TULARE COUNTY
COUNCIL
ON CHILD &
YOUTH
DEVELOPMENT

TULARE COUNTY NEEDS ASSESSMENT

EARLY CARE & EDUCATION

2018

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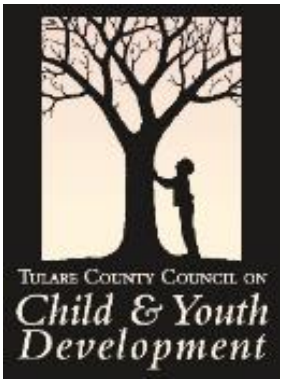
Acknowledgments

The following organizations and agencies were vital in the completion of the needs assessment and this report. We are grateful for their support and ongoing commitment to high-quality Early Care and Education.

- First 5 Tulare County
- Tulare County Office of Education
- Tulare County Council on Child & Youth Development
- ECE Needs Assessment Committee
- Tulare County Board of Supervisors
- Tulare County Office of Education Early Childhood Education



The appropriate citation for this report is

Tulare County Council on Child and Youth Development. (November 2018). Tulare County Needs Assessment of Early Care and Education. Visalia, CA: Tulare County Office of Education.

This report can be found online at www.tularecountykids.org.

The external evaluation and report preparation for this project was led by Stergios Roussos and Lorely Chavez from the Alliance for Community Research and Development. www.acrd.us.

For more information or help with questions, please contact the Child and Youth Development Council Manager at 559-651-1723.

1. Welcome from the Tulare County Local Planning Council Membership

The Tulare County Council on Child and Youth Development is pleased to provide you with the Tulare County Needs Assessment of Early Care and Education (ECE) Report. We are a Local Planning Council (LPC) established by the California legislature. LPCs exist in every county with the support of the Federal Child Care and Development Block Grant (CCDBG) initiated in 1991. The Tulare County LPC works through a partnership with ECE stakeholders including providers, parents and other consumers, public and private agencies, and community representatives. Through its committees, LPC advocates for and improves ECE quality, provides training for ECE providers, assesses the need for ECE in Tulare County and informs the California Department of Education (CDE) on local priorities to guide state support and funding for ECE.

The LPC Needs Assessment Committee worked with an external evaluation team and the broader LPC to complete the assessment. The report describes the results of this assessment. These results will guide LPC efforts to serve children and families in Tulare County. We hope the report will help you to better understand and support ECE. We encourage you to learn more about the importance of ECE to our children, our families, and our broader community.

Sincerely,

The ECE Needs Assessment Committee

Melissa Bachtelle, Elvira Barron, Julie Berk, Lorena Castillo, MBA, Alex Elliott, Ed. D., Stephanie Sanchez, & Samantha Terry Tulare County Office of Education, Early Childhood Education

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Debbie Castro, Community Services Employment Training

Michele Morrow-Eaton & Melissa Prado, First 5 Tulare County

Sherri Glenn, Tulare County Health and Human Services Agency

Timberly Romero, Parenting Network

Dianne Young, Early Childhood Education Consultant

2. Purpose of the Report

Early care and education (ECE) includes programs, services, and activities to ensure the safe and life-enriching care of children. A family member, neighbor, or friend, or an ECE professional at a school, church, or private business can provide ECE. ECE benefits children regardless of who provides and where they provide it. To ensure high benefits of ECE for all children, the California Department of Education (CDE) requires every LPC to assess its county's need for ECE. Lessons from this assessment will help to identify the areas of need and to prioritize actions for high-quality ECE for all children and families.

The report summarizes the assessment findings to answer the question:

What is the need for early care and education in Tulare County?

In answering this question, the report includes:

- A brief review of guidelines and definitions for the assessment,
- A description of Tulare County conditions that influence ECE demand,
- Calculations of ECE need using demand for and supply of ECE,
- A look at the characteristics of Tulare County children that are important for providing quality ECE, and
- An examination of the county and broader external factors that influence the need for ECE.

The Appendices include more detailed data tables, maps, and information relevant to the report's narrative, a glossary of common ECE terms, and references to literature and materials used to prepare this report.

This report will help to determine the needs and gaps related to ECE throughout Tulare County.

"Early childhood education is key to the betterment of society."

- Dr. Maria Montessori, Physician and Educator,
Founder of the Montessori philosophy and educational method in use today in schools throughout the world.

3. Guidelines and Definitions

Three conditions guided the needs assessment and this report.

1.) CDE requires the inclusion of specific data in county ECE needs assessments (listed in Appendix B). Most of this information characterizes children and ECE.

2.) Most of the data for this report came from one resource. The Early Learning Needs Assessment Tool (ELNAT) which is managed by the American Institutes of Research (AIR). LPCs use ELNAT to prepare their needs assessment. The latest data in ELNAT were from 2016. AIR did not collect the information in the ELNAT firsthand. Rather, the information came from local schools, ECE agencies, and from state and federal agencies. Some examples include school districts, the U.S. Census, and the California Resource and Referral Network. The accuracy of ELNAT data is contingent on the primary source of data collection. The LPC and the external evaluation team checked and corrected information where possible. Concerns and cautions about data validity and reliability are made throughout the report.

3.) This report was designed for use by people who may not be experts or fully knowledgeable about ECE. The 2017 report "Understanding California's Early Care and Education System" describes the complexity of the system of services, programs, funding, and other features of ECE (Melnick et al., 2016). Most parents who have searched for ECE know this complexity too well. Hence, this report aimed to describe things in ways understood by most people.

Two terms have a specific meaning in this report.

1.) "Early Care and Education" (ECE) is a term used to emphasize the impact of care and education of children during their early years. ECE is a more professional term for "child care." ECE emphasizes the importance of child care during the early years of development. Also, ECE calls attention to education that may occur formally and informally during child care. Decades of research illustrate the importance of ECE in one's entire life. This impact may vary with the type and skills of ECE providers (e.g., family, paid professional), settings (e.g., home, institution), and other conditions. Regardless of such variations, ECE critically effects human development.

2.) "Children" for this report includes ages, birth through 12 years old. This age range does not mean children older than 12 do not need nor would benefit from ECE.

The AIR ELNAT provides data in three age groups defined as:

- Infants and Toddlers (0 through 2 years old, or 35 months),
- Preschool (3 through 5 years old), and
- School Age (6 through 12 years old).

These age groups represent common developmental periods.

4. Why Assess the Need for ECE

Understanding and improving ECE are essential to the success of Tulare County. Lessons from this assessment can support the success of the people responsible for the future of Tulare County. These people include our children – the future leaders of our community – and their parents and caregivers. The driving question of the needs assessment is not about any one child having access to quality ECE. The question is about how all families can have options for quality ECE for their children when and where they need it. ECE impacts Tulare County's economic and social development in at least two ways.

A. The development of children – even when growing up in adverse conditions – is shaped by their early experiences with caring adults. The earlier, more frequent and more enriching the experiences, the greater the immediate and longer-term impact on a child's success personally and for their community (as an employee, civic leader, parent). There may be few other topics so well researched (and continued to be researched) as the impact of ECE on the development of children, adults, and the community (Mays, 2016; Temple & Reynolds, 2007).

"High-quality early childhood programs can boost the upward mobility of two generations by freeing working parents to build their careers and increase wages over time while their child develops a broad range of foundational skills that lead to lifelong success."

- James Heckman, Nobel Laureate Economist

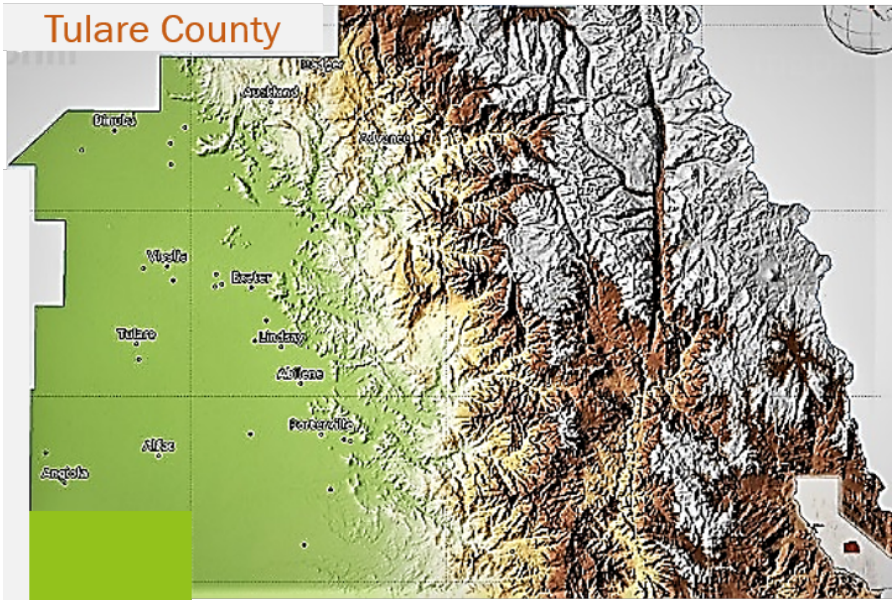
B. The development and success of a community's workforce depend on the availability of ECE for working parents. Most parents cannot work while caring for their children. Parents do not work as well when their minds are worried about the safety and quality of their child's ECE (Child Action, 2018; Reed, 2004). Studies document billions of dollars in business costs and losses due to lack of and inadequate ECE (Montes, 2011; Reed, 2004; Shellenback, 2004). Successful companies find ways to support ECE. Communities that want successful businesses find ways to support ECE for their workforce.

"Providing poor children with high-quality early childhood education – from birth through age 5 – results in adults who are healthier, earning higher incomes and less involved in crime even after 35 years later."

- 2016 results from a follow-up study of the Abecedarian Project started in 1972, one of the longest, scientific studies of the effects of early care and education.

5. Tulare County Conditions for ECE

Two conditions especially influence how much, what type, when, and where ECE is needed in Tulare County. These are the type of work available and the people who live and work here.



Types of Work in Tulare County

The Tulare County geography shapes the type of work available. Nearly half of the county represents foothills and protected national forest. This area is scantly inhabited, with few working families and children. The remainder of the county is rich in agricultural land, marking Tulare County a consistent, top-ranking producer in California, the nation, and the world.

Agriculture is the largest private employer in Tulare County, accounting for about 1 in every 4 jobs (Tulare County Ag Report, 2016). This work includes processing, manufacturing, agricultural service, and many other related jobs. Tulare County is consistently ranked in the top 3 producing counties nationwide for dairy and crops (over $6 billion in annual value in 2015). In governmental reports, the sector is called "agriculture, forestry, fishing, and hunting." The percent of jobs in this sector in Tulare County is among the highest in California and 56 times more than the national percentage.

Families working in agriculture need ECE at times, for durations, and in locations quite different from jobs in more urban, less agricultural areas. Working early mornings, weekends, and moving locations with seasonal crops add challenges to finding ECE. For example, parents may require different ECE

between January through June during the harvest for navel oranges (the 2nd highest crop produced in Tulare County) than between May through December during harvest for grapes (the 4th highest crop produced). Variations in the harvest times lead to variations in ECE need for children of migrant families throughout the year. Dairy workers (milk being Tulare County's #1 product) often hold temporary and low-paying jobs that require night and weekend work when ECE is less available.

Naturally, agriculture is not the only important work sector in Tulare County. Next top employment sectors include "healthcare and social assistance" (13%), "sales and retail trade" (11%), "educational services" (10%), and "manufacturing" (9%). These sectors parallel employment rates for California and the US. In these sectors, most employees are often served during traditional ECE hours (e.g., 8 am to 5 pm). However, these sectors also may require evening, overnight, weekend, and holiday work when ECE services are less available.

The type of work in Tulare County also influences wages, which affect a family's ability to pay for ECE. In 2017, the average hourly wage for Tulare County's dominant agricultural sector was $12.81 (Bureau of Labor, 2017). This was the second lowest wage among all occupational sectors in Tulare County, next to the "personal care and services" sector earning $12.54 per hour. Regardless of the occupation sector, the average hourly pay in Tulare County lags by $1 to $3 per hour than national average hourly pay**. Lower wages contribute to more children living in lower income and poorer families that cannot afford out-of-home ECE.** Family income and ECE affordability are major factors in ECE need and discussed more fully in upcoming sections of this report.

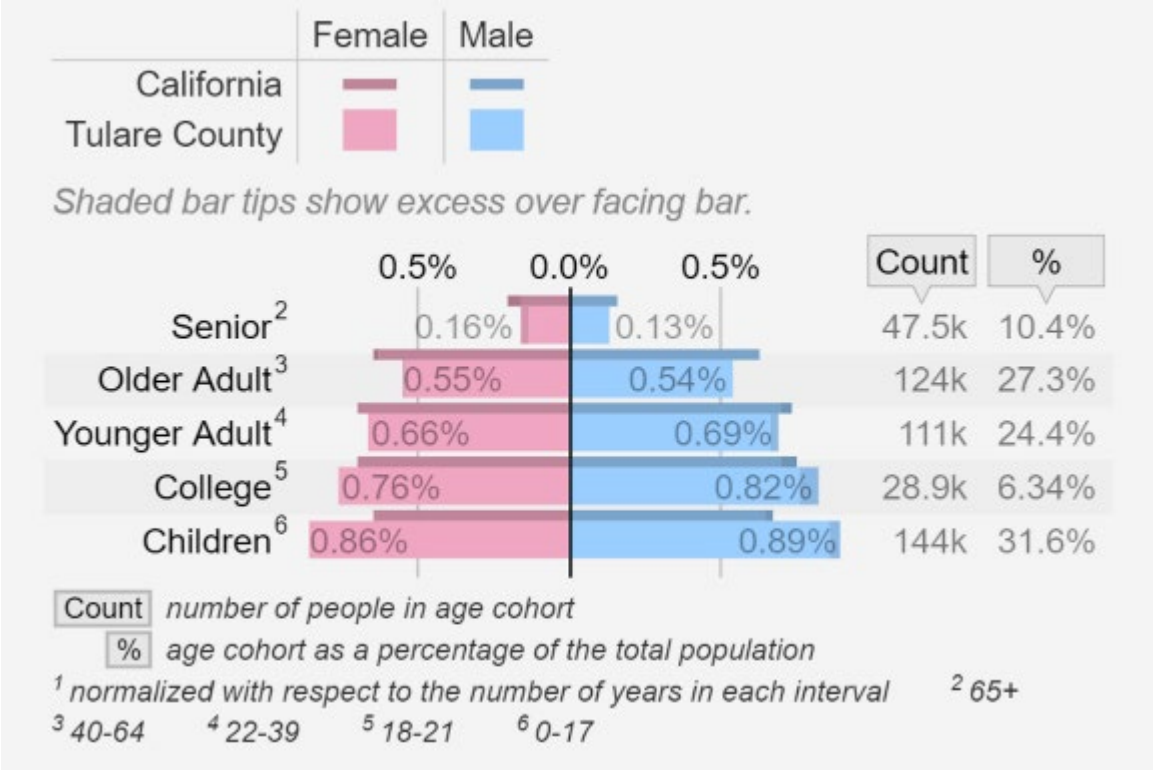
Population Demographics

Population Size. Tulare County was home to 460,437 people in 2016, the year used for the analysis of most of this report's data (American Community Survey, 2016). In 2016, 7,036 mothers gave birth to 7,146 babies (California Department of Public Health, 2017). The county outpaced statewide growth with an increase of 1.1% between 2016 and 2017. Most of that increase was concentrated in Visalia, which grew by 2,400 residents (a 1.8% increase). **Decisions about where to place ECE facilities and services should consider population size and growth.**

Age and Gender. The population distribution of gender for Tulare County parallels that of California and is roughly equivalent across age groups. The population of Tulare County is approximately 50% male and 50% female. Figure 1 compares Tulare County and California by looking at gender across age groups. The percent of people of each gender in each age group is shown normalized or adjusted by the number of years in each age group (i.e., 18 years are in the "0-17" group compared to 4 years in the "18-21" age group). This adjustment allows for a fairer comparison of gender percentages across age groups that contain a different number of years.

