



Diversifying the Teaching Pipeline: Creating a Spanish Language ECE Degree in Early Childhood Education and Family Studies

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Clackamas
Community College

Background and context

- Across the U.S., the diversity of teachers does not reflect the students they serve (Pew Research Center, 2020).
 - 79% are White
 - 9.3% are Hispanic
 - 6.7% are Black
 - 2.1% are Asian
- Yet, students are...
 - 47% are White
 - 27% are Hispanic
 - 15% are Black
- Nationally, 17.9% of child care workforce is Latinx.



Local Background and Context

- In Oregon, 25% of Pre-K-12th grade students are Latinx, yet only 6% of teachers are.
- 12% of residents in Clackamas County are Spanish-speaking, yet only 4% of teachers are.
- 20% of children birth-age five in Clackamas County are Spanish-speakers.



Why is teacher diversity important?

Benefits of a diverse teaching workforce

“Teachers of color significantly improve short- and medium-term outcomes among elementary school students of color, including decreased disciplinary actions, dropout rates, and high school graduation. Teacher diversity also leads to significant increases in reading and math scores” (Lindsay et al., 2022, p. 1)



Our Origin Story

- Head Start staff have to meet educational requirements and also provide culturally and linguistically responsive education and services.
- Spanish speaking early learning professionals are unable to continue up the career lattice without college courses.
- Advisory committee members and community partners requested we offer Early Childhood Education courses in Spanish for their employees.



Grow Your Own Teacher Pathways

“Grow-your-own (GYO) teacher programs recruit and train teachers from within communities to bring racial, ethnic, and cultural diversity and skills such as bilingualism into schools. These programs are often partnerships between schools, districts, community organizations, and teacher preparation programs”

(Motamedi, Leong & Yoon, 2021, p. 1)

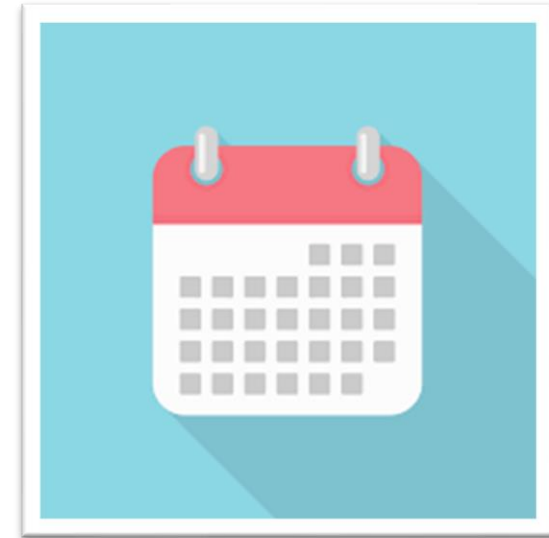


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Grow Your Own, Cycle 1 dates

- September 2020, Researched
- October 2020, Applied
- December 2020, Awarded
- January-June 2021, Implemented



Grant Implementation Cycle 1 Actions

- Developed 23 courses in Spanish, including the following:
 - 20 Early Childhood Education courses
 - Math 50 ES
 - FYE 101 ES
 - WR 124 ES



The logo for 'Barrier Buster' features the word 'Barrier' in a white, bold, sans-serif font with a black outline, set against a background of black and yellow diagonal stripes. Below it, the word 'Buster' is written in a larger, bold, black sans-serif font. The entire graphic is set within a white rectangular frame with a slight drop shadow.

Barrier Buster

- All courses are offered online and utilize Moodle
- Class meetings happen remotely via Zoom every other week.
- Meeting times are in the evening or weekends to meet the needs of working professionals.
- Found and/or created course content in Spanish
- Open Education Resources (OERs) are utilized for all courses



Bienvenidos al Curso: ECE-154ES-01 Desarrollo del Lenguaje

Estado de Equidad

Este curso está diseñado para ser acogedor, accesible y utilizable por todos, incluyendo a los que están aprendiendo otro idioma, tienen una variedad de estilos de aprendizaje, tienen discapacidades o son nuevos en el aprendizaje en línea. Asegúrese de informarme de inmediato si encuentra un elemento o recurso requerido en este curso que no sea accesible para usted.

Resumen del curso

Este curso se centra en el [desarrollo del lenguaje](#) y la alfabetización de los niños desde el nacimiento. Se examinarán las bases de la investigación y los componentes del [desarrollo del lenguaje](#) y la alfabetización. Se explorarán los criterios para seleccionar literatura infantil de calidad. Se enfatizarán estrategias prácticas para promover un desarrollo óptimo.

