



EDUCATION ADVISORY COMMITTEE MEETING MINUTES

Wednesday, November 12th, 2025

3:00-4:30 p.m.

Alan Thompson Library, Room 130

<https://lowercolumbia.zoom.us/my/universitycenter>

Present:

Zachery Johnson, Chair, Barnes ParaEducator

Brandee Strang, Co-Chair, Barnes ParaEducator

Dena Pliler, SPED Barnes, 1st Grade

Vicky Barnes, HR, Woodland

Holly Budge, HR, Kelso

Ashley Cahill, LCC Faculty BAS-TE

Ashleigh Kruckenberg, EDUC Faculty

Jenny Smith, LCC Educational Partnerships Manager

Remote:

Michaela Jackson, LCC Dean of Education

I. Call to Order - 3:00 p.m.

- a. Motion to approve agenda: Holly
- b. 2nd Vicky Barnes
- c. Motion passed unanimously

II. Trends

- a. **Woodland:** Enrollment (general population) is down. There are some positions available, but it is slower, despite the appearance of growth in the local area.
- b. Nationwide: Kindergarten is trending down.
 - 1. Discussion about potential causes including homeschooling and fewer babies
- c. Budgets are a challenge. Vacated jobs may not be filled in some areas.
- d. SPED in Kelso: Enrollments have increased from 24 - 28 over last year.
- e. Certificated paraeducators (paras) are advised to apply to sub! This is a great way to try on new areas. Paras are in demand.
- f. Some untrained paras display notable growth areas.
- g. Field placement often leads to a faster hiring turnaround time.

1. MJ: Regarding advising paras to sub just as we do for teacher prep: Is there a pay difference?
2. Answers: Step one as a sub, versus educational service credits: No benefits. Note that the rate of pay is district-based. HR can tell applicants about wages.
3. AK: Are there on-call paras?
4. Answers: Toledo does that, but it isn't happening here yet.

III. Student Demographics, Success, and Enrollment

- a. Overview of past year enrollments.
 1. We started strong and are getting stronger.
 2. Winter enrollment is opening soon.
- b. Student Success Performance and Equity – Graphics shared
 1. Clarification requested regarding whether average credits count toward graduation – they do.
 2. How do Education demographics compare to other program tracks?
 - i. Answer MJ: Our programs vary in specialization. Trades have a high male demographic. This is also true in computer science.
 - ii. Teaching typically has more females than males.
 - iii. Racial demographics are more diverse than in other pathways. Diversity has been a goal, so we are happy our workforce is starting to align with our student demographics.
 - iv. Gender demographics have not traditionally been male, but that is increasing.
 - v. Nursing is still largely female.
 - vi. We are still pretty true to traditional career pathway demographics.
 3. We track underrepresented completion rates as part of our ongoing commitment to equitable student success. Our goal is to ensure that strong wraparound services and equitable instruction continue to support retention and completion.
- c. We will include a more comprehensive breakdown of our group 1 demographics for our next meeting

IV. Para Educator 101 –

- a. The previous offering of this course saw 4 enrollments. This term, we had 25 enrollments in the first week.
- b. Week 8, we still have all 25.
- c. 22 students on track for field experience.
- d. Approximately 30% of all i-BEST enrollment comes from EDUC and ECE, meaning a significant portion of our students benefit directly from i-BEST's enhanced literacy and academic support.
- e. EDUC& 205 (Intro to Education) has 100% I-Best support of those enrolled.

V. Career Technical Education (CTE)

- a. High school pathways to college, including college credit, are available in EDUC and ECE.
 1. Articulations by high school were shared
 - i. We have increased our articulations.
 - ii. Many of these are Clark County schools.
 - iii. We invite our high schools to partner with us on CTE articulation as well.

- A. Last year, Melissa partnered with us on growing the CTE Education program enrollment, but there wasn't enough interest.
- B. Skill Centers have been developed, and also do this.
- C. Right now, Kelso is at capacity.
- D. To offer more requires more resources. We are looking forward to more partnerships.

VI. Curriculum Update Proposals

- a. Education 101 no longer satisfies the PESB Fundamentals Course of Study Requirements.
 - 1. PESB determined that only those who hire can offer the 14 practicum hours required by the district.
 - 2. Because of this, LCC's Fundamentals course will be available online. Although some content will be repeated, repetition supports learning and retention.
- b. Math is a requirement for graduation. Math 131/132 presents some barriers for program completers that include the following:
 - 1. The 131/132 combo is 10 credits and takes two quarters. Math& 107 is 5 credits and takes one quarter (time/money)
 - 2. Transfer students often arrive with MATH& 107 or higher already completed.
 - 3. 131/132 is offered on campus only. 107 can be on-campus or online.
 - 4. There is no evidence that one course results in higher scores on content assessments.
 - 5. Any college-level math course that enables a student to meet both math standards and outcomes is required
 - 6. MATH& 107 with MATH 131/132 (preferred) is the proposal.
 - i. **Motion** to remove MATH 131/132 as a requirement and replace with MATH& 107 or higher?
 - A. Moved: Vicky
 - B. 2nd: Holly
 - C. Motion passed
- c. Rationale to add **PSYC& 100** to the program.
 - 1. Psychology is relevant training for this and many other fields.
 - 2. It serves as a Social Science and General Education requirement
 - 3. Available quarterly on campus and/or online
 - 4. Frequently on transcripts of transfer students
 - i. **Motion** to add PSYC& 100 to the program Dena P
 - ii. 2nd: Vicky
 - iii. Motion passed

VII. Career Connect WA: Handout was shared with an overview

- a. LCC applied for a program Builder Grant in the following fields
 - 1. Welding
 - 2. Automation, Instrumentation, and Robotics
 - 3. Education
 - 4. Early Childhood Education
- b. Paid internships are required for this program.

1. Work-based opportunity allows for tangible skills to be added to a resume. Students graduate with a degree, but not always with job skills. The goal is to connect students with employers, providing them with valuable experience to include on their resumes upon graduation.
2. Many paraeducators and substitute paras would be eligible and could use up to 99 hours toward Career Connect.
- c. The deadline to begin is Jan. 2027.
 1. We will be having sector meetings with our employers to provide an overview of structure, commitment, skill requirements, soft skills, and hiring requirements.
 2. ESD 112, WorkSource (Employment Security), and LCC will partner for this project.

VIII. LCC General Updates:

- a. Construction
 1. The Vocational and Transitional Studies building is estimated to be completed in September 2027.
 2. There is also a batting cage under construction.
- b. ELL Endorsement is being offered in cohort 7.
 1. That will allow for up to 3 endorsements.
 2. We are hoping to offer a standalone ELL Endorsement in the future.

IX. Events

- a. Ed After Hours: Nov 18 at 4:30 pm - The theme is supporting children and families of incarcerated parents
 1. Approximately 17% of students have had an incarcerated parent at some point.
 2. This will allow us to focus on areas of service.
- b. Kelso will have the full week of Thanksgiving off.
- c. Para training on Monday, Nov 24, from 8 a.m. to noon.
 1. Dr Jan Routh is organizing elementary paras only.
 2. They are all meeting in a common space.

X. Next meeting: Wednesday, May 13th

- a. We will send a survey to determine a favored time.
- b. Recommendation to offer remote rather than only on campus.

XI. Meeting Adjourned at 4:21 p.m.

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