The largest difference is among ages 18-21 years, where males represent 82% of the age group compared to 76% by females.

Figure 1. Distribution of the Population Age Groups by Gender, Tulare County and California, 2016



** Based on American Community Survey, 5-Year Population Estimates, 2012-2016*
Graphed by StatisticalAtlas.com

Tulare County differs from California in population age. Compared to the population of California, Tulare County has more children (ages 0-17 years) and fewer seniors (65 years and older) and older adults (ages 40-64). While California's population of 0-5-year-olds is 6.5%, Tulare County's is 8.7%. **ECE is important given the younger age of Tulare County's population.**

Ethnicity, Race, and Language. The Tulare County population includes 65% Hispanic/Latinos (of any race), 29% White (only, non-Latino), 3% Asian, 2% who identify as multi-ethnic, and 1% Black/African American (American Community Survey, 2016). Of the general population, 31% consists of children under the age of 18. Following English, 42% of the population speaks Spanish as their primary language. The percent of people who speak other languages is higher in some communities, such as Lindsay, where 67% of the people are native Spanish speakers.

The majority of mothers who gave birth and the majority of infants born in 2016 were of Latino ethnicity, 73% and 62%, respectively (Tulare County Department of Public Health, 2017). Latino parents are less likely than non-Latino White parents to enroll their children in out-of-home ECE (Cruz, 2016). This practice has been linked to linguistic and cultural barriers that Latino parents experience in ECE programs. **Tulare County needs ECE that is culturally appropriate (e.g., in staffing, teaching materials) with strong attention to the needs of Latino families who may have limited English proficiency.**

Education Level. The education level of the population is important because it influences employment and income, both key factors in the use and access of ECE. For example, the estimated income for people with a high school degree or equivalency in 2016 was $25,157 or higher compared to only $16,054 or lower without the degree (American Community Survey, 2016). A parent's educational level may be one of the most important predictors of a child's early development and later educational and occupational success. One of the longest studies of the influence of parent education on ECE found that parent education level during childhood continues to predict children's educational and occupational outcomes 40 years later (Dubow, Boxer, & Huesmann, 2010). Among the most consistent research findings is that higher parental education level (high school diploma or equivalent, or higher level) predicts a child's early and later literacy. This influence has been seen as a direct result of parent knowledge and skills related to literacy. Less direct influences, such as the number of books at home and literacy activities also influence child literacy. A higher level of parental education (especially high school diploma or equivalency) is a predictor of enrollment in high-quality ECE (Reese, Sparks, & Leyva, 2010).

In 2016, Tulare County high school graduation (or equivalency) or higher was 81%, 75%, and 66% for people ages 18-24, 25-34, and 34-44, respectively. These were markedly lower than California's 87%, 87%, and 81%, for the same age groups. While an exact comparison of these population statistics is not available for parents, a comparison is possible with parents of children in Head Start, an ECE program serving primarily low-income families. High school graduation (or equivalency) or higher was achieved by only 67% of parents of children in Head Start in 2016-2017 (Tulare County Head Start, 2018). **Potentially lower educational attainment of parents in Tulare County may influence the number of parents who seek and support high-quality ECE for their children.**

> *"The highest rate of return in early childhood development comes from investing as early as possible, from birth through age five, in disadvantaged families."*
>
> -James Heckman, Nobel Laureate Economist

Income Level. Family income is among the strongest predictors of a child's early and later success personally, academically, and professionally. While children from lower-income families are as likely or more to benefit from ECE, they are less likely to be enrolled in ECE programs that emphasize educational and enrichment activities (Cunha & Heckman, 2006). "Family income level" is one metric used to understand income for ECE. It represents the income of two or more people (one of whom is the householder) related by birth, marriage, or adoption residing in the same housing unit. Median family income is important because it represents the middle or 50% of the population. In lower-income communities such as Tulare County, the median income may be a more accurate representation of what most families' earn compared to the mean or average income. This is because in lower-income communities the high income of a smaller number of families may skew the representation of what most families earn.

In 2016, the median family income was $45,629 in Tulare County compared to $72,952 for California. The federal poverty level is a threshold used by government-funded programs and services to assess whether a family is eligible for government assistance in some way (e.g., food stamps, education assistance, Medicaid). In 2016, the federal poverty level for a family of four was $24,300. **The percentage of families with an annual income below the federal poverty level and with children under age 18 in their home was 33% for Tulare County and 18% for California** (American Community Survey, 2016)**.** The highest poverty rate in Tulare County among different demographic group were: 42% for unemployed females, 36% for non-White Latinos, and 36% for those with less than a high school education (or equivalent). **The high percentage of families with low income in Tulare County may critically influence access to high-quality ECE programs and services.**

6. Understanding the Calculation of County Need for ECE

The CDE and agencies contributing data for the ECE needs assessment (e.g., AIR, Kids' Data) recommend various ways to calculate a community's need for ECE. What is common across these calculations are two variables and the criteria within these variables.

The first variable for calculating county ECE need is "***age group***" using the ELNAT definition provided earlier in the report. Each age group represents a developmental stage that requires developmentally appropriate ECE.

Infants and Toddlers is the age group of children 0 to 2 years old. Children in this age group are going through the fastest and greatest development in their life. Over 50 years of research illustrates the power of quality ECE for children during these years. A child's amount of time and the quality of interactions with caregivers and parents directly predicts success in their early development and throughout their life. ECE for infants and toddlers requires greater attention, resources, and costs than that of other age groups.

Preschool Age is the age group of children 3 to 5 years old. Children in this age group continue their rapid physical, mental, and social-emotional development. Their greater mobility allows them greater interaction with their environment and with others. Preschool Age children begin friendships that may last their entire lives. During this age, there is a sense of more independence in the child, which allows for flexible ECE options.

School Age is the age group of children 6 to 12 years old. Children in this age group usually begin their formal education starting with kindergarten at home school, or in a public or private facility. Environments and activities that promote their curiosity and creativity can establish lifelong habits for learning and success in school and life. ECE for most school-age children requires supervised, structured activities after school and during non-school hours.

The second variable used in calculations of ECE need is "**income eligibility"** for governmental subsidies for ECE. Publicly funded agencies use specific levels of income (thresholds) to determine whether a family's ECE can be partially or fully funded by state or federal government funds. Services supported by this funding are called "subsidized." The exact income threshold depends on criteria determined by the state (detailed in Appendix D, Data Table 16). In this situation, "low income" is defined as 70% of the state median income (SMI) in 2016 adjusted for family size. For example, a family with one to two children would be eligible for full- or part-time preschool subsidized with state funds if its income is less than or equal to $4,030 per month. Parent employment and enrollment in school are common criteria used to determine income eligibility for subsidized ECE.

In this report, we calculate the NEED separately for ECE for each age group across income eligibility status using this formula:

NEED = DEMAND – SUPPLY

DEMAND for ECE is the number of children who are "eligible" for ECE. All children are eligible for or demand ECE. All children need some type of ECE at some point of their life.

SUPPLY of ECE is the number of "children enrolled" in ECE program "slots." A slot indicates space and staffing available in a program to enroll at least one child.

This simplicity of this calculation can mislead one to assume that it is easy to determine how many children in a community need ECE. However, inaccurate measures of the demand for and supply of ECE make it difficult to determine an accurate estimate of ECE need. The following challenges are important to understand when interpreting ECE need in this report.

Calculation Challenge 1. Definitions of "demand for ECE" may be too narrow.

Many assume that only parents who work or attend school need ECE. Unemployment (and job seeking), illness, disability, travel or other reasons may exist for parents not working but whose children demand ECE. The absence of a national policy for paid family leave also leads many parents to quit or lose their employment in order to care for their child. These are some situations when children may be receiving care from a parent and not counted in the demand for ECE. **Counting all children "eligible" for ECE may provide a more accurate measure of demand for ECE.**

Calculation Challenge 2. Definitions of "supply of ECE" vary.

Different ECE programs may differ in how they measure ECE supply. One approach is to count the number of ECE slots in a program. One slot ensures that at least one child can be served. In addition, state laws guide the number of slots one location may provide depending on its available space and staffing.

In practice, one ECE slot in a program or service may serve more than one child. For example, a child who only needs care during mornings and a child who only needs care in the afternoons can utilize the same slot. Counting slots may lead to an underestimate of a community's ECE supply.

A different approach can overcome this problem. **ECE supply can be measured as the number of children enrolled in or being served by each ECE program or service.** Yet, one child may occupy one slot in multiple programs or services. For example, the same child may be in a slot located in a licensed ECE center in the day and later that evening move to a slot in a license-exempt home.

Calculating ECE supply by the number of children enrolled or served may result in multiple counts of the same children and an overestimate of ECE supply. Although this approach may overestimate ECE supply, it is assumed to not happen as often as one slot serving multiple children. Therefore, child enrollment in ECE may be a more accurate indicator of ECE supply.

Calculation Challenge 3. License-exempt ECE supply is difficult to count.

License-exempt ECE providers do not require a state license to legally provide ECE. These include relatives (e.g., parents, grandparents, and other family members) and non-relatives (e.g., friends and neighbors) who care for a small number of children. This may include their own children plus at least one that is not their own. License-exempt ECE usually occurs in someone's home although it may occur in a church, business, or other community-based organization. Many parents prefer a relative or friend to care for their children. Some studies have estimated subsidized license-exempt ECE to represent 32% to 55% of the overall ECE market (Sandstrom et al., 2018).

The absence of a license to provide ECE makes it difficult to document and count license-exempt ECE. Some types of license-exempt ECE providers are subsidized by governmental funds. This enables these providers to be counted in the ECE needs

assessment. Friends, neighbors and some family (e.g., sibling, great aunts/uncles) must register with the state service TrustLine if they wish to allow their low-income clients to receive a subsidy to pay for their license-exempt ECE. This registration also allows these license-exempt providers to be counted. In 2016, Tulare County had 226 license-exempt providers registered with TrustLine. This represented 30% of all known providers (licensed and license-exempt). However, caregivers who identify as an aunt, uncle, grandparent, related by blood to the child, by marriage or court decree are exempt from registering with TrustLine and would be difficult to count as part of the ECE supply for Tulare County.

Calculation Challenge 4. Measurement of community-wide ECE is passive.

The examples shared so far illustrate the challenges of not having a coordinated, active method to count all ECE slots and all children enrolled in ECE slots. Communities rely on data collected by the Census, schools, and other sources. This secondary data collection is also known as passive measurement. This means information is available to be counted when it is volunteered or provided by an agency, rather than proactive measurement of information. ECE data are often untimely since they are collected for purposes other than an ECE needs assessment. For example, the latest 2016 data available in the ELNAT were posted in June 2018.

These and other challenges make an accurate count of the number of slots and children enrolled in those slots impossible to measure at this time. The needs assessment aimed to use the most accurate and reliable data available.

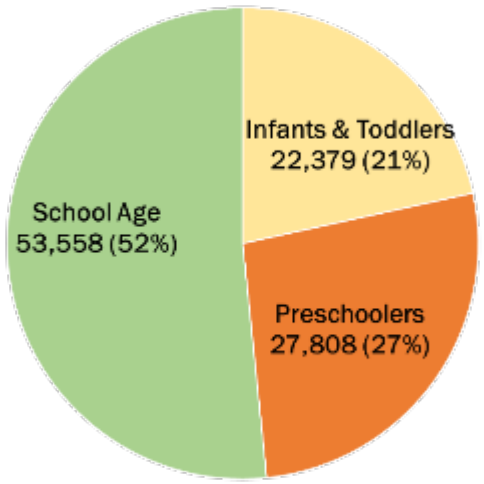
7. Calculation of County Demand for ECE

The number of children in the county drives the demand for ECE in Tulare County. Tulare County was home to 103,745 children ages 0 to 12 years in 2016 – nearly 1 in every 4 people living in the county. The proportions of children in the county across the three age groups used in the ECE needs assessment (Figure 2) are nearly equal to those of California (21% Infant & Toddler, 21% Preschool, and 57% School Age).

Figure 3 compares the population distribution for the three age groups for 2016 with future projections in 2019 and 2024.

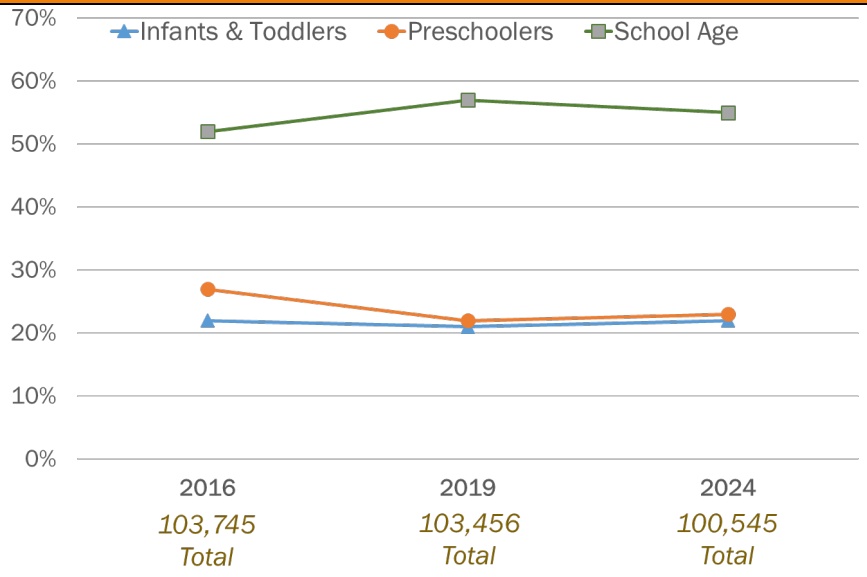
The population estimates for each age group appear stable with slight decreases over time for the Preschool age group.

Figure 2. Tulare County Population Across Three Age Groups, 2016



AIR Early Learning Needs Assessment Tool, 2016 America Community Survey 1-year estimates.

Figure 3. Tulare County Population Across Child Care Age Groups, 2016-2024



2016 Tulare figures are from the AIR Early Learning Needs Assessment Tool, 2016 estimates.
2019 and 2024 projections from the California Department of Finance

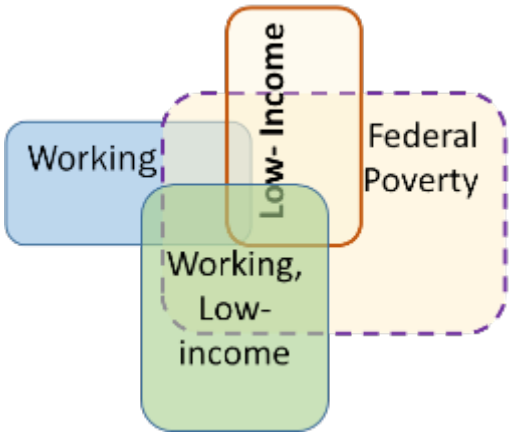
As noted earlier, family income is important because it can predict enrollment in ECE and because it is used as a criterion for determining governmental subsidies for ECE. The demand for ECE across each age group is examined for **four types of family income**.

1.) **Working families** (at all income levels) where all parents are working (includes 1- and 2-parent families). "Working" is defined as employment, enrollment in education or training, or both.

2.) **Working, low-income** where all parents are working, and the family income is under 70% of SMI (an income threshold for subsidized ECE).

3.) **Low-income families** earning under 70% of SMI.

4.) **Families with an annual income under the federal poverty level** which offers eligibility to enroll in Head Start and Early Head Start.



