

Santa Clara County Early Care and Education Needs Assessment

Submitted to the Local Early Education Planning Council

Submitted by the Center for Educational Planning,
Santa Clara County Office of Education



AUGUST 2008



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**A MESSAGE FROM
THE LOCAL EARLY EDUCATION PLANNING COUNCIL OF SANTA CLARA COUNTY**

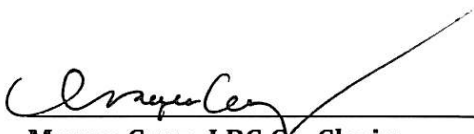
August 19, 2008

In collaboration with Community Child Care Council of Santa Clara County (4C's), San Andreas Regional Center, Head Start, PACE Alternative Payment Program, Choices for Children, E3 Institute, Advancing Excellence in Early Education, the Department of Social Services, Child Care Licensing Office, and FIRST 5 of Santa Clara County, the Local Early Education Planning Council (LPC) of Santa Clara County is pleased to provide the Santa Clara County Early Care and Education Needs Assessment 2008. This report has been produced in accordance with the requirement by California State Department of Education to conduct a needs assessment of early education and before and after school programs every five (5) years. The report describes the conditions of early care and education in Santa Clara County, conditions that will serve to plan and implement programs and initiatives to better serve the need of families with children.

The 2008 Early Care and Education Needs Assessment is a call for action; action that will be informed by the need for a greater investment in early education and recognize it as part of our county's economic infrastructure. Today, early care and education continues to be a critical part of making the engine of economy work well for our families and residents. We hope that you find this report informative, that you will use it as a tool for gaining a deeper understanding as you think about how to place children as the priority for our county. We gather information to lead us to act in a way that enhances the community consciousness in understanding the power we have to transform, through early care and education, our community to be the best for our young children and all. We hope that after reading this report, you can be inspired to explore the many possibilities within your reach that places early care and education as critical service for our region.



Cathy Boettcher, LPC Co-Chair



Mayra Cruz, LPC Co-Chair

ACKNOWLEDGMENTS

The Early Care and Education Needs Assessment has been guided by an Advisory Group of members from the Local Early Education Planning Council of Santa Clara County:

- **LPC Co-Chairs: Mayra Cruz and Cathy Boettcher**
 - **4C's Council – Mary Ellen Haley and Colette Kudumu**
 - **San Andreas Regional Center – Howard Doi**
 - **Choices 4 Children – Doris Fredericks**
 - **PACE/APP – Alycia Young**
 - **E3 Institute – Yolanda Garcia**
 - **Department of Social Services – Denise Boland and Rafaela Perez**
-

2007-08 LPC Membership

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- Beth Estensen, Choices For Children
- Ilene Hertz, E3 Institute
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- Elizabeth Ramirez-Sharpe, Mujer a Mujer
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Provider Representatives

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- Barbara Driscoll, Family Child Care Provider
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- Lisa Lewis, Palo Alto Community Child Care
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- Jane Howard, Trustee, Santa Clara County Board of Education
- Gary Rummelhoff, Trustee, Santa Clara County Board of Education

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The contribution from the David and Lucile Packard Foundation to the Early Care and Education Needs Assessment deserves special recognition. In meeting with LPC representatives, Jeff Sunshine (Program Officer, Children, Families, & Communities) felt that support of the Early Care and Education Needs Assessment would align with the Packard Foundation's goal of supporting further research related to ensuring preschool for California's children.

The Packard Foundation and Mr. Sunshine are to be commended for their support of this report.

EXECUTIVE SUMMARY

I. INTRODUCTION: *Information presented in this report is from various local, county, state, and national sources, with the intent to have the most recent information related to child care and early education in Santa Clara County. The main purpose of the 2008 Santa Clara County Early Care and Education Needs Assessment is to fulfill a requirement mandated by the California Department of Education (CDE), and to serve as a planning guide for the Local Early Education Planning Council of Santa Clara County (LPC). Of high importance are the priority ZIP codes within Santa Clara County, which are identified in this chapter. There are 18 Priority 1 ZIP codes in the county. Most of the priority ZIP codes are in San Jose.*

II. FAMILY AND CHILD DEMOGRAPHIC TRENDS: *Children under 18 account for approximately one quarter of the population of Santa Clara County; about half of the families in the county have children. While the median family income is \$108,141, it varies greatly by city and approximately 4% of families in Santa Clara County are living in poverty. The median cost of a home in 2005 was \$739,000, and the cost of the current fair market rent for a two-bedroom apartment was \$1,293. The average parent in the county has completed high school and some college-level coursework, and county residents often speak a language other than English at home. About 6% of the immigrants in the county have a child under the age of 18. To examine the current well-being of the children in the county, this report discusses the subject of obesity, access to health coverage and medical care, attention to mental health, immunizations, asthma, and school readiness. Public school enrollment has increased by 4.5% from the past seven years. The county spends \$8,305 per student, which is slightly higher than the state's average cost of \$8,117.*

III. COSTS AND SUBSIDIES: *Child care is expensive: for an infant in a licensed center, a parent pays an average of \$14,454 for full-time care per year. The cost of care in Santa Clara County is higher than in surrounding Bay Area counties. A family making the median family income would have to devote 27% of their annual household income to paying for child care if they had one infant and one preschooler in center-based care. The maximum allowable amount for child care subsidies is sufficient to cover costs for the average family in the county, but the number of subsidies available is not adequate to meet demand. In terms of*

geographical location, the majority of the children in Santa Clara County who are waiting for subsidized child care reside in San Jose.

IV. CHILD CARE DEMAND: *With approximately 360,000 children under the age of 13, the demand is great for full- and part-time child care, as well as before- and after-school care for school-age children. The highest demand for child care is with preschoolers with center-based care (42%) and school-age children who need before- and after-school care (16%). High income families (+2%) demand more preschool child care compared to low income families. In general, families with a single parent or with both parents working have a greater demand for child care compared to families where one or more parent is not working. Differences across ethnic groups for the demand for family child care homes, center-based child care, and home/relative care is discussed in this chapter. According to the families who are waiting for subsidized child care, the highest demand for child care was in San Jose. By 2010, child care demands are projected to increase for school-age children, decrease for preschoolers, and remain steady for infants/toddlers.*

V. CHILD CARE SUPPLY: *There are approximately 58,500 full- and part-time child care slots available through 2,213 providers in Santa Clara County. These current slots can accommodate approximately 6,900 infants and toddlers, 36,000 preschoolers, and 15,500 school-aged children. These programs assist children and families in a variety of ways by offering after hour care options, special needs care, and care in a variety of languages.*

VI. CHILD CARE GAPS: *Child care gaps are determined by subtracting total demand from total supply. Currently, there is a child care gap of approximately 37,000 slots in the county, and a projected gap of approximately 34,000 slots in two years. The largest gap is in before- and after-school care for school-age children with about 26,000 slots needed. For low income families, there is a gap of 180 slots for infants and toddlers, and 1,870 slots for school-age children. At the zip code level, 22 ZIP code areas are estimated to have high child care gaps—those with 1,000 slots or more. Among the 22 high gap areas, 18 were located in San Jose, the largest located at 95116 (gap = -5,746 slots). In addition, the following ZIP code locations 95111, 95112, 95122, and 95127 have over -4,000 slots. Outside of San Jose, there was also a great need for child care slots in Gilroy (ZIP code 95020) with a gap of -4,245 slots.*

VII. SERVICES FOR CHILDREN FROM SPECIAL POPULATIONS: *Many public assistance programs are available for children who live in families with limited income and resources, including CalWORKs, Medi-Cal, Healthy Families, and Food Stamps. Over 26,000 children were diagnosed with a disability in the 2006-2007 academic year. Among preschool-aged children, speech/language impairments were the most common disabilities, followed by autism. A number of community-based services are in place to serve children with disabilities, such as California Children's Services and the Inclusion Collaborative. Other special populations discussed in this chapter include English Learners, Migrant Education, and children who have experienced violence, abuse, neglect, and exploitation. Children and families can access community resources to assist them with their physical, cognitive, and social-emotional health.*

VIII. WORKFORCE AND EDUCATION: *Most child care providers in Santa Clara County are female and do not hold a Bachelor's degree. Educational requirements for early childhood educators are minimal; a few colleges and universities located near Santa Clara County offer degree programs in early childhood education. The CARES program provides financial incentives for individuals to pursue degrees in early childhood education and remain in the field. Salaries for preschool teachers are low, even when compared to other teachers. Nearly one third (29%) of early child care providers in the county do not earn enough income to be self-sufficient. Quality Rating Systems (QRS) have recently been identified as a promising strategy for assessing and promoting quality across a range of early care and education programs. The QRSs are intended to measure and facilitate improvements in the learning environments of child care above and beyond the minimum licensing requirements.*

IX. COMMUNITY FORUMS: *Early care and education needs assessment surveys were completed by parents, early childhood educators, key stakeholders/child care providers, and legislators/government representatives in the county. In addition, a focus group was conducted to discuss child and family child care needs with early child educators and community members who attended a meeting with the City of San Jose Early Care and Education Commission. The results indicated that the cost of care, quality of teaching staff, quality of instruction/program, and location and availability of child care are the important issues faced by all respondents.*

X. NEXT STEPS: *The Local Early Education Planning Council of Santa Clara County has developed three-year goals (2008-2011) to improve the early care and education needs of children and families. The five goals were established during the June 2008 LPC retreat. The goals include the following and are not listed by priority: 1) Improve the quality of care and instruction for English Learners (EL); 2) Secure long-term funding with special emphasis for the Inclusion Collaborative; 3) Institutionalize within Santa Clara County a Quality Rating System; 4) Update the Child Care Economic Impact Report and implement recommendations; 5) Complete, develop, and implement the Early Care and Education County Master Plan.*



Introduction

I. INTRODUCTION

SUMMARY: *Information presented in this report is from various local, county, state, and national sources, with the intent to have the most recent information related to child care and early education in Santa Clara County. The main purpose of the 2008 Santa Clara County Early Care and Education Needs Assessment is to fulfill a requirement mandated by the California Department of Education (CDE), and to serve as a planning guide for the Local Early Education Planning Council of Santa Clara County (LPC). Of high importance are the priority ZIP codes within Santa Clara County, which are identified in this chapter. There are 18 Priority 1 ZIP codes in the county. Most of the priority ZIP codes are in San Jose.*

The 2008 Early Care and Education Needs Assessment of Santa Clara County was completed under the direction of the LPC. The LPC's primary mission is to plan for child care and development services based on the needs of families in the local community. Every five years, the LPC is mandated by the CDE and the Child Development Division (CDD) to assess the needs of all child care, both subsidized and non-subsidized child care, in the county. In addition, the purpose of the needs assessment will be for the LPC's strategic planning.

Funding and regulation of the LPC is managed by the CDE, therefore the child care issues addressed in this report were mandated by the CDE and the CDD. The issues include the following:

- the needs of families eligible for subsidized child care
- the needs of families not eligible for subsidized child care
- the waiting lists for programs funded by the CDE and the California Department of Social Services (CDSS)
- the needs for child care of children who have been abused or neglected or are at risk of abuse or neglect
- the number of children receiving public assistance
- family income among families with preschool or school-age children
- the number of children with special needs
- the number of children of migrant workers

- the number of children from all identifiable linguistic and cultural backgrounds
- special needs based on geographic considerations, including rural areas
- the ages of children needing services
- any other factor deemed appropriate by the LPC

Information compiled in this report is from various local, county, state, and national sources. Some of the data contained in this report is derived from the United States Census. Given that the last U.S. Census was conducted in 2000 and the data provided by the Census may be outdated, the Center for Educational Planning (CEP) contracted with Claritas Incorporated, a private demographic vendor, to provide updated 2007 estimates of Census data.

LPC Priority ZIP Codes

In order for Santa Clara County to be considered for child care, preschool, and after-school expansion funding, the LPC must identify the most underserved areas in the county by ZIP code. In November 1999, the CDD published Management Bulletin 99-21 which stated that any expansion funds through the Department must comply with Assembly Bill 1857, which became effective in 2003. The law required that any new funds must go to the most underserved areas of California. In April 2003, Management Bulletin 03-05, clarified the process to establish priorities stating, “The amended statute specifies that by May 30 of each year, upon approval by the county board of supervisors and the county superintendent of schools, each LPC shall submit to CDD the local priorities it has identified that reflect all child care needs in the county.”

Table 1 contains the priority ZIP code analysis for Santa Clara County. Priority 1 ZIP codes are those that contain an elementary school that is considered to be “low-performing” as identified by the Academic Performance Index (API) decile ranking of three or lower. Priority 2 ZIP codes have one of the other factors included as priority indicators. Those indicators are as follows: ranking of eight or above on the Centralized Eligibility List, ranking of six or above for CalWORKs recipients, elementary schools of 70% more students receiving free and/or reduced priced lunch, and subsidized child care gap of 200+

slots (calculation of subtracting supply from demand). Most priority 1 ZIP codes also have a three or more of these other priority indicators in addition to the API Decile 1-3 distinction. Priority 3 ZIP codes include all other ZIP codes in Santa Clara County. These ZIP codes are mapped on page 4 (see Figure 1).

TABLE 1: Priority ZIP Analysis for Santa Clara County

<u>Priority ZIP Codes</u>	<u>API Elementary Schools Decile 1 - 3</u> (API 2006 Base Scores)	<u>Centralized Eligibility List</u> Top 8 ZIP Codes w/Children 0-5 on the CEL (2008 data)	<u>CalWORKs</u> Top 6 ZIP Codes, where CalWORKs 0-5 Children are located (2005 data)	<u>Free/Reduced Lunch over 70%</u> (from API 2006 data file)	<u>Subsidized Child Care Gap</u> (gap of 200+ slots)
94040	X				
95020	X	X	X		
95110	X			X	X
95111	X	X	X	X	X
95112	X	X	X	X	
95116	X	X	X	X	
95122	X	X	X	X	
95125	X			X	
95127	X	X	X	X	X
95133	X			X	
95008	X			X	
95128	X			X	
95037	X				
95117	X				X
95123		X			X
94085		X			X
95126				X	X
95148				X	X
95118				X	
95050					X

Priority 1 in red

Priority 2 in yellow

Priority 3 all other ZIP codes in Santa Clara County



Family and Child Demographic Trends

II. FAMILY AND CHILD DEMOGRAPHIC TRENDS

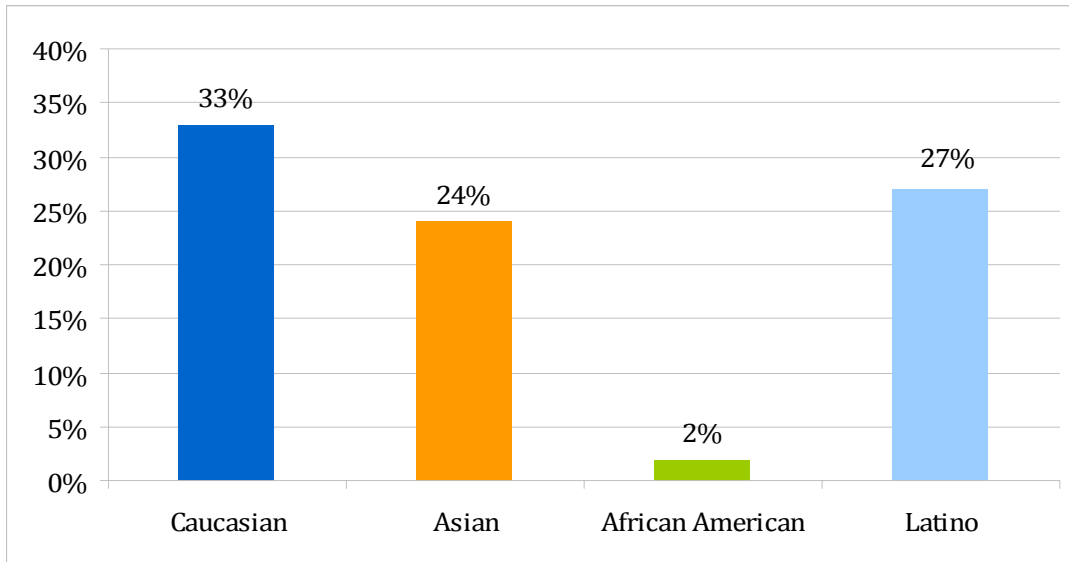
SUMMARY: *Children under 18 account for approximately one quarter of the population of Santa Clara County; about half of the families in the county have children. While the median family income is \$108,141, it varies greatly by city and approximately 4% of families in Santa Clara County are living in poverty. The median cost of a home in 2005 was \$739,000, and the cost of the current fair market rent for a two-bedroom apartment was \$1,293. The average parent in the county has completed high school and some college-level coursework, and county residents often speak a language other than English at home. About 6% of the immigrants in the county have a child under the age of 18. To examine the current well-being of the children in the county, this report discusses the subject of obesity, access to health coverage and medical care, attention to mental health, immunizations, asthma, and school readiness. Public school enrollment has increased by 4.5% from the past seven years. The county spends \$8,305 per student, which is slightly higher than the state's average cost of \$8,117.*

Children

Santa Clara County was home to about 537,000 children under 18 in 2007, which accounts for about 32% of the total population. It is estimated that the percentage of children under 18 will remain the same over the next 5 years at about one-quarter of the total population. Of those children under 18, approximately 131,000 are between the ages of birth and four. Mirroring trends in the overall population, most of the children under 18 live in San Jose (61.1%), followed by Sunnyvale (6.5%), and Santa Clara (5.0%).

In terms of racial/ethnic composition, the largest groups in the county's under 18 population are Caucasians (33%), Latinos (27%), and Asians (24%) (see Figure 2). The U.S. Census does not define Hispanic or Latino as a race, rather persons who identify themselves as Mexican, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino in origin are counted as Hispanic/Latino. In this report, Latino is the racial/ethnic label to identify persons of Hispanic or Spanish descent.

FIGURE 2: Percentage of Children Under 18 by Race/Ethnicity, 2007



Source: Claritas 2007 Pop-Facts Database.

As shown in Table 2, the distribution of children under 18 by race/ethnicity varies widely by city. Cities such as Campbell and San Jose have higher-than-average African American populations in the under 18 age group. More Asians are found in Cupertino, Milpitas, Saratoga, and Sunnyvale. High Latino populations are found in Gilroy, San Jose, and various unincorporated areas in the county. Less diverse cities (those with higher proportions of Caucasians) include Monte Sereno, Los Gatos, Los Altos, Los Altos Hills, and Palo Alto. See Table 2 for more detailed information about the racial/ethnic distribution of the county's under 18 residents.

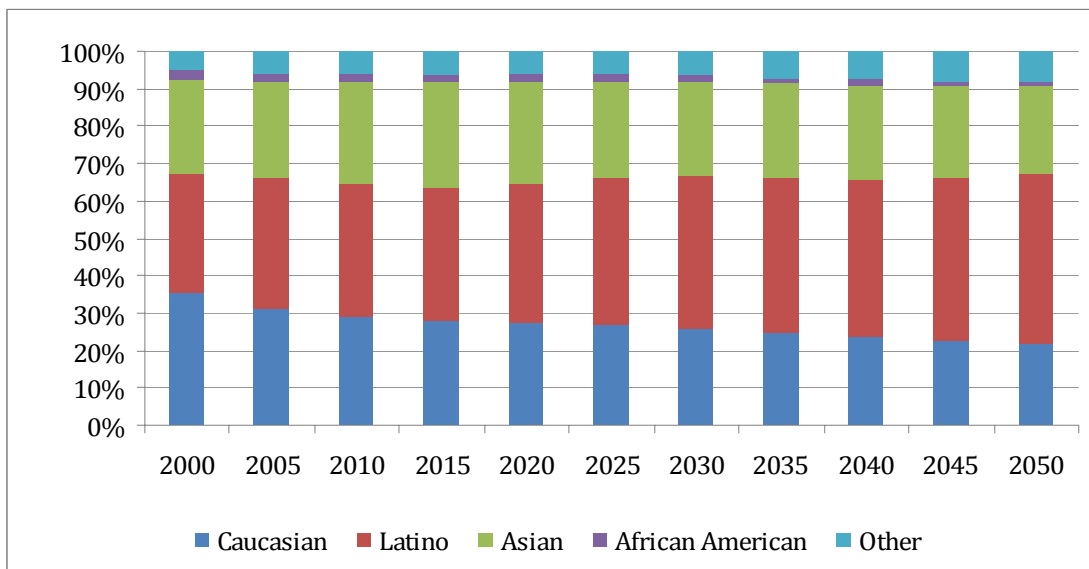
TABLE 2: Race/Ethnicity of Children Under 18 by City in Santa Clara County

	# Children	African-American	Asian	Latino	Caucasian	Other
Campbell	9,535	2.9%	15.1%	18.9%	57.3%	5.7%
Cupertino	12,664	0.8%	67.6%	3.7%	26.6%	1.4%
Gilroy	23,839	1.4%	2.7%	41.9%	33.7%	20.4%
Los Altos	6,302	0.8%	22.3%	4.3%	71.6%	1.0%
Los Altos Hills	1,627	0.7%	28.5%	3.0%	66.8%	0.9%
Los Gatos	5,716	1.2%	11.2%	7.3%	78.4%	2.0%
Milpitas	17,532	2.2%	56.9%	15.7%	16.6%	8.6%
Monte Sereno	902	0.0%	14.5%	3.3%	80.9%	1.2%
Morgan Hill	14,019	1.5%	4.7%	29.4%	49.5%	14.9%
Mountain View	16,990	1.5%	18.2%	24.4%	45.0%	10.8%
Palo Alto	11,705	1.8%	25.3%	5.9%	65.0%	2.0%
San Jose	328,305	2.3%	22.5%	30.6%	28.1%	16.5%
Santa Clara	26,884	2.0%	32.8%	19.9%	35.6%	9.7%
Saratoga	7,148	0.7%	47.6%	4.2%	46.5%	1.0%
Sunnyvale	34,670	1.6%	34.8%	20.4%	33.5%	9.7%
Unincorporated Areas	19,051	1.4%	7.8%	36.2%	35.7%	18.9%
Santa Clara County	536,889	2.0%	24.0%	27.0%	33.0%	14.0%

Source: Claritas 2007 Pop-Facts Database.

Figure 3 displays a longitudinal analysis of children in Santa Clara County by race/ethnicity from 2000 to the year 2050. As shown, the percentage of Caucasian children is expected to decrease over this time period, from 35% to 22%. At the same time, the percentage of Latino children is projected to increase by 13%. The percentage of Asian children is predicted to fluctuate over this fifty year period and is expected to remain about the same level by 2050 (23%) as it was in 2000 (25%). African American children made up a small percentage of the child population in 2000 (2.7%), and that percentage is expected to decline by half to 1.2% by 2050.

FIGURE 3: Percentage of Santa Clara County Children Under Age 18 by Race/Ethnicity, 2000 to 2050



Source: State of California Department of Finance, Demographic Research Unit. Website: <http://www.dof.ca.gov/Research/Research.php>. Retrieved 4/15/08.

Family Economics

Santa Clara County was home to approximately 392,028 families in 2007. Half (50.1%) of those families included children under 18. The percentage of families with children varies by location, ranging from 65.3% of families in the Buena Vista CDP (or census designated place) to only 39.7% of families in the East Foothills CDP.

The median family income of Santa Clara County as a whole is estimated at \$108,141. However, incomes vary greatly by city, with higher income families residing in Los Altos Hills, Monte Sereno, and Saratoga. Families in these cities have median incomes as much as six times higher than families living in various unincorporated areas. Reflecting the variance in family income, the percentage of families in poverty also varies greatly by city. Poverty, as defined by the U.S. Census Bureau, is when a family’s total income is less than the family’s income threshold. Income thresholds are adjusted annually for inflation and vary according to family size and composition.¹ For example, a family of four with two parents and two children under the age of 18, would be considered in poverty if their total income was less than \$21,200 this year.² See Appendix B for 2008 Federal Poverty Levels. The highest rates of poverty are found in the county’s unincorporated areas, where as

many as eight percent of families are living in poverty. In contrast, less than two percent of families in Los Altos and Saratoga are living in poverty. See Table 3 for more detailed information about Santa Clara County families and income.

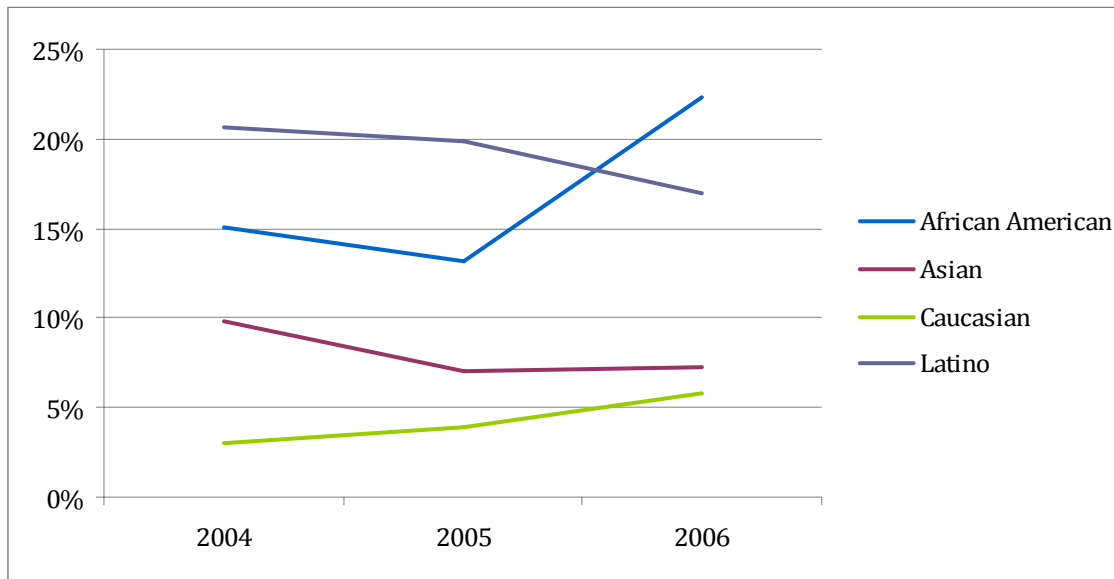
TABLE 3: Families and Income by City, 2007

	Families	Families w/ Children	% of Families w/ Children	Median Family Income	% of Families in Poverty
Gilroy	10,846	6,421	59.2%	\$77,025	6.5%
Unincorporated Areas	11,591	5,568	48.0%	\$87,246	7.8%
San Jose	209,477	109,071	52.1%	\$89,402	4.9%
Santa Clara	25,184	11,036	43.8%	\$91,824	3.2%
Campbell	8,942	4,349	48.6%	\$93,047	2.4%
Mountain View	15,652	6,762	43.2%	\$97,257	2.7%
Sunnyvale	31,984	14,213	44.4%	\$97,397	2.8%
Milpitas	14,273	7,523	52.7%	\$101,241	2.6%
Morgan Hill	9,359	5,196	55.5%	\$105,520	3.1%
Cupertino	13,492	7,500	55.6%	\$131,417	2.5%
Palo Alto	14,184	6,654	46.9%	\$134,743	2.6%
Los Gatos	7,243	3,232	44.6%	\$139,805	2.3%
Los Altos	7,923	3,468	43.8%	\$167,067	1.3%
Monte Sereno	1,007	467	46.4%	\$176,036	2.2%
Saratoga	8,521	4,002	47.0%	\$183,850	1.9%
Los Altos Hills	2,350	953	40.6%	\$187,221	2.1%
Santa Clara County	392,028	196,415	50.1%	\$108,141	4.0%

Source: Claritas 2007 Pop-Facts Database.

Among children under the age of 18 in Santa Clara County, approximately 10.5% lived in poverty in 2004, down from 13.6% in 1997.³ However, it is clear that some racial disparities exist. As shown in Figure 4, the incidence of children living in poverty is highest among African American children, followed by Latino children. Over the two year period from 2004 to 2006, the percentage of Latino children in poverty declined by three percent, whereas the percentage of African American children in poverty increased from 15% to 22%. The incidence of poverty was comparatively low in Asian and Caucasian children, although it nearly doubled among Caucasian children during this time period from 3% to 5.8%.

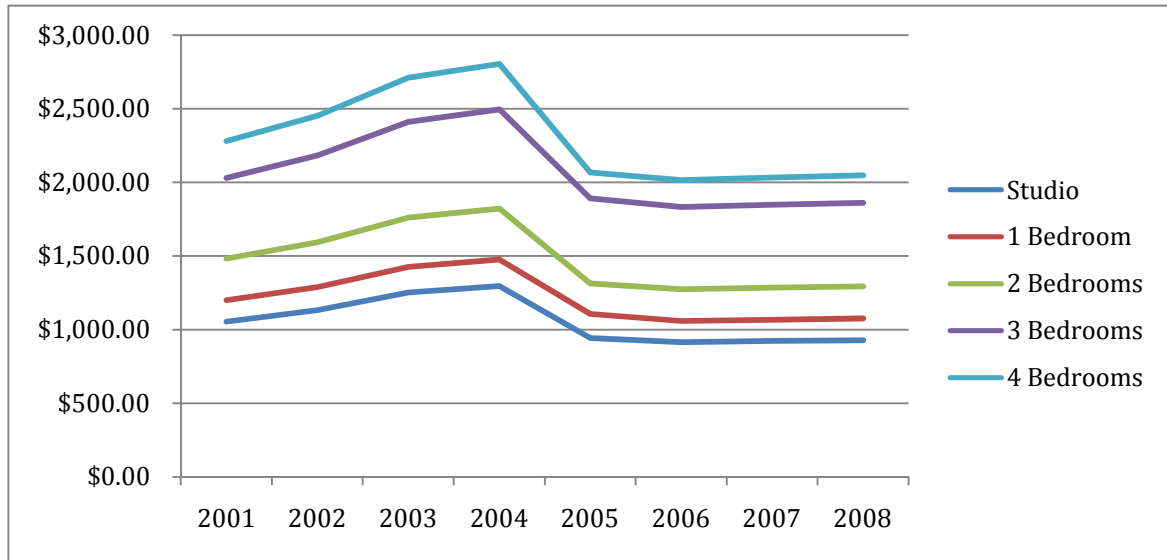
FIGURE 4: Percentage of Santa Clara County Children in Poverty by Race/Ethnicity



Note: Data is displayed as the percentage of children in poverty for each race/ethnicity (e.g., in 2006, 22% of African American children ages 0-17 lived in poverty). Therefore, percentages do not total 100%. Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 4/15/08.

While families in Santa Clara County often have high incomes, the cost of housing in the county is also quite high. As shown in Figure 5, the current fair market rent for a two-bedroom unit in Santa Clara County is \$1,293. For a four-bedroom unit that number jumps to \$2,047. Rental costs in the county rose for several years before peaking in 2004. Since 2005, rental rates have remained relatively constant.

FIGURE 5: Fair Market Rent in Santa Clara County, by Size of Unit



Source: United States Department of Housing and Urban Development.
Website: <http://www.huduser.org/datasets/fmr.html>. Retrieved 5/1/08.

For many families, renting a house or apartment is the only option because of the high cost of purchasing a home in the county. According to Kidsdata, only 19% of families in the county could afford to purchase the median priced home in 2005, down from 27% in 2003.³ The median cost of a home in 2005 was \$739,000, an increase of \$194,000 compared to the median cost in the year 2002.

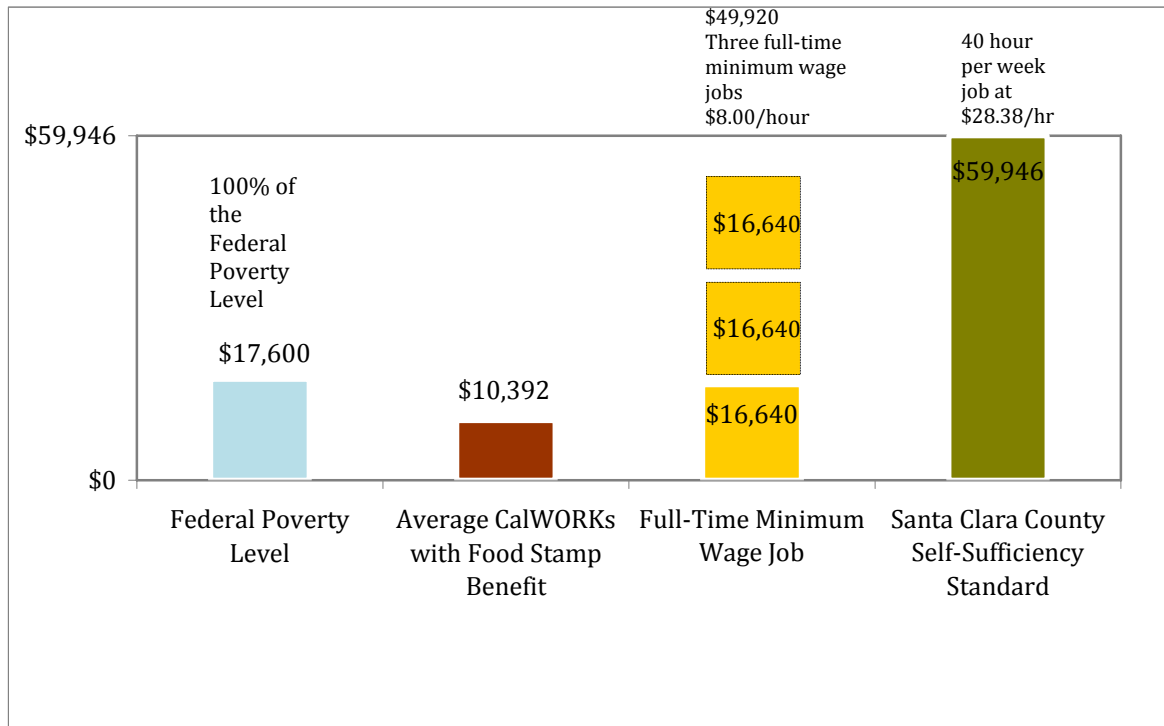
Self-Sufficiency Standard

The Family Economic Self-Sufficiency Standard (Self-Sufficiency Standard) measures how much income is needed for a family of a certain composition (i.e., the total number of adults and children) living in Santa Clara County to adequately meet its minimal basic needs.⁴ It is based on the following costs to families: housing, food, child care, out-of-pocket medical expenses, transportation, and other necessary spending and provides an estimate regarding what it takes for families to make ends meet. The Insight Center for Community Economic Development has reported that in Santa Clara County, basic costs have increased over the past five years. Specifically:

- Food costs have increased by 15%.
- Transportation costs have increased by 15%.
- Health care costs have increased by 30%.

- Although housing costs have decreased by 29% since 2003, the rise in other costs has caused the Self-Sufficiency Standard to remain high at \$59,946 a year for a family consisting of one adult, a preschooler and a school-age child (Figure 6).

FIGURE 6: Self-Sufficiency Standard for Santa Clara County (2008): One Adult with One Preschooler and One School-age Child



Source: Insight Center for Community Economic Development (2008). *California Family Economic Self-Sufficiency Standard by County: How Much is Enough in Santa Clara County?* Website: <http://www.insightcced.org/index.php/insight-communities/cfes/ca-sss/cfes-county-santa-clara>. Retrieved 5/20/08.

