and that the outcomes are not measuring too much at once (there are a couple double-barreled outcomes: number 1 ("and analyze..."); number 3; 6; 7; and 9 (seems to be a catchall). Verbs such as <i>practice</i> and <i>explore</i> seem vague and I imagine would be hard to measure for the program.</p>		
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	<p>Comment The original SON document had a second, certificate only option; the institution has chosen not to pursue that pathway at this time. The decision was made because the data collected in the field suggested that the majority of individuals taking this program would prefer BAS degrees. The changes to the SON are reasonable and data-driven. Other than this narrowing of focus, the SON document does match the curriculum.</p>		
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?		
	<p>Comment The course titles do represent a rigorous and relevant course of study, according to peer institutions and industry standards.</p> <p>However, I would suggest that the institution consider requiring a higher GPA than a 2.0.</p> <p>Further, the program intends to focus on leadership; however, I do not see that reflected in the courses.</p>		
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?		
	<p>Comment Yes. The general ed. requirements are representative of industry standards for BA degrees.</p>		

f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment This concern is addressed in Criteria 7 with well-considered articulation plans between LWTech and UW-Seattle and UW-Bothell. For purposes of the application, it might be helpful to mention earlier that there is a BAS to graduate degree option planned for in Criteria 7.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment From what I can glean from the proposal documents, the planned faculty are sufficient in FTEF to continuously teach and improve curriculum. I would like to know that at least some of the faculty have practical experience in teaching and administrating ECE classes and programs; currently, the application only asserts that the faculty have “vast industry experience” (p. 11).</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <ul style="list-style-type: none"> • Strong program admissions and diversity plan. Similarly well-thought-out student support systems. • Is a 2% tuition increase per annum reasonable? It seems low, even compared to inflation rates. • Facilities seems somewhat limited, though the program has thought of scheduling even as far out as year two. I would be interested to know that there are contingency options if the program needs to amend schedules or grows beyond its current projections.
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Comment The program application outlines LWTech accreditation by NWCCU and a plan to present the new BAS degree to that organization for its approval. However, I am not convinced that the program has addressed this aspect of program development sufficiently. A couple questions: does the WAC define what an Advisory Committee is in this case? From the perspective of a teacher-certification program, advisory committees must have a very specific membership of individuals. Secondly, what is the mechanism by which the program would get feedback/ and recommendations from the NWCCU? What is the process of “subsequent changes” (p. 17)? Finally, I wonder how the program will gather ongoing feedback via the NWCCU?</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment Overall, I am pleased with the proposal that LWTech has put forth. General recommendations: I would like to see program outcomes more specifically delineated and for leadership to be better infused within the curricula (or removed from the vision), and a more articulated discussion of the role of the Advisory Board with this program.</p> <p>Thank you for this opportunity. Respectfully, Molly Quick</p>

College Name:	Lake Washington Institute of Technology	BAS Degree Title:	Early Childhood Education
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Reviewer Name/ Team Name:	Sandra Maldonado	Institutional or Professional Affiliation:	Child Care Aware of WA./Early Achievers
Professional License or Qualification, if any:	Master of Arts in Early Childhood Education	Relationship to Program, if any:	n/a
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Yes. Will the program lead to job placement? Yes.		
	Comment The program proposal builds in quality and rigor from the outset by incorporating rigorous and appropriate content in the degree itself (Leadership, Curricula and Instruction, and Practicum). The plan ensures that the broad education is optimized for workplace applicability. The plan informs of taking full advantage of a competency-based learning and assessment model, which not only ensures rigor but also transparency. The number of practicum courses will orient the program on evidence of what students learn, know and can do. This will provide the tools students need to succeed and be workforce ready. This creates an inherently more rigorous degree.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor? Yes.		
	Comment There is a clear alignment between the degree learning outcomes for students and course descriptions (degree plan) that demonstrate measurable claims relevant to the WA State Core Competencies for ECE Professionals. The program learning outcomes address how students will identify mastery of granular competencies that make up the degree coursework.		
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document? Yes.		
	Comment With ECEAP Expansion, Head Start Performance Standard requirements, and WA QRIS Early Achievers PD Quality Standards, qualified Early Childhood Professionals are in shortage. The curriculum aligns to the SON to help address the urgent workforce need with its BAS ECE program.		
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Yes, please see comments. Are the upper level courses, in particular, relevant to industry? Yes. Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? Yes.		
	Comment The biggest gap we see in the workforce with ECE Professionals is application and reflection of integrative knowledge. This program plan covers all of the Core Competencies for ECE Professionals. My recommendation for syllabi consideration is to include current tools from the field. The state of WA leads in systematically elevating the QRIS standards, it would be beneficial for students to have knowledge integration and application of CLASS, ERS, and QRIS Quality Standards tied to Curricular and Staff Supports. These tools would effectively support practicum courses. There is a strong PD push to increase skills sets in the area of Leadership, Reflective Supervision and Mentoring. Currently, many Early Achievers regions are implementing PD tied to McCormick's Leadership Series, PAS, WA DEL Relationship-Based Professional Development Competencies. Much of the staff turnover in the Licensed Child Care setting is tied to insufficient staff supports including mentoring, observation and feedback, and reflective discussions on current practices.		

e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Yes. Do the general education courses meet breadth and depth requirements? Yes.
	Comment The program meets general education courses reciprocated in other ECE baccalaureate programs. No further feedback.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? Yes.
	Comment Pending articulation agreements from UW Seattle and Bothell.
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Yes.
	Comment Faculty qualifications and profiles meet certification requirements in the WAC, and are enhanced with vast industry experience.
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? Yes.
	Comment This sound budget for program operations has considered a Year 1 phase-in with 50% of student enrollment to allow for program adjustments in its initial year. Projected program revenues exceed expenditures for a 5 year plan. Transition plan in place to assure student success with a comprehensive student services plan to include: school admission, to financial and academic supports, and student resiliency factors in form of various opportunities for campus life and activity involvement.
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Yes. Has the program responded appropriately to it Advisory Committee's recommendations? On-going.
	Comment Advisory Committee members have provided guidance and input on scope and content of this new baccalaureate degree plan. Advisory Committee member feedback will be collected on an on-going basis using the regular meeting platform into and throughout the program's implementation phase.
j) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment The program plan directly addresses its Statement of Need in a concise and systematic manner articulating how it will meet workforce needs, and meet support services for students for successful completion of program. Lake Washington Institute of Technology is well-poised to run the proposed BAS ECE program, and this plan responds to the diverse and multi-faceted competencies expected of quality ECE professionals.

