

CAREER AND TECHNICAL EDUCATION (CTE)

2-Year Review SUPPLEMENTAL QUESTIONS

Childhood Education Program

2022

Pamella West, Cassandra Washington, Hoa Pham

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 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

The US Bureau of Labor Statistics (BLS) projects that employment of child, family, and school workers is expected to grow 11% from 2020 to 2030, which is much faster than the average for all occupations. The BLS also projects that employment specifically for preschool teachers is expected to grow 7% from 2020 to 2030. This growth is driven by the increasing enrollment in preschool programs as parents return to work and the recognition of the importance of early childhood education. These projections are based on nationwide trends and vary depending on the specific job and location.

According to the CA. Employment Development Department (EDD), the occupational demand within the past 5 years and outlook for the next 5 years demand for child care workers in Los Angeles county is shown below:

Projections of Employment by Occupation, 2018 - 2028

Occupations Matched to CIP Code(s):

190706 *Child Development*

Geography: Los Angeles County

Counties: Los Angeles County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings ¹
399011	Child Care Workers	29,510	46,520
	Total	29,510	46,520

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¹Total 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.

²This occupation has been suppressed due to confidentiality.

For preschool teachers (excluding child care workers) who instruct in preschools, day care centers, or other child development facilities and are required to hold State certification, the EDD indicates the following data for Los Angeles County for 2018-2028:

Occupational Projections of Employment (also called “Outlook” or “Demand”)

Employment		Employment Change		Total Job Openings
Estimated	Projected	Number	Percent	
15,430	16,640	1,210	7.8	17,300

This figure of a 7.8% rise demonstrates an occupational demand and local need for the Child Development program at Compton College where individuals are trained to become preschool teachers who create activities designed to promote social, physical, and intellectual growth for young children.

The EDD notes that projections do not count short-term absences or workers who change employers in the same occupation in the local area. Estimates also do not reflect recent economic changes and events or tell if qualified workers are in short supply. As parents return to work and school after the COVID pandemic, families rely on these professionals for a wide range of social services, including education, care, and support.

2. How does the program address needs that are not met by similar programs in the region?

Similar to other surrounding community colleges, the Childhood Education program at Compton College offers an Associates of Art degree, a Transfer degree in Child Development, and a Certificate of Achievement degree. In addition, the program also offers two unique certificates not available in the region: Early Intervention Assistant and Special Education Assistant. These certificates afford students with an expertise in working with young children from birth to five years old with exceptional needs and their families. Upon completion of the certificates, students are prepared for employment in a setting with differing abled children and can assist on an early intervention team. The variety of courses will enable students to obtain a fundamental knowledge about developmental delays and to individualize lesson plans to better meet the needs of children with differing abilities.

Further, the Childhood Education program employs a part-time Permit Specialist who assists students to determine the available permit level options that best reflects their coursework and experience. The permit specialist guides students through the application process to obtain, renew, or upgrade a permit as well as assists students with a stipend given by the Child Development Training Consortium, so that there is minimal cost to the student. After the

application process, students complete the California Early Care Education which tracks and promotes the education, training, and experiences of the ECE workforce. Students are also afforded the opportunity to search for job board postings from employers throughout the state of California in the early childhood field.

The Childhood Education program also continues to serve students with Educational Support Grants from the Child Development Training Consortium (CDTC) as one of the 71 colleges still receiving Instructional Contracts. In program year 2022-2023, we increased our funding from +\$2000 (2018) to \$15,180 (2022), representing an increase of almost 750%. Individual students have received grants of \$138.00 and up to \$1,150.00 (for summer and fall) dependent on the number of units enrolled during the semester.

Additionally, there is the CTC Mentor Program. The CTC Mentor Program is the largest professional development program for Early Care and Education professionals in the country. The Program partners with community colleges across the state to identify outstanding Early Childhood teachers and administrators and reward them with stipends and professional development opportunities. The goals of the program are to increase the quality of higher education in Child Development and Early Education, reduce teacher and director turnover and attrition, and increase teacher and director retention and job satisfaction and skills. Further, the goal of the Mentor Program at Compton College is to select highly qualified Early Childhood Educators and administrators who will in turn provide mentoring to students or protégé directors and represent our community's diversity, both culturally and in the varying types of program. The Program is funded by the Quality Initiative of the Federal Child Care and Development Block Grant through the California Department of Education, Child Development Division. Currently there are more than 600 Mentors and 100 Director Mentors across the state.