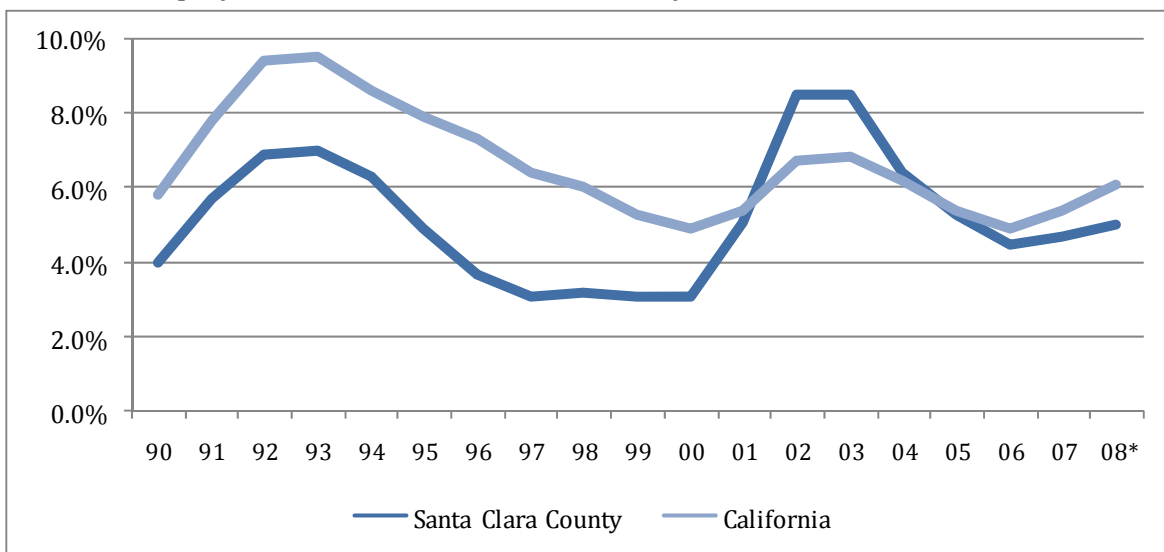
Parent Demographics

The average parent in Santa Clara County has completed high school and some college-level coursework.⁵ However, parent education level varies widely throughout the county. In districts such as Palo Alto Unified, Los Altos Elementary, and Saratoga Union Elementary, over two-thirds of parents have completed some graduate school. Very few parents in these school districts did not graduate from high school. On the other end of the spectrum, the rate of parents graduating from high school is quite low in school districts

such as Luther Burbank and Alum Rock Elementary, where about half of parents did not complete high school (53% and 45%, respectively).

Parents and other adults in Santa Clara County typically have an unemployment rate that is lower than the state average. With the exception of the years immediately following the dot-com bust of the early 2000's that had a profound impact on many companies throughout Silicon Valley, Santa Clara County residents have usually benefited from an unemployment rate that is 1.4% lower than the state average (see Figure 7).

FIGURE 7: Unemployment Rate for Santa Clara County and California, 1990-2008



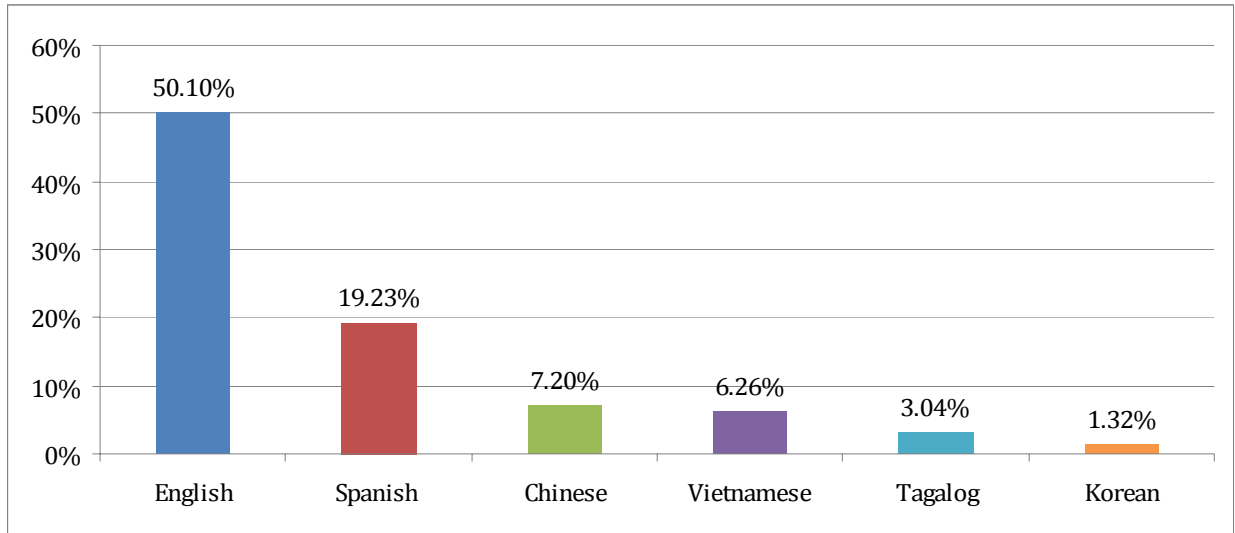
**Estimate based on data from January and February only.*

Sources: United States Department of Agriculture Economic Research Service and California Employment Development Department

Website: <http://www.ers.usda.gov/Data/Unemployment/RDList2.asp?ST=CA>. Retrieved 4/22/08.

Residents of Santa Clara County often speak a language other than English at home. According to the U. S. Census Bureau, half of the population age five and older in Santa Clara County speaks English at home.⁶ The second most common language is Spanish at 19.2% of the population, followed by Chinese (7.2%) and Vietnamese (6.3%) (see Figure 8). The high rate of county residents whose primary language is not English means that child care providers must make a concerted effort to hire bilingual staff in order for their child care services to be accessible to all members of the population.

FIGURE 8: Most Common Languages Spoken at Home in Santa Clara County

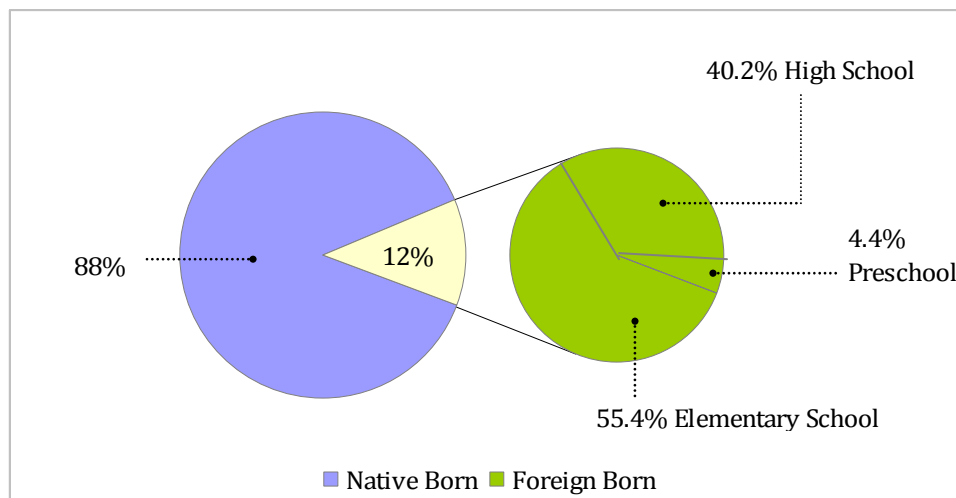


Note: Percentages are for individuals five years of age and older.
Source: 2006 American Community Survey, United States Census.
Website: <http://www.census.gov/acs/www/>. Retrieved 4/15/08.

Foreign Born Children in Santa Clara County

Santa Clara County is one of eight counties in California that have a high proportion of immigrants.⁷ Of the total population in Santa Clara County, 36% are foreign-born and among them 6.2% are children under the age of 18.⁶ Figure 9 displays the percentage of immigrant children who are enrolled in Santa Clara County schools.

FIGURE 9: Santa Clara County Foreign Born Children Enrolled in School, 2006



Note: Native born N = 295,699; Foreign born N = 39,681.
Source: U.S. Census, 2006 American Community Survey
Website: <http://factfinder.census.gov>. Retrieved 5/16/08.

Although the majority of immigrants are of Asian (56%) and Latino (28%) descent, the well-being of the subgroup of immigrant populations are different. Differences in socioeconomic background, immigration status, limited English proficiency, residential location, and stigma and marginalization can be found among subgroups.⁹ In Santa Clara County, 29% of immigrants live in linguistically isolated households where no one age 14 years or older speaks English very well.⁶ The county has established Immigration Initiatives within the Office of Human Relations of Santa Clara County to assist authorized immigrants with obtaining citizenship and educating individuals about access to resources and agencies in the community.⁹

Approximately 11% of authorized immigrant families in poverty have children under the age of 18 in California.⁹ In addition to economic hardships, immigrant families confront issues such as finding employment, gaining citizenship, adapting to a new culture, discrimination, accessing medical care, gaining education, finding affordable housing, and living in safe neighborhoods.⁷ Primary reasons adults immigrate to America are for economic and personal reasons, such as jobs and family reunification. Many unauthorized immigrants pay social security taxes but never collect benefits; they are not eligible for many government services; and they are likely to be employed in low-wage occupations.¹⁰

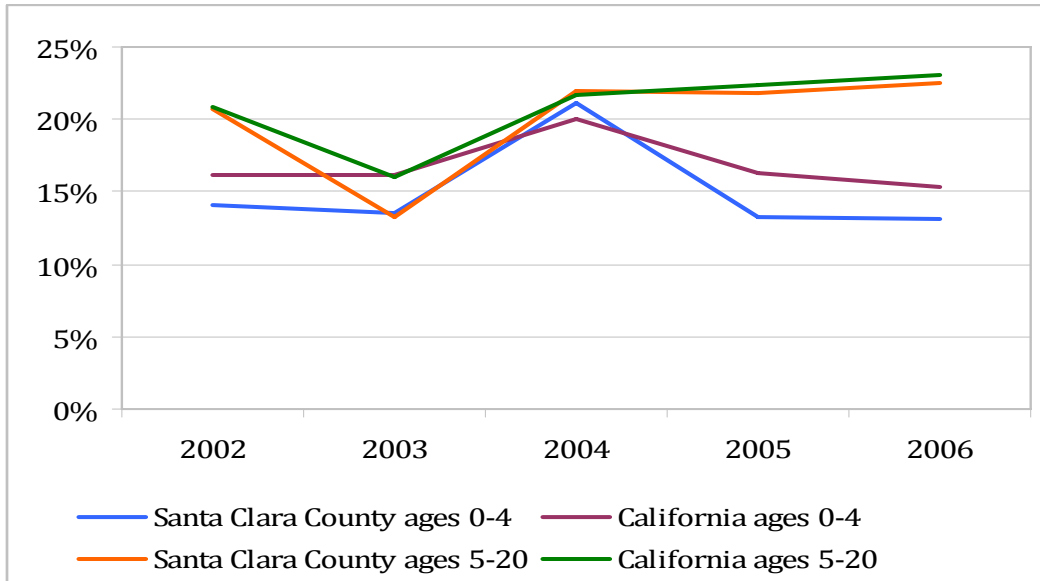
Health Status Indicators

Obesity

In the United States, the prevalence of obesity has increased greatly in the last 20 years.¹¹ Obesity is associated with diabetes, high cholesterol, high blood pressure, asthma, arthritis, and poor health status.¹¹ In addition, there are economic consequences of this epidemic: from 1998–2000, expenditures due to obesity in California were estimated at \$7.7 billion.

For children, the effects of obesity include increased likelihood of adult obesity (70% of overweight children become overweight adults), and damaged academic performance and emotional health. Heavy children often face ostracism at school that can lead to low self-esteem and depression. Extra weight can also lead to sleep problems, potentially stunting a child's learning and memory abilities.¹² Figure 10 shows the percentage of children who were overweight from 2002 to 2006; California's children tend to be more overweight than the county's children.

FIGURE 10: Percentage of Children who are Overweight (>95th Percentile), by Age

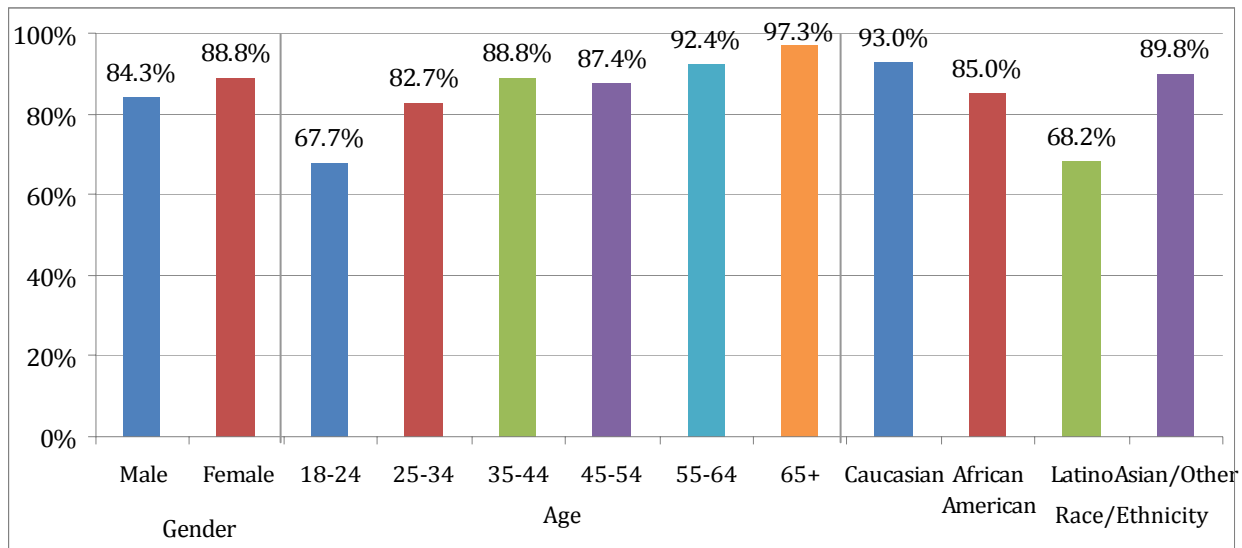


Source: State of California, Department of Health, Pediatric Nutrition Surveillance System, Growth and Anemia Indicators by County 2002-2006, 2006.
Website: <http://www.dhcs.ca.gov/services/chdp/Pages/PedNSS2006.aspx>. Retrieved 3/25/08.

Access to Health Coverage and Medical Care

In 2006, 13.5% of Santa Clara County residents did not have health insurance. This represents an increase of 1.8% uninsured residents since 2004. Santa Clara County residents are more likely to have health insurance than Californians (86.5% in the county vs. 82.8% in the state) and Americans (84% have insurance) in the aggregate. Females in Santa Clara County are 4.5% more likely than males to have health insurance (88.8% vs. 84.3%). The likelihood that a person will have health insurance increases with age: nearly all of those over the age of 65 have insurance (97% are insured), whereas only two-thirds (67.7%) of 18-24 year olds have insurance. Caucasians are most likely to have health insurance (93% are insured) and Latinos are least likely to be insured (68.2% have insurance). See Figure 11 for more information about incidence of health insurance coverage in Santa Clara County.

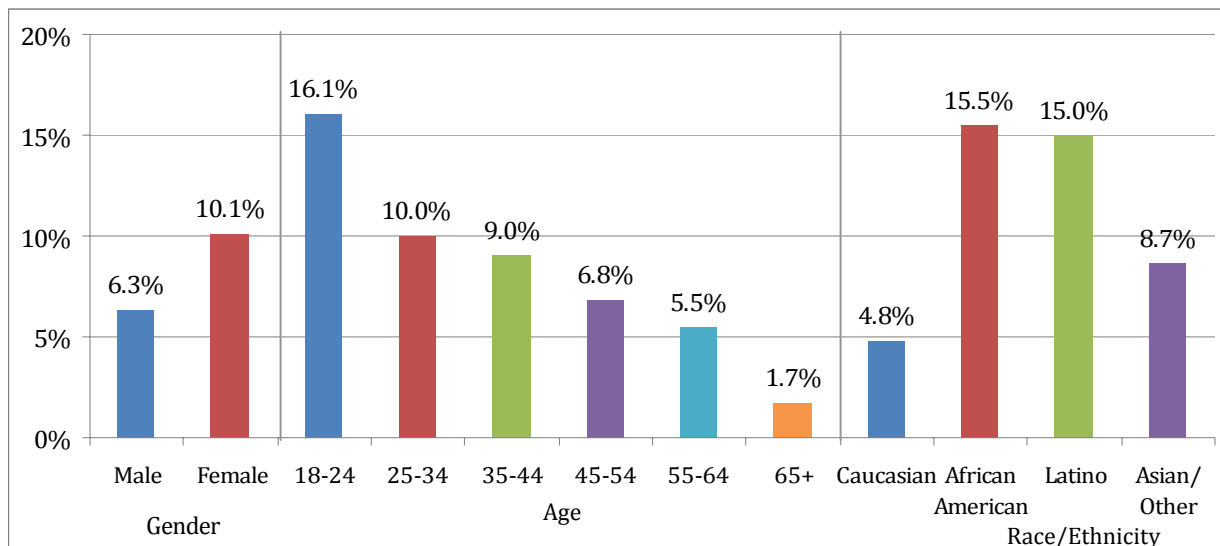
FIGURE 11: Percentage of Santa Clara County Residents Who Have Health Insurance, 2006



Note: N = 4,272 residents participated in the 2005-2006 Behavioral Risk Factor Survey conducted by the Santa Clara County Public Health Department.
Source: Applied Survey Research, Santa Clara County Community Health Assessment 2007
Website: <http://www.appliedsurveyresearch.org/www/mainmenu.shtml>. Retrieved 4/15/08.

Lack of health insurance and the high cost of receiving treatment can be big deterrents to seeing a doctor for preventative care as well as for diagnosing and treating illnesses. The high cost of doctor's visits may be an even bigger deterrent for low income families and for families with several children. Figure 12 demonstrates that females were more likely than males to be unable to visit a doctor due to cost (10.1% vs. 6.3%). While information is not available for children under 18, the data does suggest that the younger the individual, the less likely that they are to visit a doctor due to cost. In terms of age, those ages 18-24 are less likely to be visit a doctor (16.1%); only 1.7% of those over 65 years of age were unable to see a doctor due to cost. In Santa Clara County, African American and Latino residents were three times more likely to be unable to visit a doctor than Caucasian residents (Figure 12).

FIGURE 12: Percentage of Santa Clara County Residents Who Could Not See a Doctor in the Past Year Due to Cost, 2006



Note: N = 4,272 individuals in the 2005-2006 Behavioral Risk Factor Survey conducted by the Santa Clara County Public Health Department.
 Source: Applied Survey Research, Santa Clara County Community Health Assessment 2007
 Website: <http://www.appliedsurveyresearch.org/www/mainmenu.shtml>. Retrieved 4/15/08.

Efforts to provide access to health care for uninsured children were first made in January 2001 by the Santa Clara County Children’s Health Initiative (CHI). Depending on the child’s age, residency status, family size, and family income, children could qualify for Medi-Cal (California’s Medicaid program), Healthy Families (California’s State Children’s Health Insurance Program), or Healthy Kids (administered by CHI for children ineligible for Medi-Cal or Healthy Families) health insurance programs.¹³ The CHI provides universal health care coverage for all low income children regardless of immigration status. More than 13,000 children in the county are currently enrolled in Healthy Kids, with a large number of children on the waiting list age six and older.¹³ The CHI has helped parents overcome barriers in accessing health care for many children by outreach and application assistance efforts.

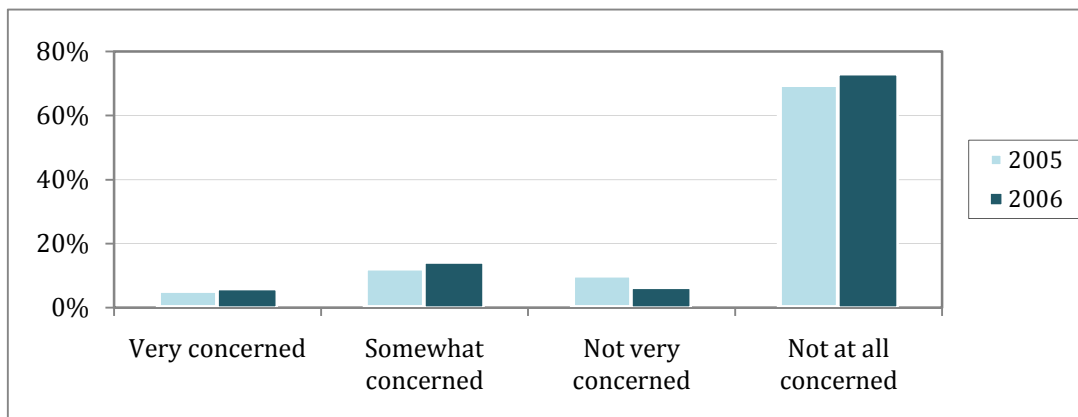
Child Mental Health

Mental health problems include depression, anxiety disorders, psychotic disorders (including schizophrenia), attention-deficit/hyperactivity disorder, and conduct disorder.¹⁴

Frequently, insurance plans (including public insurance programs such as Medicare and Medicaid) place restrictions on coverage of mental health illnesses and treatments; as a result, access to quality mental health care may be limited. Receiving timely and appropriate mental health care frequently reduces the duration of symptoms and may reduce the overall impact of the problem on a person’s quality of life.

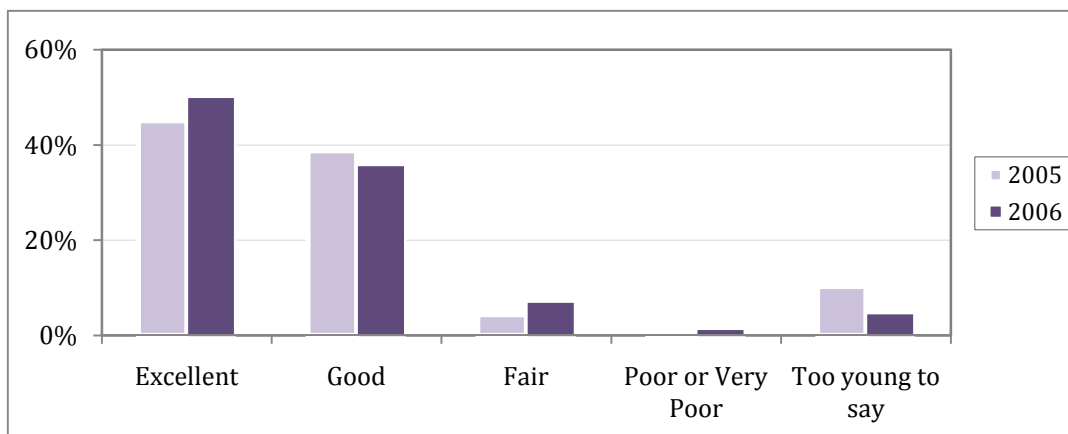
In 2005 and 2006, Santa Clara County parents were surveyed and asked to rate, among other things, their concern that their child may be depressed and their overall impression of their child’s emotional health. Results are represented in the following charts. When responding to the question “are you concerned that your child may be depressed?”, almost 20% of parents indicated in 2006 that they were “very concerned” or “somewhat concerned” about their child being depressed (Figure 13). This represents a 2.1% increase as compared to 2005 results. When asked to rate their child’s overall emotional health, most parents indicated it was either “excellent” or “good”; however, 8.5% of parents rated it as “poor or very poor” or “fair” (see Figure 14).

FIGURE 13: Parent’s Level of Concern about their Child Being Depressed



Source: Applied Survey Research, Santa Clara County Community Health Assessment 2007.
Website: <http://www.appliedsurveyresearch.org/www/mainmenu.shtml>. Retrieved 4/15/08.

FIGURE 14: Parent’s Overall Rating of their Child’s Mental Health



Source: Applied Survey Research, Santa Clara County Community Health Assessment 2007.
Website: <http://www.appliedsurveyresearch.org/www/mainmenu.shtml>. Retrieved 4/15/08.

Immunizations

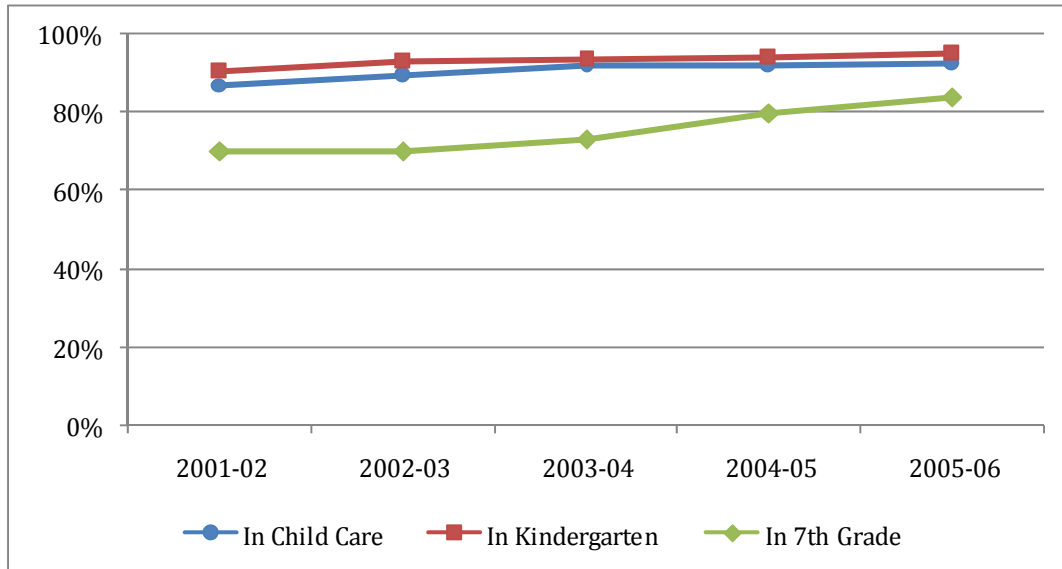
According to the United States Centers for Disease Control and Prevention (CDC), many infectious diseases that were once harmful or even fatal to humans have been eliminated through the use of vaccines (e.g., smallpox).¹⁵ The frequency of other diseases, such as polio and diphtheria, has also been severely reduced due in large part to vaccines; however, those who have not been vaccinated are still at risk of becoming infected by such diseases because the viruses and bacteria still exist and can be passed from person to person. It is vital that young children receive vaccines to prevent these diseases from proliferating and to avoid their associated health problems (and, in some cases, death).

According to the CDC (2008), vaccine-preventable diseases have many social and economic costs such as missed school, missed work for parents, doctor’s visits, hospitalizations, and premature deaths.¹⁵ Except in certain cases, the state of California requires all children entering kindergarten to have received several immunizations: five DTP (diphtheria, tetanus, and pertussis) immunizations; four polio immunizations; two MMR (measles, mumps, and rubella) immunizations; three hepatitis B immunizations; and one varicella (chicken pox) immunization.¹⁶

The following figure demonstrates the percentage of children who received all required immunizations while in child care, in kindergarten, and in 7th grade. As shown, the highest rate of immunization is seen in kindergarten, and drops dramatically by the 7th

grade. Immunization rates have increased at all three levels over the past four years, and are currently at 92.4% in child care, 94.9% in kindergarten, and 83.9% in 7th grade.

FIGURE 15: Percentage of Children with All Required Immunizations in Santa Clara County



Source: California Department of Health Services, Immunization Branch Vaccination Coverage in Children, Vaccination-Preventable Diseases and Immunization Coverage in California, 2001-2006. Website: <http://www.cdph.ca.gov/programs/immunize/Pages/VaccinePreventableDisease.aspx>. Retrieved 4/15/08.

The percentage of children who have received all required immunizations varies by race/ethnicity. In 2006, 64.3% of African American children had received all required immunizations, compared to 80.4% of Caucasian and 80.1% of Asian children. Latino children had a lower rate of full immunizations as well, at 65.5%.

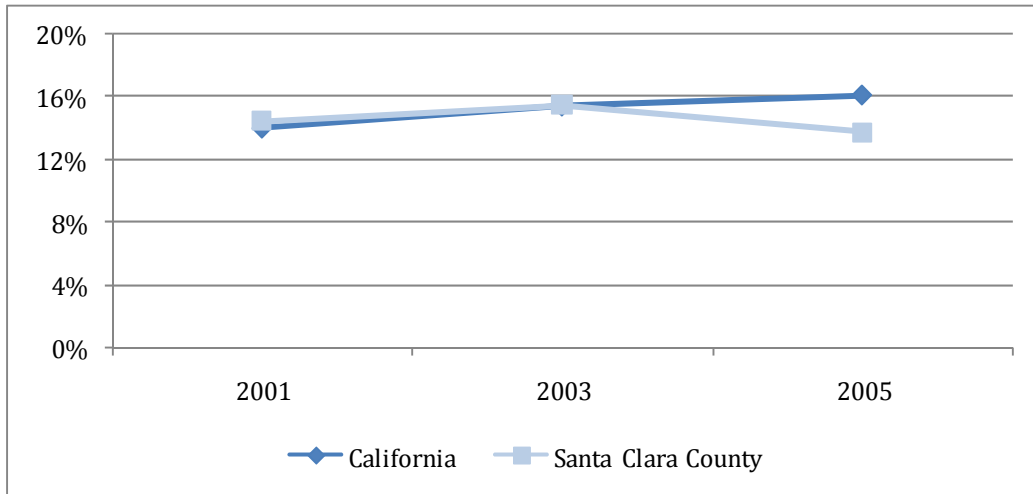
Asthma

Asthma is a chronic inflammatory lung disease that causes airways to tighten and narrow, making breathing difficult. Symptoms include wheezing, shortness of breath, coughing, and chest tightness. Asthma is a major public health problem in the nation. Low income populations, minorities, and children living in inner cities experience disproportionately higher morbidity and mortality because of asthma.

Santa Clara County ranks 9th out of 58 counties in California for the number of children under 18 who have ever had asthma. As shown in Figure 16, the percentage of

Santa Clara County children with asthma was the same as the state average in 2001 and 2003; however, the county had fewer children with asthma in 2005 (the most recent year for which data is available; 16.1% California versus 13.7% Santa Clara County).

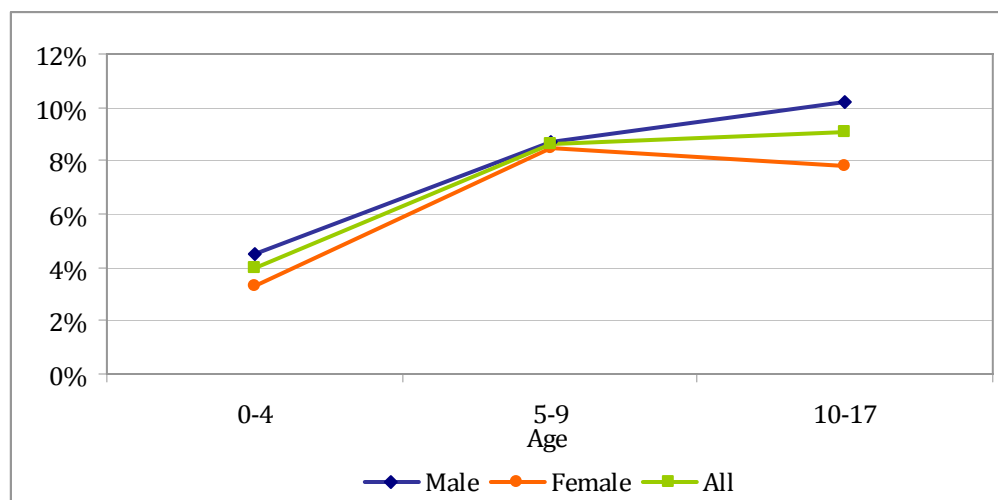
FIGURE 16: Percentage of Children with Asthma in Santa Clara County and California



Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 4/15/08.

According to data on the prevalence of asthma by age, older children are more likely to have asthma compared to children younger than five (see Figure 17). Childhood asthma is also more likely to affect boys than girls.

FIGURE 17: Percentage of Children with Asthma by Age and Gender (2004-2006)



Source: Source: Centers for Disease Control and Prevention, Health Data for All Ages (HDAA), 2004-2006 Data for California, Washington, Oregon, Alaska and Hawaii.
Website: http://www.cdc.gov/nchs/health_data_for_all_ages.htm. Retrieved 4/15/08.

School Readiness

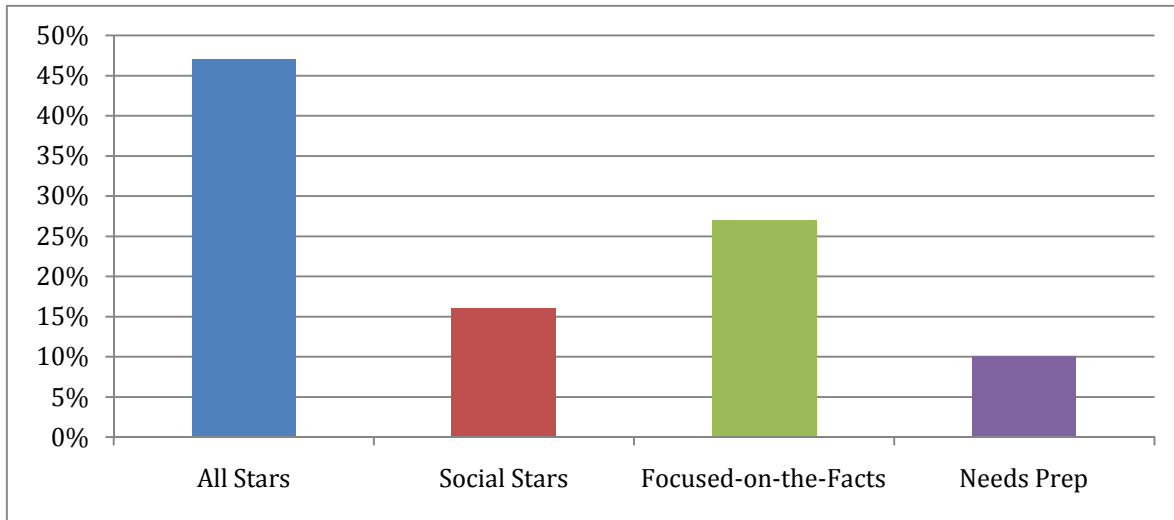
Research studies have shown a correlation between attending preschool and many benefits later in life. For example, a recent study by Power of Preschool concluded that children who attend preschool “are more likely to graduate high school, have a job, make more money, and commit fewer crimes.”¹⁷ Their study also concluded that at-risk children may be especially predisposed to the benefits of preschool and are less likely to be held back, need special education classes, or be involved with crime. Another study conducted by the Progressive Policy Institute found that for every \$1 invested in selected preschool programs in Michigan and North Carolina, \$7 was saved over time through such effects as increased income tax revenues, decreased rates of teenage pregnancy, and lower welfare dependence.¹⁸

Perhaps the most well known longitudinal study of the effects of preschool was conducted by David Weikart and his colleagues at High Scope.¹⁹ In 1962 they randomly assigned 123 at-risk, low income African-American children to two groups: one that participated in a high-quality preschool program for two years, and one that received no preschool program. Weikart and his fellow researchers tracked these students at various ages from elementary school up to age 40 and found many significant differences between

the two groups. For example, those in the preschool group were more likely to graduate from high school and be employed at age 27 and age 40. At the same time, they were less likely to repeat a grade in school, receive social services, or be arrested five or more times. A cost-benefit analysis done by Weikart and his colleagues concluded that “the economic return to society was \$258,888 per participant on an investment of \$15,166 per participant.” \$195,621 of that return went to the general public in the form of reduced crime, increased education rates, increased taxes due to higher wages, and welfare savings. Each participant benefited from an extra \$63,267 as well as 14% more in earnings.

In conducting its annual school readiness assessments of children in Santa Clara County, Applied Survey Research developed four “readiness portraits” of children in the county: All Stars, Needs Prep children, Social Stars, and Focused-on-the-Facts children.²⁰ All Stars excel at all areas of kindergarten readiness; in contrast, Needs Prep children need extra assistance in all areas of kindergarten readiness. Social Stars thrive in self-regulation and social expression but need more help with academics, whereas Focused-on-the-Facts children succeed on academic measures but have underdeveloped social skills. As shown in Figure 18, almost half (47%) of Santa Clara County children were classified as All Stars in 2006. Only 10% were Needs Prep children, indicating that they need extra help in order to be ready for kindergarten. About a quarter (27%) of children were categorized as Focused-on-the-Facts, and the remaining 16% were Social Stars. This pattern of distribution has remained stable since 2004.