Appendix C: Revised Statement of Need



**LAKE WASHINGTON
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**Applied Baccalaureate Degree Program
Lake Washington Institute of Technology
Statement of Need**

Bachelor of Applied Science in Early Childhood

March, 2018

REVISED

**COVER SHEET
STATEMENT OF NEED**

Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: BAS Early Childhood Education CIP Code: 13.1210

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

Degree: Associate of Applied Science in ECE CIP Code: 13.1210 Year Began: 1983

Degree: _____ CIP Code: _____ Year Began: _____

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

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

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

Mode of Delivery

Single Campus Delivery: Kirkland, WA

Off-site: NA

Distance Learning: Hybrid and on-line

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

Contact Information (Academic Department Representative)

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Title: Dean of Instruction

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Chief Academic Officer

2/28/18
Date

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APPLIED BACHELOR DEGREE STATEMENT OF NEED CRITERIA

Introduction

Lake Washington Institute of Technology (LWTech) is centrally located in Washington State's high-technology corridor in King County, near Seattle with its main campus in Kirkland. The only public institute of technology in the state, LWTech serves a diverse student body from throughout the Puget Sound region and countries around the world. Almost 7,000 students enrolled at the college in Fall Quarter, 2016.

LWTech currently offers more than one hundred degree and certification options in forty-four areas of study and has established itself as a leader in supporting current and future workforce demands for baccalaureate prepared employees. Today, LWTech proposes its tenth baccalaureate degree, the Bachelor of Applied Science in Early Childhood Education (BAS-ECE).

The purpose of the proposed degree is to contribute to the education and training needs of the professional workforce who are responsible for regular, daily care and education of young children from birth through age eight, working across the spectrum of settings such as childcare centers, preschools, and other educational programs.

Changes in state and federal policies are increasing the expectations and requirements for the preparation and credentials of early childhood education professionals. This in turn is placing demands on colleges and universities to increase capacity in order to support the need for the baccalaureate-prepared early childhood workforce.

For example, in the first major revision to Head Start performance standards since 1998, it is now a requirement that any Early Head Start or Head Start Director hired after November 7, 2016 has, at a minimum, a bachelor's degree (Head Start Performance Standards, 2015). The intention of this change is to improve child outcomes and promote greater success in school as well as to produce higher returns on taxpayer investment (Mead & Mitchel, 2016). Additionally, The National Association for the Education of Young Children (NAEYC) is phasing in a requirement which, by 2020, requires that 75% of teachers hold a minimum of a baccalaureate degree or equivalent in order to obtain NAEYC accreditation (NAEYC, 2015).

The Early Childhood Education and Assistance Programs (ECEAP) is Washington's state-funded pre-kindergarten program that prepares some of the State's most vulnerable 3- and 4-year-old children for success in school and in life. Washington plans to more than double the number of children in the (ECEAP) by 2021 from the 2012-13 baseline of 8,391 slots to 19,068 slots by 2020-21. Changes in state law necessitate expansion so that by the 2020-21 school year, any eligible child shall be entitled to be enrolled in the program (K. Lancaster, personal communication, December 5, 2016). The latest "State of Preschool Report" by the National Institute for Early Education Research (NIEER) at Rutgers University notes that Washington state meets 9 of the 10 benchmarks that the NIEER considers minimum quality standards benchmarks for Early Childhood Education and Assistance Programs (ECEAP). The only one not currently met in Washington is the requirement that teachers in ECEAP programs hold at least a bachelor's degree (Barnett, Friedman-Krauss, Gomez, Horowitz, Weisenfeld, Clarke-Brown, & Squires, 2016). The authors of this study note that "meeting all 10 standards does not necessarily guarantee that a program is of high quality, but no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met" (p. 42).

LWTech seeks to help meet the urgent workforce needs for ECE professionals through its BAS-ECE program which will provide graduates with the type of specialized knowledge and competencies that are increasingly expected for lead educators working with children from birth through age eight.

Boyd (2013) states that “providers with BA degrees specifically in early childhood education provide higher quality learning experiences for children in their care” (p.3). Because the stakes are so high for the healthy development of young children, The Institute of Medicine (IOM) and National Research Council (2015) recommends the creation of comprehensive pathways and policy changes to transition to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age eight. The intended outcome behind this recommendation is to create parity in learning opportunities across settings and roles for care and education professionals who work with children from birth through age eight and ultimately reduce disparity in the quality of learning experiences for young children.

Early educators’ skills, knowledge, and well-being are inseparable from the quality of children’s early learning experiences according to the authors of the Early Childhood Workforce Index (Whitebook, 2016). Additionally, the 2015 IOM report notes the birth-8 age span is a window during which development is progressing at a particularly rapid pace, and that experiences during the first eight years of life shape a child’s long-term trajectory. Providing opportunities to increase education and training of the adults is “one of the most important mechanisms available for improving the quality of the care and education received by young children” (p. 21).

Criterion 1: Relationship to institutional role, mission, and program priorities

Describe how the proposed program reflects and supports the role and mission of the institution and reflect program priorities.

The mission of LWTech is “To prepare students for today’s careers, and tomorrow’s opportunities.” LWTech’s role has always been as a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation. LWTech requires that every new program align to its mission. Four core themes are critical to accomplishing the college mission. The proposed program is well aligned with its pathways, student achievement and external engagement core themes:

Pathways	Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.
Student Achievement	At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.
External Engagement	Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.

The development of baccalaureate degrees is also an important component of LWTech’s 2017-2020 Strategic Plan where student success is a priority in academic planning. LWTech strives to new programs and pathways are a priority in academic planning. LWTech strives to:

- Identify and define opportunity gaps
- Implement guided pathways
- Identify and implement approaches that increase student access, success, and completion with a focus on closing opportunity gaps
- Ensure engagement with students and employers at all points along the student’s educational pathway, including completion and employment.

Another important document that influences the achievement of LWTech’s institutional mission is the Master Instructional Plan (MIP). Adopted in 2016, this plan articulates strategic priorities for Instruction. The MIP provides a framework with which to vet and prioritize new program development and to assess existing programs for alignment with strategic priorities. Applied bachelor's degrees play an important role at LWTech by offering seamless pathways to bachelor's degrees that have until very recently been very difficult for many technical college students. The addition of the BAS-ECE will address changing labor market needs in the early childhood field and support the college’s commitment to strengthen pathways for its students. It is also aligned with the MIP. Graduates of this program will be well prepared to meet the daily care and education needs of young children from birth through age eight, working across the spectrum of settings such as childcare centers, preschools, and other educational programs. The BAS-ECE degree emphasizes early developmental processes and principles that apply to children starting at birth.

