Advisory Minutes – March 25, 2022

Spring 2022 Advisory Committee Meeting

Friday, March 25, 2022

9:00- 11:30 am

1. Welcome Ice Breaker – Birthday Jam
2. Agenda and Minutes - Approval
3. Liberal Arts Report, Dean of Academic Affairs, Jamail Carter
   1. Dean Carter shared Family Resource Center (FRC) news. He thanked attendees for their participation and offered to be of support to all our community partners.

1. Child Development Program Reports
   1. Child Development Center (CDC)
      1. The CDC has worked with Crystal Stairs Resource and Referral agency to obtain PPE for families. We have continued networking with Early Learning Alliance (ELA) to develop a substitute pool that offers Child Development students opportunities to work with various community childcare agencies. We are also working with the CDEV department to secure workforce preparation and field placements for practicum students. Current practicum students are working well in the classrooms. The CDC is beginning to network with community agencies Westmont Housing and Shields for Families.
   2. Child Development Training Consortium (CDTC)
      1. The Early Learning Grant/Stipend for students working and taking Child Development classes is being facilitated by the CDEV department for the CDTC. Our students at LASC need additional support completing the process. The CDEV department offers virtual assistance to students. We were allocated 450 units for the 21-22 year. As of today, we are at 330 units. We are brainstorming ways to reach out to students to increase awareness and encourage them to complete the application process.
   3. Child Development Student Success Initiative (CDSSI)
      1. The focus of CDSSI is to create a cohort of students to move through the CDEV pathways with support from the program. We currently have 55 students who participate in the cohort. We have been challenged with securing a consistent cohort for a year since many students are taking classes are multiple campuses in and out of LACCD within the same year. Consistency with numbers has been challenging. We help them to identify their pathway, we provide individual counseling support, lending library for textbooks, field trips, conference attendance, job, and internship placements, as well as networking and social events. Resources are provided through Perkins funds annually when awarded. LASC students need support and CDSSI is continuing to offer opportunities for individual and group support. A flyer with upcoming workshops and events was shared with the committee.
         1. Recommendations – Apply for Perkins funds for the 22-23 year.
         2. Continue offering services. Open activities up to the community and local child care centers who can benefit from the information, trainings, and services such as CPR, DRDP training, and LiveScan.
         3. Continue activities and services targeted at non-traditional populations and underrepresented students such as Men in ECE.
         4. Continue working with the Early Learning Alliance (ELA) to provide specific workforce development through substitute and internship opportunities.
   4. California Early Childhood Mentor Program (CECMP)
      1. Mentor program is back up and running. Last year they were ending the program. Currently the program housed in Department of Social Services for the next two years (this and next). They reinstated the mentor institute, travel funds, selection committee, and increased hourly rate for teachers working with practicum students. Brooke Gaitzen and Nevan Navalo are the new directors. They are in the process of hiring more people to complete their team complete. There are still challenges associated with students completing their practicum in person at Child Development centers and schools. The SWAT (LASC, West LA, and Trade Tech) Regional Mentor Program will host a Math Symposium for Child Development students in the region.
         1. Recommendations – revisit the Selection Committee process and select new Mentor Teachers for SWAT.
         2. Continue working with current mentor teachers to offer virtual individual student mentoring if their school does not allow for in-person practicum mentoring.
   5. Program Updates
      1. We have been delayed with completing the certificate process. Due to changes with our district curriculum system (ECD), we were asked to pause with submitting new programs until we completed the transition. That pause has been longer than expected. There were also challenges with paperwork due to transitions in LASC staff and a change with the Regional Consortium. Although challenges were presented, the work is still moving forward.
      2. During this time, we have continued to establish relationships with local partners to finalize the field course in early childhood mental health. As we discussed last meeting, we split the original proposed mental health certificate into two separate programs, social emotional learning, and mental health in early childhood certificates of achievement. This decision was in response to the limited resources for fieldwork and training for one certificate and a current need for social emotional learning and development for early childhood educators and teachers of all grade levels in response to the pandemic. While speaking with local mental health agencies, we learned that there are several behaviorists that do not require education specific to mental health and social emotional learning. Many behaviorists can work with a BA degree in any field and professional development.
         1. Recommendations – meet with Joanne from Stars Behavioral Services to discuss opportunities for ECMH practicum experiences.
         2. Follow-up with Children’s Institute to see if they are ready to accept students.
      3. The Family Child Care (FCC) Certificate of Achievement was another program that was delayed. However, we are closer to completing the process. Based on the committee’s input, the courses were updated and approved. The courses have been offered in response to student need. However, we must complete the certificate process.
         1. Recommendations –Finalize FCC certificate process prior to Fall 2022.
      4. The Growing Brain courses (CD16 & 17) have been attached to most certificate programs in response to this committee’s feedback. The advantage to students is that they have foundational information about how the brain impacts all areas of children’s development including social emotional development and behavior. Many of the CDEV certificate programs now require CD16 and CD17. All CDEV Certificates must be updated again. At some point during the many changes that have occurred, the process was halted, and our certificates were not updated from Skill Certificates to certificates of Achievement. We made a request for new LMI data for previously requested programs (Child Development Certificates of Achievement, FCC, SEL, and ECMH) and a few new ones we discussed before (Transitional kindergarten, Child and Adolescent ADT).
         1. Recommendations – Complete the process again. Submit all new forms to meet current guidelines and requirements.
      5. The BSS department has consented to allow the CDEV department to modify the education program so that the workforce can be better prepared with child development knowledge.