FIGURE 18: Santa Clara County Preschool Children by Readiness Portrait, 2006



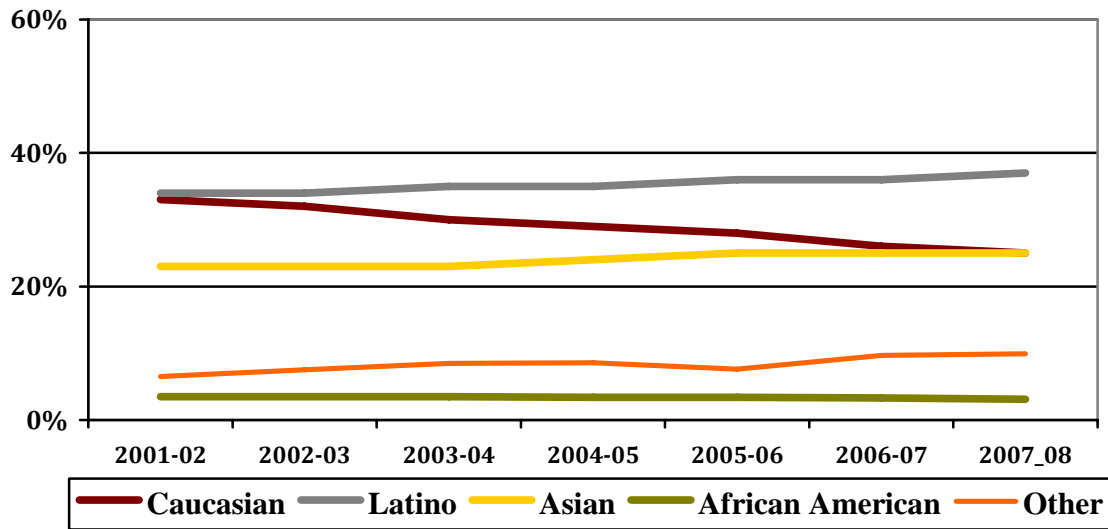
Source: Applied Survey Research, 2007 School Readiness in Santa Clara County: Results of the 2006 Assessment and a Summary of Three-Year Trends. Website: <http://www.appliedsurveyresearch.org>. Retrieved 5/16/08.

K-12 Education Demographics

Student Demographics for Santa Clara County

Since 2001-02, K-12 public school enrollment has increased from 248,777 to over 259,000 in the 2007-08 school year (+4.5%). Even while total enrollment was growing, the total number and percent of Caucasian students declined (Figure 19). At the same time, the number and percentage of Latino students increased. In 2001 Latino youth became the most populous group in Santa Clara County public schools. Similarly, the numbers and percent of Asian students have continued to grow. If current trends continue, there will be more Asian students than Caucasian students in the public schools by the year 2009. Other ethnic groups, including Native Americans, Filipinos, and a host of others, have increased slightly from 7% in 2001-02 to almost 10% today.

FIGURE 19: Percentage of Santa Clara County Students by Ethnic Group, 2003-Present



Source: California Department of Education. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 5/20/08.

Table 4 displays various education demographics for California and Santa Clara County. The average cost per student in Santa Clara County is \$8,305 compared to \$8,117 for California. The expenditures per student in Santa Clara County range from a high of \$12,916 in Lakeside School District to a low of \$6,821 in Evergreen School District.

TABLE 4: Education Demographics 2007-08

	California	Santa Clara County
Enrollment	6,258,006	259,910
Percent English Learners	25%	26%
UC/CSU Eligible Graduates	36%	48%
4 Year Dropout Rate	14.1	13.7
Average Cost per Student	\$8,117	\$8,305
Languages Spoken in Schools	56	54

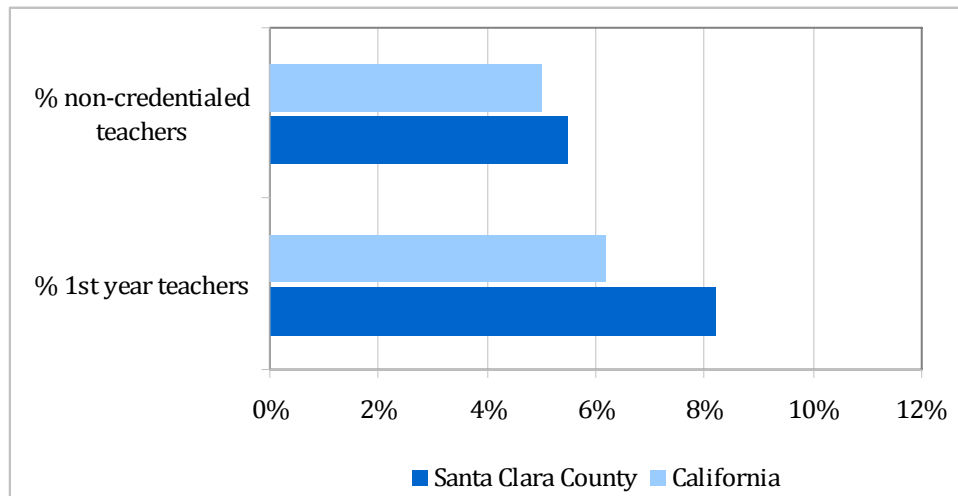
Source: California Department of Education. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 5/20/08.

Teachers and Counselors

Teacher credentials and experience are two characteristics often associated with teacher quality. With regard to these characteristics, Santa Clara County is at a slight disadvantage when compared to the rest of the state. Students in Santa Clara County

generally attend schools with more inexperienced teachers than the rest of the state. For the 2006-07 school year, 8% of Santa Clara County teachers were new (first year teachers), compared to 6% of California teachers (see Figure20).

FIGURE 20: Teacher Credentials and Experience, 2006-07



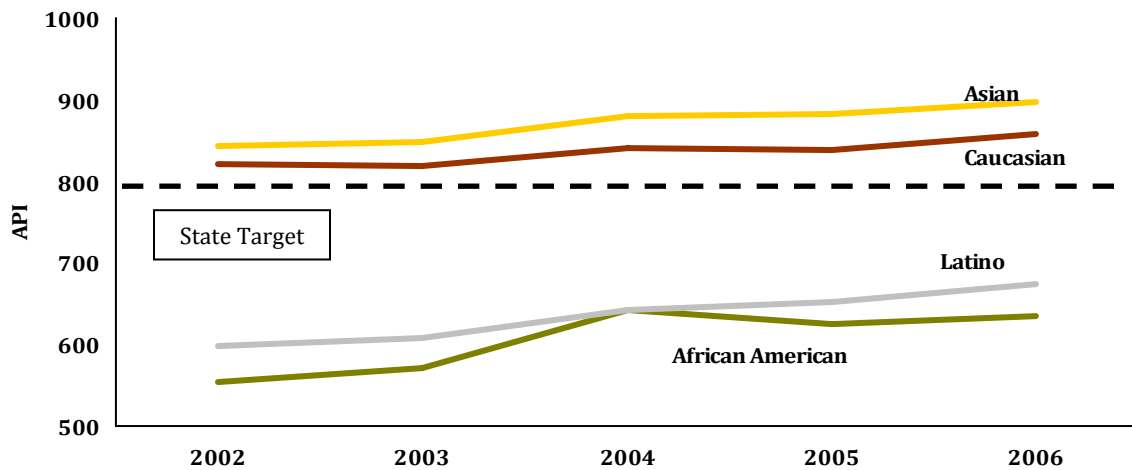
Source: California Department of Education. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 5/20/08.

Pupil services staff (counselors, psychologists, librarians, social workers) offer a wide range of student services that impact the academic, career, and personal/social development of students necessary to ensure success in school and in life. With regard to pupil services staff on the national level, California has among the highest ratios per student—388:1. Santa Clara County is below the state average with 327 students for every full-time equivalent pupil services staff member.

Student Performance

The Academic Performance Index (API) has a range of 200-1000, with 800 considered to be the state target. The API varies greatly by ethnic group (see Figure 21) with Caucasians and Asians performing above the state target while Latinos and African Americans perform below the state target.

FIGURE 21: Santa Clara County Base API by Ethnic Group



Source: California Department of Education. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 5/18/08.

Educational Attainment

According to the 2006 American Community Survey from the U.S. Census data, educational attainment levels in Santa Clara County surpass state and national levels. In Santa Clara County, 86% of residents age 25 and older have completed high school or higher, compared to 80% of California residents and 84% nationally; 44% of Santa Clara County residents have earned a BA or higher, compared to 30% of California residents and 27% of Americans.

Endnotes for Chapter 2: Family and Child Demographic Trends

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⁸RAND Corporation (2008). Immigrants and Health Care, A Complex Picture. Rand Health Fact Sheet. Retrieved May 14, 2008 from http://www.rand.org/pubs/research_briefs/RB9317/index1.html.

⁹Santa Clara County (2008). Immigration Initiatives, County of Santa Clara. Retrieved May 14, 2008 from <http://www.sccgov.org/portal/site/doc/chlevel3?path=%2Fv7%2FSCC%20Public%20Portal%2FCounty%20Connection%2FCommunity%20Initiatives%20and%20Reports%2FImmigration>.

¹⁰Johnson, H.P. (2006). Illegal Immigration. April 2006 Public Policy Institute of California publication. Retrieved May 14, 2008 from <http://www.ppic.org/main/publication.asp?i=676>.

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¹²The Preteen Alliance. (2006) *A Portrait of Preteens in Santa Clara and San Mateo Counties: What We Know About 9- to 19- Year Olds*.

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¹⁷What Everyone Should Know. (n.d.). Retrieved June 19, 2007, from <http://www.powerofpreschool.com>.

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¹⁹Schweinhart, L. J. (n.d.). The High/Scope Perry Preschool Study Through Age 40. Retrieved June 19, 2007 from http://www.highscope.org/file/research/perryproject/3_specialsummary_col_06_07.pdf.

²⁰Applied Survey Research, 2007 School Readiness in Santa Clara County: Results of the 2006 Assessment and a Summary of Three-Year Trends. Retrieved May 16, 2008 from <http://www.appliedsurveyresearch.org>.



Cost and Subsidies

III. COST AND SUBSIDIES

SUMMARY: *Child care is expensive: for an infant in a licensed center, a parent pays an average of \$14,454 for full-time care per year. The cost of care in Santa Clara County is higher than in surrounding Bay Area counties. A family making the median family income would have to devote 27% of their annual household income to pay for child care if they had one infant and one preschooler in center-based care. The maximum allowable amount for child care subsidies is sufficient to cover costs for the average family in the county, but the number of subsidies available is not adequate to meet demand. In terms of geographical location, the majority of the children in Santa Clara County who are waiting for subsidized child care reside in San Jose.*

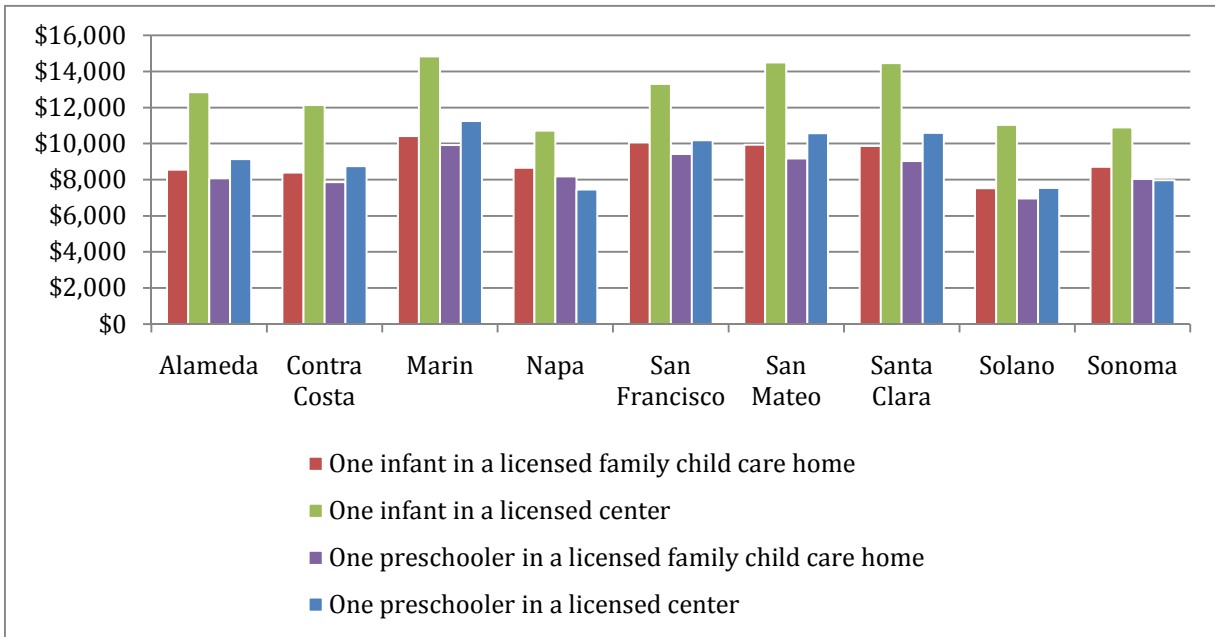
Cost of Care

In Santa Clara County, the average cost of full-time care ranges from \$9,020 per year for a preschool-aged child in a family child care home to \$14,454 per year for an infant in a licensed center. The cost of care for preschool-aged children may be lower due to less stringent licensing requirements: for infants, centers are required to maintain a 6:1 child to staff ratio, whereas that ratio jumps to 12:1 for preschool-aged children.

Compared to other states, the cost of child care in California is higher than average.¹ California is the 7th most expensive state when it comes to the cost of care for an infant in a child care center, and 9th most expensive for center-based care for a preschool-aged child (rankings include the District of Columbia).

Compared to other Bay Area counties, the cost of child care in Santa Clara County is, on average, higher for children of all ages in both types of licensed care. For example, while the cost of care for an infant in a family child care home is \$9,860 in the county, the Bay Area average is \$9,027, a difference of \$833. For a preschooler in a licensed center, a parent would expect to pay \$10,597 per year in Santa Clara County, which is \$1,492 higher than the Bay Area average. See Figure 22 for detailed cost comparisons in nine Bay Area counties.

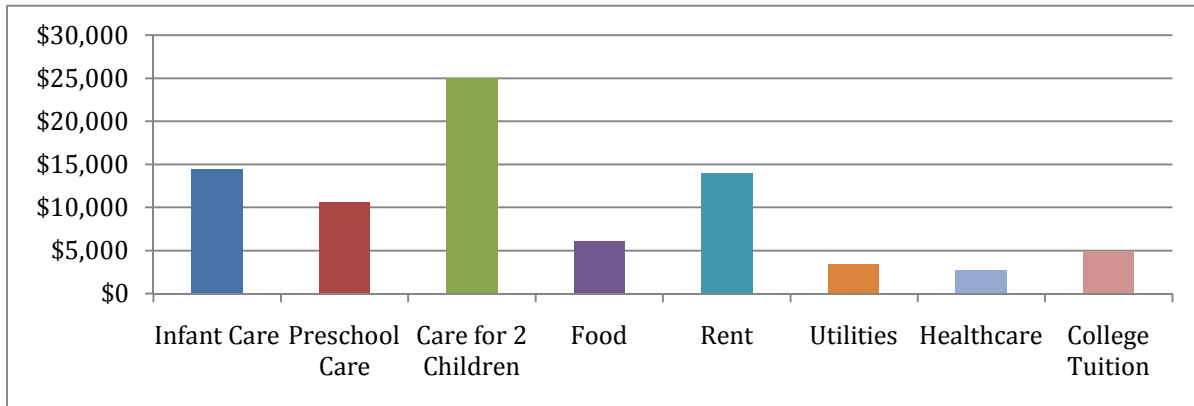
FIGURE 22: Cost of Child Care in Bay Area Counties, 2007



Source: The California Child Care Portfolio, California Child Care Resource & Referral Network.
 Website: <http://www.rnetwork.org/our-research/2007-portfolio.html>. Retrieved 4/15/08.

According to the National Association of Child Care Resource and Referral Agencies (NACCRRRA), families throughout the United States spend more on child care than they do on basic necessities such as food and housing.¹ In many cases, the cost of full-time child care is more than college tuition. For example, the annual cost of tuition at a public four-year university in California was \$4,971 in 2007, which is less than half the annual cost of child care for one child.² See Figure 23 for a comparison of the cost of child care to other household expenses.

FIGURE 23: Annual Cost of Child Care Compared to Other Common Household Expenses



Sources: The California Child Care Portfolio, California Child Care Resource & Referral Network; 2006 American Community Survey, United States Census Bureau; Trends in College Pricing 2007, College Board; 2006 Consumer Expenditure Survey, United States Bureau of Labor Statistics.

The expense of child care is only increasing; between 2005 and 2006, the cost of child care rose 6.9% for an infant in center-based care and 6.7% for a preschool-aged child in center-based care.¹ In comparison, the rate of inflation for the same time period was 3.2%.³

Paying for child care often requires a significant portion of a family's income. For single-parent households, this cost is even more unaffordable. As shown in Table 5, the average family in Santa Clara County with a one income earner would spend 60% of their annual income on child care if they had one infant and one preschooler in center-based care. It is more of a challenge for some families who are not eligible to receive public assistance for child care and who may have to depend on relatives or lower quality child care. Even families making the county's median income would have to spend over one-quarter of their income on child care for two children. In Gilroy, a single parent with two children could not afford to pay child care costs even if they devoted their entire income to this expense. Families living in San Jose, Milpitas, and unincorporated areas spend over 75% of their per capita income on child care.

TABLE 5: Cost of Child Care* as a Percentage of Family Income

	Per Capita Income	% of Per Capita Income Spent on Child Care	Median Household Income	% of Median Household Income Spent on Child Care
Los Altos Hills	\$82,310	30%	\$185,475	14%
Monte Sereno	\$71,171	35%	\$170,663	15%
Saratoga	\$72,338	35%	\$164,595	15%
Los Altos	\$73,055	34%	\$142,640	18%
Cupertino	\$50,972	49%	\$113,732	22%
Los Gatos	\$63,375	40%	\$107,834	23%
Palo Alto	\$61,152	41%	\$100,882	25%
Milpitas	\$31,839	79%	\$94,780	26%
Morgan Hill	\$38,117	66%	\$93,818	27%
Sunnyvale	\$41,469	60%	\$85,020	29%
Mountain View	\$45,384	55%	\$79,600	31%
San Jose	\$30,268	83%	\$78,856	32%
Santa Clara	\$35,884	70%	\$79,123	32%
Campbell	\$39,060	64%	\$75,879	33%
Unincorporated Areas	\$31,231	80%	\$73,059	34%
Gilroy	\$24,290	103%	\$70,299	36%
Santa Clara County	\$42,054	60%	\$93,330	27%

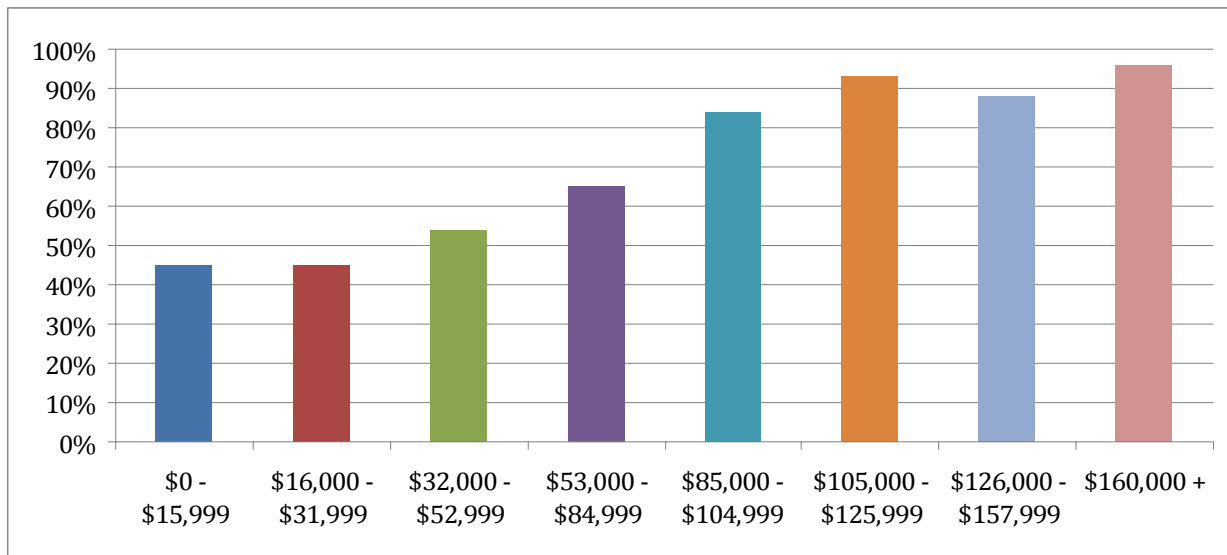
*Note: percentages are based on the cost of one infant and one preschooler in center-based care (\$25,051).
Source: Claritas 2007 Pop-Facts Database.

Free and Subsidized Child Care

There are many state-subsidized child development services in Santa Clara County available to families that meet specific eligibility requirements. The wide variety of services is reflective of the large size of the service area, diverse needs of families, multiple state and federal funding streams, competing priorities of policy makers, and the lack of a comprehensive approach to serving low income children and families. In general, there is some eligibility overlap among these programs, although specific requirements differ from program to program.

Low income families have fewer children going to preschool compared to high income families. The need to assist low income children and families can be seen in the following figure which displays the percentage of children who are in preschool by family income (Figure 24).

FIGURE 24: Preschool Attendance by Family Income in Santa Clara County, 2006



Source: Applied Survey Research, 2007 School Readiness in Santa Clara County: Results of the 2006 Assessment and a Summary of Three-Year Trends. Website: <http://www.appliedsurveyresearch.org>. Retrieved 5/16/08.

There are essentially two mechanisms for subsidizing child care and development services: direct contracts with agencies for center-based child development and care services and Alternative Payment (AP) programs. Direct contracts generally provide for a total number of child-days of service in licensed child care centers. The standards for the services are governed by either Title 5 of the Education Code or Title 22 of Social Service Code, depending upon the program. For AP programs, the state contracts with an AP agency which in turn helps families arrange child care services and makes payment for those services directly to the child care provider selected by the family. In the AP program, parents may choose a licensed child care center, a licensed family child care home, or, under some circumstances, unregulated child care. A brief description of these programs follows.

Alternative Payment Programs

Alternative Payment (AP) programs offer a variety of subsidized child care arrangements for parents, including in-home care, family child care, and center-based care. The AP agency helps families arrange child care services and makes payment for those

services directly to the child care provider selected by the family. The AP program is intended to maximize parental choice and accommodate the individual needs of the family.⁴ In the 2005-06 fiscal year, 51,692 children participated in the AP program throughout California.⁵

Families are eligible to receive AP program subsidies if their income does not exceed 75% of the State Median Income (SMI). In 2007, this meant that a family of four could earn a maximum of \$50,256 per year, and a single parent with one child could make no more than \$42,216. Families who make less than 50% of the SMI receive child care services at no cost; families with incomes between 50% and 75% of the SMI pay a portion of their child care costs in accordance with guidelines set forth by the California Department of Education.

CalWORKs

Recipients of the California Work Opportunity and Responsibility to Kids (CalWORKs) grant program are required to work or be engaged in work preparation activities. CalWORKs programs provide an array of welfare-to-work services, and child care is provided with state and federal funds in three stages as described on page 77.

Title 5

Title 5 preschool programs are funded by the California Department of Education and must meet the requirements of the state's Education Code. These programs must meet strict staff-child ratios, employ staff with higher qualifications, and implement more challenging curriculum than the average licensed child care center. The requirements for Title 5 programs were developed so that these programs would provide the highest quality services for the neediest children who stand to benefit the most, such as those from low income families. The largest of the Title 5 programs is General Child Care and Development which provides care for children from infancy to age 14. Cal-SAFE is one such program.

California School Age Families Education (Cal-SAFE)

The California School Age Families Education (Cal-SAFE) program is a state-funded, voluntary program designed for teens aged 13 to 18 who are pregnant or have children. According to the California Department of Education, Cal-SAFE offers a comprehensive, integrated, community-linked, school-based program with the following goals:

- To improve the educational experiences for expectant and parenting students;
- To increase the availability of support services for these students; and
- To provide child care and development services for their children.

Services began in the 2000-01 academic year, and since that time the Cal-SAFE program has impacted 30,000 expectant and parenting teens and their 20,000 young children. After participating in the Cal-SAFE program, these parents were less likely to have repeat pregnancies (or father additional children), were less likely to have children born with low birth weight, and were more likely to have children who were fully immunized. According to the California Department of Education, three-fourths of students in the program between 2000 and 2004 obtained their high school diploma and over 65% indicated that they were planning to pursue further education. The Cal-SAFE program is currently administered through seven school districts in Santa Clara County: East Side Union, Fremont Union, Gilroy Unified, Milpitas Unified, Mountain View-Los Altos Union, San Jose Unified, and Santa Clara Unified.

State Preschool

State Preschools are a part-day comprehensive developmental program for three to five-year-old children from low income families. These programs promote parent education and involvement in their child's learning and are administered through local educational agencies, colleges, community action agencies, and private non-profit agencies.⁶

Head Start and Early Head Start

Head Start is a comprehensive child development program for young children and families living below the federal poverty level. This program includes early childhood education, health and nutrition services, parent education, and social service support. Head Start began as a six-week summer pre-school program in 1965 and it has grown and expanded. It now offers multiple options for meeting the needs of Head Start families. These options include full-day and part-day center programs, part- and full-year programs, home-based programs, home-center combination programs, and innovative partnerships with local community resources including child care, health, and housing organizations. Subsidized through federal funds, free services are provided to eligible children through two complementary programs: Early Head Start, which serves children from birth until age two, and Head Start, which serves children from three years of age until they enter kindergarten.

The Santa Clara County Office of Education is the Head Start and Early Head Start grantee for Santa Clara and San Benito Counties. Head Start centers are located in most cities throughout Santa Clara County, including San Jose, Santa Clara, Campbell, Mountain View, Milpitas, and Gilroy. In the 2006-07 program year, the Head Start programs served 2,464 low income children throughout the county. Approximately half of the children attended full-day programs and half attended part-day programs.

Migrant Preschool

Migrant Preschool services are available to children who have moved with a parent or guardian across school district boundaries in order for the parent or guardian to secure temporary or seasonal employment in an agricultural or fishing activity. There are no income ceilings for determining eligibility for services. In recent years, Migrant Preschool has increased its services. Currently, about 19% of children who are eligible for Migrant Preschool are being served in Santa Clara County. A more detailed description of Migrant Education can be found on page 95.

Reimbursement Ceilings for Child Care

The California Department of Education publishes maximum reimbursement ceilings for the state's subsidized child care programs; those rates are shown in Table 6 by age of child and type of care. As shown, the maximum reimbursement for an infant in a child care center is \$16,852. Compared to the average cost of care in the county for a child this age in this type of care (\$14,454), the maximum subsidy amount is adequate to cover child care costs for the average family in the county. The same is true for care in family child care homes, and for preschool-aged children in both types of care.

TABLE 6: Maximum Annual Child Care Reimbursement in Santa Clara County, by Age of Child and Type of Care, October 2006

Age Group	Full-Time		Part-Time	
	Child Care Centers	Family Child Care Homes	Child Care Centers	Family Child Care Homes
Birth to 24 Months	\$16,852	\$11,381	\$11,665	\$8,874
2 to 5 Years	\$12,022	\$10,597	\$8,322	\$8,595
School Age	\$9,296	\$9,722	\$5,273	\$6,698
Average	\$12,723	\$10,566	\$8,420	\$8,056

Source: California Department of Education, Reimbursement Ceilings for Subsidized Child Care. Website: <http://www.cde.ca.gov/fg/aa/cd/ap/index.aspx>. Retrieved 4/15/08.

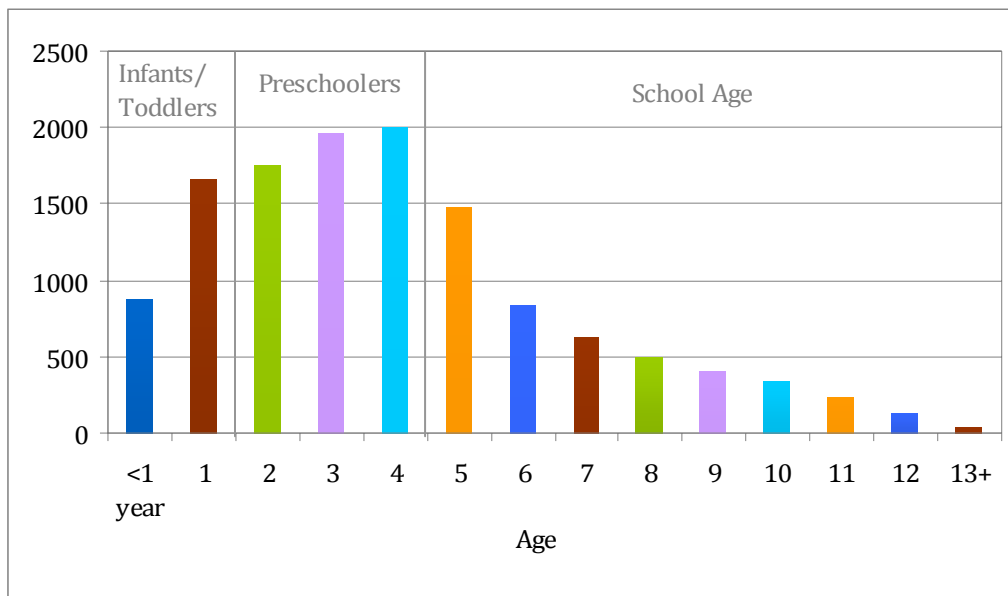
While the amount of subsidy is adequate to cover child care costs for the average family, the number of available subsidies is limited and many eligible families are waiting to receive subsidized child care.

Waiting Lists for Subsidized Child Care

Since 2005, the California Department of Education has provided financial support to each county in the state to maintain a Centralized Eligibility List (CEL) of families who qualify for subsidized child care. Previously, each child-serving agency maintained its own waiting list of eligible families. One advantage of a CEL is that it provides an unduplicated list of children and families who are eligible for subsidized child care programs and prioritizes those families based on income, size, and need. CELs also allow communities to more accurately assess the demand for subsidized child care in the county.

According to data obtained in January 2008 from the Santa Clara County CEL (maintained by the 4C's of Santa Clara County), there were 12,622 eligible children throughout the county waiting for subsidized child care services. By the end of February, 2,209 children were receiving subsidized child care.⁶ Most of these children waiting for care needed child care due to parents who were working (61%), followed by parents who were actively seeking employment (20%). Another 11% of families needed child care because they were in school or in training. As shown in Figure 25, the most common age of children needing subsidized care was age 4, followed by age 3, age 2, and age 1. After age 4, children are less likely to need subsidized care as they get older.

FIGURE 25: Children Waiting for Subsidized Child Care in Santa Clara County, by Age



Note: N = 12, 840 on waiting list.
 Source: 4C's of Santa Clara County, February 2008.

In terms of geographical location, the majority of the children in Santa Clara County who are waiting for subsidized child care reside in San Jose (see Table 7). Very few families waiting for subsidized child care live in the cities of Saratoga and Los Altos, and none live in Monte Sereno or Los Altos Hills.

TABLE 7: Children Waiting for Subsidized Child Care in Santa Clara County, by City

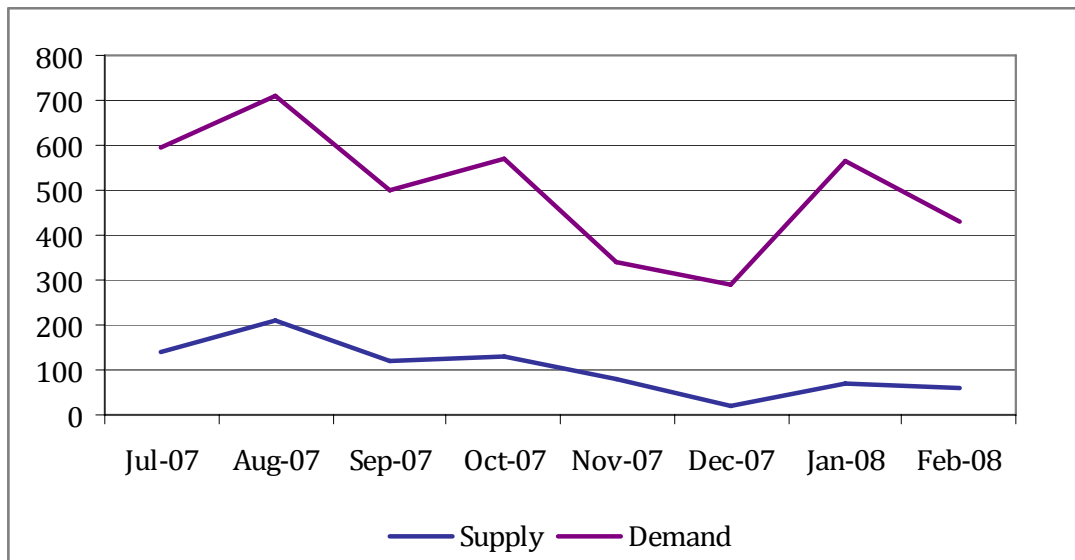
City	# of Children	% of Children	City	# of Children	% of Children
San Jose	8,569	67.4%	Palo Alto	97	0.8%
Sunnyvale	1,010	7.9%	Cupertino	50	0.4%
Santa Clara	667	5.2%	San Martin	52	0.4%
Gilroy	644	5.0%	Los Gatos	44	0.3%
Mountain View	480	3.7%	Alviso	24	0.2%
Milpitas	380	3.0%	Saratoga	6	0.05%
Morgan Hill	315	2.5%	Los Altos	6	0.05%
Campbell	247	1.9%	Monte Sereno	0	0%
Out of County*	159	1.2%	Los Altos Hills	0	0%

* Families who reside outside of Santa Clara County, yet need child care services in the county.

Source: 4C's of Santa Clara County, February 2008.

Over the last six months of the 2007-08 fiscal year, the demand for child care in Santa Clara County dropped considerably. There were 597 new families placed on the CEL in July, and only 291 in December (see Figure 26). At the same time, the supply of open child care slots also dropped significantly, from 140 in July to 19 in December and only increased to 59 by February 2008.

FIGURE 26: Subsidized Child Care Supply and Demand by Available Slots, July to December 2007



Source: 4C's of Santa Clara County.

Endnotes for Chapter 3: Cost and Subsidies

¹National Association of Child Care Resource and Referral Agencies (2008). Retrieved April 15, 2008 from <http://www.naccrra.org>.

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³United States Bureau of Labor Statistics (2008). Retrieved April 15, 2008 from <http://www.bls.gov>.

⁴California Department of Education (2008) Child Care and Development Programs. Retrieved April 15, 2008 from <http://www.cde.ca.gov/sp/cd/op/cdprograms.asp>.

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⁶Community Child Care Council of Santa Clara County, Inc. (2008). Santa Clara County Centralized Eligibility List, December/January/February Data Reports.



Child Care Demand

IV. CHILD CARE DEMAND

SUMMARY: *This chapter describes the current demand for child care in Santa Clara County. With approximately 360,000 children under the age of 13, the demand is great for full- and part-time child care, as well as before- and after-school care for school-age children. The highest demand for child care is with preschoolers with center-based care (42%) and school-age children who need before- and after-school care (16%). High income families (+2%) demand more preschool child care compared to low income families. In general, families with a single parent or with both parents working have a greater demand for child care compared to families where one or more parent is not working. Differences across ethnic groups for the demand for family child care homes, center-based child care, and home/relative care is discussed in this chapter. According to the families who are waiting for subsidized child care, the highest demand for child care was in San Jose. By 2010, child care demands are projected to increase for school-age children, decrease for preschoolers, and remain steady for infants/toddlers.*

Demand for child care is driven by the responsibility parents have to balance work and family. Today, there are approximately 130,000 children under the age of 5 in the county, which translates to many parents searching for affordable and available child care.¹ This chapter describes the current and projected demand for child care in Santa Clara County. A description of the various primary care arrangements for children, parent income, and workforce participation are presented.

