

Childhood Education Department
CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

Cynthia Cervantes, Michelle Moen, Jennifer Montgomery, and Janet Young
Fall 2017

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE 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:

- 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 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 rates have improved over the past few years, parents have returned to work and the need for child care has increased. The Bureau of Labor Statistics, previously projected an increase of 7% in Los Angeles Counts and 6% in other the local areas. However, the Bureau now reports an increase of 10% for the next five years which is considered “faster than average” for this field.

Bureau of Labor Statistics 2016 - 2026 Quick Facts: Preschool Teachers https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm	
Number of Jobs, 2016	478,500
Job Outlook, 2016-26	10% (Faster than average)
Employment Change, 2016-26	+50,100

Labor market data show that the annual projected number of job opening in Los Angeles County is 986 per year through 2024.

Annual Job Openings by Occupation 2014- 2024 Projections - Los Angeles County 130500 Child Development/Early Care and Education http://www.labormarketinfo.edd.ca.gov/CommColleges/Projections.asp			
OC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings
399011	Child Care Workers	25,810	986

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 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, and offers two certificates for students interested in working with children with special needs.

Additional specialized components of the program include a 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 and 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 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.

The table below shows the number of duplicated students, verified by sign in sheets and student IDs, who use the Teacher Resource Room

Teacher Resource Room Usage Report Duplicated Students Verified by Sign-in Sheets with Student ID	
2011-2012	2,625
2012-2013	2,723
2013-2014	2,866
2014-2015	3,561
2015-2016	3,355
2016-2017	2,557 (closed Jan/Feb due to lack of funding)

Under the leadership of C. Cervantes, the students organized a formal Child Development Club on campus and has begun having regular meetings and organizing activities. The club has partnered with Connections for Children, a Resource and Referral Agency, and has provided play group activities on campus for students and the community.

The department continues to offer workshops and conferences to provide professional development opportunities for students.

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.

Completion and Success Rates

Success and retention rates are consistently higher than the campus average. During the next program review process, we will analyze the drop in retention from 93 to 89%.

Success and Retention Rates http://www.elcamino.edu/about/depts/ir/acadperformance.aspx		
Fall Rates	Success	Retention
2016	80%	89%
2015	85%	93%
2014	81%	92%
2013	77%	87%
2012	81%	91%

Degrees

We are working to increase the number of AA and AS-T degrees awarded. We found that there was an insufficient number of sections of CDEV 115 and CDEV 125 being offered and that this was hindering students from attaining AS-T degree. Additional sections, including an online section of CDEV 115 is being offered in winter and spring, and an additional section CDEV 125 will be offered every other summer. We also plan to offer two sections of CDEV 110 and CDEV 108 every three semesters. We anticipate that this will increase the AS-T attainment rates beginning 2018.

Degrees and Certificates Awarded 2011-2016					
	2011- 12	2012-13	2013-14	2014-15	2015-16
Degrees	39	40	44	43	45
Certificates	99	88	80	79	83

Certificates

It is noteworthy to mention that, of the 37 Certificate Programs offered at ECC, Childhood Education has had the highest number of certificates for the past five consecutive years.

Top 5 Certificate Programs at ECC http://www.elcamino.edu/administration/ir/docs/acadperformance/ECCDegreesandCertificatesReport1516.pdf					
Department	2011-12	2012-13	2013-14	2014-15	2015-16
1. Childhood Education	99	88	80	79	83
2. Air Conditioning and Refrigeration	54	50	54	59	61
3. Cosmetology	49	43	36	36	42
4. Machine Tool Technology	30	13	37	11	38
3. Automotive Technology	27	58	43	22	33

Employment Rates

According to the Student Survey 55% of students are currently employed in the field. This is up from 46% in 2015. We are unable to calculate 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. The department is very interested in capturing and analyzing this data.

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.

There is no licensure exam but students are required to obtain a Child Development Permit (awarded by the Commission on Teacher Credentialing) for all state and federally funded programs and some private schools. It is designed as a career ladder program that offers six levels of the Permit. 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 obtain a Professional Growth Advisor (usually faculty member or our current Permit Specialist) who assist them in developing a plan and documenting the student's progress. Since the Childhood Education Department is a designated "VOC" 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 17 years, the Department has procured funds from outside grant sources and CTEA for a Permit Specialist to handle the large volume of 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 CTC.

