

APPENDICES

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California Department of Social Services Required Needs Assessment Items

The required items are provided in the California Department of Social Services (CDSS) template found here:
<https://www.cdss.ca.gov/Portals/9/CCDD/LPC-Needs-Assessment.pdf>

1. Reports from the California Early Learning Needs Assessment Reports (CELNAR)

(<http://reports.elneedsassessment.org/LPCReports.aspx>)

a. Table 1: Number of Children by Age

Infants & Toddlers	Preschool	School Age	All Age Groups
22,389	23,902	58,143	104,434

b. Table 2: Percent of Children by Race and/or Ethnicity and Age

Infants & Toddlers	Preschool	School Age	All Age Groups
21%	23%	56%	100%

Race and/or Ethnicity	Percent
African American/Black	1.10%
American Indian/Alaska Native	0.60%
Asian	2.50%
Hispanic/Latino	71.50%
Native Hawaiian/Pacific Islander	0.10%
White	22.50%
More than one culture	1.70%

c. Table 3: Regional Market Rate Ceilings Allowed for State Subsidy by Age and Type of Care

The state may reimburse ECE providers serving families eligible for subsidized ECE. The Regional Market Rate (RMR) is the amount ECE providers may be reimbursed for different types of ECE. Below are the RMR rates for the period associated with the ELNAT reports in Table 1 and Table 2.

Weekly Regional Market Rate for Early Learning and Care, Tulare County, 2019				
		Infant & Toddler	Preschool	School Age
Licensed Child Care Centers	Full-Time	308.68	267.78	\$183.63
	Part-Time	214.75	163.16	\$124.66
Licensed Family Child Care Homes	Full-Time	183.82	168.68	\$153.82
	Part-Time	140.96	123.57	\$124.12
License-Exempt Providers	Full-Time	\$128.67	\$118.08	\$107.67
	Part-Time*	--	--	--

d. Table 4: Unmet Need for State and Federally Subsidized Programs for Infants and Toddlers

Report for 2020, Tulare County

Population /Demand	Number of children (five-year estimates from American Community Survey)	0-11 months	6,846
		12-23 months	7,255
		24-35 months	8,288
		0-11, 12-23, & 24-35 months	22,389
	Number of children eligible for subsidized child care (income and qualifying need) (five-year estimates, from American Community Survey)	0-11 months	2,840
		12-23 months	3,130
		24-35 months	4,231
		0-11, 12-23, & 24-35 months	10,201
Enrollment	Total enrollment in publicly subsidized programs (for income-eligible and qualifying need for care unmet need report)	0-11 months	130
		12-23 months	279
		24-35 months	468
		0-11, 12-23, & 24-35 months	877
Estimate of Unmet Need	Number with unmet need-based on income-eligibility and need for care	0-11 months	2,710
		12-23 months	2,851
		24-35 months	3,763
		0-11, 12-23, & 24-35 months	9,324
	Percent of unmet need-based on income-eligibility and need for care	0-11 months	95%
		12-23 months	91%
		24-35 months	89%
		0-11, 12-23, & 24-35 months	91%

Data Descriptions and Sources

1. Number of children (five-year estimates from American Community Survey), source: AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data, five-year estimates, by location of family residence
2. Number of children eligible for subsidized child care (income and qualifying need) (five-year estimates, from American Community Survey) , source: Number of children eligible for subsidized child care (income and qualifying need) (five-year estimates, from American Community Survey), source: AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data, five-year estimates, by location of family residence. State medium income threshold retrieved from: U.S. Census Bureau; Management Bulletin 19-03, 2019, California Department of Education, Sacramento, CA (retrieved from <https://www.cde.ca.gov/sp/cd/ci/mb1903.asp>). Estimates of the number of children eligible for state or federally subsidized services under current state regulations include those who are income-eligible and have a qualifying need for care, such as a parent working, in school, or looking for work. In addition, all children in foster care are automatically considered eligible. The estimates do not include homeless children, as the data source for these estimates is the ACS, which is a survey of households., by location of family residence
3. Total enrollment in publicly subsidized programs (for income-eligible and qualifying need for care unmet need report), source: Total enrollment in publicly subsidized programs (income-eligible and qualifying need for care): Total enrollment in publicly subsidized programs includes enrollment in: Title 5 State Preschool Program, Title 5 Migrant Child Care Program, Title 5 Center-Based, Title 5 Family Child Care Home Network, Head Start/Early Head Start, CalWORKs Stage 2, CalWORKs Stage 3, estimated Transitional Kindergarten eligible for Title 5 (enrollment in Transitional Kindergarten is only included for the Preschool Report), and the Alternative Payment program. The estimates of Transitional Kindergarten students eligible for Title 5 for the selected region (e.g., county, groups of counties, or the state) were calculated by multiplying the percentage of children eligible by the number of children enrolled in Transitional Kindergarten. Sources: California Department of Education, CD-801A Monthly Report, October Report for year of reference, by location of family residence. California Department of Education, Transitional Kindergarten Data, Kindergarten TK Program Participation (Census Day), by service location. The American Institutes for Research's survey of all Early Head Start and Head Start grantees, including Migrant and American Indian and Alaska Native

grantees. Enrollment in all program options for children are included: center-based full-day, center-based part-day, home-based, combination, family child care, and locally designed. The number of children enrolled in home-based programs is unknown. Enrollment in programs for pregnant women are excluded. Respondents reported enrollment for children in Early Head Start or Head Start in total and were not asked to specify those enrolled in Early Head Start, Head Start, or other or other specific programs separately. Enrollment for October of the year of reference was collected by age and ZIP code of the child's residence. For 2020, the source for Head Start/Early Head Start enrollment was Office of Head Start (OHS) Program Information Report (PIR).

4. Number unmet need-based on income-eligibility and need for care, source: Unmet need is calculated using the following formula: the estimated number of eligible children minus the total number of children enrolled in publicly subsidized early learning and care programs.
5. Percent unmet need-based on income-eligibility and need for care

e. Table 5: Unmet Need for State and Federally Subsidized Programs for Preschool

Report for 2020, Tulare County

Population/Demand	Number of children (five-year estimates from American Community Survey)	3 year olds	6,938
		4 year olds	8,498
		5 year olds	8,466
		3, 4, & 5 year olds	23,902
	Number of children eligible for subsidized child care (income and qualifying need) (five-year estimates, from American Community Survey)	3 year olds	3,568
		4 year olds	4,258
		5 year olds	4,887
		3, 4, & 5 year olds	12,713
Enrollment	Total enrollment in publicly subsidized programs (for income-eligible and qualifying need for care unmet need report)	3 year olds	1,094
		4 year olds	2,823
		5 year olds	364
		3, 4, & 5 year olds	4,321
Estimate of Unmet Need	Number with unmet need-based on income-eligibility and need for care	3 year olds	2,474
		4 year olds	1,435
		5 year olds	4,523
		3, 4, & 5 year olds	8,392
	Percent of unmet need-based on income-eligibility and need for care	3 year olds	69%
		4 year olds	34%
		5 year olds	93%
		3, 4, & 5 year olds	66%

Data Descriptions and Sources

1. Number of children (five-year estimates from American Community Survey), source: AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data, five-year estimates, by location of family residence
2. Number of children eligible for subsidized child care (income and qualifying need) (five-year estimates, from American Community Survey), source: Number of children eligible for subsidized child care (income and qualifying need) (five-year estimates, from American Community Survey), source: AIR analysis of American Community Survey, Public Use Microdata Sample (PUMS) data, five-year estimates, by location of family residence. State medium income threshold retrieved from: U.S. Census Bureau; Management Bulletin 19-03, 2019, California Department of Education, Sacramento, CA (retrieved from <https://www.cde.ca.gov/sp/cd/ci/mb1903.asp>). Estimates of the number of children eligible for state or federally subsidized services under current state regulations include those who are income-eligible and have a qualifying need for care, such as a parent working, in school, or looking for work. In addition, all children in foster care are automatically considered eligible. The estimates do not include homeless children, as the data source for these estimates is the ACS, which is a survey of households., by location of family residence
3. Total enrollment in publicly subsidized programs (for income-eligible and qualifying need for care unmet need report), source: Total enrollment in publicly subsidized programs (income-eligible and qualifying need for care): Total enrollment in publicly subsidized programs includes enrollment in: Title 5 State Preschool Program, Title 5 Migrant Child Care Program, Title 5 Center-Based, Title 5 Family Child Care Home Network, Head Start/Early Head Start, CalWORKs Stage 2, CalWORKs Stage 3, estimated Transitional Kindergarten eligible for Title 5 (enrollment in Transitional Kindergarten is only included for the Preschool Report), and the Alternative Payment program. The estimates of Transitional Kindergarten students eligible for Title 5 for the selected region (e.g., county, groups of counties, or the state) were calculated by multiplying the percentage of children eligible by the number of children enrolled in Transitional Kindergarten. Sources: California Department of Education, CD-801A Monthly Report, October Report for year of reference, by location of family residence. California Department of Education, Transitional Kindergarten Data, Kindergarten TK Program Participation (Census Day), by service location. The American Institutes for Research's survey of all Early Head Start and Head Start grantees, including Migrant and American Indian and Alaska Native grantees. Enrollment in all program options for children are included: center-based full-day, center-based part-day, home-based, combination, family child care, and locally designed. The number of children enrolled in home-based programs is unknown. Enrollment in programs for pregnant women are excluded. Respondents reported enrollment for children in Early Head Start or Head Start in total and were not asked to specify those enrolled in Early Head Start, Head Start, or other or other specific programs separately. Enrollment for October of the year of reference was collected by age and ZIP code of the child's residence. For 2020, the source for Head Start/Early Head Start enrollment was Office of Head Start (OHS) Program Information Report (PIR).
4. Number unmet need-based on income-eligibility and need for care, source: Unmet need is calculated using the following formula: the estimated number of eligible children minus the total number of children enrolled in publicly subsidized early learning and care programs.
5. Percent unmet need-based on income-eligibility and need for care

2. Local Population Data

The following sections and figures in the main report provide additional information or explanations related to the population figures from the CELNAR.

