**El Camino Community College**

# APPENDIX A

# CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

**Behavioral and Social Sciences**

**Childhood Education**



**DEAN:**

Dr. Christina Gold

**CONTRIBUTOR(S):**

Cynthia Cervantes

Janice Jefferis

Michelle Moen

*CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.*

***Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:***

**1. How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

The occupational demand for this program is strong. As the economy and the employment rate are high, the need for child care has increased.

According to The Bureau of Labor Statistics, employment of preschool teachers is projected to grow 15 percent from 2021 to 2031, much faster than the average for all occupations.

About 63,100 openings for preschool teachers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Much of the projected employment growth in this occupation is due to recovery from the COVID-19 recession of 2020.

|  |  |
| --- | --- |
| **Bureau of Labor Statistics** Quick Facts: Preschool Teachers https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm | |
| 2021 Median Pay | $30,210 per year $14.52 per hour |
| Typical Entry-Level Education | Associate’s Degree |
| Number of Jobs, 2021 | 483,100 |
| Employment Change 2021-2031 | +72,900 |
| Job Outlook | 15% (Faster than average) |

Labor Market data indicates that there will be an average of 46,520 jobs per year in the   
 next 10 years in the field of early childhood education.

|  |  |
| --- | --- |
| **Labor Market Information** 10-Year Projections of Employment for  Child Care Workers/ Child Development/Early Care and Education for Los Angeles County  2018 – 2028[https://www.labormarketinfo.edd.ca.gov/CommColleges/Projections.asp](about:blank)  Table Generated on 3/15/2023 11:55:31 PM | |
| **2018 Employment: 29,510** | **Annual Job Openings1:** 46,520 |
| **1**Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period. | |

**2. How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

The quality of the Childhood Education Program is extremely high with dedicated faculty who provide demanding yet interactive classes that include authentic assessments and developing a learning community within the program.

Although most community colleges offer a childhood education program, this program is unique in that, in addition to its focus on early childhood education, it also offers two certificates for students interested in working with children with special needs.

Additional specialized components of the program include a fully equipped Teacher Resource Room, a Child Development Permit Specialist, and SuperTutors. The Teacher Resource Room, designed for student use, is equipped with computers, laminators, book binders, die cuts, children’s books, puppets, teacher resource books, journals, materials to support curriculum classes, and a textbook lending library. This room serves as an information center and hub for students to work together as a community to support and network with one another. The Permit Specialist assists students with the complicated process of applying for, renewing, or upgrading all levels of the Child Development Permit. The SuperTutors are specially trained in the field of early childhood education who assist students with all child development courses (including online courses) to assist them in becoming successful and independent learners.

Our department supports TEACH El Camino which provides services for students interested in all levels of teaching from infant/toddler through college. TEACH El Camino continued offering professional development opportunities for students, throughout the pandemic. TEACH El Camino has been led by part-time faculty members, Janice Jefferis and Dr. Kumi Smart, who have participated in local and regional activities relevant to the Education Futures Model grant projects and are also active members in the regional community of practice. The TEACH El Camino program also held their second Early Childhood Educator Job Fair in person during the fall 2022 semester. More than 15 employers from around the area were invited to table at the event to recruit CDEV students for open teaching positions. A third job fair is scheduled to take place in April 2023.

The SEEDs Federal Grant a.k.a. CPTP (Community Partnerships for Teacher Pipeline) Mentoring Program is managed by faculty member, Yadira Arellano. The purpose of the grant is to support students who are thinking of becoming teachers, or interested in the field of Education, to close the teaching gap and bring diverse, equity minded teachers into future classrooms. Students are paired with professionals in the field of education. The CPTP Program also holds regular professional development opportunities for our students.

The Future Teachers Club (FTC), under the advisement of Janice Jefferis, held bi-weekly virtual club meetings during the pandemic, presenting topics of interest in the field of education.

The Child Development (CDEV) Club, under the advisement of Cynthia Cervantes, holds weekly meetings/workshops, and provides attendees with certificates of attendance. Students are developing leadership skills that will serve them well in the field of childhood education. The club continued to meet weekly throughout the pandemic. They organize many campus activities, including the monthly “You and Me” Play Group for children ages 0-5 and their parents. Throughout the pandemic, the CDEV Club also held virtual play groups. The club also collaborates with other programs at ECC, including EOPS/CARE/CalWorks, FIRST and the Social Justice Center**.**

Members of the CDEV Club have received yearly trainings on the Strengthening Families Protective Factors and Parent Café Model. In the Spring of 2019, five Friday night sessions were held for student parents. Pandemic Parenting sessions, modeled after the Parent Cafés, were offered virtually for the ECC community in Spring 2020 and Spring 2021. In 2022, virtual Parent Cafes were offered, with a culminating Parent Café offered in person at the 1st ECC Parent Resource Fair.