These four types of family income are not mutually exclusive. **It is important to keep in mind that one child may be in more than one family income category**. For example, a child may live in a working family that is earning an annual income below the federal poverty level ($24,300 for a family of four in 2016). Caution should exist when making assumptions about children and families within each income type.

Table 1 shows how demand for ECE within each age group may vary with family income. A smaller percent of infants and toddlers is present in working, low-income families compared to families below the federal poverty level. This may be interpreted as more demand for ECE among children living in poverty than children living in working, low-income families. A similarity in demand across types of family income exists across age groups. The greatest demand for ECE is among families in poverty, regardless of the age group.

Table 1. Children Across Age Groups and Family Income, Tulare County, 2016				
	Infants & Toddlers	Preschool	School Age	All Age Groups
Total Children	**22,379**	**27,808**	**53,558**	**103,745**
In Working Families	11,499	16,574	30,320	58,393
Percentage of Age Group	***51%***	***60%***	***57%***	***56%***
In Working, Low-Income Families	5,105	9,442	20,173	34,720
Percentage of Age Group	***23%***	***34%***	***38%***	***33%***
In Low-Income Families	14,226	19,082	39,663	72,971
Percentage of Age Group	***64%***	***69%***	***74%***	***70%***
In Families Below Federal Poverty Level**	15,633	21,504	43,045	80,182
Percentage of Age Group	***70%***	***77%***	***80%***	***77%***
AIR Early Learning Needs Assessment Tool, American Community Survey, 2016				

In 2016, 27% of children ages 0-12 in Tulare County lived in a single-parent family with that parent in the workforce, compared to 26% for California (Resource & Referral Network, 2017). About 30% of children ages 0-12 in Tulare County lived in a two-parent family with both parents working, compared to 38% for California. These figures represent between 28,087 and 31,804 children ages 0-12 who very likely needed ECE due to their parents working regardless of family income.

In May 2018, there were 210,800 individuals in the Tulare County labor force. This represents a seasonally unadjusted unemployment rate of 8.5% (Labor Market Information Division, 2018). While this is a historic low for Tulare County (5-year average is 13.6%), it remains nearly double that of the 4.3% rate for California during the same period. While over 85% of couples raising children under the age of five are in the workforce, their total family income remains low enough to qualify for governmental aid. These statistics parallel the information provided earlier regarding low wage work and low family income in Tulare County.

8. Calculation of County Supply of ECE

Examining the Number of ECE Slots. Supply of ECE is estimated by counts of children enrolled in slots within different types of ECE programs and services. Table 2 describes the number and type of slots available in Tulare County. Full-time care is 30 or more hours per week. Part-time care is less than 30 hours per week.

Table 2. ECE Supply for Children Based on Slots, Tulare County, 2016

	Full-time and Part-time Slots	*Only Full-time Slots*	*Only Part-time Slots*	*Total*
Slots for Licensed Child Care Centers (99 Centers)	*2,503 (48%)*	*2,347 (45%)*	*365 (7%)*	*5,215*
Slots for Licensed Family Child Care Homes (423 Homes)	*2,147 (45%)*	*2,624 (55%)*	*0 (0%)*	*4,770*
Total Licensed Slots Available				9,985
Total License-Exempt Slots (226 Providers)				739
Total Slots				10,724

Licenses slots data from California Child Care Resource and Referral Network 2017 Report
License-exempt provider data from TCOE based on a total number of children enrolled. Hence, more license-exempt slots may be available but not filled.

Among the licensed ECE sites in Table 2, the percent that offers evening, weekend or overnight care was 1% for Licensed Centers and 45% for Licensed Family Homes.

The slots in Table 2 are assumed to not include ECE for School Age children (6 through 12 years old). Conservatively, 10,724 slots exist to serve 50,187 children ages 0 through 5 at any time they may need ECE. As noted earlier in the calculation challenges, several factors may lead to one slot serving more than one child. This is seen in Table 2 by the high number of slots that are indicated as serving both full-time and part-time ECE.

These statistics do not reflect some information that is critical for parents to access these slots. For example, how well do the hours of slot availability match needs of parents' work or school schedules, especially if they must drop-off or pick-up their child outside traditional 8 am to 5 pm working hours? How many slots are available for emergencies as when a parent is sick or otherwise unavailable to care for their child appropriately? What is the waiting list for these slots for families that are and are not income-eligible for subsidized ECE? Information on license-exempt providers is largely unavailable.

Calculation of ECE Supply. ECE supply based on "child enrollment" in ECE services is calculated separately for children in and not in families that are income-eligible for subsidized ECE. As noted in the calculations of ECE demand, children in these categories of services are not mutually exclusive (they may be counted in more than one category). **Two types of ECE services are included in calculations for subsidized and unsubsidized ECE: license-exempt ECE and Transitional Kindergarten.** That is because both of these services are equally available to families regardless of income eligibility for subsidized care.

Transitional Kindergarten (TK) began in 2012 as a state-funded program provided by all public schools. Enrollment in TK is optional. To enroll, children must have their 5th birthday between September 2 and December 2. The emergence of TK affects the count of children in the Preschool and School Age groups. Children who enter TK as 4-year olds are accounted for in the School Age category. However, since state law does not require TK, 4-year old children who are not in TK are counted in the Preschool age group.

Table 3.Tulare County ECE Supply for Children Regardless of Income, 2016

	Infants & Toddlers	Preschool	School Age	All Ages
Children Enrolled in . . .				
Licensed Child Care Centers	488	3,725	318	4,531
Licensed Family Child Care Homes	1,482	425	654	2,561
License-Exempt Providers*	739	739	739	2,217
Transitional Kindergarten		1,587		1,587
Grade School After School Programs*			2,200	2,200
TOTAL ENROLLED (ECE Supply)	**2,709**	**6,476**	**3,911**	**13,096**

Licensed data from AIR ELNAT.
License-exempt data from TCOE. Since data not available by age group and license-exempt data are assumed undercounted, the total amount is used as an estimate for each age group.
After school data estimated from the California After School Programs Database.

The supply of ECE regardless of family income seems highest for the Preschool age group, followed by School Age, and then lowest for Infants and Toddlers.

Table 4 examines ECE supply for families that are income-eligible for one or more types of subsidized ECE. A child may be eligible for more than one subsidized ECE service or program. For Infants and Toddlers, CalWORKs Stage 1 supported the highest amount of ECE after License-Exempt Providers. CalWORKs Stage 1 is part of California's Welfare to Work program that requires parents receiving CalWORKs to get training and find jobs. ECE subsidies can be used for licensed or license-exempt care to allow parents to work or go to school. A family may be served in Stage 1 for up to 24 months or until the family's work and ECE become stable. Families can also remain in Stage 1 if there is not sufficient funding in Stages 2 and 3.

Table 4. Tulare County ECE Supply for Children in Income-Eligible Families, 2016				
	Infants &Toddlers	Preschoolers	School Age	All Ages
Children Enrolled in . . .				
CA State Preschool (CSPP, Title V) Full-Time		534		534
CA State Preschool (CSPP, Title V) Part-Time		2,218		2,218
General Child Care/Dev (CCTR. Title V)	180	68	15	263
Early Head Start	24			24
Head Start		713		713
Migrant Head Start	16	74		90
Migrant (CMIG)	49	65	114	228
CalWORKs Stage 1	686	1,470	726	2,882
CalWORKs Stage 2	170	252	245	667
CalWORKs Stage 3	33	90	189	312
Alternative Payment	86	117	407	610
Sub-Total Enrolled	*1,244*	*5,601*	*1,696*	*8,541*
License-Exempt Providers	739	739	739	2,217
Transitional Kindergarten		1,587		1,587
Grade School After School Programs*			2,200	2,200
TOTAL ENROLLED (ECE Supply)	**1,983**	**7,927**	**4,635**	**14,545**

Data on subsidized ECE from AIR ELNAT, except for CalWORKs Stage 1 obtained from Tulare County Health & Human Services Agency. Data on License-Exempt Providers are from TCOE. Since data not available by age group and license-exempt data are assumed undercounted, the total amount is used as an estimate for each age group. After school data estimated from the California After School Programs Database.

Note, **some CCTR funding** received by some **Family Child Care** Homes allows them to serve **school age children**. This is why 15 school age youth were served by CCTR. Traditionally, **CCTR funding** supports care of **infants** and toddlers**.**

For children in the Preschool age group, important sources of ECE supply include CalWORKs Stage 1, the California State Preschool Program (CSPP), Head Start, and TK. CSPP serves children from families with an annual income below 70% of the SMI ($58,524 for a family of four). Head Start, including Early and Migrant Head Start, serves children from families with incomes below the federal poverty line. Income below the federal poverty is indicated where a family of four makes $24,300 or less. TK is free for all children with or without family income eligibility.

As children enter traditional grade school (first grade and above), public schools serve as ECE for all children during school hours. After school, programs, such as the Tulare County Office of Education CHOICES, are an important source of ECE while parents may be at work. The 21st Century Community Learning Centers (21st CCLC), After School Education and Safety (ASES) Program and ProYouth/HEART program are key sources of funding for after-school programs.

9. Calculation of County Need for ECE

The information from the tables describing ECE Demand and Supply is used to calculate an estimate of Tulare County's need for ECE. The ECE need varies with age group and family income. Calculations based on these variables are affected by under- and over-counting of child enrollment across types of ECE. We aimed to estimate the ECE need in Tulare County as accurately as possible. Table 5 describes the steps for this calculation, including data sources used for each step. Calculations were conducted separately for each age group.

<table>
<tr><th colspan="5">Table 5. Steps Used to Calculate Tulare County ECE Need (Same for Each Age Group)</th></tr>
<tr><td>1.</td><td colspan="4">Demand: Number of Children in Age Group by Family Type</td></tr>
<tr><td></td><td>Number of Children in Working Families</td><td>Number of Children in Working, Low-Income Families (with Income <70% SMI)</td><td>Number of Children in Low-Income Families (with income <70% SMI)</td><td>Number of Children Living At or Under the Federal Poverty Level</td></tr>
<tr><td>2.</td><td colspan="4">Supply: Child Enrollment in ECE Programs and Services</td></tr>
<tr><td>A.</td><td>Enrollment in ECE Not Tied to Family Income</td><td colspan="3">Enrollment in ECE Tied to Family Income (Subsidized Care)</td></tr>
<tr><td></td><td><u>Number of Children Enrolled in Any Licensed Care</u>

Licensed Child Care Centers

Licensed Family Child Care Homes</td><td colspan="3"><u>Number of Children Enrolled in Any Subsidized Care</u>
CA State Preschool (CSPP, Title V) Full-Time
CA State Preschool (CSPP, Title V) Part-Time
General Child Care/Dev (CCTR. Title V)
Early Head Start
Head Start
Migrant Head Start
Migrant (CMIG)
CalWORKs Stage 1
CalWORKs Stage 2
CalWORKs Stage 3
Alternative Payment</td></tr>
<tr><td>B.</td><td colspan="4">Enrollment in Other ECE Not Tied to Family Income</td></tr>
<tr><td></td><td colspan="4">License-Exempt Care
Transitional Kindergarten
Grade School After School Programs</td></tr>
<tr><td>3.</td><td colspan="4">Total ECE Supply = 2A + 2B</td></tr>
<tr><td>4.</td><td colspan="4">Need = Demand (1) – Supply (3)</td></tr>
</table>

First, ECE need for children in low-income families is illustrated in Figure 4. Children in low-income families represent the largest demand for ECE among all four family types. In addition, given Tulare County's consistent, high poverty for families and children, ECE need for children in low-income families may best represent the ECE need of the county's child population overall. Second, ECE need for children in working families is illustrated in Figure 5. Although in Tulare County many working families are income-eligible for subsidized care, it is important to examine working families overall. Working families may not be income-eligible for subsidized ECE and may struggle to find affordable ECE. The data behind all calculations in Figures 4 and 5 are available in Appendix C, Data Table 7.

Figure 4. Tulare County ECE Unmet Need for Children in Low-Income Families, 2016

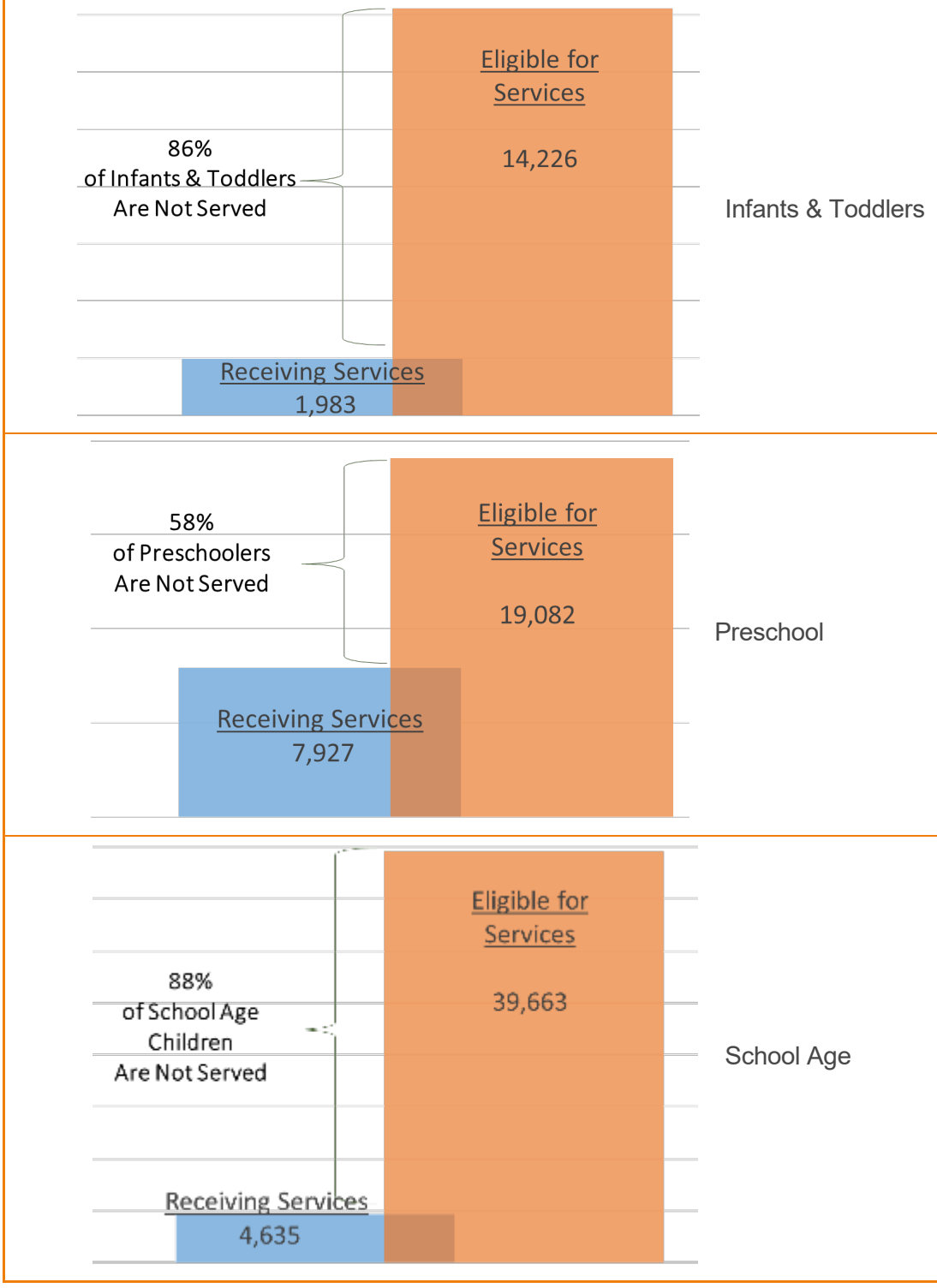
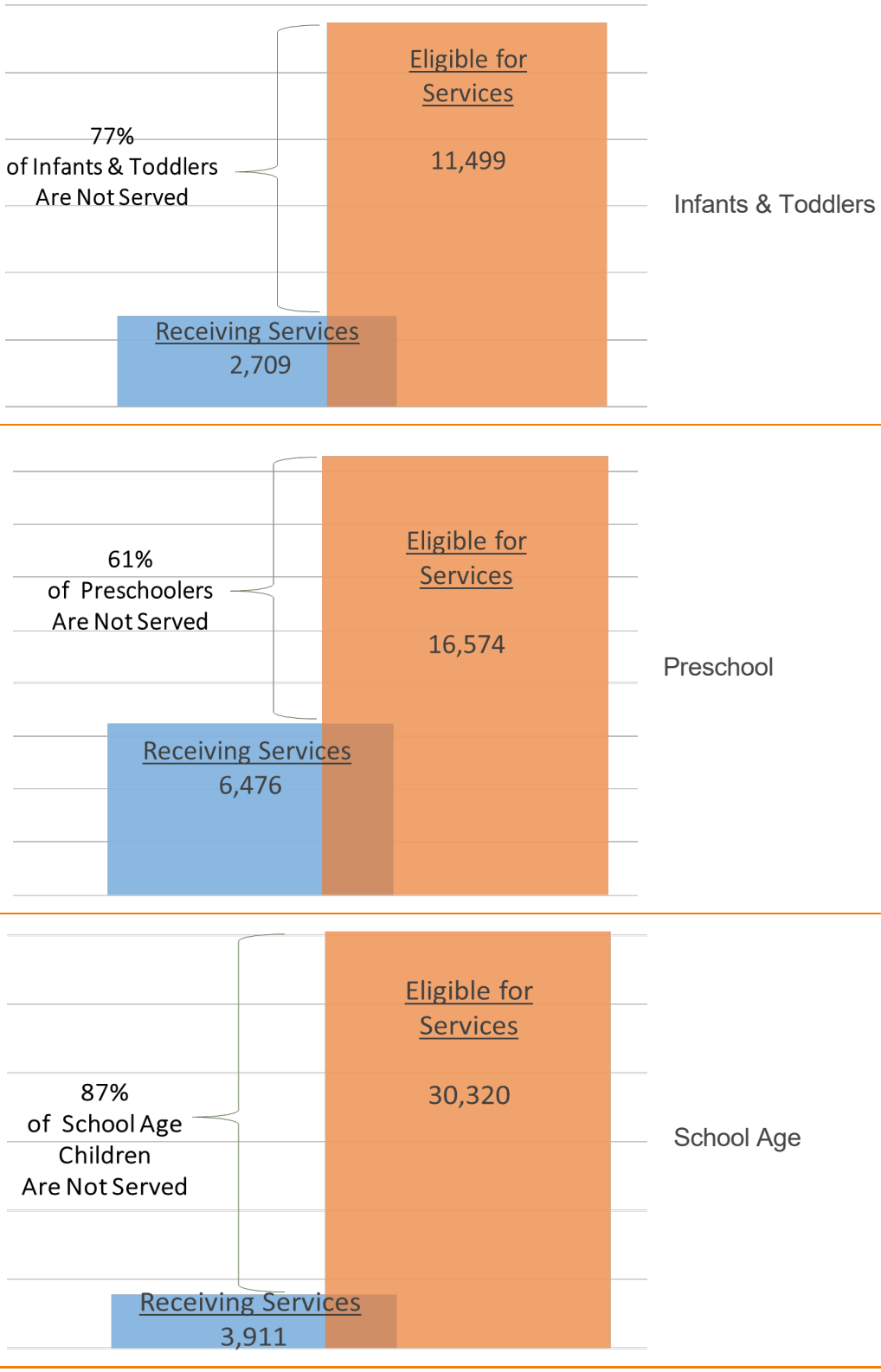