         1. Discussion: Pros and cons of having the Education Department as a part of the Child Development Program.
         2. Recommendations – submit paperwork for Education program move.
         3. Update Education courses to meet current curriculum guidelines.
   6. Teacher Performance Expectations (TPEs) Pilot – The state pilots are still in progress. No resources provided by the state to local colleges for implementation. Some colleges have dropped out. We are moving forward with a focus on overall curriculum updates and enhancement of all programs including equity, diversity, anti-racism, and career readiness instead of focusing solely on TPEs.
      1. We decided to look at everything that we do to update our curriculum and not just from a TPE framework. In order to align with TPE we are evaluating courses, resources, instructional practices etc. With our framework, we look at career exploration, soft-skill development, and ECE competencies.
   7. Dual Enrollment Child Development Pathway
2. In the CDEV Department, there is a dual enrollment pathway that prepares high school students for transition to college CDEV programs. While in the dual enrollment pathway, students will have opportunity to apply for both California Assistant teacher and Associate teacher Child Development Permits. Students are encouraged to participate in the CDSSI program within the first year and apply for their assistant teacher permit. There are currently 18 students eligible for the CD permit participating and a field trip is planned for April. Students will tour the LASC campus and CDC and engage in hands-on experiences. Live scan services will be available for the students to complete the permit application process. Student testimonial and feedback regarding the pathway has been positive thus far.
3. Introduce the proposed Certificate of Achievement, Multi-language Learners
   1. 17-unit certificate focusing on multi-language learners (MLL). Courses were reviewed and discussion held for committee feedback.
   2. Discussion – Pacific Oaks has a new MLL certificate for credentialed teachers. However, preparing students at the Community College level is very important. Gloria Davis believes there is a need, and it will be great to offer this resource within the LASC community. She also shared that teachers at her center currently participate in available ELL/DLL workshops, but a class with units would be more beneficial. Marcella believes this is a great way to give students a better picture and opportunity to experience what’s going to happen when they begin working with multi-lingual children in classrooms. Additional comments: Administrators and families want teachers to enter the field prepared to serve their children. This is a great move especially considering issues with equity, social and language justice.
      1. Recommendations – Move forward with the certificate including the courses as presented. See committee survey results for more details.
4. Survey shared via chat and email and encouraged committee to submit written feedback.
5. Advisory Committee Program/Agency Updates and Sharing
   1. Pacific Oaks College (Patricia and Amin) cohorts are taking place on LASC campus and extending to Behavioral and Social Sciences. Updating articulation agreement and opportunities for partnership with Dual enrollment, and other programs to enhance students’ experiences. Open House upcoming and will share flyers with CDSSI coordinators.
   2. Adrian Risher –
   3. Felicia Torrence –
   4. Ashley Munger – CSULA is working on making transfer student process easier. Currently revising elementary subject matter option to ensure 2-year graduation. Integrating curriculum to ensure strength based, anti-racist, social justice. Revised learning objectives and program objectives and incorporated into all aspects of program. Monthly career pathways and workshops from alumni have been informative for current students. Always looking to collaborate and partner.
   5. Gloria Davis – Girls Club – LA Metro is continuing to meet. CAEYC conference will be held April 29-May 1st, in person, first time since pandemic. Please support the conference and encourage students to participate in Week of the Young Child activities. There will be a provider’s appreciation in May.
   6. Dr. Joanna Cain – MH and education has strong linkage…there have been conversations about partnership with STARS agency who serves clients from 0-adulthood. Behavioral Support Therapists are needed and currently there seems to be a shortage. Looking to partner with programs that can help employ students who are interested in the field. Discussion around ways to offer students practical experience. MS. Brinson and Dr. Cain will be in connect to brainstorm opportunities available wirh STARS that can support the Early Childhood Mental Health Certificate.
   7. Rosemary – LACOE has developed a roadmap to transitions focused on collaboration and coordination. First document didn’t include infants and toddlers, and very little research made available for this stage. The new roadmap will be released this summer. LACOE has been in consultation with parents, schools, and community agencies.
   8. Dr. Shaw has published a manuscript regarding the effects of Covid19 on ECE programs. She will share information on how to retrieve the article.
6. Conversations
   1. Based on current Covid-19 Guidelines/mandates, what would you recommend the department/college do to encourage students to return to campus for face-to-face classes.
      1. Upgrade classrooms
         1. have hybrid -2 cameras
         2. emphasize Covid protocol
         3. online courses available for students who don’t consent to vaccine or testing.
      2. Cal State LA transition has been rocky…students preferred online; also struggling with determining how to get students back to campus.
      3. Discussion around inflation and student choice for online delivery.
   2. Based on your experience with the early childhood workforce, what have you noticed about people currently entering the field, especially within the last year?
      1. There are positive differences in interactions with children and temperament given new staff recently hired at Girl’s Club of LA.
      2. Encourages teachers to continue to pursue higher education.
      3. Practicum students want to be in classroom with children.
      4. There has been observed struggles with students writing curriculum, limited real life connection working with children and observing how children respond to experiences and express their interest.
      5. The CDEV department is working to support students with their writing.
      6. Students are coming well prepared, however there is some concern about decreased active (hands-on) learning and in-person experiences.
      7. Over last two years students were concerned how lack of experiences would impact career opportunities.
   3. Based on new trends, what skills/knowledge/resources do you believe will best prepare students for the workforce?

Department will update survey link, email flyers and padlet in forthcoming communication.

1. Adjourn at 11:29 am

LASC Child Development Department Website

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