The CDEV Club and FTC have collaborated every fall semester for the last 4 years to offer an annual careerevent (Behind the Education Scene Talk – BEST) for students to listen to professionals in the fields of Child Development and Education. The 2nd and 3rd BEST events were held virtually while the 4th Annual BEST event was held in Fall 2022 as a hyflex event.

The CDEV Club held several Open Mics for the ECC campus community in 2022, addressing disabilities and school shootings.

In collaboration with the local Child Care Resource and Referral Agency, (Connections for Children), the Childhood Education Department virtually offered 8 Trauma Informed Care trainings for the ECC community in Fall 2021. Training collaborations with Connections for Children have been regularly offered to our students since Spring 2014.

Our department also collaborates with local high schools to offer CDEV courses for dual enrolled students. In addition, South Bay Adult School and Torrance Adult School also collaborate with our department to offer CDEV courses for dual enrolled students. An adult school instructor attends the CDEV course and also offers a separate course at the adult school, in support of the CDEV course.

In addition, our department has recently created and submitted the following noncredit courses and certificates for curriculum review:

CDEV 500 Introduction to Child Development and Early Childhood Education

CDEV 501 Introduction to the Home, the School and the Community

Certificate: Introduction to Child Development and Early Childhood Education

PAR 500 Positive Parenting/Caregiving

PAR 501 Culturally Responsive Parenting/Caregiving

PAR 502 Parent/Caregiver and Child Play Group

Certificate: Parenting/Caregiving

The above courses and certificates will serve as a pathway to credit courses, for students interested in pursuing higher education in childhood education. The courses will also serve as professional development opportunities for educators already working in the field of early childhood education. These courses and certificates will also provide more visibility and support to our parenting community.

For the 6th consecutive year, our department was awarded a grant to offer 4 infant toddler classes to current Head Start teachers employed by the Los Angeles County Office of Education (LACOE) throughout the school year. Several faculty have been involved in securing and managing the grant and classes including Janet Young, Janice Jefferis, and Michelle Moen.

**3. What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

**Degrees and Certificates Awarded**

The total number of degrees (AA/AS and ADT) combined has increased each year from 33, 23, 40, to 41 in 2020-2021. More students are aware of the degree requirements, they are able to see a specialized counselor (Cheryl Kroll) and they are focused and determined to attain this goal.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Degree or Certificate Type | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
| AA Degree | 33 | 23 | 40 | 41 |
| Early Childhood ADT (AS-T) | 41 | 43 | 54 | 57 |
| Certificates of Achievement (All) | 101 | 102 | 97 | 104 |

It is important to note the Childhood Education Department awards the highest number of certificates at the College.

|  |  |
| --- | --- |
| Top Number of Certificates of Achievement Awarded in 2022 | |
| **1. Early Childhood Education** | **77** |
| 2. Transfer Studies - IGETC | 55 |
| 3. Fire Academy | 39 |
| 4. Transfer Studies – CSU Breadth | 38 |
| 5. Computer Science | 39 |

[https://app.powerbi.com/view?r=eyJrIjoiZjlkZGJkYWQtZmMxZC00MTlmLWIyZDQtZTNhOGU2YTZmNmMwIiwidCI6IjE2YTJhYzEzLTk5YmQtNDA1ZC05YWI2LWIxZmU2YjhkNWJhNiIsImMiOjZ9](about:blank)

Employment Rates  
According to the departmental Student Survey conducted in Fall 2022, 49.17% of CDEV students indicated that they are currently employed in the field. Based on past surveys the numbers are as follows.

|  |  |  |
| --- | --- | --- |
| Students Employed in the Field – Self Reporting | | |
| 2017 | 2019 | 2022 |
| 55% | 47.3% | 49.17% |

We are unable to follow the employment rates for our students as we currently do not have the mechanism or the staff to capture this information. Anecdotally, we have many students in the field who have earned a certificate or degree from ECC, we have students in the Student Teaching Practicum Classes that are offered a position during or at the end of their assignment, we have students who obtain jobs by networking with other students and we have students who find jobs from the flyers on our job board and departmental job fair. The department is very interested in capturing and analyzing this data.

