



**Lower Columbia College**  
Professional Education Advisory Board, BAS-TE  
Meeting Minutes 11/4/2021

**Meeting information:** November 4, 2021; 12:30 to 3:30 p.m: LCC LIB 130

**Attending:**

Voting members:

Jill Whitright	Longview School District, WSCA
Jennifer Godinho-Hefly	CastleRock School District, AWSP
Dr. Dan Zorn	Longview School District, WASA
Andrea Edwards	Woodland School District, WEA
Becky Richards	Lexington Elementary School, WEA
Shelly Backstrom,	Three Rivers Christian, WFIS
Tamra Gilchrist	Lower Columbia College

Non-voting members (representatives):

Samantha Stevens	ESD 112
Jeanne Nortness	Three Rivers Elementary School, WFIS
Ann Williamson	Lower Columbia College
Josie Zbaeren	Lower Columbia College
Michaela Jackson	Lower Columbia College
Alma Mendoza	Lower Columbia College
Ashley Cahill	Lower Columbia College
Tanya Beltz	Cowlitz Indian Tribe
Karen Joiner	Lower Columbia College

**Absent:**

Taryn Morgan	Longview School District, WEA
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**1. Welcome**

- a. Meeting called to order at 1:00 pm
  - b. Ann Williamson, BAS-TE faculty director, started the meeting and introduced new members. All members were asked to introduce themselves, what agency they work for and share something they were grateful for.
2. Michaela Jackson informed the board that the former chair ended his term and a new PEAB chair needed to be elected. Ann Williamson described the role of chair to members and asked if anyone was interested. Jeanne Nortness expressed interest in being elected new chair. Dr. Dan Zorn moved to elect Jeanne Nortness as new chair. All members were called to vote. All members were in favor of electing Jeanne Nortness as new PEAB chair.

3. Document folder provided to members with Agenda: May 6th 2021 meeting minutes, Demographics table, 2021 educator shortage report-final, 2021 PEAB Membership LCC, Copy of 2022 BAS-TE Application, Survey Fall 2021 PEAB meeting Satisfaction survey. Members were asked to preview the agenda.
  - a. Motion to adopt November's agenda by Jill Whitright moved to approve the agenda. Jennifer Godinho-Hefly seconded. Agenda approved by board. May 6 meeting minutes reviewed by board. Motion to approve
4. **Approval of May minutes**
  - a. Motion to approve by Jennifer Godinho-Hefly May meeting minutes. Becky Richards seconded. May minutes approved by board.
5. **Candidates and Cohorts**
  - a. Michaela Jackson shared that there is a large data report due every Fall. Reminded the board that PESB requires teacher preparation programs to submit annual data reports. There are seven data templates that have to be completed and cover everything from PEAB. Michaela mentioned how recommendations are covered at PEAB meetings and what the response to how recommendations are addressed. This year's data report was close to 20,000 excel cells.
  - b. Cohort #1 - Graduated Spring 2021 with 19 candidates. Cohort #2 - Are seniors, and are currently student teaching with 20 candidates. Cohort #3 - Started September 2021 with 26 candidates.
  - c. Demographics for Gender charts presented showed Candidates for 2019-2022 BAS-TE: 84% Female, 15% Male, 1% Other. For District Educators in 2019-20: 74% Female, and 26% Male. District Students in 2020-21: 48% Female, 52% Male. Students Race and Ethnicity in all district census charts show a higher percentage of White race than other races. The District Educators Race and Ethnicity Census showed that most educators in all districts are 94% White and other races fall at 3% or less. All Student: Race and Ethnicity for all districts in 2020-21 show 71% White, 19% Hispanic/Latino of any race(s) and the rest fall at 6% or less. "What are some things the districts are doing to hire male educators?" Promote male paraeducators for outreach and recruitment, some examples of promoting male educators: website, local radio stations, attend coaches meetings. Ideas from districts are welcome.
    - i. **Recommendation to attend district staff meetings and family nights to continue program growth. Especially with Spanish speaking populations.**
  - d. Retention during the pandemic. Cohort #1 had 23 candidates enrolled in the beginning, at year one - 20 , at year two-18, 15 candidates graduated. Cohort #2 had 32 candidates enrolled, at year one - 25, and currently 20. Cohort #3 had 32 candidates enrolled and currently has 26. Michaela mentioned ways to retain and help the candidates stay focused and involved with their studies. Examples, tutors,

f2f instruction following COVID guidelines, weekly check ins, meetings with students. “Any strategies related to teacher education” Ashley Cahill shared her strategies for teaching her students. Focus on reflective skills and resilience in self care.

i. **Recommendation to create mindfulness sessions for candidates to connect and vent frustrations and develop strong SEL skills.** Ashley commented that mindfulness is included in the reflective practice courses. These groups discuss reflection, resilience and self care strategies preparing them for the role. Additionally, the program has developed PLC groups based on grade level placement. This has led to support and sharing opportunities for candidates.

e. Placement by district: 2020-21 most students were placed. In Cohort 1&2 most candidate clinical placements were in Longview school district, with 42 placed. 14 were placed in the Kelso school district, 12 placed in Private schools, and 7 or less placed in other local districts.

i. **Recommendation to attend principal district leadership meetings and staff meetings and share the correlation data between student teaching placement and hiring placement.**

f. Post Graduate Data: 100% of graduates are employed in the role of educator. 73% graduates have been hired as classroom teachers and 27% are substitute teaching - 2 by choice and 2 long term. Local districts employing LCC grads. Of the 15 graduates for Cohort #1, 6 graduates had Elementary endorsements, 2 had ECE endorsements, and 7 graduates had both.

