

# International Education Week



Clark College is celebrating International Education Week, a program of the U.S. Bureau of Educational and Cultural Affairs, with events on Thursday, November 17, and Friday, November 18. Highlights include:

## Thursday, November 17

**11 a.m. – 12 p.m., PUB 161:** *International Employers Panel.* Discover what it takes to operate in a global economy from representatives of major regional employers.

**12 – 4 p.m., Gaiser Student Center:** *International Festival.* This free, family-friendly event includes international food, cultural presentations by Clark College international students, live performances, and public proclamations from both Vancouver Mayor Tim Leavitt and Clark College President Robert K. Knight.

## Friday, November 18

**10 a.m. – 12 p.m., CTC 153:** *Mexican cooking class.* \$40 per person, hosted by the Clark College Spanish Club.

**1 p.m. – 3 p.m., CTC 153:** *Mexican cooking class.* \$40 per person, hosted by the Clark College Spanish Club.

**2 p.m. – 3 p.m., GHL 213:** *International Service Learning Presentation.* Hear from Clark College students about their recent service-learning trip to Mexico.

Full event listings are available online at [www.clark.edu/cc/iweek](http://www.clark.edu/cc/iweek). All events are open to the public; all except the Mexican cooking classes are free. All events take place on Clark College's main campus at 1933 Ft. Vancouver Way except for the cooking classes, which take place at Clark College at Columbia Tech Center at 18700 SE Mill Plain Blvd. Full maps and directions are available at [www.clark.edu/maps](http://www.clark.edu/maps). Anyone needing accommodation due to a disability in order to fully participate in this event should contact Clark College's Disability Support Services Office at (360) 992-2314 or (360) 991-0901 (VP), prior to the event.

*Image courtesy of the U.S. Bureau of Educational and Cultural Affairs*

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## **Knight earns First Citizen Award**



President Robert K. Knight

Clark College President Robert K. Knight has been named Clark County's 2016 First Citizen, an award recognizing a Clark County resident who has modeled exemplary citizenship through their actions and service to the community. The award, which was announced in July, will be presented to Knight at a reception on November 2.

"I am honored by this prestigious recognition from the people I feel lucky to have called friends and neighbors for nearly two decades," said Knight upon learning of the award. "Knowing that I am now counted among such amazing contributors to our community inspires me to continue serving that community in any way I can."

The nomination focused heavily on Knight's career at Clark College, where he is said to have "brought stability to a position he did not seek." Knight, who originally joined the college as vice president of Administrative Services in 2004 and was named acting president in 2006, has overseen several

major achievements at the college, including: construction of both Clark College at Columbia Tech Center and a new state-of-the-art, 70,000 square-foot building devoted to Science, Technology, Engineering and Math; the opening of the college's Veterans Resource Center; and one of the largest enrollment spurts of any community college in Washington State. Last year, Clark was listed among the nation's 150 best community colleges by the Aspen Institute. Much of this success is the result of Knight's leadership, which is defined by his ability to listen intently, build relationships, support others and foster collaboration.

Letters of support also noted Knight's giving of time and resources, off campus and outside of work. For years, Knight volunteered 30-to-40 hours each month in addition to overseeing the college. He was a leadership force behind the City of Vancouver's 150th anniversary celebration and was important in bringing the Vietnam Traveling Wall to Vancouver. His involvement was instrumental in bringing prominent speakers to the region for the George C. Marshall Lecture Series, which included news anchor Tom Brokaw and former Secretary of State Madeleine Albright. In 2000, he helped Vancouver become one of only six cities in the nation selected to host a regional commemoration for the 60th anniversary of the end of World War II, which drew a crowd of 3,000 to the Vancouver National Historic Reserve.

Described as "one of the most active community volunteers in our region" by former Vancouver Mayor Royce Pollard, Knight has given his time and talents to organizations including the local chapter of the American Red Cross, Boys and Girls Clubs of Southwest Washington, the Columbia River Economic Development Council, Fort Vancouver National Trust, Greater Portland, Washington State University Vancouver and Workforce Southwest Washington.

In truth, though, Knight's service began long before he landed in Clark County and reaches far beyond this region. For 21

years, he served with the U.S. Army in various ranks and across two continents. Numerous letters of support cited his military career as an example of his leadership, especially during his role as commander of the Vancouver Barracks when the base was targeted for closure. Knight convened community members in a thoughtful, open process that Vesta Hospitality CEO Rick Takach characterizes as being “critical to the jewel that is the Fort Vancouver National Historic Site.”

In all, each of the 29 letters of support—seven of which came from former First Citizens—demonstrate how Knight has shown effectiveness in leadership roles, raised standards and expectations, strengthened community identity and civic pride.

“In everything he does and every role he performs, Bob always puts service over self, mission over personal interest,” wrote former U.S. Representative Brian Baird. “Without question, Vancouver, Clark County, Southwest Washington and indeed our nation are better places because of Bob Knight.”

### **About the First Citizen Award**

Recipients of the First Citizen Award, presented since 1939, are selected by a volunteer committee of community leaders and past award recipients. Recipients are chosen for their accomplishments and contributions to the community in a number of areas, including effectiveness in leadership roles, raising community standards and expectations, strengthening community identity and civic pride, and exemplary giving of time, self and resources. For a full listing of criteria and past recipients, please visit [www.cfsww.org/our-community/first-citizen](http://www.cfsww.org/our-community/first-citizen).