|  |  |  |
| --- | --- | --- |
| **Success and Retention Rates** [https://app.powerbi.com/view?r=eyJrIjoiYTdmM2JmZDEtNmRhYS00OGVhLWE5NTktMWEyMWUxNmM4NDlmIiwidCI6IjE2YTJhYzEzLTk5YmQtNDA1ZC05YWI2LWIxZmU2YjhkNWJhNiIsImMiOjZ9](about:blank)  **2021-2022 Success Rate 77.8% Course Completion: 90.6%** | | |
| Term | Success | Course Completion |
| Fall | 73.9% | 88.8% |
| Winter | 84.2% | 92.2% |
| Spring | 79.6% | 91.6% |
| Summer | 79.8% | 92.5% |

The high success and retention rates are the result of the dedicated work our faculty provides for our students and the supportive resources and programs offered by our department.

**4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

To work in a licensed program, students must have completed in child development units. Entry level, lower wage jobs start with 6 units and they move up the career ladder with additional units including associate and bachelor’s degrees. In most programs, and all state and federally funded programs, employees are required to hold a Child Development Permit awarded by the Commission on Teacher Credentialing.

The Permit is designed as a career ladder program with six levels:

Assistant Teacher

Associate Teacher

Teacher

Master Teacher

Site Supervisor

Program Director

The various levels of the Permit are based on coursework and documented experience in early childhood education programs. Students are required to upgrade or renew their permit every five years. This requires that they accumulate 105 hours of Professional Growth hours over a 5-year period. Students must meet with a Professional Growth Advisor (usually a faculty member or our current Child Development Permit Specialist). The general duties of a professional growth advisor is to assist students in developing a plan and documenting progress. Since the Childhood Education Department is a designated “VOC” (Verification of Completion) agency, we are able to approve the applications locally and students receive their permits in six weeks instead of waiting six months for those who submit their application on their own.

For the past 20 years, the Department has procured funds from outside grant sources and CTEA for a Permit Specialist to handle the number students who apply for their permit. It usually takes two or three meetings with the Specialist before the application packet is ready to be forwarded to the Commission on Teacher Credentialing (CTC).

The following table shows the contacts that our CDEV Permit Specialist had with students in 2021 and 2022, as well as professional growth advisement and the total number of permits processed each month.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | In Person | Phone calls | Emails | PGA | Total | Permits Processed |
| 2021 | January | 18 | 29 | 279 | 0 | 311 | 13 |
| 2021 | February | 10 | 50 | 272 | 0 | 315 | 7 |
| 2021 | March | 18 | 34 | 233 | 1 | 273 | 13 |
| 2021 | April | 3 | 24 | 153 | 0 | 180 | 14 |
| 2021 | May | 3 | 18 | 152 | 1 | 174 | 6 |
| 2021 | June | 7 | 13 | 115 | 2 | 124 | 4 |
| 2021 | August | 3 | 55 | 209 | 0 | 267 | 0 |
| 2021 | September | 12 | 48 | 356 | 25 | 441 | 9 |
| 2021 | October | 38 | 65 | 336 | 3 | 439 | 8 |
| 2021 | November | 14 | 27 | 147 | 3 | 147 | 1 |
| 2021 | December | 5 | 35 | 81 | 1 | 112 | 2 |
|  |  |  |  |  |  |  |  |
|  |  | **In Person** | **Phone Calls** | **Emails** | **PGA** | **Total** | **Permits Processed** |
| 2022 | January | 12 | 21 | 156 | 11 | 204 | 6 |
| 2022 | February | 8 | 16 | 117 | 9 | 127 | 5 |
| 2022 | March | 26 | 28 | 204 | 2 | 262 | 6 |
| 2022 | April | 9 | 8 | 104 | 4 | 230 | 3 |
| 2022 | May | 6 | 6 | 145 | 1 | 157 | 3 |
| 2022 | June | 2 | 10 | 67 | 0 | 89 | 3 |
| 2022 | July | 6 | 23 | 132 | 2 | 161 | 5 |
| 2022 | August | 6 | 20 | 221 | 1 | 237 | 6 |
| 2022 | \*September |  |  |  |  |  |  |
| 2022 | October | 8 | 30 | 213 | 0 | 276 | 1 |
| 2022 | November | 15 | 9 | 75 | 1 | 98 | 2 |
| 2022 | December | 6 | 5 | 100 | 1 | 117 | 3 |
|  |  |  |  |  |  |  |  |

\*CDEV Permit Specialist was not working in September 2022

**5. Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

Results from the fall 2002 student survey related to Workforce Development:

* 74% of students indicated that child development coursework led to employment in the field and 52% of students reported that child development coursework led to promotions in the field. However, 50% of the surveyed students in the recent survey are not currently working in the field of Childhood Education.
* 81% of students felt very prepared/prepared to work in the Early Childhood Education (ECE) field after completing courses in Childhood Education at El Camino College.
* 17% of students used the Department Job Board for employment opportunities. More promotion is required. The low number is mainly due to most our courses being offered online and many students do not visit ECC in person. Also, students may be finding employment opportunities elsewhere, most likely online.