Figure 3. Tulare County Population Projections Across Three ECE Age Groups, 2020 – 2030

Figure 4. Percent of Total Population Ages 0-12 for Tulare County and California, 2020 vs 2030

Figure 5. Percent of Children Who Need ECE Based On Their Family's Work Status and Income

Figure 7. Unmet ECE Need by Age Group and Family Type

3. Local Enrollment Data

The following sections and figures in the main report provide additional information about enrollment in early learning and care (ELC) programs not accounted for in 1a-e above.

Figure 1. Density of Parents Receiving ELC in Tulare County

Figure 9. Type of ECE Used by Tulare County Parents (Parent Survey, 2023)

Table 3. Child Enrollment in Tulare County ECE Across Age Groups

Table 4. Tulare County Children Enrolled in Different Types of Subsidized ECE

Calculation for Unmet Need Across Income and Need for All Age Groups

These calculation are used in the figures for enrollment and unmet need. They include updated information on enrollment received from staff at the Tulare County Office of Education.

	Infant & Toddler (0-2)		Preschool (3-5)		School Age (6-12)	
Children Enrolled in . . .						
CA State Preschool (CSPP, Title V) Full-Time			698			
CA State Preschool (CSPP, Title V) Part-Time	-		2,446			
General Child Care and Development Programs (CCTR)	106		54		27	
Early Head Start	215		-			
Head Start	87		735			
Migrant Head Start	9		48			
Migrant Alternative Payment Program (CMAP)	57		92		150	
Migrant Child Care and Development Programs (CMIG)	31		58		63	
CalWORKs Stage 1	142		194		-	
CalWORKs Stage 2	53		169		240	
CalWORKs Stage 3	56		184		598	
Alternative Payment	86		252		648	
Sub-Total Enrolled (calculated separately for CDSS and TCOE counts)	700		4,736		1,726	
Other FFN estimated based on slots (not enrollment) Not available by age.	557		557		557	
Transitional Kindergarten	NA		1,621			
After School Programs (ASES available seats, not enrollment)	NA		-		8,211	
TOTAL ENROLLED	1,257		6,914		10,494	
Without TK			5,293			

	Infant & Toddler (0-2)		Preschool (3-5)		School Age (6-12)	
TOTAL ENROLLED FOR LOW INCOME -- Minus FFN for subsidy eligible	700		6,357		9,937	
Total Child Population	21,152		21,594		56,262	
Total Children in Working Families	13,551		14,435		37,110	
Total Children in Low-Income Families (85% Median Income)	17,785		18,337		46,436	
UNMET NEED CALCULATIONS						
Unmet need based on "Total Child Population"	19,895	94%	14,680	68%	45,768	81%
Unmet need based on "Total Children in Working Families"	12,294	91%	7,521	52%	26,616	72%
Unmet need based on "Total Children in Low-Income Families"	17,085	96%	11,980	65%	36,499	79%
Unmet need WITHOUT TK						
All Children	NA	NA	16,301	75%	NA	NA
Working Families	NA	NA	9,142	63%	NA	NA
Low-Income Families	NA	NA	13,044	71%	NA	NA

Tulare County Priorities by Zip Code Across Age Groups

The CDSS provides guidelines to the Council to summarize Tulare County ECE needs by zip code. The information in the table below is used to calculate the priority number assigned to each zip code. The Zip Code Priority Report is used to assist in allocating funds and making other decisions to support ECE in the county.

Tulare County Zip Code Priority Report for Fiscal Year 2023-2024**

Zip Code	County Name	CSPP	CCTR I/T	CCTR School Aged
93201	Tulare	3	1	2
93207	Tulare	3	3	3
93208	Tulare	3	3	3
93218	Tulare	3	3	2
93219	Tulare	1	1	1
93221	Tulare	1	1	1
93223	Tulare	1	1	1
93235	Tulare	2	1	1
93244	Tulare	3	3	3
93247	Tulare	2	1	1
93256	Tulare	2	1	1
93257	Tulare	1	1	1
93258	Tulare	3	3	1
93261	Tulare	3	2	1
93265	Tulare	2	1	1
93267	Tulare	2	1	1
93270	Tulare	1	1	1
93271	Tulare	3	2	1
93272	Tulare	2	1	1
93274	Tulare	1	1	1
93277	Tulare	1	1	1
93286	Tulare	1	1	1
93291	Tulare	1	1	1
93292	Tulare	1	1	1
93615	Tulare	1	1	1
93618	Tulare	1	1	1
93647	Tulare	1	1	1
93666	Tulare	3	3	3
93673	Tulare	3	3	2

*** This report used data from 2020. Some zip codes were excluded because they did not have a child care need. The Tulare County Zip Code Priority Report was approved by the Tulare County Council on Child and Youth Development in April 2024.*

4. Waiting Lists

A county-wide estimate of the number of children on ECE program waiting lists by age cohort is not available. There is a Centralized Eligibility List used by TCOE, but this is not used by all ECE programs and agencies. Each agency and program may have its own waiting list, and this information is not readily available.

5. Languages Spoken

The number of English learners in kindergarten in Tulare County speaking each language. This is a proxy for the languages of children zero to five years old. This information is from the California Department of Education (CDE) Dataquest.

Tulare County, 2022-2023

Language Spoken	Number of Children (English Learners)
Spanish	2,646
Arabic	38
Punjabi	15
Cantonese	6
Vietnamese	5
Marshallese	4
Mandarin	4
Tagalog	4
Hmong	3
Russian	2
Armenian	-
Other	19

Top Non-English Languages Spoken in K-6 grade, Tulare County, 2022-2023	
Language Spoken	Number of English Learners
Spanish	24,312
Arabic	271
Lahu	150
Filipino (Pilipino or Tagalog)	68
Punjabi	66

6. Local Language Data

Please provide any additional local information you have related to the estimated number of children zero to five speaking different home languages. Please cite the specific source of data.

Nearly half of the population (46%) speaks a language other than English at home (36% Spanish; over 85 other languages spoken in county homes) [Source: American Community Survey, 2022 estimates]

7. Children Receiving Special Education Services

- How many children under three years of age (up to 36 months) in Tulare County had an Individualized Family Service Plan (IFSP)
- How many children ages three to four (from 37 to 60 months) in your county had an Individualized Education Program (IEP)

Source: CALPADS, based on Census Day (October 2022) for School Year 2022-23

SELPA Wide

IFSP Total Count 1030

IEP

Age 3: 301
Age 4: 394
Age 5: 494
Age 6: 553
Age 7: 646
Age 8: 721
Age 9: 724
Age 10: 852
Age 11: 812
Age 12: 808

8. Children Under Protective Services

In 2022, 129 children under three years of age (up to 36 months) in Tulare County were under protective services supervision.

In 2022, 69 children ages three and four in Tulare County were under protective services supervision.

[Data source: http://cssr.berkeley.edu/ucb_childwelfare]

9. Number of Children In Working Families

From the Early Learning Needs Assessment Tool subscription site (www.elneedsassessment.org).

Age	Number of children with working parent(s), 2019
Infants (<1 year)	4,558
One-year-olds	4,017
Two-year-olds	5,796
Three-year-olds	4,791
Four-year-olds	5,653

10. Families Receiving Public Assistance

The number of children ages 0 to 5 in families receiving public assistance.

- 18,277 CalFresh
- 7,203 CalWORKs
- 186 CalWORKS Housing Program
- 25,363 Medi-Cal

[Source: Tulare County Health and Human Services Agency, July 2023]

11. Median Family Income

The median family income for a family of four in Tulare County in 2022 was \$65,933.

[Source: US Census, 2022 Estimate]

12. Migrant Children

Eligible Migrant Students Ages 0-12, Tulare County, 2017-2018		
Age Groups	Number	Percentage
Infants & Toddlers	398	10%
Preschool	855	23%
School Age	2,542	67%
Total	3,795	
Migrant Education Program of Tulare County, 2017-2018		

13. Facilities

The supply of ECE facilities is insufficient to meet the demand. The Tulare County ECE Economic Benefit Study (Brion, 2024, available from TCOE) estimates that only 43% of the overall ECE demand was met by ECE facilities in 2023.

14. Requests for Care During Nontraditional Hours

Please give an estimate of the number of requests for care during nontraditional hours during the past six months. Clearly specify your source of data. (Suggested resource: Local child care resource & referral agency, Alternative Payment agencies)

The California Resource and Referral Network 2021 Portfolio for Tulare County indicates that there were no requests for care during nontraditional hours (e.g., evening, weekend, and overnight care). This finding may be a limitation of the data available. In the 2023, we conducted the Tulare County ECE Parent and Caregiver Survey, with 410 parents and caregivers receiving ECE in Tulare County completing a survey. Many parents need ECE at times when schools and businesses are closed:

When Parents Need Child Care	
71%	Weekdays
15%	Weekends
12%	Nightshifts
23%	Overtime

Tulare County's large agricultural and service-focused workforce requires ECE during nontraditional hours.

72% of parents missed at least one day of work in the past 12 months because they did not have child care
50% of parents missed at least 5 days

15. ELC Workforce and Quality Counts California (QCC)

At the time of this report, 292 early learning care programs are participating with Tulare County Early Stars (the county's QCC). This includes:

- 937 Early Learning Educators
- 205 FCCH
- 75 CSPP QRIS
- 10 FFN
- 2 Alternative Sites (Family Resource Centers)

There continues to be a need to expand QCC participation. Tulare County Early Stars continues to collaborate with the Tulare County Office of Education Resource and Referral to target new licensed providers to participate in QCC and expand outreach and involvement. In addition, the QRIS and QCC program participates in community outreach events and will begin conducting bi-monthly orientations to promote QCC in Tulare County.