## **6. State and Local Workforce Needs**

- a. PESB Labor Data: Data sources from surveys, PESB and WorkSource provide information to see who to recruit. PESB Labor Market Research data resource is state wide. Research in the 2020-21 school report card shows: Students are 51% white, 49% are people of color. Teachers are 87% white, 13% are people of color.
- b. Local data from surveys and PESB data: Cowlitz and Wahkiakum counties are considered in the rural community demographics. Michaela addressed geographic shortages: The unique challenge faced by remote and rural school districts to create a robust educator workforce. It is not uncommon for many small towns and rural areas of WA to encounter barriers in teacher recruitment and retention, often caused by a lack of human capital, financial resources, and economic opportunities. Rural school districts have fewer partnership options with teacher preparation programs, leading to an often limited candidate hiring pool. Michaela showed a chart which indicated the demographic comparison between the WA State teachers and students in 2020-21. It shows 87.3% of White, non-Hispanic teachers compared to 51.1% White, non-Hispanic students. Shortage indicators: Limited certificates-A certificate that allows a district to hire an individual who

has not completed an educator preparation program, if certain requirements are met. Out-of-endorsement placements-A district can place a teacher certificate, but without the matching endorsement, in an assignment with the school board approval and a plan of support for the teacher. The top two areas of content and role shortages in WA are Elementary Education (inclusive of Early Childhood Education), and Special Education (inclusive of Early Childhood Special Education). Educators with emergency certificates were hired at a greater rate than educators with residency certificates. An employer survey was sent out to administrators, superintendents, HR, departments in our region. With the question, “What are your needs locally?” Survey responses showed the greatest need is for substitute teachers. Second survey question was, “What knowledge and skills are you looking for in job applicants for education positions?”. Top four of seven survey responses were for classroom management, professionalism, social emotional and bilingual. Last shared survey question, “What endorsement areas are in greatest need at your school or in your district? Survey responses indicated the greatest need was for ELL and Special Education for local endorsements.

- c. University Center partner presentation for endorsement shortage area pathways-Kirby Gleason from Warner Pacific University joined the meeting and talked about programs at WPU. WPU is offering a Master in Education. Currently offered online and may be offered in person in the future. Program is designed for working adults. WPU offers three endorsement areas, Reading Interventionist, English as a Second Language Teaching, and Special Education. Kirby shared availability/office hours at the LCC University Center. Admission requirement for degree is a bachelor’s degree from an accredited institution, 3.0 GPA, and have an active teaching license. WPU currently partnered with Portland area districts in the Paraeducators Program to get paraeducators, licensure and degree.
  - d. State/Workforce Data: Tamra discussed State Workforce data provided by the EDS system. The data showed demand for Kinder and SPED endorsement areas and a decline in elementary education positions. Dan opened a discussion around the discrepancy between the PESB labor data and the workforce labor data and what districts locally are experiencing. Dan stated he expects a high number of retirements are anticipated in the future.
- 7. BAS-TE Program Updates**
- a. 2022 Application Approval- Application was revised and edited by PEAB members. Motion to approve the 2022 Application made by Samantha Stevens. Dr. Dan Zorn seconded the motion. Motion passed unanimously.
  - b. 27 Month Review update- Demonstration of Standards-LCC submitted the Demonstration of standards October 30th. Site Visit - The review team will complete a virtual site visit November 30th and December 1st. Board review -

The review team will make a recommendation to the PESB board. The 27 month review will go before the board during the spring meeting. Shout out to Michaela Jackson for all the hard work on the 27 month review per Ann Williamson.

- c. Non-traditional quarter option for EDUC 401; Student Teaching I - Tamra Gilchrist explained one of the challenges in the program, because of the department of education and financial aid, is that classes need to be offered within the defined quarters. One of the issues identified was that candidates need to start at the beginning of the district school year instead of the LCC's start date which begins two weeks later. Terms need to align so that the candidates can be part of the initial set up in the classrooms. The program is working with financial aid to explore options to break out of the terms with the complex process and it also triggers a review from the department of education and puts the entire program on what's called a nonstandard for going outside parameters. Tamra suggested options to start either two weeks after a quarter or two weeks before the quarter begins. The board was asked for input regarding this issue and will explore options. Group shared updates from their areas.

#### **8. Agency Updates**

- a. Professional Educators Standards Board (PESB) has discontinued EdTPA. OSPI reported a 6 month backlog on certifications. PESB has discontinued EdTPA requirements. WACTE reported it has a mentor teacher shortage.

#### **9. Upcoming Events**

- a. 2022 Application Approval- Ann mentioned the first Ed After Hours: December 16th 5:00-6:00 LIB 130, to support the graduates for the first few years of teaching. A survey will be sent out to students asking what they need assistance with in the classroom. Experts in the field will come and provide support in areas that are needed based on survey results.
- b. The 2022 Graduation Reception is planned for the Monday before June 18th. A save the date will be sent out and hope for a face to face reception. Superintendent of OSPI Chris Rykdal will be the guest speaker. Anticipating a face to face graduation ceremony.

#### **10. PEAB Membership Update**

- a. A cycle membership is suggested so we don't lose members at once. A three year commitment is required for membership, some members committed for a fourth year, with new members added. Feedback to add a BAS-TE candidate to PEAB and have a student perspective, increase WEA representation to 50%, and seek representatives from each district.

#### **11. Upcoming Meeting Dates**

- a. Next PEAB meeting will be February 3rd at 1:00-3:00PM. Michaela will send out meeting invites to members whether the meeting is scheduled in person or via zoom.

- b. Spring Meeting will be May 5th.
- 12. PEAB meeting satisfaction survey provided in google drive.
- 13. **Meeting adjourned at 3:33 p.m.**