



# Child Development and Elementary Education Employer Advisory Meeting Agenda

Wednesday, May 31, 2023 – 4-6pm  
Cuyamaca College Child Development Center

## Committee Members in Attendance:

Nicole Hernandez (Cuyamaca Child Development Program Coordinator)  
Arlene Mora (All Kids Academy Head Start)  
Jennifer Jimenez (ChildCare Careers)  
Michele Stone (Autism Spectrum Therapies)  
Christine Park (ACES ABA)  
Hannah Rainbolt (Santee School District)  
Graciela Major (MAAC Project)  
Linda Gudino (Cajon Valley)  
Charlene Alsbaugh (Cuyamaca Career Center)  
Taylor Lemker (Cuyamaca Career Center)

## A. Introductions and Program Overview

1. Welcome - Cuyamaca Career Education and Child Development Coordinator
2. Board Member Introductions
3. Child Development Program Overview

## B. Industry Roundtable

### 1. Industry Trends and Forecasting

- i. Where do employers see the industry going?
- ii. Are there existing or anticipated employment gaps?

### 2. Employer Needs and Industry Preparation

- i. What are the best entry points/roles for students entering the industry?
- ii. What knowledge, skills and abilities (KSAs) do our students need to be equipped with for success?
  1. Supporting teachers with classroom and behavior management, implementing best practice for creating a positive classroom environment, individualized reinforcement systems, following and implementing accommodations within an IEP, following and understanding a behavior intervention plan.

### 3. Specific Topics

- i. Working with children with challenging behaviors
- ii. New Transitional Kindergarten (TK) regulations from the county
- iii. Teaching in a diverse society

## C. Partnership Opportunities

1. Request for industry partnership for future curriculum development.



- i. Prepare students to sit for BCAT exam after coursework.
2. Work-based learning & internship opportunities.

**D. Roundtable & Next Steps**

1. Commitments and assignments for next meeting

**E. Next Scheduled Meeting:** Include Date/Time

Advisory board notes

Nicole provided an overview of the programs including highlighting curriculum and integration with industry.

Industry Trends and Forecasting

- Sites are receiving applicants who are qualified on paper, having the appropriate credits and grades but there is a disconnect with language, some have requested translators to be able to perform the job- which is not feasible for the sites to accommodate
- There seems to be a disconnect with the ability to work and play with children likely due to the pandemic on-line classes? Student lack imagination. Students need skills in building rapport with children to draw children out.
- Sites have large staffing needs that need people who can work consistent 15-20 hrs. per week with predictable schedules. The greatest need is have applicants available from 3-8 pm, afternoons & evenings . Need to fill an average of 25-30 applicants monthly to support growth and attrition.
- Need applications who know how to engage parents in conversation and be respectful
- Need to increase the number of observation hours students participate in, especially for child form challenging behaviors
- Struggling to find qualified applicants that actually show up for interview. Applicants who have “soft skills”, work ethic, ability to show up when expected, punctuality, time management, to call in when sick, to solve problems, take initiative. Need to add more content around professionalism to the teaching class
- Applicants need to be able to ask future employers about what the environment is like; they need to have a clear understanding of what the job is about and what it isn’t. Understanding the regulations and why ratios and their commitment is so critical
- The practicum class is critical to filling employment gaps
- Seeing dramatic increase in the number of children with challenging behaviors across the pre-school to school age, gen ed and SPED spaces. The behaviors are more severe. Consider adding a lab or observations around special needs/ challenging behaviors
- Need to discuss classroom management but also how to rationally manage child behaviors and maintain your stamina, rely on others, support your mental and emotional well-being because it is process and you will need to engage with students and behaviors daily.
- Would it be possible to expend the MOUs to include more observations of different environments and include child with special needs. Is possible to get students out into the field to conduct observations sooner, so that they have a better understanding of the job and can relate their experiences to their classes more effectively
- What strategies can be explored to support paying for the finger printing process? Can student be fingerprinted sooner?



### TK & other topics

- Still waiting on state guidelines.
- Some sites have seen in a decrease in enrollment in pre-school due to TK while others have not.
- It does seem to be having a little impact on availability of preschool teachers as more opt to begin obtaining education to teach TK.
- TK challenges behaviors are also exploding possibility due to the lack of pre-school during pandemic.
- Cuyamaca has a good combo of classes, if observation can be added and classes grouped students may be able to sit for BCAT or RBT certifications
- Look into CAI grants for early childhood apprenticeship programs
- Further discuss possible partnership with Autism Spectrum Therapies
- Further discuss partnerships with Hannah Rain bolt (Santee school district) around training/ curriculum development/ enhancement related to challenging behaviors/ IEP