Education, Child Development, & Family Services

Date: Friday, September 22, 2023
Time: 8:30-10:30
Location: Dorothy Inghram Learning Center
Hosted by: SBCROP
Facilitator: Deidra Puentes
Advisory Documents: https://bit.ly/ED_AdvisoryDocs2023

Advisors:

Amasha Griffin, Family Childcare Provider, Center of Attention Academy
Arlene Molina, Assistant Director, SBCSS Preschool Services Department
Colleen Melands, Special Education, East Valley SELPA
Jennifer Carter, CEO and Executive Director, Oaktree Learning Centers
John Carranza, Vice Principal, Inland Career Education Center
Nancy Alvarado, Senior Manager, State Preschool
Amanda Wilcox Herzog, Child Development Department Chair, CSUSB

K12 Educational Participants:

Ana Garcia, QSSB Project Analyst, San Bernardino County Superintendent of Schools
Bernis Hoskia, Teacher, San Bernardino City Unified School District
Christy Biancullo, Curriculum Specialist, San Bernardino County ROP
Christy Bong, CTE Specialist, Morongo Unified School District
Cynthia Clarke, Project & Activities Technician, San Bernardino County ROP
Doris Hernandez, Work Based Learning Technician, Colton Joint Unified School District
Eric Dahlstrom, Director Secondary Curriculum & Instruction, Chino Valley Unified School District
Evelia Terriquez, Work Based Learning Technician, Colton Joint Unified School District
Fiona Mayes, Childcare Occupations Teacher, San Bernardino City Unified School District
Khalida Shahin, CTE Teacher, San Bernardino City Unified School District
Mary Hernandez, Teacher, Colton Redlands Yucaipa ROP
Melissa Dix, Director of Education Services, Colton Redlands Yucaipa ROP
Samuel Betancourt, Teacher, San Bernardino City Unified School District
Sharon Cowley, Teacher, San Bernardino City Unified School District
Sharon Erdmann, CTE Early Childhood Development Teacher, Morongo Unified School District
Shehzad Bhojani, Program Manager, San Bernardino County Alliance for Education
Sticia Shubin, Project & Activities Technician, San Bernardino County Alliance for Education

Minutes:

A panel of seven industry professionals representing a wide range of positions within education participated in by answering the following questions.

Question 1: What trends do you see impacting your industry within the next 3-5 years?

Amasha Griffin: Amasha discussed the impacts on childcare providers, particularly the requirement for a Child Development Permit, which mandates 12 units of Early Childhood Education (ECE). However, low pay for childcare providers often prevents them from obtaining the required units. She noted that childcare providers can partner with Early Head Start (EHS) and Quality Counts California to receive assistance in paying for the required ECE units, even up to a master's degree. Eventually, she mentioned that a Child Development Permit would be necessary to become a family childcare provider.

Jennifer Carter: Jennifer pointed out the current trends affecting private early education providers, such as the challenge of attracting new professionals to the field and the changing credentials required for different age ranges. She also discussed the financial constraints that can hinder educators from pursuing further education and professional development.

Colleen Melands: Colleen highlighted trends impacting special education teachers, including the nationwide shortage of special education teachers and the use of short-term substitutes to fill staffing gaps, which can create crises for special needs classes. She also mentioned that training and professional development programs often struggle to meet the minimum registration requirements.

Arlene Molina: Arlene discussed several trends, including teachers leaving the field for jobs with higher wages (e.g., McDonald's), changing state requirements for educational services without corresponding adjustments in compensation, and the need for teachers to possess special skills in areas such as collaboration and creativity, depending on the age group they work with. She emphasized that full support services for students with special needs would necessitate changes in teacher compensation and additional training for inclusive education.

Amanda Wilcox: Amanda provided insights into trends impacting the early childhood education field, particularly at the state level. She mentioned changes in credentialing programs, discussions about potential alterations to the Child Development permit, and the development of various options for transferring to credentialing programs. She also discussed the need to align supervisory qualifications with different levels of completed education.

Nancy Alvarado: Nancy discussed the impacts of Universal Pre-K (UPK) on State Preschool programs. UPK's introduction has led to changes in staffing and funding for programs, which, while beneficial for students and families, also presents challenges related to part-time staffing and developmental services for younger students.