- Types of *child care arrangements* include out-of-home care with family child care providers and child care centers, relative care in or outside the child's home, non-relative care in the child's home such as with nannies or neighbors, and parent-only care. For school-age children, center-based care is defined as before- or after-school care.
- *Family income* is described as either low income, defined as below 200% of poverty level, or high income, at or above 200% of poverty level.

- *Workforce participation* is defined as a single parent or both parents who are working, or one or more parent not working.
- *Ethnicity* is divided into four groups based on U.S. Census data: (1) Caucasian, Asian and Pacific Islander; (2) African American; (3) Latino; and (4) Native American/Multicultural.

A brief explanation of how child care demand is calculated and the data sources used will be summarized in this chapter. The information in this chapter has been provided to extend the understanding of current gaps in child care (see Chapter 6: Child Care Gaps).

Child Care Demand Calculations and Data Sources

This chapter describes child care demand for Santa Clara County using a County Child Care Demand Model adapted from a recent study of early care and education conducted by Alameda County.² It is important to note that the current and projected demand for child care in the county are estimates using data from the year 2000 Census. Data about child care demand are from local agencies, county population estimates, U.S. Census Bureau, and national surveys.

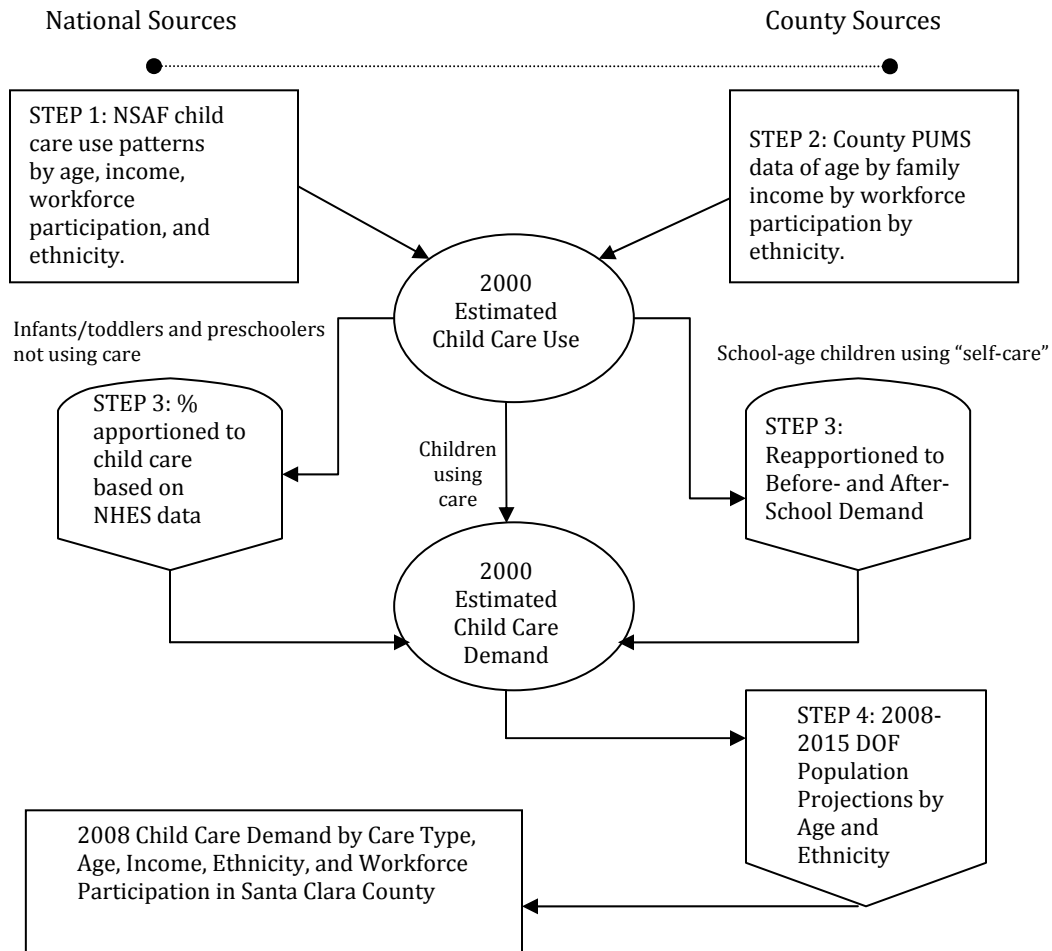
The County Child Care Demand Model employed by Alameda County combined local demographic information from the U.S. Census Bureau's Primary Users Microdata Sample (PUMS) (e.g., child age, family income, workforce participation, and ethnicity) with national child care use patterns from the National Survey of American Families (NSAF). Figure 27 shows the County Demand Model used for this report. The NSAF contains comprehensive information on family and child well-being of over 40,000 families across the country.³ According to the NSAF survey, four family characteristics are predictors of child care use:²

- *Child's age*: the younger the child, the less likely to access care.
- *Income*: lower income families are more likely to use relatives to care for their children, perhaps due to lower cost or necessity of care outside of normal business hours. Higher income families are more likely to enroll their preschool-age children in center-based care.

- *Parent workforce participation:* families with a single parent or both parents employed are most likely to access child care compared with families where one or more parent is not employed.
- *Ethnicity:* Latino families are more likely to use relative care, whereas African American families are more likely to use center-based care.

Unmet demand for child care in the county is estimated based on results of the 2001 National Household Education Survey (NHES), which asked families whether they would access child care if an affordable and high-quality option was available.⁴ According to the 2001 NHES, families in poverty would likely access child care if a high-quality and affordable alternative were available (51% infant/toddlers, 49% preschoolers), compared to families at or above poverty (26% infant/toddlers, 29% preschoolers).⁴ Using NHES responses and 2000 child care use totals, an estimate of child care demand is calculated for 2000. The estimated population total of child care demand in 2000 is then projected to 2008, 2010, and 2015 using data from the Department of Finance (DOF) population projection estimates by age and ethnicity.

FIGURE 27: County Child Care Demand Model



Note: This model was adapted from Alameda County's Child Care Demand Model.

Because cities in Santa Clara County vary in child care resources and demand, it is important to also describe demand at the city and ZIP code level. On the city level, there is a lack of data that describes ZIP code level demand, so this information is not currently available. Information gathered by local agencies on the current demand for subsidized public early education and child care programs was used to describe city level demand for child care. Future analyses to be completed by December 2008 would describe city/ZIP code level child care demand for the LPC's priority ZIP code areas, using a city child care demand model similar to Alameda County's study.

Current Child Care Demand

A total of 356,626 children under the age of 13 lived in Santa Clara County last year, and 55% lived in households with working parents.⁵ The table on the next page displays 2008 child care demand by parent income and workforce participation for three age groups (infants/toddlers, preschoolers, and school-age children). Demand for center-based child care varies within each age group. Demand for center-based care is highest for preschoolers with 36,368 slots (42%) and before- and after-school care for school age children with 30,804 (16%) slots. Many parents demand parent-only child care for infants/toddlers and school-age children.

TABLE 8: SANTA CLARA COUNTY CHILD CARE DEMAND BY INCOME AND PARENT WORKFORCE PARTICIPATION, 2008

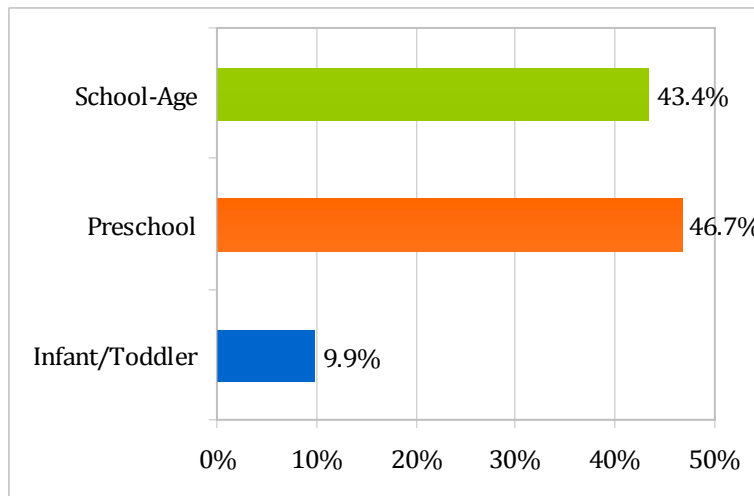
Primary Care Arrangement	Children in Families at Less Than 200 Percent of Poverty				Children in Families at More Than 200 Percent of Poverty				Total Children	
	Single parent or both parents working		One or more parent not working		Single parent or both parents working		One or more parent not working			
Infants/Toddlers										
<i>Center Care or Head Start</i>	451	11%	195	4%	2761	14%	1305	8%	4712	10%
<i>Family Child Care Home</i>	569	14%	421	8%	2973	15%	800	5%	4763	10%
Relative, out of child's home	811	20%	961	19%	4038	20%	2189	13%	7999	17%
Relative, in child's home	1131	28%	1442	28%	4235	21%	3058	18%	9866	21%
Non-relative, in child's home	301	7%	126	2%	1752	9%	1276	7%	3455	7%
Parent-only care	777	19%	1971	39%	4099	21%	8746	50%	15593	34%
<i>Subtotal</i>	4040	100%	5116	100%	19858	100%	17374	100%	46388	100%
Preschoolers										
<i>Center Care or Head Start</i>	2896	40%	3728	37%	17165	44%	12579	42%	36368	42%
<i>Family Child Care Home</i>	814	11%	377	4%	5689	15%	1538	5%	8418	10%
Relative, out of child's home	1086	15%	1311	13%	5237	14%	3081	10%	10715	12%
Relative, in child's home	1292	18%	1334	13%	5082	13%	3258	11%	10966	13%
Non-relative in child's home	181	3%	367	4%	2212	6%	1407	5%	4167	5%
Parent-only care	936	13%	3091	30%	3309	9%	8281	27%	15617	18%
<i>Subtotal</i>	7205	100%	10208	100%	38694	100%	30144	100%	86251	100%
School Age Children										
<i>Before or After School Care</i>	2920	14%	2259	9%	21726	23%	3899	7%	30804	16%
<i>Family Child Care Home</i>	2113	10%	470	2%	6938	7%	1349	2%	10870	6%
Relative, out of child's home	2403	11%	1368	5%	10294	11%	2457	4%	16522	8%
Relative, in child's home	3801	18%	2044	8%	16100	17%	5841	10%	27786	14%
Non-relative, in child's home	813	4%	573	2%	6931	7%	5194	9%	13511	7%
Parent-only care	9058	43%	19190	74%	32111	34%	36910	66%	97269	49%
<i>Subtotal</i>	21108	100%	25904	100%	94100	100%	55650	100%	196762	100%
Total Children	32353	10%	41228	13%	152652	46%	103168	31%	329401	100%

Note: Due to rounding, subtotals and totals may not equal to 100%. Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

Demand for Family Child Care Homes and Center-Based Care

Over 95,000 children demand family child care homes or center-based programs in Santa Clara County (see Figure 28). Demand for center-based care and family child care homes by families with preschoolers (46.7%) and school-age children (43.4%) are higher compared to families with infants or toddlers (9.9%).

FIGURE 28: Demand for Family Child Care Homes and Center-Based Child Care, 2008



Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

With preschoolers there is a higher demand for center-based or Head Start care (37.9%) compared to family child care homes (8.8%) (see Table 9). Moreover, 47% of all three- and four-year-olds attend preschool in California.⁶ Families with school-age children utilize center-based care (32%), such as before- or after-school programs, over family child care homes (11%). The table on the next page shows the details of the current and projected demand for child care by age.

TABLE 9: Child Care Demand, Santa Clara County, 2008-2010

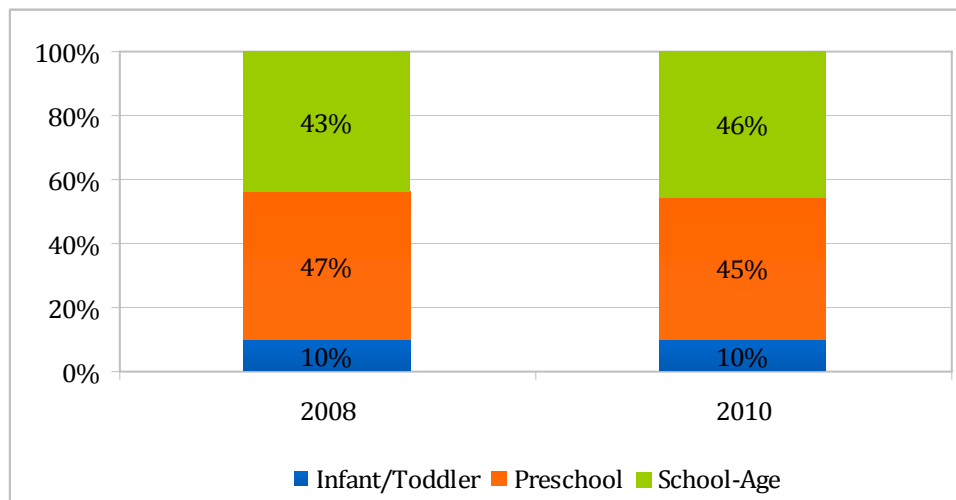
Child Care Demand by Age	2008		2010		2015	
	Number	% of total	Number	% of total	Number	% of total
Infant/Toddler (ages 0-1)						
Family Child Care Home	4763	5.0%	4651	5.0%	4726	5.3%
Center-Based	4712	4.9%	4580	4.9%	4592	5.2%
Subtotal	9475	9.9%	9231	9.9%	9318	10.5%
Preschool (ages 2-4)						
Family Child Care Home	8418	8.8%	7801	8.4%	7426	8.4%
Center-Based	36368	37.9%	33699	36.1%	32283	36.4%
Subtotal	44786	46.7%	41500	44.5%	39709	44.8%
School-Age (ages 5-12)						
Family Child Care Home	10870	11.3%	11101	11.9%	10408	11.7%
Center (After/Before School)	30804	32.1%	31397	33.7%	29275	33.0%
Subtotal	41674	43.4%	42498	45.6%	39683	44.7%
Total	95935	100.0%	93229	100.0%	88710	100.0%

Child Care Demand by Age	2008-2010 Change		2008-2015 Change	
	Number	% Change	Number	% Change
Infant/Toddler (ages 0-1)				
Family Child Care Home	-112	-2.4%	-37	-0.8%
Center-Based	-132	-2.8%	-120	-2.5%
Subtotal	-244	-2.6%	-157	-1.7%
Preschool (ages 2-4)				
Family Child Care Home	-617	-7.3%	-992	-11.8%
Center-Based	-2669	-7.3%	-4085	-11.2%
Subtotal	-3286	-7.3%	-5077	-11.3%
School-Age (ages 5-12)				
Family Child Care Home	231	2.1%	-462	-4.3%
Center (After/Before School)	593	1.9%	-1529	-5.0%
Subtotal	824	2.0%	-1991	-4.8%
Total	-2706	-2.8%	-7225	-7.5%

Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

The figure below displays the total demand for family child care homes (FCCH) and licensed center-based child care (LCCC) in 2008 and projected demand for 2010. Demand for before- and after-school care and family child care homes for school-age children slightly increases (+3%). However, demand for preschoolers slightly declines in two years (-2%). Demand for infant/toddler care remains steady.

FIGURE 29: Total Child Care Demand by Age, 2008 and 2010



Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

Several reasons account for the decrease in projected demand for child care for preschoolers. One reason is a projected decrease in the number of preschoolers (children between the ages 2 to 5) in the county by 2015.⁷ The other reason is that the county demand model estimates that in two years fewer infants and toddlers will be born, while the preschool cohort will move into school age and demand more child care options. However, Department of Finance population estimates are based on 2000 Census data and may currently be out-of-date. The next Census will be conducted in 2010, and should provide a more accurate estimate of demand for 2015.

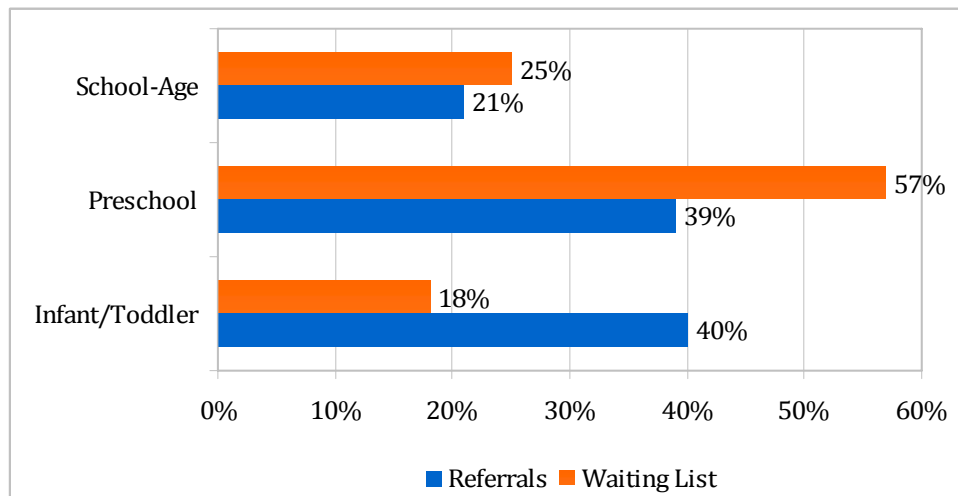
Preschool is an important preparation for formal schooling and access to quality programs is in high demand. Wraparound programs, defined as half-day programs that offer morning or afternoon child care programs, are popular because they provide parents

access to flexible preschool schedules. The Power of Preschool initiative helps three- and four-year-olds gain access to quality, half-day preschool programs and provides a more comprehensive effort to assist families and communities with child care needs.⁸ Another program available is with Head Start which enrolled approximately 1,000 children in part-day programs last year. The demand for Head Start part-day programs has steadily increased by 30% within the past five years.⁹ Wraparound services offer an affordable option for parents who have to balance family and work, as well as providing an opportunity for children to be enrolled in quality preschool programs.

Referrals for Child Care Services by Age, Regardless of Family Income

Parents in Santa Clara County requested child care mostly for children in younger age groups.⁹ Referral requests made were for 40% of infant/toddler care, 39% of preschool care, and 21% of school-age care. New parents were more likely to use a resource and referral agency which explains a high percentage of infant/toddler referrals. Consequently, a high number of referrals were made for preschoolers, but there were also many families and children waiting for preschool child care. Most parents requested full-time child care (63%) compared to part-time child care (37%).

FIGURE 30: Referrals and Children in Need of Child Care by Age



Note: N = 12,622. Total parents requesting full-time and part-time child care = 7,312.
 Source: 4C's of Santa Clara County, January 2008.

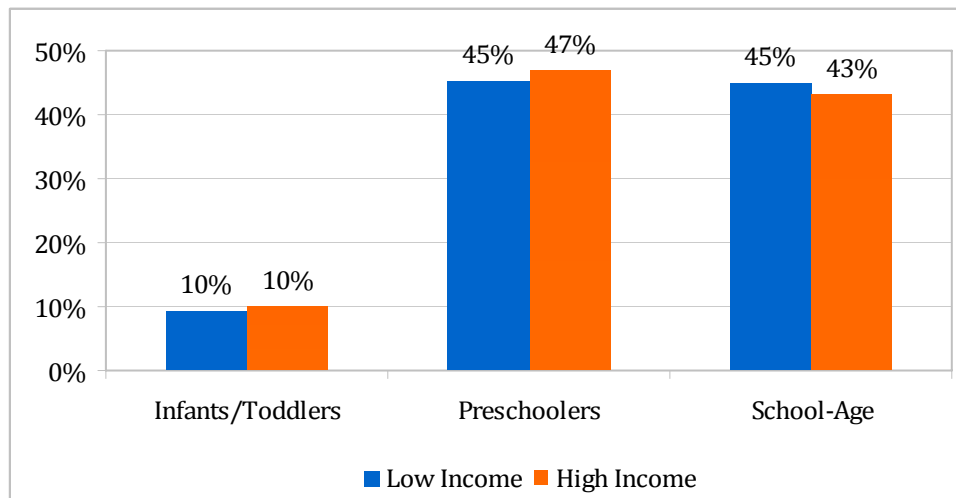
Child Care Demand by Income

Demand for affordable child care is influenced by family income. Because of the high cost of living in Santa Clara County, many parents find child care unaffordable; the average cost of child care for one preschooler is between \$9,000 and \$11,000 per year.⁵

Based on information from the U.S. Census Bureau, estimates of child care demand are broken down into two income levels: families below the 200% poverty level, and families at or above the 200% poverty level. Families and individuals who have incomes two times below the poverty threshold are considered below the 200% poverty level. See Appendix B for 2008 Federal Poverty Levels.

Figure 31 shows the child care demands of families in low income and high income households (in this case, high income households have annual incomes at or above the 200% poverty level).

FIGURE 31: Child Care Demand by Family Income and Age



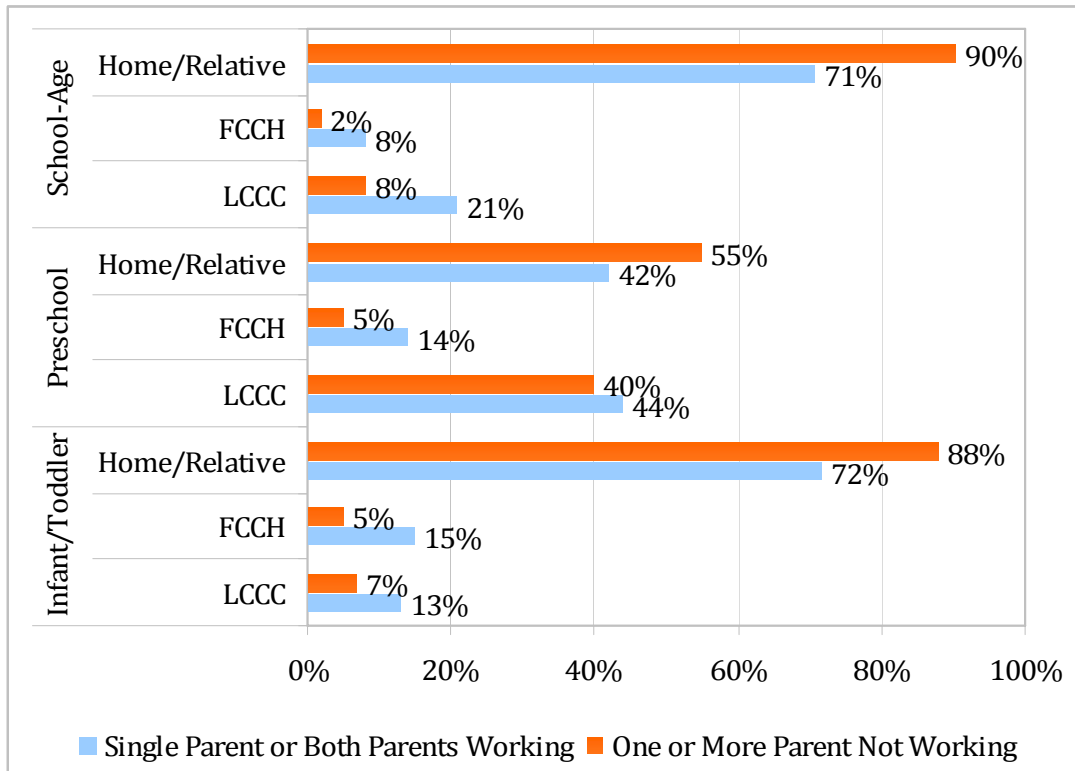
Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

Child Care Demand by Workforce Participation

Employment is an important factor that motivates parents to seek child care. Single parent families and families where both parents work and who have preschoolers have a

higher demand for center-based care and family child care homes (44% and 14%, respectively) than families where one or more parent is not working (40% and 5%, respectively) (see Figure 32).

FIGURE 32: Child Care Demand by Workforce Participation, 2008



Note: For families with a single parent or both parents working, the total N's are as follows: 23,898 Infants/Toddlers; 45,899 Preschoolers, and 115,208 School-Age Children. For families with one or more parent not working, the N's are: 22,490 Infants/Toddlers, 40,352 Preschoolers, and 81,554 School-Age Children.

Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

Close to 13,000 eligible children are on waiting lists for subsidized early care and education programs.¹⁰ The previous chapter described the large number of families who are searching for child care slots due to employment. In addition to families who are employed or seeking employment, over 5% of families and children waiting for child care are college students (see Table 10). Teen parents, homeless families and children, and migrant worker families and children constitute less than 3% of the population who need child care. Information about these populations was obtained by the 4C's of Santa Clara

County. Families and children with similar characteristics who may have sought child care without referral agencies are not reflected in the data in Table 10.

TABLE 10: Unique Characteristics of Families/Children in Need of Child Care, 2008

Characteristics	Families		Children	
College Student	658	5.1%	879	6.8%
Teen Parent	90	0.7%	99	0.8%
Homeless	55	0.4%	76	0.6%
Migrant Worker	7	0.1%	10	0.1%
<i>Subtotal</i>	810		1064	
<i>Total on Waiting List = 12,840</i>				

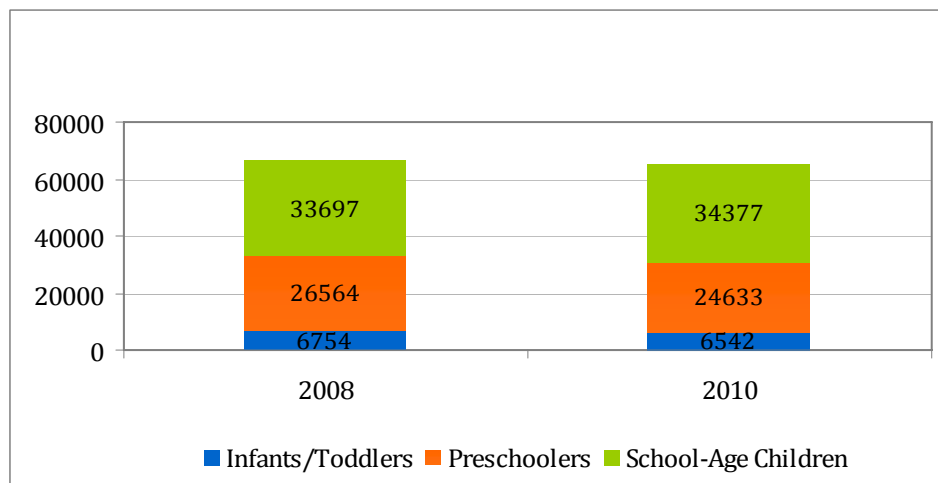
Source: 4C's of Santa Clara County, Inc., February 2008.

Child Care Demand by Enrichment Versus Full-Time Child Care Demand

There are two types of child care demands included in the Child Care Demand Model: (1) children in families who demand child care because there is no parent at home to care for the child as both parents or single parents are working; and (2) children in families who demand child care for enrichment, socialization, and other purposes but have one or more parents not working.²

Families where a single parent or both parents are working are considered a priority population that demand child care because of employment reasons as they are trying to balance work and family demands. There are approximately 67,000 children with a single parent or both parents working who demand full-time child care slots at center-based child care programs or family child care homes. By 2010, the priority demand for child care is projected to decrease by approximately 1,500 slots because of the decrease in the number of young children in the county's general population. See Figure 33 for child care demand by single parent families and families where both parents are working.

FIGURE 33: Child Care Demand for Single Parents or Both Parents Working, 2008-2010



Sources: National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

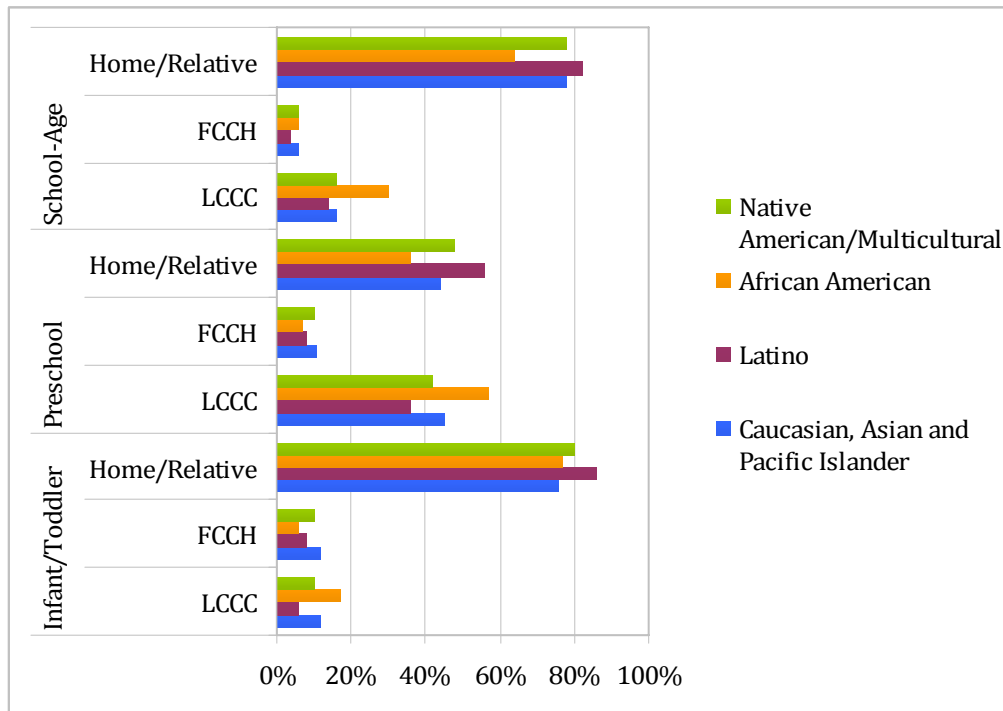
A priority need for child care is represented by low income families who have a single parent or both parents working because parents in these families have to rely on some form of child care in order to work full-time. Ten percent of families in the county, or 32,353 children, live below the 200% poverty level and have a single parent or both parents working. Low income families are likely to depend on relatives to care for their infants and toddlers (48%). The high cost of infant care (ranging from \$10,000 and \$14,000 annually)⁵ is a likely factor for low income families to depend on relative care. With the opportunity for children in low income families to participate in public preschool programs, there are a larger number of preschoolers who enroll in center-based or Head Start child care. Over 50% of low income families have preschoolers in family child care homes or center-based/Head Start child care programs.

Demand by Ethnicity

Ethnicity is a predictor of child care use according to the 2002 NSAF study.³ Nationwide, Latino families are more likely to leave their children with relatives while African American families are more likely to have their children in center-based child care.³ Differences in the demand for certain types of care can be seen across the four ethnic groups of children included in this report: Caucasian, Asian and Pacific Islanders; Latinos;

African Americans; and Native Americans and Multicultural children. Available data from the U.S. Census grouped together Caucasian, Asian and Pacific Islander as a race, as a result these ethnic groups are represented as one group (see Figure 34).

FIGURE 34: Child Care Demand by Ethnicity, 2008



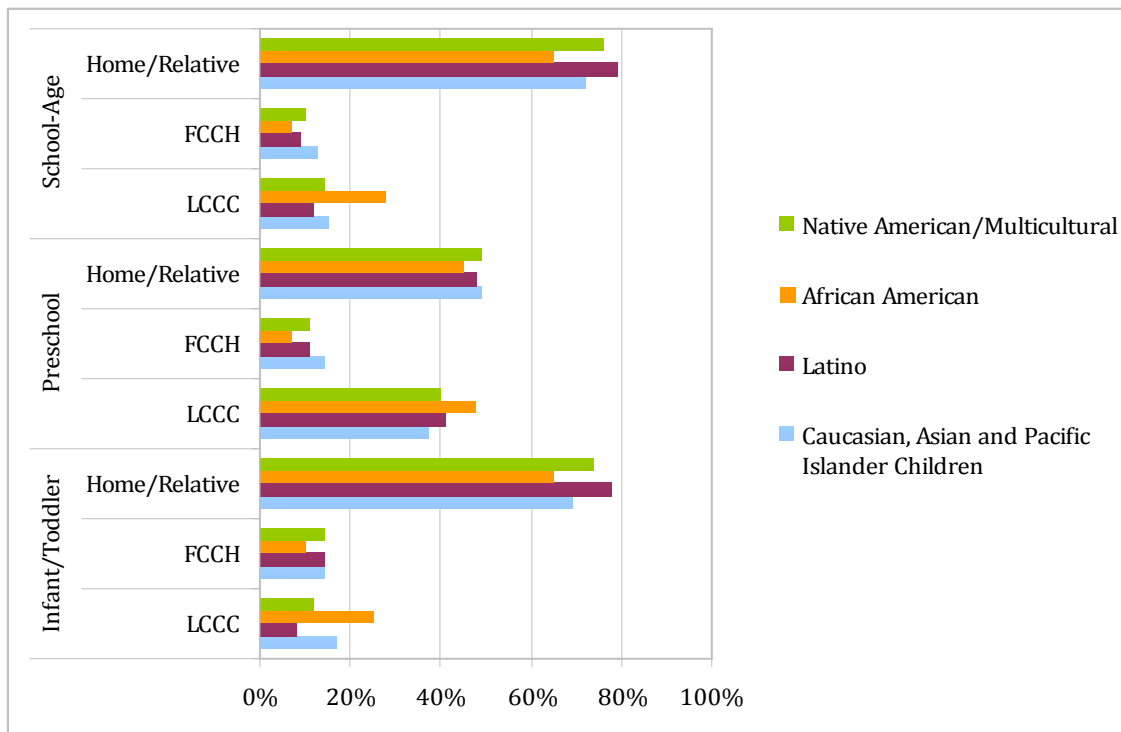
Note: For school-age children, LCCC is defined as before- or after-school child care programs.
 Sources: National Survey of American Families, Urban Institute, 2002;
 Primary Users Microdata Sample, U.S. Census, 2000; State of California
 Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

A high percentage of families across the groups demand center-based child care for preschoolers (37% to 57% of families demand center-based care). African American families are more likely to place their preschoolers in center-based child care (57%) compared to other ethnic groups. Likewise, Latino families and Caucasian, Asian and Pacific Islander, and Native American/Multicultural families are likely to choose center-based care over family child care homes for preschoolers and school-age children.

Low Income Family's Child Care Demand by Ethnicity

The demand for child care in low income households with single parents or both parents working is slightly different from the county as a whole by ethnic groups. Considered a population that has a priority need for child care, low income Caucasian, Asian and Pacific Islander, Latino, and Native American/Multicultural families with infants/toddlers equally utilize family child care homes, and about the same percentage of Latino and Native American/Multicultural families utilize center-based care for preschoolers (see Figure 35). Regardless of ethnic group or child age, over 40% of low income families utilize home/relative care.

