

Guiding Practices for Emergency Response to the COVID-19 Pandemic

The intention of this document is to support early childhood education higher education faculty in the facilitation of supervised field experience and related practices during the pandemic.

California Community College Early Childhood Educators (CCCECE) began holding a series of online dialogues in March of 2020 related to the shift to online instruction as a result of the Covid-19 Pandemic. This document shares constituency feedback that has been collected/shared during those discussions.

Introduction:

Preparing a strong workforce for California is at the heart of the mission of the California Community College System. Early Care and Education (ECE) programs throughout the state are the backbone of a strong workforce. High-quality ECE programs rely on well-trained, well-educated staff. Families rely on stable, high quality care to be able to work and attend school. Our role as professionals who prepare the Early Care and Education workforce has never been more vital.

At all times the health and safety of our college students, staff, and children and families we serve must be paramount.

While we have mobilized our tremendous resources to ensure our students are learning and continue to learn in remote and online environments; we recognize that much work remains. Some examples of creative and innovative practices have included the use of videos, zoom meetings, having students practice with children at home or even with other family members to demonstrate competencies. We have been able to find ways to offer nearly all of our coursework in a distance education format. We have designed our degree programs with a capstone course that involves supervised hands-on practicum of students working with children in a quality child development program. The practicum course(s) has helped us to ensure our students are able to implement the California Early Childhood Educator Competencies. During this pandemic, we have been unable to replicate the high quality, hands-on experiences in this capstone practicum course.

This document has three overarching goals:

- I. Describe necessary protocols to ensure quality education.
- II. Provide links to resources for faculty during this pandemic.
- III. Explain what is needed to move forward.
 - I. [Describe necessary protocols to ensure quality education.](#)
 - Faculty will need to be trained in providing quality online course work. While this may not be our preferred method of teaching, it has become necessary to provide courses remotely.
 - Faculty will need to model for students the competencies and dispositions that we expect them to use when working with children. Our adult students need care, compassion, and our flexibility during this unprecedented time.

- Faculty will need to make local decisions about what is best for their campus and community, in collaboration with stakeholders via discussions around ways to provide a supervised field experience. Stakeholders might include, Community Care Licensing, College District Administration, Local Resource and Referral Agencies, Local Planning Councils, College Health Centers, and Student Government.
- II. Provide resources for faculty.
- CCCECE has gathered many resources into a [Google Document](#) that has been shared widely.
 - A collaborative of ECE faculty has been working with the Open Educational Resources Program at the Chancellor's Office and Academic Senate for California Community Colleges and has also been helping to organize and [provide additional resources](#) as faculty seek to provide high quality education to our students.
 - [ECE Faculty Collective Website](#)
- III. What we need to move forward.
- An advocate at the Chancellor's Office who understands the challenges and importance of the ECE workforce.
 - Our lab schools need support. For too long we have had a patchwork of funding and support that varies from college to college. Faculty and staff at individual colleges must fight for adequate resources to offer high quality programs.
 - The California Department of Education (CDE) has created videos and training that each college program could use, but each college must purchase streaming services from CDE. These programs were created with the same tax funds that support our colleges. There has to be a better way to share resources.
 - Ongoing dialogue between Community College Faculty, Community Care Licensing, CDE, our Student Leadership, and the Chancellor's Office to meet the challenges of providing high quality practices during the emergency created by this pandemic.

The California Community College System has an extensive and diverse landscape. Each campus is unique and must craft responses to this pandemic that fit the needs of the students and surrounding community. CCCECE does not believe that any one practice will be the best fit for all communities. It is our hope that this document will be used to promote discussions at the state and local levels about how to provide the best quality of education for students during this emergency. We believe that collaborative open dialogue leads to the best outcomes for the students, families, and communities we serve.

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