John Carranza: John addressed current issues affecting adult education programs. He described how labor market information is used to determine appropriate course offerings, particularly in high-growth sectors like the medical field. Partnerships with adult schools and the K-12 system aim to ensure a wide range of program offerings and complementary programs to meet student needs.

Question 2: How would you recommend addressing these trends to better prepare students for your industry?

Amanda Wilcox: Amanda's recommendations focused on recruiting and retaining professionals in the field and incorporating hands-on practical experience into education programs. She suggested offering scholarships, emphasizing the importance of staying updated with industry trends, and providing real-world skills through practicum experiences.

John Carranza: John emphasized the importance of preparing students for the field, given his role in education.

Nancy Alvarado: Nancy recommended that students research agencies and career paths within education using platforms like EdJoin. She advised students to compare hiring trends in education and encouraged them to explore various roles to avoid getting stuck in a specific field.

Amasha Griffin: Amasha suggested that students gain experiential experience by volunteering in the field, emphasizing that units matter for an Associate of Arts (AA) degree. She mentioned the availability of a practicum class at California State University, San Bernardino (CSUSB) and highlighted the importance of work-based learning, partnerships, and community engagement.

Jennifer Carter: Jennifer advocated for networking with partners for community outreach and student recruitment, which is crucial for preparing students for careers in the private sector of early education.

Colleen Melands: Colleen emphasized the necessity of basic behavior and emotional maturity for individuals working in special education. These skills are essential to effectively handle the unique challenges of special education classrooms.

Question 3: What are the necessary skills/education/certifications needed for a student to obtain employment within your industry?

Jennifer Carter: Jennifer stressed that teachers need to develop creativity and suggested exploring subjects like art, film, and music outside the core program requirements to enhance this skill.

Colleen Melands: Colleen emphasized the importance of emotional regulation and stress management skills, which are essential for handling the emotional demands of working in special education.

Arlene Molina: Arlene recommended understanding one's own emotional regulation and being prepared for stress in the field, highlighting the importance of self-care and emotional resilience.

John Carranza: John underscored the significance of keeping up with technology, especially in the classroom. He encouraged educators to embrace technology and check its effectiveness in teaching. Many teachers may be hesitant to ask for more technology, so being proactive in incorporating technology can be beneficial.

Amanda Wilcox: Amanda emphasized the importance of strong reading and writing skills for professionals in the field. She also recommended studying Title 22 regulations, which are likely relevant to the industry.

Question 4: What skills or practices should educators focus on to support emerging technologies, equipment, regulations, or laws in your industry?

Amanda Wilcox: Amanda recommended improving reading and writing skills, as well as staying informed about Title 22 regulations, which govern the industry's standards and practices.

Arlene Molina: Arlene noted an uptick in personal rights violations and suggested that educators should pay attention to legislative developments related to redirecting children, indicating that legislation may impact their work.

Question 5: What is the natural progression of employment in your industry?

Amanda Wilcox: Amanda explained that many individuals in the early childhood education field often start in the classroom and may later explore opportunities to teach at community colleges or educate future educators. This progression allows for various career pathways within the industry.

Amasha Griffin: Amasha described the progression for non-college students who enter the Early Childhood Education field. She mentioned that no degree is needed for an ECE license, but various certifications and training, such as CPR, health and safety, and home inspection, are required for in-home childcare providers. She discussed the childcare Resource Service (CCRS) and its funding to assist parents with compensation.

Jennifer Carter: Jennifer highlighted the value of a humanities major, such as English or History, which provides critical thinking, writing, and articulation skills. This background can lead to better thinkers and writers. She also mentioned the flexibility of unconventional hours for pursuing further education.

Arlene Molina: Arlene discussed the progression in her organization, San Bernardino County Superintendent of Schools (SBCSS), where they pay daily rates and need more providers. She mentioned the "associate teacher permit" as an introductory employment option and criteria for

working with students in specific ratios. She also discussed the possibility of taking courses at community colleges.

