

Program Review



Children's Center

2022-2023

I. GENERAL INFORMATION

A. General Description about the Program

1) Program Mission Statement

The Cuesta College Children's Centers programs are laboratory schools that support students in many fields of study and offer hands-on experience in early learning classrooms. Our programs are based on the educational philosophies taught in Cuesta's Child Development and Family Studies degree program. Within the program's context, we meet the physical, social, emotional, intellectual, and language developmental needs, as well as early literacy, math, science, discovery, and creative interests, of each child enrolled. Play is the greatest avenue for learning in early education. The sense of wonder, discovery, curiosity, inventiveness, and spontaneous energy of young children are sources from which a lifetime of learning should develop. The opportunity to participate in creative play is the highlight of the early years and our objective is to provide as many of these experiences as possible. All children, regardless of ability, ethnic background, race, religious beliefs, or family lifestyle are equal and are encouraged to participate in our non-discriminating environment.

2) History of the Program

The Cuesta College Child Development & Family Studies (CDFS) Program 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 the local State Preschool teachers and aides. Three basic curriculum classes were developed and titled Nursery School Principles and Practices. This new program had only one part-time instructor and was housed in the Social Science Division.

In the fall of 1973, the program's name was changed to Early Childhood Education to better reflect the state and national changes in the field. In the Spring of 1974, the Cuesta College Children's Center began its' first semester offering childcare to students, staff and faculty and a laboratory experience for Early Childhood Education students. This was the beginning of a symbiotic relationship that offers college students hands on experience and childcare for students, staff and faculty that continues to this day on both the San Luis Obispo and North County Campuses.

In the Spring of 2002, the Children's Center program moved into their new building on the San Luis Obispo Campus. This meant a move from a one room preschool classroom to five rooms for infants through preschool aged children. Because this move happened quicker than originally planned, appropriate staffing had not yet been budgeted so only the three preschool classrooms were in use.

By the end of 2002, a Toddler Instructional Assistant (Lead/Master Teacher) was hired along with assistant teachers. All the Toddler Teachers received training through the Program for Infant and Toddler Care (PITC). The Toddler program opened in the Spring of 2003.

In Spring of 1999, the Children's Center opened an additional center at the North County Campus in Paso Robles. This center had two rooms and was staffed by a Site Supervisor, Toddler Teacher, and

student interns. The NCC (North County Campus) Children's Center toddler room had one Master Toddler Teacher with an Assistant Teacher. An Assistant Supervisor administrated the NCC program and was Master Preschool Teacher with an Assistant Teacher. An additional Assistant Teacher, usually a student or hourly employee, worked in either classroom as needed, and helped with afternoon center operations when the Assistant Supervisor worked in their office.

In the Fall Semester 2003 a County Office of Education State Preschool Program began leasing one preschool classroom at the San Luis Obispo Campus. Funding previously used for the third classroom staffing was then used for the Toddler program. Additionally, the vacant Infant room was leased to the County Office of Education beginning Fall 2008 for a Deaf and Hard of Hearing Preschool program.

Since the summer of 2005, the San Luis Obispo Campus Children's Center Program has been open for the 6-week Summer Semester, serving preschool children in two classrooms and toddlers in one classroom. In the summer of 2007, we opened a North County Campus Children's Center Preschool program, which again operated in the summer of 2008. A NCC Toddler program was included in the summer of 2009.

Because of growing requests to have a program for school aged children between kindergarten and third grade, the SLO (San Luis Obispo) Campus Children's Center expanded its summer program by opening a school age summer camp, Cougar Kids. This operated for two – three-week sessions during the six-week summer semester 2008. With a successful first trial, this program was planned again for the Summer Semester 2009. The State Preschool Program was not in session over the summer, so we were able to use their room for our Cougar Kids program. This program ended in 2009.

Children's Center staff had the opportunity to participate in Outdoor Classroom Project training offered through the Orfalea Fund in Santa Barbara County in 2009 through 2012. There was a small cohort from SLO that participated and continued to be part of the training offered, through these opportunities we became a demonstration site. At Cuesta it was not a novelty to take the traditional inside learning environment outside, but rather be more intentional with developing our outdoor classroom to provide engaging learning opportunities for children as they engaged with nature. We increased the amount of time children had access to the outdoors. In NC we expanded the yard, hired a designer to create a custom play structure, and created a space that provided children with opportunities to take safe risks. We embraced the use of loose parts and brought in natural objects for children to explore.

