

Merced College CLDV Advisory Workforce Needs Survey (Spring 2022)

Q1. What are the Top 3 skills you are seeking when hiring for the Early Childhood Education (ECE) workforce?

Answered 11  
Skipped 0

Answer Choices	Percent	Number	Full Answer Choice
Development	63.64%	7	Knowledge of child and human development
HQ Practices	54.55%	6	Implementing high quality developmentally appropriate practices
Professionalism	45.45%	5	Professionalism
Interrelationships	36.36%	4	Understanding the interrelationships between child, family, and community
Observing	27.27%	3	Observing, assessing, and documenting young children
Health & Safety	27.27%	3	Knowledge of health, safety, and nutrition
Planning	27.27%	3	Planning developmentally, linguistically, and culturally appropriate curriculum
Communication	9.09%	1	Communication
Leadership	9.09%	1	Leadership
CPR/ First Aid	0.00%	0	CPR/ First Aid
Lifting ability	0.00%	0	Lifting ability
Multilingualism	0.00%	0	Multilingualism
Parent Communi	0.00%	0	Parent Communication
Other skill(s) not listed above:		0	Other skill(s) not listed above:

Q2. What are the Top 3 skills you are experiencing as deficient in the ECE workforce?

Answered 11  
Skipped 0

Answer Choices	Percent	Number	Full Answer Choice
Communication	63.64%	7	Communication
Planning	45.45%	5	Planning developmentally, linguistically, and culturally appropriate curriculum
Interrelationships	36.36%	4	Understanding the interrelationships between child, family, and community
Observing	27.27%	3	Observing, assessing, and documenting young children
HQ Practices	27.27%	3	Implementing high quality developmentally appropriate practices
Leadership	27.27%	3	Leadership
Professionalism	27.27%	3	Professionalism
Development	18.18%	2	Knowledge of child and human development
Health & Safety	9.09%	1	Knowledge of health, safety, and nutrition
Multilingualism	9.09%	1	Multilingualism
Parent Communi	9.09%	1	Parent Communication
Other skill(s) not listed above:		1	Other skill(s) not listed above:
CPR/ First Aid	0.00%	0	CPR/ First Aid
Lifting ability	0.00%	0	Lifting ability

Question 2 - Other Skills:

Shortage of Staff. Working with children that display challenging behaviors, Especially during Group Time and Story Time. I would like to learn some new strategies.

Q3. What areas of specialization or specialized skills do you foresee as a need for the ECE workforce now and in the next 5 years?

Answered 8  
Skipped 3

Question 3 Responses:

Hands on and competency based practices for children of various ages, abilities and developmental levels. The ability to scaffold learning to meet the diverse needed of students.

Trauma informed practice and social emotional understanding

Introducing children to technology; Children and gaming; Cognitive Development in a Virtual world; Parenting children in a world of technological boom

Communication, observing and documentation of young children.

How to deal with challenging behaviors.

Proficient in CLASS. (Emotional Support, Classroom Organization, & Instructional Support) Effective and Positive Teacher Child Interactions.

Staff in general that will stay and grow with the program. Staff to work with diverse needs of students and families.

Trauma informed care, working with challenging behaviors,

Q4. On a scale of 1-5 how prepared is the ECE workforce in the following areas ( 1 being least prepared, 5 being most prepared).

Score	Data Type	Knowledge of child and human development	Understanding the interrelationships between child, family, and community.	Conducting oneself as a professional in Early Childhood Education	Observing, assessing, and documenting young children	Knowledge of health, safety, and nutrition	Planning developmentally, linguistically, and culturally appropriate curriculum	Implementing high quality developmentally appropriate practices	Other (Describe in comments field below)	Comments (optional):
Least Prepared 1	Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	Number	0	0	0	0	0	0	0	0	
2	Percent	0.00%	0.00%	18.18%	27.27%	9.09%	27.27%	27.27%	0.00%	
	Number	0	0	2	3	1	3	3	0	
3	Percent	36.36%	54.55%	54.55%	27.27%	27.27%	27.27%	36.36%	0.00%	
	Number	4	6	6	3	3	3	4	0	
4	Percent	54.55%	36.36%	18.18%	27.27%	54.55%	36.36%	27.27%	33.33%	
	Number	6	4	2	3	6	4	3	1	
Most Prepared 5	Percent	0.00%	0.00%	0.00%	9.09%	0.00%	0.00%	0.00%	0.00%	
	Number	0	0	0	1	0	0	0	0	
N/A	Percent	9.09%	9.09%	9.09%	9.09%	9.09%	9.09%	9.09%	66.67%	
	Number	1	1	1	1	1	1	1	2	
Total	Number	11	11	11	11	11	11	11	3	3
Weighted Average	Weighted Average	3.6	3.4	3	3.2	3.5	3.1	3	4	

Q4 Topics	Additional Comments for Q4 Topics
Knowledge of child and human development	[no comments yet]
Understanding the interrelationships between child, family, and community	[no comments yet]
Conducting oneself as a professional in Early Childhood Education	[no comments yet]
Observing, assessing, and documenting young children	Give the high use of Learning Genie...students need more hands on practice.
Planning developmentally, linguistically, and culturally appropriate curriculum	The opportunity to spend more time implementing lesson plans that address a diverse range of students.
Implementing high quality developmentally appropriate practices	[no comments yet]
Other (Describe in comments field below)	Communication.

Q5. Is there anything else regarding ECE workforce needs that you would like to share with the Merced College CLDV Faculty as they develop and revise curriculum, degrees, and certificates to prepare a qualified ECE workforce?

Answered 7  
Skipped 4

Question 5 Comments:

UPK and TK expansion is going to create a need for trained early educators. Non-traditional course scheduling will be critical to meeting workforce needs.

Supervision classes are needed for staff to be able to be considered the site supervisor.

No, thank you.

The more hands on classroom experience with children a student has, the more prepared they are for employment.

Active Supervision, Diversity and Inclusion. Lesson Plan Prep. Going deeper with Frog Street Curricula. Become more familiar with CLASS.

Prepare students with interview practice and ECERS/Licensing knowledge.

Learning how to work interactively in a team, making connections in curriculum such as how to plan one activity to build upon or extend another