### **About the First Citizen Awards Event**

Knight will receive the First Citizen Award during a community event scheduled for Wednesday, November 2 at Warehouse '23. The event will begin at 4 p.m., with the formal awards program at 5 p.m. Regents Bank is the presenting sponsor of the First



Citizen Award reception. Biggs Insurance and PeaceHealth are supporting sponsors, and the event is organized in partnership with *The Columbian* and the Community Foundation for Southwest Washington. Tickets for the event are \$35 and can be purchased at the door or in advance by visiting [www.columbian.com/firstcitizen](http://www.columbian.com/firstcitizen).

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## Educating for the Seventh Generation



“Educating for the Seventh Generation” is a night of sharing music, dance, and traditions.

On Friday, Nov. 4, Clark College welcomes the community as it hosts "Educating for the Seventh Generation," a celebration of indigenous cultures.

The event will begin at 5 p.m. with free food and refreshments. The Native American Culture Club will provide an Opening Prayer and a presentation to stand in solidarity with the Standing Rock Sioux, who are protesting the Dakota Access oil pipeline. A performance by the Kaleinani o Ke Kukui dance troupe will begin at 5:30 p.m., followed by a welcome address and presentation of the Dreamcatcher Scholarship, benefiting a Clark student of indigenous ancestry. Vendors and informational booths will be present.

Grand Entry for a powwow will begin at 6 p.m, with the colors retiring at 10 p.m.

The event, which is free and open to the public, will be held in the Gaiser Student Center on Clark College's main campus. Clark College is located at 1933 Fort Vancouver Way, Vancouver. Driving directions and parking maps are available at [www.clark.edu/maps](http://www.clark.edu/maps). Anyone needing accommodation due to a disability in order to fully participate in this event should contact Clark College's Disability Support Services Office at (360) 992-2314 or (360) 991-0901 (VP), prior to the event.

This is the eighth year that Clark College has coordinated and hosted an event in honor of Native American Heritage Month. It is one of four signature events hosted by the college annually to celebrate diverse cultures. According to organizers, "Educating for the Seventh Generation" references "our responsibility to teach the future Seventh Generation to maintain our resources, traditions and customs. It is the way of caring and preserving for the Seventh Generation, which is a true sustainable practice."

Images from the 2014 celebration are available on Clark's Flickr account.

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# Backpack Project hits lucky 13



For the 13th year in a row, Clark College employees donated backpacks and supplies to 52 school-aged children of Clark College students.

Names of children are gathered and referred by Workforce Education Services, Financial Aid, Veterans Affairs, Child & Family Services, and the Diversity Center. Each child is asked their favorite color and characters so the donors can find a backpack that is specific to that child.

This year, the Backpack Project provided 55 backpacks, adding to the grand total so far of over 730 backpacks collected throughout the years – thank you!

Here are some expressions of thanks from students and their children after receiving their backpack:



*“Just wanted to say THANK YOU!!!! for all you have done for me through my college life, along with helping me with school*



*supplies and a backpack for my son for the last two years also. It helped us out so very much, I am off to my new educated life. Thank You All, You Will Be Missed."*

*"Thank you for the backpacks. I loooooove them I can't wait to go back to school."*

*"Thank you for your kindness and for the school supplies. I hope that everyone that goes to school in Clark College does really good."*

*This article was contributed by Cindy Heck*

*Photos: Clark College/Cindy Heck*

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# **Clark College goes to the Fair**



Oswald greets visitors to the 2016 Clark County Fair.

In keeping with this year's Clark County Fair Theme of "Science Fun," Clark College is offering a host of family-friendly, hands-on activities promoting Science, Technology, Engineering, and Math (STEM).

Clark students, staff, and faculty will lead demonstrations every day of the fair, which runs from August 5-14. Clark College was invited to participate in this year's theme to highlight the college's highly regarded STEM programs, as well as the opening of its new STEM building this fall.

All activities take place in the college's exhibit area in South Hall 1 and are free with fair admission. Scheduled events include:

### **Teeth and Technology**

The Clark College Dental Hygiene program demonstrates modern ultrasonic methods of removing tartar or calculus from teeth. *Fri, Aug. 5: 10:30 a.m. – 11:00 a.m., 11:30 a.m. –*

*noon, 1:30 p.m. – 2:00 p.m.*

### **Science Fun with the N.E.R.D. Girls**

Clark College's N.E.R.D. (Not Even Remotely Dorky) Girls, a student club focused on getting younger students interested in engineering, lead hands-on activities like building balloon-powered pinwheels and demonstrating Newton's third law of motion. *Sat, Aug. 6: 11:30 – noon, 1:30 p.m. – 2:00 p.m.*

### **Pharmacy Innovations**

Learn about new, high-tech ways of compounding pharmaceuticals from Clark College Pharmacy Technician faculty. *Sun, Aug. 7: 11:30 – noon, 1:30 p.m. – 2:00 p.m., 2:30 p.m. – 3:00 p.m. Fri, Aug. 12: 11:30 a.m. – noon.*

### **The Science of Sourdough**

Learn all about fermentation when Clark College baking instructor Alison Dolder explains how sourdough is made. Try some delicious sourdough pancakes and take home a little sourdough starter of your own. *Mon, Aug. 8: 10:30 a.m. – 11:00 a.m., 1:30 p.m. – 2:00 p.m. Sat, Aug. 13: 11:30 – noon, 1:30 p.m. – 2:00 p.m.*

### **POKE-A-MAN!**

Faculty from the Clark College Phlebotomy program will demonstrate how to draw blood from a model arm. Participants can use a centrifuge to make their own aliquots from imitation blood and plasma. *Tues, Aug. 9: 11:30 a.m. – noon, 1:30 p.m. – 2:00 p.m., 2:30 p.m. – 3:00 p.m.*