During a budget evaluation in 2009, the Children's Center realized the need for permanency in their staff. At that time, the only permanent staff were the Assistant Supervisor in North County and the lead teachers in San Luis Obispo in SLO. That realization, along with pressures from the Classifies Union, lead to the hiring of additional permanent staff. The Classified Union also was pressuring the College to look more closely at their hourly staff and convert positions to Classified when appropriate. It took about a year to get through the hiring processes with most of the assistant teachers positions created and hired for in 2010 and 2011.

Additionally in 2009, the State Preschool Program that had been renting rooms at the San Luis Obispo Children's Center pulled out of their rental agreement due to low program enrollment. CAPSLO

(Community Action Partnership San Luis Obispo) approached the Children's Center to express interest in renting the vacated rooms. In 2010, they rented the Head Start room and in 2011 they rented the infant room. This left a gap in ages served by EHS/HS as they did not have a space on campus to serve children ages 2 to 3. In 2015, a proposal to create a partnership classroom in the Cuesta toddler room was pursued and accepted. That classroom served 4 EHS children and 4 Cuesta children with one staff member provided by Cuesta College and the other provided by CAPSLO.

In Fall of 2019, the San Luis Obispo site opened an evening program to offer extended hour childcare. It was intended to support student families taking classes in the evenings on the Cuesta College campus. The operating hours were 3:30 to 9:00, Monday to Thursday. It was funded in part by a Foundation grant. The program reached fiscally viable levels of enrollment in February 2020 and was shut down in March 2020 with the COVID-19 pandemic.

A new building in North County opened In March 2021. The R & B Shultz Early Childhood Education (ECE) Center is named in honor of Robert and Bertha Shultz. They gifted \$1M from their estate to Cuesta College to support facilities and equipment for the early childhood education program at the North County campus. The building project was primarily funded by Measure L, a \$275 million general obligation bond voted on by San Luis Obispo County voters in November 2014. The 10,935 square foot, one-story building provides dedicated teaching spaces, faculty offices, and childcare services for children 18 months to five years old. The new center allowed the North County program to expand from 2 to 3 classrooms. It is licensed to serve up to 44 children and was built with safety in mind, allowing staff to control access and monitor individuals entering and exiting the building. The planning started with the knowledge that the play yard would be an Outdoor Classroom model site which incorporates developmentally appropriate emergent play experiences. The center includes a 12,000 square-foot outdoor play area with radiant heaters and fans. The weather proofed areas allow for outdoor use regardless of the elements.

3) Current Program Review & Significant Changes

The current review was started during the Fall 2022 semester as part of preparing for NAEYC (National Association for the Education of Young Children) accreditation at both San Luis Obispo and Paso Robles. Notable program changes in the last program year include hiring a new director, ending the CAPSLO partnership in the toddler room in San Luis Obispo, and expanding our toddler programs.

In Fall 2021, Children's Center Director Katie Mervin ended her time as Director of the Children's Center. Madelyn (Maddy) Chevalier was hired as the Interim Director in December of 2021. She was hired as the permanent Director in July 2022.

After 6 years of participating in a shared toddler room, we made the decision to end the CAPSLO and Cuesta partnership in the toddler room. The Director and Cuesta College administration did a thorough review of the fiscal impacts, staffing needs, program philosophies, and community impacts and determined that the program was not meeting the needs of the Children's Center. The toddler room partnership was officially dissolved on July 31st, 2022. This required hiring an additional assistant teacher to fill the position previously staffed by CAPSLO.

While reviewing the needs of the toddler rooms at the Children's Center, we determined that there was potential to expand the rooms and up our enrollment from 8 children to 12 children by hiring additional teachers. We decided to make this change at both the North County and San Luis Obispo sites. We did the hiring for these new positions while we were also hiring to fill the assistant teacher position in the San Luis Obispo Toddler room. All 3 positions were filled in October 2022 and the expansion was completed in November 2022.

The Child Care Access Means Parents in Schools (CCAMPIS) grant was originally awarded to the Cuesta College Children's Center in October 2018 for a 4-year grant period. As the grant was up in 2022, we submitted our application for renewal in July. It was granted in September 2022 and the new 4-year grant period will last through September 2026. The grant included funding to assist with childcare fees for low-income students, pay for NAEYC accreditation, funding for professional development, and parent coaching sessions. Grant goals included restarting the evening program, expanding the toddler program, and providing parent coaching to enrolled families.