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 maintaining/improving rates to such benchmarks.

This information contains that of both Spring and Winter 2022 with a combined total of 228 students (199 fall and 29 winter) of the 228 students 110 students (46%) are taking Child Development classes to fulfil a degree requirement and 60 were seeking to complete permits or certificates in the field of Early education, it was stated that many of those seeking the certificates, were either seeking to be Center owners, are work in the field, but were open to receiving degrees as well. Lastly the remaining 58 students were from various majors and are possibly High School or freshman trying to identify their interest in the field.

A follow-up question was asked pertaining to completing the course requirements students were asked to identify concerns that they had to complete accomplish tasks/goals. The follow up questions revealed that over thirty percent of students stated they were not on-line learners 32% and some even said they found it difficult to log onto canvas 40% stated they needed Financial Assistance to purchase the tools needed to succeed and 28% of students cite Textbook and

additional resources such as gas cards, food and other resources were needed. This demonstrates the justification to continue with the CDTC Educational Support Grant and find support for additional resources for those in the major and support in employable skills.

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.

In the Early Childhood field, students are not required to pass a licensure exam before employment. However, to work in a licensed childcare facility, students must possess a Child Development Permit issued by the California Commission on Teacher Credentialing (CTC). The permits are awarded at six different levels with different requirements for each level. The levels are organized to encourage a career ladder design that students can obtain as their education and/or experience increases and in turn, help them to progress to more responsibility and advancement in the field. The different levels of Child Development Permits are:

- Assistant Teacher Permit
- Associate Teacher Permit
- Teacher Permit
- Master Teacher Permit
- Site Supervisor Permit
- Program Director.

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.

In a completed survey of students majoring in the Early Childhood Education/Child Development, there were five questions (multiple choice or short response) asked of the students regarding their individual preparation to work in the field and be able to support children in the three continued developmental domains. Of the 66 students who took the survey the answers are indicated as follows.

1. How do you think your current classes have prepared you to find a job in the field?

- 1. I have attained fair skills and am ready for employment.*
- 2. I have attained High quality skills and am ready for employment. (48)*
- 4. I have attained great skills and currently use this in the field. (18)*
- 5. It hasn't*

2. What characteristics should employment in job development look like?

(Students' written responses.)

- Patience
- Leadership
- Communication
- Teamwork
- Responsibility
- Empathy
- Problem solving

3. *How has your overall understanding of child development assisted in your growth in your current position?*

- A. *My education has made me a better employee.*
- B. *I understand way more than I did before taking classes. (36)*
- C. *I haven't learned anything.*
- D. *I can better understand my position after taking classes. (30)*

1. *Are you satisfied with your education at Compton College? If so, how has it helped you? If not, what happened?*

50 students answered yes, they were satisfied with their education at Compton College and went further in saying that a better understanding of children, their growth as well as patience and the importance of communication. There were 16 students who just stated yes, they were satisfied with their education in the field on the campus of Compton College.

2. *What will you take into your employment as an Early educator from the many classes you have had at Compton College?*

The students collectively stated that they would take stronger communication, theory of the field, organization, observation, and developmentally appropriate practices.

3. *Do you think you are prepared to work in the field of Early Education, why or why not?*

Of the 66 students that supported the survey 55 stated that YES, they were ready to be employed in the field while 11 stated that they were not ready but wanted to learn more.

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. 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

Compton Community College District - Compton College

Advisory Committee Members

	Name	Title	Organization
1	Nancy Alvarez	Child Development Permit Specialist	Compton College
2	Michelle Amado	Adjunct Faculty	Compton College
3	Monique Anderson	Student Services Advisor	Compton College
4	Eileen Arencibia	Career Development Prog Specialist	Los Angeles County Office of Ed
5	Angela Beck	Cerritos CDTC Administrator	Cerritos College
6	Bruce Boyden	Education Commissioner	State of California Assembly for the 65th District
7	Gwen Crews	Director	Junioriversity
8	Dr. Melita Ferguson	CDC Director	Compton College
9	Dr. Paul Flor	Dean, Social Sciences GPD	Compton College
10	Susan Gradin	Learn. /Career Pathway Faculty Rep	Cerritos College
11	Ed Garcia	Program Admin. of Teaching/Learning	Long Beach USD Head Start
12	Marlene Gil	CDC Head Teacher	Compton College