The needs of the ECE workforce were partially described in the 2024 Tulare County ECE Economic Benefit Study (Brion, 2024). The report analyzes the ECE workforce supply and demand, pay, and living wage estimates. Some highlights from the report related to workforce needs include the following:

- There are currently about 3,070 ECE workers in the county based on teacher-to-child ratios required by the State, including owners, directors, administrative assistants, and all types of teachers. The current shortage of 34,000 ECE spaces would require an additional 6,232 ECE workers.
- Wages in the ECE field are 50% of "living" wages, or what is called sustainable wages. Current ECE wages range from a low of \$16 per hour to a high of \$29 per hour for directors. In annual salary terms, ECE workers currently make \$43,000 per year on average, compared to a living wage of \$87,500 in Tulare County.

The report provides several ways that government, business, and collaborative partnerships may respond to the challenges faced by the ECE workforce.

16. Parent Needs and Concerns

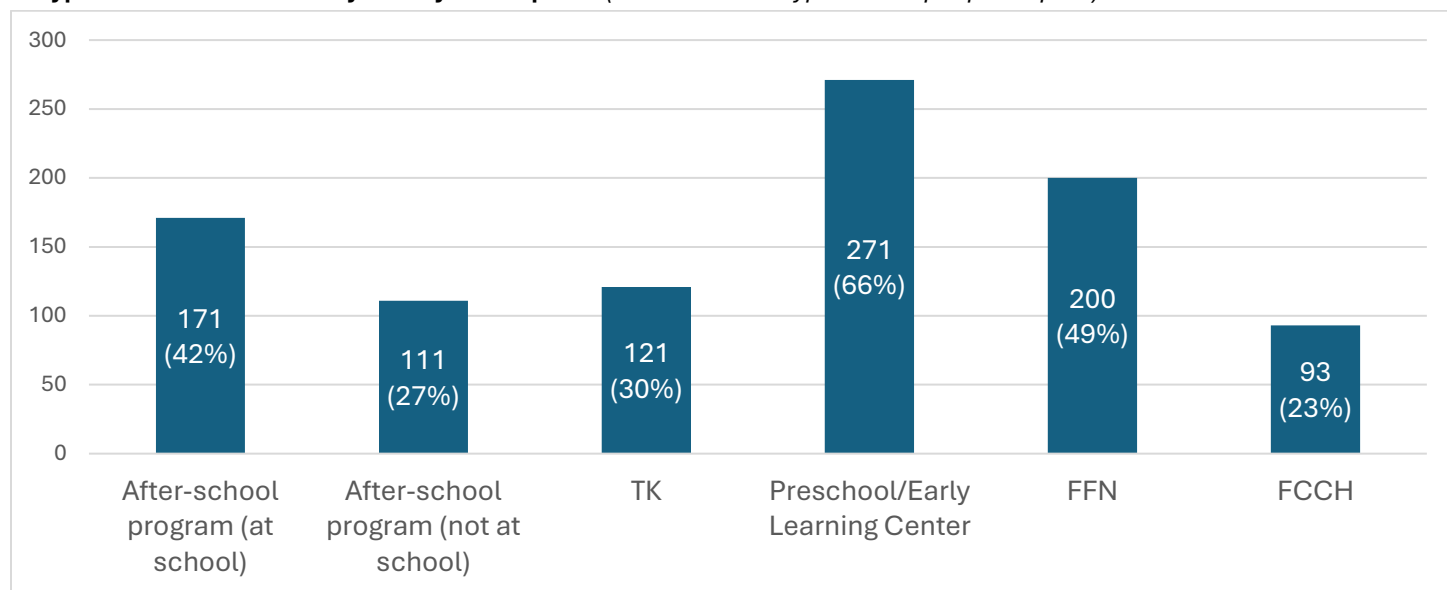
Parent Needs and Concerns Regarding Availability to Quality Early Learning and Care, Needs for Supports, Family Engagement, and Transition to Kindergarten. A Parent Survey was conducted to understand the ECE experiences, needs, and recommendations from parents and other primary caregivers. TCOE and Ci4Ci staff created and implemented the Parent Survey during May 2023. The survey was available online in English and Spanish. Of 771 completed surveys, 410 (53%) were included for analysis because the participants lived or worked in Tulare County and used ECE in Tulare County. Below is a presentation of the descriptive findings from the survey. Please note that the survey used the term child care for ECE. This decision was made because at the time of the survey many parents used the term child care more than the term early care and education or ECE.

Participants: 410 parents living and receiving some child care in Tulare County

1. Going to work is the most common reason parents need child care.

I use child care . . .	Frequency	Percent
To go to work	284	69%
To go to school	51	12%
To get a break or some time alone	76	19%
To get help because I or my spouse/partner have a physical, mental, or other special need	20	5%

2. Type of Child Care Used by Survey Participants *(more than one type of care per participant)*



The numbers in the graph are further broken down in this table.

	After-School (At school)	After-School (Not at school)	TK	Preschool	FFN	FCCH
Both	6	0	0	1	2	0
Part-time	76	65	40	193	128	38
Full-time	89	46	81	77	70	55

3. Ways that ECE Benefits Children

Parents were asked how child care benefited their child. Here, we see how they responded based on what type of care their child was receiving. Their responses offer ideas about why parents believe different types of child care are important.

<i>Childcare benefits my child because it . . .</i>	All	Preschool	TK	FCCH	FFN
Supports children's education	72%	72%	69%	64%	70%
Supports children's social and emotional development	80%	78%	74%	75%	79%
Teaches children to play and get along with others	77%	77%	72%	75%	77%
Prepares my children to succeed in elementary school	61%	60%	48%	49%	53%

- Of the four benefit options, most parents believe that child care benefits their children's social and emotional development.
- More parents with children in preschool and FFN (family, friends, neighbors) found benefits for their children compared to TK and FCCH (family child care homes).

62% of parents with a child getting care at a FCCH did not know if their provider was licensed. This result raises questions about whether the value of licensing is understood and matters to parents.

4. Costs of Child Care

Cost of all child care per month (e.g., the parent may have multiple children in care)

Average	\$661
Median	\$300
Percentile	
25% pay	\$0
50% pay	\$300 or less
75% pay	\$900 or less
25% pay	More than \$900

5. Who Pays for Child Care

63% Me and/or spouse/partner

20% Government assistance or aid

9% Other family members/relatives/friends

2% My employer

6. Other Cost-Related information

28% of parents said the cost of child care is a burden for them

47% of parents avoided getting child care at some time because it was too expensive

55% of survey participants did not receive any financial support for child care

68% of those receiving some financial support would not be able to afford any child care without it

How much of a burden is the cost of child care? (1 is low and 5 is high)

Scale	Percent
1 Low	33%
2	19%
3	19%
4	11%
5 High	17%

7. Barriers to Child Care

What has prevented you from using childcare?

47%	It is too expensive
24%	It is less expensive for me/my partner to stay home to care for our children than to pay for child care
22%	We do not qualify for subsidized childcare services
22%	We do not trust others to care for our children
21%	We cannot find quality child care
19%	We cannot find childcare that fits the hours we need
11%	Childcare is too far away from home or work
7%	We are the best teachers for our children
6%	Our children need to stay at home because they need special care due to illness or special need
6%	We cannot find care for our child with a disability
2%	I or my partner have a physical, mental, or other special need
2%	We cannot find childcare that reflects our culture and language

65% of participants had at least one child that they wished had child care but did not

55% of parents have had difficulties finding childcare

8. Difficulty Finding Child Care Based On Child's Age and Special Needs

Rating of difficulty finding child care based on child's age: 1 not hard to 5 very hard

Age Group	Average
Under 2 years old	3.4
Ages 2-3 years old	2.9
Ages 4-5 years old	2.5
Ages 6-12 years old	2.4

60% of parents with a child with special needs had difficulty finding child care because of their child's special need

9. When Parents Need Child Care

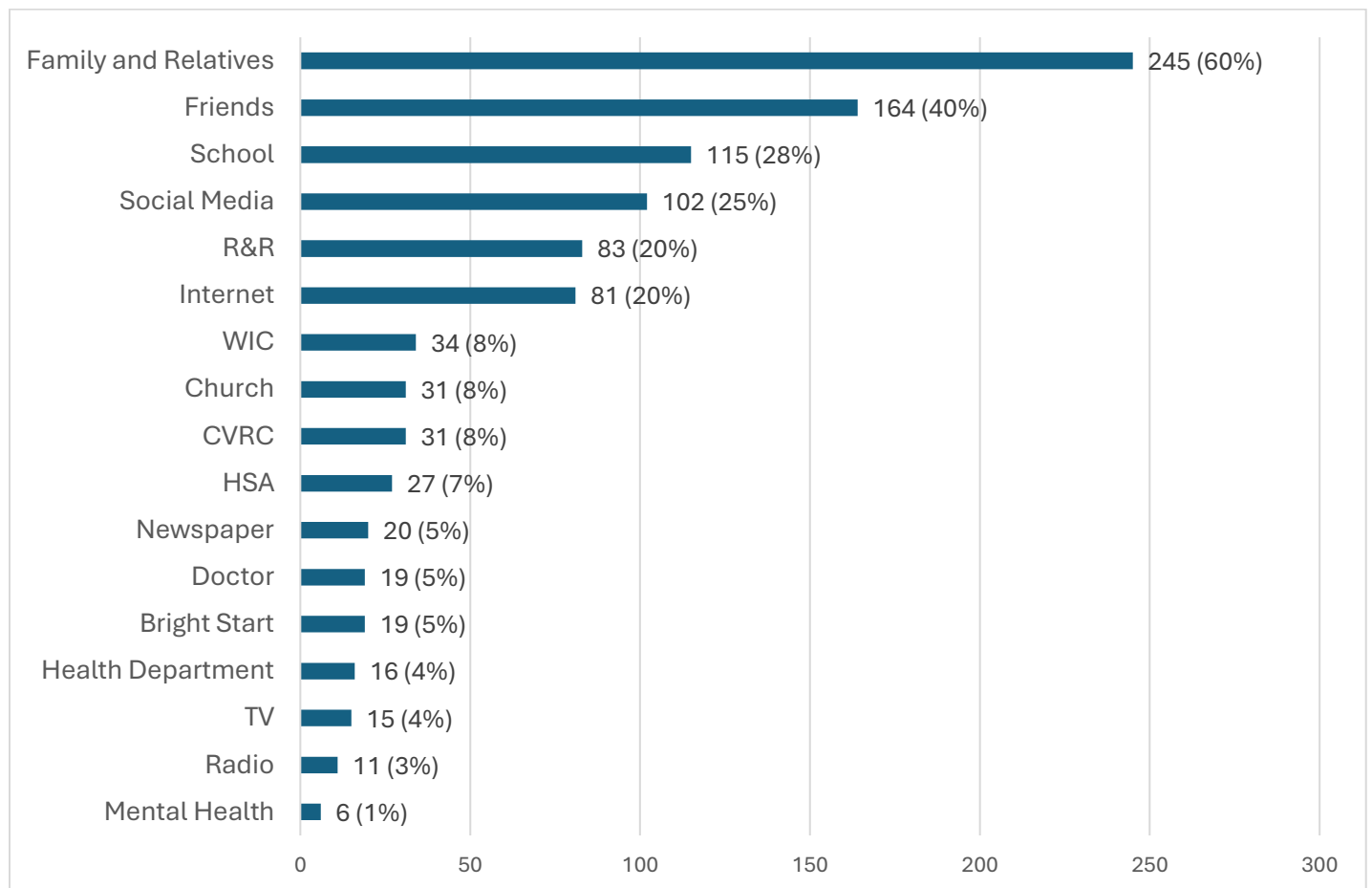
Many parents need child care at times when schools and businesses are closed:

71%	Weekdays
15%	Weekends
12%	Nightshifts
23%	Overtime

72% of parents missed at least one day of work in the past 12 months because they did not have child care

50% of parents missed at least 5 days

10. Where Parents Find Information About Child Care



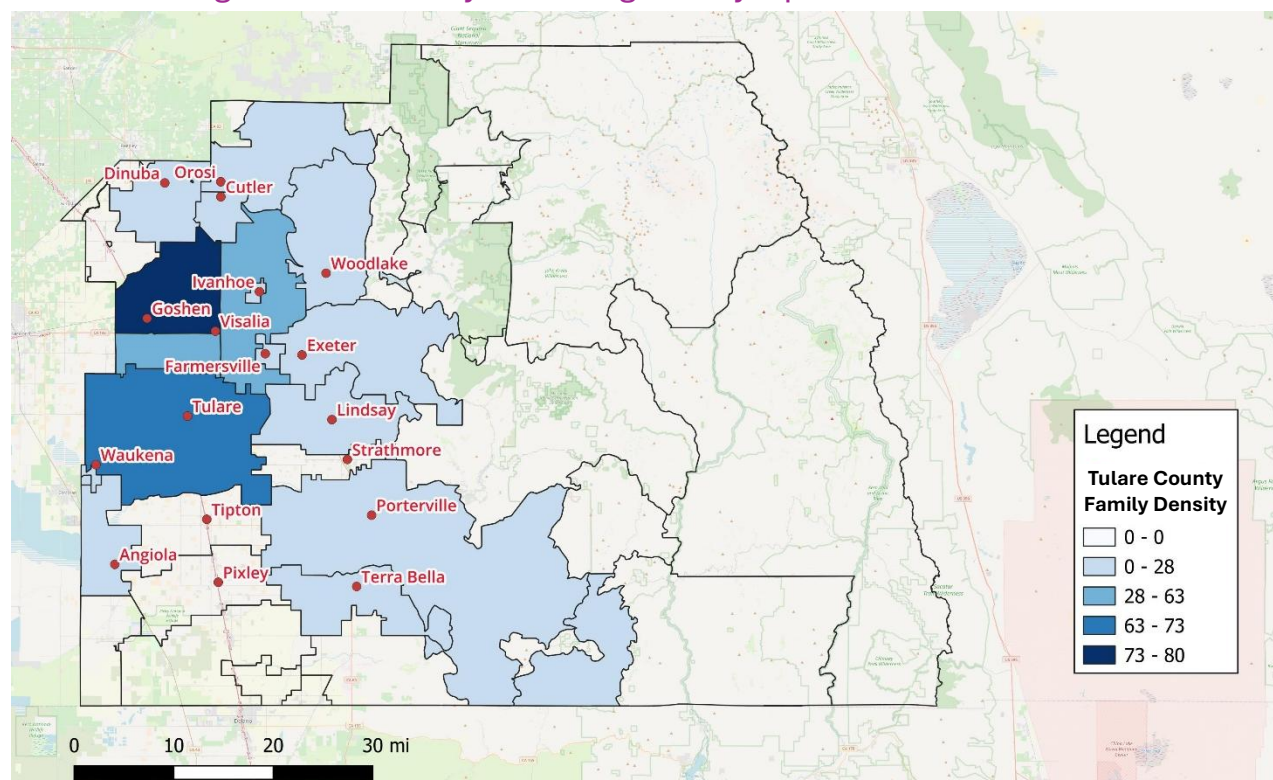
17. Availability

Since 2003, TCOE staff have been visiting school districts and community agencies to raise awareness about state and local changes in UPK, TK, and subsidized ECE. These activities are led by the Child and Youth Development Council Manager and the UPK Coordinator. The presentations provide ECE staff with public awareness information and resources they can share with their families to help them understand their ECE options in Tulare County. Some of the organizations and programs reached include the Visalia Unified School District, Central Valley Regional Centers, Family Resource Centers, the Preschool Summit, and the Bright Start Parent Infant Program. More presentations are planned for the 2024-2025 school year.

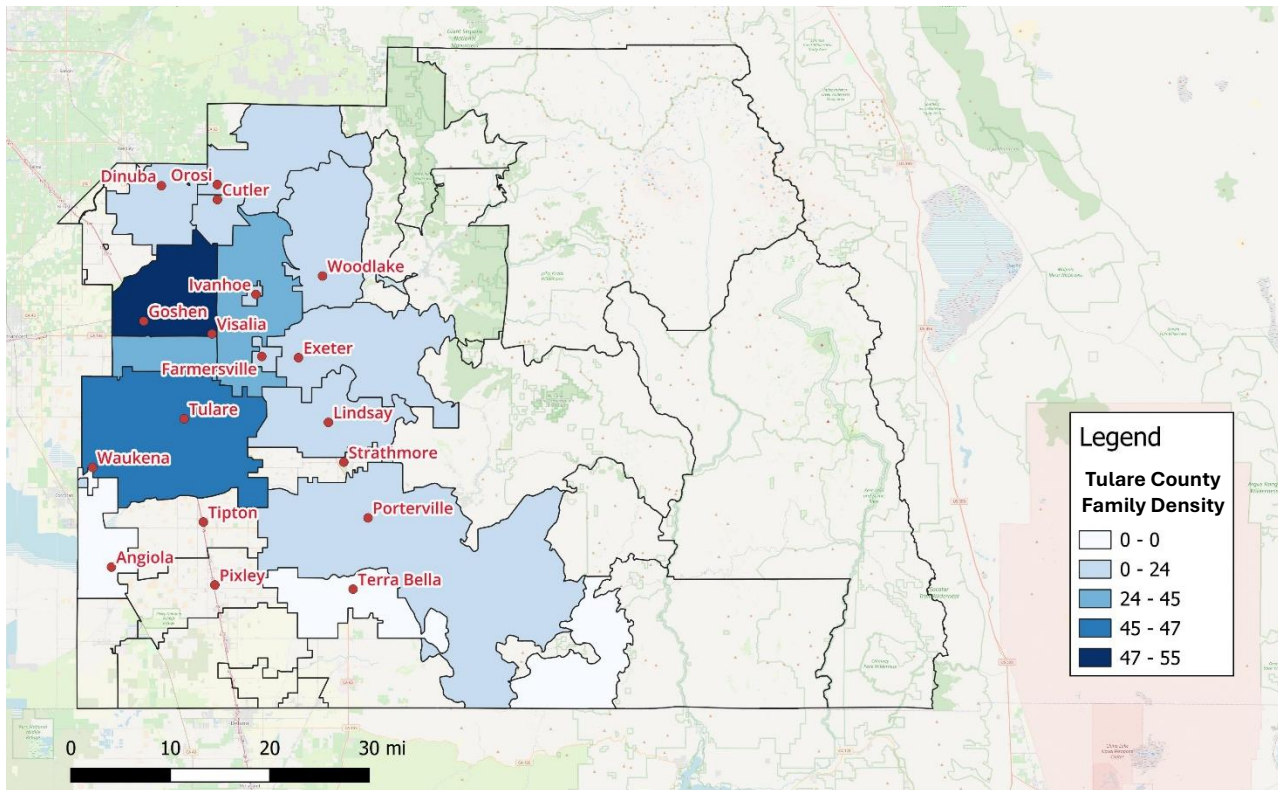
Maps of ECE Use by Tulare County Families

The data for these maps represents the 410 parents and caregivers from the 2023 Parent Survey who reported receiving ECE in Tulare County. One survey was completed by one parent or caregiver per family.

