

1. Project Title	Revising our Accreditation Materials: An Increased Focus On Diversity, Equity and Inclusion
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4. Department	Education, Human Services and Criminal Justice
5. Please briefly describe your idea	Our ECEFS program attained accreditation through the National Association for the Education of Young Children (NAEYC) in 2019. To do so, we created six key assessments that students complete to assess their knowledge, skills and abilities as they relate to those standard elements. Each year since accreditation, we have had to submit an annual accreditation report, summarizing the evidence of how our students have done in meeting those required standard elements. In 2021, NAEYC revised their standards. They are now called the Professional Standards and Competencies for Early Childhood Educators. While the number of standard elements is the same, the language has changed to show an increased focus on diversity, equity and inclusion throughout the standards. Given how integrated the standard elements are in all of program coursework, this will be a process that touches each course outline, syllabus, and all learning opportunities and key assessments integrated throughout the program.
6. Indicate the strategic priority that this project supports.	Excellence in Teaching and Learning Diversity, Equity & Inclusion Community Connections
7. How does your idea support the College's strategic priorities?	Revising our course outlines, syllabi, learning opportunities and key assessments to the revised NAEYC standards ensures that our course content is relevant, up-to-date and reflects the current needs and trends in the early childhood field. Particularly, updating the learning opportunities and key assessments integrated throughout the program will ensure that we are implementing best practices regarding teaching and learning. Additionally, the new focus on diversity, equity and inclusion in the revised standards directly aligns with our college's DEI strategic priority. The college's focus on DEI coupled with NAEYC's focus on DEI in the new accreditation standards synergistically provides an ideal opportunity to engage in this vital work.
8. What contribution would this project make to the Diversity, Equity and Inclusion Strategic Plan? How does it contribute?	The newly revised NAEYC standards have an increased focus on diversity, equity and inclusion which directly aligns with our college's DEI strategic priority. As part of this proposed work, we will be taking a deep dive into revising our our course outlines, syllabi, learning opportunities and assessments to ensure diversity, equity and inclusion principles are integrated throughout all course contents. We will be focusing on DEI principles not only for the students in our classrooms, but how those students can promote diversity, equity and inclusion with the children and families with whom they will work.
9. What problem, need or gap in service will be addressed? What evidence is readily available to illustrate the need or support the goal(s) of the project? Please include links to data sources if known.	Our ECEFS program attained accreditation through the National Association for the Education of Young Children (NAEYC) in 2019. This was a result of two years of work aligning our course outlines, syllabi and course contents' learning opportunities with NAEYC's seven teacher preparation standards. Those seven standards have smaller components, called standard elements. In total, there were 23 standard elements that our program had to ensure were being taught to our college students and assessed. To do so, we created six key assessments that students complete to assess their knowledge, skills and abilities as they relate to those standard elements. Each year since accreditation, we have had to submit an annual accreditation report, summarizing the evidence of how our students have done in meeting those required standard elements. In 2021, NAEYC revised their standards. They are now called the Professional Standards and Competencies for Early Childhood Educators. While the number of standard elements is the same, the language has changed to show an increased focus on diversity, equity and inclusion throughout the standards Given how integrated the standard elements