FIGURE 35: Low Income Family's Child Care Demand by Ethnicity and Age



Note: For school-age children, LCCC is defined as before- or after-school child care programs.
 Sources: National Survey of American Families, Urban Institute, 2002;
 Primary Users Microdata Sample, U.S. Census, 2000; State of California
 Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

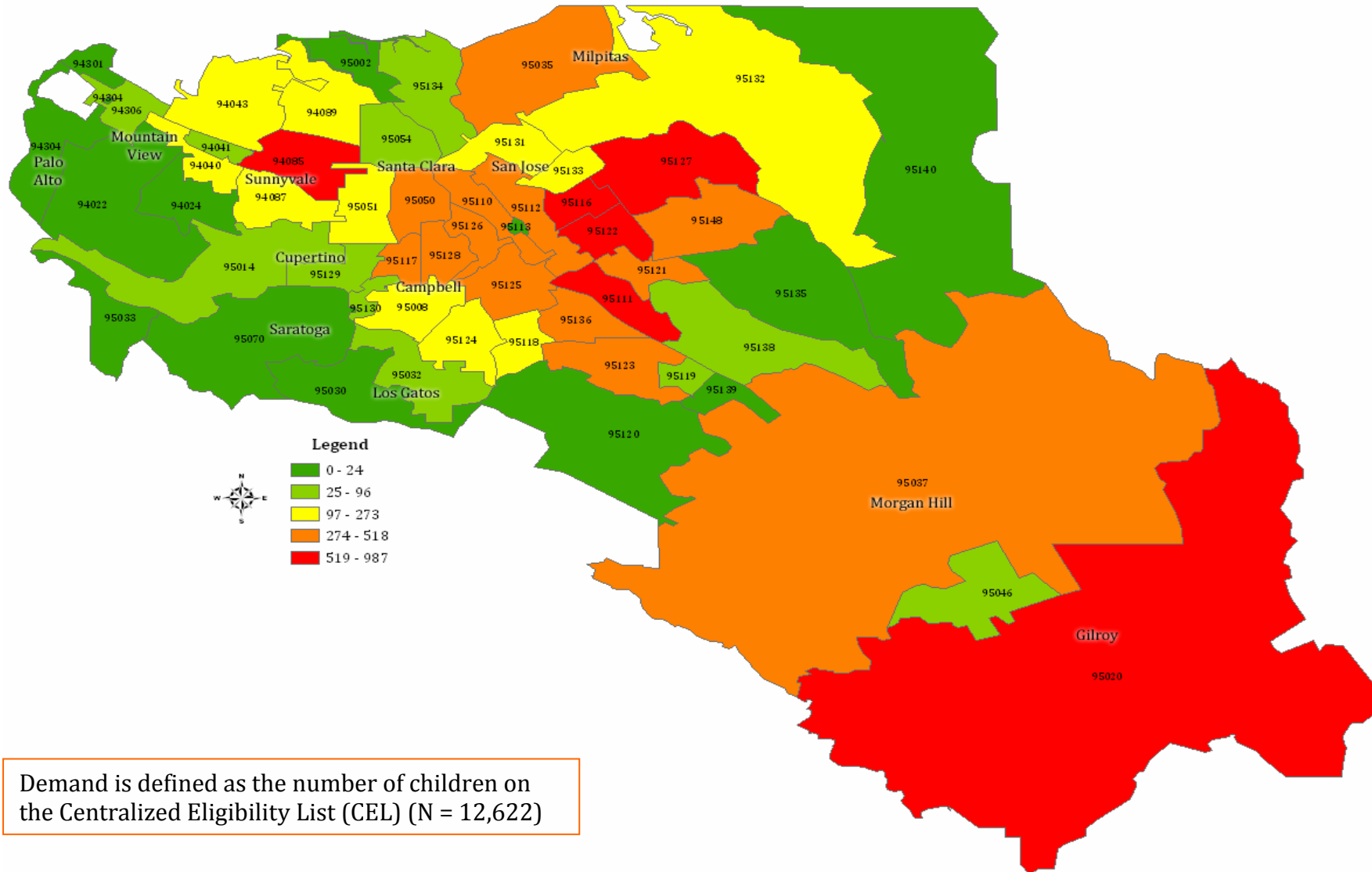
Subsidized Child Care Demand by Location

According to the 4C's of Santa Clara County, there were 12,622 children waiting for child care as of January 2008. Among the cities with more than 500 children waiting for

child care, San Jose has the highest (67.4%), followed by Sunnyvale (7.9%), Santa Clara (5.2%), and Gilroy (5.0%). Over half of the cities in the county have more than 50 children waiting for child care. It is important to note that some families live outside of Santa Clara County but choose to place their children in a child care facility close to work. For this reason, the demand for child care may be influenced by parents' employment location and extends to families who currently do not live in the county.

The following map displays the ZIP code level demand for subsidized child care in the county (Figure 36). The 12,622 children who were on the county's subsidized waiting list in January were used to complete the map of ZIP code level demand.¹⁰

FIGURE 36: Child Care Demand Map



Endnotes for Chapter 4: Child Care Demand

¹Claritas Inc. (2007). Claritas 2007 Pop Facts database. San Diego: Claritas, Inc.

²Alameda County (2006). Alameda County Child Care Planning Council. *2006 Alameda County Early Care and Education Needs Assessment Report*. Retrieved April 15, 2007 from <http://www.acgov.org/childcare/documents.shtml>.

³Urban Institute (2008). 2002 National Survey of American Families. Retrieved April 24, 2008 from <http://www.urban.org/center/anf/nsaf.cfm>.

⁴United States Department of Education, National Center for Education Statistics (2008). National Household Education Surveys Programs. Retrieved April 24, 2008 from <http://nces.ed.gov/nhes>.

⁵California Child Care Resource and Referral Network. California Child Care Resource and Referral Network (2008). 2007 California Child Care Portfolio. Retrieved April 24, 2008 from <http://www.rrnetwork.org/our-research/2007-portfolio.html>.

⁶Children Now (2008). 2008 California Report Card. Retrieved April 24, 2008 from http://publications.childrennow.org/publications/invest/reportcard_2008.cfm.

⁷State of California, Department of Finance (2008). Population Projections for California and Its Counties 2000-2050, by Age, Gender, and Race/Ethnicity, Sacramento California, July 2007. Retrieved April 24, 2008 from <http://www.dof.ca.gov/html/DEMOGRAP/ReportsPapers/Projections/P3/P3.php>.

⁸E3 Institute (2008). Power of Preschool. Retrieved May 21, 2008 from <http://www.e3institute.org/pub/htdocs/pop.htm>.

⁹Program Information Report (2007) Annual Program Information Report, Head Start Program Data.

¹⁰Community Child Care Council of Santa Clara County, Inc. (2008). Santa Clara County Centralized Eligibility List, December/January/February Data Reports.



Child Care Supply

V. CHILD CARE SUPPLY

SUMMARY: *There are approximately 58,500 full- and part-time child care slots available through 2,213 providers in Santa Clara County. These current slots can accommodate approximately 6,900 infants and toddlers, 36,000 preschoolers, and 15,500 school-aged children. These programs assist children and families in a variety of ways by offering after hour care options, special needs care, and care in a variety of languages.*

This chapter provides detailed information regarding the availability and diversity of child care in Santa Clara County. It describes the number of licensed child care facilities and their capacity by location, age, part-time and full-time status, family child care homes and center-based care, availability of after-hours care, and language capacity. This chapter also provides projections of future child care supply. The purpose of this section is to provide an understanding of the child care supply, and to lay the groundwork for a discussion on gaps in child care in the following chapter. Data in this section has been collected by the 4C's of Santa Clara County and the California Department of Social Services.

Supply Assumptions

The 4C's of Santa Clara County collects data on family child care homes and licensed child care centers by accounting for all parents who ask for referrals, keeping track of all known providers in the community, and assisting families who are applying for subsidies.¹ The Department of Social Services collects data on child care through licensing and by monitoring family child care homes and child care centers throughout the state to ensure children are provided safe and healthy environments.²

Supply by Geographic Location

Tables 11 through 15 illustrate the number of family child care homes (FCCH) and licensed center-based child care centers (LCCC) by region within Santa Clara County broken down by municipalities and the ZIP codes.

Northern Santa Clara County

The northern portion of Santa Clara County consists of six different municipalities and has a total of 344 centers, of which 215 are FCCH and 129 are licensed child care centers.

TABLE 11: Northern Santa Clara County, Child Care Supply

City/Area	ZIP Code	FCCH	LCCC	Total
Los Altos	94022	2	7	9
Los Altos	94024	12	8	20
Mtn. View	94040	16	13	29
Mtn. View	94041	9	3	12
Mtn. View	94042	0	1	1
Mtn. View	94043	19	9	28
Sunnyvale	94085	11	0	11
Sunnyvale	94086	47	13	60
Sunnyvale	94087	53	26	79
Sunnyvale	94089	20	3	23
Palo Alto	94301	0	9	9
E. Palo Alto	94303	11	8	19
Palo Alto	94304	0	2	2
Stanford	94305	0	7	7
Palo Alto	94306	15	20	35

West Valley

The West Valley area of Santa Clara County consists of four different municipalities and has a total of 208 centers, of which 128 are FCCH and 80 are licensed child care centers.

TABLE 12: West Valley, Child Care Supply

City/Area	ZIP Code	FCCH	LCCC	Total
Campbell	95008	32	24	56
Cupertino	95014	69	26	95
Los Gatos	95030	5	2	7
Los Gatos	95032	8	16	24
Los Gatos	95033	2	0	2
Saratoga	95070	12	12	24

City of San Jose

The City of San Jose has a total of 1,241 centers, of which 959 are FCCH and 282 are licensed child care centers.

TABLE 13: City of San Jose, Child Care Supply

City/Area	ZIP Code	FCCH	LCCC	Total
San Jose	95110	20	6	26
San Jose	95111	72	10	82
San Jose	95112	30	9	39
San Jose	95113	0	0	0
San Jose	95116	22	21	43
San Jose	95117	18	8	26
San Jose	95118	47	12	59
San Jose	95119	17	7	24
San Jose	95120	30	13	43
San Jose	95121	59	6	65
San Jose	95122	57	23	80
San Jose	95123	74	16	90
San Jose	95124	56	28	84
San Jose	95125	34	24	58
San Jose	95126	18	7	25
San Jose	95127	61	17	78
San Jose	95128	36	16	52
San Jose	95129	48	17	65
San Jose	95130	21	3	24
San Jose	95131	22	2	24
San Jose	95132	52	9	61
San Jose	95133	24	6	30
San Jose	95134	6	1	7
San Jose	95135	15	6	21
San Jose	95136	37	10	47
San Jose	95138	10	1	11
San Jose	95139	8	2	10
San Jose	95148	65	2	67

South County

The southern portion of Santa Clara County consists of three different municipalities and has a total of 156 centers, of which 112 are FCCH and 44 are licensed child care centers.

TABLE 14: South County, Child Care Supply

City/Area	ZIP Code	FCCH	LCCC	Total
Gilroy	95020	77	19	96
Morgan Hill	95037	30	23	53
San Martin	95046	5	2	7

Alviso, Milpitas, and Santa Clara

The cities of Alviso, Milpitas, and Santa Clara have a total of 264 centers, of which 187 are FCCH and 77 are licensed child care centers.

TABLE 15: Alviso, Milpitas, and Santa Clara, Child Care Supply

City/Area	ZIP Code	FCCH	LCCC	Total
Alviso	95002	1	2	3
Milpitas	95035	69	28	97
Milpitas	94035	0	1	1
Santa Clara	95050	30	9	39
Santa Clara	95051	60	28	88
Santa Clara (University)	95053	0	1	1
Santa Clara	95054	27	8	35

Current Child Care Supply

Family Child Care Homes and Center-Based Care

There are two categories of Family Child Care Homes (FCCH):²

- Small Family Child Care Homes that provide care to no more than 8 children and;
- Large Family Child Care Homes that provide care to no more than 14 children.

As displayed in Table 16, there are a total of 1,601 FCCs in Santa Clara County with a total capacity of 15,219 slots.

TABLE 16: Family Child Care Homes by Age Group Served

Supply by Age Group	Full-Time		Part-Time		Total Capacity
	Number	Percent	Number	Percent	
Infant/Toddler	3,744	25%	15	6%	3,759
Preschool	6,653	44%	164	67%	6,817
School-Age	4,576	31%	67	27%	4,643
Total	14,973	100%	246	100%	15,219

Note: Numbers reflect the available slots in family child care homes.
Source: 4C's of Santa Clara County, Inc., January, 2008.

The following table shows that there are 612 center-based child care centers in Santa Clara County with a total capacity of 43,524 slots.

TABLE 17: Center-Based Care by Age Group Served

Supply by Age Group	Full-Time		Part-Time		Total Capacity
	Number	Percent	Number	Percent	
Infant/Toddler	3,176	9%	48	1%	3,224
Preschool	23,881	64%	5,488	85%	29,369
School-Age	10,040	27%	891	14%	10,931
Total	37,097	100%	6,427	100%	43,524

Note: Numbers reflect the available slots in center-based child care. Data includes private and subsidized child care totals.
Source: 4C's of Santa Clara County, Inc., January, 2008.

The child care vacancy rate has increased from the past 10 years. In 1998, 25% of family child care homes and 5% of licensed child care centers were vacant. Currently, the vacancy rate is 31% for family child care homes and 12% for licensed child care centers. As stated in the 1998 LPC Child Care Needs Assessment, the high vacancy rates in family child care homes can be attributed to the following: families can not afford the cost of care, families may be choosing exempt care, families may have ethnic-based differences in child rearing practices, families demand for high quality child care, and the available providers serving subsidized families.

In Santa Clara County there are 2,213 licensed child care providers (1,601 licensed family child care homes and 612 full cost licensed child care centers) many of which offer alternative schedules of care. Table 18 illustrates the number of centers offering each type of schedule. The numbers in each column will not add up to the number of centers stated above, since some centers offer more than one schedule of care.

TABLE 18: Child Care Supply by Schedule of Care

Schedule of Care	FCCH	LCCC
Evening	137	1
24-Hour	71	0
Before School	886	161
After School	1007	192
Drop-in	780	78
Rotating Schedule	268	17
Temp/Emergency	281	16
Weekend - Saturday	167	4
Weekend - Sunday	117	3
Full-time	1,569	471
Part-time	1,235	516

Source: 4C's of Santa Clara County, Inc., January, 2008.

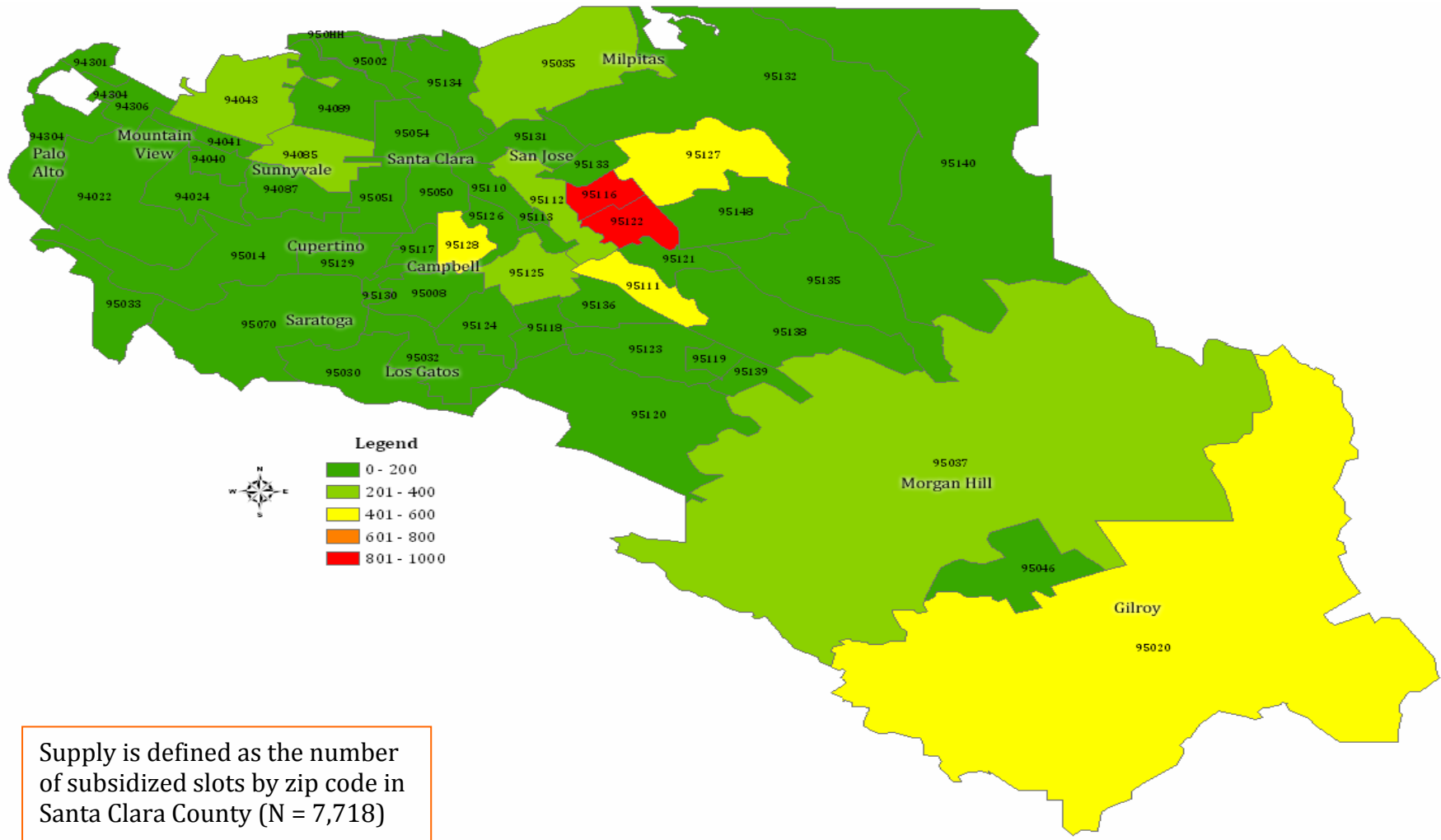
TABLE 19: Language Capacity

Language	FCCH	LCCC
English	1,321	587
Spanish	524	359
Vietnamese	29	83
Chinese	78	78
Farsi	52	20
Hindi	80	61
Tagalog	73	52
Russian	10	9
Japanese	7	4
Arabic	25	5
Assyrian	6	3
Croatian	1	1
French	18	21
German	6	18
Hebrew	4	12
Italian	13	6
Korean	1	7
Sign Language	10	7

Source: 4C's of Santa Clara County, Inc., January, 2008.

The following map (Figure 37) displays subsidized child care supply by ZIP code for Santa Clara County. Supply is defined as the number of subsidized slots by ZIP code in Santa Clara County (N = 7,718). As can be seen from the map, the highest supply areas (in red) are in the downtown San Jose area.

FIGURE 37: Child Care Supply Map



Endnotes for Chapter 5: Child Care Supply

¹Community Child Care Council of Santa Clara County, Inc. (2008). The 4C Council of Santa Clara County. Retrieved May 15, 2008 from <http://www.4c.org>.

²California Department of Social Services (2008). Community Care Licensing Division. Retrieved April 15, 2008 from <http://www.cclcd.ca.gov/Default.htm>.



Child Care Gaps

VI. CHILD CARE GAPS

SUMMARY: *Child care gaps are determined by subtracting total demand from total supply. Currently, there is a child care gap of approximately 37,000 slots in the county, and a projected gap of approximately 34,000 slots in two years. The largest gap is in before- and after-school care for school-age children with about 26,000 slots needed. For low income families, there is a gap of 180 slots for infants and toddlers, and 1,870 slots for school-age children. At the zip code level, 22 ZIP code areas are estimated to have high child care gaps—those with 1,000 slots or more. Among the 22 high gap areas, 18 were located in San Jose, the largest located at 95116 (gap = -5,746 slots). In addition, the following ZIP code locations 95111, 95112, 95122, and 95127 have over -4,000 slots. Outside of San Jose, there was also a great need for child care slots in Gilroy (ZIP code 95020) with a gap of -4,245 slots.*

Current Child Care Gap

There is approximately a 37,000 slot gap between the supply and demand for child care in the county. In two years, the gap slightly narrows, assuming that the supply remains the same. The table below describes the child care gap by the number of slots at center-based and family child care home child care. Information about part- and full-time child care gaps is not available.

TABLE 20: Child Care Gaps, by LCCC and FCCH, 2008 and 2010

	Supply		Demand		(Gap)/Surplus	
	2008	2010	2008	2010	2008	2010
LCCC	43,520	43,520	71,880	69,680	(28,360)	(26,160)
FCCH	15,220	15,220	24,050	23,550	(8,830)	(8,330)
Total	58,740	58,740	95,930	93,230	(37,190)	(34,490)

Note: Assumes supply remains constant from 2008 to 2010. Totals are rounded to the nearest ten.
 Source: 4C's of Santa Clara County, Inc., January 2008; National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

Child Care Gap by Age

Currently, there is a large gap in child care slots for children of all ages. This year, there is a gap of approximately 2,500 slots for infants and toddlers and 8,600 slots for preschoolers. The largest gap is for school-age children with 26,100 slots. Table 21 displays the child care gap by age. As a whole, the child care gap will slightly decrease in two years, but the need for school-age slots is projected to increase.

TABLE 21: Child Care Gaps, by Age Groups, 2008 and 2010

	Supply		Demand		(Gap)/Surplus	
	2008	2010	2008	2010	2008	2010
Infant/Toddler	6,980	6,980	9,480	9,230	(2,500)	(2,250)
Preschool	36,190	36,190	44,790	41,500	(8,600)	(5,310)
School Age	15,570	15,570	41,670	42,500	(26,100)	(26,930)
Total	58,740	58,740	95,940	93,230	(37,200)	(34,490)

Note: Assumes supply remains constant from 2008 to 2010. All totals are rounded to the nearest ten.
 Source: 4C's of Santa Clara County, Inc., January 2008; National Survey of American Families, Urban Institute, 2002; Primary Users Microdata Sample, U.S. Census, 2000; State of California Department of Finance Population Projections by Age and Ethnicity, 2007; BAE, 2008.

Child Care Gap by Priority Demand

The priority populations in Santa Clara County are low income families in which a single parent or both parents are working. Low income families are defined by annual household incomes of less than 200% of the federal poverty level. The supply of full-time, affordable child care is crucial for low income families to function with a single parent or both parents working. Table 22 displays the supply of full-time subsidized child care and the demand for full-time center-based child care by low income families with single parents or both parents working.

TABLE 22: Child Care Gaps, Priority Demand by Age Groups, 2008

	Supply	Demand	(Gap)/Surplus
Infant/Toddler	270	450	(180)
Preschool	3,670	2,900	770
School Age	1,050	2,920	(1,870)

Note: All totals are rounded to the nearest ten. Numbers in the table reflect center-based child care demand by low income households with single parents or both parents working, considered a priority demand. For infants/toddlers and preschoolers supply numbers takes into account full-time/subsidized slots at licensed child care centers. For school-age children supply numbers takes into account part-time before- and after-school center care.

Child Care Gap by ZIP Code Location

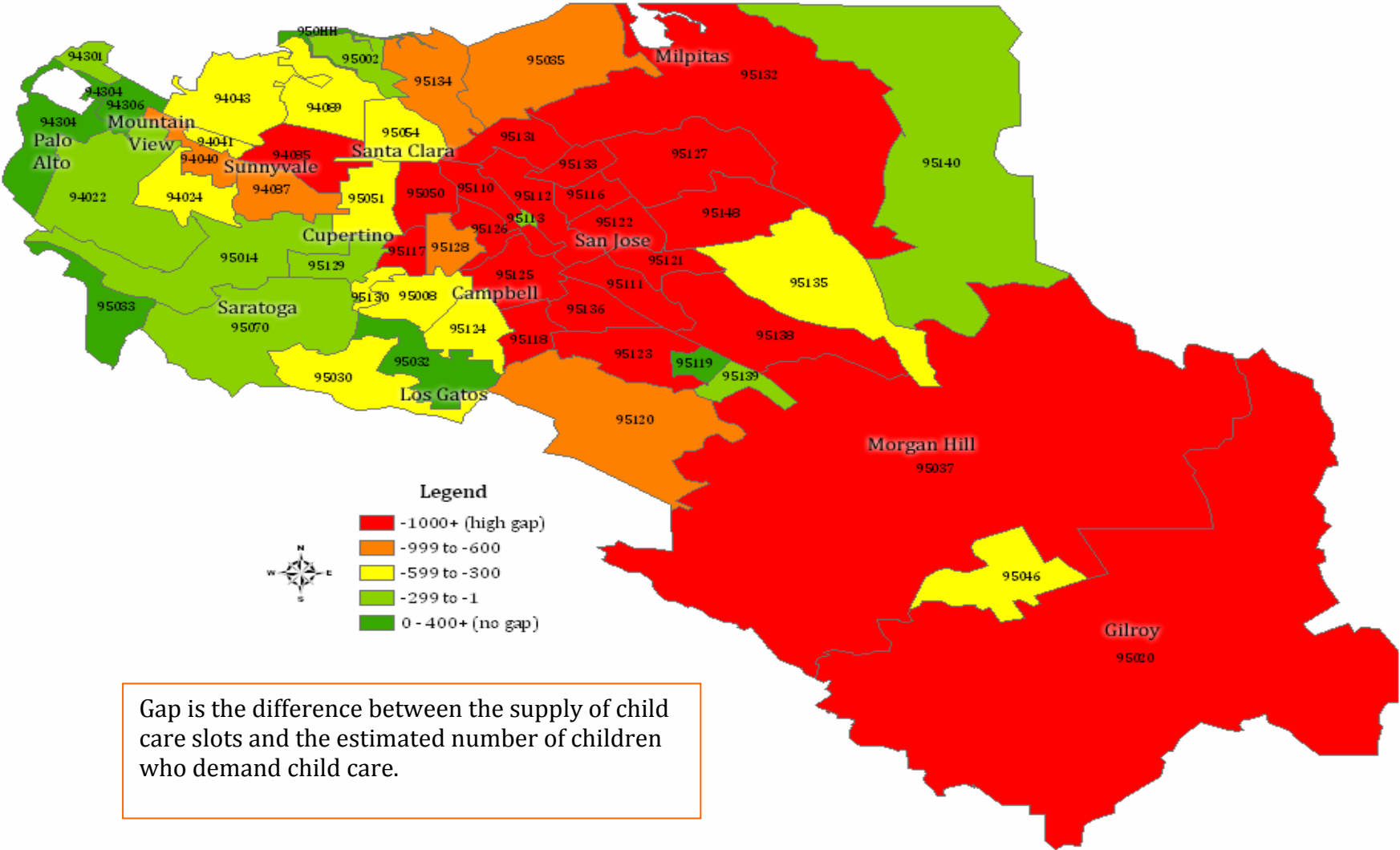
Child care demand gaps by ZIP code location have been determined by finding the difference between the supply of child care slots and the estimated number of children who demand child care. Estimates of child care demand by ZIP code location were based on population estimates for Santa Clara County as described on page 48 of this report (see Figure 27). As Figure 38 on the next page shows, 22 ZIP code areas (those in red) are estimated to have high child care gaps– those with 1,000 slots or more.

Among the 22 high gap areas, 18 were located in San Jose, the largest located at 95116 (gap = -5,746 slots). In addition, the following ZIP code locations 95111, 95112, 95122, and 95127 have over -4,000 slots. Outside of San Jose, there was also a great need for child care slots in Gilroy (ZIP code 95020) with a gap of -4,245 slots. The following cities are included in the areas which have a high child care gap: Morgan Hill (95037; gap of -1,745 slots), Sunnyvale (94085; gap of -1,680), and Santa Clara (95050; gap of -1517).

On the other hand, a surplus of child care did exist in some locations throughout the county, but the slots were comparably few. ZIP code locations where a surplus existed include the following: San Jose (95119), Mountain View (94035), Sunnyvale (94087), Palo Alto (94304 and 94306), Stanford (94305), Los Gatos (95030), and Santa Clara (95053). Locations where there was a surplus of child care ranged from 53 to 417 slots.

As previously mentioned in this report, future analyses to be completed by December 2008 would describe city/ZIP code level child care demand using a city child care demand model similar to Alameda County’s study.

FIGURE 38: Child Care Gap/Surplus Map





Services for Children from Special Populations

VII. SERVICES FOR CHILDREN FROM SPECIAL POPULATIONS

SUMMARY: *Many public assistance programs are available for children who live in families with limited income and resources, including CalWORKs, Medi-Cal, Healthy Families, and Food Stamps.*

Over 26,000 children were diagnosed with a disability in the 2006-2007 academic year. Among preschool-aged children, speech/language impairments were the most common disabilities, followed by autism. A number of community-based services are in place to serve children with disabilities, such as California Children's Services and the Inclusion Collaborative.

Other special populations discussed in this chapter include English Learners, Migrant Education, and children who have experienced violence, abuse, neglect, and exploitation. Children and families can access community resources to assist them with their physical, cognitive, and social-emotional health.

Children in Families Receiving Public Assistance

Several programs are available throughout the county and state to assist families who have limited income and resources. They are described below.

California Work Opportunity and Responsibility to Kids (CalWORKs)

CalWORKs is a welfare program that gives cash aid to eligible, needy Californian families and provides services for domestic violence, mental health issues, substance abuse problems, and other issues. Generally, services are available to:

- families that have a child or children in the home who have been deprived of parental support or care because of the absence, disability, or death of either parent;
- families with a child or children who have both parents at home, but the principal earner is unemployed; or
- economically disadvantaged caretaker relatives of a foster child.

Recipients of the CalWORKs grant program are required to engage in work and/or work preparation activities. CalWORKs programs provide an array of welfare-to-work services. Child care is provided with state and federal funds in three stages:

- **Stage 1** is administered by the California Department of Social Services through County Welfare Departments (CWDs). This stage begins when a participant enters the CalWORKs grant program and engages in activities pursuant to a welfare-to-work plan developed by the CWD for each family. CWDs refer families to a Resource and Referral agency to assist them in finding child care providers and then pay those providers directly for their services. Table 23 shows the number of children in Santa Clara County aged 0-5 who are receiving a child care subsidy through Stage 1 CalWORKs by ZIP code. As of April 2008, there were 971 children receiving Stage 1 child care subsidies in Santa Clara County. Most of the children live in San Jose and Gilroy.
- **Stage 2** is administered by the California Department of Education (CDE) through its alternative payment program contractors. CalWORKs families are transferred into Stage 2 when the CWD deems the family to be “stable.” Participation in Stage 1 and/or Stage 2 is limited to two years after the family stops receiving a CalWORKs grant. In addition to CDE, a small portion of the services in Stage 2 is administered directly by the California Community Colleges through its centers or an alternative payment delivery system for the benefit of students. According to CDE, as of April 2008, 3,600 children in Santa Clara County have received Stage 2 funding.
- **Stage 3** is also administered by CDE through its AP delivery mode. A family can move to this stage when it has exhausted its two-year limit in Stage 1 and/or Stage 2 (referred to as “timing out”), and for as long as the family remains otherwise eligible for child care programs. According to CDE, as of April 2008, 1,939 children in Santa Clara County have received Stage 3 funding.

TABLE 23: Santa Clara County Stage 1 CalWORKs Child Care Subsidy Recipients, Age 0-5, in April 2008

City	ZIP	# of Children	City	ZIP	# of Children
San Jose	95122	86	Sunnyvale	94085	8
Gilroy	95020	85	Sunnyvale	94089	7
San Jose	95127	69	Cupertino	95014	6
San Jose	95116	64	San Jose	95138	6
San Jose	95111	58	Sunnyvale	94087	6
San Jose	95112	55	San Jose	95134	6
San Jose	95123	41	San Jose	95120	5
San Jose	95125	34	Los Gatos	95032	5
San Jose	95148	34	San Jose	95130	5
San Jose	95136	29	Saratoga	95070	5
San Jose	95126	25	Mountain View	94040	4
San Jose	95121	25	San Martin	95046	4
San Jose	95118	25	San Jose	95129	4
San Jose	95133	25	Santa Clara	95054	4
San Jose	95117	25	Palo Alto	94301	2
Morgan Hill	95037	24	San Jose	95119	2
Milpitas	95035	22	San Jose	95135	2
San Jose	95110	18	Mountain View	94041	1
Sunnyvale	94086	18	Alviso	95002	1
Santa Clara	95051	17	Los Altos	94024	1
Santa Clara	95050	17	Palo Alto	94303	1
San Jose	95132	17	Stanford	94305	1
San Jose	95131	17	Los Gatos	95033	1
San Jose	95128	17	Santa Clara	95053	1
Campbell	95008	14	San Jose	95140	1
San Jose	95124	12	San Jose	95158	1
San Jose	95139	8			

TOTAL = 971 children

Source: Santa Clara County Social Services Agency, April 2008.

Medi-Cal

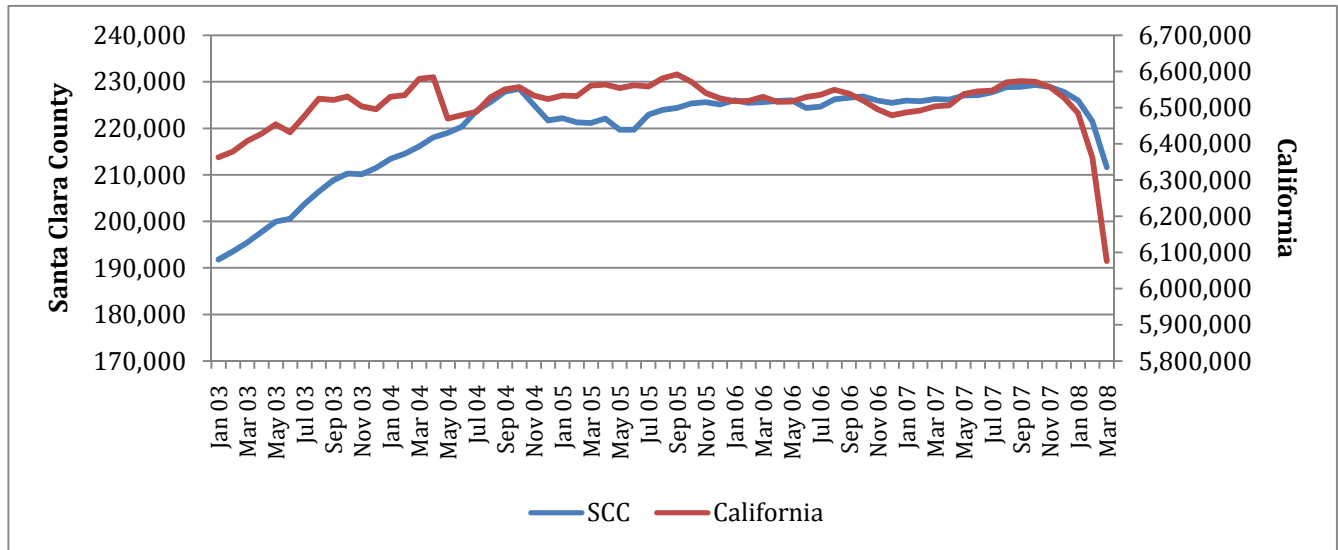
Medi-Cal is the main source of health care insurance (medical, dental, and vision) for over six million Californians who have limited income and resources. Funded equally through state and federal taxes, Medi-Cal draws more than \$16 billion in federal funds into the state's health care system. Although many people associate Medi-Cal with welfare, more than half of the funds go to the elderly, adults with disabilities, and children.

All Medi-Cal recipients must be residents of California, and many different people are eligible for Medi-Cal. Generally, if an individual receives cash assistance from another program such as SSI/SSP (Supplemental Security Income/State Supplemental Program), CalWORKs, Refugee Assistance, or Foster Care or Adoption Assistance Program, they are automatically enrolled in Medi-Cal. Others may be eligible for Medi-Cal if they meet income requirements and one or more of the following criteria:

- Are age 21 and younger or 65 and older;
- Blind or disabled;
- Pregnant;
- Diagnosed with breast or cervical cancer;
- Live in a skilled nursing or intermediate care home;
- On refugee status for a limited time; or
- A parent (or caretaker relative) of a child under 21 if the child's parent is deceased, doesn't live with the child, is incapacitated, or unemployed.

As shown in Figure 39, the number of individuals who are eligible for Medi-Cal has remained fairly stable over the past few years, and dropped slightly in recent months. In March 2008, approximately 211,605 residents of Santa Clara County were eligible for Medi-Cal, which represents 12.1% of the county population. At the same time, 16.6% of Californians were eligible for this program.

