

ADMINISTRATIVE SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

PROGRAM:

Cuesta College Children's Center/Early Childhood Education Programs (CCCC/ECEP)

PLANNING YEAR:

2014 – 2015, First CPPR for the Cuesta College Children' Center/Early Childhood Education Programs

UNIT:

Human Development/Early Childhood Education/Children's Programs

CLUSTER:

Workforce and Economic Development, Academic Affairs

NARRATIVE: Cuesta College Children's Center/Early Childhood Education Programs (CCCC/ECEP), Human Development

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

A. General Description about the program

1. Program Mission Statement – The CCCC/ECEP serves two purposes. First is to provide a hands-on laboratory training experience for students obtaining degrees in Early Childhood Education, and student interns wishing to expand their teaching practices before graduating. Secondly and equally important, we provide a high quality educational program, demonstrating current research, and quality early childhood practices for children between the ages of 18 months to 5 years, thus providing care for the children of student, staff, faculty and community parents.
2. History - The CCCC/ECEP can trace its roots to the legislation that established the California State Preschool program in 1966. In 1968, the San Luis Obispo Department of Social Services Educational Resource Coordinator contacted Cuesta College requesting staff training for local State Preschool teachers and aides. Three basic curriculum classes were developed and titled Nursery School Principles and Practices, and were taught by one part-time faculty instructor. These classes were housed in the Social Science Division.

In the fall of 1972, the programs' name was changed to Early Childhood Education to better reflect the state and national changes in the field. In spring 1974 the Cuesta College Children's Center began its first semester offering childcare to student parents, staff, and faculty and a laboratory experience for Early Childhood Education students.

The North County Children's Center opened spring semester 1999, serving children between the ages of 18 months to 5 years, with one toddler and one preschool classroom. The assistant supervisor was also the lead preschool teacher, with two assistants working in the toddler room, and one assistant working in the preschool room.

In spring 2002 the San Luis Obispo campus Children's Center Program moved into their newly constructed building, a move from a one room preschool classroom to five rooms for infants through preschool aged children. A full time faculty instructor/center supervisor moved from administrating a one room preschool lab to overseeing five classrooms.

At the beginning of spring semester 2005, a 30 hour per week supervisor was hired. At this time there were three classified instructional assistant/lead teachers. In the summer of 2005 the children's programs remained open for the first time during summer semester (and have operated every summer semester since that time). With the extra revenue brought in from the summer program, the supervisor position became full time. NOTE: All classified positions at the CCCC/ECEP are short year either 10 or 11 months.

Additionally, in 2006 a part time hourly lead toddler teacher position at the North County Campus (NCC) in Paso Robles was converted to a classified full time, 11 month, instructional assistant/lead teacher position similar to the lead positions at the San Luis Obispo campus. Finally, in the fall of 2010 five classified, full time, 10 month assistant teacher positions were developed. Spring semester 2011, four of these positions were funded. A fifth full time classified assistant teacher position is still needed, when funding becomes available (in total there are five children's classrooms between the

two centers). Instead of having a classified assistant teacher, the children's programs created a paid part time advanced internship for an outstanding ECE student, beginning fall semester 2012.

In fall semester 2003, because of Cuesta Children's Program's budget and staffing issues, a vacant preschool classroom in SLO was leased to the San Luis Obispo County Office of Education for a State Preschool Program.

The California State Preschool programs ran from fall 2003 through spring 2009, when it closed because of low enrollment. For the two summers when the extra preschool classroom was vacated by the state preschool program, the CCCC/ECEP ran a summer program for older children who had just completed Kindergarten up to third grade (covering the ages before children can attend College for Kids). These hourly positions could not be supported financially after the full time classified assistant teachers were hired.

To date, CCCC/ECEP has never had the budget to open the infant room on the SLO campus.