### **Simulation Technology and Nursing Education**

Meet the "Sims," the lifelike automatons used by Clark College nursing students in the college's state-of-the-art simulation lab to practice procedures ranging from tracheotomy to childbirth. *Wed, Aug. 10: 10:30 a.m. – 11:00 a.m., 11:30 a.m. – noon, 1:30 p.m. – 2:00 p.m. Sun, Aug. 14: 11:30 a.m. – noon.*

Additionally, visitors can test their dexterity at the college's Automotive Technology installation and view STEM-related student projects, including an aluminum boat created by some of the college's welding students. The college also will have staff available during the fair to answer questions about available programs, GED courses, Running Start, financial aid, and more. Staff also will be available to assist current students with registering for fall classes, looking up records, and other student support needs—and Clark's lovable mascot, Oswald the Penguin, will be present many afternoons and evenings for photos with children.

For those interested in attending Clark, the \$25.00 application fee will be waived for the first 50 applicants each day who apply at the fair. Current students and alumni and students will be able to stop by the booth for special giveaways and drawings for prizes.

For more information, visit [www.clark.edu/cc/fair](http://www.clark.edu/cc/fair) and follow Clark College on social media.

*Photo: Clark College/Jenny Shadley*

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## **Bill Clinton speaks at Clark College**



Former President Bill Clinton speaking at Clark College.

Normally, the first day of spring break on Clark College's main campus feels like the calm after the storm. The parking lots are empty, faculty and students are home recovering from finals, and some offices are closed or on reduced hours. But on March 21, the campus swirled with activity after the Sunday announcement that former U.S. President Bill Clinton would be speaking in Gaiser Student Center that Monday evening.

Clinton was stumping in support of his wife's 2016 presidential campaign, which had rented the college's facilities for his appearance. He also appeared at Spokane Falls Community College and at Portland, Oregon's Powell Books during the day as part of a whirlwind tour of Washington and Oregon in advance of Washington's Saturday primary caucuses.

Lines began forming in the early afternoon for Clinton's scheduled 5 p.m. appearance. By 3:30, the line stretched down the stairs on the south side of the Penguin Union Building and around the north walkway of Hanna Hall. In total, about 750 people crowded into Gaiser Student Center, with another 150

packed into PUB 161 to watch the speech as a live stream.



Former President Bill Clinton addressed a packed Gaiser Student Center during a campaign stop for his wife's 2016 presidential bid.

While the bulk of the 42nd President of the United States' speech concerned why his wife should be the 45th president, he did also touch on subjects relating to Clark College. "Look at this institution where we are right now," he said, gesturing to the walls of Gaiser. "If America worked the way community colleges did, we'd have a lot fewer problems. It's open to everybody. It's constantly changing to adapt to the future. ... It's about creating a future where everybody has a chance."

Clinton also emphasized the economic importance of increasing the amount of advanced manufacturing in the U.S., saying, "It's the most productive part of every economy." Clark College is currently planning a new facility teaching advanced manufacturing skills at its future location in Ridgefield, Clark College at Boschma Farms.

Clinton's hour-long speech touched on access to higher education as well. "Every bit as much as a house, a degree is a lifetime asset," he said, prompting cheers from a crowd that contained many Clark College students and employees.



This was a busy week for Vancouver. On Sunday, Democratic presidential candidate Bernie Sanders spoke to a crowd of approximately 8,000 at Hudson's Bay High School, just across the street from Clark.

*Photos: Clark College/Wei Zhuang*

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## The ripple effect



Renee Newman returned as this year's program emcee.

On March 9, community members gathered in Gaiser Student Center to celebrate three outstanding women for their dedication to Southwest Washington. The 2016 Iris Awards ceremony honored Vancouver City Councilmember Anne McEnerny-Ogle; Katherine Garrett, the Housing First Program Director at Lincoln Place; and Heidi M. Johnson Bixby, owner of Johnson Bixby & Associates.

This annual recognition of Southwest Washington women has a long tradition in this community. The event began in 1985 at Clark College as a photography exhibit during Women's History Week. Over the years, it developed into a larger awards program and ceremony called the Southwest Washington Women of Achievement Awards. In 2012, the Iris Awards were introduced with the same focus as previous events: celebrating the lasting and far-reaching contributions of women in the community.

## The 2016 Iris Award Recipients

### Katherine Garrett



Katherine Garrett, *left*, with her nominator, Vancouver's Downtown Association Executive Director Lee Rafferty.

The first woman to be honored during the evening was longtime

advocate for the homeless Katherine Garrett, who recently moved from the Vancouver nonprofit Share to the housing program Lincoln Place. During her 14 years at Share—nine of which were spent leading the Share House and Share Outreach programs—Garrett helped transform the organization into one of the major voices for the homeless in Clark County. In her new leadership position at Lincoln Place, a permanent supportive housing program for chronically homeless individuals, she serves as the Housing First Program Director.

Garrett has served as both a strong advocate for the homeless in Clark County and as a liaison between that population and the local business community, working with the Safety Committee of Vancouver's Downtown Association to help resolve concerns. As the issue of homelessness has gained prominence in recent months, Garrett has been at the forefront of helping city leaders and others understand the issues and make good policy decisions.

"Fourteen years ago, I was given the tremendous opportunity to make a difference each day in the lives of those who are hungry, homeless, and in need of a hand up," said Garrett as she thanked all those who have supported her throughout her career. "If my work has somehow made people's lives a little better, then I feel it's been a success. I would be extremely happy if the outcome of receiving this wonderful award was that others are inspired to make a difference in the lives of the hungry and the homeless of our community. Just one positive action can have a ripple effect."

