



EDUCATION ADVISORY COMMITTEE MINUTES

Wednesday, May 20th, 2026

3:00-4:30 p.m.

Alan Thompson Library, Room 130

I. Call to Order: 3 p.m.

II. Attendance

Present:

Sam Johnson, Lexington Elementary

Vicky Barnes, Woodland School District

Brandee Strang, Barnes, LCC Student Candidate

Michaela Jackson, Dean of instruction, Lower Columbia College

Ashleigh Kruckenberg, Education Faculty, Lower Columbia College

Ashley Cahill, Teacher Education Faculty, Lower Columbia College

Dena Pliler, Barnes, Teacher

Rachel Mistic, LCC Minutes

III. Business & Industry- Emerging Trends

A. Around the table- updates from attendees

i. What emerging trends are you seeing in your industry or building?

Vicky noted that current trends are not positive: cuts, low enrollment, non-renewals of certifications, and funding is so tight that there are no available jobs for great substitute teachers to be offered positions at Woodland Schools.

ii. Are there skills or credentials in growing demand for new hires?

Vicky related that Master Teacher course completion with 14 clock hours was preferable. To support that need, Michaela detailed ways LCC can offer EDUC 101 online. SpED skills are also desirable: thinking on one's feet, shifting between age groups, flexibility, taking initiative, and differentiating instruction when necessary.

Dena echoed Vicky, looking for someone who can "read the room" by switching effectively between populations and situations.

Sam agreed and added that the knowledge of reading and interpreting IEPs, IS4s, and behavior plans was very beneficial.

iii. Michaela shared that a committee member submitted input via email. Margaret Rice from Cascadia Tech's Teaching Academy, In Washougal. She noted that they are seeing a reduction in paras and in the number of teachers hired due to budget restrictions.

IV. Program Updates

- A. Enrollment update
 - i. Enrollment almost doubled between the 23/24 and 25/26 school years.
 - ii. There were still fewer male and non-white students, but the populations remained steady.
 - iii. Michaela stated that our increased enrollment is due to localized focus through advisory committees.

V. LCC Updates

- A. Around the Table: Any other updates from LCC faculty/staff
- B. Outstanding Student Award Night: 5:50 PM, Wednesday, May 20th, in the Rose Center
- C. Commencement:
 - i. 6:30 PM, Thursday, June 18th at Kelso High School's Schroeder Field
 - ii. 10 graduates from Education Programs
- D. Ed After Hours event:
 - i. 5:00 PM, Tuesday, June 2nd
 - ii. Opportunity to connect current and future students and graduates.

VI. Implementation of Pathways & CTE Programs of Study

- A. New 2025-2026 partnerships/articulations
 - i. Perkins Funding requires Advisories and Partnership pathways for professional-technical articulations, but they must not be 4-year transfer pathways and must lead to a degree.
 - ii. CTE
 - Vancouver Public Schools
 - Columbia River High School
 - Fort Vancouver
 - Hudson's Bay
 - Skyview
 - Evergreen School District
 - Cascadia Tech-Washougal & Woodland
 - Evergreen High School
 - Heritage
 - Mountain View
 - Union

VII. Curriculum & Environment

- A. Full Curriculum Review Discussion
 - i. Ashleigh Kruckenberg related 2 new courses to better align industry needs and curriculum - suicide awareness updated, group agreed that mandated reporting of child abuse/prevention was adequate as is, as long as students are walked through the reporting process. Needs cannot be tied to a common course, as out-of-area students seeking transfer may not have had that area covered.
 - ii. Michaela stressed that outcomes must align with needs, or they may not be properly included
 - iii. Para Ed program allows for direct next steps into a 2-year program
 - Balance between theory & skills: Vicky sees a good balance
 - Learning outcomes & WF needs: Vicky sees good focus on workplace needs

- Content to include or remove for industry standards: Brandee took prior requirements and feels the additions will be helpful.
 - A question was posed regarding CS110. It was shared that this course was related to the technology requested during the degree planning phase. The student member shared that the class was relevant and enjoyable.
- B. Course Proposals and Adjustments
- i. EDUC& 202/205: Consider elimination of 205
 - 205 is low attended, often-canceled, field experience already available in other classes - proposal to sunset 205 as its requirement of 33 hours is problematic, as it doesn't fit the needs of many program prerequisites if students transfer to other colleges.
 - Motion: Vicky
 - Seconded: Sam
 - Agreed upon sunset of EDUC& 205.
 - ii. Field Experience
 - Consideration for one 99-hour field experience course
 - The differences in student programs and hourly needs are difficult for districts AND students to accommodate. The learning curve to have so many new student paras is steep. The way time is broken up is concerning to Vicky and Dena because it could be harder on everyone. Michaela clarified that this would be 2nd year, so the students are more prepared – and the experience is more structured.
 - Michaela shared the possibility of offering EDUC 191 as a simulated lab experience, with the course counting as a 5-credit lecture rather than a field experience/lecture combination. Discussion around the need to change the course name, as EDUC 191 is moving through the state as a common course. The committee asked for the options to be presented again after more is learned about the learning simulations.
 - Vicky asked about ELC as a possible field experience – the population and background checks likely make that unfeasible. It was also shared that we already have several ELC placements, and the differences are significant.
 - No motion on Field experience.

VIII. Student Success, Performance & Equity

- A. Course Success Data
 - i. There was a lower student success rate for 25-26 school year.
 - EDUC 191 had several withdrawals
 - Due to in-person requirements, EDUC 101 presents a barrier.
- B. Data based on employment placement rates (LCC Factbook and a caveat that the dataset is not targeted to paraeducator hiring rates by education level)
 - i. Washington ESD projects high paraeducator turnover, with a study noting it had reached 25-year high in 2025.
 - ii. The need for training beyond high school is projected to increase for Washington jobs, up to 75% by 2032.
 - iii. While pay can range from \$21 to \$29 per hour, the 9-month work schedule with 12 months of metered pay makes the wage feel lower. The need to seek higher education and take on potential debt to join this field may contribute to the decline.
- C. Action plan and discussion- Tabled

IX. Labor Market Information

- A. Job Market Outlook
 - i. Vicky's assessment was short: grim

X. New Business

- A. Election of new vice chair - No action needed

XI. Next Meeting

- A. Set meeting dates/times for the year – by poll via email
- B. Meeting adjourned at 4:31 pm

Non-Discrimination and Anti-Harassment Statement

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. All inquiries regarding compliance with Title IX, access, equal opportunity and/or grievance procedures should be directed to Vice President of Foundation, HR & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, title9@lowercolumbia.edu, Phone number, (360) 442-2120, Phone number/TTY (800) 833-6388.