Figure 5. Tulare County ECE Unmet Need for Children in Working Families, 2016



For both children in low income and in working families, **ECE need is greatest for School Age children followed closely by Infants and Toddlers**. This may be due to the more complex and potentially higher costs needed to provide ECE to these two age groups. Children in the Preschool age group may be benefitting from greater attention to ECE funding and programming for this age group, and the emergence of TK.

10. Other Indicators of ECE Need

Children Waiting for ECE

Families who are income-eligible for subsidized ECE programs and services in Tulare County can enlist in the Tulare County Office of Education Centralized Eligibility List (TCOE CEL). The TCOE CEL lists families requesting subsidized ECE and ranks them based on enrollment priorities set by CDE. Families enrolled in Head Start, Early Head Start, and Migrant Seasonal Head Start are assigned priority points in ChildPlus. ChildPlus is a software system used to track family and child data (e.g., child age, family income) to help determine ECE need and eligibility.

Table 6 describes the TCOE CEL listings as of June 2018.

Table 6. TCOE Centralized Eligibility List, Tulare County, June 2018	
Total Families	756
Total Children	1,350
0-2 years	402
3-5 years	465
6-13 years	483

This total number of children on the TCOE CEL represents approximately 16% of the children ages 0-12 in income-eligible families in 2016.

Geographic Distribution of ECE

One way to understand ECE need is to look at it geographically. A geographic analysis may show a relationship between demand of ECE (location of children and families with children) and supply of ECE (location of ECE providers and programs). Maps were created to examine these relationships. They are located in Appendix E due to their larger size.

Five maps of ECE need for Tulare County demonstrate a pattern. ECE need is widespread throughout Tulare County. Few areas (i.e., zip codes and Census tracts) offer sufficient ECE to meet the demands of families. “Priority Areas” were mapped by zip code (Appendix E, Maps 1 through 3). Priority Areas are identified by the LPC using criteria and calculations provided by the CDE. Zip Code Priority Reports are used for allocations of funds and other decisions for supporting ECE in the county. Priority areas for Infants and Toddler were nearly identical for full-

and part-time State Preschool. Highest ECE need was in the North-West sections of Tulare County (e.g., Visalia, Dinuba, Exeter) with some segments on the South-East (e.g., Porterville). The Priority Areas were high even in zip codes with a higher number of Licensed Providers (Map 4). For example, the three consecutive zip codes with the most Licensed Providers (93291, Visalia, 20 providers; 93277, Visalia, 18 providers; 93274, Tulare, 15 providers) are also high Priority Area zip codes. The absence of a relationship between the presence of Licensed Providers and continued ECE need is expected. **This is because there is very little variability in ECE need throughout Tulare County – the need is high almost everywhere.**

One final map was created as part of the Child Care Deserts project (Malik & Hamm, 2017). This interactive mapping project had 22 states that participated in a study published by the Center for American Progress in 2017. Data in the study include 2016 CDE and Census data as in this report. This map only documents care for children under 5 years that includes data on licensed care (e.g., centers and family homes). Along with the recreation of this project's map for Tulare County, the data from all Census tracts are provided in Appendix E, Map 5. Unfortunately, this map is of Census tracts, which makes it difficult to compare directly with the maps with zip codes.

A "child care desert" is any Census tract with more than 50 children under age 5 that contains either no licensed child care providers or so few options that there are more than three times as slots. Most of Tulare County is lacking a sufficient number of child care providers relative to the number of children needing care. The data behind the child desert map provide additional lessons. Compared to non-deserts, ECE deserts had a lower median family income (by 23%) and a lower median percentage of maternal workforce participation (by 6%). The study found similar results to those presented in this report. ECE need is less likely to be met for families that are lower-income, Latino/Hispanic, and living in rural and suburban areas such as Tulare County.

Key Influences on Tulare County ECE from Outside of the County

The availability, affordability, and quality of ECE in Tulare County are influenced by policies and decisions beyond the control of our County. Such external conditions are important to understand because, if addressed, they could substantially address unmet need for ECE in Tulare County.

Increasing the Minimum Wage. California Senate Bill 3 (SB3) was signed into law in April 2016. SB3 gradually increases the minimum wage to $15 by 2022. The hourly minimum wage increased from $9 to $10 in January 2017, and then to $11 in 2018. This was important for working families. Yet, it created new challenges for providers of and families seeking ECE.

Impact on Working Families. State and federal income thresholds for subsidized ECE (e.g., Head Start) were not increased to match the increase in minimum wage. As a result, families with one or two working parents can lose their eligibility for subsidized ECE with a rise in family income. As a result of SB3, working families who lose their income eligibility for subsidized ECE but still earn too little to afford ECE may need to drop out of the workforce to care for their children or to receive subsidized ECE.

Impact on Providers. The increase in minimum wage increased the cost of ECE because most ECE workers received a raise with SB3. An estimated 75% of ECE workers earn less than $15 per hour and would benefit from the new minimum wage (Thomason et al., 2018). However, higher ECE pay, leads to higher cost of ECE programs, resulting in fewer families affording to enroll their children in ECE programs. The increased cost of doing business makes it difficult to adhere to the required child/worker ratio. Thus programs are forced to reduce services or close down.

Uncompetitive Wages for ECE Workforce. Even with the increase in wages with SB3, the ECE workforce continues to have among the lowest pay of any profession. The median wage for California ECE workers was $11.61 in 2015 (CDE, 2017). Almost half of ECE worker families' in California receive public income support to supplement their earnings (Thomason et al., 2018). In many communities throughout California, 50% to 90% of ECE workers cannot afford the basic cost of living in their area. This situation deters employment in ECE. Shortage in the ECE workforce substantially prevents the availability of ECE.

Regulations on State ECE Funds May Prevent Their Local Benefit. State Preschool and other ECE programs for low-income families are subsidized by state funds. In 2016-2017, $1.1 billion of the state budget was allocated to counties to contract with providers of State Preschool. Similar allocations are provided for other ECE contracts. When these funds are not expended locally, they are returned to the state as "unearned funds." For example, in 2015-16, state funds were provided to add 7,030 full-day State Preschool slots throughout California (Schumacher, 2017). Only 28% of those slots were utilized by June 2017. Unearned funds across all counties in California averaged 12% for 2015-2016.

Even though too few ECE slots exist to serve children, many factors make it difficult to fill available slots. One challenge noted earlier was families pushed out of state-subsidized ECE due to increases in the minimum wage. Another challenge is that ECE providers may not be able to expand existing or open new facilities fast enough. State funding may not be used to build new facilities. This creates an even greater burden on the program to come up with additional funds for space. Low reimbursement rates for ECE by the state make it difficult to afford the appropriate staff needed to fill available slots.

ECE leaders and policymakers throughout California are calling for changes in response to these challenges. Addressing funding regulations and other external factors is important to facilitate the use and expansion of ECE in local communities.

11. Some Important Child Characteristics to Attend to for High-Quality ECE

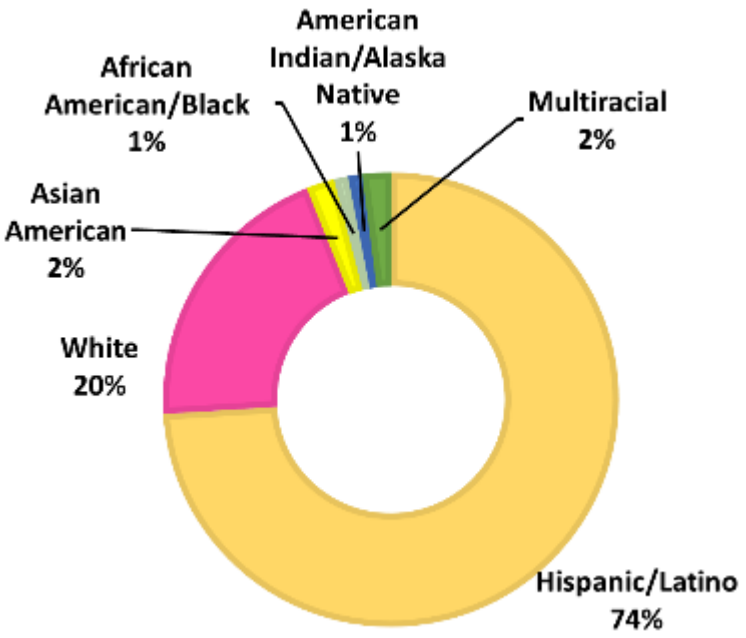
The CDE recommends an examination of several child characteristics known to influence the need for and delivery of developmentally, culturally, and linguistically appropriate ECE. Data on ECE demand and supply are rarely available for these characteristics.

Race and Ethnicity

Tulare County celebrates the diverse cultures and traditions of its population. History, practices, and beliefs related to race and ethnicity influence a child's development. These factors also influence the experiences and expectations of children and their caregivers regarding ECE.

Research shows that children's development improves when ECE attends to racial and ethnic backgrounds of children (Forry, 2016). Not attending to racial and ethnic backgrounds of children can cause preventable harm. For example, African American children are expelled from ECE at three times the rate of children from other racial backgrounds (U.S. Department of Education Office for Civil Rights, 2014). Some Latino families worry that the lack of cultural awareness in ECE programs will cause their children to lose appreciation of their culture (Cruz, 2016). This may lead some Latino families to avoid placing their children in beneficial ECE programs.

Figure 6. Child Race/Ethnicity, Tulare County, 2016



Kids Data, 0-17 years old, American Community Survey 2016

Language Development

Language development is a natural part of child development. Attention to language development is critical to quality ECE. Gains in early language skills begin while a child listens to their parents from the womb. Language gains in the early years predict successful literacy and other academic skills.

An English learner is a student who does not speak, read, write or understand English well as a result of English not being their home language. In 2016, 32 languages were spoken by children who were English learners in Tulare County elementary schools. Spanish was spoken by 96% (19,842) of students who spoke a language other than English, followed by Arabic (1%), and then all other languages (3% combined).

Table 7. K-6th Grade English Learners, Tulare County, 2016-2017

Language Spoken	Number	Percentage
Spanish	19,842	96.4%
Arabic	223	1.1%
Lahu	175	0.9%
Filipino (Tagalog)	60	0.3%
Punjabi	41	0.2%
Lao	36	0.2%
Hmong	31	0.2%
Ilocano	30	0.1%
Marshallese	28	0.1%
Vietnamese	20	0.1%
Portuguese	17	0.1%
Other Languages	73	0.4%
Total	**20,576**	**100%**

**All figures are from CDE, 2016-2017*

Language development in today's global economy is important for English and other languages. Dual- and multi-lingual development is easiest when it starts before three years of age. Skills in learning new languages decrease after age seven. Substantial research shows that children can learn a community's dominant language (e.g., English) and a second language at the same time without suffering delays and deficiencies in the main language (Child Trends, 2014).

The California Multilingual Education Act, passed in 2017, recognizes and supports this value of dual language education in public schools, especially for English learners. English learners are unable to communicate fluently or learn effectively in English and typically require individualized instruction.

In 2016, 11,052 children ages 3-5 were English learners. Nearly 28% of K-12 students were English learners. **Dual-language education in ECE can help to close academic achievement gaps for English learners.**

Children in Migrant Families

California serves over 30% of all migrant students in the United States (CDE, 2017). As one of the largest agricultural counties in California, Tulare County is home to tens of thousands of migrant working families relying on seasonal work each year. Children in migrant families are eligible for and have priority to subsidized state- and federally-funded ECE programs. This includes Migrant Head Start, Early Head Start, Head Start, and other programs. Children in migrant families may require child care during non-traditional work hours (e.g., early mornings, evenings, weekends, and holidays). They may experience transitions in programs and classrooms due to the need to move with their family to different work locations. Often, lack of transportation for migrant families may limit their ECE options. Children in migrant families often lack access to and continuity in ECE programs. These barriers may interfere with enrollment in ECE and place migrant children at risk of entering kindergarten less prepared than non-migrant children.