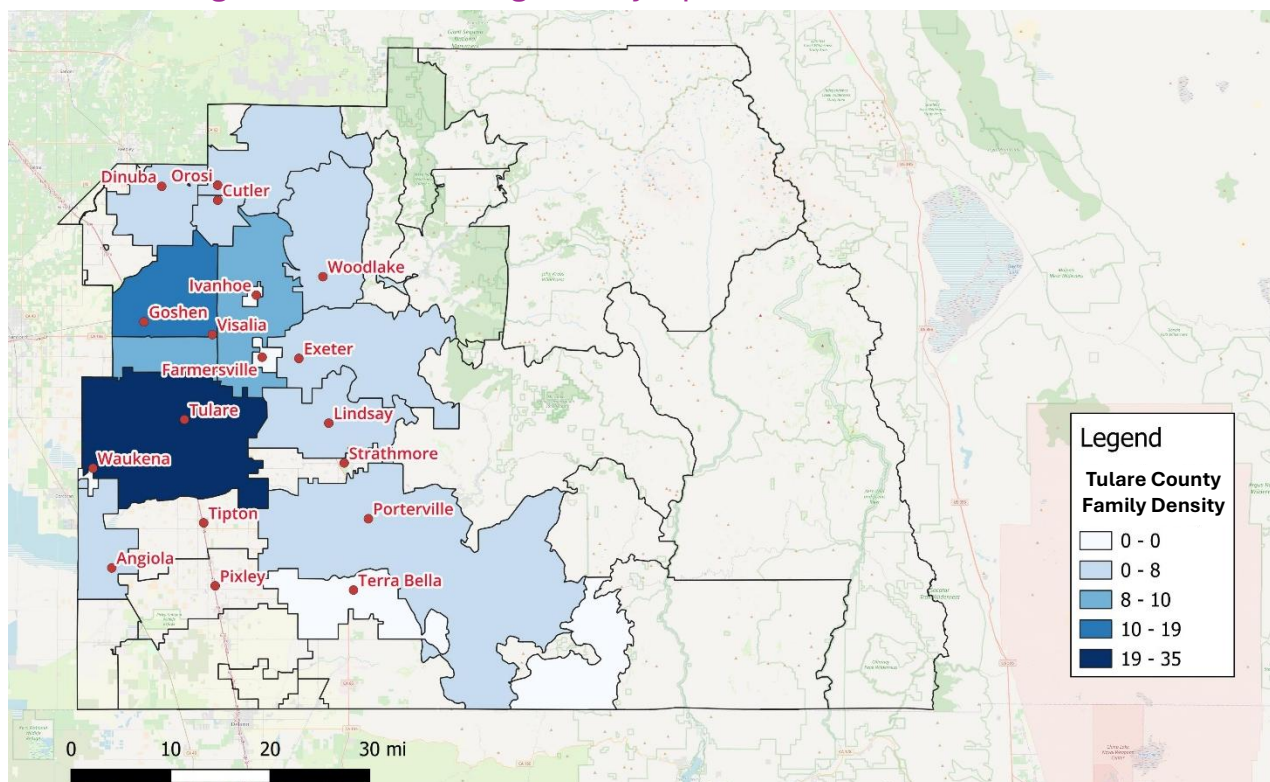
Families Living in Tulare County and Using ECE by Zip Code



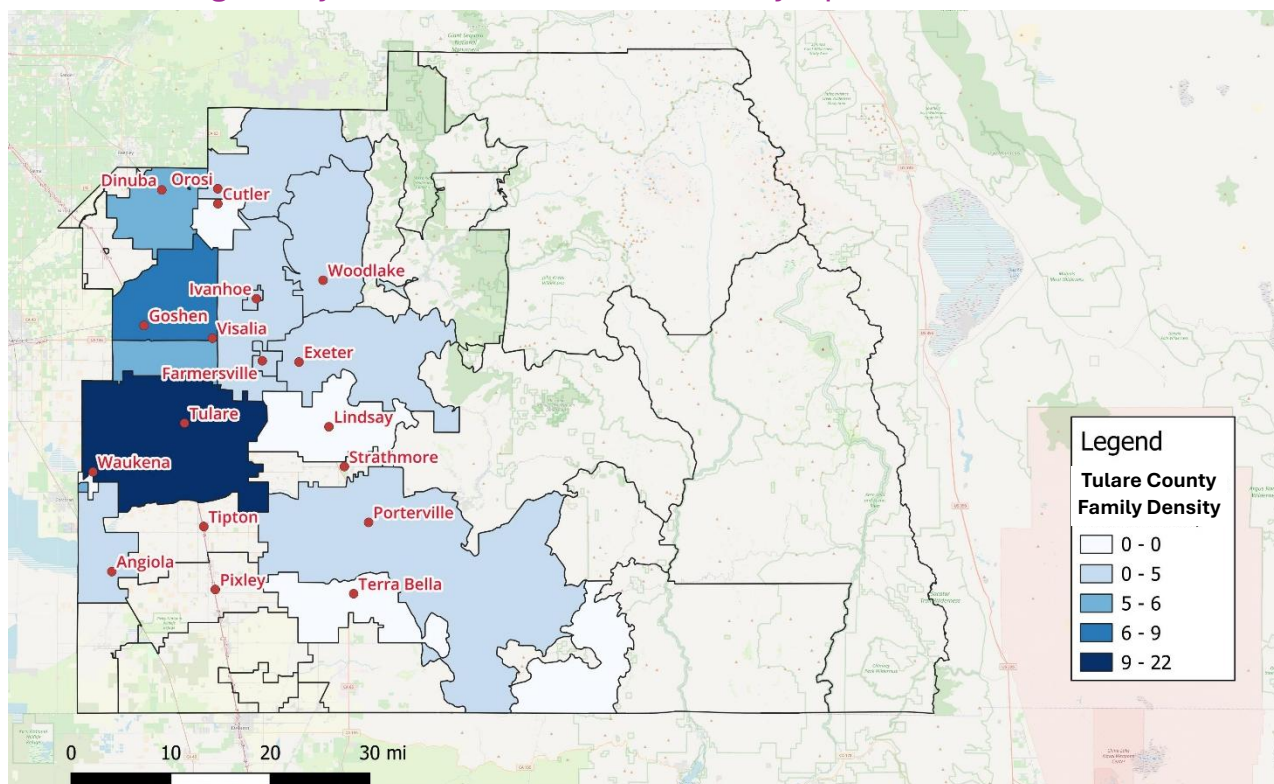
Families Using Preschool by Zip Code



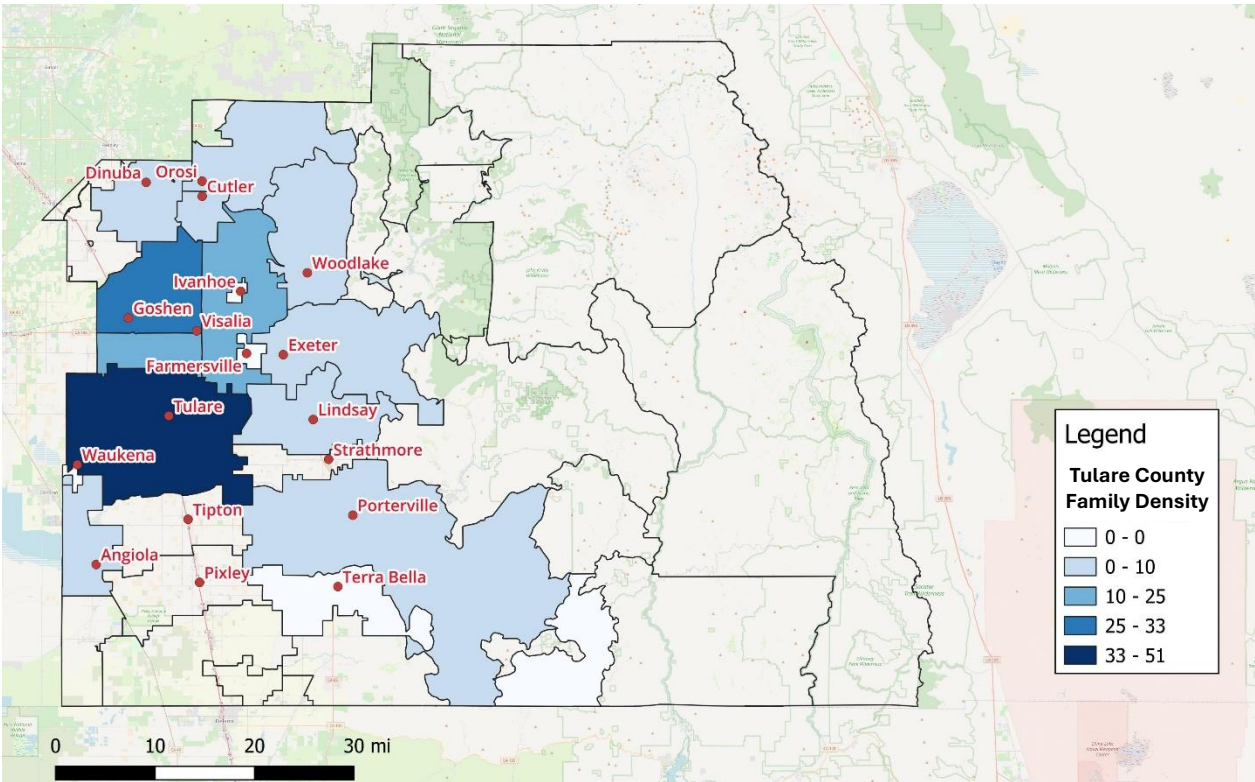
Families Using Transitional Kindergarten by Zip Code



