

# CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW 2021

**Program:** ECE

**Planning Year:** 2021-2022    **Unit:** App. Behavioral Sciences

**Cluster:** HAWK

**Last Year of CPPR/Voc. Ed Review:** Spring 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***

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.
- A. 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.
- B. 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.
- C. This section shall apply to each program commenced subsequent to July 28, 1983.
- D. 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/>.

If assistance is needed to retrieve data, please contact the Dean of Instruction for Health, Workforce and Kinesiology.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

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

In California, the number of Preschool Teachers, except Special Education, is expected to grow at an average rate compared with the total for all occupations. Jobs for Preschool Teachers, except Special Education are expected to increase by 9.7 percent, or 5,400 jobs between 2016 and 2026. San Luis County is expected to grow at an above average rate of 11.1 percent.

Estimated Employment and Projected Growth Preschool Teachers, except Special Education					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	55,600	61,000	5,400	9.7	61,600
San Luis Obispo County (2016-2026)	360	400	40	11.1	390
Santa Barbara County (2016-2026)	460	500	40	8.7	490
Santa Maria-Santa Barbara Area (2016-2026)	460	500	40	8.7	490

**II. In California, the number of Childcare Workers is expected to grow slower than average growth rate for all occupations. Jobs for Childcare Workers are expected to increase by 6.8 percent, or 6,900 jobs between 2016 and 2026. San Luis County is expected to grow at an average rate of 6.8 percent.**

*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, Childcare Resource and Referral Specialist, Early Learning and Care – Site Supervisor/Director, and owning a family childcare program.*

Estimated Employment and Projected Growth Childcare Workers					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
California (2016-2026)	101,600	108,500	6,900	6.8	157,700
San Luis Obispo County (2016-2026)	740	790	50	6.8	1,140

Santa Barbara County (2016-2026)	1,620	1,640	20	1.2	2,360
Santa Maria-Santa Barbara Area (2016-2026)	1,620	1,640	20	1.2	2,360

**III. 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 SLO County. Cuesta College is unique in that it provides coursework for the five professional child development certificates recognized in the early childhood education field.

**IV. 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](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)

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, connecting students early/often with the bilingual Academic Success Coach and bilingual Academic Counselor.

**1305 Child Development/Early Care and Education**

**V.**

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	97.47	231	237	94.34	100	106	94.04	221	235
Female	97.72	214	219	94.74	90	95	94.01	204	217
Male	100.00	17	17	90.91	10	11	94.12	16	17
Non-traditional	100.00	17	17	90.91	10	11	94.12	16	17
Displaced Homemaker	95.83	23	24	100.00	5	5	100.00	24	24
Economically Disadvantaged	96.67	145	150	98.41	62	63	99.33	148	149
Limited English Proficiency	100.00	6	6		0	0	100.00	6	6
Single Parent	100.00	24	24	80.00	4	5	95.83	23	24
Students with Disabilities	93.94	31	33	93.33	14	15	93.75	30	32
Technical Preparation		0	0		0	0		0	0
District	97.47	231	237	94.34	100	106	94.04	221	235
State	86.88	218,932	252,000	90.94	121,266	133,351	87.82	217,191	247,311

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	77.08	37	48	7.17	17	237	9.92	12	121
Female	76.19	32	42	0.00	0	219	0.00	0	109
Male	83.33	5	6	100.00	17	17	100.00	12	12
Non-traditional	83.33	5	6	7.17	17	237	9.92	12	121
Displaced Homemaker	50.00	1	2	0.00	0	24	0.00	0	9
Economically Disadvantaged	80.00	12	15	7.33	11	150	10.67	8	75
Limited English Proficiency		0	0	0.00	0	6		0	0
Single Parent	100.00	1	1	4.17	1	24	16.67	1	6
Students with Disabilities	85.71	6	7	9.09	3	33	0.00	0	18
Technical Preparation		0	0		0	0		0	0
District	77.08	37	48	7.17	17	237	9.92	12	121
State	78.10	70,427	90,174	5.07	16,158	318,673	5.17	8,962	173,474

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: 91.75% Performance Goal - ( 2017- 2018)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - ( 2017- 2018)

Core 3 - Persistence in Higher Education: 91.00% Performance Goal - ( 2017- 2018)

Core 4 - Employment: 73.23% Performance Goal - ( 2017- 2018)

Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - ( 2017- 2018)