EMPLOYER SATISFACTION  
Graduates from ECC are working in local school districts, Head Start programs, and private schools in all of our service areas. Anecdotal data indicates that employers are satisfied with the level of preparation of our students. Formal evaluations completed by the mentor teachers and directors who supervise ECC teachers in our practicum classes have been very positive.

Our Childhood Education Department can consider surveying local preschools/child care sites to obtain more data on employer satisfaction.

**6. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

The advisory committee had not met since Spring 2019 due to the pandemic. The advisory committee met again on November 17, 2022 via a Hyflex format. Employers and Mentor Teachers who serve on the advisory committee have provided input for many years.

The advisory committee is satisfied with the course offerings and the rigor of the program. The Advisory Board strongly recommends that the College reopen the Child Development Lab School. They view it as an integral part of the program which is necessary to facilitate interaction with children through observations, curriculum design and implementation, and student teaching experiences. They recognize, that in most fields, internships and first-hand experiences in an exemplary program is key to future success. This is especially true in the field of early childhood education. In addition, having a Child Development Lab School would help avoid the challenges of securing observation sites and practicum sites for our Childhood Education students. Childhood Education faculty could use the time spent in securing sites on further supporting student success.

The following are statements from some advisory committee members regarding the permanent closure of the Child Development Lab School:

“The child development department provides an excellent program, however lacks a lab school which is an absolute necessity which can benefit the campus, students, potential teachers, and amazing child dev. department in many ways.”

“The child development center will bring relief to students who struggle to find a babysitter to leave their children just to come to class. The center will bring great changes.”

“I teach CDEV 114, could I please have a quality program to support our students’ education at our own College? Mechanics have a garage, cosmetology has a Salon, Anthropology has a museum. The fine arts have a gallery, Dance has an auditorium.... just sayin'”

Our Childhood Education faculty is involved in efforts to help bring consciousness at ECC to the need of a Child Development Center, including: co-presenting an IMPACT presentation (December 2022) focused on the inequities encountered by students and faculty with the absence of a Child Development Center at ECC; meeting with interested stakeholders across campus to discuss options for reopening a Child Development Center; presenting at Flex Days on topics related to parenting student needs. President Thames has requested a cost analysis for the Child Development Center to ensure that it can be financially viable.

During the meeting, an employer suggested that perhaps there should be more focus on conflict resolution and challenging behaviors in Childhood Education courses. The possibility of creating a course specifically on challenging behaviors was mentioned. One of our Child Development Club Cabinet members suggested that maybe a special education course should be a requirement for other degrees/certificates besides the Special Education certificates.

During the meeting, topic of schools getting pushed to include PreK on their campuses was also discussed. Providers are concerned. Another concern brought up was the current shortage of teachers. Centers are struggling to find staff. Michelle Moen invited the committee members to send job flyers to post on our job board. Many of our CDEV students are still online (due to the pandemic or other reasons) but some have returned to campus and read the postings on the board.

The advisory committee is very supportive of all the efforts that our Childhood Education department does to ensure the success of our students. They strongly support the Teacher Resource Room, SuperTutor Program, and the Child Development Permit Specialist as they provide a high level of support to students academically, socially, and with career advancement possibilities.

In addition, and as indicated in the Advisory minutes, the Board strongly supports developing a full-time Program Specialist to assist faculty and students with the many facets of this career education and academic program.

California Education Code 78016 requires that the review process for CE programs includes the review and comments of a program’s advisory committee. **Provide the following information:**