Mobility, linguistic, and cultural limitations make it difficult to accurately count migrant children and their need for ECE. The State Migrant Profile Report estimated 6,844 children in Tulare and Kings Counties were eligible in 2015 for CDE Migrant Education Program (MEP) services. Table 8 shows that the majority of migrant students who may need ECE are of School Age.

Table 8. 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

Developmental and Physical Health Needs

Children with developmental, physical, and health challenges require care that is sensitive to and developmentally appropriate for their needs. State and federal programs exist to support ECE for children with special needs. County Offices of Education and school districts are encouraged to look for ways to integrate children with special needs and disabilities into mainstream classrooms. ECE providers require support from partnerships with health leaders and families to ensure adequate care for children with special needs.

Over 5,000 children ages 0-12 years were enrolled in special education in Tulare County during the 2016-2017 school year (Appendix D, Table 12). Of all children with special needs, the majority (25%) were identified with an “Other Health Impairment.” This may include chronic or acute health

problems such as a heart condition, tuberculosis, asthma, diabetes, and other conditions that may weaken a child's attention and adversely affects their educational performance. Other common special needs were specific learning disability (23%), speech or language impairment (21%), intellectual disability (13%), and autism (12%).

Early intervention is critically important to improving the quality of life of children with special needs. Families with children younger than age 3 may work with an ECE provider to complete an Individualized Family Service Plan (IFSP). The IFSP helps to identify the services that a family needs to help them enhance the development of their child. Children ages 3 and older complete an Individualized Education Program (IEP) to identify the best way to address their needs during ECE. In 2016, there were 857 IFSP, 493 IEP with preschoolers, and 285 IEP with school-age children. **ECE providers can help to identify and plan early interventions for children with special needs.**

Health needs of the mainstream student population are important to identify and address during ECE. One in six children in the San Joaquin Valley has asthma, which is higher than any area in California (Central California Asthma Collaborative, 2015). Over 18,400 children ages 5-17 in Tulare County had active asthma in 2014 (CDPH). State testing starting in grade 5 found over 48% of 5th graders were obese or overweight in 2014-2015. Twenty-seven percent (507) of 3-5-year-olds enrolled in Head Start in 2017-2018 were overweight or obese. Chronic illnesses (e.g., asthma, obesity) inhibit learning and require special attention during ECE. Allergies (e.g., nuts, dairy, wheat) may be less common but lead to life-threatening situations when they occur. ECE providers must proactively assess for allergies and have the appropriate procedures to address them when they occur.

Child Abuse, Neglect, and Foster Care

Due to safety concerns, children are removed from their families and are placed into out-of-home care. Children with these experiences can become traumatized and experience developmental delays. Child maltreatment results in poorer academic achievement and substance abuse, which contribute to teen pregnancy, delinquency, and adult criminal behavior (Norman et al., 2012).

Among San Joaquin Valley counties in 2015, Tulare had the highest rate of child maltreatment allegations (79.4 per 1,000). The highest reported allegations were "general neglect," (5,130), "at risk/sibling abused," (2,761), and "physical abuse" (2,151) (Appendix D, Table 14). However, Tulare County also had the lowest rate of substantiations (7.7 per 1,000). Neglect is the main reason young children enter the child welfare system. Most children entering foster care have experienced some form of abuse or neglect.

Table 9. Children in Child Welfare Services & Foster Care, Tulare County, 2017 & 2018				
Type of Service or Program	**0-2 Years**	**3-5 Years**	**6-15 Years**	**Total**
Child Welfare Services (All Entries into Foster Care) [1]	215	100	266	581
Total Foster Placements (Out-of-Home Care) [2]	240	180	516	936
1 - California Child Welfare Indicators Project (CCWIP), January thru December 2017				
2- Total Out-of-Home Care for the point in time count of April 1, 2018. CWS/CMS 2018 Quarter 1 Extract.				

Quality ECE can prevent and reverse the consequences of abuse and neglect by ensuring safe and enriching environments. ECE providers serve as caring adults trained to support the social and emotional wellness of children. ECE providers can support families and caregivers of traumatized children and connect families to support services. **High-quality ECE can also help children who have experienced abuse and neglect to be more resilient and prevent harm to their development.**

Homelessness

According to the CDE and the McKinney-Vento Act, homeless children are defined as individuals who do not have a regular nighttime residence (CDE, 2018). This includes children who:

- Share housing with others who experience economic hardship or loss of housing,
- Live in motels, hotels, trailer parks, shelters, or waiting for foster care placement,
- Have a primary nighttime residence in a public or a private location which is not designed for regular sleeping for people,
- Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or other areas not intended to serve as a home, and
- Migrate with their families and live in similar circumstance listed above.

Children who experience unstable housing face adverse events that may heavily influence their development. These adverse events may include living in poverty that affects different parts of their health including medical and behavioral well-being (National Center on Family Homelessness, 2011). Children experiencing home instability tend to experience more asthma symptoms, hyperactivity, and behavioral problems that may lead to falling behind in school. Children who do not have a stable home, are twice as likely to be suspended or expelled, repeat a year of school, as well as not complete high school (Cutuli, Herber, Rinaldi, Masten, & Oberg, 2010). According to KidsData, 3.2% of Tulare County public school children are homeless (KidsData, 2016). Of the children who are homeless, 56% are pre-school through 5th grade (CDE, 2016). **ECE providers may be able to identify children who are homeless, attend to their special needs, and refer their parents to helpful resources.**

Children Living with Poverty

Few interventions are as powerful in attenuating and reversing the impact of poverty as quality ECE. Substantial research illustrates the impact of ECE on individual poverty and community economic prosperity. Being able to identify and understand how poverty influences child development is critical to effective ECE. For example, too many children are mistaken for misbehaving in morning activities. Truly, this behavior may stem from not having had a meal since lunch the prior day. An ECE provider that can distinguish this difference has an advantage in engaging the child in learning and active play.

There is a strong association between lower family income and poorer early literacy and language development. Children growing up in families of low income and with poverty experience fewer conversations, a smaller vocabulary, fewer opportunities to read and be read to, and weaker home environments for literacy (e.g., reading materials in the home). In Tulare County, only 37%

of children are reading proficiently by grade level, leaving about two-thirds of children reading below grade level (KidsData, 2016). Only 36% of children ages 0-5 in Tulare County had parents who reported reading to them every day, compared to 61% of children in California (Kids Data, CHIS 2015). **ECE providers can identify and help to reverse low-literacy conditions with enriching activities during ECE and by helping parents learn to adopt enriching activities at home.**

Similarly, low income and poverty are barriers to good nutrition. Poverty decrease access to fresh fruits and vegetables and increases the consumption of processed foods for children. In Tulare County, nearly one third, 29% of children are food-insecure or may go to bed hungry at least once each week (KidsData, 2014). Hunger can be harmful to anyone at any age. However, it is especially harmful to children. Women who are food insecure tend to have low birth weight children, which also tends to follow later in their lives (Feeding America, 2016). These children are at higher risk of not reaching developmental milestones, perform poorly in school, and struggle socially (Feeding America, 2016). ECE providers can help to identify child hunger and support healthy eating during ECE and at home. Tulare County programs such as Food Link provide Smart Packs (sending packaged meals home) to help alleviate child hunger. ECE providers may help parents and caregivers with information about these programs and other county food pantries.

Based on 2016 estimates, 38% of children ages 0-17 lived below the federal poverty threshold (i.e., $24,339 for a family of two adults and two children). Over 68% of children were living within 200% of the poverty threshold. In 2015, Tulare County ranked 57th of 58 counties in the percent of children living in concentrated poverty (i.e., living in Census tracts with more than 30% of residents in poverty). Rates of poverty tend to be highest among children under age 5, among children in single-parent families, and for children who are African American, Latino, and American Indian/Alaska Native children (PPIC, 2016).

ECE providers whose programs provide income-eligible subsidized care (the majority of ECE in Tulare County) are more likely to serve children living in poverty. **Given the extensive poverty across most of Tulare County's families, all ECE providers must be ready to serve children and caregivers who may be affected by poverty.**

12. ECE Affordability

The cost of ECE is a major burden for most families. California Child Care Resource & Referral Network estimated this cost for a family of four (with one infant or toddler and one child in preschool) earning the 70% of the 2016 SMI ($52,080). The family would spend 30% of its income on ECE if they were not eligible for subsidized ECE.

One estimate of the cost of ECE is the reimbursement rate for subsidized care or Regional Market Rate (RMR). Below, Table 10 lists the weekly costs of full-time and part-time ECE. (The full RMR is in Appendix B, Table 16).

Table 10. Weekly Regional Market Rate for ECE, Tulare County, 2018

		Infants & Toddlers	Preschoolers	School Age
Licensed Child Care Centers	Full-Time	$308.68	$267.78	$183.63
	Part-Time	$226.59	$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	--	--	--

California Department of Education (CDE) Management Bulletin (MB) 17-17

While these numbers represent reimbursement for ECE, they can be used to estimate what a family might pay for ECE in Tulare County. Table 10 shows the higher cost of care for Infants and Toddlers and the lowering of costs as one moves from licensed centers to licensed homes to license-exempt ECE (usually at a caregiver's home).

On the lower end, the annual cost of license-exempt preschool with a family, friend, or neighbor may cost $6,140 for one year. This represents 10% of the median family income for a family of four ($58,524) in Tulare County. However, for a family with only one working parent earning the average hourly rate of $12 per hour ($24,960 annually) paid in agricultural or in ECE jobs, this represents 25% of their annual family income. **It is not uncommon for ECE staff to not be able to afford for their own children the services they provide for others.**

Too many families in Tulare County find themselves in difficult situations without the ability to afford ECE. The Child Care Deserts study found that dropping out of the workforce temporarily could have longer-term financial consequences for families. Each year that a parent stays out of the workforce costs a family more than three times a parent's annual salary in lifetime income. **Without ECE, parents struggle to keep their careers, move out of poverty, and increase their financial security for their family.**

13. Moving Quality ECE Forward with Our Strengths and Resources

The lessons shared in this report offer opportunities to improve ECE in Tulare County. Toward this end, this section briefly describes the LPC and resources represented by LPC members and partners. Please note that this is not a comprehensive list of resources of ECE partners in Tulare County. We hope it offers a sense of the wonderful work and partnerships necessary for high-quality ECE.

Brief Overview of the Council

LPCs were established in all counties in order to help set the priorities for the CCDBG funds according to the needs of the low-income families. The LPC collaborates with private and public organizations, providers, and individuals using ECE programs and services to address the ECE needs of all families in Tulare County. The LPC advocates and raises awareness of ECE through annual events and community outreach. LPC meetings take place quarterly and follow the Brown Act in which meetings are open to the public. LPC members are jointly appointed by Tulare County Superintendent of Schools and Tulare County Board of Supervisors. The LPC membership includes 25 seats that are filled by representatives from the following categories: child care provider, consumer, public agency representatives, community representatives, and discretionary. Each category composes 20% of the entire LPC.

The LPC is proud of the collaboration that occurs with local agencies that share the goal of improving the quality of ECE in Tulare County. Many of the collaborative efforts begin through membership on the LPC and continue to transpire to reach more children, families, and ECE professionals. These are true partnerships that grow year after year. They are the driving force behind the success that is emerging from the LPC and individual programs. Each agency collaborating with LPC targets a certain population that possesses a particular need. This allows our county to utilize our funding appropriately to ensure that services are provided throughout Tulare County. As a result, high-quality ECE programs are emerging with a positive impact on the children and families now and in the future.

Some of the agencies that the LPC collaborates with are, but not limited to the following: Quality Rating and Improvement System, Tulare County Resource and Referral Agency, First 5 Tulare County, Lindsay Unified School District, State Migrant Family Child Care Education Network, and Tulare City School District.

The LPC is funded through the CDE. Funding for the LPC was reduced by 50% in the previous years and has yet to be restored. Continuing and growing the positive outcome of the LPC requires a restoration of its funding. For more information regarding the LPC, please visit www.tularecountykids.org.

The Inclusion Collaborative Breakfast Committee

The Inclusion Collaborative is a subcommittee of the LPC. The committee is composed of LPC and community members that work together to advocate for the importance of inclusion in all education settings for children, beginning in ECE. The Inclusion Collaborative Committee exists in order to facilitate collaboration between families and educators, to provide training for caregivers, and to advocate for children of all abilities in Tulare County. In order to make inclusion meaningful and effective, the committee believes in supporting opportunities for all children and families to fully take part in high-quality ECE programs.

The committee believes that all children deserve every opportunity to reach their full potential. This vision is the responsibility of the members of each child's community including parents, teachers, administrators, service providers, and other children.

The committee meets quarterly to plan the Annual Inclusion Collaborative Breakfast Training that focuses on educating community members on Inclusion. The committee also discusses the local efforts that are taking place in Tulare County where inclusion is important.

AB212 Staff Retention Program

The AB212 Staff Retention Program of Tulare County is a grant that is under the supervision of the LPC. This grant intends to retain high-quality early childhood educators who work directly with children who receive state-subsidized child care services. Almost all counties in California are allocated funding through AB212 to help reduce the turnover rate in the ECE field. Tulare County distributes these funds through two avenues. The first involves providing professional development opportunities in the form of free workshops and training for early childhood educators to increase the quality of their classroom environment. The other avenue in which these funds are distributed is through a yearly stipend that is available based on different levels of achievement. The stipends award the early childhood educators for going above what is expected of them and encourages them to continue to increase the quality of their teaching and the classroom environment. The amount of funding and the number of participants that receive a stipend differs each year based on the allocation of funds that Tulare County receives. For the 2017/2018 fiscal year, 227 early childhood educators of Tulare County were awarded a stipend totaling to an amount of $110,699. In order to reach more teachers and continue to improve the quality of the classroom increased funding for this program is a necessity.

State Migrant Family Child Care Education Network

Family Child Care Home providers contracted with the Family Child Care Education Network (SMFCCEN) must be licensed and meet program health and safety requirements. Information about SMFCCEN is available at www.tcoe.org/ECE/ProgramDetails.shtm. They are also required to meet the same early education and environment standards as center-based preschools. SMFCCEN staff provides training and technical assistance to providers on how to create a

quality-learning environment for children. The provider's family child care home is evaluated annually using the Family Child Care Environment Rating Scale.

Families access FCCEN services through the Centralized Eligibility List (CEL) with the most eligible families receiving services first.

In collaboration with SMFCCEN staff, providers complete a Desired Results Developmental Profile for each child twice a year using anecdotal notes and ongoing observations they have collected. Results are used to create lesson plans that meet group and/or individual child goals. After each profile is completed, providers meet with parents to discuss their child's needs and to plan how they can work together to meet the goals they set.

Meals and snacks are provided to children. The network also provides parent education, referrals to health and social services for families, and professional development opportunities to employees and providers. In addition, children receive hearing and vision testing, dental screenings and referrals for health and mental health services when necessary.

California Child Care Resource and Referral Network

The Resource and Referral (R&R) is the link between parents and ECE providers in Tulare County. R&R provides parents with facts about quality ECE and referrals to a variety of ECE options. R&R services are available to any parent, regardless of income. Information on resources can be found in www.rrnetwork.org.

The R&R staff is knowledgeable about ECE licensing requirements, issues, and provides technical assistance to those individuals who want to open a Family Child Care Home or Child Care Center. R&R also helps ECE providers that are not required to be licensed by fingerprinting them for the TrustLine child care registry. If an ECE provider is registered through TrustLine, parents can be assured that the individual is free of any serious criminal convictions.

TrustLine is the California registry of in-home and license-exempt ECE providers (babysitters and nannies) who have passed a background check. TrustLine was created by the California Legislature to give parents an important tool to use when selecting a caregiver for their children. It is the only authorized screening program of in-home and license-exempt ECE caregivers in the state with access to fingerprint records at the California Department of Justice (DOJ) and the FBI and access to California's Child Abuse Central Index. The California Academy of Pediatrics endorses TrustLine. To reach TrustLine call 1-800-822-8490 or visit their website at www.trustline.org.

