Palomar College
Child Development and Education Department

Perkins Advisory Committee

Meeting Minutes

April 18, 2024 | 4:30 – 5:30 pm

Virtual Meeting via Zoom

**In Attendance**: Darlene Versteegh, Gina Wilson, Heather Elliot Pham, Jenny Fererro, Laurel Anderson, Tanessa Sanchez, Tessa Alvarado, Lita Moore, Ashley Pfohl, Cheryl Marshall, Barbara Hammons, AF (???), Sara Hernandez,

1. Welcome & Introductions- Name, center and one success this past year.
	* Palomar faculty and staff introduced themselves.
	* Lita Moore, Program Director for Growing Minds Early Education, state funded. Success in revising orientation and training.
	* Sara Hernandez, Education Enrichment Systems (EES) with locations in North County including Vista, South Bay, and San Diego. Success is a full day preschool opening in Vista. Many employees have been with the center for over 15 years.
	* Cheryl Marshall, CAPSLO has 5 preschools, 3 in Poway and 2 in Ramona. Success has been teachers doing well with CLASS®.
	* Ashley Pfohl, Mental Health Coordinator with CAPSLO. Supports sites with training teachers with the Teacher Pyramid, assisting with IEPs, and working with children with challenging behaviors post pandemic.
2. Purpose of the committee –
	* A CTE Advisory Committee is poised to target what is going on in the community and meet the needs of the community through the courses we offer. 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.
3. Degree/Certificate Offerings
	* Laurel shared our stackable certificates and degrees options.
	* Highlighted removal of CHDV 202, 203, 204 courses and added additional practicum hours to CHDV 201, 2 hours of lecture 6-7 hours of practicum
	* Students are finding a lot of success in accomplishing their goals in smaller bite sized pieces when we pack programs this way.
4. **Education Pathway, PD and TK – Tanessa**
	* We continue to offer 3 education courses to align student’s pathway with early education (Diversity in Teaching, School-Aged Development & Curriculum)
	* Students finishing their AA at Palomar are often advised to major in Liberal Studies if they are interested in pursuing education. This is, however, one degree that will not be accepted for the PK-3 credential.
	* TK (first year of a two-year Kindergarten program):
		1. Baccalaureate degree or higher
		2. Multiple subject teaching credential or PK-3 ECE Specialist Instruction Credential
		3. State funded TK classrooms: 24 ECE units – OR - professional experience preschool teaching up to 24 units – OR - CD Teacher Permit or higher
		4. A link was shared for the TK summary of educator workforce requirements & sample pathways: <https://drive.google.com/file/d/17_-_qQGLGSU60cOR_RcZPPQrvEOc2Tk5/view>
	* PK-3 credential that has recently been approved by the state. Although it is not yet being offered nor are students being recruited at this time, one 4-year college is expected to be approved on May 2 at the Committee on Accreditation meeting with 3 others soon to follow. Colleges are gathering lists of interest and are expected to begin offering this pathway as early as fall 2024.
		1. Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major with a child, family or human connection.
			1. Child Development
			2. Child and Adolescent Development
			3. Human Development
			4. Early Childhood Education
			5. Child and Family Studies
			6. Early Childhood Studies
			7. Human Development and Family Science
			8. Child, Adolescent and Family Studies
		2. Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
5. Child Development Training Consortium – Jenny
	* 2 Funding sources for students working in the field.
		1. Permit stipend, upgrades, and renewals. Accepting applications but the money typically starts to run out around May or June. It does replenish in September.
		2. Educational support grant – money given to students who are taking classes and working in the field. All courses include GE qualify. Sudents receive money at the end of the semester for all classes passed with a ‘C’ or better. Average $35 or more per unit.
		3. Jenny encouraged the group to let their staff know there are ways to support their education with no stipulations with how the money is spent.
	* San Diego Cares has been replaced with San Diego County Office of Ed Retention Grant. It follows the same structure as Cares. Application deadline has passed, but we will offer additional support and guidance if students/staff need it.
	* Permit advising is another service we offer.
6. California Mentor Teacher Program - Tanessa
	* The mentor program continues to grow and develop.
		1. We’ve added 2 traveling mentors and 1 new community member in the last year.
		2. One pending application for the selection committee to review in the fall for spring placement.
		3. Palomar is seeking more community centers to encourage their staff to apply. It provides mentors leadership opportunities to share their knowledge with practicum students, they receive a stipend for their work, it’s an extra hand in the classroom, the center could gain a new employee molded to fit their centers, and students may gain employment. Shared a Google Doc with an introduction and application links: <https://docs.google.com/document/d/1hSF3_Talfxz_pFOCWEIZQnOXfstm23wbIb2wICwF_mM/edit?usp=sharing>
		4. Application for fall review is August 15. This allows time for the application to be reviewed and missing information can be submitted before the first selection committee meeting in the fall.
	* Thoughts on starting a Director Mentor Community of Practice
		1. Barbara supported the Director Mentor program idea. Believes there is a trickle-down effect when quality mentors have support.
		2. Sara Hernandez – This is a good idea for new directors looking for answers, shadow a peer, be supported.
		3. Cheryl shared it would be a great way to support new staff. Cited how difficult it is to hire and keep quality teachers.