The Chancellor's Office is recommending that schools develop certificate of accomplishment and achievement to coincide with various levels of the Permit. This way, the College will get "credit" for awarding these important career ladder permits. The certificates to be developed are:

1. Assistant Teacher Certificate of Accomplishment (6 Units)
2. Associate Teacher Certificate of Achievement (12 units)
3. Teacher Certificate of Achievement (24 units)
4. Master Teacher Certificate of Achievement (48 units)
5. Site Supervisor Certificate of Achievement (60 units)

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.

A survey was conducted to measure student satisfaction. A summary of the results indicate the following:

STUDENT SATISFACTION

Teacher Resource Room

- 89% of students indicated that they used the Teacher Resource Room at least 1 time per week with 20% of those using the room three to five times per week.

- 91% of students reported that the TRR has “contributed” or “greatly contributed” to success in their classes. SuperTutors
- Over 1/3 of students (31%) used the services of the SuperTutors while 9% didn’t know we had SuperTutors.
- 61% of students reported that the SuperTutors have “somewhat” or “greatly” contributed to overall success in their classes.

Child Development Permit Specialists

- Over 1/3 of students (31%) used the services of the Permit Specialist while 4% indicated that they didn’t know we had a Specialist
- 14% of students reported that they have been hired or promoted based on the attainment of a Child Development Permit

ECE Field

- 55% of students are working in the Early Childhood Education (ECE) field
- Of those not working in the field, 45% indicated that they are planning on working in the field

Workforce Development

- 71% of students indicated that child development coursework led to employment in the field
- 45% of students reported that child development coursework led to promotions in the field
- 95% of students stated that the role that the Childhood Education Department plays in preparing them for the workforce as “excellent” or “very good”
- 34% of students used the Department Job Board for employment opportunities

Professional Development

- 31% of students utilize the Professional Development Board to find workshops and/or conferences
- 45% of students have attended workshops and/or conferences presented by the Childhood Education Department
- 90% of the students who attended the conferences or workshops said that they found them helpful or extremely helpful

Educational Goals

- 81% of students plan to transfer to obtain a bachelor’s degree

Course Offerings

- 60% of students agreed that there were enough sections of courses offered.
- 54% of students indicated they would take 8-week courses if offered
- 67% of students said they would take Saturday courses if offered

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 indicate 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.

Employers and Mentor Teachers who serve on the Advisory Board have provided input for many years. One excellent recommendation was to develop an “early practicum” to get students in the classrooms early on instead of at the very end of the program. This was designed to serve two purposes: 1) to allow students to determine if this is, indeed, the field for them; and 2) to provide context and inspiration to those who wish to continue in the field. The addition of this early practicum has served students well.

Overall, the department is pleased with the results of the survey. Areas of improvement include:

1. Increase the number of students who are aware of and use the services of the SuperTutors, Teacher Resource Room, Permit Specialist, Job Board, and Professional Development Board.
2. Conduct a formal employer satisfaction survey during our formal Program Review.
3. Offer additional 8 week and Saturday courses.
4. Provide additional workshops and conferences for students and faculty.
5. Develop five (5) career ladder certificates that coincide with the Child Development Permit listed above in #4.
6. Secure CTEA grant funds to pilot a permanent Program Specialist Position and institutionalize the Super Tutor and Teacher Resource Room Attendant positions.

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 Board meets twice per year (fall and spring). Overall, it 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.

The Board strongly supports 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 **new full-time Program Specialist** position to assist faculty and students with the many facets of this CTE and academic program. The Department will write a grant proposal for CTEA funds to pilot this position in spring of 2018 and formally request the position in Fall 2019.