R&R promotes provider development by offering workshops, an annual ECE conference, a resource lending library and networking with various provider groups. The California Child Care Initiative Project (CCIP) provides training and ongoing support to licensed family ECE providers, assistants, and individuals seeking to obtain a license (www.rrnetwork.org/ccip_quality).

Quality Rating and Improvement System

In 2015, Tulare County Office of Education Early Childhood Program applied and was awarded funding from CDE's State Preschool Program Quality Rating and Improvement System (CSPP-QRIS) Block Grant as well as the Infant and Toddler QRIS Block Grant and the First 5 California IMPACT Grant. A Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early education programs. These funds are geared towards improving the quality of ECE programs in a variety of settings including, Infant and Toddler care, Head Start center-based, Early Head Start, California State Preschool Programs, private programs, early education inclusion programs, and family child care homes.

Tulare County's local QRIS is known as Tulare County Early Stars (www.tcoe.org/EarlyStars/). Tulare County Early Stars provides coaching, training, materials, supplies, and other incentives to ECE programs throughout the county. The goal is that all children have access to high-quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond. QRIS strives to improve the quality of early learning with a focus in three areas of program quality: child development and readiness for school; teachers and teaching; and program and environment quality.

In order to measure the quality there is an established Quality Continuum Framework-Rating Matrix known as the "Matrix". The matrix includes seven elements in which a site is measured for their level of quality. The site has the potential to earn up to five points for each element with a total of 35 points in the matrix. The elements are measured using a combination of valid and reliable tools. Once a site is assessed with the specified tools, they have a potential to earn between one and five stars (depending on their point range).

Once a site is rated and assessed, they are awarded a star rating, which is valid for two years. Funding allows awarding local block grants to sites that have been rated at a Tier 4 or higher. The intent is for sites who receive a local QRIS Block Grant to use their award funds to maintain their high QRIS rating (e.g., keeping ratios low, paying for qualified staff, supporting strong teacher-child interactions, and maintaining a quality program). It is the state's intent that over time all CSPPs will receive local QRIS block grants.

Participating sites in Tulare County can partake in different levels of QRIS. Sites participating in CSPP-QRIS go through a rating process. Sites participating

through the First 5 California IMPACT program can opt to go through two steps of participation before committing to final assessment and rating.

Since the rollout of QRIS in Tulare County, over 160 ECE programs have participated in the quality improvement efforts through QRIS. Of those, 73 have received a final rating with the majority receiving a four- or five-star rating and one receiving three stars. Having so many participating sites receiving these high-quality ratings is an astonishing accomplishment. This is a true testament of the dedication from the ECE professionals in Tulare County and their commitment to improving the quality of their program to better serve the children and families in our community.

First 5 Tulare County

First 5 Tulare County is an independent public agency aimed at promoting and supporting the early development of children during their first five years of life. The First 5 Tulare County Commission accomplishes its goals by collaborating with the community to develop new programs and link existing programs in innovative ways. As with the collaboration with the LPC, First 5 Tulare County serves as catalyst for new and existing initiatives to reach their goals.

Thousands of Tulare County children benefit from First 5 programs each year building a brighter future for them and for our community. Our priorities are in supporting Healthy Children, ensuring School Readiness for kindergarten, and developing Strong Families that promote their child's development. Thanks to partnerships in education, health care, social services and more, First 5 Tulare County is making a long-term impact on little lives. For more information, please visit www.first5tc.org.

Lindsay Unified School District

The Lindsay Unified School District (LUSD) Preschool and TK Programs illustrate the work and accomplishments of school districts in Tulare County. LUSD has worked to expand Preschool and TK services for 0 through 5-year-old children on an ongoing basis since the early 1980's.

LUSD Preschool provides high-quality preschool for all 3 and 4-year-old children in Lindsay and the surrounding communities at 5 of the 6 LUSD elementary school sites. LUSD Preschool has full-day programs for all migrant preschool children and inclusion for all special needs preschool children. LUSD Preschool provides two high quality, developmentally appropriate preschool/TK programs with instructional assistants.

All preschool learners are served a nutritious family style (every moment is a moment to learn) breakfast in the AM session and a nutritious family style lunch in the PM session. LUSD is a 100% Free and Reduced Lunch District.

LUSD Preschool focuses on the California Preschool Learning Foundations ensuring their learners grow in the following areas: social-emotional development, language

and literacy development, English language development, mathematics, visual and performing arts, physical development, history and social science, and science.

The preschool and TK programs use the Desired Results System for all preschool learning environments. Preschool/TK learning facilitators consistently assess learners using the Desired Results Developmental Profile (DRDP). DRDP is an observational based assessment, during this process, learners are observed in their natural environments, and evidence is collected using the Learning Genie app on electronic devices. Learning facilitators also give other assessments to provide more feedback including a LUSD created preschool assessment. LUSD Preschool/TK learning environments are also assessed in the Early Childhood Environmental Rating Scale (ECERS) and the Classroom Assessment Scoring System (CLASS). Learning facilitators analyze their learner data to create intentional lesson/activity plans, Individualized Learner Plans (ILPs), and Summary of Findings and Plan of Actions for their learning environments. The preschool/TK program works with families to screen all learners using the Ages and Stages Questionnaires (ASQs) and the ASQ-SE (social and emotional). The screening results are used to make referrals and implement intervention strategies and adaptations as appropriate. Learning facilitators schedule parent conferences at least twice a year in order to provide families feedback regarding their learner.

Parent information and resources are provided and parent education opportunities are available for all parents. Preschool/TK parents are encouraged to participate in the Preschool Parent Advisory Committee in order to help continue to improve the preschool program. The program also provides community-wide Wi-Fi for all families.

LUSD Preschool/TK participates in the Tulare County Early Stars Quality Rating Improvement System (QRIS). Washington, Roosevelt, Jefferson, and Lincoln Preschool and TK all received a 5 Star rating on QRIS. LUSD Preschool/TK has highly qualified early childhood educators and staff and supports continuous professional growth for all staff.

Children who attend LUSD programs significantly improve their readiness for school as documented by feedback from elementary school staff in the district, DRDP scores and additional district academic data. In an analysis of students in kindergarten through 3rd grade in 2017-2018, a significant academic difference was found between students who had attended LUSD Preschool/TK and those who did not have a preschool experience. LUSD sees great possibilities for the future of ECE in Lindsay. For more information, please visit http://lindsayunified.cyberschool.com/District/Department/748-Preschool

Tulare City School District

The Tulare City School District (TCSD) offers another example of how school districts support high-quality ECE. TCSD ECE includes several components. The DRDP observational assessment is used in preschool through kindergarten to create a seamless transition of instruction provided to students and to track of student progress from age 3 through 6 years old. TCSD is a pilot school district for a West Ed study on how to implement the DRDP in preschool through kindergarten.

TCSD provides a High Quality (5 Star Rated) preschool five days a week. Partnering with First 5 of Tulare County, TCSD supports the operation of eight 3-year-old preschool programs and five 4-year-old preschool programs (all for 2 days a week). Preschools receive a free nutritious breakfast or lunch as part of their program. All students complete an intake process (Bright Start/Parent Concerns). Students are scheduled and seen by the intake team and placement decisions are made as a team to best meet the individualized needs of students. TCSD provides "Integrated Parent Meetings" in all programs. Parents attend with their child to learn how to support students at home in the areas of nutrition, fine motor, gross motor, literacy, mathematics, and science.

TCSD Support Staff assist all preschools with an Early Childhood Curriculum Specialist, an Early Childhood Intervention Teacher, a Preschool Speech Therapist, and a Preschool Psychologist. Professional development training is provided monthly for preschool teachers and instructional aides. These staff contribute to the high quality of programming and results for TCSD ECE. More information on TCSD ECE can be found at www.tcsdk8.org/apps/pages/index.jsp?uREC_ID=1095583&type=d&pREC_ID=1379717

Closing Comments

These illustrations offer a view of how the LPC and broader ECE community are working to address ECE needs across the county. ECE contributes to the success of our children, our families, and our communities. While this is well-established knowledge, too few children, families, and communities in Tulare County have access to high quality, affordable ECE. Success towards better ECE for all children requires commitment from all of us.

"Virtually every aspect of early human development, from the brain's evolving circuitry to the child's capacity for empathy, is affected by the environments and experiences that begin early in the prenatal period and extend throughout the early childhood years."

- National Research Council, from the 2000 book Neurons to Neighborhoods: The Science of Early Childhood Developing, a ground-breaking book scientifically illustrating the power of early education.

Appendices

Appendix A. Tulare County Local Planning Council Membership

Appendix B. California Department of Education Required Data Elements for Child Care Needs Assessment

Appendix C. Data Tables

Appendix D. Priority Context

Appendix E. Maps

Appendix F. Glossary

Appendix A. Tulare County Local Planning Council Membership

Tulare County Board of Supervisors Appointees

Karen Ball, Porterville College

Elvira Barron, Tulare County Office of Education, Early Childhood Education

Sherri Glenn, Tulare County Health and Human Services Agency

Christen Hastings, CASA of Tulare County

Krissie Leach, Tulare County Health and Human Services Agency

Maribel Magana- Maribel Magana Family Child Care

Darcy Massey, Child Welfare Services

Melissa Prado, First 5 Tulare County

Teresa Ramos, ProYouth

Timberly Romero, Parenting Network

Tina Shirley, Visalia Unified School District

Dianne Young, Early Childhood Education Consultant

Tulare County Superintendent of Schools Appointees

Lorena Castillo, Tulare County Office of Education, Early Childhood Education

Debbie Castro, Community Services Employment Training

Cheri Doria, Lindsay Unified School District

Jessica Hernandez, Lindsay Unified School District

Barbara Newman, Central Valley Regional Center

Michele Morrow-Eaton, First 5 Tulare County

Rebecca Ortiz, Porterville Unified School District

Monica Pilkinton, Early Childhood Education Consultant

Deepa Srivastava, University of California Cooperative Extension

Tiffany Stark, Tulare County Office of Education

Al Vital, VDA Inc.

Child and Youth Development Council Manager:

***Samantha Terry**, Tulare County Office of Education, Early Childhood Education Program*

A picture of some members of the Tulare County LPC.

Appendix B. Needs Assessment Data Elements Required by the California Department of Education

The following list describes the California Department of Education (CDE) data elements required in the needs assessment based on California Education Code 8499.5(b) (1, 2). Each Council is responsible for finding its own sources for these data elements.

1. Ages of children needing services
2. Family income among families with preschool or school-age children
3. Needs for ECE for children who have experienced or are at risk for abuse or neglect
4. Needs of families eligible for subsidized care
5. Needs of families not eligible for subsidized care
6. Number of children from all identifiable linguistic and cultural backgrounds
7. Number of children receiving public assistance
8. Number of children with special needs
9. Number of migrant workers
10. Special needs based on geographic considerations, including rural areas
11. Waiting lists for programs funded by CDE and California Department of Social Services
12. Other factors deemed appropriate by the LPC
    - Licensed ECE slots
    - Parent ethnicity
    - Dual language homes
    - Parent reasons for using child care
    - Parent awareness of ECE resources
    - Parent perceptions of ECE quality and its importance
    - Parent need and awareness of child care resources
    - Resources and support parents want most regarding child care
    - Employer needs and recommendations regarding child care
    - Cost of care
    - Parent opinions on quality of care
    - Provider characteristics and needs

Appendix C. Data Tables

Data Table 1.

Top 10 Production Items, Tulare County, 2016		
1. Milk	5. Tangerines	9. Walnuts
2. Oranges	6. Pistachio Nuts	10. Lemons
3. Cattle & Calves	7. Almond Meats & Hulls	
4 Grapes	8. Corn-Grain & Silage	
***All figures are from Tulare County Crop and Livestock Report, 2016**		

Data Table 2.

Top 10 Industries, Tulare County, 2017		
	Percentage of Total Employment	
Occupation Sectors	**Tulare County**	**U.S.**
Farming, Fishing and Forestry	17%	0.3%
Healthcare & Social Assistance	13%	15%
Sales & Retail Trade	11%	10%
Educational Services	10%	7%
Manufacturing	9%	6%
Food Preparation & Serving Related	7%	9%
Public Administration	6%	6%
Construction	5%	6%
Other services	5%	5%
Transportation & Warehousing	5%	4%
***All figures are from U.S. Census Bureau 2017**		

Data Table 3. Languages Spoken by K-12 Early Learners, Tulare County, 2018

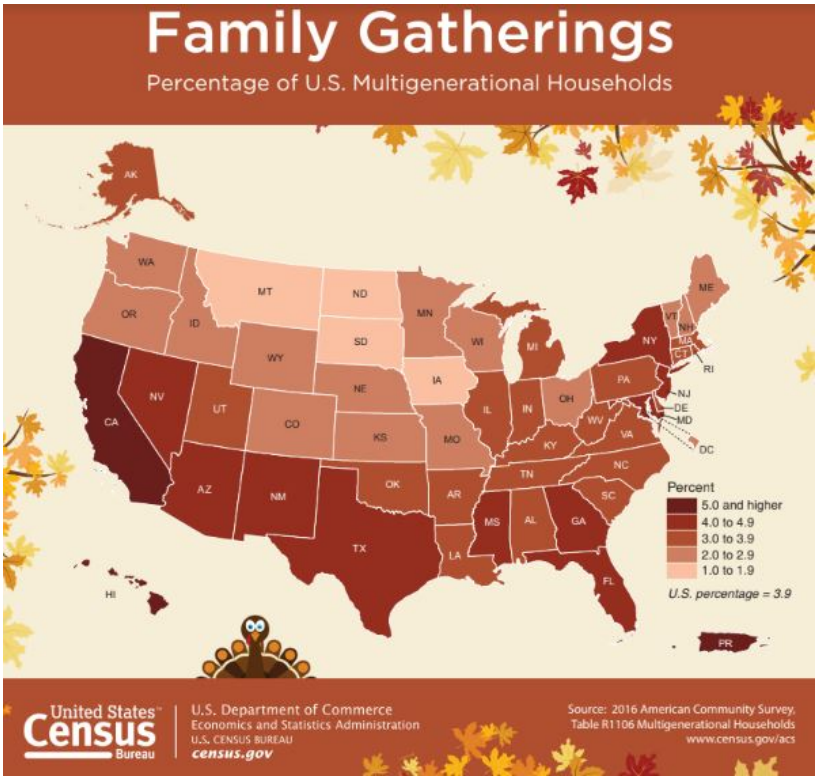
Language Code	Language Name	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded	Total	Percent of Total
01	Spanish	3,569	3,032	2,923	2,806	2,747	2,523	2,242	1,909	1,526	1,144	1,130	1,139	793	12	27,495	96.25%
11	Arabic	35	36	29	32	30	30	31	34	15	20	14	18	9	0	333	1.17%
47	Lahu	26	28	21	19	41	22	18	14	12	7	12	7	6	0	233	0.82%
05	Filipino (Pilipino or Tagalog)	6	9	15	10	9	6	5	5	6	6	8	6	2	0	93	0.33%
28	Punjabi	15	8	4	4	2	3	5	3	2	5	0	2	2	0	55	0.19%
48	Marshallese	2	3	2	4	8	6	3	3	4	4	3	1	5	0	48	0.17%
10	Lao	5	5	5	3	8	6	4	4	1	2	0	3	1	0	47	0.16%
23	Hmong	5	6	3	3	5	5	4	2	0	2	2	2	3	0	42	0.15%
25	Ilocano	0	6	6	2	5	5	6	1	4	2	1	0	0	1	39	0.14%
06	Portuguese	0	4	3	2	1	3	4	9	3	0	4	1	3	0	37	0.13%
49	Mixteco	1	3	2	0	0	1	1	3	4	2	3	3	1	0	24	0.08%
02	Vietnamese	8	0	2	2	3	4	1	0	1	1	0	0	1	0	23	0.08%
07	Mandarin (Putonghua)	0	1	2	0	2	3	2	0	1	2	2	3	1	0	19	0.07%
99	Other non-English languages	2	3	0	0	0	0	3	2	0	0	3	2	1	0	16	0.06%
35	Urdu	4	1	2	1	2	1	0	0	0	2	0	0	0	0	13	0.05%
03	Cantonese	1	2	1	1	1	1	0	1	0	0	0	1	0	0	9	0.03%
08	Japanese	1	1	1	1	1	1	1	1	0	0	0	0	0	0	8	0.03%
44	Mien (Yao)	0	0	1	1	1	1	0	1	0	1	0	0	1	0	7	0.02%
09	Khmer (Cambodian)	0	0	0	1	0	2	1	0	0	0	0	0	0	0	4	0.01%
04	Korean	1	0	1	0	0	0	0	0	1	0	0	0	0	0	3	0.01%
32	Thai	2	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0.01%
22	Hindi	0	2	0	0	0	0	0	0	1	0	0	0	0	0	3	0.01%
29	Russian	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0.01%
38	Ukrainian	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0.01%
43	Gujarati	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	0.01%
21	Hebrew	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0.00%
18	German	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0.00%
16	Farsi (Persian)	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0.00%
42	Assyrian	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.00%
26	Indonesian	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0.00%
34	Tongan	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.00%
62	Telugu	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0.00%

** All figures from the California Department of Education Data Reporting Office.*

Data Table 4.