**Anne McEnery-Ogle**



Anne McEnery-Ogle, left, with her nominator and fellow Councilmember Jack Burkman.

Second to be recognized was Vancouver City Councilmember Anne McEnery-Ogle, who came to the Vancouver City Council after a 30-year career as an educator during which she received the Milken Foundation Educator Award and was chosen as Oregon Math Teacher of the Year. She serves on a diverse number of boards and is an active volunteer in a number of organizations in Southwest Washington.

Beyond her work on the City Council, which includes the role of Mayor Pro Tem, McEnery-Ogle is the Chair of the C-Tran Board of Directors, a member of the Regional Transportation Council Board of Directors, and the Vice-Chair of the Clark County Historical Museum. McEnery-Ogle also serves as Chair for the Fort Vancouver District for the Boy Scouts of America.

As her nomination stated, there are very few volunteer organizations in Southwest Washington that have not benefitted from McEnery-Ogle's energy, enthusiasm, and leadership, though she has frequently focused on issues particularly important to women and underrepresented groups. She has worked with the League of Women Voters to help educate the community on important issues and elections, and on the Community Military Appreciation Committee in support of veterans and their families. She is a Leadership Clark County graduate and alumni award winner.

"It's incredible to look out into the audience into the eyes of so many people who work tirelessly for their community," stated McEnerny-Ogle as she took the stage to accept her award. "Women's lives today represent a rainbow of opportunities. Sometimes we clearly understand where we are going, and sometimes we are in the middle of something we never expected.

I deeply appreciate this award and your acknowledgment of my work. I'm having a lot of fun. I am so blessed."

### **Heidi Johnson Bixby**



Heidi Johnson Bixby, *left*, with her nominator and last year's Iris Award winner Lisa Schauer.

Heidi Johnson Bixby was the final honoree of the evening, receiving an award in a brand-new category. The new Iris Legacy Award recognizes the many women who have continued to make a difference in our community and create a lasting legacy since receiving their initial Iris or Woman of Achievement award. Since 1985, the Iris and Women of Achievement awards have been bestowed on more than 200 women in Southwest Washington.

Bixby is owner of Johnson Bixby & Associates, a comprehensive financial planning firm with locations in Vancouver and Longview. She received a Women of Achievement award in 2004

for her community involvement and business leadership. Beyond her success as a business owner, Bixby serves the community in a variety of roles. She is currently chairs the Board of Directors for Columbia Springs, which provides over 5,000 kids and adults annually with the opportunity to get outdoors and to learn more about the natural world.

Bixby also supports ARC of Southwest Washington, where she and her team have made gift-wrapping of donated items an annual tradition. She is the treasurer for H-RoC and Global Sojourns Giving Circle. Other organizations Bixby supports with her time and resources include Vancouver's Downtown Association, Community Home Health & Hospice, Identity Clark County, the Nonprofit Network of Southwest Washington, the Clark County Skills Center, and Children's Center. In addition to her involvement in the community and business accomplishments, Bixby is a world traveler and photographer who has visited more than 30 countries.

"It's incredible to be the first recipient of this award. It means a lot to me because I do what I love," said Bixby as she received the Legacy Award. "I've lived in Vancouver for nearly 40 years. To me, it is more than where I live. It is my family. It is a piece of me. And I wholeheartedly love giving back. If I can inspire and pass on even a fraction of what has been passed down to me, I'll be happy to keep the ripple effect going."

### **New sponsor and new award**

Also new this year was the addition of H-RoC as a sponsor of the Iris Awards. H-RoC was formed in mid-2011 as an independent, non-partisan political action committee specifically to advance women leaders in Southwest Washington. Following this mission, H-RoC announced the addition of another new Iris Award category for 2017 that will honor women who currently serve or have served in public office.



Nominations for the 2017 Iris Awards will open this fall. Anyone may nominate a woman making a difference in one of four areas: service in the public sector, service in the private sector, philanthropic leadership, and service in public office. Up to four Iris Awards may be presented annually. One recipient may be selected in each of four areas. Anyone may submit a nomination. More than one person may submit a nomination for the same nominee or provide letters of recommendation.

For more information about the Iris Awards, visit [clark.edu/cc/irisawards](http://clark.edu/cc/irisawards).

View photos from the event on our Flickr page.

*Photos: Clark College/Jenny Shadley*

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## **Sharing the fun of reading**



Kindergartners at King Elementary explore copies of *The Cat in the Hat* donated through the Clark College Bookstore. Photo: Clark College Bookstore/Kaina Barba

On March 2, staff members from the Clark College Bookstore participated in Read Across America Day by reading the Dr. Seuss classic *The Cat in the Hat* to kindergartners at King Elementary. But these volunteers didn't just share a love of reading with the children: They also gave each student his or her own copy of the book to take home and keep.

The books—110 in all—were collected during the Bookstore's eighth annual Book Drive in February. Students, faculty and staff purchased and donated copies of *The Cat in the Hat* so that each kindergartner at King Elementary would have a brand-new book to take home and share with their families.

"This is a really big deal to the kids, because so many of them come from low-income homes where there's no money for non-essential items," says Bookstore buyer Marti Earhart, a

coordinator of the book drive. “When we hand each of the kids their own shiny new book, they get so excited!”

This year’s goal of 80 books was easily met just a few days into the two-week book drive, so donors continued to buy and donate Dr. Seuss books for the school’s library. The library at King Elementary received 30 various Dr. Seuss titles for students to check out and enjoy.