FIGURE 39: Number of Residents Eligible for Medi-Cal, 2003 to 2008



Source: California Department of Health Services, Medi-Cal Beneficiaries Count Pivot Table. Website: <http://www.dhcs.ca.gov/dataandstats/statistics/Pages/MediCalBeneficiariesCountsPivotTable.aspx>. Retrieved 4/15/08.

Healthy Families

California's Healthy Families program provides low-cost medical, dental, and vision insurance for children and teens who do not qualify for Medi-Cal. Created by the state legislature in 1997, this state- and federally-funded program subsidizes the cost of health insurance so that each eligible family pays no more than \$15 a month per child in premiums (up to a maximum of \$45 per family), and no more than \$250 per family per year in copayments. Premiums and copayments are waived for American Indians and Alaska Natives. To be eligible, an individual must:

- Reside in California;
- Be age 18 or younger;
- Not be eligible for Medi-Cal;
- Meet income guidelines (below 250% of the Federal Poverty Level – about \$40,000 for a family of three);
- Not have been covered by employer-provided health insurance for the last three months; and
- Meet citizenship or immigration requirements.

Enrollment in Healthy Families steadily increased from 1998 to 2003, followed by smaller increases in recent years. In September 2005, there were 744,653 children enrolled in Healthy Families in the state.¹ In May 2003, Santa Clara County was home to 20,279 children in the Healthy Families program.² In terms of racial/ethnic distribution, the majority of Healthy Families enrollees are Latino (61%), followed by Caucasian (13%) and Asian/Pacific Islander (12%).¹ Total spending for the Healthy Families program was over \$950 million in the 2005-2006 fiscal year.

Food Stamps

The Food Stamp program was designed to allow low income families to stretch their food budget to provide food for the whole family and stay healthy by buying healthier foods, including fruits and vegetables. Food Stamps can only be used to purchase food for human consumption or seeds/plants to grow food for household use. Food Stamps cannot be used to buy other household items such as soap, pet food, alcohol or tobacco products, vitamins, or medicines. While the amount each family receives per month is adjusted annually to match changes in food prices, the average family receives \$200 a month in Food Stamp benefits. In order to be eligible for the Food Stamp program, an individual must:

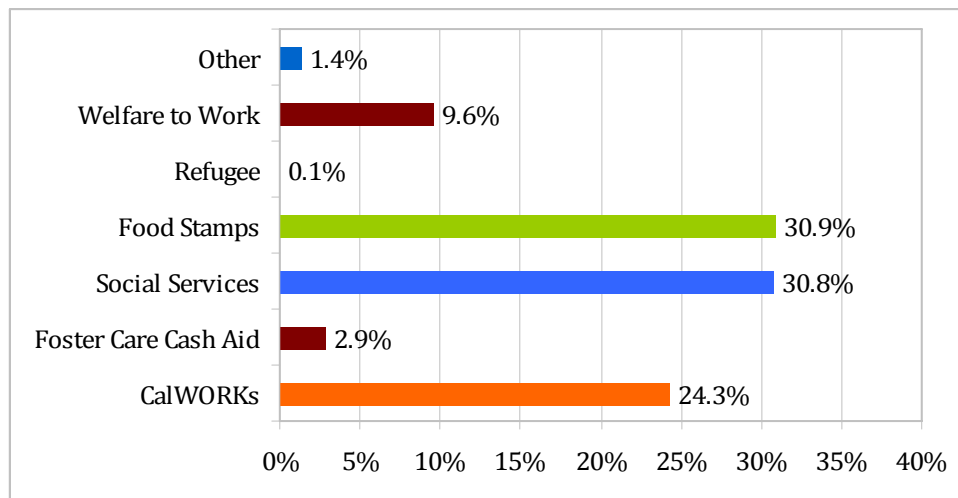
- Be a United States citizen or permanent resident;
- Have an income at or below 130% of the Federal poverty level (FPL); and
- Work 20 hours per week (if aged 18-49 and physically able).

The California Food Assistance Program (CFAP) provides benefits to legal immigrants who are not United States citizens or permanent residents and who would otherwise be eligible to receive Food Stamps.

In fiscal year 2005, the average Food Stamp recipient was a U.S. citizen aged 37.3 years with an eight-year-old child. The majority (77.5%) of the heads of household were female and Latina (39%), and just over half (56.8%) had completed twelve years of schooling (equivalent to a high school diploma). Sixteen percent of households had received Food Stamps for five years or more, and the average amount of Food Stamps was \$249 per household per month.

The number of Food Stamp applications has fluctuated in the past several years, and the county and state tend to follow the same patterns: applications are typically correlated to the overall condition of the state economy. In the past eight years, the number of applications for Food Stamps averages about 92,000 per month in California, and 2,700 per month in Santa Clara County.³ Applications for Food Stamps reached a low in late 1999/early 2000, and increased steadily for several years afterwards. In January 2008, Santa Clara County received 2,758 applications and California received 116,335, one of the highest levels in recent years. Figure 40 displays the total persons in the county who are receiving public assistance including Food Stamps, in 2007.

FIGURE 40: Persons Receiving Public Assistance in Santa Clara County, 2007



Types of Aid	Total	Percent
Other (e.g., Cash Assistance for Immigrants)	795	1.4%
Welfare to Work	5,510	9.6%
Refugee	84	0.1%
Non-Assistance Food Stamps	17,820	30.9%
Social Services	17,766	30.8%
Foster Care Cash Aid	1,697	2.9%
CalWORKs	13,981	24.3%
TOTAL	57,653	100%

Source: Social Services Agency, July 2007.

Children with Disabilities

Over 26,000 children in Santa Clara County were diagnosed with a disability in the 2006-07 academic year. When looking at the prevalence of disabilities across all age groups, it is evident that more school age children exhibit disabilities than infants and toddlers. A reason for the high prevalence of disabilities with school age children may be that professionals are more likely to diagnose a disability after a child reaches an older age.

The most common disability for children (from birth to age two) was hard of hearing, followed by mental retardation; 205 infants and toddlers were diagnosed with a disability in the county. In preschool age children, 1,485 children had disabilities. Speech or language impairment was by far the most frequent (65% of children with disabilities were in this category); autism was also common. Many of the county's school age children were diagnosed with a specific learning disability followed by speech or language impairments. See Table 24 for more common disabilities in Santa Clara County students. Note that in some cases children may be diagnosed with more than one disability. These children are only counted once in the following table, and are categorized by their primary disability.

TABLE 24: Number of Children by Primary Disability by Age, 2006-07

	Infants & Toddlers (birth - 2 years)	Preschool (age 3 & 4)	School Age (5 - 17)	Total
Mental Retardation	51	96	1063	1,469
Hard of Hearing	58	12	186	262
Deaf	3	29	139	187
Speech or Language Impairment	23	958	6,489	7,488
Visual Impairment	13	15	147	190
Emotional Disturbance	0	0	888	959
Orthopedic Impairment	21	47	538	661
Other Health Impairment	36	47	995	1,115
Specific Learning Disability	0	19	11,592	12,189
Deaf- Blindness	0	0	4	4
Multiple Disability	0	7	67	94
Autism	0	253	1,592	1,935
Traumatic Brain Injury	0	2	61	66
Total	205	1,485	23,761	26,619

Source: California Department of Education, Data Quest. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 4/15/08.

The table above presents data on children who are receiving special education services from their local schools. It is likely that there are other children throughout the county who also have disabilities but are not receiving special education services from schools. This table may underestimate the true number of children with disabilities for a few reasons: the disability has not yet been recognized due to lack of medical attention or community services; families are not participating in special education because they fear stigmatization; or the child is simply too young to be tested.⁴

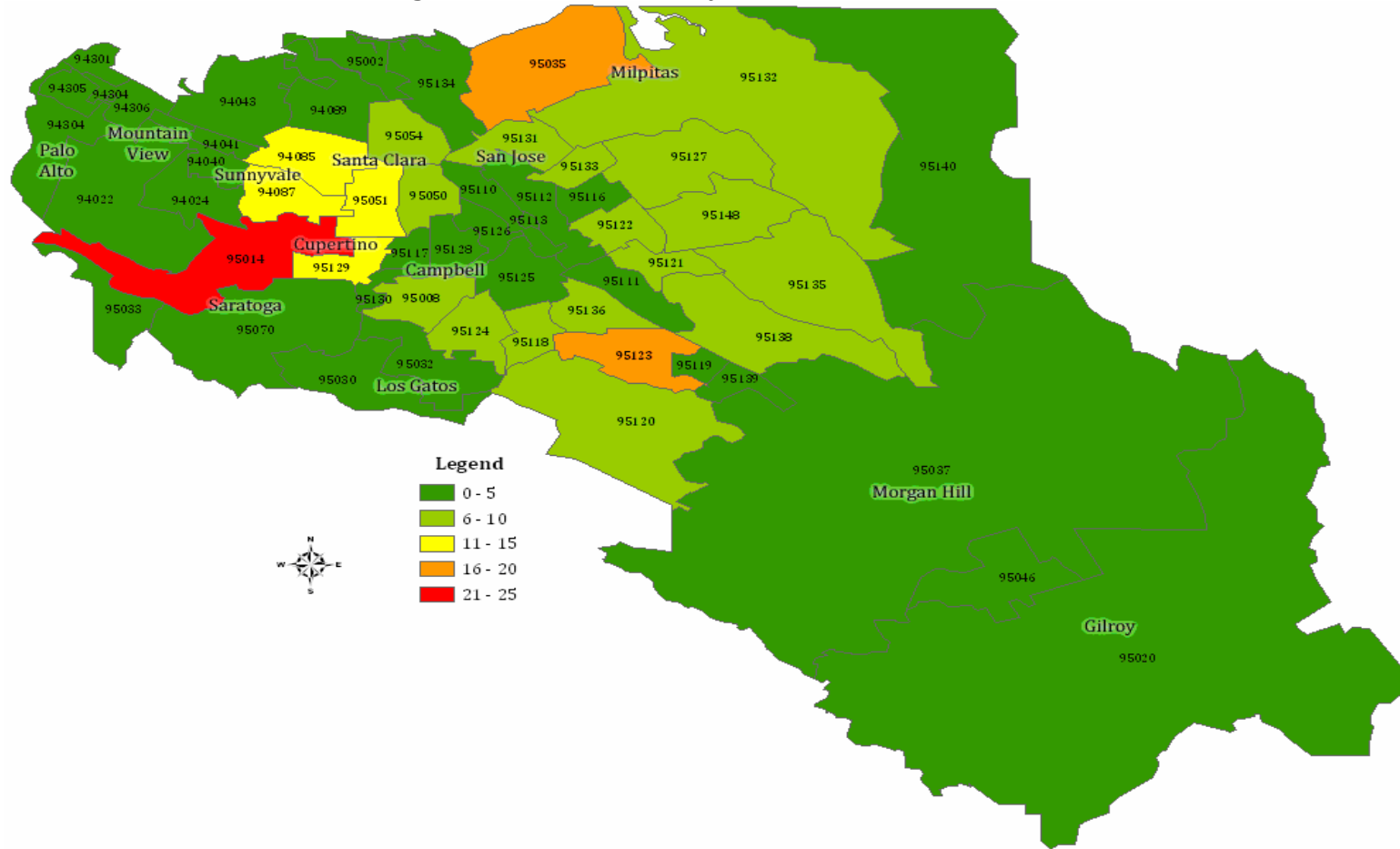
Autism

Autism is a developmental disability that affects an individual's social interaction and communication skills.⁵ Since it is a spectrum disorder, it affects people differently and to varying degrees. Some common symptoms of autism include delayed speech, repetitive behaviors, lack of interest in social interactions or peer relationships, and lack of spontaneous, imaginative play. Autism affects one in 150 children with males being four times more likely to be affected than females. The exact cause of autism is not known; some research has shown a genetic link, while others indicate that environmental triggers may cause autism. Autism is, to a certain extent, treatable, and intensive early intervention strategies may have a positive impact on an autistic individual's quality of life.

It is also interesting to note that autism is rapidly increasing among county residents. According to the Autism Society of America, autism is growing at a rate of 10-17% per year.⁵ While only 730 students in Santa Clara County were diagnosed with autism in the 2000-01 academic year, that number had nearly tripled six years later, to 1,935. The same pattern can be seen throughout California with the number of autistic children increasing from 14,039 in 2000-01 to 39,711 in 2006-07.

Looking at autism by ZIP code there are several areas in the county with high numbers of autistic children. Cupertino (ZIP code 95014) has the highest concentration of autistic children in the county, followed by San Jose (95123) and Milpitas (95035). See Figure 42 on the next page for a map of Santa Clara County's autistic children by ZIP code.

FIGURE 42: Number of Children Ages 3 to 5 with Autism by ZIP Code



Source: San Andreas Regional Center (2007)

A number of community-based services are in place in order to serve children with disabilities, such as the Early Start Program, the California Children's Services and the Inclusion Collaborative. Each program is described below.

Early Start Program

Families can receive an Individualized Family Service Plan (IFSP) along with professional training and therapy. Eligibility for the Santa Clara County Early Start Program (ESP) is dependent upon the presence of risk factors and need for services. According to the San Andreas Regional Center, to be eligible for the Early Start Program, infants and toddlers (birth to age three) must exhibit the following:

- have a significant developmental delay in either one or more developmental domains (adaptive/self help skills, social/emotional, communication, physical, and/or cognition);
- have established risk conditions of known etiology; and
- be at high risk of developmental disability (i.e., the Regional Center requires a combination of two or more specific high risk factors such as prenatal exposure to teratogens, clinically significant failure to thrive, and persistent tonal problems).

The San Andreas Regional Center and the Santa Clara County Office of Education coordinate with several agencies and sites to deliver ESP. Services start after a child is screened and evaluated. Through the San Andreas Regional Center, children who are three to five years of age with developmental disabilities (such as autism, mental retardation, and cerebral palsy) can also receive intervention and services. Considered for on-going eligibility, the children receive an Individualized Education Plan (IEP) as well as professional training and therapy. The San Andreas Regional Center also provides services for individuals who may need life long intervention.

California Children's Services

The California Children's Services (CSS) program is a partnership between the state and local counties. CSS provides diagnostic and treatment services, medical case management, and physical therapy services to eligible children throughout California. To be eligible, the child must:

- be under 21 years of age;
- live in California;
- meet income requirements (maximum of \$40,000 per year, or child's medical costs are expected to exceed 20% of adjusted gross income); and
- have an eligible disability.

CCS covers most problems that are physically disabling or that need to be treated with medicines, surgery, or rehabilitation. Examples include chronic medical conditions such as cystic fibrosis, hemophilia, cerebral palsy, heart disease, cancer, traumatic injuries, and infectious diseases. The CSS program covers doctor visits, hospital stays, surgery, lab tests and x-rays, and medical equipment for eligible children. This program is financially maintained through a combination of county, state, and federal funds.

Inclusion Collaborative

The Inclusion Collaborative-Warmenhoven Institute for Inclusion is a program of the Santa Clara County Office of Education that aims to include all children with disabilities or special needs beginning with children birth to age five in child care, preschool programs, and the community. Through education, advocacy, and awareness, the Inclusion Collaborative promotes its core values and objectives, including:

- Respect for all children & families;
- Equality & access for children with special needs & disabilities;
- Support for parents, providers, teachers & children;
- Involve and honor child/family choices and seek their input for inclusion options;

- Provide for the unique needs of every child served on the basis of the belief that every child can learn and benefit from social inclusion; and
- Collaboration and partnerships among all community agencies (i.e. medical, educational, mental health, etc.).

The program began in 2003 in response to child care providers indicating that they needed training, not equipment, funding, or staff, to successfully include children with special needs into their programs. Currently, over 40 organizations make up the Inclusion Collaborative, including FIRST 5 Santa Clara County, the E3 Institute, Head Start, and various local schools (including universities and community colleges). Funding for the program comes from Charmaine Warmenhoven, FIRST 5 Santa Clara County, Santa Clara County Special Education Department, Silicon Valley Education Foundation, and the Special Hope Foundation. The Warmenhoven Institute for Inclusion Advisory Board supports and consults with the Collaborative to support the direction of inclusion in the county.

English Learners

Santa Clara County is home to a substantial population whose primary language is not English. English Learner (EL) students are provided targeted instruction to help teach them skills in listening, comprehension, speaking, reading, and writing. The number of EL students in Santa Clara County schools has dramatically increased by 31.6% over the past ten years, from 50,778 students in the spring of 1997 to 66,838 students in spring 2007. The most common primary language other than English is Spanish; almost one-quarter of all students in the county speak Spanish. As shown in Table 25, the number of EL students decreases as the students advance grade levels. In fact, there are twice as many EL students in kindergarten as there are in 6th grade.

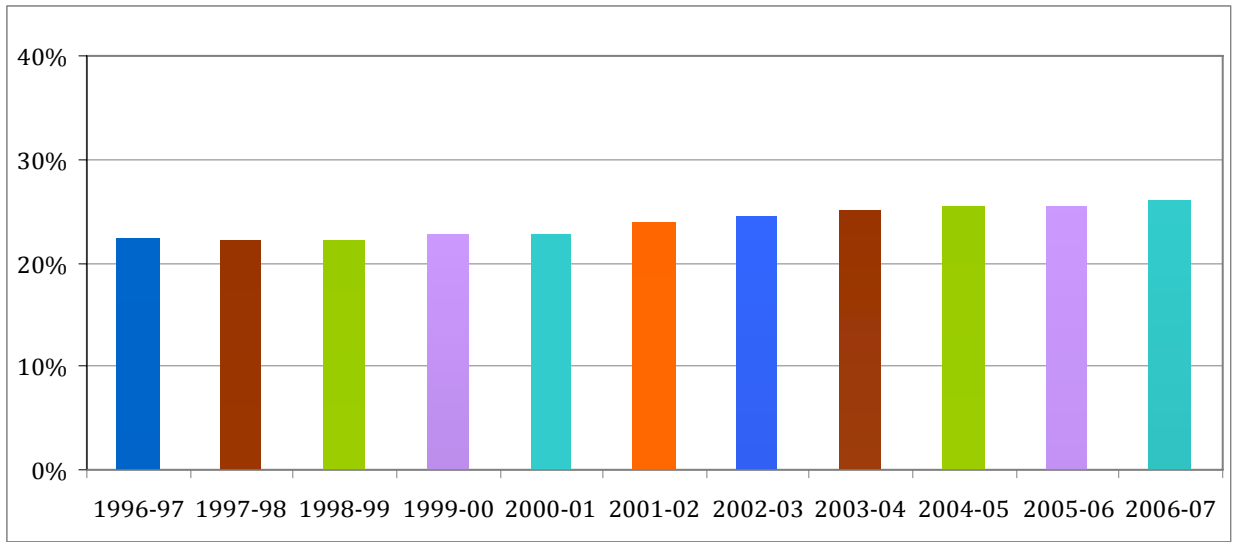
TABLE 25: English Learners by Primary Language and Grade Level, 2006-07

	Spanish	Vietnamese	Filipino	Mandarin	Other	Total ELL
Kindergarten	5,741	1,352	258	557	1,851	9,759
Grade 1	5,423	1,425	280	473	1,666	9,267
Grade 2	4,929	1,205	276	301	1,228	7,939
Grade 3	4,291	710	215	119	826	6,161
Grade 4	3,978	642	191	98	728	5,637
Grade 5	3,356	490	153	84	550	4,633
Grade 6	2,916	400	134	67	489	4,006
Total	30,634	6,224	1,507	1,699	7,338	47,402

Source: California Department of Education, Data Quest. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 4/15/08.

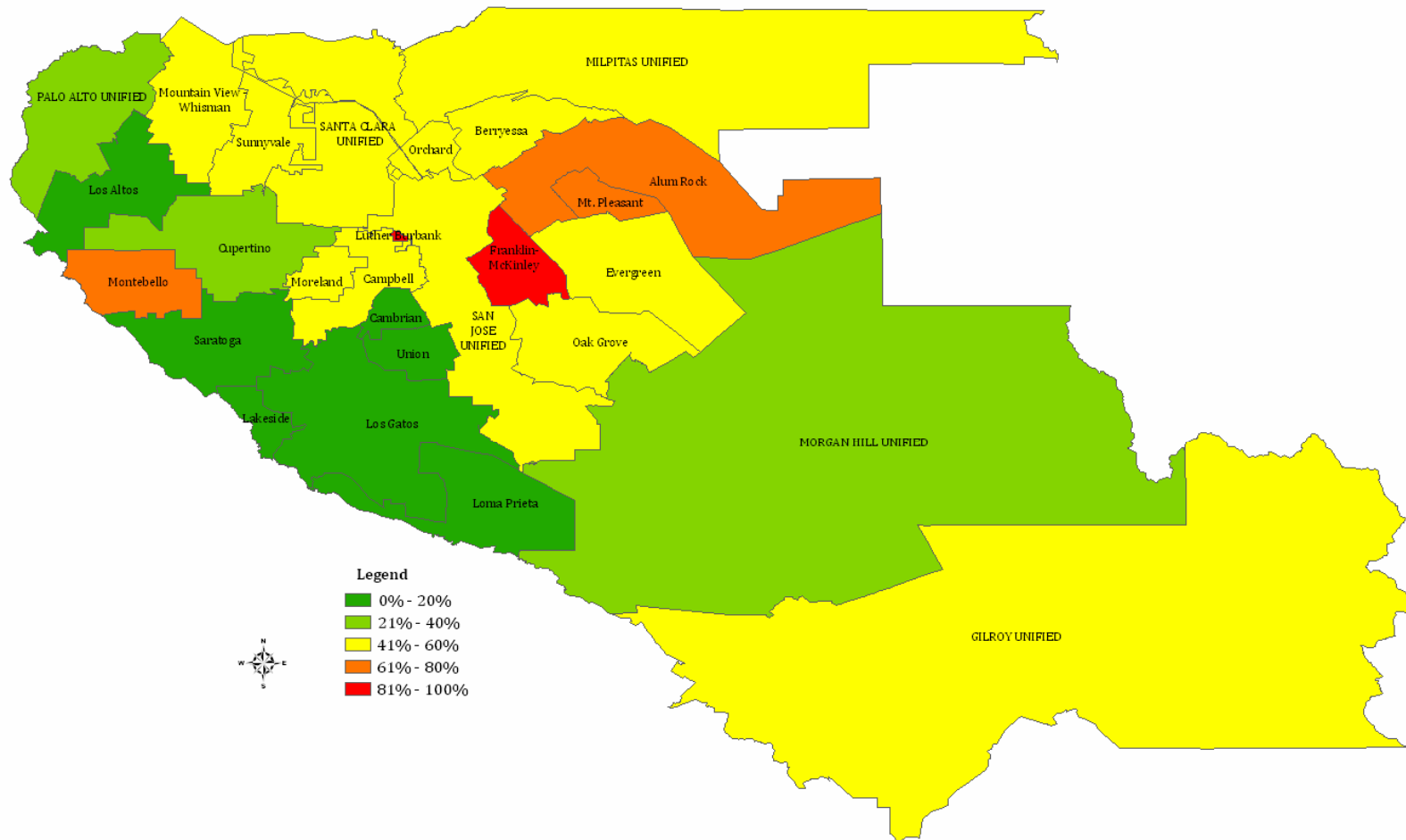
Due to the growing number of EL students in the county, schools have an increased need for bilingual teachers and staff who can communicate effectively with students and their parents. Currently there are 260 bilingual paraprofessionals at districts throughout the county to meet this growing need. The percentage of EL students varies widely by school district: 66% of students in the Luther Burbank School District and 60% of students in Alum Rock School District are EL compared to less than one percent of students in Los Gatos-Saratoga Elementary School District and just over two percent of students in Los Gatos Union Elementary School District are EL. In the 1996-97 academic year, 22.5% of students were designated EL; that percent has increased to 26.1% in the 2006-07 school year. See Figure 43 for a graphical representation of the EL population, and see Figure 44 for a map of the percentage of EL Kindergarten students by school district.

FIGURE 43: Percentage of Students who are English Learners in Santa Clara County, 1996-2007



Source: California Department of Education, Data Quest. Website: <http://dq.cde.ca.gov/dataquest>. Retrieved 4/15/08.

FIGURE 44: Percentage of Kindergarten Students who are English Learners by School District



Source: California Department of Education Dataquest, 2008.

Children from Migrant Families

The Santa Clara County Office of Education (SCCOE) Migrant Education Program (Region One) determines that a child is eligible to receive Migrant Education services if the following requisites are met:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate;
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher;
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood;
5. The child has moved from one school district to another.

There are two programs in Santa Clara County that offer services to preschool-aged children in this unique migrant population: Migrant Education Even Start and Migrant Education Preschool.

Migrant Education Even Start (MEES)

Services provided by Migrant Education Even Start (a Head Start program) are identical to those of regular Head Start, except Migrant Education grantees modify delivery of services to meet the specific needs of migrant farm worker families. The MEES program has a unique emphasis on serving infants and toddlers as well as preschool-aged children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Families are eligible for MEES services if they meet the annual Head Start poverty income guidelines with the added stipulation that they must earn more than half their annual income from agricultural work and move at least once within each 2-year period in search of farm work. Enrollment preference is given to those who must move more often. In Santa Clara County the Ocha Farm Labor Center located in Gilroy is estimated to have served 24 children of migrant families in summer of 2007.⁶

Migrant Preschool

Migrant Preschool services are available to children who have moved with a parent or guardian across school district boundaries in order for the parent or guardian to secure temporary or seasonal employment in an agricultural or fishing activity. Unlike Migrant Head Start, there are no income ceilings. In recent years, Migrant Preschool has increased its services. Currently, about 19% of children who are eligible for Migrant Preschool are being served in Santa Clara County (see Table 26).

TABLE 26: Percentage of Eligible Children Served by Migrant Education Preschool, 2005-06

	#of Eligible Children	Migrant Education Preschool Slots	% of Children Served
Alum Rock Elementary	118	25	21.2%
Evergreen Elementary	53	0	0.0%
Franklin-McKinley Elementary	179	50	27.9%
Gilroy Unified	174	50	28.7%
Montebello Elementary	11	0	0.0%
Morgan Hill Unified	150	25	16.7%
Mt. Pleasant Elementary	73	0	0.0%
Oak Grove Elementary	100	0	0.0%
Santa Clara Unified	75	25	33.3%
Sunnyvale Elementary	2	0	0.0%
County Total	935	175	18.7%

Source: SCCOE Migrant Education Program Region One.

Violence Against Children and Families

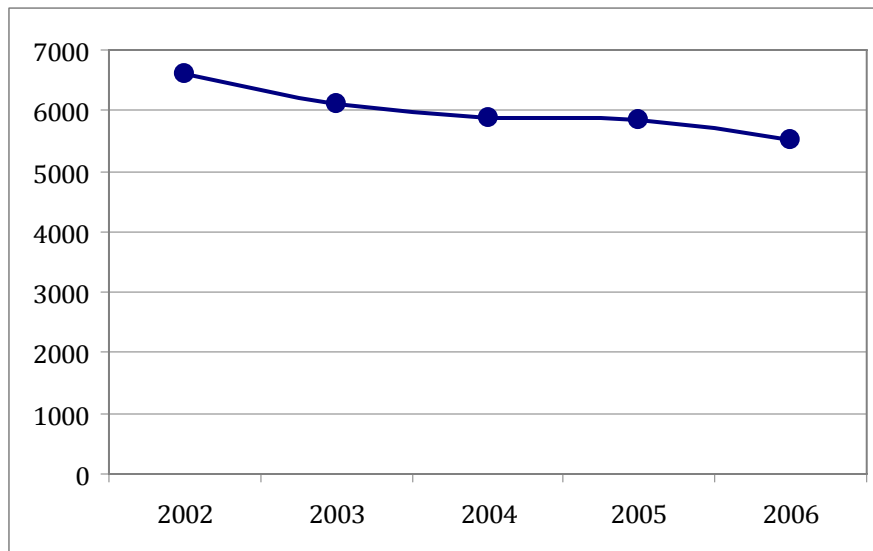
Domestic Violence

Domestic Violence occurs when a person in a relationship, married or not, controls the other through abusive behaviors; most often perpetrators and their victims know each other and have children together.⁷ Abuse can escalate and be of different forms: physical (e.g. force), psychological (e.g., intimidation), verbal (e.g., threats) or emotional abuse (e.g., lowering self-esteem).

Children who live in homes where domestic violence occurs witness the abuse and are at risk of abuse. Victims of domestic violence can obtain emergency restraining orders, or stay away orders, that last for seven days through their nearest law enforcement agency. Longer restraining orders can be obtained through the court system or with the assistance of a battered women’s shelter.⁷ Some of the shelters in the county include the Asian Women’s Home operated by Asian Americans for Community Involvement, the La Isla Pacifica Women’s Shelter provided by Community Solutions, and the Shelter Next Door operated by the Next Door Solutions to Domestic Violence. These shelters are accessible 24 hours a day, seven days a week, and provide assistance in several languages for counseling, referrals, and housing/shelter for victims and their children.

Figure 45 shows the rate of domestic violence calls in the county for five consecutive years, with an approximate decrease of 1,000 fewer calls by 2006. The rate of domestic violence incidents are underestimated as many incidents go unreported.

FIGURE 45: Domestic Violence Calls in Santa Clara County, 2002-2006



Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 5/16/2008.

Bullying and Harassment

Another form of violence that affects children is bullying and harassment by peers in or outside of the school environment. Bullying and teasing by classmates was rated as a big problem among 27% of parents in Santa Clara County.⁸ There are four types of bullying: physical, mental, verbal and cyber bullying. Cyber bullying is a form of harassment that occurs through computers and cell phones messages.

More than 40% of 5th and 7th graders have reported being a victim of bullying.⁸ Children who are victims of bullying can be hurt mentally, physically, and emotionally. Bullying can cause low self-esteem, a drop in grades, a change in interests, depression, and produce violent behavior in children who are trying to protect themselves or get revenge on their bullies.⁹

Several violence prevention programs have been created in Santa Clara County to confront the issue of bullying and harassment. For example, the Bill Wilson Center provides social skills training and Project Cornerstone provides training and coaching to children and parents on reducing bullying.¹⁰ Empowering children and families with information and skills on what they can do when dealing with bullies are the goals of these programs.

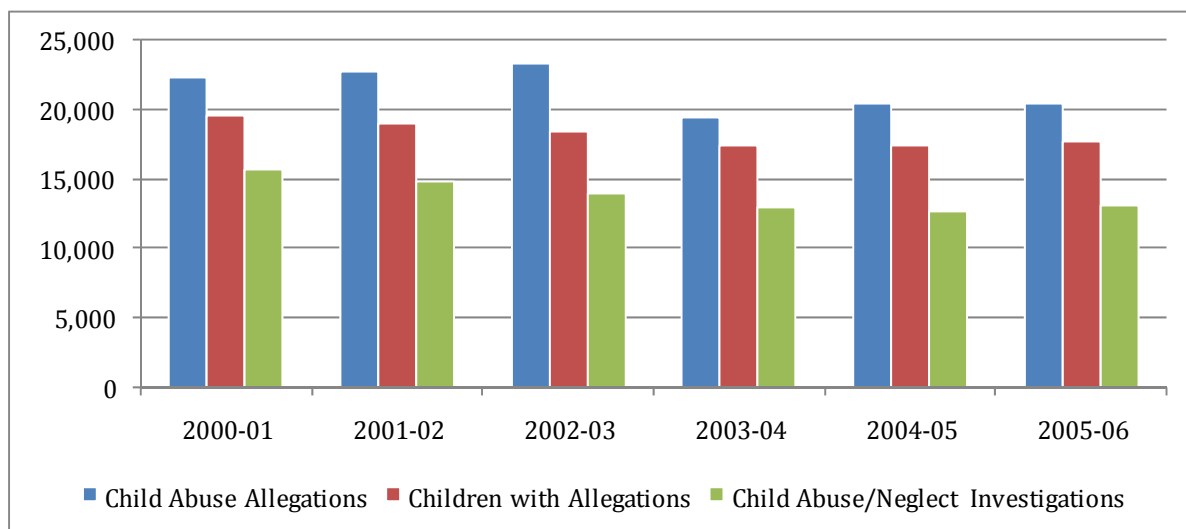
Abused, Neglected, or Exploited Children

According to the Child Abuse Council of Santa Clara County, child abuse occurs in many forms. Physical abuse may be the easiest to identify and includes such actions as shaking, hitting, beating, burning, or biting. Emotional abuse can include behaviors such as constantly placing blame on a child and putting him/her down as well as excessive yelling and shaming. Sexual abuse is another form of child abuse and encompasses any forced sexual activity as well as exposure to sexual behavior that is inappropriate for the child's age. Neglect is also child abuse; for example, failing to provide for the child's basic needs such as food, clothing, shelter, medical care, and emotional needs such as affection, attention, and supervision.

The consequences of child abuse are far-reaching and long-lasting. Abusive parents often do not teach appropriate behaviors to their children, they simply punish unwanted behaviors. Abused children believe that they have no value, that they cannot affect the world around them with good behavior, and often feel angry and/or depressed.¹¹

Child abuse data from Santa Clara County over the past six years shows that child abuse allegations have decreased overall but are higher than they were two years ago. Currently, over 20,000 allegations of child abuse are made in the county each year. Those allegations lead to over 13,000 investigations in the 2005-06 fiscal year. In the one year period between October 1, 2006 and September 30, 2007, there were 3,544 substantiated cases of child abuse reported in Santa Clara County, or nearly ten reports every day.¹² See Figure 46 for more data on child abuse allegations and investigations.

FIGURE 46: Child Abuse Allegations and Investigations in Santa Clara County, 2000-2006

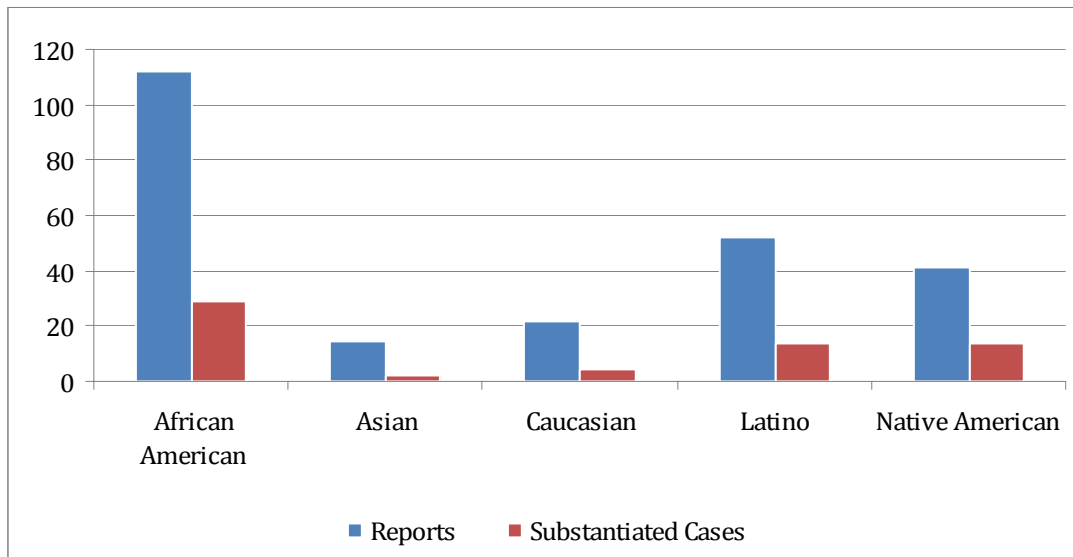


Source: Child Abuse Council of Santa Clara County, Child Abuse Statistics, 2008.
 Website: <http://www.cacsc.org>. Retrieved 4/15/08.

Looking at child abuse reports by race/ethnicity, African American children were most likely to be suspected of possible abuse, with 111 reports per 1,000 children. Asian/Pacific Islander children were least likely to be suspected of possible abuse with only 14 reports per 1,000 children in the county. These patterns hold true when looking at

substantiated reports: African American children are most likely to be victims of substantiated abuse, and Asian/Pacific Islander children are least likely (see Figure 47).