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

- a. Advisory committee membership list and credentials

Childhood Education El Camino Advisory Board Members Fall 2017 Torrance Campus			
Name		Email address	Title
1	Dr. Gloria Miranda	gmiranda@elcamino.edu	BSS Division Dean at ECC
2	Janet Young	jyoung@elcamino.edu	CDEV full time faculty
3	Jennifer Montgomery	jmontgomery@elcamino.edu	CDEV full time faculty CEC Mentor Coordinator
4	Cynthia Cervantes	ccervantes@elcamino.edu	CDEV full time faculty
5	Michelle Moen	mmoen@elcamino.edu	CDEV full time faculty CDTC Campus Coordinator
6	Nancy Alvarez	nance2124@gmail.com	CDEV Super Tutor at ECC
7	Antoinette Phillips	aphillips@elcamino.edu	Former CDEV faculty
8	Susan Baxter	sbaxter@elcamino.edu	CDEV part time faculty
9	Paul Harley	P_harley@sbcglobal.net	CDEV part time faculty
10	Toni Newman	NEWTL41@aol.com	ECC Counselor
11	Alec Colchico	Alec@Colchico.com	Preschool Director/ECC part time faculty
12	Janice Jefferis	janice.chan.415@gmail.com jjefferis@elcamino.edu	CDEV part time faculty
13	Brittany Wilson	<u>brittanyawilson@yahoo.com</u> bwilson@elcamino.edu	CDEV part time faculty, Community teacher & Former ECC student (CDEV)
14	Christina Mundt	lady_akasha13@hotmail.com	Community teacher & Former ECC student
15	David Welch	<u>dwelch3@socal.rr.com</u>	Community teacher & Former ECC student (CDEV)
16	Francine Buitron	buitronf@stcat.org	Community teacher & ECC student - CDEV
17	Julie Caballero	luisaotaiza@yahoo.com	Former ECC student (CDEV)
18	Erik Fisk	<u>mmmf@msn.com</u>	ECC student (CDEV)
19	Shireetha Gethers	<u>sgethers@elcamino.edu</u> sdgethers@cpp.edu gethers@outlook.com	CDEV part time faculty Community teacher

20	Carol Tatsumi	mbns.director@gmail.com	Community preschool director
21	Amel Khan	amelroz@yahoo.com	CSUDH staff and former ECC student -CDEV
22	Zubia Khan	zb_khan@hotmail.com	ECC student & community teacher
23	Joyce & Tim Bettes	joyce.bettes@gmail.com	owner, family child care site
24	Annie Castillo	a_castillo03@yahoo.com	CDEV student worker/TRR
25	Albert Morales	moralesalbertinho@gmail.com	Former ECC student (CDEV)
26	Allyson Steiner Dowling	allysonsteiner@gmail.com	CDEV part time faculty/community teacher
27	Judy Laureano (310) 452-3325	judyl@cfc-ca.org	Connections for Children (R&R)
28	Andrew Riggle	ariggle@rbusd.org	RBUSD
29	Peggy Mazzarella	pmazzarella@wiseburn.k12.ca.us	Wiseburn USD

Compton Campus

Name		Email address	Title
1	Dr. Osanyinpeju Abiodun (Dr. Peju)	aosanyinpeju@elcamino.edu	Division Dean at Compton
2	Shirley Edwards	sedwards@elcamino.edu	CDEV Center Director CEC Mentor Coordinator CDTC Campus Coordinator
3	Pam West	pawest@elcamino.edu	CDEV Dept. Head/faculty
4	Hoa Pham	htpham@elcamino.edu	CDEV full time faculty
5	Cassandra Washington	cwashington@elcamino.edu	CDEV full time faculty
6	Sandra Lee		Part time CDEV faculty at Compton
7	Bruce Boyden	bruceboyden@yahoo.com	Local school superintendent

- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

**El Camino College Childhood Education Department
Torrance and Compton Campuses
Advisory Committee Meeting
Fall 2017**

November 16, 2017
6:00 pm to 7:30 pm
ARTB 313

Attendance (El Camino): Dr. Janet Young, Cynthia Pacheco, Michelle Moen, Brittany Wilson, Paul Harley, Antoinette Phillips, Toni Newman, David Welch, Nancy Alvarez, Annie Castillo, Erik Fisk, Judy Laureano, Zubia Khan

Attendance (Compton Center): Pam West-Lee, Dr. Hoa Pham, Cassandra Washington, Dorothy Haskin, Prescious Sasser

Regrets: Dr. Gloria Miranda, Susan Baxter, Jennifer Montgomery, Janice Jefferis, Christina Mundt, Julie Caballero

Agenda Item 1 - Introductions

The meeting convened at 6:05 pm. M. Moen and P. West-Lee welcomed the advisory members and introductions were made.

Agenda Item 2 – Child Development Training Consortium (CDTC) Updates

M. Moen gave a brief summary about the CDTC as there were a couple of new members on the board. She also shared the current CDTC budget (re: El Camino College) of \$22,500 for the year 2017-2018. This fall the department accepted 447 units from 60 students this semester. The program budget is for 900 units for the school year, an increase of 100 units from previous years.

P. West-Lee shared that the Compton Center is funded for 300 units and they accepted 11 of 29 applications this fall.

M. Moen shared part of the information from the recent CDTC Conference Meeting- in Palm Springs (which was held the week before the meeting). Career Incentive Grants (which are targeted for 4 year university students in our field) are no longer funded. The \$1500 grant opportunity is no longer available.