Program outcomes

BAS ECE degree graduates will:

- 1) plan, create, and implement curriculum based on children’s development, unique needs, interests and Washington State guidelines, and analyze the effectiveness of learning experiences
- 2) adapt and modify curriculum and teaching strategies based on the individual needs of children, culture, learning styles, and language
- 3) utilize observations and assessments to track children’s development, communicate progress with families, and individualize curriculum planning
- 4) practice reflection-based analysis of teaching methodologies and educational materials
- 5) develop partnerships with parents/guardians, families, colleagues, co-teachers, and administration
- 6) explore use of technology in early childhood education settings, and analyze the effectiveness of various forms of media
- 7) create individualized teaching strategies for guiding behavior, supporting children’s social and emotional development, and collaborating with families and co-teachers
- 8) recognize the diversity among children and their families within early learning communities and utilize teaching strategies to create inclusive environments

- 9) identify professional standards for early childhood educators, discuss ethical dilemmas, serve as mentors, collaborate with colleagues, communicate effectively, and demonstrate leadership skills
- 10) demonstrate critical thinking, intercultural appreciation, teamwork, information literacy, and communication skills.

Criterion 2: Support of the statewide strategic plans

Describe how the program will support SBCTC Mission goals outlined in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

The proposed degree program supports statewide strategic plans articulated in the SBCTC *Mission Study* and WSAC *Strategic Master Plan for Higher Education*.

The State Board for Community and Technical Colleges (SBCTC) published the *Mission Study* in May 2010. Goals identified include:

Goal #4	Contribute more to the production of baccalaureate degrees
---------	--

The BAS-ECE program will contribute to the accomplishment of this goal. Children deserve access to high quality care providers and teachers. Early educators’ skills, knowledge, and well-being have been found to be inseparable from the quality of children’s early learning experiences (Whitebook, 2016). The early education community is moving towards the expectation that practitioners possess at least a bachelor’s degree. This program will increase the pool of baccalaureate prepared, ready-to-work applicants possessing early learning skills. Similarly, it will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its target of 1,400 baccalaureate graduates needed by 2030 as identified in the *Mission Study*.

More recently, the SBCTC established its 2015-2016 Board goals which outline strategies related to improving student achievement, increase access to postsecondary education, and building on system strengths. One tactic defined by the SBCTC to improve student achievement is to *increase access to wrap-around student services to raise post-secondary attainment for underrepresented, adults, veterans, and first-generation students and increase the percent of basic skills students that move beyond basic skills*. The proposed degree will build on the strong pathways and supports that LWTech offers its students. LWtech’s ECE program currently offer a Pre-I-BEST ECE program focused on preparing underrepresented students for entry into the next level of high support in the ECE I-BEST first and second quarter classes. In addition, through the Early Achievers grant and the college’s federally funded TRiO grant for first generation students, staff are able to meet students where they are and provide intensive supports designed to improve achievement of their educational attainment goals.

The Washington Student Achievement Council (WSAC) has also established goals for the state’s residents in its 2013 Roadmap report. One of the goals is to substantially increase the percentage of Washington adults who have postsecondary credentials. An additional goal of the WSAC is to align postsecondary programs with employment opportunities.

The BAS-ECE will support SBCTC goals as well as Washington State Achievement Council goals for higher education and align with employment opportunities in terms of the rising credentials expected of job candidates. Employers of early childcare professionals are increasing their preference for candidates who possess a baccalaureate degree. LWTech has an effective associate’s degree program, but to align its efforts with industry and provide students with full access to future employment opportunities the college needs to expand the scope of our program. The associate’s degree program has an effective, engaged advisory committee with essential

industry representatives. These stakeholders keep the curriculum aligned with industry needs, but only by adding the BAS ECE opportunity will output be fully aligned with evolving industry standards.

Criterion 3: Employer/community demand for graduates with baccalaureate

- Employer demand must exceed regional supply of graduates with relevant degrees.
- Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of job opening locally and regionally.

Located in Kirkland, LWTech is situated in King County, the most populous county in Washington and the 13th-most populous in the United States. The county seat is Seattle, which is the state's largest city. Kirkland is one of a number of communities that are situated on the eastside of Lake Washington and collectively referred to as the “Eastside”. This area is home to many large high-tech companies including Microsoft, Nintendo, Google and Tableau. LWTech serves students from a broad geographic area across King and Snohomish counties and spans the Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, Skykomish, and Snoqualmie school districts.

Kirkland is a growing, prosperous and diverse community that attracts people from all over the world. Kirkland’s population is an estimated 82,590 making it the 6th largest city in King County and the 12th largest in Washington State. Along with population growth, Kirkland is becoming a more diverse community. Between 2000 and 2010, Kirkland’s minority population grew from 14.5% to 20.7%. Kirkland is expected to add an additional 22,435 new jobs by 2035. This local growth will necessitate expansion of baccalaureate prepared early childhood education professionals.

The proposed program will prepare graduates to work in primarily in three occupational areas. The WA State Employment Security Department lists Preschool Teachers (25-2011) as “In-demand” occupations in King and Snohomish Counties.

As previously stated, changes in state and federal policies are increasing the expectations and requirements for the preparation and credentials of early childhood education professionals. This in turn is placing demands on colleges and universities to increase capacity in order support the need for the baccalaureate prepared early childhood workforce for professionals working as preschool teachers.

Regional demand

Using the required rubric supplied the SBCTC for this criteria, we offer the following evidence of employer demand using calculation method #1 for existing occupations. This occupational area is listed as “in-demand” statewide and in King and Snohomish Counties with both long and short term employment trends lists as “growth” for each of these occupations in both King and Snohomish Counties.

If local demand/supply information is available for the specified degree program and target occupation(s)

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

Labor market data for King & Snohomish Counties
 Source: Employment Security Department, Washington State

Average annual openings	King	Snohomish	Total average annual openings (2014-2024)
Preschool Teacher, Except Special Education (SOC 25-2011)	418	132	550

The US Department of Education defines an Early Childhood Educator as any professional working in Early Learning and Development Programs, including but not limited to center-based and family child care providers, infant and toddler specialists, early intervention specialists and early childhood special educators, home visitors, related service providers, administrators, Head Start teachers, Early Head Start teachers, preschool and other teachers, teacher assistants, family service staff, and health coordinators.

According to the Institute of Medicine (2015) early care and education center directors or program directors, and other administrators are an important factor in the quality of early learning experiences for the children in the settings they oversee. These leaders play an instrumental role in helping care and education professionals strengthen their core competencies and in creating a work environment in which they can fully use their knowledge and skills.

While the changes are being made at the state level currently the position of preschool teacher does not always require a bachelor’s degree, quality improvement policies targeting the early childhood workforce, at both the federal and state level increasingly call for preschool teacher’s to hold a bachelor’s degree (The Institute of Medicine and National Research Council, 2015).

Furthermore, in order to more fully understand the needs of local districts with preschool programs, a discussion of the proposed program was held with Kay Lancaster, Associate Superintendent of Early Learning with the Puget Sound Educational Service District (PSESD). PSESD serves as a point of contact for ECEAP and Head Start program located in 35 school district in King and Pierce Counties. Ms. Lancaster stated strong support of the BAS-ECE which would increase the levels of educational attainment among ECE professionals (K. Lancaster, personal communication, December 5, 2016). PSESD staff saw our program as a compliment to their professional development efforts for the teachers they hire for their contracted ECEAP and Head Start classes.