1. Advisory committee membership list and credentials.

**CDEV Advisory Board members**

**El Camino College**

**As of 12/13/22**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | | **Email Address** | **Title** |
|  | Dr. Christina Gold | cgold@elcamino.edu | BSS Division Dean at ECC |
|  | Michelle Moen | mmoen@elcamino.edu | CDEV full time faculty  CDTC Campus Volunteer |
|  | Cynthia Cervantes | ccervantes@elcamino.edu | CDEV full time faculty  CDEV Club Advisor |
|  | Janice Jefferis | jjefferis@elcamino.edu | CDEV full time faculty  TEACH Campus-coordinator |
|  | Janet Young | jyoung@elcamino.edu | Retired CDEV full time faculty |
|  | Susan Baxter | sbaxter@elcamino.edu | CDEV part time faculty |
|  | Valerie Marquez | vmarquez@elcamino.edu | CDEV part time faculty |
|  | Reshon Moutra | rmoutra@elcamino.edu | CDEV part time faculty |
|  | Mark Marano | mmarano@elcamino.edu | CDEV part time faculty |
|  | Alec Colchico | Alec.Colchico@csulb.edu | Preschool Director/ECC part time faculty |
|  | Kumi Smart | [ksmart@elcamino.edu](mailto:ksmart@elcamino.edu) | CDEV part time faculty and TEACH Co-coordinator |
|  | Brittany Wilson | [brittanyawilson@yahoo.com](mailto:brittanyawilson@yahoo.com)  bwilson@elcamino.edu | CDEV part time faculty, Community director & Former ECC student (CDEV) |
|  | Shanthi Tharuvai | [stharuvai@elcamino.edu](mailto:stharuvai@elcamino.edu) | CDEV part time faculty |
| 1. 1 | Yadira Arellano -Lopez | yarellano@elcamino.edu | CDEV part time faculty  And CPTP Coordinator |
|  | Toni Newman | NEWTL41@aol.com | Student Services, Counseling and Student Success |
|  | David Welch | [dwelch3@socal.rr.com](mailto:dwelch3@socal.rr.com) | Former ECC student (CDEV) and current director of Mount Olive preschool in Rancho Palos Verdes |
|  | Carol Tatsumi | mbns.director@gmail.com | Community preschool director |
|  | Amel Khan | amelroz@yahoo.com | CSUDH staff and former ECC student -CDEV |
|  | Zubia Khan | zb\_khan@hotmail.com | Former ECC student & Professional Development Coach at CFC |
|  | Nicholas Nilam-Hall | nicholas\_nilam@elcamino.edu | Child Development Club President |
|  | Irene Buenrostro | irenebuenrostro2003@gmail.com | Future Teachers' Club President |
|  | Nancy Alvarez | nance2124@gmail.com | Permit Specialist at ECC |
|  | Annie Castillo | a\_castillo03@yahoo.com | CTPT Student Success Coach |
|  | Wendy Mata | [wendym1982@hotmail.com](mailto:wendym1982@hotmail.com) | CDEV Super Tutor at ECC |
|  | Jesicca Quakenbush | jesiccatrr@gmail.com | CDEV Super Tutor at ECC |
|  | Mara Zepeda | mzepeda@americanmartyrs.org | local preschool director |
|  | Amanda Hsu | amandah@cfc-ca.org | Resource and Referral Manager at Connections for Children |
|  | Miriam Hernandez | miriamhernandezjar@gmail.com | ECC graduate and (former)CDEV Club Cabinet member; current preschool teacher in community; CSUN graduate |
|  | Mariam Fofanah | mariamfofanah1@gmail.com | Former ECC student and CSUDH graduate |
|  | Morgan Weber | morganrosew07@gmail.com | ECC Graduate. Founding President of the CDEV Club, former Nanny |

1. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.

**El Camino College Childhood Education Department**

**Advisory Committee Meeting Minutes**

Details: November 17, 2022

7:15 pm to 8:30 pm

ARTB 313 and on Zoom (Hyflex meeting)

Attendance in person: Cynthia Cervantes, Janice Jefferis, Michelle Moen, David Welch, Nicholas Nilam-Hall, Wendy Mata, Jesicca Quakenbush, Mara Zepeda, Miriam Hernandez, Morgan Weber, Allison Rafters, Clifford Frelix

Attendance on Zoom: Susan Baxter, Kumi Smart, Shanthi Tharuvai, Yadira Arellano, Toni Newman, Mariamah Fofanah, Zubia Khan, Amanda Hsu, Carol Tatsumi, Lidia Montalvo, Catherine Morado

Regrets: Mark Marano, Reshon Moutra, and Brittany Wilson

**------------------------------------------------------------------------------------------------------------------**

**Agenda Item 1: Greeting and Introductions** - Michelle Moen

Everyone was encouraged to introduce themselves as it has been awhile since the board has met. In addition, we have new members.

The committee has not met since Spring 2019 (due to the Pandemic). A meeting was scheduled in Spring 2020, but it was decided to hold a virtual “Meeting by Memo” due to the Pandemic.