Resultados de aprendizaje del curso

- Identificar las teorías del [desarrollo del lenguaje](#) y la alfabetización.
- Resumir los componentes del desarrollo de la alfabetización.
- Desarrollar un plan de estudios que promueva la alfabetización emergente.
- Demostrar comprensión de la promoción del [desarrollo del lenguaje](#) y la alfabetización para niños con necesidades especiales.
- Seleccionar literatura infantil de calidad.
- Promover la participación de los padres en los programas de alfabetización para niños pequeños.

Comience aquí

Para comenzar este importante proceso del curso, simplemente haga clic en el botón [aquí](#) para comenzar.

CONTACT INFORMATION



Instructor: Beatriz Marrón
Horas de Oficina: Lunes de 5:00 - 6:00 y por citas
Email: beatriz.marron@clackamas.edu
Teléfono: 971-284-0384

See [Academic Support & Essentials on the Moodle Dashboard](#)

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7:15 PM, Oct 11

Beatriz Marrón

[Información en español sobre servicios de consejería:](#)

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Proyecto Final
 Margarita Flores y Egly Fuentes Oyarzabal
 Clackamas Community College
 ECE-239ES
 Ada Echevarría
 20 de agosto del 2023



Un cuento con Nieve
 Alumnas: Maricela Pina-Navarro y Maria del Carmen Perez
 Departamento de Educación Clackamas Community College
 Asignatura Practicas Informadas del Trauma (ECE-239ES)
 Nombre de la Maestra: Ada Echeverria Fecha: 29 de Agosto del 2023



**Our A.A.S. degrees in both English and Spanish
have NAEYC accreditation**



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Creating Pathways with the CDA certificate

Students with an earned Child Development Associate credential receive Credit for Prior Learning for the following courses:

ECE 150 Introduction to Early Childhood Education
ECE 121 Observation and Guidance I
ECE 235 Health, Safety and Nutrition
ECE 280 Cooperative Work Experience

15 credits total



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Showcasing our students and their programs



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Our fabulous faculty make the courses possible!

- Ada Echevarria
- Adriana Aristizabal
- Allison DeFreese
- Beatriz Marron-Molina
- Edith Diaz-Sierra
- Guadalupe Martinez
- Juan Cortes
- Klaudia Cuevas
- Loredana James
- Malena Swarthout
- Patricia Alvarado
- Rosie Torres
- Vitzah Santilli
- Yahaira Sanchez

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Grant Implementation Cycle 2 (Sept. 21-July 22)

- Student Services
 - Placement
 - Admissions/Registration
 - Financial Aid
 - Scholarships
 - Advising
 - Tutoring
 - Navigation
 - Statewide Network
 - Bilingual Teaching and Learning Navigator
- Cycle 3 and 4: Tuition supports



Strategic Priorities

- Excellence in Teaching and Learning
 - Providing instruction and supports in students' primary language
- Holistic Student Support
 - Developing student supports in Spanish in admissions, advising, placement, online learning and others
- Diversity, Equity and Inclusion
 - Serving systemically non-dominant, first generation students
 - Increasing the cultural and linguistic diversity of our faculty



Strategic Priorities

- Community Connections
 - Responding to community requests, the evolving labor market needs and Dept. of Education priorities
- Organizational Health
 - Increasing enrollment and strengthening our organizational culture. We may be able to reach the threshold to become an Hispanic Serving Institution, which would increase our funding.



Community Connections to Support Students

- Betty Gray early childhood scholarship (Oregon Community Foundation)
- Latino Partnership Program (Oregon Community Foundation)
- Employer funding (Adelante Mujeres, Clackamas County Children's Commission Head Start, Oregon Child Development Coalition, Salem-Keizer School District, Mid-Willamette Community Action Association)
- Early Learning Higher Education Consortia grant (Dept. of Early Learning and Care).
- Willamette Valley Wine Foundation



Student Success

We need the college to be ready for students, rather than the students being ready for college.



By the numbers....

- 250 ECE in Spanish students actively taking courses
- Nearly 95% have scholarships, grants and/or employer funding
- From 12 counties in Oregon as well as Idaho, CA and New York.
- Seven students graduated with their A.A.S. in June and 21 with their certificate.
- 37 students more students are on track to graduate with their A.A.S. degree in June 24





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