Lead testing was completed for all water sources at the Children's Center in San Luis Obispo to comply with updated Community Care Licensing standards. 3 faucets were above 5ppb of lead and were immediately put out of order and replaced. Follow up testing revealed no faucets with lead readings above 5ppb.

All staff, current families, and Child, Development and Family Studies faculty were invited to participate in a program review. Additionally, we conducted a Program Review Questionnaire survey by contacting former and Children's Center families. The current director assembled this report.

A. Full Time Children's Center Staff

Madelyn Chevalier Director, was hired at Cuesta College in the Fall of 2011 as an intern, worked her way up to an assistant teacher in 2016, a lead teacher in 2019, and now am the Director. She attended Cuesta College as a student, transferred to Cal Poly for her Bachelors, and received her Master's in Child Development from the University of La Verne. She has training in outdoor environments, risky play, reflective supervision, and respectful caregiving.

Cindy Dunlap, SLO Center Toddler Master Teacher, earned her A.A. Degree in Early Childhood Education from Cuesta College and Bachelor's degree in Child Development through LaVerne University. She received additional training through the WestEd and State Department of Education Program for Infant and Toddler Care (PITC).

Cheri Ferguson SLO Center Toddler/Preschool Master Teacher earned her A.A. Degree in Early Childhood Education from Cuesta College. She has trained through WestEd's and the California State Department of Education's Program for Infant and Toddler Care (PITC) and has practiced extensively the philosophies of Primary and Continuity of Care.

Lea Waterbury SLO Center Preschool Master Teacher, earned her A.A. Degree in Early Childhood Education from Cuesta College. She was hired as an hourly employee in 2008, in 2011 became an Assistant Teacher then was hired into her current position as a Lead Teacher in 2017.

Myrriah Catalan SLO Center Assistant Teacher, was hired in 2018. She attended Cuesta College and continued her education at Brandman University

Nicolle Brocking SLO Center Assistant Teacher, was hired in 2023.

Ed Gomez SLO Center Assistant Teacher, hired in summer of 2021 after working as an intern for several years while going through the Early Childhood Education program at Cuesta College.

Sara Madgett SLO Center Assistant Teacher, earned her AA in Early Childhood Education from Cuesta in Spring 2021 and was hired that same year.

Laurinda Wagner NC Site Supervisor & Preschool Master Teacher, earned an A.A. Degree in Early Childhood Education from Cuesta College and Bachelor's Degree in Child Development through Fresno State. She started as a long-term sub at Cuesta College Children's Center in North County in January 2009 and was hired as a Lead Teacher in October 2009 for the older preschool room in SLO. She then moved back to Paso in Fall of 2016 for her current position.

Amy Young NC Center Toddler/Preschool Master Teacher received her A.A. in Early Childhood Education from Cuesta in 2012 and my B.A. from Pacific Oaks College in 2020. She has been with Cuesta as a permanent Teacher since 2012.

Lucia Aguirre NC Center Toddler/Preschool Master Teacher earned an A.A. Degree in Early Childhood Education from Cuesta College and was hired in a permanent position in 2008.

Damaris Santander NC Center Assistant Teacher, started as a student intern in Fall 2021. She earned her AA in Early Childhood Education from Cuesta College in Spring 2022 and was hired in Fall of 2022.

Holland Tunistra Keith NC Center Assistant Teacher, received her Associates Degree in Early Childhood Education from Cuesta College in Spring 2012. She was hired as an assistant teacher in Spring 2020.

Micaela Padgett NC Center Assistant Teacher, received her Associates Degree in Early Childhood Education from Cuesta College, then received her Bachelor's Degree in Human Development & Family Science from California State University Monterey Bay. She was hired as an assistant teacher in Spring 2022.

Katie Kuhnle NC Center Assistant Teacher, has worked with children in many capacities since 2015 including being an au-pair, interning at Cuesta Children's Center, and becoming lead teacher at other local childcare facilities. She has an AA in Early Childhood Education but also greatly believes in lifelong, never-ending self-education.

B. Program Goals

CCCC will serve *Cuesta College students* by providing high quality care to their children while they attend Cuesta College, being a resource for finding childcare in the community, providing grants to assist with the cost of childcare, and by providing a hands-on learning lab to a variety of programs at Cuesta College.

CCCC will serve the *Child Development & Family Studies department* by providing a high-quality learning lab where students can experience hands on learning opportunities, applying for grants to improve program quality, partnering to provide parent meetings and education, serving as mentors to CDFS students, and providing workforce development.