Donors of the books were asked to put their name on a nameplate that appeared on the inside front cover of each book. “At some point the kids will realize that the person whose name is in their book wanted to share their own love of reading with them,” says Earhart. “Hopefully this book will give kids confidence to open more books on their own. ”

Read Across America Day commemorates the birthday of Theodor Geisel, better known as Dr. Seuss.

*Photos: Clark College Bookstore/Kaina Barba*

*This article was contributed by Marti Earhart.*

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## **A new beat**



Battle Ground High School Advanced Jazz Band wins First Place and Sweepstakes award at the 54th Annual Clark College Jazz Festival.

Three days, 57 bands, and more than a few firsts—the 54th Annual Clark College Jazz Festival had plenty to keep people entertained. The event, which draws jazz bands from middle and high schools around the region, kept Gaiser Student Center swinging with big-band music January 28-30.

For 2016, the Dale Beacock Memorial Sweepstakes trophy was awarded to Battle Ground High School Advanced Jazz Band, Battle Ground, Washington. This is the first time Battle Ground had taken the Sweepstakes trophy in at least a decade. Many of the band's members have been directed by Greg McKelvey since middle school.

In other surprises, La Center—which had not been to the festival in more than 10 years—took third place in the A division. In the AA division, a newcomer to the festival, South Whidbey High, took first place, ending Hockinson High's five-year tenure at the top.

Find out about more Clark College music events coming up during winter quarter.

## **RESULTS**

**Thursday, January 28, 2016** middle school jazz ensemble finals results:

- 1<sup>st</sup> place – Jane Addams Middle School, Seattle
- 2<sup>nd</sup> place – Eckstein Middle School, Seattle
- 3<sup>rd</sup> place – Chief Umtuch Middle School, Battle Ground and Beaumont Middle School, Portland OR

Outstanding Middle School Jazz Musician certificates were presented to:

Lukas Miller, VSAA; Evan Siegel, VSAA; Tanner Linton, Hockinson; Ashton Hemming, Chief Umtuch; Dominic Mendoza, Chief Umtuch; George Fulton, Eckstein; Anna Thilke, Eckstein; Aiden Shapero, Eckstein; Colin Brace, Jane Addams; Jack Atwater, Jane Addams; Hannah McCollum, Beaumont; Aaron Freedman, Beaumont; Alex Wagstaff, Beaumont; Owen Traw, Beaumont.

**Friday, January 29, 2016** A and AA division high school jazz ensemble finals results:

### **A Division**

- 1<sup>st</sup> place – Creswell I High School, Creswell, OR
- 2<sup>nd</sup> place – Northwinds Homeschool, Port Angeles
- 3<sup>rd</sup> place – La Center High School, La Center

### **AA Division**

- 1<sup>st</sup> place – South Whidbey High School, Langley
- 2<sup>nd</sup> place – Hockinson High School, Hockinson

- 3<sup>rd</sup> place – Mead II High School, Spokane

Outstanding high school musician awards for the **A Division** were presented to:

Gabe Pol, VSAA; Aubrey Hatch, Creswell 2; Diego Romero, McLaughlin; Brendan Smith, McLaughlin; Adam Kennedy, Northwinds; Claire Henninger, Northwinds; Tyrelle Massey, Woodland.

Outstanding high school musician awards for the **AA Division** were presented to:

Lorenzo Ponce, Ridgefield; Vincent DePiuto, Central Catholic; Connor Brennan, Mt. Spokane; Kent Stricker, Colombia River; Liam Twomey, South Whidbey; Nick Torres, Washougal; Nick Baciuc, Hockinson.

**Saturday, January 30, 2016** AAA and AAAA division high school jazz ensemble finals results:

### **AAA Division**

- 1<sup>st</sup> place – Mead High School, Spokane
- 2<sup>nd</sup> place – Roosevelt II High School, Seattle
- 3<sup>rd</sup> place – Meadowdale High School, Lynwood

Outstanding high school musician awards for the **AAA Division** were presented to:

Nikki Anderson, Bothell II; Hunter Coleman, Mountain View II; Gabe James, Mead I; Michael Galeotti, Mead I; Jacob Volz, Meadowdale; Carter Eng, Roosevelt II.

### **AAAA Division**

- 1<sup>st</sup> place – Battle Ground High School Advanced Jazz, Battle Ground



- 2<sup>nd</sup> place – Roosevelt I High School, Seattle
- 3<sup>rd</sup> place – Garfield High School, Seattle

Outstanding high school musician awards for the **AAAA Division** were presented to:

Mariah Jones, Kelso; Jacob Sanders, Chiawana; Steve Montecucco, Battle Ground; Brandon Pressley, West Salem I; Calvin Huynh, Bothell; Santosh Sharma, Roosevelt I; Isaac Poole, Garfield.

*Photo: Clark College/Shelly Williams*

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## Leaving a legacy: a farewell chat with Laurie Cornelius

*To say that Laurie Cornelius has had an impact on Clark College's Child and Family Studies program is a bit like saying that Dr. Seuss may have influenced children's literature—you've definitely indulged in understatement. Cornelius, who retired fall quarter after 35 years at Clark, has served in just about every position the program has: first as a teacher of toddlers and preschoolers, then moving on to serve as parent education faculty, early childhood education faculty, lab coordinator, and, for the past 16 years, as director of the program. And while Cornelius is quick to point out that she never considered CFS "her" program, the fact remains that she was instrumental in making it the statewide model that it is today. The program currently serves three main functions: providing affordable, high-quality child care for Clark students and staff, as well as for the larger community; operating as a lab school for students in the*

*college's early childhood education program; and educating parents. (All parents are automatically enrolled in a one-credit elective each quarter, which they pass by completing homework that covers everything from handling tantrums to encouraging scientific inquiry in toddlers.) Clark 24/7 sat down with Cornelius before she left to talk about how the program developed into its current form, including its nationally recognized outdoor play area, the 2011 opening of its beautiful Oliva Family Early Learning Center, and why it's important for kids to get really, really muddy.*



Laurie Cornelius speaks at the 2010 groundbreaking of the Oliva Family Early Learning Center.