Additional Comments and Resources:

Amanda Wilcox: Amanda asked panelists to inform her of job openings and emphasized that while college may seem daunting, it can open up various opportunities for students. She mentioned that the majority of students at CSUSB are transfer students and non-traditional students.

Jennifer Carter: Jennifer noted that working in the private sector may require completing 12 core units in the field.

Key Takeaways and Action Items by Panelist

These key takeaways and action items provide insights into the concerns and opportunities within the education industry as discussed by the panelists. They can serve as a basis for further discussion and decision-making in the field.

Amasha Griffin, Family Childcare Provider, Center of Attention Academy

Key Takeaways:

- childcare providers are facing challenges in obtaining the required Child Development Permit.
- Low pay for childcare providers can be a barrier to obtaining the necessary Early Childhood Education (ECE) units.
- Partnerships with Early Head Start (EHS) and Quality Counts California can assist in covering ECE unit costs.
- In the future, a Child Development Permit may be necessary for family childcare providers.

Action Items:

- Explore and advocate for additional support to help childcare providers overcome barriers to obtaining ECE units.
- Promote and facilitate partnerships with EHS and Quality Counts California to assist childcare providers.

Jennifer Carter, CEO and Executive Director, Oaktree Learning Centers

Key Takeaways:

- Private early education providers are struggling to attract new professionals to the field.
- Changing credential requirements for different age ranges are impacting the industry.
- Financial constraints are hindering investments in education in the private sector.

Action Items:

- Develop strategies to make the field of private early education more attractive to new professionals.
- Explore ways to address changing credential requirements and offer flexibility to educators.

- Consider financial incentives or support to mitigate the impact of financial constraints.

Colleen Melands, Special Education, East Valley SELPA

Key Takeaways:

- There is a nationwide shortage of special education teachers.
- Short-term substitutes are used to fill staffing gaps, creating crises for special needs classes.
- Training and professional development programs are struggling to meet minimum registration requirements.

Action Items:

- Advocate for measures to address the shortage of special education teachers, such as incentives or recruitment efforts.
- Seek solutions to improve staffing stability for special needs classes.
- Explore strategies to increase enrollment in training and professional development programs.

Arlene Molina, Assistant Director, SBCSS Preschool Services Department

Key Takeaways:

- Teachers are leaving the field for better-paying jobs, impacting the industry's workforce.
- Changing state requirements for educational services are not accompanied by compensation adjustments.
- Special skills, such as collaboration and creativity, are needed in the hiring process.
- There is an increase in students with special needs, necessitating training on inclusive education for teachers.

Action Items:

- Advocate for improved compensation to retain teachers in the field.
- Examine ways to align state requirements with fair compensation.
- Consider enhancing teacher training to develop the necessary special skills.
- Promote inclusive education training to address the growing number of students with special needs.

Amanda Wilcox Herzog, Child Development Department Chair, CSUSB

Key Takeaways:

- Changes in credentialing programs at the state level are impacting the early childhood education field.
- Discussions about altering the Child Development permit are ongoing.
- Various options for transferring to credentialing programs are being developed.

Action Items:

- Stay informed about changes in credentialing programs and provide input as necessary.
- Participate in discussions about potential alterations to the Child Development permit.
- Support the development of options for transferring to credentialing programs.

Nancy Alvarado, Senior Manager, State Preschool

Key Takeaways:

- Universal Pre-K (UPK) has introduced changes in staffing and funding for State Preschool programs.
- Challenges related to staffing part-time positions and providing developmental services for younger students have emerged.

Action Items:

- Monitor the impacts of UPK and adjust staffing and funding accordingly.
- Seek solutions for staffing part-time positions and expanding developmental services for younger students.

John Carranza, Vice Principal, Inland Career Education Center

Key Takeaways:

- Labor market information is used to determine course offerings.
- Partnerships with adult schools and the K-12 system are crucial for offering diverse program options in adult education.

Action Items:

- Continue using labor market information to align course offerings with industry demand.
- Strengthen and expand partnerships with adult schools and the K-12 system to provide a wide range of educational programs.

