

CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW

Program: Early Childhood Education

Planning Year: 2019-2020

Unit: Early Childhood Education

Cluster: WED

Last Year of CPPR/Voc. Ed Review: 2018-2019

INSTRUCTIONS: CTE programs will complete and submit the below Two-year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

California Ed Code 78016

- A. Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
 - 1. Meets a documented labor market demand.
 - 2. Does not represent unnecessary duplication of other manpower training programs in the area.
 - 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- B. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
- C. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- D. This section shall apply to each program commenced subsequent to July 28, 1983.
- E. A written summary of the findings of each review shall be made available to the public.

NARRATIVE: Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>.

I. Meets a documented labor market demand, <http://www.labormarketinfo.edd.ca.gov/>.

Projections of employment (2016 – 2026) for childcare workers in the State of California is 15,770. This shows a significant increase from academic planning year 2017-2018. In addition to date for SLO County, three surrounding counties are included to document demand.

CIP Code(s):

- 190706 Child Development

Geography: San Luis Obispo County

Includes: San Luis Obispo County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	630	22
	Total	630	22

Geography: Kern County

Includes: Kern County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2016 Employment	Annual Job Openings (1)
399011	Child Care Workers	1,710	293
	Total	1,710	293

Geography: Monterey County

Includes: Monterey County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	860	29
	Total	860	29

Geography: Santa Barbara County

Includes: Santa Barbara County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	1,370	40
	Total	1,370	40

Geography: California

Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2016 Employment	Annual Job Openings (1)
399011	Child Care Workers	101,600	15,770
	Total	101,600	15,770

(1) Total Job Openings are the sum of new jobs from growth plus net replacements.

As with most employment sources, the numbers presented tend to under report/fail to show employment opportunities for students who earn a degree in Early Childhood Education. Professions not included in the EDD data bank are: early interventionist, behavioral therapist, family advocate, parent educator and owning your own family childcare program. (See chart below)

TOP Code(s):

- 130500 Child Development/Early Care and Education
- 130520 Children with Special Needs
- 130540 Preschool Age Child
- 130550 The School Age Child
- 130560 Parenting and Family Education
- 130570 Foster and Kinship Care
- 130580 Child Development Administration and Management
- 130590 Infants and Toddlers

Geography: San Luis Obispo County

Includes: San Luis Obispo County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
399011	Child Care Workers	630	22
252011	Preschool Teachers, Except Special Education	440	17
	Total	1,070	39

(1) Total 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.

(2) This occupation has been suppressed due to confidentiality.

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Does not represent unnecessary duplication of other manpower training programs in the area.

The Cuesta College Early Childhood Education Department does not duplicate any work force training programs in the County. Cuesta College is unique in that it provides coursework for the five child development professional certificates recognized in the field.

II. Is of demonstrated effectiveness as measured by the employment and completion success of its students,

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx

See the graph on the next page.

1305 Child Development/Early Care and Education

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	97.34	293	301	99.08	108	109	99.00	298	301
Female	97.09	267	275	98.96	95	96	99.27	273	275
Male	100.00	23	23	100.00	11	11	95.65	22	23
Non-traditional	100.00	23	23	100.00	11	11	95.65	22	23
Displaced Homemaker	100.00	15	15	100.00	3	3	100.00	15	15
Economically Disadvantaged	96.76	179	185	100.00	59	59	99.46	184	185
Limited English Proficiency	100.00	5	5	100.00	2	2	100.00	5	5
Single Parent	100.00	30	30	100.00	4	4	100.00	30	30
Students with Disabilities	100.00	40	40	100.00	14	14	100.00	40	40
Technical Preparation		0	0		0	0		0	0
District	97.34	293	301	99.08	108	109	99.00	298	301
State	89.81	237,248	264,181	89.69	117,687	131,216	88.52	230,521	260,412

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	86.96	20	23	7.97	24	301	8.39	12	143
Female	83.33	15	18	0.36	1	275	0.77	1	130
Male	100.00	4	4	100.00	23	23	100.00	11	11
Non-traditional	100.00	4	4	7.97	24	301	8.39	12	143
Displaced Homemaker	0.00	0	1	0.00	0	15	0.00	0	3
Economically Disadvantaged	76.92	10	13	5.95	11	185	6.02	5	83
Limited English Proficiency	0.00	0	1	0.00	0	5	0.00	0	2
Single Parent	100.00	1	1	0.00	0	30	0.00	0	7
Students with Disabilities	66.67	2	3	7.50	3	40	0.00	0	17
Technical Preparation		0	0		0	0		0	0
District	86.96	20	23	7.97	24	301	8.39	12	143
State	72.74	61,831	85,007	4.88	16,335	334,622	5.25	8,870	168,821

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.00% Performance Goal - (2015- 2016)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 88.00% Performance Goal - (2015- 2016)

Core 3 - Persistence in Higher Education: 90.00% Performance Goal - (2015- 2016)

Core 4 - Employment: 72.00% Performance Goal - (2015- 2016)

Core 5 - Training Leading to Non-traditional Employment: Greater than 23.36% Participation & 27.27% Completion - (2015- 2016)

In the Core 1 Skill Attainment, Core 2 Completions, and Core 3 Persistence, Cuesta College's ECE Department exceeds the state target.

The ECE Department is specifically addressing the needs of students with limited English proficiency, starting Fall 2019. The four courses required for the Child Development Associate Teacher permit will be taught in Spanish at Cuesta College, over a two-year period. Students will be concurrently enrolled in ESL courses, so that they can complete permit coursework while moving towards English proficiency.