**Agenda Item 2: Childhood Education Department updates**

1. Faculty Updates

Michelle Moen shared the following faculty updates: Dr. Janet Young retired June 2022, Dr. Jennifer Montgomery relocated to Las Vegas, Nevada (summer 2021), and Janice Jefferis was hired as our new full-time faculty (effective Fall 2022). The department recently formally requested another full-time faculty member.

1. Child Development Club

Cynthia Cervantes (club advisor) and Nicholas Nilam-Hall (club president) shared information about the Child Development Club.

* The club meets every Thursday from 6:00-7:00pm. The meetings are hyflex offering both in person and virtual attendance. Their meetings are workshop style often featuring special guests presenting a focused topic. They offer professional development certificates to attendees. They are a VERY active club since they first began August 2017. The first club president, Morgan Weber, was in attendance at this meeting.
* The Cabinet meets every Tuesday virtually on Zoom from 5:45-6:45pm
* The club is co-sponsoring the 4th annual BEST event this Saturday, November 19th and (part 2) on Saturday, December 10th from 9:00am-3:00pm. Each day will host several professionals who work with children. This free event is open to CDEV students from ECC and other colleges, as well as community members.
* The Play Group will continue (live) in December. They have been meeting virtually since the Pandemic started in March 2020. They will distribute 20 “goodie” bags for the first 20 ECC student parents who register and attend the event. This event is geared towards children ages 0-5 and their grown-up.

1. Future Teachers Club

Janice Jefferis mentioned that the club is collaborating with the Child Development Club for the 4th year on the B.E.S.T event as previously mentioned in the CDEV Club section. Irene Buenrostro is the new elected Club President. Club meetings take place on Wednesdays from 4:30-5:30PM

1. “You and Me” Play Group

The “You and Me” Play Group was covered in the CDEV Club section.

Cynthia Cervantes stated that the club has been extremely active during the Pandemic. They have held campus wide workshops in collaboration with the Health Center, 2 Open-Mic events, Parent Cafes (6 week sessions), and Pandemic Parenting Sessions.

1. TEACH program

Janice Jefferis shared that Kumi Smart is training to take over as the TEACH El Camino Program Campus Coordinator starting in spring 2023. This semester Janice and Kumi are Co-coordinating. Both Janice and Kumi attended College Night in October to represent TEACH and the Future Teachers’ Club. They held their first Early Childhood Educator Job Fair on Thursday, September 22, 2022. This event was successful and will probably be held once or twice a year moving forward.

1. Children’s Day

Michelle Moen has been coordinating this event since about 2008. The spring event was cancelled in 2020 due to the Pandemic. We definitely plan on continuing the tradition but not quite yet due to the safety of children during a Pandemic.

1. California Mentor Teacher Program

The CA Mentor Teacher Program funding ended after June 2021. (note: The Block Grant State Funding was eliminated. This program paid for about 30 mentors per year at our college.) We were recently informed that our department will receive permanent internal funding for both Practicum mentors and to pay for LiveScan Fingerprinting for practicum students.

Valerie Marquez is the CA Mentor Teacher Coordinator at ECC. She is helping secure high quality mentor teachers for our Practicum sites.

Janice Jefferis is reconnecting with various sites from Michelle Moen’s site list to reestablish partnerships and secure high-quality mentors.

Michelle Moen visited almost 50 sites during her sabbatical (Fall 2019) and made connections which will hopefully support the practicum site quest.

1. Community Partnership for Teacher Pipeline (CPTP)

Yadira Arellano is in her 3rd year coordinating this program. One part of the program is matching up students to mentors. Advisory members Kumi Smart, Cynthia Cervantes and Shanthi Tharuvai are three of the mentors. Yadira shared that there are 100 students this semester, plus a waitlist. She said 75% of students finish the mentor program.

The department is considering applying for a 2-year extension for the CPTP program.

There is a big gap to become teachers once a student finishes college, graduates, and locates a new teaching job. The opportunity to work with a mentor and gain experience in the field is very valuable and might help with this gap. This mentor program supports future teachers interested in teaching preschool through college.

1. Program Review and Program Plan

Cynthia Cervantes shared that our Annual **Program Plan** was recently submitted into the new system. The prioritization process will be made by the Division Council before it goes to the Administration. The Career Education (CE) **Review** is due every 2 years. The next CE Review is due in February 2023. A survey will be distributed to CDEV students in late November to early December.