Labor Market Information

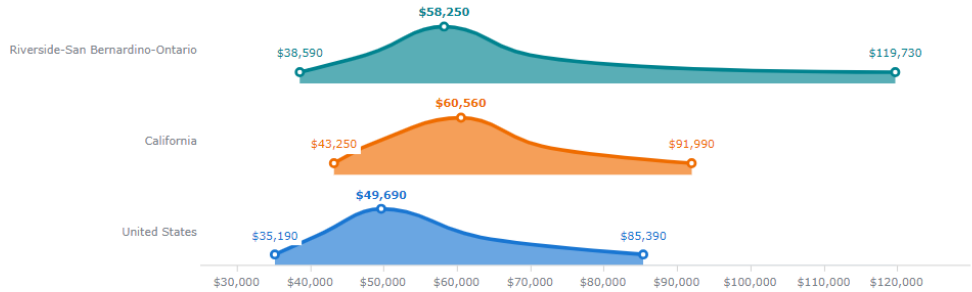
Local Wages

11-9031.00 - Education and Childcare Administrators, Preschool and Daycare

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$58,250**.
- 10% of workers earn **$38,590 or less**.
- 10% of workers earn **$119,730 or more**.

In California:

- Workers on average earn **$60,560**.
- 10% of workers earn **$43,250 or less**.
- 10% of workers earn **$91,990 or more**.

In the United States:

- Workers on average earn **$49,690**.
- 10% of workers earn **$35,190 or less**.
- 10% of workers earn **$85,390 or more**.

California Employment Trends

11-9031.00 - Education and Childcare Administrators, Preschool and Daycare

View trends for state: California Go

In California:

Employment data for **Education Administrators, Preschool and Childcare Center/Program**.

Employment (2020)	9,900 employees
Projected employment (2030)	11,400 employees
Projected growth (2020-2030)	15%
Projected annual job openings (2020-2030)	900

In the United States:

Employment data for **Education and Childcare Administrators, Preschool and Daycare**.

Employment (2022)	74,800 employees
Projected employment (2032)	72,600 employees
Projected growth (2022-2032)	-3% Decline
Projected annual job openings (2022-2032)	4,600

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2022-2032 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

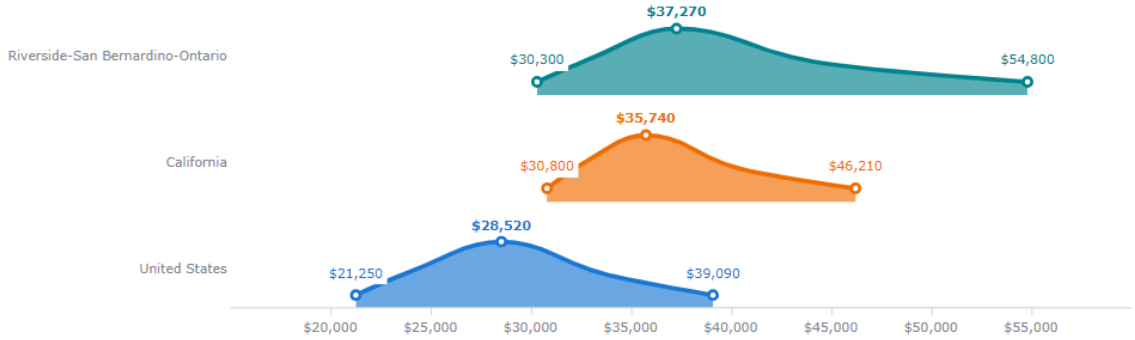
Local Wages

39-9011.00 - Childcare Workers Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$37,270**.
- 10% of workers earn **$30,300 or less**.
- 10% of workers earn **$54,800 or more**.

In California:

- Workers on average earn **$35,740**.
- 10% of workers earn **$30,800 or less**.
- 10% of workers earn **$46,210 or more**.

In the United States:

- Workers on average earn **$28,520**.
- 10% of workers earn **$21,250 or less**.
- 10% of workers earn **$39,090 or more**.

Source: Bureau of Labor Statistics 2022 wage data.