CCCC will serve *Cuesta College Faculty & Staff* by providing onsite, high-quality care that followed the same calendar as their place of employment, being a learning lab for departments outside of CDFS, and operating at the junction of theory and practice.

CCCC will serve *community* by providing community members with access to resources, attending community events, serving on the Child Care Planning Council, and providing tours to other programs.

Upon completion of the program *CDFS students* will have opportunities for hands on experiences working with children, ideas and tools to provide developmentally appropriate guidance to children, experience implementing emergent curriculum with young children, and a firm understanding of developmentally appropriate practices in early childhood care and education.

Upon completion of the program *children* will have the social and emotional tools and relationships that will serve as foundations for their future, been provided authentic experiences that reflect both the unique individual and the context of the group, and possess the 21st century skills such as creativity and critical thinking that will allow them to be lifelong learners and competent adults

Upon completion of the program *families* will have the tools to advocate for their child across a variety of contexts, be able to find resources to continue to support their child through the next stages of development, have a strong understanding of the principles and practices of high-quality childcare, and understand developmentally appropriate practices at they relate to their child.

II. Contributions and Connections of Children's Center Program to: College Mission

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce. Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The Cuesta CDFS program, in partnership with the Children's Center is the premier training program/facility for infant-toddler and preschool teachers in San Luis Obispo County. Our graduates can be found in every organization that serves families with children. Children's Center teachers are resources to the local high schools, State Preschool, Head Start, Migrant and private children's programs offering workshops, parent education, career counseling, mentor teaching and serving on advisory boards. We serve Cuesta College students by providing high quality care to their children while they attend Cuesta College, being a resource for finding childcare in the community, and providing grants to assist with the cost of childcare.

Diversity is one of the core values of the Children's Centers. We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive. Respecting gender, ethnicity, culture, and age differences is modeled and taught. Anti-bias and diversity approaches are modeled throughout the curriculum, activities, and experiences provided for adult learners and children. Celebrating diversity, being inclusive and moving towards acceptance of all is part of our ethical code. Therefore, we regularly engage in ongoing discussions of ethical issues. We have a diverse Child Development Laboratory staff. Many of the staff have participated in and/or led diversity training and workshops. We provide a safe, supportive, and participative environment that treats everyone respectfully and fairly and allows students and employees to recognize their strengths, clarify their goals, achieve success, and enrich their lives.

The Children's Center collaborates with community agencies, schools, and businesses that employ the students. Participation in local community events such as Children's Day in the Plaza, Month of the Child events, and Child Care Planning Council meetings also strengthen collaboration.

Cuesta College Values:

Access- We strive to make the Children's Center accessible for student families, CDFS students, Cuesta College Staff and Faculty, and the community at large.

While working with students, our teachers offer honest feedback in both oral and written formats to allow students opportunities for growth and skill improvement. This presents them with the widest range of academic and professional options for their future. The program maintains a high level of open communication with the staff and community through the CDFS advisory board, CCPC, and other community committees.

Success- We are committed to creating an internal environment that fosters a sense of community and to achieving success through collaboration of business, community, and educational partners.

The Children's Center staff are professionals and leaders within the field. This allows for open communication and respect between staff, faculty and students. Building relationships is emphasized through open communication, encouragement, support, and constructive feedback. The goal is to help each person who interacts with the Children's Center to become as fully functional and self-directed as possible. Mentoring is also used with students and staff to facilitate their professional lives. Family and Staff handbooks are designed with clearly written policies that are consistently followed.

Excellence—We pride ourselves on providing high quality staff who create relevant and innovative programs and services that result in desired student learning outcomes.

The Cuesta College CDFS Faculty and Children's Center Staff work in close concert to ensure the curriculum used in the laboratory schools mirrors the college classroom instruction. Faculty and Staff modify and adjust instruction to suit new information, student-learning styles and new state curriculum standards. Children's Center staff members are involved in a variety of state organizations that promote

quality care on a state-wide level. We are consistently evaluating our goals to determine if we are meeting the high standards, we set for ourselves. We are pursuing NAEYC accreditation to provide further evidence of the high-quality level of care that is provided at the Children’s Centers.

Planning Philosophy: Institutional effectiveness is reached by aligning your program goals to the college mission, and by incorporating the college values in the fulfillment of your goals.