With the additional 100 units being awarded to El Camino this year, M. Moen asked the board to consider accepting Winter semester units, which was voted upon. The board was unanimously in favor of providing stipends to CDEV students enrolled in Winter classes.

Agenda Item 3 - SLOs

J. Young, Student Learning Outcome (SLO) coordinator for the Childhood Education department at El Camino stated the Childhood Education Department is current with all SLOs. They had 100% completed by the end of Spring semester again. H. Pham, coordinator for the Compton Center, stated that their SLOs for Spring 2017 were all completed but the PLOs are still in progress. In the new 4 year timeline, 2017-2020, the SLOs for the Childhood Education department at Compton will be staggered. So, no single course will have all 3 SLOs due in one given semester.

Agenda Item 4 –Mentor Teacher Program

J. Montgomery, the Mentor coordinator at El Camino College, was not in attendance to address this program's updates.

Agenda Item 5 – Professional Growth Advisors

M. Moen addressed the need for people seeking a permit to secure a professional growth advisor. There is a high need for advisors to volunteer their time to help students with their permit applications and renewals.

Agenda Item 6 – Compton Center CDEV Department Updates

H. Pham stated that the CDEV department at the Compton Center might not apply for CTEA grants this year but it has not been discussed within the department or firmly decided yet. Rather, they are interested in the TTP and Strong Workforce grants. They plan to hire Greg and Steve to present a concert in Spring 2017. She introduced their new Permit Specialist, Precious Sasser, who started in September this year. She has been hired to work 10 hours/week and has helped with 11 permit applications thus far.

C. Washington stated that the Early Childhood Educators Club (at the Compton Center) didn't have enough members to continue this semester. Many of the members graduated last spring.

C. Washington also stated that the enrollment is low in their administrative classes and they are working on a solution for the certificate. She mentioned there seems to be more interest in certificates than permits. She also stated that there are more males enrolled in CDEV classes than the past.

C. Washington mentioned that the Regional Center came and spoke regarding services in their CDEV 125/126 Practicum classes. They also had an analyst from the Community Care Licensing (CCL) speak to the same class.

Agenda Item 7 – El Camino Campus Childhood Education Department Updates Practicum Placements

J. Young shared that she has 26 students enrolled in the Practicum classes, with 19 on a waiting list. Nine of the students were placed with a California mentor teacher. Since this class is now part of the requirements of our AS-T (transfer degree), the classes have been extremely impacted and she is over-enrolling to accommodate a few extra students each semester. We have recently acquired formal MOU (Memos of Understanding) with the Redondo Beach Unified School District (with the help of M. Moen and Z. Khan) as well as the Wiseburn Unified School District. We continue to need to

nurture these and other relationships in order to provide quality sites for our students to conduct their student teaching.

Mentor Mentee Match-Up Program

J. Young shared information about this new program funded by The Teacher Preparation Pipeline (TTP) Grant. One component of the grant was to provide a mentoring program. A mentor and mentee are matched up and were required to meet at least 5 times during the semester. The mentor would receive \$250 (per mentee) from the grant. The mentor/mentee can be from any Educational level (Early Childhood, Elementary, etc.). There is an evaluation at the end of the semester (for both the mentor and mentee) to complete. The program will be expanded next year.

CTEA Grant Application for 2018-2019 (Advisory Support for Permanent Position)

J. Young asked for advisory support for a permanent position in our department. Since the Childhood Education department is both an academic program and a CTE/Vocational Program there is extra work involved. For example, we are required to review our 23 courses every two (2) years (instead of every 6 years as with other programs) and we are required to complete an addendum to our Program Review every 2 years along with our comprehensive 6-year review.

All vocational programs such as Nursing, Cosmetology, Refrigeration, and Auto Collision and Repair, receive institutionalized funding for support staff, but not our program. We have relied on grants for the past 17 years which require vast amounts of energy and time to secure each year. In addition, there is a great deal of stress involved in not knowing if we are going to be able to offer services to students from year to year.

Our Teacher Resource Room (TRR) is located in ArtB 313. This room, along with our Super Tutors, Permit Specialists, and Community Liaison have been grant funded for over twenty (20) years. The grants included Careers in Child Care, SEEDS, CTEA, LACOE, First 5, Title 5 Teacher Education Program Grants, and the Teacher Preparation Pipeline. From year-to-year (sometimes semester-to-semester) we don't know if we are going to be able to keep our TRR open (it has been closed for a couple of months in the past) and our Super Tutors don't know if they have a job at times. It is very stressful to try and secure funding each year since the grants only support the room temporarily. It is not internally funded by the college. We need a plan to institutionalize a full-time position that incorporates a permit specialist, community liaison, and Super Tutor.