California Employment Trends

39-9011.00 - Childcare Workers Bright Outlook

View trends for state: California Go

In California:

Employment (2020)	52,900 employees
Projected employment (2030)	55,400 employees
Projected growth (2020-2030)	5%
Projected annual job openings (2020-2030)	7,680

In the United States:

Employment (2022)	945,900 employees
Projected employment (2032)	927,400 employees
Projected growth (2022-2032)	-2% Decline
Projected annual job openings (2022-2032)	153,100

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2022-2032 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

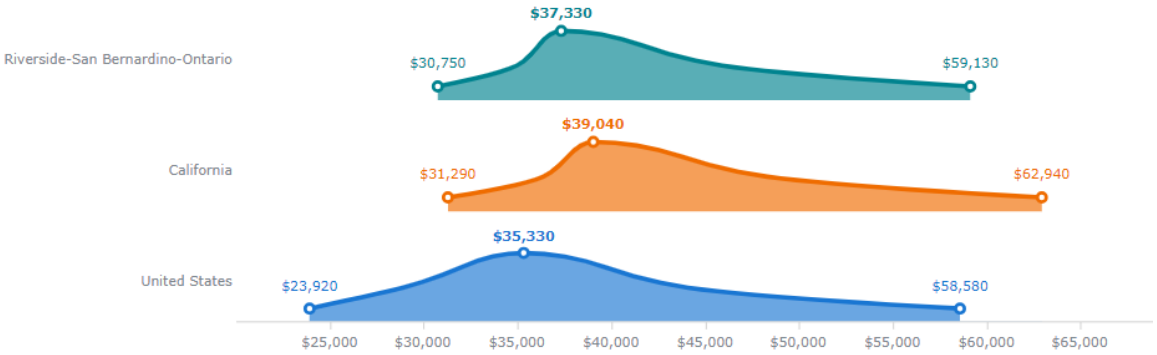
Local Wages

25-2011.00 - Preschool Teachers, Except Special Education

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$37,330**.
- 10% of workers earn **$30,750 or less**.
- 10% of workers earn **$59,130 or more**.

In California:

- Workers on average earn **$39,040**.
- 10% of workers earn **$31,290 or less**.
- 10% of workers earn **$62,940 or more**.

In the United States:

- Workers on average earn **$35,330**.
- 10% of workers earn **$23,920 or less**.
- 10% of workers earn **$58,580 or more**.

Source: Bureau of Labor Statistics 2022 wage data.

California Employment Trends

25-2011.00 - Preschool Teachers, Except Special Education

View trends for state: California Go

In California:

Employment (2020)	56,900 employees
Projected employment (2030)	69,500 employees
Projected growth (2020-2030)	22%
Projected annual job openings (2020-2030)	7,540

In the United States:

Employment (2022)	512,300 employees
Projected employment (2032)	529,600 employees
Projected growth (2022-2032)	■■□□ 3% Average
Projected annual job openings (2022-2032)	56,300

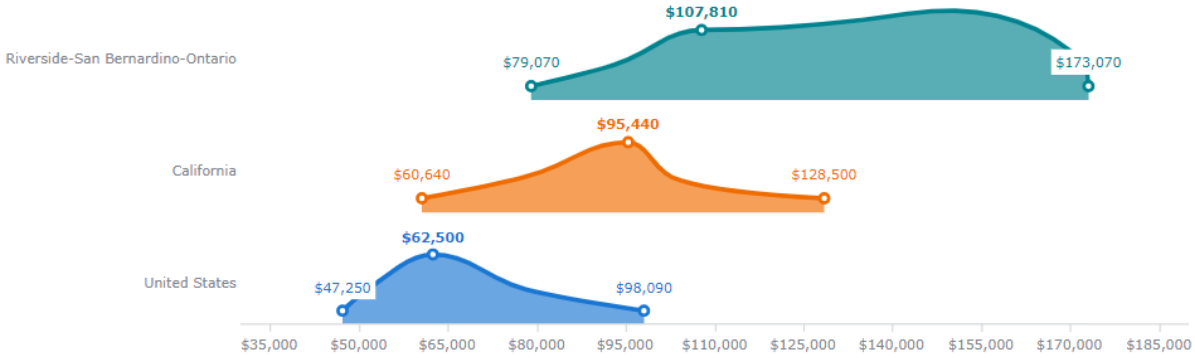
California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2022-2032 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Local Wages

25-2032.00 - Career/Technical Education Teachers, Secondary School

Wages for state: California Go

Wages near ZIP Code: 92408 Go



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$107,810**.
- 10% of workers earn **$79,070 or less**.
- 10% of workers earn **$173,070 or more**.