The Cuesta College Children’s Center encourages lifelong learning through the offering of curriculum, environments, and philosophies which address the needs of the whole child and prepare the child for the next stages of development. Planning is done using current theories, research, and trends in the field. Students are exposed to the diversity in the field and the communities served. Partnerships with students, parents, professionals, and community are at the core of the goals for the program. Integrity, professionalism, and collaboration are infused throughout the goals and program planning process.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. Data Summary – Relevant Comments and Analysis

Fall 2022 Enrollment Data

	SLO	% of total	North County	% of total	Total	% of total
Students	17	34%	12	26%	29	30%
Faculty/Staff	11	22%	4	8%	15	16%
Community	21	43%	31	66%	52	54%
Total	49	51%	47	49%	96	
Toddler	13	26%	16	34%	29	30%
Young Preschool	17	36%	12	26%	29	30%
Older Preschool	19	38%	19	40%	38	40%

As a part of our program review, we sent surveys to all key stakeholders, including Cuesta College Faculty, staff, and families.

Faculty Program Review Questionnaire Fall 2022

1. I am familiar with the services offered by the Children's Center.
2. I feel comfortable referring students to the Children's Center.
3. Students gain valuable experiences working with the Children's Center.
4. The Children's Center philosophies align with what is being taught at Cuesta College.
5. Children's Center staff are knowledgeable about high quality early childhood care and education practices.
6. The Cuesta College Children's Center is a high-quality program.
7. What are the strengths of the program?
8. What are the program's weaknesses?
9. What barriers to accessibility do you see students having when trying to access Children's Center services?
10. What services would you like to see added or expanded to better serve students?

Staff Program Review Questionnaire Fall 2022

Please circle the number you feel corresponds to each statement. 5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1 = Strongly Disagree

Co-Worker Relations

- My co-workers care about me.
- I feel encouraged and supported by my colleagues
- My co-workers share their personal concerns with me.
- My colleagues are hard to get to know.
- My co-workers are critical of my performance.
- My co-workers are helpful.
- My coworkers share ideas and resources with me.
- I feel I can trust my co-workers.
- My colleagues are enjoyable to work with.

Supervisor Relations

- My supervisor respects my work.
- My supervisor is too busy to know how I am doing.
- I am supervised too closely.
- I am given helpful feedback about my performance.
- My supervisor asks for my opinion.
- My supervisor is tactful.
- My supervisor is dependable.

I am encouraged to try new ideas.
My supervisor is unpredictable.
My supervisor supports me taking vacation & days off.
My supervisor supports me taking sick days.
I have received recognition or praise for doing good work in the last seven days
My supervisor values me as a person.
My supervisor encourages my development.

The Work Itself

My work is stimulating and challenging.
I am respected by the parents of my students.
My job involves too much paperwork and recordkeeping.
My job does not offer enough variety.
My job is not very creative.
I make an important difference in the lives of my students.
My job matches my training and skills.
My work gives me a sense of accomplishment.
There is too little time to do all there is to do.
I have control over most things that affect my satisfaction.

Working Conditions

My work schedule has enough flexibility.
The teacher-child ratio is adequate.
I know where to find the things I need.
I need some new equipment/materials to do my job well.
The décor of my center is drab.
This center meets my standards of cleanliness.
I can find a place to carry on a private conversation.
The center's policies and procedures are clear.

Pay and Fringe

My pay is adequate.
My pay is fair considering my background and skills.
My pay is fair considering what my co-workers make.
My fringe benefits are adequate.
I feel I could be replaced tomorrow.
I have enough time off for holidays and vacations.
I am encouraged to take time off for holidays and vacations.

Short Answer/Paragraph

Do you know what is expected of you at work?
What materials and equipment do you need to do your work right?
What are the two most satisfying things about your current job?
What are the two most frustrating things about your current job?
Is there anything else you would like to share with me?

Family Program Review Questionnaire

Fall 2022

1. What classroom is your child currently enrolled in?
2. Are you a student, cuesta employee, or community member?
3. What was your primary reason for enrolling your child in Cuesta College Children's Center?
4. How did you first learn about the Cuesta College Children's Center at Cuesta College?
5. What are the strengths of the program?
6. What are the program's weaknesses?