**Tell me about how you first came to this program.**

I walked in as a parent, pregnant, 40 years ago. I was a visitor to see what an infant-parent class looked like. Later

on down the road, I had my twins, and some of the lactating moms here donated breast milk. I started working here as a teacher in 1980.

When I became director in 1999, I knew it wasn't "my" program. I inherited this program on the foundational efforts of so many outstanding people who preceded me. I tell the staff all the time that we don't own the program, that we're temporary keepers of the program, and how we are with each other in the course of every day, be it with children or with each other, will be the culture of the program that we hand off to others in the future. And that's the heart and soul of a program.

I think it's a myth to think that one person is responsible for innovative and creative work, because if you are going to build vision for a program, it has to be shared with others and others have to own it. It can't be just one person. I believe firmly in that. A lot of my work and some of the success and achievement that I can feel good about, that I would say are my legacy work here, it couldn't have existed without a whole community of people embracing the idea and contributing to it. Whenever you have people contributing to something, it always becomes much richer and thoughtful than it could have been in the beginning with just one person thinking about it.

**Keeping that in mind, though, what are the innovations at CFS that you feel most personally attached to, that you would consider your "legacy" work?**



Not putting them in order, but ... the first is, when I was teaching, I realized that people thought of childcare as separate from education. In our world, it becomes preschool or childcare. Preschool is valued. We would have students say, "I want to be a preschool *teacher*, not a childcare *worker*." That's the value judgment being placed. When with all of the brain research showing what children need, with 90 percent of their brain development in the first five years, it's

really clear that children need programs and environments that are nurturing and investigative at the same time. That means you combine it—in our field, we often call it "educare"—so their needs are being met and attended to.

So we had three separate programs at the time. We had our PRIDE [early intervention] program, we had our Parent Education Department, and we had Childcare Services. They were all separate. Most of the families in Parent Ed, the bulk of them were stay-at-home moms, and they were mostly highly educated, not very diverse, and seeking out a quality preschool program. It was a parent co-op founded post-World War II and had a high parent involvement and sense of community.

The Childcare side of the house was also the ECE [Early Childhood Education] lab school, and that was for student childcare services and training for students getting their degree in ECE. It had no family involvement, no connection with the family. The parents basically just arrived and dropped off, there were no programs, no gatherings, nothing.

In the Early Intervention program, they had a separate classroom for children with identified delays or disabilities, with individual therapy appointment that weren't in natural environments.

So they were all different. And so at that time, I was frustrated with this separation of childcare and preschool, and started thinking about what it would look like if we integrated all of these programs. So in the year 2000, we started to do the work to integrate. And I used to have lunch meetings—I used to call them my Hot Tomato Meetings, because I wasn't sure if I was going to survive them! [Laughs.] People were angry with the concept of integration. We had parents from Parent Ed who said, "We're not going to watch Childcare children. We're going to get head lice from them." There were biases. It was the tension between at-home and working families—somehow one's better than the other—it was that kind of tension. The reality was that, with us doing lots of talking and sorting it out—and some parents left, but most stayed—we came up with a model that was integrated.

And given the trends and research that has happened since that time, we realize that we were spot-on. You know, that we were really leading and advancing the work forward. The state board did a report recommending that the Parent Ed model in the state broaden to more diverse populations. That's exactly what we did. So I take pride in that we created a program that put this model forward. In the old model, if a parent in the Parent Ed program got divorced and had to go to work, they had to move their child. So now that doesn't happen. A family's circumstances can change, and the child doesn't have to leave. Our model allows for flexibility and options for families. I think that has been invaluable.

The concept, or the value, was universal access. I used a phrase—in fact, we put it up in the Haag Lounge when we were working on it—"Is everybody safe and warm inside?" My goal was to make sure that was happening. [Planning and Effectiveness Research, Reporting, and Data Professional] Susan Maxwell helped us do an anonymous survey a few years ago, and we were looking demographics like single parent, first generation in college. We looked at race, culture, ethnicity, all of that,

with these basic questions about feeling welcome, and there was no distinction in the answers between groups. We were doing real well. The relationships were being made.

I'm not saying we have a perfect world. We're certainly working on it. But I do take pride in the fact that we do see children and families as being special, and recognize the beauty of who they are when they come through our doors.

Whether you're a student parent, a faculty/staff parent, or a community parent—if you've been a parent—you know we have the most important treasure of each and every family up here. And if we are going to have them housed here within the confines of a fence, then we have to make sure that the environment is investigative and nurturing so those kiddos can thrive.

People often will enter the program and be here a little bit, and they're trying to figure it out. They're saying, "This place is different." And they don't know why. They can't quite put their finger on it. We speak of the environment as being a third teacher. And when we speak to that, it is both the emotional environment and the physical environment. We work really hard at being thoughtful about how we set up our environments.

Another legacy is definitely the outdoors. And that's a passion I have. That's the personal piece of me that was really, really important to me. It wasn't a conscious starting down that road. We had built this building over here and there was no money for a playground. And so we started researching. And the place we started is where everybody starts: toy equipment catalogs. You ask, "How many kids can get on this? What kinds of things can they do?"