To verify demand, we conducted a second employer survey targeted at non-school early childhood settings (e.g. preschools, ECEAP programs, Head Start programs, and other child care settings). We received 27 responses from 116 surveys for a response rate of 23%. The entire survey is included in Appendix B. One hundred percent of those who replied to the survey indicated a demand for Early Childhood professionals, and while most indicated a bachelor’s degree was not required for positions, 81.48% stated that a bachelor’s degree was preferred. Over 90% of those surveyed responded that LWTech’s proposed program would assist in creating qualified applicants to fill open positions.

The employer survey indicates strong support and need for the proposed program. One respondent remarked “there is a real need for opportunities to earn advanced degrees in the ECE field. It helps raise the bar for teachers of young children”.

While most of the employers surveyed did not require a bachelor’s degree for a position in their organization, we found a strong preference for bachelor prepared ECE professionals where over 80% of respondents

answered yes to the question: If a bachelor’s degree is not required for a position as an Early Childhood Education professional in your organization, is one preferred?

Furthermore, 92.59% of employers surveyed stated that LWTech’s program would increase the pool of qualified applicants. One employer believed that “having a BA degree to teach preschool is important. I personally believe this because of my experiences in this field, but we know this from the vast amount of research that proves that teacher education suggest better student outcomes”. Below we describe the estimated gap between supply and demand which necessitates the proposed program.

Statewide demand and regional demand

In addition to regional demand, information on statewide demand is provided by two state departments, Department of Early Learning (DEL) and Office of Superintendent of Public Instruction (OSPI). DEL states that by 2020 its state-funded preschool, Early Childhood Education and Assistance Program (ECEAP) will become an entitlement and expanded to serve nearly double the children and families the program serves today. According to Ross Hunter, DEL Director “in order to reach this goal, ECEAP needs approximately 600 new lead teachers” (Hunter, 2017).

Estimated supply

For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

Using the data from the National Center for Education Statistics (NCES), the table below details the regional supply of baccalaureate and master level graduates, mapping the CIP program codes to the SOC codes covered by our proposed program.

No institutions in King and Snohomish County produce bachelor’s level graduates in ECE. It should be noted that Highline College (HC) is developing a P8 Teacher Certification program. In the early stages of the approval process they have not yet produced any graduates. However, we have had conversations with Dr. Frank Kline, Program Manager of Baccalaureate Teacher Education at HC. Dr. Kline has no concerns about any conflicts with LWTech’s proposed program. Dr. Kline states “we are serving different areas of the sound. Our focus is pretty local. It’s unlikely that any students interested in your program would be candidates for our program and vice versa”.

Regional production for related CIP codes:

2014-15 Baccalaureate Completions	City U	NW U	SPU	Seattle U	UW Bothell	UW Seattle	TOTAL
Kindergarten/Preschool Education Teaching	0	0	0	0	0	0	0
Early Childhood Education & Teaching	0	0	0	0	0	0	0
Child Care & Support Services Management	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

In LWTech’s service area, there is a considerable gap with a need of 550 graduates and no institution in meeting the need. There is an “Education – Other” category in the NCES data, which shows a University of Washington production of 150 graduates. However, those graduates are not prepared solely for the ECE industry, making it an inaccurate assessment of the true production. Looking just at ECE-specific programs, the demand in King and Snohomish County as described above is estimated to be 550. Therefore, with this labor market gap, LWTech’s proposed program is needed.

Criterion 4: Builds from existing professional and technical degree program

Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.

Since its inception as a college in 1991, LWTech has provided educational opportunities to meet workforce needs for Early Childhood professionals. In the early years, the program focused on coursework for childcare administrators under the program name of Childcare Manager. In 2013 the program name and content changed to Early Childhood Education (ECE). The ECE program offers several certificate options and the AAS Degree, which would serve as a feeder for the proposed BAS in Early Childhood Education with P-3 Teacher Certification. Students in the current ECE AAS program are primarily working in the field of ECE as assistant teachers, preschool teachers, childcare providers, family childcare providers, program supervisors and center directors. Students who are new to the field of ECE are often high school students, recent high school graduates, and adults who are starting a new career. Another group of students in our program includes those who have already completed a Bachelor’s degree, either in another country or in another field of study. The varieties of students who enter our ECE program create a diverse setting that is representative of the communities they will work.

LWTech’s Early Childhood Education program currently offers the AAS- Early Childhood Education (90 credits including 20 academic core credits and 7 general elective credits) and 8 certificates that align with

common courses in the state. These certificates provide a foundation for the AAS degree and are “stackable” meaning they can be applied towards the AAS Degree, allowing a variety of on-ramps for students to continue to work towards higher levels of education. These programs would be the foundation for a BAS-ECE. Faculty work closely with students to create a clear road map and defined program sequence so they can move from certificate to degree. Advising and frequent feedback are essential components of the ECE program so that students stay on track toward their goals as they move along the pathway. A recent research report from the Washington State Board of Community and Technical Colleges (2017), cite road maps, well defined program sequencing, and feedback as critical factors in degree completion.

LWTEch’s ECE Certificates:

Early Childhood Education- Initial Certificate (20 credits)
Short Certificate of Specialization – Administration (20 credits)
Short Certificate of Specialization – Family Child Care (20 credits)
Short Certificate of Specialization – General ECE (20 credits)
Short Certificate of Specialization - Infants and Toddlers (20 credits)
Short Certificate of Specialization - School Age Care (20 credits)
Early Childhood Education, Certificate of Proficiency (47 credits)
State Early Childhood Education Certificate, Certificate of Proficiency (70 credits)

The current AAS ECE Program offers students theoretical content, application based experiences and reflective practice as they work on these student outcomes:

- Develop, implement and evaluate age-appropriate programs for young children
- Observe, record and assess children’s growth and development
- Plan and implement developmentally appropriate curriculum activities in all areas, based on the children’s interests and early childhood education best practices. Reflect on the experiences to improve teaching approaches.
- Build connections with children, families and the community
- Implement strategies to make meaningful connections with children and guide behavior effectively
- Develop leadership skills, plan and monitor a budget, and learn strategies for guiding programs
- Identify and implement National Association for the Education of Young Children (NAEYC) and the Department of Early Learning (DEL) Standards
- Build an awareness of current issues and trends in the ECE field
- Define professional conduct and work in the field. Create ongoing professional development goals

LWTEch has a diverse faculty that establish high program standards by meeting our students where they are (reflective, responsive and attentive) and supporting them by making connections to research, theory and practice in the ECE field. Currently, the ECE program has one Tenure Track full time faculty and 4 adjunct faculty members. The ECE faculty are excellent instructors with current knowledge and work experience in the field of ECE. The instructors bring a combination of education and teaching skills to the program. Students appreciate having instructors with wealth of experience as it provides them with broad awareness of ECE.