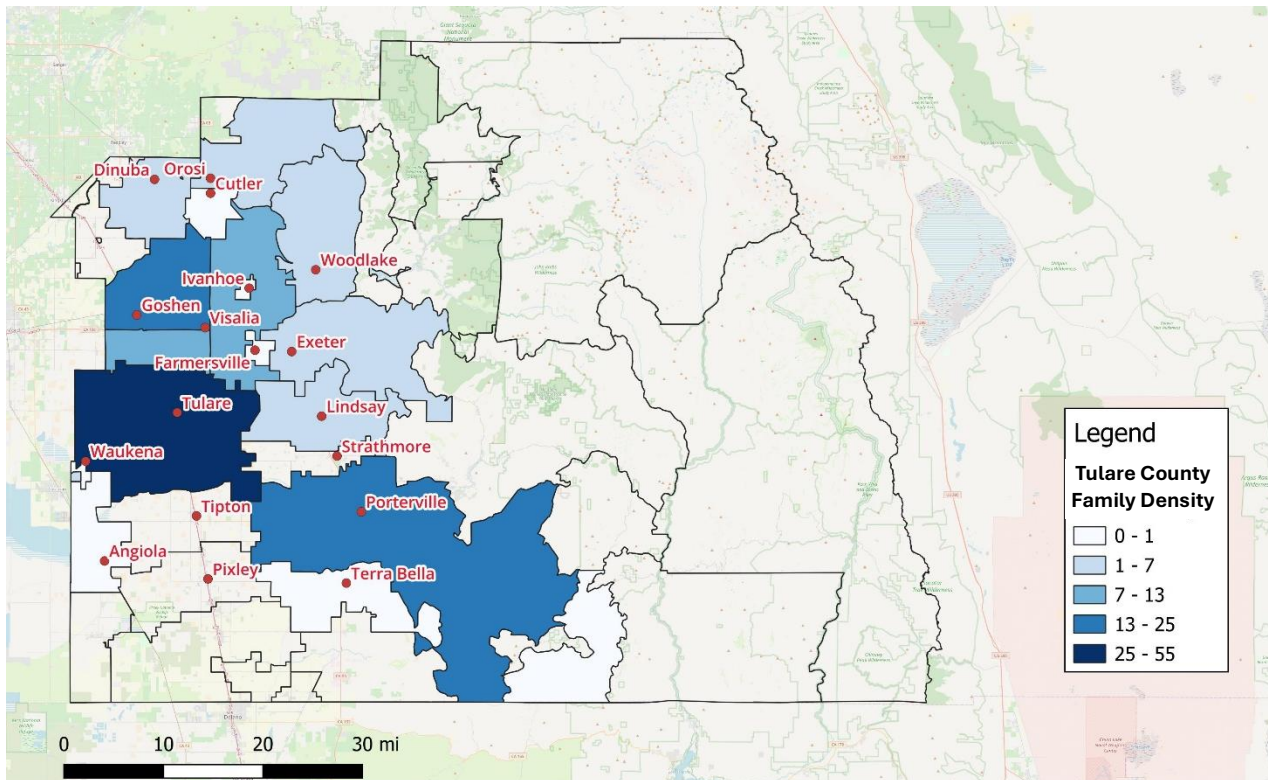
Families Using Family Child Care Home Providers by Zip Code



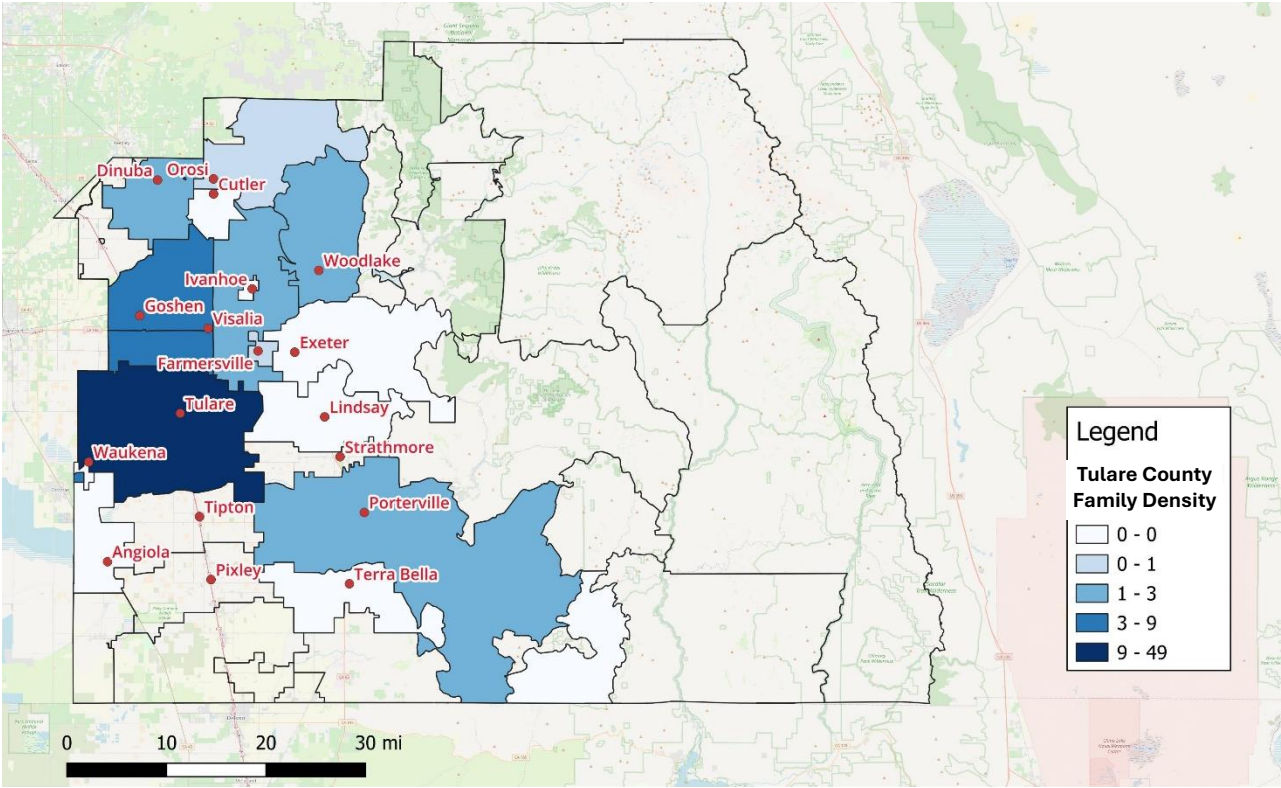
Families Using Family, Friends, and Neighbors as Providers by Zip Code



Families Using After-School Care on School Site by Zip Code



Families Using After-School Care at Non-School Site by Zip Code



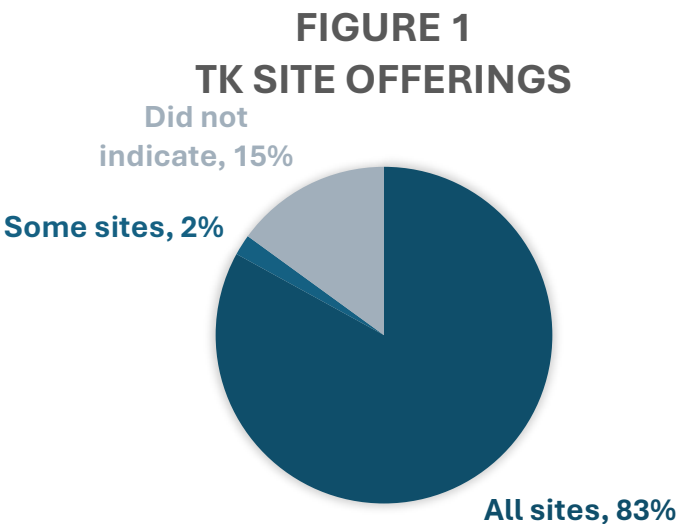
UPK Planning Survey of Tulare County Local Lead Agencies, 2022

In 2022, CDE required all Local Education Agencies (LEA), such as school districts and charter schools, to propose their plans for implementing Universal Pre-Kindergarten (UPK). UPK plans include Transitional Kindergarten (TK) and other ECE considered part of a mixed delivery system for children. Between August and November 2022, 47 Tulare County LEAs completed a CDE survey to describe their UPK plans. These plans were analyzed to understand needs and recommendations for ECE.

Universal Prekindergarten Delivery Models

Where are LEAs Offering Transitional Kindergarten?

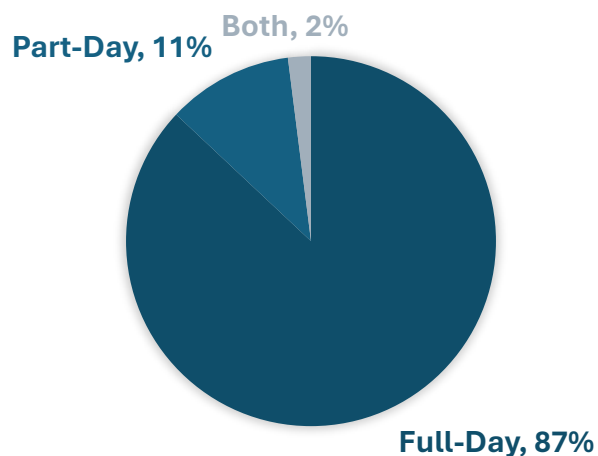
The survey shows that most LEAs (83%) plan to offer TK at all sites offering kindergarten, and a single LEA (2%) plans to offer TK at some of their sites. The remainder did not indicate their site plans. (Figure 1.)



How Many LEAs Plan to Offer Full-Day or Part-Day Transitional Kindergarten?

The majority of LEAs (89%) plan to offer full-day TK at some or all sites: 87% plan to offer only full-day TK, while 2% plan to offer both full- and part-day TK. The remainder (11%) plan to offer only part-day TK. (Figure 2.)

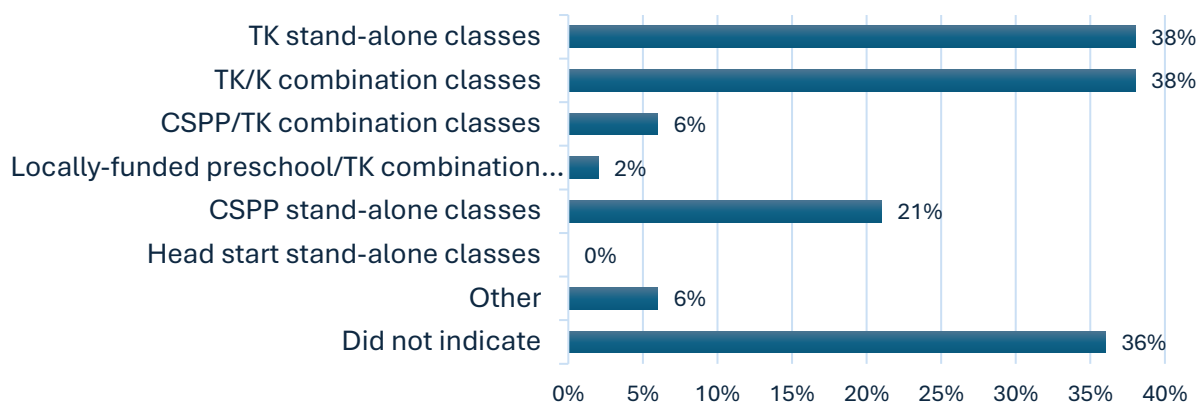
FIGURE 2
PLANNED LENGTH OF TK DAY



How Do LEAs Plan to Offer Universal Prekindergarten?