Cynthia requested feedback regarding what the committee might want our department to be aware of and perhaps work on. Feedback was encouraged in the chat box on Zoom, the papers provided in person, or vocally either option (in the room or on Canvas). Vocal feedback included the following:

* Wendy Mata said students have a Child Development Center (CDC) facility on many campuses, and we should have one (especially for our Practicum students) and parenting students. Wendy shared how much she and her son would have benefitted from having a CDC on ECC campus and how much easier it would have been for her as a parenting-student to drop her son off at the CDC without worrying about him. The convenience and quality of care was mentioned as a need for ECC parenting students and faculty.
* Mara Zepeda (local preschool director) mentioned that teachers could use more help with conflict resolution, interactions & communication with families (online and in person). For example, how to compose e-mails to families regarding their child’s progress in school. Mara noted that providing comfort while keeping a professional backbone is important when sharing with parents. Teachers need to know how to support the center’s philosophy with the parents. Verbiage needs to be clear, and sensitive.
* Cliff Frelix agreed in that communication skills with parents is important.
* Toni Newman mentioned that students inquire (in counseling, where she works) about childcare. She said equity minded institutions need to provide childcare. She mentioned that the college is looking into providing other resources such as food, housing, and basic needs for students. She questioned why then the college forces students to find an outside entity to supply childcare.
* Susan Baxter shared that all of her SLOs over the years state the importance providing (and re-opening our) childcare center(s). (Note: It closed in July 2014.)
* Janice Jefferis read comments in the Zoom chat regarding the value and impact of a child development center. The comments stated the center should be re-opened, which would be an investment in our students. For example, Susan Baxter wrote in the chat: “I teach CDEV 114, could I please have a quality program to support our students’ education at our own college? Mechanics have a garage, Cosmetology has a salon, Anthropology has a museum. The Fine Arts have a gallery, Dance has an auditorium.... just sayin.”
* Morgan Weber said we need to understand where the resources are – Students might be hesitant to ask about housing and food insecurities. She said instructors need to do more than just state options (for resources) on their syllabi. Instructors should also continue to address it throughout the semester.

Notes/Feedback provided by committee members on paper (on campus) and/or online (chat box in zoom):

* “A focus on special needs education for ALL students & more emphasis in core classes (CDEV 103, 104, 108, 112, etc.) Also, child development center reopening would be awesome for students with disabilities to conduct practicum hours so accessibility at a site is not a worry.”
* “Opening child development center: great opportunity for enrolled students/parents.”
* “More practicum sections: There are always waitlisted students and to open more sections would help students, in their educational journey and experiences in the field.”
* “Child Dev Center would be an amazing asset for students to learn on campus and get the direct support from their peers and instructors.”
* “The child development department provides an excellent program, however lacks a lab school which is an absolute necessity which can benefit the campus, students, potential teachers, and amazing child dev. department in many ways.”
* “The child development center will bring relief to students who struggle to find a babysitter to leave their children just to come to class. The center will bring great changes.”
* “The child development center will bring relief to students who struggle to find a babysitter to leave their children just to come to class. The center will bring great changes.”

1. Non-Credit Courses

Cynthia Cervantes shared that our department developed several non-credit courses; 3 parenting courses and 2 CDEV courses. The courses are currently under review. We hope to be able to offer them in a year or so. Ideally, they might bring people into the CDEV pathway. Some people might want to start classes without the worry of being graded on assignments.

The courses might also be used towards professional development.

There will be two certificates aligned with these courses.

Susan Baxter asked if they are either 8 or 16 week classes. Cynthia replied that everything is up for review, but we believe either option might work.

Wendy Mata thinks the courses are a great idea. She added that everyone should take CDEV 103 (Child Growth and Development) to better understand children and ourselves.

Cynthia shared that similar non-credit CDEV/parenting courses are taught at other CA colleges.

Agenda item added: **Universal Pre-Kindergarten**

Zubia Khan brought up the topic and stated that schools are getting pushed to include PreK on their campuses. Providers are concerned. Another concern brought up was the current shortage of teachers. Centers are struggling to find staff. Michelle Moen invited Zubia (and others) to send job flyers to post on our job board. Many of our CDEV students are still online (due to the pandemic or other reasons) but some have returned to campus and read the postings on the board.

1. Permit Specialist

Nancy Alvarez returned to her role as a Child Development Permit Specialist at ECC.  She continues to meet students virtually, over the phone, and on campus. (Note: The CDTC supplies funding for processing permit applications to students seeking, upgrading, or renewing various permits granted by the State Department of Education.)

Non-ECC students continue to seek Nancy’s help with the Permit process. Other sites send their teachers and students to our campus for help. The process is a complicated one and Nancy’s expertise provides support needed.