13	Samantha Givens	CA. Mentor Reginal Co-Coordinator	Compton College
14	Pamela Godfrey	Foster and Kinship care Program Technician	Compton College
15	Yvonne Godfrey	CDC Head Teacher	Compton College
16	Dr. Hoa Pham	Compton CDTC Administrator	Compton College
17	Ebonie Hubbard	Early Learning Outcomes Program Manager	Los Angeles County Office of Ed
18	Shanika Jones	CDC Head Teacher	Compton College
19	Renee Koska	Director	Bethany Manor
20	Gloria LaFollete	CDC Head Teacher	Compton College
21	Leena Marie Willis	Cognitive Head Teacher	Bethany Manor
22	David Mc Patchell	Division Chair	Compton College
23	Juan Quinones	Adjunct Faculty	Compton College
24	Catherine Scott	CA. EC Mentor Prog- South LA Reg	Scott Family Childcare
25	Nicole Smith	Job Placement Specialist	Compton College
26	Cheryl Threadgill	Guided Pathways Counselor	Compton College

27	Cassandra Washington	Full-time Faculty	Compton College
28	Kisha W-Champion	Co-Lead -ECE Credential Working Group	PEACH
29	Pamella West	CA. Mentor Regional Co-Coordinator	Compton College
30	Lynell Wiggins	Director of Adult Education/Workforce Dev	Compton College
31	Shamell Wilson	Principal	Lynwood High School
32	Alicia Zambrano	Career Pathways Coordinator	Compton College

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

Compton Community College District- Compton College

Child Development Advisory Committee Meeting

Meeting Minutes

Thursday, October 20, 2022

6:00-7:30 pm

[Zoom Meeting ID: 847 4520 8035](#)

- I. Call to Order - Meeting called to order at 6:06pm
- II. Welcome and Introductions – P. West
P. West delivered a warm welcome with inspirational words from Alice Walker, an African American poet and activist.
- III. Approval of Minutes from Last Meeting
B. Boyden motioned to approve minutes

P. West second
No opposed; No abstentions
Motion approved and carried

IV. Updates

A. Industry Reports

○ Curriculum Alignment Project (CAP) – C. Smith

-C. Smith mentioned the association of CAP and the CDTC. Discussed how CAP alignment allows courses to be easily articulated and accepted among colleges when students move from one college to another and matches C-ID. Compton's Child Development courses were CAP aligned when in partnership with ECC but now needs to revise to include the new state requirements so can be aligned with TK, new credentials, and the K-12 model. When CA. colleges become CAP aligned, the outlines include the teacher performance expectations and the C-ID requirements. Compton College is in the process of being CAP aligned and will be completed within the next year.

○ PK-3 ECE CA. Specialist Credential – J. Law

-No report

-H. Pham – Premise of credential is to create a bridge between preschool and K-12

-B. Boyden – Credential may require additional coursework, CBEST, and must meet other multiple subjects credential requirements. As a result, there may be some resistance, but credential is on fast track and will move forward in Spring 2023.

○ News and Views from the Field – Impact of TK on community programs

-E. Garcia – LBUSD has implemented TK at most of the sites and Head Start has five TK collaboratives with one TK teacher and HS teacher in the classroom and a maximum of 20-24 children who are dually enrolled, when possible. Program is 80% enrolled but no negative impact of TK cannot be determined yet because it may be residual from pandemic. There may be a benefit by having TK and District has made a huge financial commitment by purchasing furniture to be aligned with ECERS. Early learning curriculum is influencing TK to be developmentally appropriate and providing Kindergarten teachers with exposure to CLASS and practices in the preschool, not the other way around. LBUSD is choosing a common developmentally appropriate early learning curriculum for TK, State Preschool, and HS and providing training for all teachers about best practices.