The ECE program is located in close proximity to the Early Learning Center (ELC), LWTEch’s onsite childcare. The ELC offers the opportunity for students to see an early childhood setting in action, work in the classroom as

part of their practicum hours, implement activities and complete assignments in a supportive ECE environment. The ECE instructors collaborate with the onsite ELC administration and teaching staff which enhances student’s learning experiences.

Over the past five years, LWTech’s ECE AAS and Certificate completions have shown strong growth. We anticipate AAS completions will grow based on our remarkable growth in certificate completers and in overall enrollment in ECE courses. We expect to see similar growth within the new two years. Comparing overall enrollment in ECE courses in Spring 2016 and Spring 2017, we have experienced a 52% increase in FTE and in headcount.

Completions	2011-12	2012-13	2013-14	2014-15	2015-16	Cum
AAS	8	11	14	16	10	59
Certificate	2	9	31	63	60	165

Criterion 5: Student demand for program within the region

Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards. Include enrollment projections for each year over the next five years.

Student surveys

In Fall 2016, LWTech conducted two student surveys, one of currently enrolled students (Appendix C) and a second of alumni who had earned an ECE AAS degree at LWTech (Appendix D). All respondents showed a strong interest in LWTech offering a BAS in ECE degree.

The current student survey was sent to over 150 students with 41 responses for a 27% response rate. Eighty-five percent of respondents indicated they would be highly or somewhat likely in responses to the question “How likely would you be to enroll in a new Bachelor’s degree in Early Childhood Education at LWTech?”

For the question regarding the two most important factors that would encourage you to enroll in LWTech’s proposed new BAS degree in early Childhood Education versus other options, respondents indicated previous positive experiences with LWTech, career advancement, proximity and affordability as driving forces to enroll.

The alumni survey was sent to 62 former students with nine responses for a 14.52% response rate. Responses to the question “How likely would you be to enroll in a new Bachelor’s degree in Early Childhood Education at LWTech are provided in the table below. One hundred percent of alumni responded that they were either highly or somewhat likely to enroll.

Based on responses from the student survey, we expect steady enrollment in LWTech BAS-ECE over the next five years to be steady. The results demonstrate a strong level of interest and show the desire for students to further their education locally. Many of our students are working fulltime and appreciate our flexibility in our scheduling of classes in the daytime, evening as well as on the weekends.

We will draw upon our current and alumni population. We are experiencing significant growth in certificate completers and we expect many will continue on the pathway towards both the AAS and the baccalaureate. degrees as employer expectations rise.

Criterion 6: Efforts to maximize state resources to serve place-bound students

- Describe how program will serve place-bound working adults.
- Identify similar program offered by public or independent institutions in the region.
- Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and /or community organizations considered in the development of the proposal and include a brief description of initial conversations.
- Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence.
- Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

If approved, this degree would increase opportunities for place-bound students, many of whom are working adults. Tailored to our community, the BAS-ECE would support the growth for underserved students who wish to pursue in demand advanced degrees with a program that is both accessible and affordable. It is important to provide access to education at times that allow working professional's flexibility in scheduling. The BAS-ECE will provide instruction through hybrid courses, weekend and summer instruction.

The cost of college is a very important consideration for LWTech students. LWTech will serve cost-sensitive students, for whom tuition at the more expensive 4-year universities becomes a barrier to educational attainment. This new degree will provide a career ladder to increase pay potential for those currently employed in the field at child care facilities, pre-kindergarten programs, Head Start programs and more. The BAS-ECE curriculum will focus on the practical, applied knowledge so essential in this field and will work seamlessly for current students who wish to move from an associate degree to the BAS, as well as for new students who want to pursue a career working with young children. In consultation with our existing advisory committee, it is recognized that coursework must be scheduled at times and manner which will allow most students to continue to work in order to mitigate a financial barrier. We intend to provide instruction through hybrid courses, and on non-traditional schedules such as weekends and evenings.

LWTech offers a variety of supports for its students. Specifically, within our program with the Early Achievers grant the ECE faculty have established quarterly workshops for EA students and also open to all our student to work on current quarter assignments in their ECE course work. We have set a precedent in our program to find creative ways to support not only our EA students but all our students. We have also established a robust IBEST program within our AA degree and are looking at creating a dual language program for our Spanish speaking students. We are also working closely with several local child care centers, Kiddie Academy in Kirkland and Little Peoples World (Bellevue & Kirkland) to support their teachers in furthering their education.

Similar Programs in the area

Currently Northwest University and the University of Washington, Bothell offer certification for those interested in pursuing a degree in Elementary Education. Northwest University's program is at the master's level. The UW-Bothell program is designed for students who have already obtained a Bachelor's degree. We have had discussions with the administrative leadership of both of these programs and neither are opposed to LWTech's proposed degree. In our discussion with Dr. Buendia, Dean at the School of Educational Studies, & Dana Bigham, Assistant Director, Academic Services, at University of Washington, Bothell, we briefly discussed the possibility of working on some form of an articulation for some of our program courses with the UWB post-baccalaureate in K - 8. Dr. Buendia had no concerns about a new teacher certification program being offered in the UW-Bothell geographical area.

Dr. Ron Jacobson, Dean of the School of Education at Northwest University felt that our programs would appeal to different students and that anything that would increase the flow into the pipeline would be beneficial. Dr. Jacobson has no concern about a new teacher certification program in his own geographic area.

Local Collaborations

We met with PSESD Kay Lancaster, Assistant Superintendent to discuss our BAS application. PSESD serves as a point of contact for ECEAP and Head Start program located in 35 school district in King and Pierce Counties. They expressed support of our program and the need for it within their district boundaries.

Students will be prepared to enter the University of Washington Master in Teaching program and the University of Washington-Bothell teacher certification program, should their goals include teacher certification.

Regional Collaborations

A policy brief by the Professional Educator Standards Board (October, 2015) calls on the SBCTC to “expedite approval of applied baccalaureate programs” (p.6). To this end, there is strong regional collaboration among ECETPC (Early Childhood Education Teacher Preparation Council) colleges with particular emphasis on addressing the need for Baccalaureate prepared early education professional. Members of the ECETPC have formed a sub-group designed specifically to focus on the BAS in ECE and the group meets regularly. Led by Dr. Krissy Kim from Pierce College, the group created several common course outlines for BAS programs at community colleges. This collaborative effort will speed the implementation of programs once they are approved. Furthermore, at this meeting the Department of Early Learning presented their data on the needs of the workforce where again we were reminded that increasing teacher educational requirements are on the agenda for DEL (November, 2016).