1. Teacher Resource Room (TRR)

The TRR re-opened last spring after being closed since March 2020 (due to the Pandemic). Wendy Mata and Jesicca Quackenbush, continue their roles as (part time) Super Tutors for our students on-line and on campus They have been added to most all CDEV classes (as a tutor) to promote their availability.

Jesicca said they are on campus one day per week to help students in person. They are also available virtually throughout the week, including weekends.

1. CDEV Program Assistant

Note: A significant part of our program/department runs on external funding which is usually short term and has to be secured every 1-3 years. This fall we secured short term funding to secure a Program Assistant from November 1, 2022 until June 2023. We are hoping the college will consider hiring a part or full time Program Assistant. Our department runs many programs and hiring a Program Assistant will help mitigate the issue of relying on full-time faculty to fulfill various auxiliary tasks outside the scope of teaching/instruction.

1. Los Angeles County Office of Education (LACOE)

We continue to apply and negotiate to run an Infant Toddler Program at ECC. This grant funds classes for Head Start preschool/infant/toddler teachers. The funding is only for a year and not guaranteed. We apply for it each year. This grant also pays for our Permit Specialist and Super Tutors. Other ECC campus programs and local community colleges send their students to meet with our Child Development Permit Specialist, which signals the critical need to make the position our permit specialist permanent.

1. K-14 Career Pathway

Cynthia Cervantes mentioned that this pathway is on hold. We are in discussion with Torrance High School to help with T-K prep. We are also talking with Torrance Unified School District for upcoming T-K teaching.

1. Dual Enrollment

Cynthia Cervantes stated that Yadira Arellano has been teaching dual enrollment for about 2 years. Valerie Marquez has been working with South Bay Adult School dual enrollment. Cynthia Cervantes is working with Hilary Estes from Torrance Adult School to offer dual enrollment with Torrance Adult School students in the Spring 2023 semester.

1. Workshops & Conferences

Nothing more was added as it was previously discussed.

1. Child Development Center

Cynthia Cervantes shared about working with the new grant director, Liliana Islas, and others on campus to bring more awareness to parenting students and the reopening of the Child Development Center. She attended Impact training sessions this fall and will present to the college president in an effort to continue the conversation on the reopening of the Child Development Center. We are currently gathering data to make our case strong. We have several faculty and staff on campus who are supporting and joining our efforts to reopen the center.

1. Department representation at ECC events

This topic was put on hold.

1. Collaboration with Connections for Children

This topic was put on hold.

**Agenda Item 3: CDTC** - Michelle Moen

Changes and updates: The CDTC no longer issues Coordinator Agreements (effective 2020/21, due to a budget reduction). However, M. Moen continues to volunteer to be the campus contact for El Camino College. The Educational Grant continues to reimburse qualified students $46 per unit this school year.

Please refer to the CDTC’s website for detailed information. ([www.childdevelopment.org](about:blank))

**Agenda Item 4: Childhood Education Updates (PK-3rd Specialist Credential)**

This item was discussed at other points during the meeting as noted in these minutes.

**Agenda Item 5: Community Outreach**

This item was combined with the next item.

**Agenda Item 6: Advisory Members’ Announcements and Contributions**

* Allison Rafters asked our department and college to consider requiring Special Education classes. They are currently only required for the Early Intervention Assistant and Special Education certificates. No other college courses require Special Education classes and it might be beneficial to have a requirement for other departments/degrees to include a class about Special Needs.
* David Welch (director at local site in Palos Verdes) offered his site for our practicum students.
* Zubia Kahn asked if the Permit Specialist can help anyone, not just ECC students. (The answer is yes!)
* Toni Newman (currently working in the Counseling dept, former ECC Child Development Center teacher) said that some students seeking counseling are telling her that they were once children in the college’s (former) Child Development Center and now they are grown adults attending college at El Camino.

Please feel free to contact anyone within our department with any questions, comments, suggestions, ideas, or concerns. Below is the contact information for the 3 full time CDEV faculty members at ECC.

Michelle Moen – [mmoen@elcamino.edu](about:blank)

Cynthia Cervantes – [ccervantes@elcamino.edu](about:blank)

Janice Jefferis – jjefferis@elcamino.edu

**Agenda Item 7: A Moment of Gratitude**

A note of appreciation to all of our board members. We appreciate your insight and feedback. Keeping in contact with the community will continue to be a goal for our department. Many thanks for your support.

The meeting was adjourned at 8:40pm.

Minutes taken by Michelle Moen