Residents Birth Rate with Ethnicity, Tulare County, 2016		
Age Group	**Mothers**	
<20	607	
20-24	1,815	
25-29	2,045	
30-34	1,632	
35-39	773	
40+	164	
Total	*7,036*	
Race/Ethnicity	**Mothers**	**Infant**
African American	71	47
Asian/Pacific Islander	206	140
Hispanic, any race	5,147	4,388
Native American	49	15
White	1,391	919
Multiracial	80	1,511
Other/Unknown	92	126
Total	*7,036*	*7,146*
** Figures from the Tulare County Department of Public Health*		

Data Table 5.



Data Table 6.

Population Across Child Care Age Groups, Tulare County, 2016-2019*				
	Infants & Toddlers 0-2 Years	**Preschoolers 3-5 Years**	**School Age 6-12 Years**	**Total 0-12 Years**
2016				
Number	22,379	27,808	53,558	103,745
Percent of Total	22%	27%	52%	
Percent for California	21%	21%	57%	
2019				
Number	21,998	22,806	58,662	103,456
Percent of Total	21%	22%	57%	
2024				
Number	22,275	22,635	55,635	100,545
Percent of Total	22%	23%	55%	

Percentages may add up to more than 100% due to rounding.
**2016 Tulare figures are from the AIR Early Learning Needs Assessment Tool, 2016 estimates.*
California figures from KidsData.org which uses age group 6 to 13 years
2019 and 2024 projections from California Department of Finance

Data Table 7.

Data for Calculations of ECE Need, Tulare County, 2016				
	Infant/Toddler	**Preschool**	**School Age**	**All Ages**
ECE DEMAND INFORMATION				
Total Children in Population	**22,379**	**27,808**	**53,558**	**103,745**
Number of Children in Working Families	11,499	16,574	30,320	58,393
Children in Low Income Families (with income <70% SMI)	**14,226**	**19,082**	**39,663**	72,971
Number of Children in Working, Low-Income Families (with Income <70% SMI)	**5,105**	**9,442**	**20,173**	**34,720**
Number of Children Living Below the Federal Poverty Line	**7,609**	**10,289**	**18,210**	**36,108**
ECE SUPPLY INFORMATION				
Number of Children Enrolled in Any Subsidized Care	**1,244**	**5,601**	**1,696**	**8,541**
CA State Preschool (CSPP, Title V) Full-Time		534		534
CA State Preschool (CSPP, Title V) Part-Time		2,218		2,218
General Child Care/Dev (CCTR. Title V)	180	68	15	263
Early Head Start	24			24
Head Start		713		713
Migrant Head Start	16	74		90
Migrant (CMIG)	49	65	114	228
CalWORKs Stage 1	686	1,470	726	2,882
CalWORKs Stage 2	170	252	245	667
CalWORKs Stage 3	33	90	189	312
Alternative Payment	86	117	407	610
After School Programs (ASSETS)				
License-Exempt Providers (TrustLine)***	739	739	739	2,217
Number of Children Enrolled in Transitional Kindergarten (4 & some 5 year-olds)		1,587		1,587

* Figures from the AIR ELNAT 2016; CalWORKs Stage 1 from Tulare County HSA

Data Table 8.

Fiscal Year Facility Slots, Tulare County, 2015-2016				
Licensed Child Care Centers	Facilities	Ages 0-2	Ages 3-5	Ages 6-12
CMIG (Center-based migrant child care)	60	52	69	16
Alternative Payment Program (CAPP)	27	1	20	7
CalWORKs Stage 2	27	24	123	20
CalWORKs Stage 3	27	4	34	19
** Figures from the TCOE, Early Childhood Education*				

Data Table 9.

Fiscal Year Facility Slots, Tulare County, 2016-2017				
Licensed Child Care Centers	Facilities	Ages 0-2	Ages 3-5	Ages 6-12
CMIG (Center-based migrant child care)	72	52	53	1
Alternative Payment Program (CAPP)	31	7	22	8
CalWORKs Stage 2	31	25	98	22
CalWORKs Stage 3	31	7	21	7
** Figures from the TCOE, Early Childhood Education*				

Data Table 10.

CalWORKs Stage 1 Data from the Child Care Monthly Report, CW 115/CW 115A, Tulare County, October 2016				
		CW115 (CalWORKs Families)	**CW115A (Two Parent Families)**	**Total**
Stage 1 families with child care during the month		1,478	204	1682
Stage 1 children with child care during the month				
	Less than 2 years of age	574	112	686
	2 to 5 years of age	1,267	203	1,470
	School Age (6 years or older)	643	83	726
Stage 1 children in the following child care settings (Providers)				
	Child Care Center	220	36	256
	Family Child Care Homes (Licensed Providers)	487	73	560
	Licensed Exempt	795	97	892
** All figures are from the California Department of Social Services* http://www.cdss.ca.gov/inforesources/Research-and-Data/CalWORKs-Data-Tables				

Data Table 11.

License Exempt Providers & Family, Friends and Neighbors (FFN) by Zip Code, Tulare County, 2016		
Provider Zip Code	**# Children**	**# Providers**
93212	1	1
93219	19	7
93221	14	3
93227	21	9
93235	4	2
93247	25	7
93256	8	4
93257	115	31
93261	1	1
93267	10	4
93274	157	41
93277	77	22
93278	1	1
93286	16	6
93290	3	1
93291	126	38
93292	72	21
93615	6	2
93618	32	10
93631	6	2
93647	6	5
93648	3	2
93654	13	5
93666	3	1
** Figures from the TCOE, Early Childhood Education*		

Data Table 12.

Private Centers, Tulare County, 2016-2017	
	Total
Private Centers	131
** Figure from the Tulare County R&R*	

Data Table 13.

Regional Market Rate (RMR) Ceiling Reimbursement Rates for Subsidized Child Care for Tulare County
Effective January 1, 2018 Maximum Reimbursement

Child Care Centers for Tulare County

Age Group	Full-time Daily	Full-time Weekly	Full-time Monthly	Part-time Hourly	Part-time Weekly	Part-time Monthly
Birth to 24 Months	71.43	308.68	1,160.04	11.63	226.59	829.52
2 through 5 Years	49.95	267.78	817.04	9.88	163.16	661.26
School Age	47.29	183.63	730.79	10.28	124.66	470.00

Family Child Care Homes for Tulare County

Age Group	Full-time Daily	Full-time Weekly	Full-time Monthly	Part-time Hourly	Part-time Weekly	Part-time Monthly
Birth to 24 Months	41.64	183.82	733.51	8.63	140.96	534.23
2 through 5 Years	38.81	168.68	665.88	8.00	123.57	485.16
School Age	36.43	153.82	604.68	8.12	124.12	479.80

TrustLine/Relative for Tulare County

Age Group	Full-time Daily	Full-time Weekly	Full-time Monthly	Part-time Hourly
Birth to 24 Months	29.15	128.67	513.46	2.86
2 through 5 Years	27.17	118.08	466.12	2.62
School Age	25.50	107.67	423.28	2.39

Reference:
California Department of Education (CDE) Management Bulleting (MB) 17-17
California Department of Social Services (CDSS) All County Letter (ACL) 17-99

Data Table 14.

Highest and Lowest Cost of ECE Per Week, Convenience Sample of ECE Providers, Tulare County, 2018							
	$25-$49	**$50-$99**	**$100-$150**	**$151-$199**	**$200-$249**	**$250-$350**	**$900**
Part Day							
Highest	18%	29%	6%	6%	35%	6%	0%
Lowest	23%	23%	15%	0%	31%	8%	0%
Full Day							
Highest	11%	22%	6%	6%	39%	11%	6%
Lowest	13%	27%	0%	13%	27%	13%	7%
**All figures gathered from local Survey of Costs in Child Care and Early Education Programs to Improve Tulare County Early Care and Education, April 21, 2018. Analysis found in reference. Represents 25 respondents.*							

Data Table 15.

Highest and Lowest Cost of ECE Per Week, Convenience Sample of Private ECE Providers, Tulare County, 2018									
	$0-$199	**$200-$299**	**$300-$399**	**$400-$499**	**$500-$599**	**$600-$699**	**$700-$799**	**$800-$899**	**$900 or More**
Part Day									
Highest	38%	13%	13%	38%	0%	0%	0%	0%	0%
Lowest	50%	0%	0%	50%	0%	0%	0%	0%	0%
Full Day									
Highest	27%	0%	0%	0%	36%	18%	9%	0%	9%
Lowest	33%	44%	22%	0%	0%	0%	0%	0%	0%
**All figures gathered from local Survey of Costs in Child Care and Early Education Programs to Improve Tulare County Early Care and Education, June 19, 2018. Analysis found in reference. Represents 15 respondents.*									

Data Table 16.

Pay for ECE Personnel Based on Job Duties, Convenience Sample of Private ECE Providers, Tulare County, 2018			
Hourly Wage	**Administration and Management**	**Care and Education**	**Program Management and Care**
$0-$11.99	8%	40%	22%
$12-$19.99	62%	60%	78%
$20-$24.99	23%	0%	0%
$25-$50	8%	0%	0%
***All figures gathered from local Survey of Costs in Child Care and Early Education Programs to Improve Tulare County Early Care and Education, June 19, 2018. Analysis found in reference. Represents 15 respondents.**			

Data Table 17.

Eligible Migrant Students Ages 0-12, Tulare County, 2017-2018		
Age Groups	**Number**	**Percentage**
0-2 Years	398	10%
3-5 Years	855	23%
6-12 Years	2,542	67%
Total	**3,795**	
***All figures are from Migrant Education Program of Tulare County, 2017-2018**		

Data Table 18.

Special Needs Among Tulare Children Ages 0-12 Years, Tulare County, 2016-2017		
Special Need	**Number**	**Percentage**
Other Health Impairment	1,363	25%
Specific Learning Disability	1,251	23%
****Speech or Language Impairment***	1,179	21%
Intellectual Disability	707	13%
****Autism***	660	12%
Hard of Hearing	88	2%
Emotional Disturbance	96	2%
Deaf	38	1%
Visual Impairment	29	1%
Orthopedic Impairment	47	1%
Multiple Disability	17	0.3%
Traumatic Brain Injury	17	0.3%
Deaf-Blindness	0	0%
Total	**5,492**	

***All figures are from TCOE DEC 2016 CASEMIS certified data**

****Local county staff reported higher numbers for both children with Autism and Speech or Language Impairment.**

Definitions of terms provided in the Glossary for Special Education,dq.cde.ca.gov/dataquest/SpecEd/gls_SpecEd.htm

Data Table 19.

Special Education Enrollment Data Report: 2016-17
By Age and Grade
June 2018 A
Reporting Cycle: 12/01/16
SELPA Level 5400 Tulare County SELPA

Special Education, Individualized Family Service Plan (IFSP), Tulare County, 2016-2017																		
Age	**Inf.**	**Pres.**	**Kndr.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Ungr.**	**0th**	**Total**
0	87	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	87
1	259	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	259
2	511	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	511
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**857**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**857**

Data Table 20.

Special Education Enrollment Data Report: 2016-17
By Age and Grade
June 2018 A
Reporting Cycle: 12/01/16
SELPA Level 5400 Tulare County SELPA

Special Education, Individualized Education Program (IEP), Tulare County, 2016-2017																		
Age	**Inf.**	**Pres.**	**Kndr.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Ungr.**	**0th.**	**Total**
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	207	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	207
4	0	263	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	264
5	0	23	283	1	0	0	0	0	0	0	0	0	0	0	0	0	0	307
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**0**	**493**	**284**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**778**

Data Table 21.

CDE Special Education Enrollment Data Report: 2016-17
By Age and Grade
June 2018 A
Reporting Cycle: 12/01/16
SELPA Level 5400 Tulare County SELPA

Special Education, Individualized Education Program (IEP), Tulare County, 2016-2017																		
Age	**Inf.**	**Pres.**	**Kndr.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Ungr.**	**0th**	**Total**
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	101	264	2	0	0	0	0	0	0	0	0	0	0	0	0	367
7	0	0	2	106	318	1	0	0	0	0	0	0	0	0	0	0	0	427
8	0	0	0	5	131	375	3	0	0	0	0	0	0	0	0	0	0	514
9	0	0	0	0	4	128	441	2	0	0	0	0	0	0	0	0	0	575
10	0	0	0	0	0	4	144	474	8	0	0	0	0	0	0	0	0	630
11	0	0	0	0	0	1	1	168	537	3	0	0	0	0	0	0	0	710
12	0	0	0	0	0	0	0	9	147	476	2	0	0	0	0	0	0	634
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**0**	**0**	**103**	**375**	**455**	**509**	**589**	**653**	**692**	**479**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**3857**

Data Table 22.

Illustrative Health Concerns, Tulare County, 2017-2018		
Health Concerns	**Number**	**Percentage**
Ages 0-5		
Asthma	145	8%
Food Allergy	53	3%
Ages 3-5		
Healthy Weight	1,031	56%
Obese	296	16%
Overweight	211	11%
Underweight	112	6%
Total	**1,848**	
**All figures are from TCOE*		

Data Table 23.

Children in Child Protective Services & Foster Care, Tulare County, 2018*				
Type of Service or Program	**0-2 Years**	**3-5 Years**	**6-15 Years**	**Total**
Child Protective Services	215	100	266	581
Foster Care	81	29	74	184
Total Out-of-Home Care	240	180	516	936
**Child Protective Services data, California Child Welfare Indicators Project (CCWIP), January – December 2017* *Foster Care and Total Out-of-Home data from point in time count, April 1, 2018. CWS/CMS 2018 Quarter 1 Extract.*				

Data Table 24.

Types of Reported Child Abuse and Neglect, Tulare County, 2016	
Type	**Number**
At Risk/Sibling Abused	2,761
Caretaker Absence/Incapacity	113
Emotional Abuse	319
Exploitation	3
General Neglect	5,130
Physical Abuse	2,151
Severe Neglect	146
Sexual Abuse	741
Substantial Risk	0

**All figures are from KidsData.org as reported from Webster, D., et al. California Child Welfare Indicators Project Reports, U.C. Berkeley Center for Social Services Research (Jun. 2016).*

Appendix D. LPC Priority Setting Process

The Council is required to summarize Tulare County ECE needs by zip code using specific formulas provided by the CDE. The Zip Code Priority Reports are used for allocations of funds and other decisions for supporting ECE in the county. The Tulare County Zip Code Priority Report approved by the Council in May 2018 provided data for the maps of zip code priorities in Appendix E. The 2018 report used data from 2016 so the maps indicate 2016 as the source of data. Some Tulare County zip codes may not be included in the report because they may not have a child care need.