Laurie Cornelius at an Arbor Day tree planting at Child & Family Studies.

I grew up in Seattle but I grew up with a really rich outdoor experience with my parents. All seasons, we were out camping. And then in college I had the wonderful opportunity to work up at Mt. Rainier with Ranger naturalists and do campfire programs with families.

So I realized that if children are going to be in childcare for long hours, they needed more than a playground. They needed more than recess. They needed a *rich environment*. So we dumped the playground idea. We kept elements of it, and we said, "Well, what did we like to do? What are our play memories?" They were all outdoors. They were all playing hide-and-seek—if you play hide-and-seek, are there bushes and places to hide? If you played in barns, are there straw bales? If you played at the beach, where's the water? If you camped, where are the woods, where are the rocks, where is the driftwood?

And so that birthed a whole new concept of how we designed outdoor play spaces. This was the early to mid-90s. So that brought on challenges, because we were licensed, and licensors did not want rocks, logs—didn't see that as being a safe environment. The world is very litigious. In fact, I think Head Start had sent out an article on safety saying to saw the branches off of trees so children couldn't climb them.

So I ended up, through my advocacy work and the development of this space, speaking to the State Convention of Licensors on the importance of risk in outdoor play and the need to change the WACs [Washington Administrative Codes]. It was really risky for me, because I was putting up slides of things from our program that kids weren't allowed to do, and saying they needed to do it. So it really was pretty scary for me to do. But I did it, and lo and behold, things started changing. And now you can find rocks and driftwood and trees in many play areas around the state. That's one of the legacies that I feel has been invaluable.

I really hammered on it. I was in City Council, school districts, all over the place, because I believe we need to change how we view our outdoor environments for kids. Right now they're postage-stamp grass lots. And we need the woods. Kids need green spaces, they need flatlands.

**It's interesting because there's a whole movement now toward "adventure playgrounds" that favor natural play features instead of the old swing sets and slides.**

Right. There is a huge movement to start doing that kind of work. At the time, I think we were doing some very cutting-edge work with our play space, because not very many had done it. The University of Quebec published an article right around the same time we were opening on three play spaces in the United States that should be used as models for designing school spaces for Canada. We were one of them. I was very proud of that as well. Since that time, we've done tours, fly-ins. We've had national conferences in Portland, and one international conference, and our site has always been chosen to be one of three sites in the Portland-Vancouver area for touring. So we take a lot of pride in the environments and the work that we prepare.

So changing the WACs and creating the play space were huge. What we did was we used plants in the design of the outdoor

space to have different focuses of play, so that when kids go outside—if they're going to be in a huge group of kids and do everything in a room, we've got to get them out of that environment where they can be with one or two kids and have places to hide, we've got places to crawl into, we've got places of discovery.

[Recently retired Grounds Manager] Skip Jimerson has been such a partner in crime with me, oh my gosh. Because he loves it; he gets childhood. I'll never forget when I told him, "We want a mud kitchen." He said, "You want a *what?*" And I said, "We want logs and we want dirt, and we want kids to be able to play in the mud, make mud pies, drive trucks through the mud. We'll clean 'em up afterward. We want our kids to get muddy here." And he was totally into it, he just laughed.



Laurie Cornelius, *center*, with Clark College Foundation President/CEO Lisa Gibert and former CFS parent Jan Oliva at the opening of the Oliva Family Early Learning Center.

And the Oliva Family Early Learning Center—I also see that as a legacy. Because in early learning, getting that type of building just is almost impossible, because there's no money. Our field is devalued because of the image of babysitting and childcare. Often you'll hear—and this is a huge

challenge—people say, “Don’t advise people to go into childcare, because it’s low wages.” And yet it’s the most important job on earth, given the scope of a developing child. It is just critical because children can’t catch up if they’re not having opportunity while their brains are developing. And it’s been proven. By third grade, we’ve got kids going in with as much as a 2,000-word discrepancy in vocabulary. You’ve got children who have been read to and traveled and been to OMSI—and children who have never held a book. It’s just horrible.

So I would say those are the areas I’m most proud of. Those, and always—and this is probably the most important one—the attention to relationships within the program. That’s that culture of caring. And it’s a balance, because we’re in a bureaucracy, so we have all the rules and WACs and codes we have to follow. I always try to make sure that there is some caring to go along with that, so I try to think aloud. I try to explain my thoughts, and if I’m not sure of the answer I’ll just say, “Well, I’ve got to think it through. I’m gonna need a little more time.”

**You’ve talked a bit about how CFS has changed over the years. How have you seen Clark as a whole change?**

Oh, goodness. It’s a huge change, huge. When I started, before Gaiser got remodeled, there was a room maybe a third of the size of what Gaiser Student Center is now, and a small stage, and every single employee could fit on a folding chair in there on Opening Day, and you knew everybody. And maybe there would be three or four new hires, no more than that. Then, as the college grew, they started having to open a sliding wall that opened up into where Student Services offices were. And then pretty soon it got too big for *that*. There were employee directories with photos, so you could always see what a person looked like. Now there are so many employees that you just don’t know them. It’s just gotten so big. So that’s one big change.

I remember when email came in. And the campus was all set up for email except for us. The VP of Administrative Services at the time said, "Well, they're up there with the children; they don't need email." And I complained. And his response to me was, "You can walk down to Foster every day and pick up your email."