FIGURE 47: Child Abuse Reports and Substantiated Reports by Race/Ethnicity, 2006
(Rate per 1,000 children)

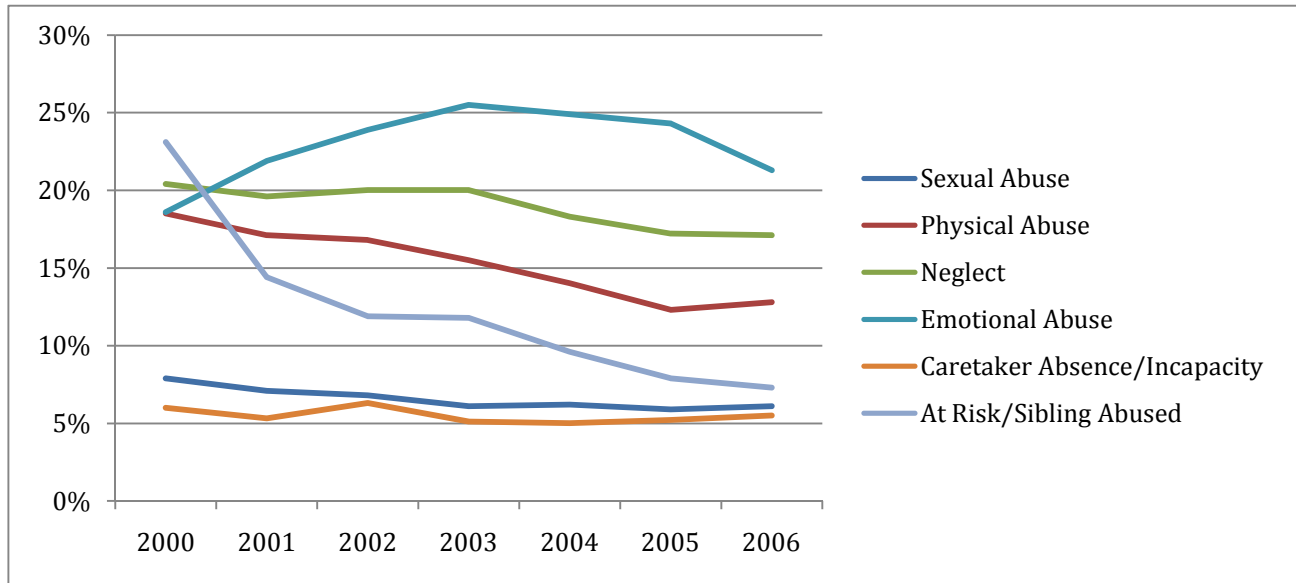


Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 4/15/08.

Most of the substantiated child abuse reports in the county were for children between the ages of 11 to 15 (26.6% of all reports were in this age category), and the ages of 6 to 10 (26.5% of all confirmed reports). Reports for children ages 16+ were least likely to be verified, with just over six percent being substantiated in 2006.¹³

Child abuse reporting can also be looked at by type of suspected abuse. As shown in Figure 48, the most common type of suspected abuse was emotional abuse followed by neglect and physical abuse. Reports of suspected abuse due to the child being at risk or having a sibling who was abused have declined considerably over the past six years. At the same time, reports of suspected emotional abuse increased for several years before declining slightly in the past year. Caretaker absence/incapacity and sexual abuse continue to be the least common reasons for a child abuse referral, at approximately 5.5% and 6.1% of all reports of suspected abuse, respectively.

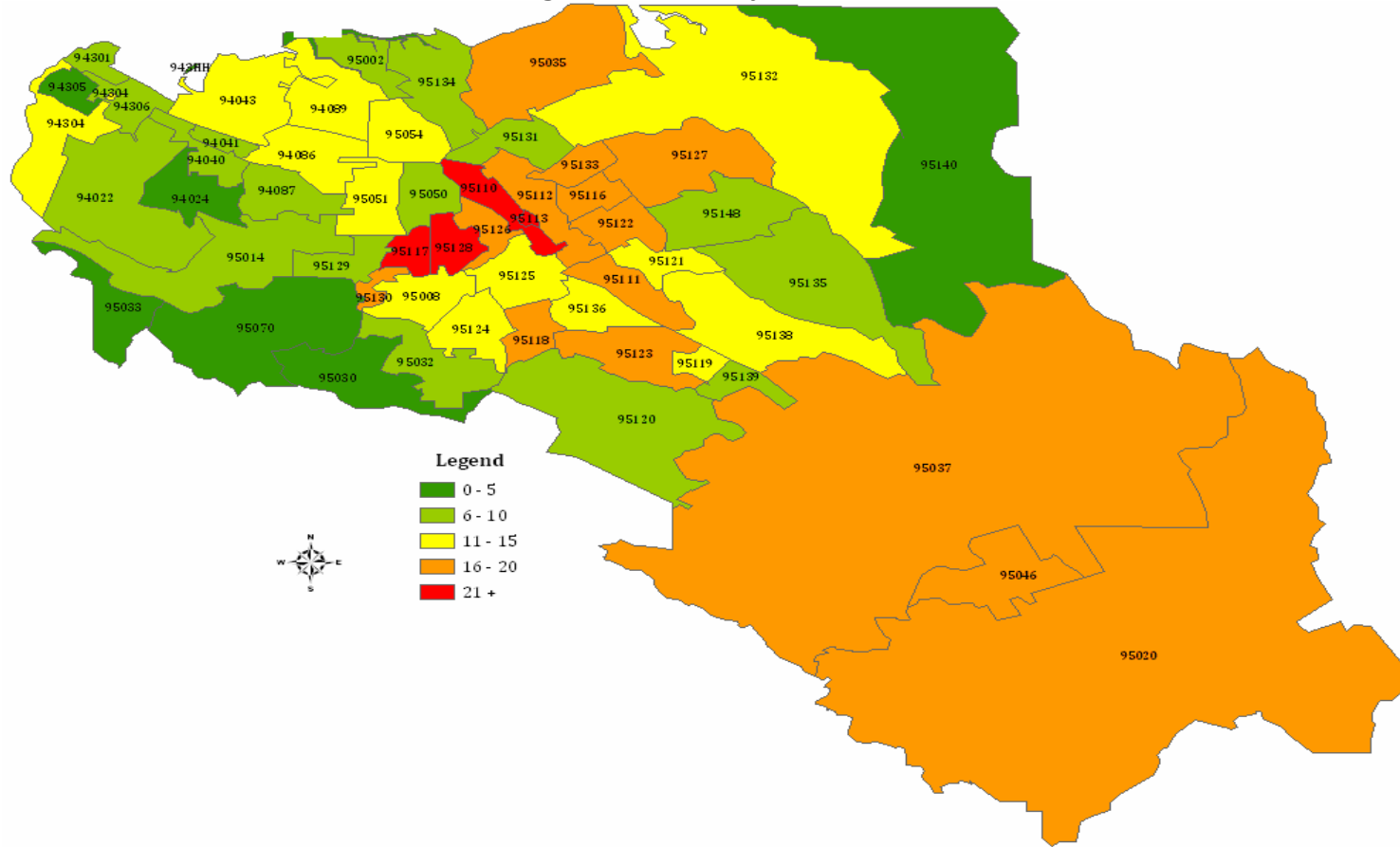
FIGURE 48: Child Abuse Reports in Santa Clara County by Type of Suspected Abuse



Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 4/15/08.

Figure 49 shows child abuse referrals by ZIP code of the child’s residence. The data is presented by rate of referrals per 1,000 children in each ZIP code. As shown, there is a high concentration of child abuse referrals relative to the overall child population in ZIP codes 95117, 95128, 95110, and 95113, all located in San Jose. In contrast, there were very few referrals relative to the child population in 95140 (Mount Hamilton), 94305 (Stanford), 95070 (Saratoga), and 94024 (Saratoga).

FIGURE 49: Number of Child Abuse and Neglect Referrals by ZIP, 2006

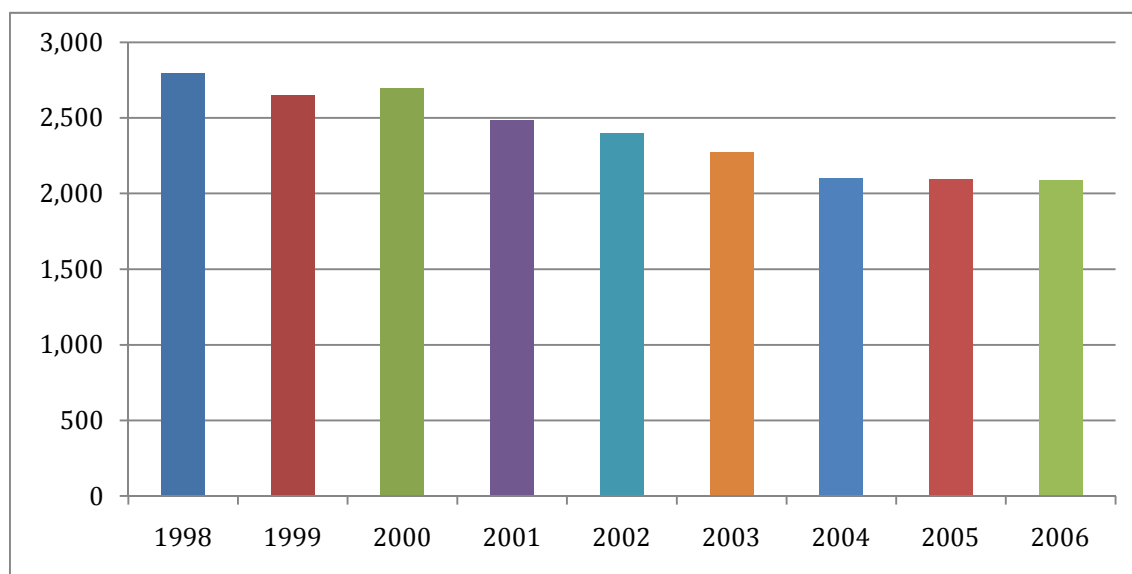


Source: Center for Social Services Research, University of California at Berkeley

Children in Foster Care

In 2006 there were 2,088 children in foster care in the county¹⁴ and 78,278 children in foster care throughout California.¹⁵ Most of the children in foster care in the county were between the ages of 11 and 15 (26%); another 23% were 1 to 5 years old. The median length of stay in foster care was just over one year (12.8 months) for children in the county, and most were placed in a shelter (62%). The number of children in foster care has declined over the past eight years, from a high of 2,795 in 1998 to a low of 2,088 (see Figure 50). Fewer children in foster care qualify for federal assistance because of outdated eligibility requirements; consequently, there has been a decline in the number of children receiving foster care compared to previous years throughout the nation.¹⁶

FIGURE 50: Number of Children in Foster Care in Santa Clara County, 1998-2006

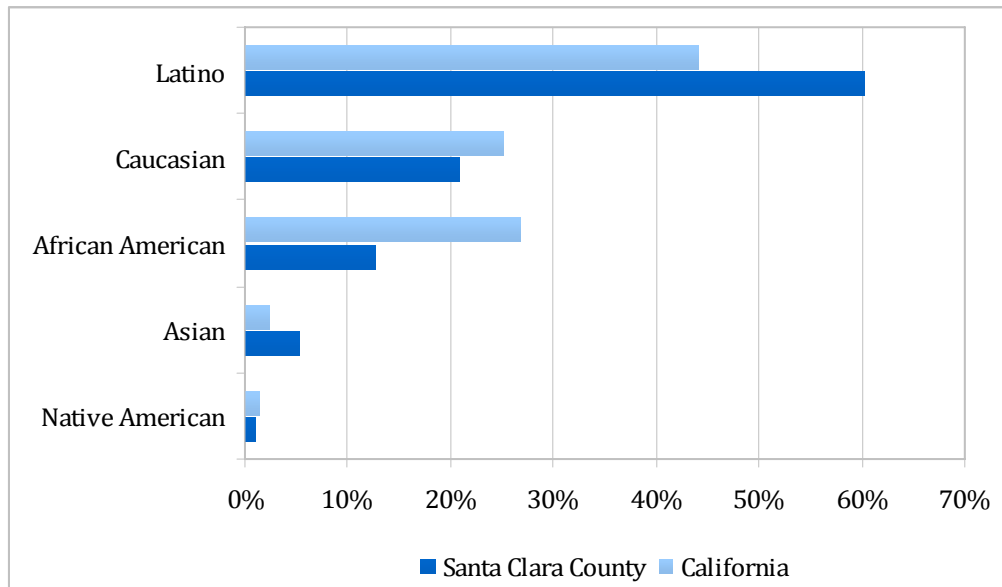


Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 4/15/08.

The majority of children in foster care were removed from their homes because of neglect (79.1%) followed by physical abuse (13.8%). In terms of race/ethnicity, the majority (60.3%) of those children were Latino followed by Caucasian children (20.8%). In comparison, African American, Asian, and Native American children are underrepresented

in the foster care population compared to the general population. Latino children in the county and state comprise the highest percentage of children in foster care. See Figure 51 for detailed information on the race/ethnicity of children in foster care in the county and state.

FIGURE 51: Children in Foster Care in Santa Clara County and California by Race/Ethnicity, 2007



Note: N = 76,126 in California; N = 2,066 in Santa Clara County.
Source: Kidsdata. Website: <http://www.kidsdata.org>. Retrieved 4/15/08.

Homeless Children

According to the 2004 Santa Clara County Homeless Census and Survey conducted by Applied Survey Research (ASR), there were 20,338 homeless people in Santa Clara County in 2004 - roughly 1% of the county population.¹⁷ Approximately 11% of the homeless people who were surveyed for the purposes of this study had children under age 18 living with them.

In terms of race/ethnicity, just over one-third of the homeless population was Caucasian, another third was Latino. African Americans, who represent just 3% of the county population, made up 21% of the homeless population. Adult males are also

disproportionately represented in this population at 72.5%. However, across the state, approximately 40% of the homeless population is estimated to be women with children.¹⁸

When researchers encountered homeless people living with children they asked if the children regularly had enough food to eat. Nearly 85% responded in the affirmative. For the remaining 15%, the most common reason why children did not get enough food was lack of income. Approximately 87% of survey respondents indicated that their children were in school. Of the 13% who stated their children were not in school, the most common reason was concerns about Child Protective Services followed by lack of appropriate clothing.

Endnotes for Chapter 7: Services for Children from Special Populations

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⁹National Crime Prevention Council (2008). Bullying. Retrieved April 25, 2008 from <http://www.ncpc.org/topics/by-audience/parents/bullying>.

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¹¹Child Care Abuse Council of Santa Clara County (2008). Child Abuse Council of Santa Clara, Child Abuse Statistics. Retrieved April 15, 2007 from <http://www.cacsc.org>.

¹²Center for Social Services Research. University of California at Berkeley. (2006). Child Welfare Dynamic Report, A collaboration of the California Department of Social Services and University of California at Berkeley. Retrieved April 24, 2008 from http://cssr.berkeley.edu/ucb_childwelfare.

¹³Kidsdata (2008). Child abuse reports. Retrieved April 15, 2008 from <http://www.kidsdata.org>.

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¹⁵Fostercaremonth.org (2008). Foster Care: Change a Lifetime. Retrieved April 15, 2008 from <http://www.fostercaremonth.org>.

¹⁶Child Welfare League of America (2006). Ten Years of Leaving Foster Care Behind: The Long Decline in Federal Support for Abused and Neglected Children, July 2006. Retrieved April 25, 2008 from <http://www.cwla.org/advocacy/childreninfostercarereport.pdf>.

¹⁷Applied Survey Research (2005). The 2004 Santa Clara County Homeless Census and Survey. Retrieved April 15, 2007 from <http://www.appliedsurveyresearch.org/www/homeless-santaclara.htm>.

¹⁸Foster, L.K., & Snowden, P. (2003). Addressing Long-Term Homelessness: Permanent Supportive Housing. California Research Bureau Reports. Retrieved May 12, 2008 from <http://www.library.ca.gov/crb/03/12/03-012.pdf>.



Workforce and Education

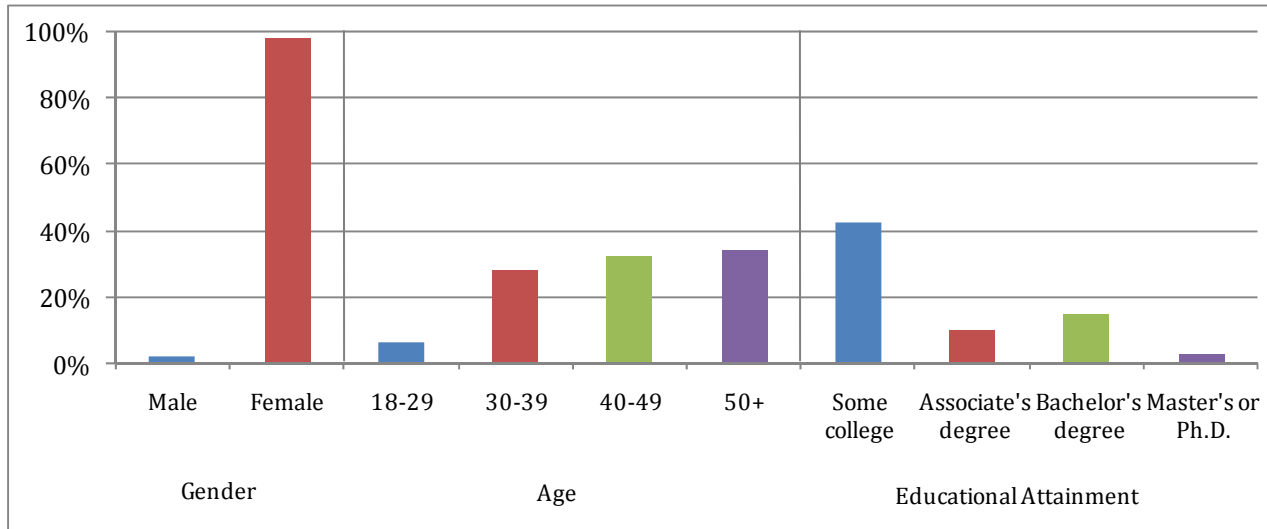
VIII. WORKFORCE AND EDUCATION

SUMMARY: *Most child care providers in Santa Clara County are female and do not hold a Bachelor's degree. Educational requirements for early childhood educators are minimal, a few colleges and universities located near Santa Clara County offer degree programs in early childhood education. The CARES program provides financial incentives for individuals to pursue degrees in early childhood education and remain in the field. Salaries for preschool teachers are low, even when compared to other teachers. Nearly one third (29%) of early child care providers in the county do not earn enough income to be self-sufficient. Quality Rating Systems (QRS) have recently been identified as a promising strategy for assessing and promoting quality across a range of early care and education programs. The QRSs are intended to measure and facilitate improvements in the learning environments of child care above and beyond the minimum licensing requirements.*

Teacher and Provider Characteristics

The California Child Care Workforce Study, conducted by three agencies including the University of California at Berkeley, describes the population of Santa Clara County's family child care providers and their assistants.¹ As shown in Figure 52, the vast majority (98%) of providers are female. The age of providers varies considerably with the 50+ age group having the highest percentage (34%). In terms of educational attainment, the majority (42.2%) of providers had only completed some college. Only 14.4% had obtained a Bachelor's degree, lower than the county average of 42% of all adults.

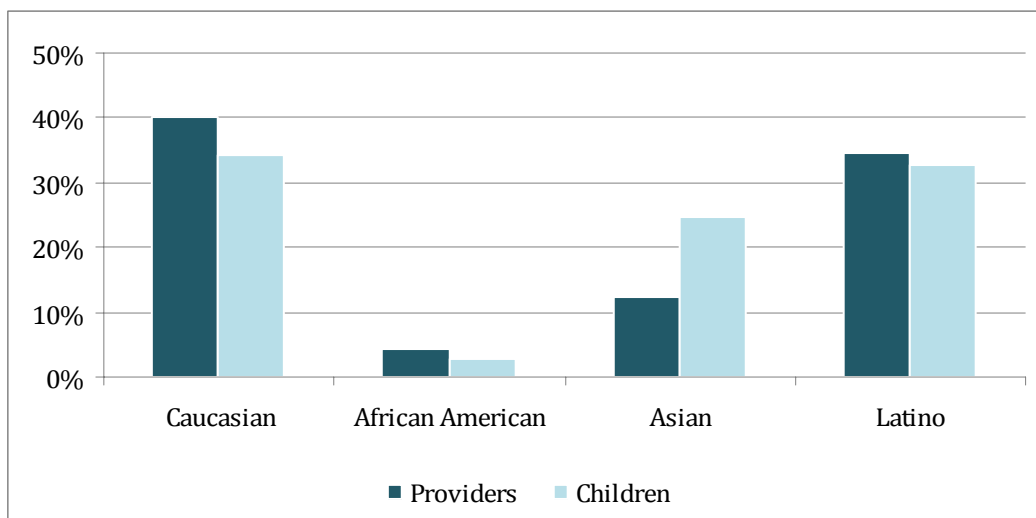
FIGURE 52: Demographics of Family Child Care Providers & Assistants, Santa Clara County



Source: California Child Care Workforce Study (Whitebook et al., 2002).

A diverse population of teachers is necessary to provide child care that is linguistically and culturally accessible to all parents and their children. In terms of race/ethnicity, the population of child care providers is diverse, although slightly less diverse than the under 18 population. As shown in Figure 53, a higher percentage of child care providers are Latino than in the child population. At the same time, there are fewer Asian providers than there are Asian children in the county. Just over half (51%) of child care providers speak another language in addition to English.

FIGURE 53: Ethnicity of Family Child Care Providers Compared to Population Under 18



Source: California Child Care Workforce Study (Whitebook et al., 2002).

Access to Higher Education in Early Childhood Education

According to Santa Clara County Comprehensive Approach to Raising Educational Standards, also known as Santa Clara CARES, child care programs in California do not require preschool teachers to hold a Bachelor's degree. Specific requirements for teachers throughout the state range from units in Early Childhood Education classes to none at all. California's Proposition 82 (Preschool for All) would have required all preschool teachers to have a Bachelor's degree by 2014; however, this initiative was not passed by voters in 2006. Since 2006, California Community College Early Education Alignment Project² has been working towards the following:

- Developing a 24-unit, foundational coursework and recommending that the California community colleges offer the courses as pre-requisites to certificates, permits and a degree.
- Partnering system-wide with the California State Universities³ (CSUs) on program to program transfer agreements.
- Collaborating with statewide teacher preparation partners and regulatory agencies.
- Strengthening relationships between Early Childhood/Child Development educators in community colleges and CSU partners for program improvement and a united advocacy effort on behalf of students.

This endeavor was supported by funding provided by WestEd-E3 Institute (Advancing Excellence in Early Education) and the Community College Family Consumer Sciences Grant. A Course Alignment Toolkit, funded by the Packard Foundation, has been developed to assist and support faculty in early education departments in implementing the recommendations above. It serves as a guide to aligning EC/CD programs and courses with the Lower-Division 8 courses, the foundational core courses developed by EC/CD faculty for their students. Santa Clara County colleges have begun implementing the recommendations of the project.

According to the Center for the Study of Child Care Employment at the University of California at Berkeley, about half of the state's colleges and universities offer coursework that prepares individuals to work with young children before they enter kindergarten. However, 72% of those schools offer courses at the community college level towards the completion of an Associate's degree. There are very limited options for engaging in upper-division or graduate level coursework in this field. Only 17% of schools that offer

coursework in early childhood education award Bachelor’s degrees, 3% offer Master’s degrees, and only one school in California offers a doctorate degree program (see Table 27).

TABLE 27: Certificates and Degrees Offered by Early Childhood Teacher Preparation Programs in California

	Number	Percentage
National CDA credential; no degree	15	11%
One-year certificate	84	62%
Associate degree	98	72%
Bachelor’s degree	23	17%
Master’s degree	17	3%
Doctor of Education degree	1	1%

Source: Time to Revamp and Expand: Early Childhood Teacher Preparation Programs in California’s Institutions of Higher Education.

Santa Clara County is home to seven community colleges and four universities: Stanford University, Santa Clara University, San Jose State University, and National Hispanic University. Two universities, six community colleges, and one training institute offer courses of study in early childhood education (see Table 28).

According to the California Postsecondary Education Commission, 145 degrees (including Associate’s and Bachelor’s Degrees) in Early Childhood Education were awarded in Santa Clara County in 2006; in addition, 130 individuals received Bachelor’s Degrees in Early Childhood Education and Teaching in 2006. Students who earn Bachelor’s degrees are more likely to teach at an elementary school rather than remain in early child care.⁴ In addition, most students who complete an Associate’s degree at a community college do not go on to a Bachelor’s degree program at a four-year university.

As shown in Table 29, nine institutes of higher learning in Santa Clara County offer a program of study in early childhood education. Of those schools, most offer a certificate program (67%) or an Associate’s degree (78%). San Jose State University is the only school in the county to offer a Bachelor’s degree or a Master’s degree in early childhood education. No doctoral programs in this course of study are available in Santa Clara County.

The same pattern is true in schools in the surrounding counties of Alameda, San Mateo, San Benito, and Santa Cruz. Most programs with coursework in early childhood

education offer a certificate (64%) or Associate's degree (82%); few offer Bachelor's (27%) or Master's degrees (9%). Mills College, located in Oakland, is the only school in all five counties to offer a doctoral program in this field. See Table 28 for further details about the schools in the area that offer programs of study in early childhood education.

TABLE 28: Local Institutes of Higher Education near Santa Clara County Offering Early Childhood Education Programs of Study

In Santa Clara County

Institution	City	County	2 year/ 4 year	Cert.	AA/A S	BA	MA	Edd
Center for Employment Training	San Jose	Santa Clara	2 year	x				
De Anza College	Cupertino	Santa Clara	2 year	x	x			
Foothill College	Los Altos	Santa Clara	2 year		x			
Gavilan College	Gilroy	Santa Clara	2 year	x	x			
Mission College	Santa Clara	Santa Clara	2 year	x	x			
San Jose City College	San Jose	Santa Clara	2 year	x	x			
San Jose State University	San Jose	Santa Clara	4 year			x	x	
The National Hispanic University	San Jose	Santa Clara	4 year		x			
West Valley College	Saratoga	Santa Clara	2 year	x	x			
Santa Clara County Subtotal				6	7	1	1	0

In Adjacent Counties: Alameda, San Benito, San Mateo, Santa Cruz

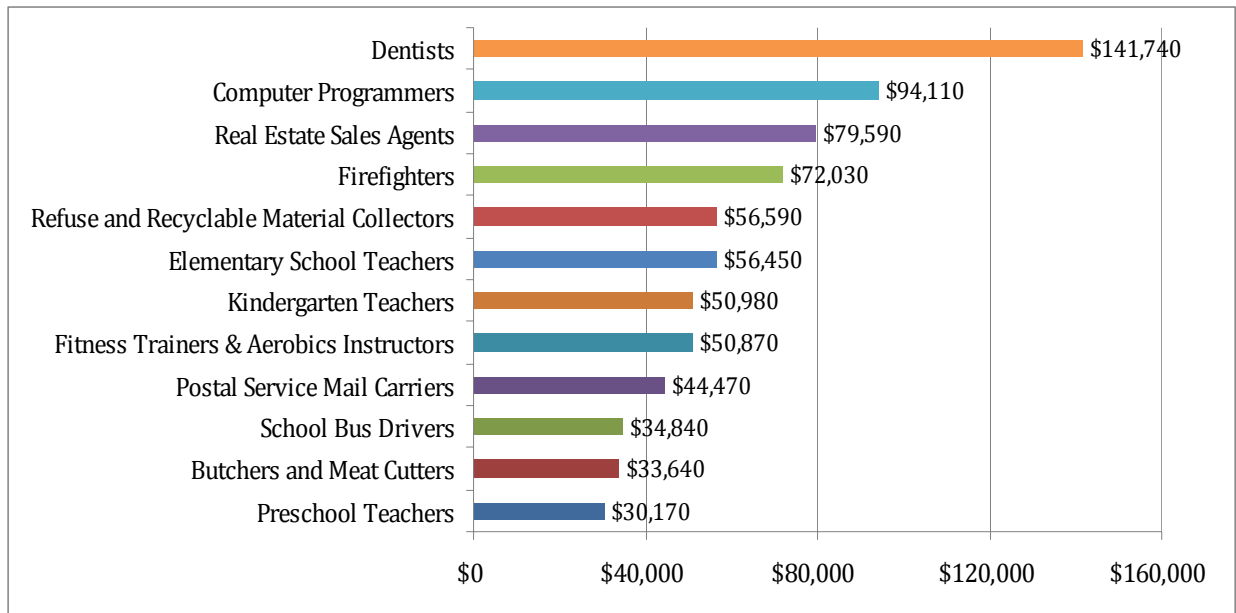
Institution	City	County	2 year/ 4 year	Cert.	AA/A S	BA	MA	Edd
Bethany College of the Assemblies of God	Scott's Valley	Santa Cruz	4 year		x	x		
Cabrillo College	Aptos	Santa Cruz	2 year	x	x			
California State University – East Bay	Hayward	Alameda	4 year			x		
Cañada College	Redwood City	San Mateo	2 year		x			
Chabot College	Hayward	Alameda	2 year	x	x			
College of Alameda	Alameda	Alameda	2 year	x	x			
Las Positas College	Livermore	Alameda	2 year	x	x			
Merritt College	Oakland	Alameda	2 year	x	x			
Mills College	Oakland	Alameda	4 year			x	x	x
Ohlone College	Fremont	Alameda	2 year	x	x			
Skyline College	San Bruno	San Mateo	2 year	x	x			
Adjacent Counties Subtotal				7	9	3	1	1
TOTALS				13	16	4	2	1

Source: Time to Revamp and Expand: Early Childhood Teacher Preparation Programs in California's Institutions of Higher Education.

Salaries and Compensation

The United States Bureau of Labor Statistics publishes average salaries for a variety of occupations by geographical location. In the San Jose-Sunnyvale-Santa Clara Metropolitan Area, the mean annual income across all occupations was \$59,990 in May 2006. As can be expected, this salary measure varies greatly by occupation. Preschool teachers receive lower salaries compared to other occupations. On average, preschool teachers make less than butchers, bus drivers, postal service mail carriers, and fitness trainers (see Figure 54). Preschool teachers make over \$20,000 per year less than kindergarten teachers and over \$26,000 less per year than elementary school teachers. Low compensation is one factor that heavily influences the recruitment and retention of a qualified workforce.

FIGURE 54: Average Annual Salary of Santa Clara County Workers by Occupation, May 2006



Source: United States Bureau of Labor Statistics. Website: <http://www.bls.gov>. Retrieved 4/15/08.

Self-Sufficiency

According to the California Child Care Workforce Study, 29% of early child care providers in Santa Clara County were not self-sufficient in 2001.¹ Self-sufficiency is a measure of economic well-being and is dependent on a number of factors including household income, number of adults earning an income in the household, number and ages of children in the household, and the amount of money needed to live without financial assistance in the county. Providers who were surveyed during this study were more likely to be self-sufficient if they owned their own homes and had higher gross earnings from their child care businesses. The low wages that early child care providers receive are often not enough to allow them to live comfortably in areas with a high cost of living, such as Santa Clara County.

Santa Clara County Comprehensive Approaches to Raising Educational Standards (CARES)

The goal of the Santa Clara County CARES program is to expand and retain a highly qualified child development workforce in the county. Over the past five years, the CARES program has offered incentives, professional development, and educational opportunities to early childhood educators. The CARES program is administered by WestEd's E3 Institute and funded by FIRST 5 Santa Clara County and the California Department of Education. Participation in the CARES program is open to all educators who serve children ages 0-5 in a licensed program in Santa Clara County (private or subsidized). It is estimated that 36% of the early education workforce in the county participated in the program during its first year; that number increased to 72% in the fifth year.

CARES participants from the most recent year of the program (referred to as "Round 5") are predominately female (99%) and between 40 and 50 years of age (29.5%). The average annual salary of a preschool teacher is \$28,250. In the preschool field, salaries are inversely related to the amount of time the staff member spends with children, such that those who spend the most time with children are paid the least.⁵

The CARES program links financial stipends with educational attainment. The amount of the stipend is dependent upon the recipients' education level and ranges from \$200 to \$4,000. The stipends are available each year and increase as educational

attainment increases; this results in motivation for preschool providers to continue their education. Recipients are not restricted in terms of how they can use their stipends; common uses include purchasing new supplies and equipment for use in the classroom, paying for tuition and other school expenses, and personal or family needs.

Quality Rating System

There is general agreement today that participation in high-quality early childhood programs has a positive impact on child development and has been shown to produce measurable, long-term benefits for economically disadvantaged preschool children.⁶ There is also evidence that such participation benefits children from all economic backgrounds.⁷ These findings encourage both parents and policy makers to look to early childhood programs to increase school readiness for young children and strengthen the foundation for later success in school and life. However, defining and recognizing “high-quality” early childhood programs has proven challenging for parents and policy makers.

The early care and education “system” is highly decentralized, with multiple provider types (private, public, fee-based, subsidized, center-based, family home-based, friends/family members, etc.), multiple goals (child care/family self-sufficiency, education/school readiness, socialization, etc.), and multiple funders (parents, federal government, state government, local government), and multiple regulations (Title 22, Title 5, Head Start Performance Standards, etc.). With such an array of programs, goals, and funders, it is difficult to make comparisons or promote quality across program types.

Quality Rating Systems (QRS) have recently been identified as a promising strategy for assessing and promoting quality across a range of early care and education programs. A Quality Rating System assesses child care providers according to a range of criteria believed to be related to the quality of child care services and successful child outcomes.⁸ The QRSs are intended to measure and facilitate improvements in the learning environments of child care above and beyond the minimum licensing requirements. Compliance with basic licensing standards is generally a baseline criterion for participation in any QRS. Most comprehensive QRSs include other criteria such as: 1) professional development, qualifications and training; 2) structure of the learning environment (including curriculum and instructional materials); 3) licensing status and compliance; 4)

staff compensation; 5) staff-child ratios/group size; 6) internal program standards and evaluation.

There are accreditation organizations that review quality indicators for child care providers. However, the current process is lengthy, expensive and not widely accessible. The most prominent are the National Association for the Education of Young Children (NAEYC), which reviews child care centers, and the National Association for Family Child Care Homes (NAFCCH), which reviews family child care homes. Five percent of the licensed centers in California have been accredited by NAEYC and less than 1 percent of the licensed family child care homes in California have been accredited through NAFCCH (as of January 2005). The NAEYC accreditation system standards include ten components ranging from promotion of positive relationships for all children and adults to implementation of a curriculum that fosters all areas of child development. The standards also include ongoing assessments of progress and policies that result in high-quality service overall.

A number of states have begun to implement QRS to promote early childhood quality. According to the National Child Care Information and Technical Assistance Center (NCCIC), a service of the federal Child Care Bureau, 13 states have instituted comprehensive QRSs with multiple levels that expand upon basic licensing requirements. Appendix C identifies the 13 states with QRSs.

Current California Efforts to Measure Quality in Child Care

There are some quality ratings efforts underway at both the state and local levels in California. Legislation is currently in motion (SB1629 Amended in Assembly June 26, 2008) to establish the Early Learning Quality Improvement System Commission which will develop policy and an implementation plan for improving the quality of early education programs. This includes a quality rating scale to help parents make informed decisions about programs for their children, and a funding model to help existing and future programs reach and maintain higher levels of quality. The Commission will conduct an assessment and analysis of the existing early care and education infrastructure, and may consider issues ranging from teacher qualifications and compensation and parent involvement to English learner support and group size and ratios. It is proposed that the

Commission will provide an interim report to the Legislature and Governor by December 31, 2009, and a final report one year later.

The California Legislative Analyst's Office (LAO) December 2007 report on QRS has recommended various ways that California can institute a QRS for all licensed facilities in the state. The proposals are based on using the current Community Care Licensing system. There were four options presented: Option 1) improve access to current licensing data; Option 2) establish ratings based on safety/regulation records; Option 3) establish ratings that include additional self-reported data such as ratios; and Option 4) establish ratings based on all the above and include reviews by trained assessors. There are currently 58,000 licensed facilities in the state. Currently the information on these facilities is difficult to access and the licensing data alone does not define quality. It is recognized that having information about the qualifications of a facility is important to families, to policy makers, and to the providers themselves who wish to meet expectations.