Fall semester 2008 the County Office of Education was able to lease this room for their Deaf and Hard of Hearing preschool program, for one year, before moving to CL Smith Elementary School in San Luis Obispo. Beginning fall semester 2010 The Community Action Partnerships of San Luis Obispo (CAPSLO) began leasing the SLO campus infant room for an Early Head Start program, and the vacant preschool classroom for a Head Start program. They have been fortunate to serve low-income student parents as well as community members.

The partnership with CAPSLO has been beneficial to the both all of our programs. Their lead supervisor teachers are mentor's for the Cuesta College ECE program, so ECE lab students are also placed in these classrooms for their studies. Two assistants in the Head Start program have been able to complete their ECE degrees by attending courses at the SLO campus, and still be able to work in their preschool program. Yearly Head Start and Early Head Start federal funding has paid for continuing upgrades to the classrooms and the play yards.

Additionally, we are proud to note that two past advanced ECE interns have been hired and are working for the CAPSLO Early Head Start program at Cuesta College. Many ECE graduates, and interns are hired into programs through CAPSLO and the County Office of Education, State Preschool Programs.

3. Current Status of Service: There are Children's Programs at both the San Luis Obispo and Paso Robles campuses. Both programs are licensed to serve children from the ages of 18 months through 5 years of age. The San Luis Obispo campus has one toddler and two preschool children's classrooms. Staffing includes three classified professional lead teacher/instructional assistants; two classified assistant teachers, and a supervisor. The North County Campus Children's Center has a classified assistant supervisor/lead preschool teacher a classified lead toddler/instructional assistant and two classified assistant teachers, with one toddler and one preschool classroom.
4. Reference to Relevant Statutory Authority: The CCCC/ECEP follows the State Department of Social Services and the Title XXII Community Care Licensing regulations as required by the State of California. Additionally, as a lab school supporting appropriate practices in early childhood, the children's programs are conducted with recommendations from the California Department of Education, Child Development Division standards, and group sizes and ratios recommended by the National Association for the Education of Young Children (NAEYC), and from WestEd's Program for Infant and Toddler Care (PITC).

Our toddler program in SLO serves up to 12 toddlers daily, with a lead, an assistant and a qualified intern, with a 1:4 teacher/child ratio. Our NCC toddler program serves up to 8 toddlers daily, with a 1:4 teacher/child ratio. Our preschool classrooms on both campuses serve up to 16 children daily with a teacher to child ratio of 1:8. Lab students do not make up the state recommended ratios for our children's program classrooms, although qualified interns may, and interns are also hired to substitute for classroom teachers.

5. Description of Primary Relationships Internal and External to the District: Internally the CCCC/ECEP supports students on two levels. First to provide hands on learning laboratories for ECE students, secondly to support as many students as possible who need child care while attending classes at Cuesta College. Additionally many community children's programs throughout San Luis Obispo County benefit by hiring Cuesta College ECE student graduates. The Early Childhood Education Advisory Committee for Cuesta College is made up of a variety of SLO County employers who hire students who have been educated through the ECE program at Cuesta College.

B. Program Outcomes: Needs to be established. All families enrolled in the CCCC/ECEP benefit by knowing their children are getting a quality early childhood experience. We need to assess student parent families enrolled in our ECE children's programs to determine how these programs contribute towards their education goals, and/or towards them (such as students, staff or faculty employed on campus) towards assisting others to achieve institution and student educational goals.

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVE, AND/OR INSTITUTIONAL LEARNING OUTCOMES

The CCCC/ECEP are model and demonstration sites for many types of community children's programs in the San Luis Obispo County area. San Luis Obispo County serves a wide range of programs both in licensed center based and in family child care programs.

In addition to surveying and assessing students and parents using our Children's Programs directly, an immediate goal is to assess children's programs in the community. By doing this we should be able to accomplish two important outcomes; one to know how many programs hire students who have been lab and intern students; and two, to determine what qualifications county employers require, look for, and prefer, in order to better reflect these aspects in our Children's Programs.

