

2024 Non-Instructional Program Review

Reviewing 2022/23 Academic Year



Program/Department: Child Development Center

Completed by Leslie Amato

1. Please provide your position and department:

Director of Early Learning Programs / Early Learning Programs - TPNS & CDC

2. Please identify the non-instructional program you are reviewing.

CDC - Child Development Center

3. Describe how your department supports the vision, mission, and beliefs of Lake Tahoe Community College.

The Child Development Center supports the vision, mission and beliefs of LTCC by providing an educational foundation for student-parents to experience high-quality on-site childcare programming for their young children. The CDC provides student support, with life-changing opportunities and comprehensive learning outcomes for student-parents and community families. The CDC provides enrichment towards our community's citizenship and future as they care for our young children ages 6 weeks to 5 years of age. The CDC provides exemplary service to our LTCC students through active employment for student workers and by providing classroom laboratory time for observations and ECE courses. The CDC serves as a model ECE teaching-learning facility for college students interested in becoming teachers of young children. LTCC CDC has been making a difference in our students and community members' lives since September of 1993. LTCC CDC promotes lifelong learning as an important value in our community and assists by offering on-campus childcare services.

4. Do you have a **supervisor approved** alternative for this Annual Program Review? If so, please be prepared to upload the approved alternative, as a PDF, in the next prompt.

No.

5. What are the major strengths of your department?

LTCC CDC provides exemplary early childhood education for children ages 6 weeks to 5 years of age, as well as, for students of LTCC, parents of LTCC CDC, staff and faculty children, and community members that utilize the program for their children.

- * Our student-first focus, remains a high priority in providing access to high-quality childcare and breaking down barriers that can hinder students' educational goals perseverance, and achievements.
- * Permanent year-round staffing is a major strength that enables us to provide continuity of care and relationship-based foundations. We have increased our Classified personnel from 2 full-time and 8 part-time employees; to 5 Full-time and 5 Part-time employees, which has helped to provide better recruitment & retention.
- * The CDC provides students of LTCC with positive early learning educational opportunities for those entering into the ECE field of study and encourages employment as a student worker.
- * The CDC employs many part-time hourly student-workers, including international students and LTCC athletes to assist in creating diverse student-life and community connections to be cohesive elements with one another. In 2023 & 2024 we achieved an all-time high in employing over 20 students.
- * The CDC teaches empathy and believes in Social-emotional learning that focuses on the importance of ECE teacher-child-parent interactions and relationships with one another. This focus contributes to our foundational goals of providing high-quality care.
- * Resilience, optimism and professional development opportunities continue to be huge strengths in our ECE departments for the CDC and TPNS. We are currently piloting a national Apprenticeship program with LTCC as the

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employer, for staff to receive their required core ECE units and to be employed and work at the CDC for a two year commitment.

6. In what ways could your department improve to better meet the needs of the College and support student success?

- * Through the use of the CCAMPIS grant (Child Care Access Means Parents in School) LTCC CDC will continue its outreach to students to let them know about childcare services and what LTCC has to offer for student-parents.
- * LTCC CDC continues to employ student workers and promote ECE as a career path and profession * By providing continuity of care with higher retention of staff we help the College achieve and support student success.
- * Participate in the national Apprenticeship program to build up our workforce and increase the education and experience of our employees
- * Remove the part-time hourly restrictions of working only 185 days/year and only 945 hours/year
- * Continue to participate and advocate for funding sources that contribute to the ECE workforce development and QRIS (Quality Rating Improvement System) opportunities and advancement through Quality Counts (our CA & El Dorado County) <https://edcoe.org/educational-services/early-learning-and-family-support/quality-counts-el-dorado>
- * Remain focused on Recruiting and Retaining high-quality ECE educators to want to work in early childhood and that their career reflects adequate compensation and recognition to remain in the field.

7. What are the biggest challenges your department may face in making these improvements?

- * Staffing continues to be the biggest challenge and is a national crisis in the entire ECE industry. Our biggest barrier (internally) to employing part-time hourly early childhood educators is that our operation is open year-round, 5 days/week and 10.5 hours per day and we ultimately cannot work people enough to fulfill our ratios and enroll to full capacity. This is hugely due to the limits that an international student can work - only 20 hours/week and in general for all part-time hourly employees that can only work up to 185 days/fiscal year or up to 945 hours. This equates to a huge turnover quarter after quarter as we depend on student-workers to try and fill in the gaps, but each quarter their schedules may change and since they are not a permanent employee the cycle continues to burden the system of not having enough part-time hourly employees that can work even up to 28 hours/week, year-round.
- * Another huge part of the staffing challenge, is that we need to increase the education and experience for those working in the field of ECE. Without continued professional development, renewing or achieving Child Development permits, we risk having the workforce not meeting high-quality standards and requirements that are necessary for our existing grants to be received and utilized. While we do have professional development trainings incorporated into each employee's work days, each month, it is a concern that needs to be constantly attended to, to keep the pipeline full with continued education and recruitment and retention of high-quality ECE educators.
- * Recruitment and Retention of high-quality educators to be able to make a living wage and live in the South Lake Tahoe community areas with housing and transportation options available to them.
- * While compensation for ECE educators has been slowly increasing, it still shows a gap for those who are fulfilling and continuing their education, to earn their Child Development permits, Site Supervisor requirements, etc. and stipends for employees to earn their permits and maintain their permits should be enacted.
- * Compression differentials between minimum wage compensation vs Teacher wages continue to show disparity and inequity for personnel to move up steps and ranges according to their continued education and experience.
- * Staffing vacancy hiring timelines are a challenge.
- * Facility maintenance needs continued upkeep and the playgrounds and kitchen are next on the list for needed updates and construction repairs.

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8. If there is additional information you wish to provide that wasn't addressed in this survey, please do so here.

I reserve the right to add in more, after I complete the next APR to make sure the department needs are reflected for CDC & TPNS Early Learning Programs. Thank you