The LAO is recommending that the state begin by posting data on the internet and then move toward Option 3 (above). Considerations include: planning time and pilot testing in a few regions; technical and financial assistance through use of currently funded programs such as the training Consortium, R&Rs, AB 212 Retention initiatives, and use of other quality funds. If the ratings would be used to determine reimbursement, then they must be fairly applied; and it may be necessary to require providers to pay fees toward the cost of the assessment.

CDE has direct contracts with Title 5 providers (which serve nearly 50% of the children in subsidized child care), and has developed a "Desired Results" monitoring system. CDE collects data regarding individual students, parent surveys, and uses an environmental rating scale. The environmental rating scale used by CDE (and Head Start programs in Santa Clara and San Benito Counties) is the Early Childhood Environmental Rating Scale (ECERS). The ECERS evaluates 43 program components, including the physical environment, curriculum, schedule structure, and staff education. For each component, providers are rated from one (inadequate) to seven (excellent). This data is currently for internal monitoring only, is largely self-reported, and is not available publicly.

Some local areas in California have begun QRS including San Francisco and Los Angeles Counties, and the First 5 commissions in Sacramento and Fresno. San Francisco began assessing all licensed providers in 2003-04 as part of an effort to raise the level of child care quality in the city/county and to collect information for planning purposes. Gateway to Quality (GTQ) is a program of San Francisco State University's Marian Wright Edelman Institute. The program used the ECERS to assess the quality of licensed centers and the Family Day Care Rating Scale (FDCRS) to assess family child care homes. According to the 2007 San Francisco Child Care Planning and Advisory Council Child Care Needs Assessment, 100 family child care homes and 50 centers containing 125 classrooms were assessed bringing the number of facilities assessed by GQT, since its inception in 2002, to 291 family child care homes and 188 centers containing 442 classrooms. These ratings are not currently available to the public.

Los Angeles currently has two separate QRS efforts underway. Los Angeles Universal Preschool (LAUP) has developed a 5-star rating system. LAUP has evaluated preschool classrooms using a 5-Star Quality Assessment and Improvement Scale that takes into account key indicators of quality, including: teacher qualifications; class size and adult/child ratios; quality of the learning and developmental environment; and level of parent engagement in the program. Classrooms are assessed by experienced evaluators who review documents, interview parents of current students, and spend hours in the classroom observing the teachers and children together. Only 3-, 4- and 5-Star providers are eligible for direct funding from LAUP. Funding is based in part on each individual classroom's star quality rating.

The other Los Angeles QRS effort underway is with Los Angeles County's Steps to Excellence Program (STEP). STEP is a child care rating system which would provide families, providers and communities with information on the quality of child care services. As proposed, participation in STEP would be voluntary and all licensed child care programs would be encouraged to engage in program improvements that have been shown to improve outcomes for children. STEP is composed of the following six components: 1) regulatory compliance; 2) teacher/child relationships; 3) learning environment; 4)

identification and inclusion of children with special needs; 5) qualifications and working conditions; and 6) family and community.

In Sacramento and Fresno Counties, the First 5 Commission recommends using the ECERS, the FDCRS, the Infant/Toddler Environmental Rating Scale (ITERS) and the School-Age Environment Rating Scale (SACERS) assessments as measures of best practice in order to identify areas of strength and potential improvement.

Santa Clara County Efforts to Measure Quality in Child Care

In Santa Clara County, Smart Start San José (SSSJ) is part of the city's early childhood education initiative for all children so that they enter kindergarten ready for academic and social success. SSSJ is collaborative involving schools, parents, early childhood development professionals, and the City of San José. The mission of SSSJ is to improve educational opportunities for young children through the expansion of quality early childhood development spaces and through building the capacity of early childhood development professionals and schools. All SSSJ programs must meet California Health & Safety Standards for Child Care Programs. In addition, programs must incorporate SSSJ Program Quality Standards (PQS) (see Appendix D). SSSJ programs can be operated by public or private providers through early child development centers, Head Start programs, State Preschools, and family child care homes.

Also in Santa Clara County is the Power of Preschool (PoP) which is a high-quality, free, voluntary, part-day preschool program for 4-year-old children (and 3-year-old children when spaces remain and eligible 4-year-old children are served).⁹ Children with the highest needs are the first priority. Examples of high needs include exposure to drugs or toxins before birth, low birth weight, extreme family poverty, living in a high-crime neighborhood, poor nutrition, parental depression or substance abuse, domestic violence in the home, and family unemployment. The initiative expands access to preschool for Santa Clara County's 3- and 4-year-old children and provides additional resources for families and early educators. PoP incorporates workforce development, intensive services, and community engagement activities.

The program was created to assist children in becoming personally, socially, and physically competent, effective learners, and ready to transition into kindergarten. The long-term goal of the Power of Preschool Initiative is to implement California's Master Plan for Education Preschool Recommendations (2002). The foundation for Power of Preschool was established by the First 5 School Readiness Initiative, by California's Master Plan for Education (2002), and by the Universal Preschool Task Force Report (1998). The quality measures used in PoP are those applied by the California First 5 Commission and include: 1) educational levels of staff; 2) ECRS (environmental, validated by external raters); and 3) Desired Results Developmental Profile (DRDP) (pre and post).

Endnotes for Chapter 8: Workforce and Education

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Community Forums

IX. COMMUNITY FORUMS

SUMMARY: *Early care and education needs assessment surveys were completed by parents, early childhood educators, key stakeholders/child care providers, and legislators/government representatives in the county. In addition, a focus group was conducted to discuss child and family child care needs with early child educators and community members who attended a meeting with the City of San Jose Early Care and Education Commission. The results indicated that the cost of care, quality of teaching staff, quality of instruction/program, and location and availability of child care are the important issues faced by all respondents.*

From March to May 2008, the LPC collected public input from parents/child care consumers (see Appendix D), child care providers (see Appendix E), business representatives (see Appendix F), and government representatives (see Appendix G) on the Early Care and Education Needs Assessment. Input was obtained via online surveys and public outreach. Specific outreach was conducted with the following agencies/associations:

- LPC March Evening Meeting – Public Hearing
- City of San Jose ECE Commission – Public Hearing
- Parent Voices
- Centralized Eligibility List User group meeting
- Comprehensive Approaches to Raising Educational Standards (CARES) monthly meeting
- City of Sunnyvale, Child Care Advisory Board quarterly meeting
- Peninsula Association for the Education of Young Children (PAEYC) Directors’ monthly meeting
- Parents Helping Parents newsletter
- Bright Horizons, Cisco Child Care
- Silicon Valley Manufacturing Group
- Applied Materials
- LPC and other various email list serves

Hard copies of the parent and provider surveys were available in English and Spanish, completed, and sent back to the LPC. Online surveys were conducted from April to May

2008. A focus group was conducted with the City of San Jose Early Care and Education Commission and the general public who had interest in the commission on April 28, 2008.

The purpose of both the surveys and the focus group was to discuss child and family child care needs and the barriers that make it difficult to meet those needs. Table 29 provides a summary of the survey results. The focus group results follow. A complete analysis of each survey is available by contacting the Center for Educational Planning (gina_liebig@sccoe.org).

TABLE 29: Results of Early Care and Education Needs Surveys

	Parents	Providers	Business Community	Government Representatives
Number of Responses	45	86 (58 online; 28 hardcopy)	4	10
Description of Respondents	<p>91% of the respondents live in two parent/guardian households.</p> <p>61% are taking care of 6-12 year olds; and 58% are taking care of 3-5 year olds.</p> <p>22 are receiving child care services compared to 10 not receiving child care services.</p>	<p>81% provide center-based care; 7% are family child care providers; and 12% answered other (e.g., enrollment clerk or supervisors)</p> <p>93% care for preschoolers; 45% care for children between 1 and 2 years of age; 36% care for school age children</p> <p>100% provide daytime care; 84% currently receive child care subsidies</p>	<p>2 work at companies with 50 or less employees; 2 work at a company with 100-200 employees</p>	<p>Eight out of 10 rated Cost, Hours Available and Staffing as very important child care qualities in the county.</p>
Important child care issues faced by groups (not in any particular order)	<ol style="list-style-type: none"> 1. Expensive Cost of Care (cost of preschool, and paying even when child is absent) 2. Teacher Quality (high turnover rate, quality program, proper use of language to students) 3. Quality of Instruction (too much academics, not enough play) 4. Availability of Care (e.g., location near work, after hours, hours of operation) 5. Access to Child Care (e.g., waiting list, paperwork, transportation) 	<ol style="list-style-type: none"> 1. Funding/Budget (e.g., reimbursement rate vs. actual cost) 2. Qualified Staff & Low Salary (education and permits required); High staff turnover 3. Space & Renovation (repair and replacement costs) 4. Quality care 5. Availability 6. Parent Education /Participation (e.g., parenting, following CDE guidelines) 7. Waiting list 8. Number of special needs spaces 9. Hours of operation 	<ol style="list-style-type: none"> 1. Reasonable child care costs 2. Sick and emergency child care 3. After school programs 4. Child care available close to work 	<p>If new child care funds were available to the county, respondents would like to use the funds to raise wages for current child care providers and help parents pay for child care.</p>

	Parents	Providers	Business Community	Government Representatives
		10. Teaching workload (lots of paperwork and no breaks)		
Barriers in improving child care	Child care when children are sick (60%) Child care close to work (33%) Child care during the hours needed (23%) Affordable child care (23%)	Money (71%); Waiting list (66%); Transportation (52%); Location (38%)	Outdated management thinking (3); money (2); staff resources (2)	6 out of 10 rated Affordability of Child Care, Quality of Child Care, and Gaps in Funding for Special Services as Unmet Needs in our county. 5 out of 10 rated Licensing Requirements as a communication issue.

Community Forum: Early Childhood Educators

A one-hour focus group was conducted on 4/28/08 with members of the City of San Jose Early Care and Education Commission (n = 10 members and 4 guest and staff members), and the general public who had interest in the commission (n = 20). The San Jose Early Care and Education (formerly Child Care) Commission was formed in 1989 to address the need for establishing and improving both child care facilities and early educational development programs. A main goal of the Commission has always been to streamline and deregulate the process for implementing the growth of early care and education programs in the City of San Jose and neighboring sectors.

The purpose of the focus group was to discuss child and family child care needs and the barriers that make it difficult to meet those needs. The following is a summary of the focus group results.

1. What barriers have you experienced when addressing the need for establishing and improving child care facilities and early education development?
 - People not being aware of ECE (0-5), no awareness of policy issues as well
 - ECE issues not on the radar screens for parents
 - Lack of funding, both with San Jose Redevelopment funds & maintaining quality child care

- Zoning issues when trying to establish child care
 - City planners' lack of understanding of child care center regulations and licensing requirements, industrial zoning issues
 - "Working Poor" who do not qualify for child care subsidies such as State Preschool, General Child Care or Head Start
2. What barriers have you identified in your work to streamline and deregulate the process for implementing the growth of early care and education programs?
- Child Care Bills proposed do not make it through the legislative process
 - Nobody knows what everybody else is doing, no cohesiveness among ECE systems, random acts of improvement
 - No common communication system between ECE systems and agencies
3. What activities, policies, and procedures are working well in your Commission work?
- Direct communication with City Council members
 - Diverse representation on the San Jose ECE Commission, and the connection with Library staff
 - Developed San Jose ECE Commission Talking Points
 - There have been local investments in ECE (e.g., San Jose General Fund)
 - Included child care in the city's General Plan
4. What child care services do you think children and families need most?
- Infant care, 0-3
 - "Backup" care, qualified substitute pool for child care providers
 - Flexible hours (full-time/part-time)
 - Special needs services are entering the school districts
 - Childhood obesity , nutrition programs
 - Quality ECE programs that are affordable
 - Increased number of visits from child care licensing
 - Universal Child Care for San Jose
 - Reduce confusion regarding who is providing/funding which ECE services
 - Need to address poor quality school age programs
 - Access to training for child care providers
 - Professionalize the ECE field as a viable career option
 - Establish a policy to require local business and corporations to put money into child care

5. If you could change one specific policy to improve services for families, what would it be?
- 1 place (online and in person) that would hold all ECE-related information
 - Access to quality neighborhood child care facilities
 - Inform parents how they can qualify for subsidized services
 - Address the issue of long child care wait lists
 - Address psychological barriers, fear of parents sending their children to child care (i.e. trust issues)
 - Lack of a common child care rating system
 - Language barriers, limited services for immigrant populations
6. What problems and barriers do you think families experience when attempting to obtain child care?
- Finding inclusion, special education, and other early care and education information outside of the Internet
 - Having a system where parents have choices in referral resources



Next Steps

X. NEXT STEPS

SUMMARY: *The Local Early Education Planning Council of Santa Clara County has developed three-year goals (2008-2011) to improve the early care and education needs of children and families. The five goals were established during the June 2008 LPC retreat. The goals include the following and are not listed by priority: 1) Improve the quality of care and instruction for English Learners (EL); 2) Secure long-term funding with special emphasis for the Inclusion Collaborative; 3) Institutionalize within Santa Clara County a Quality Rating System; 4) Update the Child Care Economic Impact Report and implement recommendations; 5) Complete, develop, and implement the Early Care and Education County Master Plan.*

The Local Early Education Planning Council's Three-Year Goals

The Local Early Education Planning Council of Santa Clara County has developed three-year goals (2008-2011) to improve the early care and education needs of children and families. The five goals were established during the June 2008 LPC retreat. The goals and objectives of these future goals are discussed below; they are not listed by priority.

GOAL: *Improve the quality of care and instruction for English Learners (EL).* Over the past ten years, the number of EL students in the county has increased by 32%. The need for bilingual teachers and staff who can communicate effectively with students and their parents is important. By the middle of October, LPC plans meeting to discuss conducting a forum to assess EL needs and best practices in the county. Details of a countywide leadership forum will be discussed with the School Readiness Committee. Another meeting scheduled in mid-November will be conducted to explore, identify, and report to the LPC at least three strategies to build partnerships with school districts to enrich the education of EL students.

GOAL: *Secure long-term funding with special emphasis for the Inclusion Collaborative.* Secure long-term funding with special emphasis for the Inclusion Collaborative. The Inclusion Collaborative has been successful with providing workshops and trainings to teachers who are interested in providing care to students with special needs. With their 2007-2008

workshops and trainings, they have impacted 2,770 children with special needs, and 1,238 participants have attended Inclusion Collaborative symposiums. The Inclusion Collaborative is currently supported by a generous donation from Charmaine Warmenhoven, a former Special Education teacher and administrator. A recent expansion of services (in the form of a tool-kit to help providers include children with special needs in their programs, and a call-in “warm-line” to provide families and providers with inclusion resources) has been made possible by a grant from the Special Hope Foundation. Funding from both sources has only been committed through the spring of 2009; thus, it is critical that the Inclusion Collaborative aggressively begin to diversify its funding base. Securing long-term funding for the Inclusion Collaborative would cover costs to maintain current infrastructure, including staffing (office space and related overhead costs are currently provided in-kind by the SCCOE); to continue to provide inclusion training, follow-up coaching, and stipend support to providers; and to expand services beyond preschool providers. By early November, LPC members will be presented with a list of possible funders.

GOAL: *Institutionalize within Santa Clara County a Quality Rating System.* Several states across the nation have established quality rating systems for early care and education. California does not have a coordinated quality rating system in place for early care and education. Santa Clara County plans to establish a quality rating system for use with private and public child care facilities. By September 2008, information about current quality rating systems utilized in the county will be presented to LPC members. Individuals from Preschool California will also define quality rating systems to LPC members. Issues regarding the relevant legislation that addresses a Quality Rating System Commission will be discussed by the Legislative Committee.

GOAL: *Update the Child Care Economic Impact Report and implement recommendations.* As of 2002, the licensed child care industry supported an estimated 6,614 local jobs directly and generated about \$331 million dollars per year in gross receipts. The purpose of the Child Care Economic Impact Report (EIR) provides a tool to bridge the gap between economic development planning and advocacy for child care. Recommendations from the

EIR will be used to strengthen the child care infrastructure which benefits the child care industry, financing institutions, local government, and the business community alike. Research for funding the EIR will be completed by the end of June. The elements that will be included in the EIR will be discussed among LPC members in November. By December, the LPC will have a list of potential consultants and funders for completing the EIR.

GOAL: *Complete, develop, and implement the Early Care and Education County Master Plan.* Grant requests and proposals are going to be submitted to build on the third phase of the Master Plan. In July, LPC will be submitted a grant application to the Packard Foundation for the Early Care and Education Master Plan. By mid-September, LPC members will be updated as to the process and completion of additional funding sources. By November, the LPC members will also have available early care and education city profiles for each city in Santa Clara County.

The three-year goals of the LPC focus on improving the quality of early care and education for children and families. It will take the cooperation of many individuals and organizations to complete these goals by 2011.

XI. APPENDICES

APPENDIX A: Santa Clara County ZIP Codes

Santa Clara County ZIP Codes

The LPC serves and supports families and children residing in the cities and ZIP codes in the table below. Incorporated cities and towns include: Campbell, Cupertino, Gilroy, Los Altos, Los Altos Hills, Los Gatos, Milpitas, Monte Sereno, Morgan Hill, Mountain View, Palo Alto, San Jose (including Alviso), Santa Clara, Saratoga, and Sunnyvale.

Unincorporated cities and towns, considered census designated places, include: Alum Rock, Buena Vista, Burbank, Cambrian Park, East Foothills, Fruitdale, Lexington Hills, Loyola, San Martin, Seven Trees, Stanford, and Sunol-Midtown.

City	ZIP Code	City	ZIP Code	City	ZIP Code
Alviso	95002	San Jose	95119	San Martin	95046
Campbell	95008	San Jose	95120	Saratoga	95070
Cupertino	95014	San Jose	95121	Sunnyvale	94085
Gilroy	95020	San Jose	95122	Sunnyvale	94086
Los Altos	94022	San Jose	95123	Sunnyvale	94087
Los Altos	94024	San Jose	95124	Sunnyvale	94089
Los Gatos	95030	San Jose	95125	Sunnyvale	94089
Los Gatos	95032	San Jose	95126		
Milpitas	95035	San Jose	95127		
Morgan Hill	95037	San Jose	95128		
Mountain View	94035	San Jose	95129		
Mountain View	94040	San Jose	95130		
Mountain View	94041	San Jose	95131		
Mountain View	94043	San Jose	95132		
Palo Alto	94301	San Jose	95133		
Palo Alto	94303	San Jose	95134		
Palo Alto	94304	San Jose	95135		
Palo Alto	94306	San Jose	95136		
Stanford	94305	San Jose	95138		
San Jose	95101	San Jose	95139		
San Jose	95110	San Jose	95140		
San Jose	95111	San Jose	95141		
San Jose	95112	San Jose	95148		
San Jose	95113	Santa Clara	95050		
San Jose	95116	Santa Clara	95051		
San Jose	95117	Santa Clara	95052		
San Jose	95118	Santa Clara	95054		

APPENDIX B: 2008 Federal Poverty Levels

Family Size	Gross Family Income	Gross Monthly Income	Approximate Hourly Income
1	\$10,400	\$867	\$5.00
2	\$14,000	\$1,167	\$6.73
3	\$17,600	\$1,467	\$8.46
4	\$21,200	\$1,767	\$10.19
5	\$24,800	\$2,067	\$11.92
6	\$28,400	\$2,367	\$13.65
7	\$32,000	\$2,667	\$15.38
8	\$35,600	\$2,967	\$17.12
Over 8 add per child	+\$3,600	+\$300	+\$1.73

Note. Factors that determine poverty level are income, family size, and family composition. A new index to measure poverty level will be released next year called the Stanford Poverty Count which will account for government benefits such as tax credits and expenses such as child care.
Source: Oregon Center for Public Policy, 2008.

APPENDIX C: States with Quality Ratings Systems

State	Year Implemented	System name and Web Site
Colorado	2000	Qualistar Rating System http://www.qualistar.org
District of Columbia	2000	Going for the Gold Web site not available
Iowa	2006	Iowa Child Care Quality Rating System http://www.dhs.state.ia.us/iqrs
Kentucky	2001	STARS for KIDS NOW (Kentucky Invests in Developing Success) Child Care Quality Rating System http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/STARS+-+The+Childcare+Quality+Rating+System.htm
Maryland	2001	Maryland Child Care Tiered Reimbursement Program http://63.236.98.116/ccca/creden/tiered.htm
Montana	2002	Star Quality Rating System http://www.dphhs.mt.gov/programsservices/starqualitychildcare.shtml
New Hampshire	2006	Licensed Plus http://www.dhhs.state.nh.us/DHHS/CDB/licensedplus.htm
New Mexico	2005	Look for the Stars http://www.newmexicokids.org/caregivers
North Carolina	1999	North Carolina Star Rated License http://ncchildcare.dhhs.state.nc.us/parents/pr_sn2_ov_sr.asp
Oklahoma	1998	Reaching for the Stars http://okdhs.org/childcare/ProviderInfo/provinfo_stars.htm
Pennsylvania	2002	Keystone STARS (Standards, Training, Assistance, Resources, and Support) http://www.dpw.state.pa.us/child/childcare/KeystoneStarChildCare
Tennessee	2001	Child Care Evaluation and Report Card Program (Required for all licensed and approved child care providers in Tennessee) http://www.tnstarquality.org
Vermont	2003	Step Ahead Recognition System for Child Care Programs (STARS) http://www.STARSstepahead.org

APPENDIX D: Smart Start San Jose Program Quality Standards (PQS)

Family Child Care homes and Child Care Centers interested in becoming certified as **Smart Start San José** programs must be in good standing with the State of California Community Care Licensing requirements, have a minimum rating of 4 on the ECERS/FDCRS scale and be willing to work towards a higher level, and maintain Title V adult/child ratios. In doing this, your center will need to meet two areas of quality standards.

1. Be developmentally appropriate

Program operators must meet at *least one* of the following generally accepted measures of developmentally appropriate program quality standards:

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (NAEYC)
- *Head Start Program Performance Standards*
- *Child Development Associate Competency Standards for Family Day Care* (Council for Early Childhood Professional Recognition)
- *The Accreditation for Family Day Care* (National Association for Family Day Care)
- *The Child Care Center and Family Day Care Rating Scale* (Harmes & Clifford)
- *California Department of Education/Child Care Division* standards for child care and preschool programs

2. Demonstrate the following program activities:

- ◀ Regular communication with local elementary school(s)
- ◀ A curriculum that meets kindergarten readiness criteria
- ◀ Ongoing parent participation in the program
- ◀ Access to computers and technology
- ◀ Cultural competency, diversity, and equity
- ◀ An inclusive environment that meets the needs of children with identified special needs

Certification: Interested programs will be evaluated through a site visit by Smart Start San José staff. Once a program obtains Smart Start San José certification, the program must enter into an agreement with the City of San José to operate as a Smart Start San José program for 3 years. At the end of the 3 year period, the program will be assessed for recertification.

Benefits of Becoming a Smart Start San José Program

- Access to free educational materials, including monthly theme kits with books, puppets and activities provided by Books for Little Hands at the San Jose Public Library.
- Free book bags each month full of 20 different books at different levels and topics from the San Jose Public Library.
- Free professional development workshops and conferences for staff, teachers and parents on a variety of early education topics.

APPENDIX E: Parents Online Survey

INSTRUCTIONS

Thank you for taking time to complete this survey. Your input will assist the Santa Clara County Local Child Care Planning Council in getting a better picture of families' needs for child care and preschool in their community. All answers will be kept confidential. Please complete only one survey for your family.

1. Please indicate your city: _____

2. Please indicate your ZIP code: _____

3. Which describes your family? (Please check all that apply)

- 2 parents/guardians (in house)
- 1 parent/guardian (in home)
- Extended family (grandparents or other relatives living in the home)
- Other, please specify: _____

4. Check which of the following applies to you:

- Caucasian
- African American
- Asian
- Latino/Hispanic/Spanish
- Native American
- Other, please specify: _____

5. Describe your work status. Check each that applies to you and/or your family:

- Employed 30 hours or more per week
- Employed fewer than 30 hours per week
- Full-time parent (does not work outside the home for wages)
- Student/training program
- Not employed
- Other, please specify: _____

6. Check the highest level of education for both you and/or your spouse/partner

- No high school diploma or GED
- High school diploma or GED
- Some college
- Associate's Degree
- Bachelor's Degree
- Graduate Degree
- Other, please specify: _____

7. What was your total household income last year before taxes? _____

8. What languages are spoken in your home? (Please check all that apply)

- English
- Spanish
- Vietnamese
- Filipino (Pilipino or Tagalog)
- Mandarin (Putonghua)
- Other, please specify: _____

9. What are the age(s) of your child(ren)?

- 0-2 years
- 3-5 years
- 6-12 years
- Over 12 years

10. Are your children currently receiving child care services? Yes No

11. If yes, what type of child care are you using? Please check any that apply:

- After school
- Licensed family child care
- State preschool
- Informal care with family, friend or neighbor
- Head Start
- Licensed child care center
- Other, please specify: _____

12. Is your current child care meeting your needs (and your children's needs) in the following areas?

- | | | | |
|--|------------------------------|-----------------------------|------------------------------|
| Child care when your children are sick | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Child care for children who have special needs | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Child care during the hours you need it | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Affordable child care | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Child care staff who speak your language | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Quality child care | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Licensed child care | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Child care close to your home | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Child care close to your work | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| Child care close to your child's school | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

13. If you are NOT currently using child care services, do your children need child care now?

- Yes No

14. If yes, what type of child care would you prefer?

- After school program
- Licensed family child care
- State preschool
- Informal care with family, friend, or neighbor
- Head Start
- Licensed child care center
- Other, please specify: _____

15. What's preventing you from receiving child care services? Please check any that apply:

- Transportation
- Location
- Waiting List
- Money
- Flexible Hours
- Other, please specify: _____

16. Would you change your current child care or preschool arrangements if location, cost, time or transportation were not an issue?

- Yes
No

Additional Comments: _____

17. If yes, what would you like to change?

- Type of arrangement (for example: from a family member to a preschool program)
- Quality of program/provider (for example: place my child in a better setting)
- Location (for example: closer to home, closer to work)
- Hours per day (for example; more hours, less hours)
- Days per week (for example: more days, less days)
- Other, please specify: _____

18. In the past 12 months, what were the three biggest problems in finding or using childcare or preschool?

1. _____
2. _____
3. _____

Thank you for participating in this survey!

APPENDIX F: Child Care Providers Online Survey

INSTRUCTIONS

Thank you for taking time to complete this survey. Your input will assist the Santa Clara County Local Child Care Planning Council in getting a better picture of child care provider's needs in Santa Clara County. All answers will be kept confidential. Please complete only one survey.

DEMOGRAPHICS

1. Please indicate your ZIP code: ____

2. Check which of the following applies to you:

- Caucasian
- African American
- Asian
- Latino/Hispanic/Spanish
- Native American
- Other, please specify: ____

3. Check the highest education you've completed:

- No high school diploma or GED
- High school diploma or GED
- Some college
- Associate's Degree
- Bachelor's Degree
- Graduate Degree
- Other, please specify: ____

4. What type of child care do you provide? (Check all that apply)

- Center or Preschool Director/Owner
- Center or Preschool Teacher/Staff/Aide
- Day Care Aide (for example: employed by parent/guardian who provides care in the child's residence)
- Family Child Care Provider
- Relative Care Provider (for example: an adult relative, such as an aunt/uncle or grandparent)
- Other, please specify: ____

5. How long have you worked in the childcare profession?

- Less than one year
- 1-3 years
- 4-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

6. How many children are in your care?

- 10 or less children
- 11 to 20 children
- more than 21 children

7. What are the age groups of the child(ren) in your care? (Check all that apply)

- Birth to Age 1
- 13 months to 35 months
- Preschoolers (3-5 years)
- School Age Children (6-12 years)
- Older School Age Children (over 12 years)
- Children with disabilities or special needs, regardless of age

8. Which of the following do you provide to your families? (Check all that apply)

- Daytime care
- Evening care
- Overnight care
- Weekend care

9. Do you currently receive child care subsidies (money for providing child care) for children in your care?

- Yes No

TRAINING

10. If you have taken training in the last 12 months, who provided the training or where was the training location? (Check all that apply)

- College or university
- Local school
- Local Early Childhood Conference
- Local church
- I have not taken any training in the last 12 months
- Other, please specify: _____

11. If you have taken training in the last 12 months, what was the format of the training? (Check all that apply)

- Classroom
- Correspondence
- Online/Web-based
- Combination of the above

12. If you have NOT attended any training/learning opportunities in the last 12 months, please tell us why: (Check all that apply)

- Don't have the time
- The classes are not held at a convenient time
- I can't afford to pay for classes
- The topics don't appeal to me
- It's too far to travel/classes are not offered in my community
- It's not convenient for me to get training
- Did not feel comfortable with the location
- I don't like traveling at night
- The classes are too full and I can't get in
- Classes get canceled because there are not enough people enrolled
- I don't feel I need training to care for children
- I have already taken all the classes offered

- I don't know when the trainings are offered or how to sign up for them
- I'm not comfortable learning in a group
- I don't know anyone else going to the trainings
- Classes are not offered in my primary language

13. Do you have interest in learning more about any of the following topics? (Check all that apply)

CHILD DEVELOPMENT, including: Infant and Toddler development, Preschool-age development, School-age development, Social and Emotional health, Physical development, Language development, Brain development

THE BUSINESS OF CHILD CARE, including: Staff development and supervision topics, Financial management, Resources in my community to help me care for children (e.g., 4C's, Early On, Intermediate School Districts, MSU Extension, Libraries, etc.), Stress Management, Legal/Insurance/Tax issues, Abuse and Neglect/Mandated Reporting

PROGRAM PLANNING AND DAILY ACTIVITIES, including: Use of television and computers, Creating the learning environment, Learning through play, Literacy development/reading skills, Pre-math and Science activities

Interactions and Relationships with Children/Parents, including working with families of different cultures and backgrounds

Current research and best practices

Guidance and positive discipline topics

Health and safety, including preventing illness

Special needs/disabilities

NEEDS

14. What activities, policies, and procedures are working well for you as a child care provider? (Check all that apply)

- Accreditation process and standards
- Local fundraising efforts
- Available community resources for providers
- Available information about subsidies
- Available space/buildings within your city
- Collaboration with city, schools, and community organizations
- Available mental health services for children and families
- Other, please specify: _____

15. What problems or barriers do you think families experience when attempting to obtain child care?

- Transportation
- Location
- Waiting List
- Money
- Flexible Hours
- Other, please specify: _____

16. If you could change ONE specific policy to improve services for families, what would it be?

- Improve information about funding
- Improve communication with the Department of Social Services
- Improve reimbursement/pay rates for providers
- Other, please specify: _____

17. What child care services do you think children and families need most?

- After school care
- Licensed family child care
- State preschool
- Informal care with family, friend, or neighbor
- Head Start
- Licensed child care center
- Other, please specify: _____

18. What are the top 3 unique needs or challenges with the type of child care you provide?

1. _____
2. _____
3. _____

Thank you for participating in this survey!

APPENDIX G: Business Community Online Survey

INSTRUCTIONS

Thank you for taking time to complete this survey. Your input will assist the Santa Clara County Local Child Care Planning Council in getting a better picture of child care needs and the barriers that make it difficult for the business community to help meet those needs in Santa Clara County. All answers will be kept confidential. Please complete only one survey.

1. Please indicate your ZIP code: _____

2. How many people are employed at your business?

- 50 or less
- 100 – 200 employees
- 200+ employees

3. What are the child care issues faced by your employees? (Check all that apply)

- Quality child care
- Reasonable child care costs
- Sick and emergency child care
- Special needs child care
- After school programs
- Child care at the work place
- Child care available close to work
- Child care available close to home
- Other, please specify: _____

4. In what ways could the business community address these child care issues? (Check all that apply)

- Providing child care on site
- Providing more family friendly benefits programs
- Forming partnerships to secure child care spaces for each company
- Sponsoring seminars about child care/family issues for managers/supervisors
- Providing financial assistance to parents
- Establishing co-ops that are centrally located where employees from several neighboring companies can share services
- Other, please specify: _____

5. What barriers and problems stand in the way of implementing these approaches? (Check all that apply)

- Money
- Staff resources
- Equity issues for employees without children
- Liability and insurance issues
- Outdated management thinking
- Space
- Location
- Other, please specify: _____

6. What sorts of collaborations would you be interested in entering into with the child care community?
(Check all that apply)

- Provide sick care (with an approved budget)
- Create partnerships/joint sponsorship of seminars for managers
- Participate in the accreditation process for centers
- Other, please specify: _____

7. On a scale from 1 to 5, please indicate how you agree or disagree with the following statement:

The business community is actively involved in child care issues and solutions for their employees.

- 1 = Strongly disagree
- 2 = Moderately agree
- 3 = Neither agree or disagree
- 4 = Moderately agree
- 5 = Strongly agree

8. Please describe your rating of Question #7 in the box below.

Thank you for participating in this survey!

APPENDIX H: Government Representatives Online Survey

1. Please indicate your ZIP code: _____

2. Check which of the following applies to you:

- Caucasian
- African American
- Asian
- Latino/Hispanic/Spanish
- Native American
- Other, please specify: _____

3. What child care services do you think children and families need most in your county? Please rank in order of the importance with 1 being the MOST important.

Rank from 1 to 6.

- ___After school program
- ___Licensed family child care
- ___State preschool
- ___Informal care with family, friend, or neighbor
- ___Head Start
- ___Licensed child care center

4. Other (from above): _____

5. When looking at the general quality of child care in our county, how important are the following things:

1 = Slightly Important

2 = Moderately Important

3 = Very Important

N/A

- ___Location
- ___Hours Available
- ___Cost
- ___Staffing (for example: number of staff members)
- ___Training of Child Care Provider
- ___Type of Child Care (for example: licensed center, home care, or relative care)

6. Other (from above): _____

UNMET NEEDS

Specific needs are listed below under general headings, please rank the needs in order of importance with 1 being the MOST critical need.

7. Child Care Options

Rank from 1 to 6.

- ___Available care
- ___Centralized waiting list
- ___Child care at the work place
- ___Affordability of child care
- ___Lack of infant care
- ___Location

8. Other (from above): _____

9. Child Care Staff and Safety Issues
Rank from 1 to 7.

- ___ Child/Staff ratio
- ___ Quality
- ___ Retention of child care staff
- ___ Salary of child care staff
- ___ Training of child care staff
- ___ Child Abuse/Neglect
- ___ Security/Safety

10. Other (from above): _____

11. Concerns About Special Services
Rank from 1 to 5.

- ___ Bilingual Services
- ___ Special Needs Services
- ___ Child Care Referral Agencies
- ___ Gaps in Services
- ___ Gaps in Funding

12. Other (from above): _____

13. Communication Issues - Rank from 1 to 5.

- ___ Confusion with CalWORKs
- ___ Confusion with subsidies
- ___ Licensing requirements
- ___ Bureaucratic problems
- ___ Outdated policies and procedures

14. Other (from above): _____

15. If there were new funds available for child care, what are the MOST CRITICAL things our county should do with those funds? Please rank in order of importance with 1 being the MOST critical need.

Rank from 1 to 5.

- ___ Raise wages for current child care providers
- ___ Build more child care centers
- ___ Offer more training for providers
- ___ Help parents pay for child care
- ___ Create incentives for family child care providers

16. Other (from above): _____

Thank you for participating in this survey!

SANTA CLARA COUNTY  OFFICE OF EDUCATION

Board of Education

Leon F. Beauchman

T.N. Ho

Jane Howard

Grace H. Mah

Craig Mann

Gary Rummelhoff

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County Superintendent of Schools

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Santa Clara County Office of Education Web Site

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