The most selected service delivery models selected by participants were TK stand-alone classes and TK and K combination classes, both at 38%. (Figure 3.)

Figure 3
TK Service Delivery Models

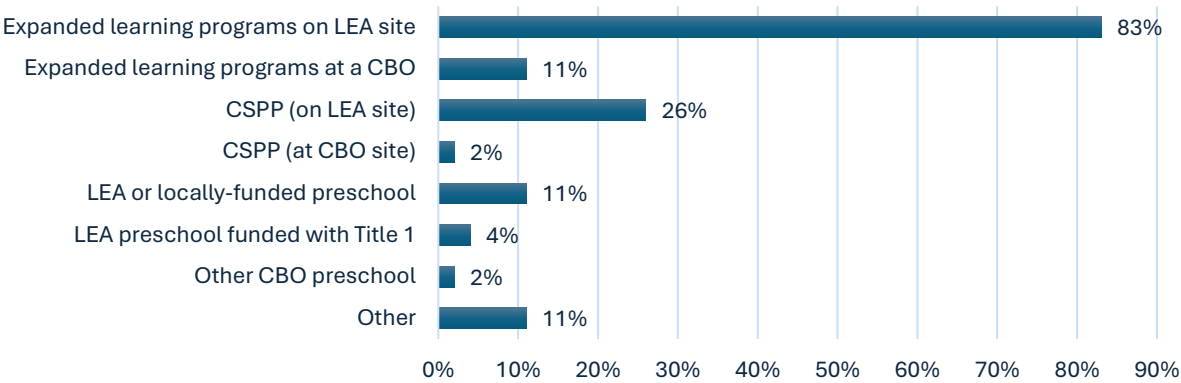


Notes: This survey item on UPK service delivery models was a multiple-select question that included other unrelated options about TK site offerings. This may have led to a significant number of non-responses - these LEAs were categorized as "did not indicate". This also results in the total percentage not being a sum of 100%.

How Do LEAs Plan to Combine Early Learning Programs with Expanded Learning and Care?

The survey asked participants to indicate which programs they plan to combine with the TK instructional day. The vast majority of LEAs (83%) selected to offer expanded learning programs on a LEA site. 55% indicated that this was the only channel through which they plan to provide full-day programming. (Figure 4.)

Figure 4
TK Extended Learning Programs

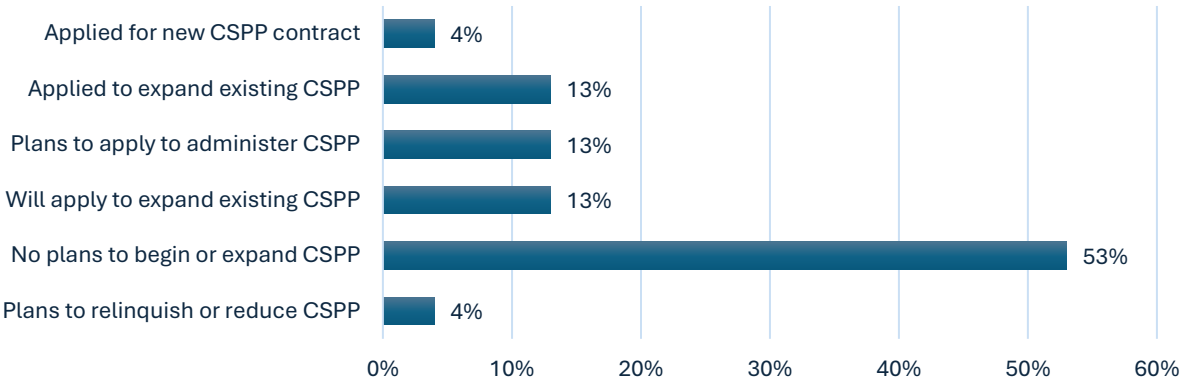


This survey item on UPK learning programs was a multiple-select question, therefore the total will not equal 100%.

What Are LEAs’ Plans for CSPP and Head Start?

Over half of LEAs (53%) do not plan to begin or expand a CSPP contract in future years. 2 LEAs (4%) have plans to relinquish or reduce CSPP services in future years. (Figure 5.)

Figure 5
LEAs Plan for CSPP & Head Start

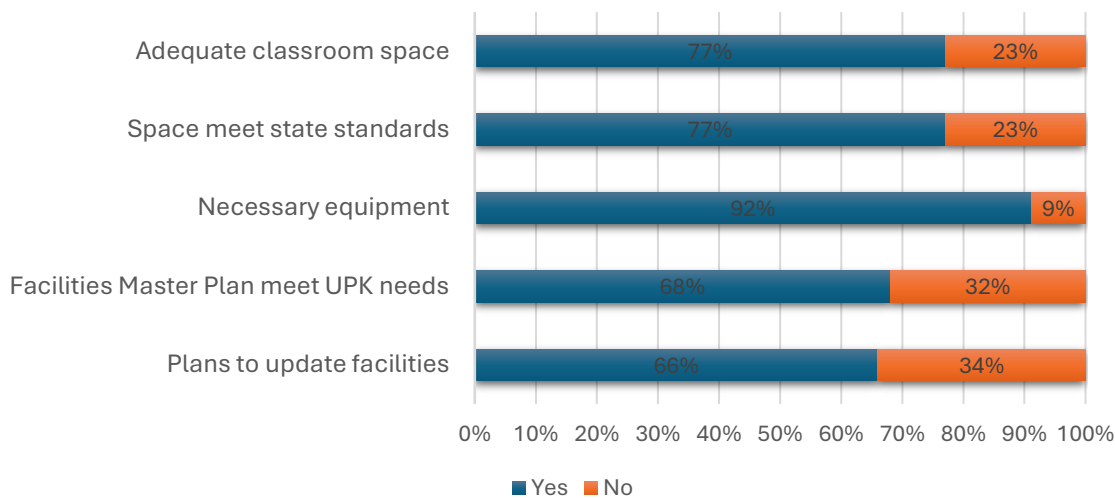


Facilities and Transportation

How many LEAs Plan to Update Their Facilities?

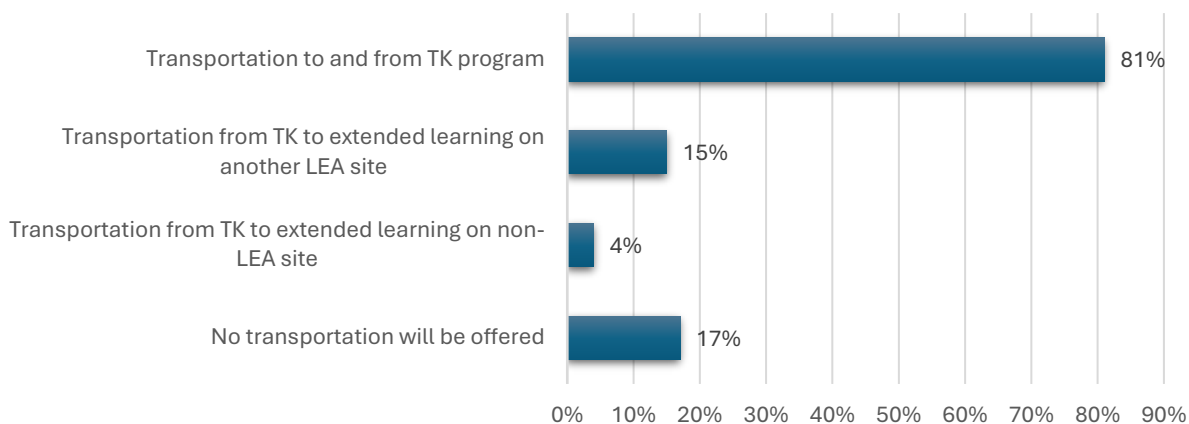
About a third of LEAs (32%) indicated that their Facilities Master Plans do not adequately address the need for UPK programming. 3 LEAs (6%) stated “no” for all facility assessment questions. When asked how many rooms are needed, the average response was 5 rooms.

Figure 6
LEAs Facility Assessment



How many LEAs Plan to Offer Transportation for Students?

Figure 7
Type of Transportation Offered

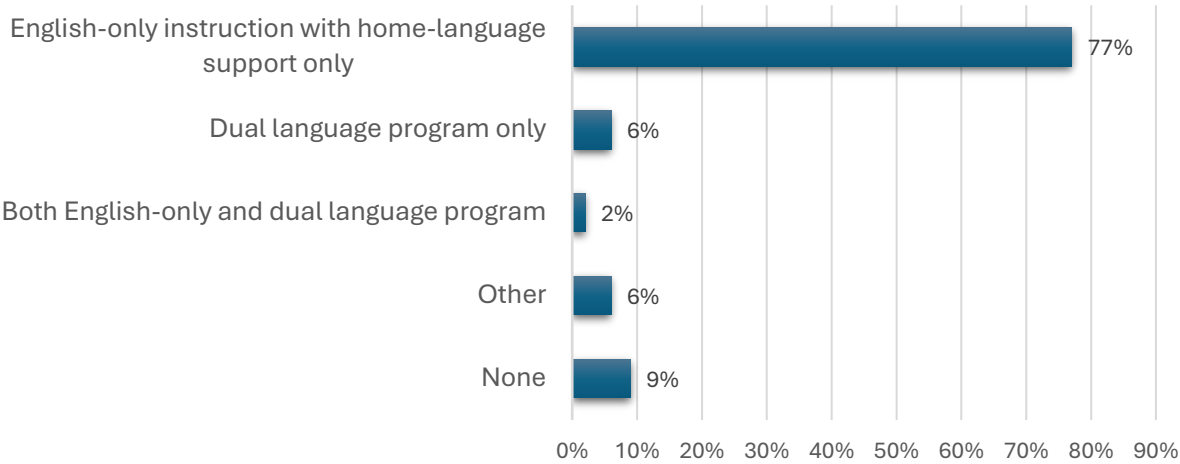


Instruction and Assessment

How do LEAs Plan to Support Multilingual Learners?