The Advisory board provided support for further research regarding the appropriate job position, description, duties, etc. to figure out the best proposal to be institutionalized. (For example: Program Specialist, Program Assistant, Student Support Specialist, etc.) J. Young offered to review current job descriptions. A question was posed regarding qualifications (should the person have a BA in Child Development?)

The department hopes to submit a proposal to pilot this position in February. We need to submit a proposal, collect data and pilot the position before we will apply for a formal, permanent position to provide the support that our department needs. The CTEA grant will fund it for a year (if approved), or maybe two years, but we want a full time support staff position institutionalized; funded by the college as many of the other vocational programs have such support.

We have made some progress because the term "SuperTutor" has been institutionalized. A question was posed whether the Super Tutors should have a separate job description or not. There might be a possibility of getting money from Guided Pathways and Student Equity funds.

The group discussed the plan to institutionalize the funding needed to support this valuable part of our program. Former student David Welch, said those positions are vital to educational success. As a student, he shared that he greatly needed and appreciated the TRR availability and support as well as the Permit Specialist. Other former students present, including N. Alvarez and E. Fisk underscored his statements. N. Alvarez, current Super Tutor in the TRR, mentioned that current and former students seem to embrace the availability of both the TRR and the Super Tutor help. A. Phillips mentioned that years ago approximately \$1,000-1,500 of supplies were purchased with CDTC funds to get the room functioning in the early years. T. Newman shared possible names for the new position, including Student Advisor, CDEV Specialist, and Student Service Technician. J. Young mentioned that the term “Super Tutor” has been institutionalized, which is a good step for our program. Super Tutors have more education and are compensated more than regular tutors.

H. Pham shared that the Compton CDEV curriculum classes are growing so they might need to replenish their TRR consumable supplies.

Teacher Preparation Pipeline (TPP) and Strong Workforce Program (SWP)

J. Young stated there is a widely reported teacher shortage. She reported that our funding for the Teacher Pipeline Grant will end June 30, 2018, but that we also have some Strong Workforce Program (SWP) funding to fund basic aspects of the Teacher Education Program. The College Grant Writer, Bobby Becka, and Janet Young are pursuing additional funding for the Teacher Education Program.

Teacher Resource Room

N. Alvarez stated that a new die cut machine and computers were greatly needed and recently added to the TRR. J. Young mentioned that the computers are now financially institutionalized, which means they will be regularly replaced (as needed) without grant money.

N. Alvarez said hundreds of students sign in and use the TRR on a regular basis. She will bring the exact numbers to our next meeting. She mentioned that students come into the TRR seeking information about the permits as well as various CDEV classes. She attends some of the CDEV (curriculum) classes to be kept updated about assignment guidelines in order to better serve students as a Super Tutor. She offered to visit classes early in the semester to introduce herself, which seems to make seeking her help less intimidating. She also helps many students with their CDTC stipend applications. A. Castillo helps in CDEV 112 and 116 which helps her serve as a TRR worker.

Permit Specialists

B. Wilson stated that the CDTC received their Permit funding a bit late this academic school year. They usually have funding available by mid to late August and this year it was available in late September so they are off to a slow start. Both B. Wilson and J. Jefferis are busy with initial permit appointments as well as follow up appointments. There is an interest in upgrading current permits and interest in obtaining higher level permits. For those permits, CDEV 125 and 131 are required, so enrollment might be affected in those classes soon.

B. Wilson is hired for about 5 hours/week and J. Jefferis for about 5-6 hours/week through various grants.

J. Young stated that the Chancellors Office recommends that we create certificates to correspond with the various levels of the permit. This will allow the college to be formally recognized for awarding

permits and will affect future funding. Dorothy mentioned the permits will be changing. H. Pham stated that it was proposed about 2 years ago by several child development entities in Sacramento, there was going to be a change to have only 4, instead of 6, levels of the permit. However, it was announced at a California Community College Early Childhood Educators (CCCECE) meeting this idea was tabled. H. Pham stated that the proposal was turned down.