Also in preparation for this degree, we have been in conversation with Jamie Wells, Director, Center of Excellence for Careers in Education. Ms. Wells has indicated that she will provide support as we move through the approval process.

Conclusion

Lake Washington Institute of Technology proposes to offer the Bachelor of Applied Science in ECE. The proposed program supports the college’s mission, goals, and strategic plan, as well as statewide education plans. The demand for baccalaureate level Early Childhood educators is strong in LWTech’s service area an across the state. Recent changes in Washington law have heightened concerns about teaching shortages. Current and former students have indicated an eagerness to enroll and educational leaders are supportive. LWTech is ready to provide this needed pathway to teacher preparation and certification.

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APPENDIX A: EMPLOYER SURVEY, NON-CERTIFICATED SETTING

BAS ECE Employer Surveys

Do you have a current or anticipated demand for Early Childhood Education professionals?						
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD	
BAS ECE Employer Survey	21 (100%)	0 (0%)	21/121 (17.36%)	1.00	0.00	
BAS ECE Employer Survey (Open Link)	6 (100%)	0 (0%)	6/6 (100%)	1.00	0.00	
Total	27 (100%)	0 (0%)	27/127 (21.26%)	1.00	0.00	

If there is demand for Early Childhood Education employees, how many positions do you currently have open?								
Project	1-5 (1)	6-10 (2)	11-25 (3)	25+ (4)	N/A (0)	Respondents/ Enrollments	Mean	STD
BAS ECE Employer Survey	20 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	20/121 (16.53%)	1.00	0.00
BAS ECE Employer Survey (Open Link)	5 (83.33%)	0 (0%)	0 (0%)	0 (0%)	1 (16.67%)	6/6 (100%)	1.00	0.00
Total	25 (96.15%)	0 (0%)	0 (0%)	0 (0%)	1 (3.85%)	26/127 (20.47%)	1.00	0.00

If there is demand for Early Childhood Education professionals, how many positions do you anticipate having open in the next 3 years?								
Project	1-5 (1)	6-10 (2)	11-20 (3)	20+ (4)	N/A (0)	Respondents/ Enrollments	Mean	STD
BAS ECE Employer Survey	12 (57.14%)	4 (19.05%)	4 (19.05%)	1 (4.76%)	0 (0%)	21/121 (17.36%)	1.71	0.96
BAS ECE Employer Survey (Open Link)	3 (50%)	3 (50%)	0 (0%)	0 (0%)	0 (0%)	6/6 (100%)	1.50	0.55
Total	15 (56.56%)	7 (25.93%)	4 (14.81%)	1 (3.7%)	0 (0%)	27/127 (21.26%)	1.67	0.88

Do you have a current or anticipated demand for Early Childhood Education professionals who have a P3 teaching certificate (Washington State Teaching Certificate for early childhood education through 3rd grade)?						
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD	
BAS ECE Employer Survey	7 (33.33%)	14 (66.67%)	21/121 (17.36%)	1.67	0.48	
BAS ECE Employer Survey (Open Link)	4 (80%)	1 (20%)	5/6 (83.33%)	1.20	0.45	
Total	11 (42.31%)	15 (57.69%)	26/127 (20.47%)	1.58	0.50	

Is a Bachelor's degree required for a position as a Early Childhood Education professional in your organization?						
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD	
BAS ECE Employer Survey	2 (9.52%)	19 (90.48%)	21/121 (17.36%)	1.90	0.30	
BAS ECE Employer Survey (Open Link)	1 (16.67%)	5 (83.33%)	6/6 (100%)	1.83	0.41	
Total	3 (11.11%)	24 (88.89%)	27/127 (21.26%)	1.89	0.32	

If a Bachelor's degree is not required for a position as a Early Childhood Education professional, is a Bachelor's degree preferred?						
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD	
BAS ECE Employer Survey	17 (80.95%)	4 (19.05%)	21/121 (17.36%)	1.19	0.40	
BAS ECE Employer Survey (Open Link)	5 (83.33%)	1 (16.67%)	6/6 (100%)	1.17	0.41	
Total	22 (81.48%)	5 (18.52%)	27/127 (21.26%)	1.19	0.40	

Do you have difficulty finding applicants who hold a Bachelor's degree for Early Childhood Education positions?						
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD	
BAS ECE Employer Survey	20 (95.24%)	1 (4.76%)	21/121 (17.36%)	1.05	0.22	
BAS ECE Employer Survey (Open Link)	6 (100%)	0 (0%)	6/6 (100%)	1.00	0.00	
Total	26 (96.3%)	1 (3.7%)	27/127 (21.26%)	1.04	0.19	

Is a Bachelor's degree with a teaching certificate required for a position as an Early Childhood Education professional in your organization?						
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD	
BAS ECE Employer Survey	1 (5%)	19 (95%)	20/121 (16.53%)	1.95	0.22	
BAS ECE Employer Survey (Open Link)	0 (0%)	6 (100%)	6/6 (100%)	2.00	0.00	
Total	1 (3.85%)	25 (96.15%)	26/127 (20.47%)	1.96	0.20	

BAS ECE Employer Surveys

Will LWTech's proposed program increase your pool of qualified applicants for Early Childhood Education positions?					
Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD
BAS ECE Employer Survey	19 (90.48%)	2 (9.52%)	21/121 (17.36%)	1.10	0.30
BAS ECE Employer Survey (Open Link)	6 (100%)	0 (0%)	6/6 (100%)	1.00	0.00
Total	25 (92.59%)	2 (7.41%)	27/127 (21.26%)	1.07	0.27

