Palomar College
Child Development and Education Department

Perkins Advisory Committee

Meeting Minutes

April 25, 2023 | 4:30 – 5:30 pm

Virtual Meeting via Zoom

**In Attendance**: Darlene Versteegh, Gina Wilson, Heather Elliot Pham, Heather Eltringham, Heide Fields, Jenny Fererro, Laurel Anderson, Lorraine Silva, Tanessa Sanchez

1. Welcome & Introductions- Name, center, latest news, struggles, and one success this past year.
	* Palomar faculty introduced themselves
	* St. Francis of Assisi – director 3 yrs; 16 years at St. Mary’s; struggle is staffing; finding qualified staff and one’s that want to work; people just don’t want to work;
	* MAAC - struggles are the teaching staffing after 20 years; rebranded disabilities and mental health department – developmental support services, Palomar partnership
	* CAPSLO, Early HeadStart Program, home based supervisor; 90 days; staffing struggles; win is getting a new job;
	* Escondido State Preschool Program; staffing and wide range of pay; TK credentialed teacher with 24 units; program transitioning from 4/5-year-olds to 3’s; success - teacher & paraprofessional were selected for employee of the year; recognized by community

Laurel asked to reflect on why teachers don’t want to work:

* + Darlene – we don’t pay teachers what they are worth, move from hourly to salary may be the answer but, salary is tuition based – what parents can afford and what is a livable wage will be a concern
1. Purpose of the committee –
	* A CTE Advisory Committee is a group of individuals with a common interest in a particular CTE area. This group is made up of local business and community professionals, teachers, students, administrators, and parents. The purpose of the advisory committee is to support educators, students, and businesses in developing, establishing, and evaluating CTE programs to ensure students are well-prepared for the world of work.
2. Degree/Certificate Offerings
	* Streamlined up our degree and certificate offerings
	* Removed 2nd practicum course from our offerings. Beginning in FA 23 students will complete 1 capstone practicum experience of 6 hours a week twice a week instead of 3.5 hours once a week
3. Education Pathway, PD and TK
	* Liberal studies pathway – setting students up to transfer and be in a better position to join the credential program
	* Added 3 education courses to our program so that students will have an opportunity to better align their future pathway upon transferring
4. Child Development Training Consortium
	* Jenny Early childhood training Consortium –educational support grant to help support students course work and materials; student apply at the beginning of the semester and at the end they receive about 34-45 on average per unit each student completes successfully
	* Permit application currently is closed for this semester as all money has been spent; apply later in the summer to have costs covered; last several years they have covered all permit level costs; employees can apply directly to the Commission on Teacher Credentialing – by the end of the summer permit applications should be accepted again; CTC does have a lag as there is a back log of applications; encourage employees to apply for grants; no restrictions
	* Respondant– asked about her daughter needing student support to complete college in 3 years; summer course population doesn’t make sense to offer; Laurel offered to talk with her daughter and Gina reminded her that the consortium is used at universities, as well.
5. California Mentor Teacher Program
	* Tanessa Sanchez is rebuilding the mentor program at Palomar to build community and place practicum students in hopes students will gain employment opportunities. There is a stipend for qualified individuals and Tanessa put out a plug that she is accepting applications.
	* One member expressed interest in rebuilding director mentoring. Tanessa said it could be explored if others were interested
	* Another asked about Poway being a possibility for mentors, yes.
6. Perkins Program Update/Proposals
	* No outstanding proposals; looking at strong workforce funding
7. Partnerships: Vista, Rising Scholars, MAAC, EUSD
	* EUSD – working with paraprofessionals, take courses for school age certificate and courses in the liberal arts degree to align them with the credential;
		1. Students meet once a week with an educator, second day includes space and tutors to complete work
	* SDCOE – assisting teachers to complete their 24 units
	* MAAC – partnership to train apprentices
	* Vista Continuation school – FA 23
	* Rising Scholars – formerly incarcerated students taking courses to move forward
8. Service Learning
	* Gina Wilson and Angela Kong – students do service learning assignments in CHDV classes as well as others that are built into the course.
		1. Shared CHDV 115 has 12 hours build into the course. Depending on the instructor, we encourage students to take part in opportunities they might be interested in doing for employment. Students usually do short term, however, many will do more.
	* Gina encouraged centers to become a community member and sent the link in the chat
	* Save the Date: Wednesday, August 30 2023 - Service Learning Fair
9. From Centers:
	* How are our students assimilating to the workplace?
		1. Respondant: one student currently taking classes; 2 students have their 12 units and being encouraged to continue (expectation for working at St. Francis); 1 student has 6 units but is still in the learning phase.
		2. Respondant: quite a few staff attending as well as teachers in training; CMR-it’s coming to the state so the CLASS instrument is coming to the assessment process; observing the students interacting and how it matters
		3. Respondant: doesn’t have current employees going to Palomar. One paraeducator was taking a class, but may still be in it. There isn’t an indication of further education being pursued. Thursdays are staff meeting day so those classes are difficult. They miss the meeting.
	* What areas do our students excel in? What can we do more or address in our classes?
		1. Respondant: staff are struggling with observing, teaching, and managing how to gather evidence. They need to better understand how to observe children, use data to improve curriculum. There are struggles with individualization; infant toddler teachers do it better; preschool teachers get hung up on what this looks like
		2. Respondant: meaningful observations; meets with each team – conversations include how their entry/evidence back their rating; looking back their evidence did not back it; behaviors – COVID related – speech – how to handle more difficult behaviors; special ed focus – how to support using the teaching pyramid; TK teachers still saying no; meaningful evidence; bring in all of your tools and how to support the students.
		3. Respondant: center does not do DRDP’s, but they do complete assessments and progress reports. Staff understand how to do it; and what intentional learning, classroom management is; they don’t understand the why do we do this – why is it important
		4. Respondant: staff self ECERS evaluation – struggled with it; licensing goes through them with a fine tooth comb; teachers need some refining; ECERS-R: is what is used for the QRIS system and centers cannot use the ECERS-3; substantial portion of the day creates a problem because they have to align their program with the ECERS-R; ECERS-3 has the interaction piece that may align with CLASS;
		5. There will be a further discussion of incorporating ECERS-R and ECERS-3 in our courses to meet the needs of the centers
	* What are you noticing with your teachers?
		1. Teachers are talking less with the children. It’s becoming a problem in the infant/toddler classes. Language delays with toddlers; preschool children are scoring lower than pre-pandemic; Language is a concern with lower skills as they are labeled right away when they enter elementary school.
		2. Respondant: came on in 2021; came back dependent on technology (Google Slides) in the classroom in both good and not so good ways; the daily schedule is on the screen, more involved when it is tangible; some teachers have all of their information on the screen. Technology is a good thing, but it is how they are using it.
		3. Respondant: parents were less engaged there was so much going on; building relationships again with communication; lack of engagement with the centers and with the teachers
10. What do you need from us?
	* CLASS
	* Refresher Course: There are opportunities to sign up on websites and do PD online; are you considering a refresher for agencies? Conference, webinar or refresher course – different sites for a 3-hour training. Respondant offered to host at her center and said it would be great to travel to all centers.
	* More Zoom classes. Difficult to have classes that they want or need. Difficult to go out at night. Their staff works during the day.
		1. Gina asked if they are looking at synchronous and/or asynchronous. Respondant said both.

Meeting was adjourned at 5:31 pm