Workshops

El Camino College has been collaborating with Connections for Children present workshops (on various subjects) on our campus since 2014. CFC facilitates the two hour workshops most every Tuesday night during the semester. C. Pacheco, current full time faculty and former CFC employee, and J. Laureano (CFC director) have been working on this collaboration, which seems to benefit both organizations. J. Laureano wanted a location to host events in the South Bay since their main office is in Santa Monica. Their Tuesday night workshops typically average 16-20 people in attendance. The topics range from curriculum, health & safety, etc. The agency is committed to 48 hours for California Competencies. This collaboration provides great opportunities to network.

M. Moen stated that she plans on offering another Family Child Care workshop during Spring 2018. This particular workshop is offered about every 2 years as many students indicate they are interested in opening up a family child care center.

J. Young and C. Cervantes recently presented a Careers in Early Childhood Education workshop at the Torrance Adult School in Torrance. J. Young hosted a table at the South Bay Adult School/ ECC Resource Fair.

Children's Day

M. Moen said the department's annual Children's Day is scheduled for mid to late April. It is open to the public. A. Phillips mentioned that she was the person who initiated this event during her first or second year as faculty (c. 1986). The structure has changed a bit over the years, but it is still a strong event for the department.

Child Development Club

C. Cervantes, the Club's advisor, stated the club was approved in May and meets each Thursday from 5:10-6:10pm in ArtB 311. They recently had their first event, with the help of Connections for Children. It was entitled "You and Me Play Group" and was held on Saturday, November 4th 2017 at El Camino College from 10:00-11:30am. The event focused on providing various centers to explore and concluded with a lively large group circle time. Twenty six (26) children showed up, including 5-6 various faculty, students, and community members. J. Laureano said the Club members were an energetic group and looked forward to a permanent collaboration with the college. The Club voted to approve collaboration with CFC. Their second event will be held December 2nd. This event might be a possible collaboration with CFC's Dad's Day.

Department Website

M. Moen postponed this topic until the next meeting. No updates were available.

Agenda Item 8 – Childhood Education Field Updates and Announcements

M. Moen briefly mentioned the focus on QRIS (Quality Rating Information Systems), and STEM (Science, Technology, Engineering, and Math) in the field. She will research this information and present it at our next meeting.

Agenda Item 9 – Community Outreach

This position was funded for the 2016-17 academic year and part-time instructor, J. Jefferis, was hired to serve in this position. She is building relationships with schools in our service area to find quality practicum, observation, and volunteer sites for hours for the Permit and to help students find jobs. She is also in charge of the Professional Development and CDEV job boards, as well as the Childhood Education Website (in collaboration with the Division Office staff).

Further discussion regarding this item was postponed as J. Jefferis, the Community Liaison at El Camino, was not in attendance.

Agenda Item 10 – Old Business

This item as tabled until our next meeting, due to time constraints.

Agenda Item 11 – Advisory Members Announcements and Contributions

J. Laureano expressed her desire to keep the collaboration going between CFC and the campus. She said CFC acquired the South Bay region a few years ago and they have been wanting to have a stronger presence in the area. This collaboration seems to be a win-win for both their organization and the department.

Z. Khan, who works with school age children, wanted to discuss about possible CDEV classes and workshops focused on that age range. J. Young mentioned that the department used to have school age classes, and school age permits, but when the budget crisis happened, these things were cut. A. Phillips mentioned that some ECE curriculum can be applied/adjusted to school age.

Z. Khan also addressed her concern about the amounts of homework given to school age children. She said one out of four hours is dedicated towards homework (while the children are in her care in an after school program). D. Haskin addressed the issue of preschool parents wanting homework, which is not developmentally appropriate. A brief discussion between members voiced concerns about this issue and the value of learning through play which needs to be re-emphasized.

J. Young shared that the department has added a new course - CDEV 165 Autism, ADHD, Physical and Health Impairments that will be offered in spring 2018.

A. Castillo added that Teacher Resource Room is utilized by not only the CDEV students, but also by the Extended Opportunity Program & Services (EOPS), Mathematics, Engineering, Science Achievement (MESA), and PUENTE program students on campus.

Agenda Item 12 – Recruiting Advisory Board members

The topic of recruiting new Advisory board members was not discussed, but appreciation was shared for the new members attending tonight's meeting.

Agenda Item 16 – Other thoughts of brilliance!

Not discussed.

By popular demand, P. West read the poem which was shared at the beginning of the meeting. M. Moen thanked everyone for attending the meeting.

Meeting adjourned at 7:30 pm.

Minutes taken by Michelle Moen.