Please circle the number you feel corresponds to each statement. 5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1 = Strongly Disagree

7. The atmosphere of the school is warm and friendly.
8. I feel welcome and comfortable in the program.
9. The teachers and staff know my child.
10. The teachers and staff greet my child and me by name.
11. My child looks forward to coming to the program.
12. My child's ideas and opinions are valued by the center's educators
13. My child is learning to interact with other children.
14. The staff are respectful and sensitive to my child's social and emotional needs.
15. The teachers are knowledgeable about child learning and development.
16. I am satisfied with the way the center communicates with me.
17. I am well informed about what is happening at my center.
18. I feel informed about how my child is doing in school.
19. I am satisfied with the amount of information I get about my child's progress.
20. My thoughts, opinions and suggestions are well valued by the center.
21. I feel that I am able to contribute in decisions about the learning and education of my child.
22. I feel comfortable bringing my concerns to the teachers and staff.
23. The teachers and staff address my concerns promptly, even if they cannot accommodate my wishes.
24. The environment is clean and organized
25. There are adequate supplies and materials in good condition.
26. The health needs of my child are supported.
27. My child has sufficient rest opportunities at the center.
28. I know my child is safe.
29. The level of supervision is appropriate at the center.
30. I have confidence and trust in the school's leadership.
31. I have a strong understanding of the center's policies.
32. The payment system is easy to use.

Short Answer/Paragraph

33. What other information would you like to know about your child's school day?
34. Do you find our parent communication channels (email, texting, Learning Genie) easy to use?
35. Does the center open too early, too late, or at the right time?
36. Is the 9:00 am drop off time too early, too late, or at the right time?
37. Does the center close too early, too late, or at the right time?
38. What could we do to improve the sign in process?
39. What could we do to improve the pick-up / sign out process?
40. What could we do to improve Communication about center events?
41. What could we do to improve Our enrolment and orientation process?
42. What are your child's interests at the moment?
43. Do you feel the center is meeting your expectations for care and education?
44. Do your normal childcare needs change during the summer months?
45. What additional services would you like to see offered?
 - a. Evening childcare, after school/school age care, diapers/wipes provided, meals provided, year-round care, online payment system, digital enrollment forms, other
46. What would you like to know more about?
 - a. Getting more involved at the center, Access to community support / health services, parenting information, Child development and learning, managing behavior, Cultural diversity and inclusion, Support for special needs children, Family relationships, Other local community services, Others please list.
47. Is there anything else you would like to share with us?
48. (optional) If you would like to discuss any of your answers further, please leave your name and email address. If you do not leave an answer for this question, your survey responses will be completely anonymous.

B. PROGRAM REVIEW: FAMILY SURVEY FALL 2022

As part of the program review, a survey was sent out to all current families of the Cuesta College Children's Center. The focus of the survey was to determine the strengths and weaknesses of our program and identify potential future offerings.

Of the 96 surveys that were sent, 54 (56%) were completed and returned.

Important data collected:

Primary reasons for enrollment at Cuesta College Children's Center included:

Program quality – 8 responses

Childcare needs for school/work - 23 responses

Location – 5 responses

Program reputation – 10 responses

Program philosophy & curriculum – 16 responses

Educator quality – 8 responses

How did you first learn about the Cuesta College Children’s Center

Current/past family referral -19

Cuesta resources (counselor/website/etc.) - 17

Outside research –16

Program Strengths

Teachers/Staff - 35 responses

Environment – 23 responses

Program philosophy & curriculum – 24 responses

Security/Safety - 4 responses

Ratios - 6 responses

Communication – 12 responses

Likert Scale Questions

The majority of the questions which asked parents to rate their experiences on a scale of 1 to 5 scored at least 90% of the responses as a 5. Questions with different scores are discussed below.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teachers and staff greet my child and me by name.			1.9%	11.3%	86.8%
My child looks forward to coming to the program.				13.2%	86.8%
My child’s ideas and opinions are valued by the center’s educators			5.7%	7.5%	86.8%
I am satisfied with the way the center communicates with me.		1.9%	7.5%	7.5%	83%
I am well informed about what is happening at my center.		5.7%	1.9%	15.1%	77.4%
I feel informed about how my child is doing in school.		3.8%	7.7%	21.2%	67.3%
I am satisfied with the amount of information I get about my child’s progress.		3.8%	11.3%	24.5%	60.4%
My thoughts, opinions and suggestions are well valued by the center.			9.4%	9.4%	81.1%