What are the job titles of the positions at your company that LWTech Bachelor of Applied Science in Early Childhood Education graduates would qualify for?		
Project	Write-in Text	Respondents/ Enrollments
BAS ECE Employer Survey	<ul style="list-style-type: none"> - Lead Teacher Master Teacher - Program Supervisor - Lead and Lead Assistant Teacher positions - ECEAP instructor ECEAP paraeducator ECEAP family support specialist Early learning coach (after several years of teaching experience) If it also included a teaching certificate, would open up to additional teaching positions - Director Program Supervisors Lead Teachers We have 11 Kid's Country's in the State of WA. 5 of them are located on the north end and LWTech would be a great location for them. We currently only have 2 staff members with 4 year degrees in and ECE field, and 1 staff member with a certificate of ECE. - Lead Teacher Assistant Teacher - Director Assistant Director Lead Teacher - Coordinators and directors - None. - Admin Assistant, Lead Teacher - Director administrative support staff lead teaching staff teaching support staff - Lead teaching positions Director positions or possibly a specialized position in the future. Example, family specialist... - Lead Infant Teacher Lead Toddler Teacher Lead Young Preschool Teacher Lead Preschool Teacher Lead PreK Teacher Program Supervisor Assistant Director Director - Lead Teacher Program Supervisor Director - Early Head Start Infant or Toddler Lead Teacher Head Start Preschool Lead Teacher - Lead Preschool Teacher, Program Supervisor, Assistant Director, Director - Lead Teacher Director Assistant Director Program supervisor - Assistant director Lead teacher - Lead staff. - Lead Teacher Program Director 	20/121 (16.53%)
BAS ECE Employer Survey (Open Link)	<ul style="list-style-type: none"> - Early Childhood Specialist III - All positions, including administration - Lead Toddler Teacher Assistant Toddler Teacher Lead Preschool Teacher Assistant Preschool Teacher Lead PreK Teacher Assistant PreK Teacher Resource Teacher - Lead Toddler Teacher Lead Preschool Teacher Lead Assistant Toddler Teacher Lead Assistant Preschool Teacher - Director Program Supervisor Lead Teacher Assistant Teacher - Toddler and Preschool Lead Teachers would be the only ones for which an ECE degree would qualify applicants. For our PreK, kindergarten and elementary school classrooms we require K-8 certification in keeping with state board of education requirements. (We are a WA State approved private school.) 	6/6 (100%)
Total		26/127 (20.47%)

BAS ECE Employer Surveys

If the LWTech program is approved, would you or someone from your organization be willing to serve on a program Advisory Board? If yes, please provide an e-mail address.

Project	Yes (1)	No (2)	Respondents/ Enrollments	Mean	STD
BAS ECE Employer Survey	10 (50%)	10 (50%)	20/121 (16.53%)	1.50	0.51
BAS ECE Employer Survey (Open Link)	4 (80%)	1 (20%)	5/6 (83.33%)	1.20	0.45
Total	14 (56%)	11 (44%)	25/127 (19.69%)	1.44	0.51

Is there anything else you would like to share regarding our proposal for a new Certification and Non-Certification routes for a new Bachelor of Applied Science in Early Childhood Education?

Project	Write-in Text	Respondents/ Enrollments
BAS ECE Employer Survey	<ul style="list-style-type: none"> - What are the prerequisites that one would need to have in order to apply for the program? Would a 2 year degree be enough to pursue a bachelors degree? Would the 2 year degree have to be in ECE? - Having a BA degree to teach preschool is important- I personally believe this because of my experiences in this field, but we know this from the vast amount of research that proves that teacher education suggest better student outcomes. - As an educator and employer, I have seen firsthand how powerful and uplifting it is when teachers are able to go to conferences and see guest speakers teach about specific topics. I saw Bev Bos at LWTech while I was in the Childcare Management program years ago and it was amazing! I personally would love it if my Childcare Management degree from LWTech would transfer in. - Will this be paid for by the EA program for those who qualify? - I would love to have teachers all with BA's but private funding, and running a small business I can't afford to may them what a BA is worth. Until this is not a low paying field and income is only from the parents I don't see requiring a BA an option. 	5/121 (4.13%)
BAS ECE Employer Survey (Open Link)	<ul style="list-style-type: none"> - A BAS program in early childhood education is necessary. However a concern of many employers and business owners in the industry is how do we provide competitive salaries to those that have completed their degree and yet keep programs affordable to the families? - I think it's a great idea. Selfishly speaking, you are located two minutes from Northlake which means your grads probably live locally and would have short commutes if working at Northlake in future. Very convenient. And there's a real need for opportunities to earn advanced degrees in the ECE field. It helps raise the bar for teachers of young children and gives people interested in teaching just one more avenue for professional development. Good for kids and their families and teachers, all. 	2/6 (33.33%)
Total		7/127 (5.51%)

APPENDIX B: STUDENT SURVEY-CURRENTLY ENROLLED STUDENTS

Lake Washington Institute of Technology BAS Early Childhood Education Student Survey

Level: Lake Washington Institute of Technology

1 - How likely would you be to enroll in a new Bachelor's degree in Early Childhood Education at LWTech?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Highly likely	(1)	21	51.22%		1.80	
Somewhat likely	(2)	11	26.83%			
Somewhat unlikely	(3)	5	12.2%			
Highly unlikely	(4)	4	9.76%			
				0 25 50 75 100	Course	
Return Rate	Mean	STD	Median			
41/150 (27.33%)	1.80	1.01	1.00			

2 - When would you most likely enroll?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Winter 2019	(1)	10	24.39%		3.10	
Spring 2019	(2)	4	9.76%			
Fall 2019	(3)	10	24.39%			
Beyond Fall 2019	(4)	6	14.63%			
Not Interested	(5)	11	26.83%			
				0 25 50 75 100	Course	
Return Rate	Mean	STD	Median			
41/150 (27.33%)	3.10	1.53	3.00			

3 - What is your preferred schedule for attending classes? Check all that apply.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Morning	(1)	26	65%			
Afternoon	(2)	12	30%			
Weekday Evening	(3)	15	37.5%			
Weekend Days	(4)	14	35%			
				0 25 50 75 100		

4 - Do you have any comments regarding a new Bachelor's degree in Early Childhood Education at LWTech?						
<ul style="list-style-type: none"> • No, Thank you! • No, Thank you • It would be wonderful to have an opportunity for a Bachelor's degree in Early Childhood Education. • The children will appreciate passion and concern from their educators. • I am very interested but there is a small chance I might do a music program. Just depends on some things. • I would most likely be taking this bachelor program but there is a small chance I may do music. • It is a good program, it is just too much work for people like me that work and have children. • I wish that it was created sooner! I am almost done with my Associates Degree. I am unfortunately enrolling at another school for a bachelors. I would have loved to stay with this school. • none for the moment • none at this moment • none at this moment • none of this moment • N/A • N/A • N/A • I just hope it is useful information and that it is worth it to take all the new classes. • very excited about possible BA in ECE • 2019 seems a bit far off. My goals for pursuing this degree have a closer timeline. • The timeline seems far off. It would be great if it were offered 2018. • I would love to see this!!! • I would love to see this!! • I would love to see this so that I can attend! 						

Lake Washington Institute of Technology BAS Early Childhood Education Student Survey

Level: Lake Washington Institute of Technology

5 - What are the one or two most important factors that would encourage you to enroll in LWTech's proposed new Bachelor's degree in Early Childhood Education versus other options?