In California:

- Workers on average earn **$95,440**.
- 10% of workers earn **$60,640 or less**.
- 10% of workers earn **$128,500 or more**.

In the United States:

- Workers on average earn **$62,500**.
- 10% of workers earn **$47,250 or less**.
- 10% of workers earn **$98,090 or more**.

Source: Bureau of Labor Statistics 2022 wage data.

California Employment Trends

25-2032.00 - Career/Technical Education Teachers, Secondary School

View trends for state: California Go

In California:

Employment (2020)	4,400 employees
Projected employment (2030)	4,700 employees
Projected growth (2020-2030)	7%
Projected annual job openings (2020-2030)	340

In the United States:

Employment (2022)	88,000 employees
Projected employment (2032)	87,700 employees
Projected growth (2022-2032)	0% Little or no change
Projected annual job openings (2022-2032)	5,400

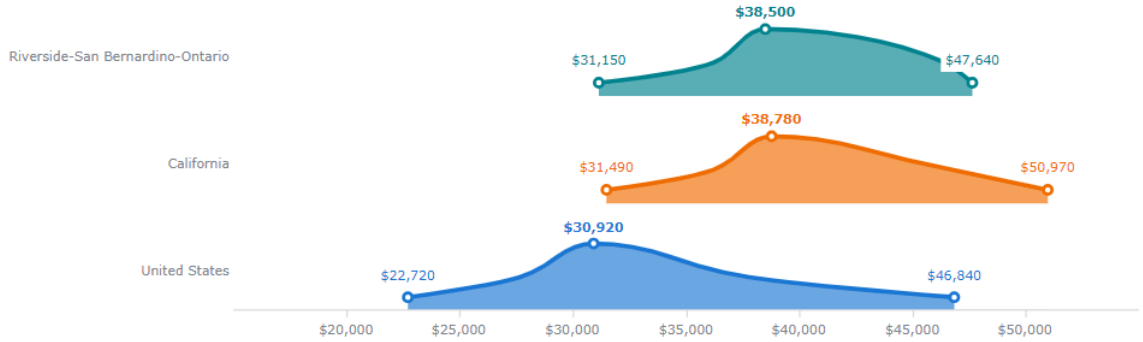
California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2022-2032 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Local Wages

25-9042.00 - Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

Wages for state: California Go

Wages near ZIP Code: 92408 Go



In Riverside-San Bernardino-Ontario, CA:

Wage data for **Teaching Assistants, Except Postsecondary**.

- Workers on average earn **$38,500**.
- 10% of workers earn **$31,150 or less**.
- 10% of workers earn **$47,640 or more**.

In California:

Wage data for **Teaching Assistants, Except Postsecondary**.

- Workers on average earn **$38,780**.
- 10% of workers earn **$31,490 or less**.
- 10% of workers earn **$50,970 or more**.

In the United States:

Wage data for **Teaching Assistants, Except Postsecondary**.

- Workers on average earn **$30,920**.
- 10% of workers earn **$22,720 or less**.
- 10% of workers earn **$46,840 or more**.

Source: Bureau of Labor Statistics 2022 wage data.

California Employment Trends

25-9042.00 - Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

View trends for state: California Go

In California:

Employment data for **Teaching Assistants, Except Postsecondary**.

Employment (2020)	137,300 employees
Projected employment (2030)	150,000 employees
Projected growth (2020-2030)	9%
Projected annual job openings (2020-2030)	14,410

In the United States:

Employment data for **Teaching Assistants, Except Postsecondary**.

Employment (2022)	1,298,900 employees
Projected employment (2032)	1,299,800 employees
Projected growth (2022-2032)	0% Little or no change
Projected annual job openings (2022-2032)	151,000

California source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2022-2032 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.