By directly assessing student families who have children enrolled in the Cuesta College Children's Programs, we can determine how we may have assist in their educational goals, and we can determine what goals we may need to set for the future; fulfilling our institution's vision of *"Dedication to accessible, high-quality education for the support and*

enhancement of student success, professional development, and the community we serve.”

Additionally, we will survey the graduating students in the Early Childhood Education program in order to determine how they were supported in their educational goals, to acquire information about their transfers for higher education, and to create reflective feedback for the education practices they acquired while studying in the CCCC/ECEP lab or being supported in their schooling by having their children enrolled in the children’s programs; *fulfilling Institutional Goals I, III, and IV.*

In order to fulfill Cuesta College *Institutional Goals II and V*, the CCCC/ECEP supervisor will work closely with the Human Development division chair and ECE advisory committee to determine current early childhood needs for San Luis Obispo County so these practices can be reflected in the hands-on laboratory work ECE students do in the children’s programs.

III. PROGRAM DATA ANALYSIS, ASSESSMENT AND IMPROVEMENTS

- A. Data Summary – Being that this is year one of providing a written assessment of the CCCC/ECEP, this kind of information has not yet been assessed.
- B. Interpretations of Data – Identify areas of change to facilitate program quality and growth.
A goal for year two of the CPPR for the ECE Children’s Programs would be to conduct surveys and assessments, and determine outcomes for the children’s programs.

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE:

- A. Summarize Assessment – The CCCC/ECEP will assess ECE students, parents of children enrolled in our program, and the community at large to assess outcomes and needs.
- B. Describe Improvement Efforts – Not yet determined.
- C. Recommend Additional Improvements – Institutional Goals or Learning Outcomes
To begin the recommendation we will create an assessment survey for determining how the Children’s Programs support the Cuesta College Vision, Mission, and Institutional Goals. By spring 2015, the CCCC/ECEP will be able to identify goals for future improvements.
- D. Recommended changes and updates to program funding based on assessment

1. Unit Plan – Ongoing, yearly – better determined after the first year assessment process.
2. Hiring Needs – Currently we are short one full time classified assistant teacher position. This position currently not supported in our budget.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES – As identified in the areas listed above, the Cuesta College ECE Children’s Programs will be able to better determine the following during the second year of their Comprehensive Program Planning and Review

- A. Regulatory changes
- B. Internal and external org changes
- C. Student demographic changes
- D. Community economic changes
- E. Role of technology
- F. Distance education
- G. Service to offsite campuses
- H. Anticipated staffing changes

VI. PROGRAM DEVELOPMENT FORECAST

- A. Forecast – The CCCC/ECEP staffing and long term employee salary needs will continue to grow. The program will need to consider continued sources of revenue. An endowment of over \$1,000,000.00 was awarded towards the new North County children’s center facility, yet to be built. Future construction, internal development, and staffing costs will need to be determined.
- B. Plans for improvement – Raising children’s program enrollment fees each yearly to keep up with continuing salaries and payroll costs.
- C. Support for institutional Goals – Stated in part IV – We will begin a yearly cycle of assessing our program. Additionally we will begin working with other campus departments to plan for future construction and staffing considerations.
- D. Student and program outcomes - Stated in part IV – We will begin a yearly cycle of assessing our program.
- E. Recommendations from external agencies – nothing at this time.
- F. New service coordination and collaboration – nothing at this time.
- G. Anticipated job description revisions – has already begun, but is continuous as required by our Human Resources Department on campus.
- H. Staff training and professional development – To begin immediately. All staff will build on their professional development by attending classes, workshops, and

conferences, financially supported through children's center fund raising activities and CTEA. Additionally, Cuesta College participates in the California Mentor Teacher Program. The program director will be working with staff as technical support for the children's programs.

VII. OVERALL BUDGET IMPLICATIONS – Please refer to the Cuesta College Children's Center Unit Plan for 2014-2015

- A. Personnel
- B. Equipment etc.
- C. Technology
- D. Facilities

Submitted: 2/16/14 HHK