I feel that I am able to contribute in decisions about the learning and education of my child.			7.5%	28.3%	64.2%
I feel comfortable bringing my concerns to the teachers and staff.				13.2%	86.8%
The teachers and staff address my concerns promptly, even if they cannot accommodate my wishes.			7.5%	13.2%	79.2%
The level of supervision is appropriate at the center.				11.3%	88.7%
I have a strong understanding of the center's policies.			5.7%	15.1%	79.2%
The payment system is easy to use.	1.9%	3.8%	21.2%	13.5%	59.6%

Center Operating Hours

96.2% of families felt that the center opened at the correct time. 3.8% of families would prefer an earlier opening time. 83% of families felt that the 9:00 am drop off time was appropriate, 15.1% felt that it was too late, and 1.9% felt that it was too early. When looking at the center closing time, 84.9% of families felt that we closed at the right time and 15.1% percent felt that we close too early.

Sign In & Out Process Suggestions

- App & digital sign in – 4 responses
- Clipboards (over binder) - 3 responses
- Have children’s belongings ready upon sign out – 3 responses

Suggestions for Center Communication

- More emails – 3 responses
- Printed Flyers – 2 responses

More/better communication (general) - 2 responses

Suggestions for Enrollment & Orientation

- Face to face vs online
- Digital enrollment forms
- Better communication – 2 responses

Additional Services & Desired Information

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes

Based on the overall feedback, it appears as though we are generally meeting our program goals, especially in the areas of quality and curriculum. Parents are generally pleased with the services offered and levels of communication. Our operating hours generally meet the needs of the families. Families are hoping to see some expansion of our program year and some additional services offered. Staff generally reported strong working relationships with others as well as feeling underpaid and as though they do not have enough planning time. Faculty would like to see more opportunities to bring students to the Children's Center.

B. Give interpretations of data and identify areas for change to facilitate program quality and growth.

Based on the feedback from our stakeholders, it was clear that the staff need more dedicated planning time to work as a team on curriculum. We also need to work with Community Care Licensing to identify additional ways students can interact with the Children's Center. For families, we could address an expanded program year and look into options for online payment systems.

C. Recommend changes and updates to program funding goals based on assessment of program outcomes

Moving forward, we recommend an expanded program year. We could accomplish this by bringing all Classified staff members of the Children's Center to 11-month employees. We have the opportunity to provide an online payment system through Clover which would reduce the administrative costs of taking monthly payments.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Looking forward, we are anticipating several types of challenges in the coming year. Universal Preschool (UPK) was implemented and will continue to expand to include all 4-year-old children over the next few years. This pushes the demographics of children enrolled in the Children's Center to be younger and therefore requires a smaller ratio of children to adults. We have already seen the shift starting to happen in our North County Center.

We have also seen a significant decline in the number of CDFS students entering Cuesta College since 2020. This may be due to the COVID-10 pandemic but is most likely a combination of several factors, including low wages and minimum respect for early care and education as a career path.

This also effects the general workforce of early care and educators in San Luis Obispo County. As one of the primary training entities of ECE professionals, having fewer students come through the

program also negatively impacts the community at large. Additionally, it provides fewer opportunities to hire substitutes and hourly student employees at the Children's Center.

The Director and Site Supervisor roles at the Children's Center face challenges on an administrative level. With the addition of the third classroom in North County, the Site Supervisor role is no longer able to provide a viable level of support to the Center. This has led to the Director being responsible for an additional number of staff, which has overwhelmed the capabilities of the position. Moving forward, we will need to address adding additional administrative staff, whether in the form of a San Luis Obispo Site Supervisor, an administrative assistant for North County, or a North County Site Supervisor who does not have additional classroom responsibilities.

VI. PROGRAM DEVELOPMENT FORECAST

Looking forward, the Children's Center has several plans and goals for program development. Short term goals for this program year include moving from "Enrolled" to "Applicant" status for NAEYC accreditation for both San Luis Obispo and Paso Robles Children's Centers, raising pay of hourly employees from \$15.09 an hour to \$16.60 an hour, and completing mandated lead testing. Program-wide, our professional development plan for the next school year will include a focus on younger preschool age children and toddlers. We are planning on doing a series of trainings around PITC (Program for Infant and Toddler Care)

Long term program goals include moving to an 11-month operating year, restructuring the program to provide additional administrative supports site supervisor out of classroom, a new play structure at the San Luis Obispo site and expanding opportunities for Children's Center staff to provide and engage in professional development. We would also like to expand our program's advertisement to better reach students in need of care as well as look at opportunities to strengthen cross departmental collaborations.