- The 2 most important factors that will encourage me are I want to earn a Bachelor Degree so I can become a real teacher in schools and programs. The second one is I want to get a bachelor degree because then I would have more opportunities for teaching all over the world.
- 1) I can become a teacher and teach students 2) I can have more opportunities to teach all over the world.
- The opportunity to advance in my career in Early Childhood Education, and more job opportunities.
- I am happy with the instructors and it is close to work and home.
- To gain more insight related to working experience; To find a job in schools
- Money, health
- Money, health
- less homework, more flexibility with time
- Schedule and time availability
- schedule and time availability
- schedule and time availability
- schedule and time availability
- More Advertisement through School districts in ECE (0-12 years old); Work with local business for their teacher's to get there ECE degree. EX: Lil' Peoples World LLC
- More advertisement through the public school systems and working with them. (0-12 years old); Working with local business to get them their teachers in the door to get educated. EX: Lil Peoples World LLC
- More advertisement through the public school systems and working with them. (0-12 years old); Working with local business to get them their teachers in the door to get educated. EX: Lil Peoples World LLC
- I would want a better education to have more knowledge. Also, I would want to be able to have more opportunities in getting a better job with higher pay.
- convenience to finish AA and transfer to BA program at the same school/
- Ability to attend while also working full time, availability of classes online.
- Availability of hybrid classes, weekend classes.
- Affordable tuition and convenient class times
- Convenient class times and affordable tuition
- I am already here and I love this school!!!!
- I already attend this school and would love to finish my education where I started and I love this school!!!!
- I already attend school here and would love to finish my schooling where I have started!!

Lake Washington Institute of Technology BAS Early Childhood Education Student Survey

Level: Lake Washington Institute of Technology

7 - Is there anything else you would like to tell us about Bachelor's degrees at LWTech?

- I would love to get a bachelor degree and I will try my best to get a bachelor degree.
- No thanks!
- I would love to have more classes on Child Development and even a degree on Child Development for people wanting to become child life specialists.
- This is a good idea and will encourage people to see themselves working with the youth.
- This is a good idea and will have people more interested in working with children at lwtech...
- The children will need all the educators and caretakers that are passionate to work with them.
- It would certainly be a great opportunity if LWtech get it's approval for Bachelor's program.
- I am really excited to see this happen!
- I am very excited about this program!
- I am happy to hear you're thinking of doing this!
- none at this moment
- none at this moment
- none at this moment
- none of this moment
- Thank god for Ninder.
- Thank god for Ninder
- Thank god for Ninder
- Nope.
- I believe this would be very important to the school and to the students that attend!
- LWTech needs this program!!!!
- It would be amazing to see this program!!!

APPENDIX C: STUDENT SURVEY- ALUMNI

Term	Count	Frequency	Percent	Bar	Mean
Winter 2019	(1)	1	11.11%		2.44
Spring 2019	(2)	3	33.33%		
Fall 2019	(3)	5	55.56%		
Beyond Fall 2019	(4)	0	0%		
Not Interested	(5)	0	0%		
				0 25 50 75 100	Course
Return Rate	Mean	STD			
9/62 (14.52%)	2.44	0.73			

3 - What is your preferred schedule for attending classes? Check all that apply.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Morning	(1)	1	11.11%		
Afternoon	(2)	2	22.22%		
Weekday Evening	(3)	8	88.89%		
Weekend Days	(4)	3	33.33%		
				0 25 50 75 100	
Return Rate	9/62 (14.52%)				

4 - Do you have any comments regarding a new Bachelor's degree in Early Childhood Education at LWTech?

Return Rate	Comments
6/62 (9.68%)	<ul style="list-style-type: none"> • I think this would be a great addition to the school. All of the ECE teachers here I have worked with are amazing and to be able to continue my education with them would be a joy. • I work full time directing/owning a preschool/kindergarten and have three kids. I am very busy, but very interested in this degree. I do love meeting in person for classes, but I would love as many online courses as possible. • I believe is a great idea. The students that are already enrolled in ECE classes will have the opportunity to continue their education and obtain their Bachelors degree. • I was hoping that this would happen!! :) • I just cant wait to start working on my bachelor degree. • Excited!

5 - What are the one or two most important factors that would encourage you to enroll in LWTech's proposed new Bachelor's degree in Early Childhood Education versus other options?

Return Rate	Comments
8/62 (12.9%)	<ul style="list-style-type: none"> • Class schedule that will allow me to work while attending school.&#x0D; Affordability. • The fact that I am already part of the community there. I am alumni and getting involved in other ways with LWTech as well. Also, the school is close to where I work and live. • The teachers have an amazing curriculum and help out so much with the students to understand all of what they teach. This is huge to have all of the teachers I have worked with rooting for you and helping you do and be the best you can be. • I had a pistive experience with the ece course getting my AA • It's not too far to drive and that's where I took all my classes. • Expense and class options. • Factor 1- Location: It's very close to where I work and live.&#x0D; Factor 2- Familiarity: I earned my Associate degree in Early Childhood Education through their program and I'm very familiar and comfortable with the instructions and the environment. • 1. My credits from my LWT AAS in Childcare Management would be applied&#x0D; 2. N/A

6 - Is there anything else you would like to tell us about Bachelor's degrees at LWTech?

Return Rate	Comments
4/62 (6.45%)	<ul style="list-style-type: none"> • The Bachelor program will be a great addition to the already existent ECE program. • I am very much looking forward to this program starting. • I hope ypu start the program! • I believe that this will be a good opportunity for people who are interested to get early childhood degree.

APPENDIX D: LETTER OF SUPPORT



STATE OF WASHINGTON
DEPARTMENT OF EARLY LEARNING
P.O. Box 40970, Olympia, Washington 98504-0970
(360) 725-4665 • FAX (360) 413-3482

February 1, 2017

Joyce D. Hammer, Ph.D.
Director of Transfer Education
State Board of Community and Technical Colleges
1300 Quince St. SE
Olympia, WA 98504

Dear Dr. Hammer:

Please accept this letter of support for Lake Washington Technical College's application to offer a Bachelor of Applied Science in P-3 Education with an option for teacher certification. LWTech's program will expand access to educational opportunities at a time where our state is experiencing a teacher shortage. Community embedded programs such as the model LWTech is proposing is an important step to grow and strengthen the early care and education workforce.

Research tells us that teacher qualifications make a difference in school readiness and outcomes for children. The Department of Early Learning has two key goals LWTech's program will help us to meet by the year 2020:

- 90 percent of children entering kindergarten are school ready as measured by our state's kindergarten entry assessment.
- Early Childhood Education and Assistance Program (ECEAP), Washington's state-funded preschool, will be an entitlement and expanded to serve nearly double the children and families the program serves today. In order to reach this goal, ECEAP needs approximately 600 new lead teachers.

Programs such as the proposed Bachelors of Applied Science in P-3 Education at LWTech will play an important role in meeting workforce needs in both early learning and the K-3 setting. LWTech's program model will provide educational opportunities that reach place-bound students and strive to develop a growing workforce that is representative of the children and families in Washington.

Should you have any questions, feel free to contact my office by phone at (360)725-4584 or via email at ross.hunter@del.wa.gov.

Sincerely,

A handwritten signature in black ink that reads "Ross Hunter".

Ross Hunter
Director