There was additional conversation of the options Palomar has for students at the beginning stage of their educational journey as well as those with degrees. Lita and Sara showed interest and Tanessa will be following up with them.

1. Perkins Program Update/Proposals
	* No updates to share.
2. Partnerships: Vista, Rising Scholars, MAAC, EUSD – Laurel & Heather
	* EUSD – working with paraprofessionals, take courses for school age certificate and courses in the liberal arts degree to align them with the credential. EUSD pays for the courses and classes are offered at the district office.
		1. Students meet once a week with an educator, second day includes space and tutors to complete work.
	* MAAC – Heather and Laurel shared our partnership to train apprentices. There are currently 22 Palomar students who are also hired by MAAC to complete an apprenticeship; working towards an Associate Teacher Permit. There is an embedded ESL professor who offers support to the students. They are arranged around 13 centers around North County at Head Start and Early Head Start Programs. In September they will be eligible to apply for their permit and seek employment.
	* Visa Jail & Rising Scholars – formerly incarcerated students taking courses and working their way back into education and society. Barbara is presenting at an event the following day.
3. Service Learning - Gina
	* Gina shared the Service Learning website and offered information on the various opportunities and community partners that provide a place for students to complete their course work.
	* She included information for those interested in being a community partner and completing an intake form. Angela Kong or Gina will follow up upon receipt.
	* If students do complete their hours at their worksite, we ask that the time is unpaid and is outside their normal job duties.
	* Students go to over 100 different sites we offer.
4. From Centers:
	* How are our students assimilating to the workplace?
		1. Cheryl – Appreciated the question being asked. Hasn’t come across any Palomar students but is finding applicants are not ready to be in the classroom. They are not familiar with DAP, how to keep children engaged, how to keep children safe. Very basic questions asked during the interview cannot be answered. It’s difficult to get qualified applicants.

Added they have 3 teachers in the classroom and provide them with support for education. Wanted to know if there were satellite classes or fast-track options.

* + 1. Laurel mentioned both the 8 and 4-week class offerings. Although Fallbrook will not hold these sessions in the fall, other fast track classes are offered.
		2. Gina put a link in the chat of our course offerings
		3. Lita share that at her center have a master qualified teacher in a room with two other support staff. They are hiring aids with no units, most of them are in Escondido. They offer their our own inhouse training and site mentors who go over health and safety. They meet the 12-unit requirement and part of the hiring contract is that they have to be enrolled in school. New hires must complete the 12 unites to get their permit (core courses) or become an onsite sub. 90% of the staff is in school. They offer incentives, the staff need the education, they provided raises, and once they do staff reach permit status, they want to continue their education. The center supports and encourages their staff to become master teachers and complete ongoing staff/professional development. “Knowledge without skills does not help. You need both. We push that the college has a lot of support.”
		4. Sara added that as a state funded program they have 3 staff members in the classroom. They have individuals who come in with a passion, who want to be in the field, but they have to enroll in one class upon hiring. They support the staff with flex schedules so they can grow. Regional staff are the ones who are going to school. Education is accommodated and they want all staff to become lead teachers and hear their baccalaureate degrees.
	+ What areas do our students excel in? What can we do more or address in our classes? How have the post-pandemic societal outcomes impacted your practice?
		1. Ashley, the biggest struggle we see is that students can’t apply what they know or have learned. Mock interviews or what the process looks like could be helpful. We use a panel when interviewing and this could be overwhelming. Language and first job experience could be barriers. Students can’t explain how they could apply the basic principles of teaching. Two classrooms have been closed because we can’t find the support staff. Even candidates who have 12-units don’t often seem prepared for working with young children.
		2. Sara, the behavior we see now has been really difficult for our teachers. Is there something that the colleges can do to help with trauma. Laurel mentioned that we offer Understanding Childhood Stress and Trauma, CHDV 145.
		3. Heather mentioned that we might want to integrate trauma informed care into all of our classes.
1. What do you need from us?
	* 1. Cheryl – send us your students when they have 12 units. Our supervisor will come to your classrooms to inform students of our center. We have wonderful benefits.
		2. Sara asked Cheryl who conducts the interview - program manager, coordinator, program director, and mental health counselor. And asked how long the interviews are- half hour/45 minutes.
		3. Laurel suggested it might be helpful to have the interview questions to offer students opportunities to practice and prepare. Students would be prepared and know what you are asking the potential employees. They would find out what you think is important. We can collaborate with our educators, and it would be really helpful for us to prepare our students for you.
		4. Gina shared the link to Handshake and offered the group to send flyers for job posting.
		5. Laurel concluded with suggestions for meeting staffing needs through education.
2. Open Discussion

Lita asked if we know where the students go after they’ve completed the apprenticeship program. Laurel shared that our first cohort will finish in the fall, they will come with their ECE units, their permit, and although MAAC would like to keep them they are free to explore other options.

Meeting was adjourned at 5:38 pm