This survey question was multi-select. 83% of LEAs selected English-only instruction: 77% only selected English-only instruction, 4% selected English-only instruction and Dual language programs, and 2% selected English-only instruction and other. 9% of LEAs selected Dual language programs: 4% selected 90/10 dual language programs, 2% selected 50/50 dual language programs, and 2% selected both 90/10 and 50/50 dual language programs. (Figure 8.)

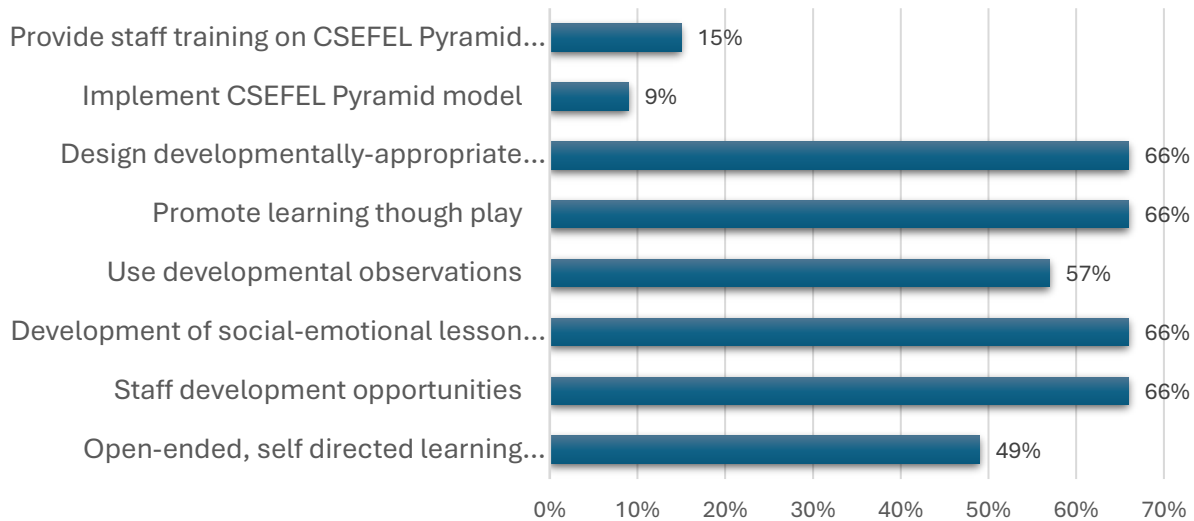
Figure 8
TK Language Models



How do LEAs Plan to Develop Supportive Learning Environments?

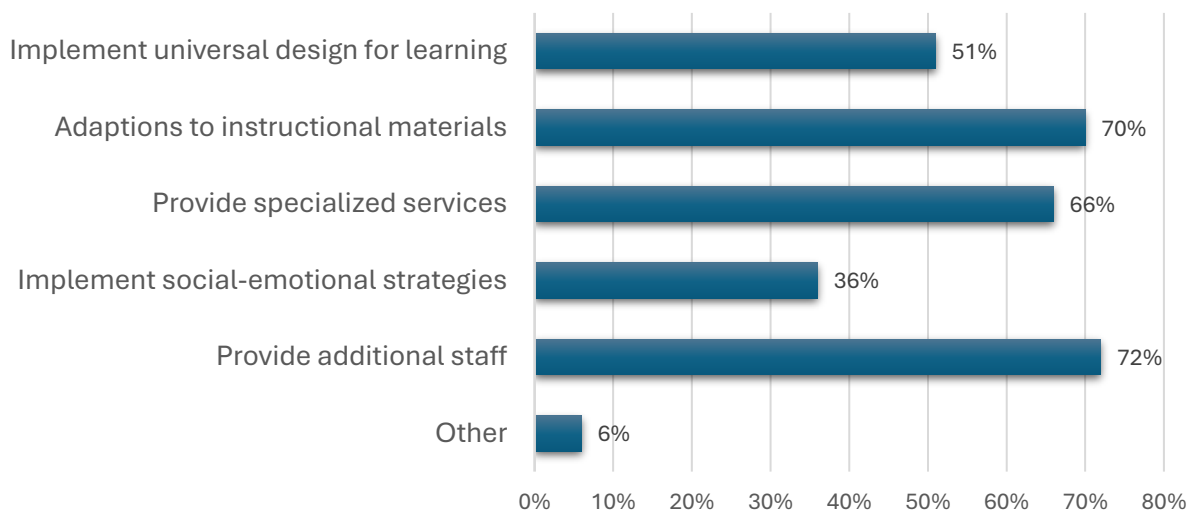
There are four strategies selected equally at 66% by the LEAs. (Figure 9.)

Figure 9
LEA Social-Emotional Development Strategies



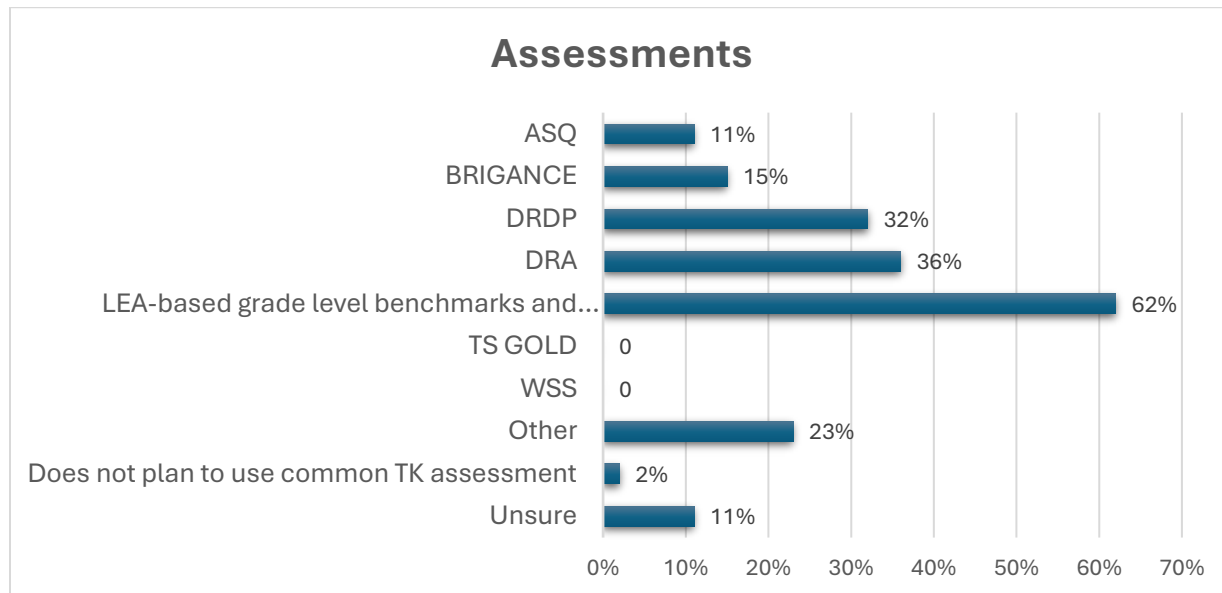
The most common instructional practice selected by LEAs was to provide additional staff to support participation in instruction.

Figure 10
LEA Instructional Practices for Children with Special Needs



How are LEAs Planning for Early Childhood Assessments?

LEAs were asked about the types of assessments they plan to use in TK or Kindergarten. The most cited assessments are as follows in Figure 11.



Workforce Development

How do LEAs Plan to Develop the TK Workforce?

The survey asked respondents how they plan to employ to support candidates in earning a Multiple Subject Teaching Credential. LEAs were able to select an option stating that they would use none of the listed strategies because they had enough credential holders. About a fifth (21%) selected this option. The most cited option was to Partner with one or more IHEs or COEs to support teachers complete Multiple Subject Teaching Credential.

Table 1. Multiple Subject Teaching Credential

Types of Strategies	% LEAs
Partner with one or more IHEs or COE to support teachers	66%
Partner with COE to provide other services	40%
Join an existing intern preparation program	28%
Provide advising on credential requirements	26%
Apply for California Classified School Employee Teacher Credentialing Program	21%
Provide information on scholarship and grant opportunities to CSPP	19%
Partner with local IHEs to provide other services	13%
Apply for California Teacher Residency Grant Program	9%
Establish relationships with LEAs for CSPP pathways for high school students	6%
Provide stipend for tuition and fees for coursework	6%
Apply for workforce development funding and competitive grant opportunities	4%
Partner with California Center on Careers	2%
None of the above, LEA has enough MST Credential holders	21%

Table 2. ECE Coursework

Types of Strategies	% LEAs
Partner with local IHE offering eligible coursework	30%
Partner with IHE or COE to operate cohort model	60%
Provide information on scholarships and grant opportunities	30%
Apply for workforce development funding and grant opportunities	9%
Provide stipend for tuition, fees associated with credit-based coursework	9%
Provide stipend for tuition, fees associated with Child Development Teacher Permit	6%
Provide advising on requirements	28%
Offer unit-bearing coursework at a local district site	6%
Other	0%
None of the above, LEA not planning to support prospective CSPP educators	34%