Children, young kids in our society—they're pushed to the edges. They're not embraced. On every campus, the childcare program is always on the edge. If we really were elevating and seeing the importance of how we as a community are raising kids, the childcare program should be in the middle of a circle instead of on the edge. Though now that the STEM Building is being built, we won't be as much on the edge here.

**I know my son's loved watching the building go up—the Oliva Center's windows look straight out onto it.**



Child & Family Studies children perform and display artwork during Clark College's annual Sakura Festival.

Oh yeah, it's been great curriculum. But to go back to what I was saying about how we view kids—I mean, I'm speaking broadly of our society. You can't be loud in a restaurant. You can't cry on planes, evidently, given the news of late. There's just a lot of intolerance of children. And I used to be of the

opinion that that was how Clark viewed our children. Not anymore. I think that Clark has clearly demonstrated an exception to the rule. The reason I say that is that we now have so many areas of the campus that think of us and call us and connect with us. It's amazing, the collaborations and richness of what some of the different departments are bringing to this program. We get our clay from the art department. The kids play down in the fountain. They're part of the Sakura Festival every year. We're part of the Seventh Generation powwow every year. Student Services always invites the children to attend different performances. We partner with the Japanese department and they have exchange students who spend time with us. We have collaborated in the past with the library; the kids have had story times down there. One year in the summer, there was a collaboration with PE fitness classes. They found that when they brought the kids down to play games with the adults, there was more laughter and movement in their class than just simply exercising—it was playful.

So I appreciate that. Fundraisers like our car wash and art show—we get great support from the campus, wonderful feedback. We want to do more of those collaborations and partnerships, both on and off campus.

**More than a quarter of our student body at this point has dependent children. In a way, Clark's commitment to this program is part of our commitment to them, and part of our commitment to social equity.**

We try to keep a balance—I'd say 70 percent student parents. It fluctuates a bit. In that student population, we see high numbers of what have been identified as risk populations for retention. So one of the things, just before leaving, was Susan Maxwell was instrumental in helping us to create a way to track our student parents' success rates. We're doing that across the state with all childcare programs. We are going to be looking at retention and strategies with these populations. We also believe—and we don't know this yet, it will have to be



a research question—but we really want to know what our retention rate is. Because we're so close to the families and we work with retention in supporting their children, and I want to see what the retention rate comparison is.

We have large numbers of students here who are first-generation in college. Our Family Life faculty do an amazing job of supporting student parents in school. And student families have stress. They have life happen to them. And by us having that option to have parent involvement, we can design specific involvement that will support them in whatever stress they are facing.

It happens here all the time. The support that this program can provide students is just amazing. They come in to withdraw their kids because they're dropping out, and they'll be sobbing. Maybe it's something at home, maybe it's the workload, maybe it's trauma from their past that's creating stress. And we bring them in and sit them down and connect them to resources—and they stay in school. Nobody dropping off or picking up their kid is going to see those stories. But they are here, lots and lots and lots of them.

It's about supporting families—supporting them to be successful in a career path, but you're also supporting them to start a journey of parenting and preparation for the K-12 system. And if we're sending children who are healthy and excited about learning and ready to learn—who are open to inquiry, open to investigation—then we're breaking cycles. We're gaining an opportunity for a future Clarker to be successful here at the college.

We have third-generation families here in the program. We have students who work for us who were children here. We have grandchildren here of people who went to Clark. There's a rich history, and lots of new families who are entering through our door all the time.

**What advice do you have for whoever comes in to your position?**  
[Ed note: At the time of this interview, Cornelius's successor had not yet been named. Michele Volk is now the Director of Child & Family Studies.]



Oh, I've got pages and pages and pages of single-spaced writing already! [Laughs.] About the history, about the values. You know, it isn't about staying the same. That goes back to the very beginning comments about how we are with each other. Every

person who comes in the door here, even if they're here for just a short period of time, they're bringing something into the space and into our world, and we want to value that, we want to value their voice. So when a new person comes in and joins our staff, they're bringing a beautiful dimension of who they are and what they can bring to our community. And we really believe in sharing the strengths and talents and joys between each other and with our children and families. Different teachers bring different passions and interests to the program. We all do that. The outdoors was definitely mine. We have a beautiful performance that we do every year, and that was Sarah Theberge's gift. And Michelle Mallory's bringing in the development of the art studio, the development of the library. You see the passion, you see the gifts, and they bring that into the program and it gets expressed. So the new director will come in and will have interests and passions and things that she or he will bring to the program, and it will thrive, and it will be wonderful.

That's another reason why it's always good to have some change. Also, you don't pay attention to things you don't like to do. That can create gaps. I'm not savvy with technology—I get by, but I don't Facebook. We need somebody who can bring people up to speed. I bought iPad Air2's for every classroom.

They're for electronic assessment—that's the future, we need to be looking at the way we do our assessment of children and screening, we absolutely have to do it—and I don't want to have anything to do with it! [Laughs.] That's for the next generation.

**So what comes next for you?**

I've told everybody I'm taking one year off. I've had many approaches about consulting work, but I need a break from the early learning community for a year to reassess and then I'll decide what I can and can't do.

My oldest grandkid is in kindergarten, and the two youngest are both one—they're four months apart. So I will definitely be spending time with them, and I'll be traveling and gardening and working out and probably doing a fair amount of cleaning and tossing things out. I'll be—oh! The kitchen! You were asking about legacy earlier. I'm really proud of getting our food program running, so our children can have hot, nutritious lunches made with healthy ingredients. Gosh, how did I forget that?

**Well, 35 years—you can do an awful lot in that time, it seems like.**

Yeah. [Laughs.] Yeah, I guess so.

*Photos: Clark College/Jenny Shadley*