○ California Early Childhood Mentor Program – P. West and S. Givens

- The Co-Coordinator provided a brief overview of Mentor Program.
- P. West- Summarized how the CECMP program is a tool used for career, success, and progress. Proud to announce its return to Compton College. It offers training, motivation, and advice. This program aims to provide mentoring and coaching for early childhood professionals so that they can reach their goals and optimum success.
- S. Givens-Announced the search for Selection Committee Members, Mentor Teachers, and Director Mentors for the program. Created information forms to seek interest individuals for all positions and they will contact people. The Selection Committee does not have specific requirements, but members need to have worked in the field for a while and have familiarity with the ECERS, PAS, or any environmental rating scale. To be a Mentor Teacher or Director Mentor, there are specific qualifications for these positions.

B. Department/Program Reports

- Child Development Training Consortium (CDTC) Grants

- H. Pham-Received an increase of \$15, 180.00 in the Instructional Contract for 22-23. During the Fall 2022, there was 100% participation from all FT and PT faculty in giving information about the grant to their students. Forty-five applications received for the summer; fall applications are still coming and not yet tabulated.

- Early Educators Club

- C. Washington-The purpose of the club is to support the students in their major and foster their understanding of child growth and development. The club was running in 2020 with two meetings and it has been hard to get people excited, so the focus will be to revamp. The club will provide the members with professional and leadership opportunities in both service and learning. It will cultivate positive community involvement in the support of the needs and rights of young children and future employment opportunities. I have contacted some community day care centers who will come and speak to the students and employ students who have had practicum and most of their classes. The field is constantly changing, and most jobs now need a child development permit. A lot of places are calling about jobs and the club is trying to bring in new members with new activities which include fundraisers and semesterly and yearly events. Dr. Pham has workshops with speakers. And I am going to the high schools, if permitted, to try to speak about what child development is and let them know the many job opportunities that involve child development so they will come to the campus.

- Abel B. Sykes Jr. Child Development Center

-M. Ferguson- Center has strategically used funds from the state to purchase new furniture, equipment, technology, and outdoor equipment for all eight of the classrooms. First, despite COVID, the CDC had the opportunity to provide clinical hours for practicum students, as well as nursing students. The small class size allowed more relationship-building with the children and the staff. Secondly, we have collaborated with Ms. Washington to fully implement a theme program with the infants and to a discovery classroom to create a STEAM environment where science and engineering will take place. Third, we will turn the computer room into a parent and student resource center. We will have a new TV, new computers with resources. We will also house professors who will teach some of the child development classes. We had classes conduct ECERS and bring in students for observations. Glad to see my staff at this Zoom meeting. Looking forward to great things happening and engaging parents, students, child development department and the community. May have an Open House in January for the community to see what is happening.

-B.Boyden- Do students have iPads?

-M. Ferguson-We will have two computers in each classroom, including the infant classroom, and we do promote technology. We will implement technology in the classroom and students are allowed to bring in their own iPads but we will also promote technology in the classroom. We will be installing 55” TVs in every classroom so that we can have access to virtual meetings other countries.

-C. Washington-Dr. Ferguson will start a parent letter at the center and will have information about the Early Childhood Club and Child Development department. There will be a section of that letter so that parents who are interested in the department or are interested in child development and growth, will know that we exist and have a partnership.

-M.Ferguson-Many potential and current CDEV students contact the CDC to look for information about classes all the time. Want to have a board with information that aligns with the CDC and so we can be a resource and a referral for students.

o New Permit Specialist – N. Alvarez

-Not available

V. New Business

A. Special Education Program – C. Washington (postponed)

B. Online Education Resources (OER) – Multiple Perspectives

-H.Pham- Presented a quick PowerPoint about multiple perspectives about textbooks.

-All faculty have the academic freedom and option of choosing textbooks for their classes. Here are multiple perspectives:

1. Support the bookstore by having students buy their textbooks there.
2. Use of OER allows students to have resources that are low cost or no cost for students. Will lessen the situation of students dropping their classes because they cannot buy textbooks or students failing a task because they have no textbooks. If OER is used, students have access to the textbook from the first day, making education more equitable for students who cannot afford textbooks. The college has a goal of 50% of all class sections, by 2027, will be using OER and will have an 100% of class sections using OER resources, by 2035.

VI. Questions/Comments/Discussion

VII. Adjournment

Adjourned at 7:45pm