	<p>are in all of program coursework, this will be a process that touches each course outline, syllabus, and all learning opportunities integrated throughout the program. We will need to review and revise our six key assessments and implement those key assessments by Winter 2022 in order to gather assessment data to submit in our Fall 2023 report.</p>
<p>10. What is the benefit of this project (e.g. revenue potential, impact on student enrollment, retention, completion, etc.)?</p>	<p>The primary outcome of this project is that our Program Learning Outcomes, course outlines, syllabi, key assessments and course learning opportunities will be aligned with the new NAEYC Professional Standards and Competencies for Early Childhood Educators. These outcomes will be measured in the key assessments themselves, which will be implemented in Winter 2023. The assessments will allow us to gather data on how students are doing in meeting the standards and competencies and see in which areas we make need to make curricular adjustments.</p>
<p>11. What activities will be proposed in the project?</p>	<p>Week 1 of Fall Term:</p> <ul style="list-style-type: none"> • Gather the course outlines, syllabi, key assessments, etc. • Schedule meetings with the ECE faculty, both Full time and Associate • Schedule a meeting with the Advisory Committee. <p>Week 2:</p> <ul style="list-style-type: none"> • Meet with Faculty to do a deep dive into the new standards and competencies o Meet with Jil and Elizabeth regarding the TILT framework and rubric creation. • Review course outlines, syllabi and key assessments. <p>Week 3:</p> <ul style="list-style-type: none"> • Meet with the Advisory Committee to review the new standards. • Revise the second term course outline and syllabi (ECE 150) <p>Week 4:</p> <ul style="list-style-type: none"> • Revise the second term course outlines and syllabi o Meet with faculty to look at initial revisions <p>Week 5:</p> <ul style="list-style-type: none"> • Revise the third term course outlines and syllabi • Revise Key Assessments 1 & 2 <p>Week 6:</p> <ul style="list-style-type: none"> • Revise the fourth term course outlines and syllabi • Meet with faculty to collaboratively work on revisions <p>Week 7:</p> <ul style="list-style-type: none"> • Revise fifth term course outlines and syllabi • Revise Key Assessments 3 and 4 • Hold a focus group with students <p>Week 8:</p> <ul style="list-style-type: none"> • Revise sixth term course outlines and syllabi • Revise Key Assessments 5 and 6 • Develop learning opportunities for Standards 1 & 2 • Meet with faculty to work on revisions <p>Week 9</p> <ul style="list-style-type: none"> • Meet with Advisory Committee to share revised documents and get feedback. • Develop learning opportunities for Standards 3 & 4 • Submit all revised outlines to curriculum committee <p>Week 10</p> <ul style="list-style-type: none"> • Develop learning opportunities for Standards 5 & 6 • Develop learning opportunities for Standard 7 • Revise our Conceptual Framework Week 11 • Update Moodle shells with new syllabi, key assessments, etc.

<p>12. Identify stakeholders who will likely be involved in the project planning or delivery.</p>	<p>Our Advisory Committee was an integral part of our accreditation process. At the last Advisory Committee meeting, we discussed that the new standards and competencies have been released and the need to update our materials accordingly. Our Advisory Committee is comprised of business partners and industry leaders who run local early learning facilities, which serve as practicum sites for our students and they often hire many of our graduates. The Advisory Committee will guide this work as we revise our materials to integrate the new accreditation standards. Internal stakeholders will be the Center for Teacher and Learning as they provide feedback on our learning opportunities and key assessments.</p>
<p>13. What qualitative or quantitative measures would be meaningful in evaluating the success of this project?</p>	<p>Quantitatively, we will be able to evaluate the success of the project by the number of course outlines, course syllabi, learning opportunities and key assessments that have been updated to integrate the new accreditation standards. Once the revised key assessments have been implemented in Winter and Spring of 2023, we will also be able to aggregate quantitative data on how the students are doing in meeting those standards and key elements. Qualitatively, we will be able to gather data from our focus group with the Advisory Committee and faculty meetings.</p>
<p>14. Describe the investment (time, funds, etc.) that would probably be needed to get this project off the ground.</p>	<p>5 credits of Full-time faculty release time for Fall 2022. 5 x 22 hours per credit = 110 hours 110 hours x \$76.76 per hour = \$8,443.60. Associate faculty 10 hours x \$76.00 = \$760. Total \$9,203.60</p>
<p>15. Have you identified a grant or other funding source to help cover related expenses?</p>	<p>Yes</p>
<p>16. If yes to 15, please provide more information about the grant or other funding source.</p>	<p>I have also submitted a funding request for a Perkins Special Projects fund.</p>
<p>17. Beyond the start-up costs, is additional or ongoing funding required to maintain this project in the future? If so, please describe the costs (amounts, frequency, etc.) as well as if you have identified sources for ongoing funding.</p>	<p>There is no additional costs to maintain this project in the future.</p>
<p>18. What level of urgency best fits your idea?</p>	<p>Short-term, needs to be explored within next 4-12 months</p>
<p>19. If you answered "other" in question 18, please describe.</p>	
<p>20. Please include additional information you would like to share:</p>	<p>Thank you for considering this work. Our team is provide our national accreditation and we want to continue to uphold this level of quality as our program grows.</p>

Survey to share feedback on this Innovation Fund proposal: <https://forms.gle/KXSpkaH1mo6o8cTx6>