A summary of how zip code priority levels are calculated will help to interpret the maps. These guidelines are for a population greater than 200,000 including Tulare County.

For CSPP Full and Part-Day Priorities and for CCTR Priorities for Full-Day Infant and Toddler Services

Priority Level for Zip Code	% of children eligible (equal to or greater than)	Number of children underserved (more than)
1	40%	150
2	25%	75
3	25%	50

For CCTR Priorities for Full-Year School-Aged Child Development Services

Priority Level for Zip Code	% of children eligible (equal to or greater than)	Number of children underserved (more than)
1	40%	200
2	25%	100
3	25%	50

The following data tables describe the information for the Zip Code Priority Reports. Data from these tables are illustrated in the maps in the subsequent section, Appendix E.

Data Table 25.

Zip Code Priorities for Infant Toddler Full-Day Care (CCTR), Tulare County, 2018		
County Code	**Zip Code**	**Priority (1, 2 or 3)**
54	93219	1
54	93221	1
54	93223	1
54	93247	1
54	93257	1
54	93274	1
54	93277	1
54	93291	1
54	93292	1
54	93618	1
54	93647	1
54	93256	2
54	93270	2
54	93286	2
54	93615	2
54	93235	3
54	93265	3
54	93267	3
54	93272	0
** Figures from the TCOE, Early Childhood Education as approved by the LPC for the Priority Report*		

Data Table 26.

Zip Code Priorities for CA State Preschool (CSPP) Full and Part-Day, Tulare County, 2018		
54	93221	1
54	93223	1
54	93257	1
54	93270	1
54	93274	1
54	93277	1
54	93291	1
54	93292	1
54	93618	1
54	93219	2
54	93235	2
54	93247	2
54	93256	2
54	93265	2
54	93286	2
54	93647	2
54	93271	3
54	93272	3
54	93615	3
** Figures from the TCOE, Early Childhood Education as approved by the LPC for the Priority Report*		

Data Table 27.

Zip Code Priorities for School-Aged Care (CCTR), Tulare County, 2018		
County Code	**Zip Code**	**Priority (1, 2 or 3)**
54	93219	1
54	93221	1
54	93223	1
54	93235	1
54	93247	1
54	93256	1
54	93257	1
54	93265	1
54	93267	1
54	93270	1
54	93272	1
54	93274	1
54	93277	1
54	93286	1
54	93291	1
54	93292	1
54	93615	1
54	93618	1
54	93647	1
54	93258	2
54	93261	2
54	93271	2
54	93201	3
54	93218	3
54	93673	3
** Figures from the TCOE, Early Childhood Education as approved by the LPC for the Priority Report*		

Appendix E. Maps of ECE Need

Map 1. California State Preschool Program (CSPP) Priority Areas, Tulare County, 2016

Map 2. CCTR Priority Areas for Preschool Age, Tulare County, 2016

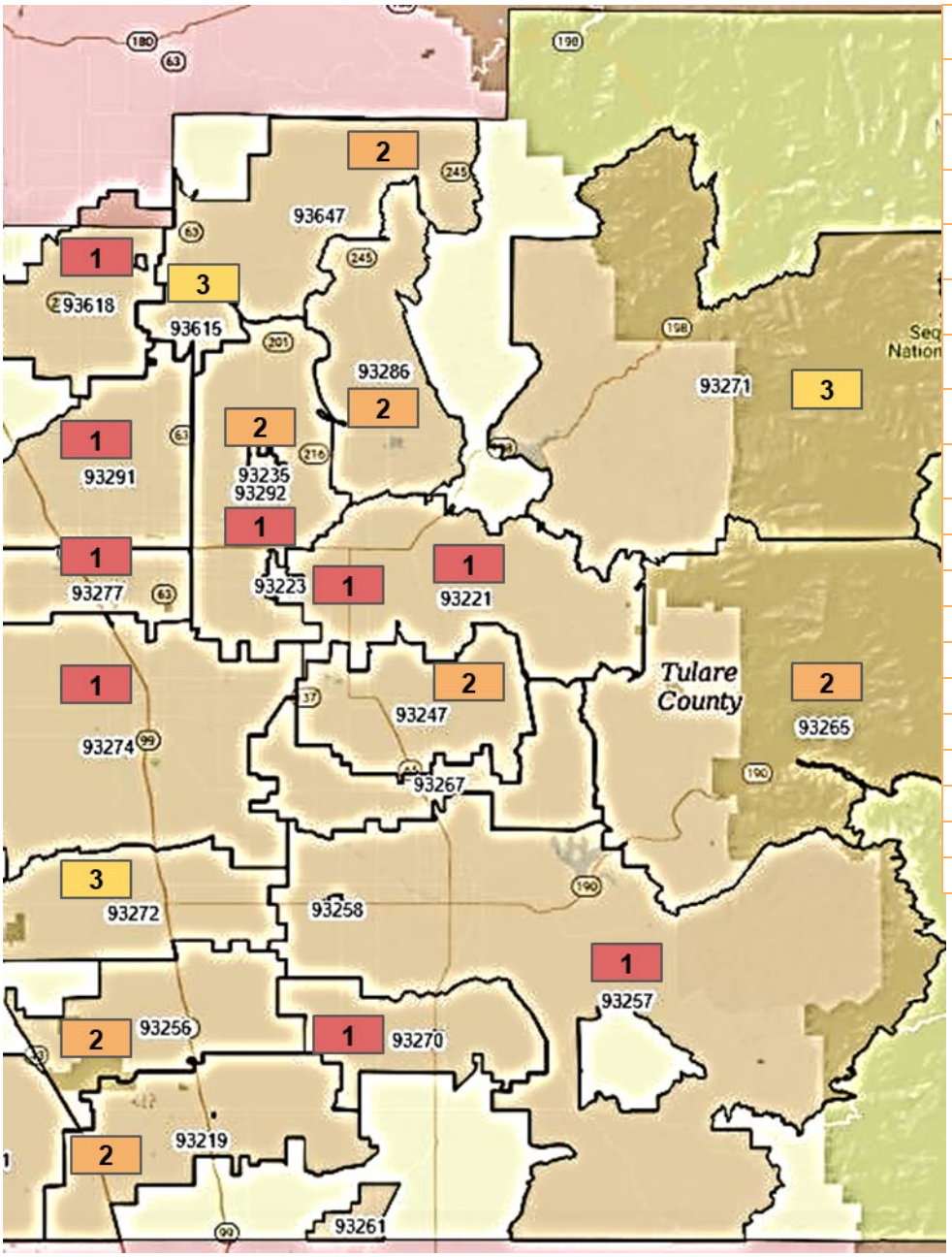
Map 3. CCTR Priority Areas for School Age Children, Tulare County, 2016

Map 4. ECE Licensed Providers, Tulare County, 2016

Map 5. Child Care Deserts and Census Tracts, Tulare County, 2018

Map 1. California State Preschool Program (CSPP) Priority Areas, Tulare County, 2016

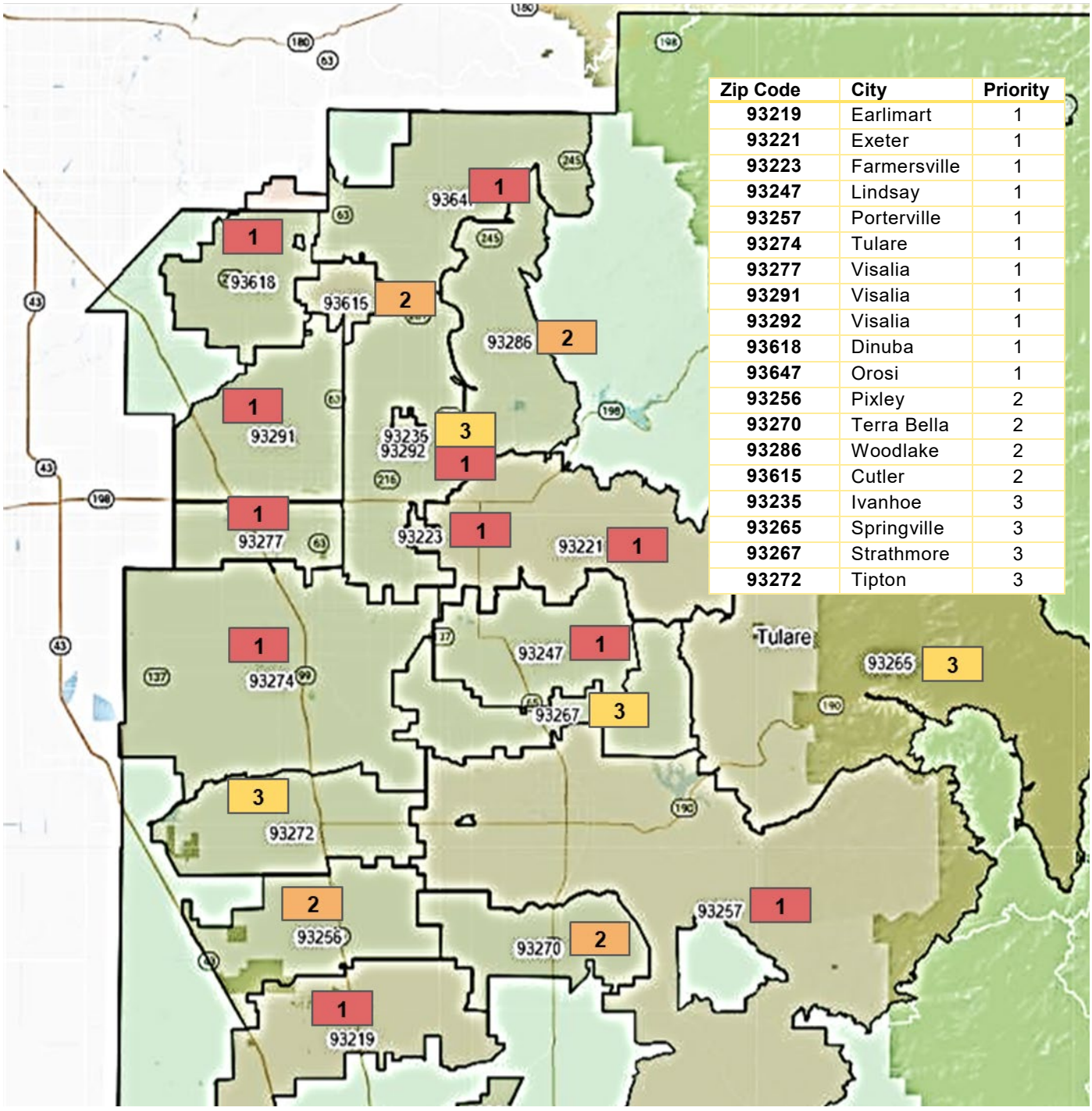
The priority areas are indicated by a number from 1 to 3 based on the number of underserved children eligible for services. A lower priority number indicates a higher priority. The calculations of the priority numbers are provided in Appendix D on page 66.



Zip Code	City	Priority
93221	Exeter	1
93223	Farmersville	1
93257	Porterville	1
93270	Terra Bella	1
93274	Tulare	1
93277	Visalia	1
93291	Visalia	1
93292	Visalia	1
93618	Dinuba	1
93219	Earlimart	2
93235	Ivanhoe	2
93247	Lindsay	2
93256	Pixley	2
93265	Springville	2
93286	Woodlake	2
93647	Orosi	2
93271	Three Rivers	3
93272	Tipton	3
93615	Cutler	3

Map 2. CCTR Priority Areas for Preschool Age, Tulare County, 2016

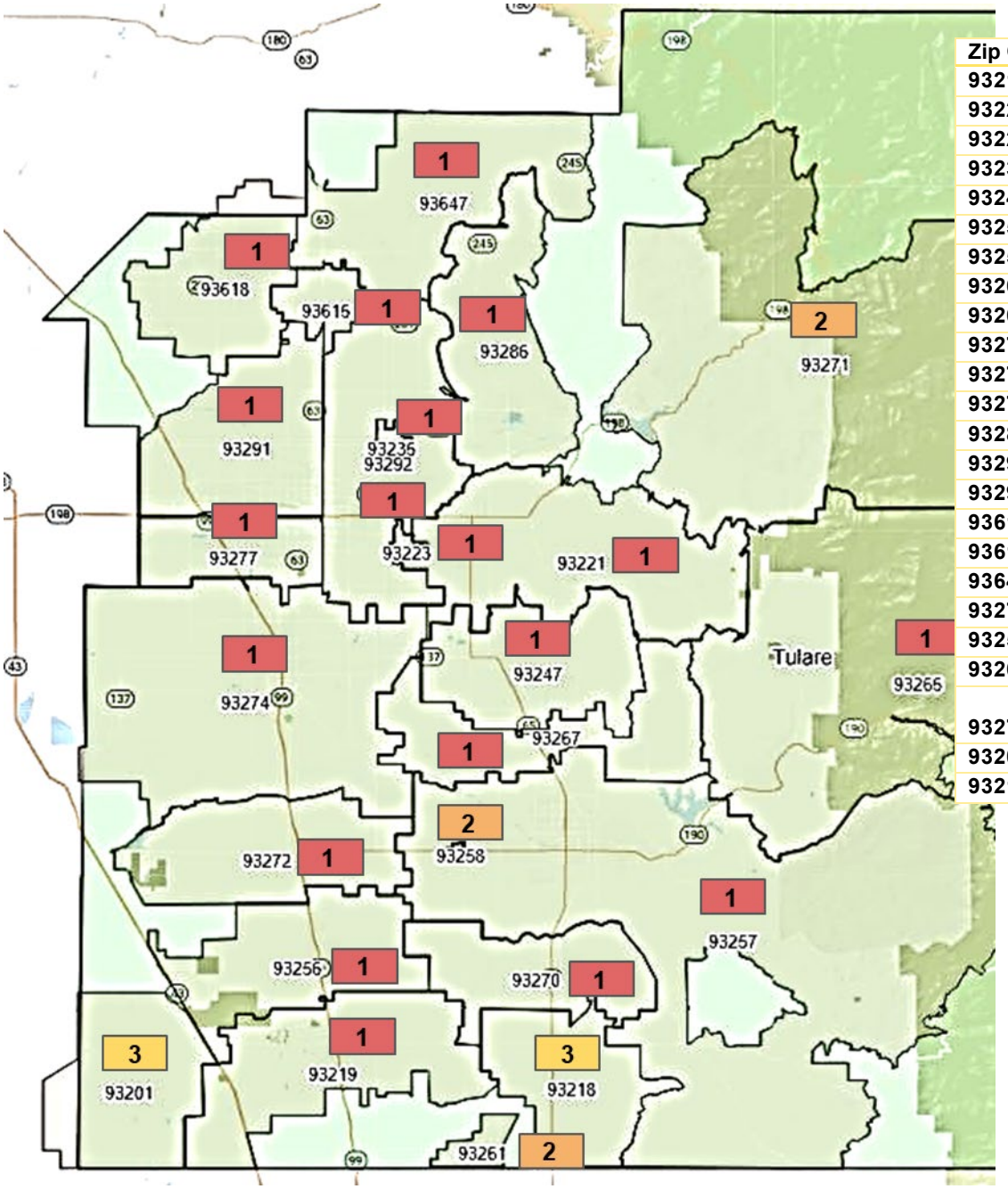
The priority areas are indicated by a number from 1 to 3 based on the number of underserved children eligible for services. A lower priority number indicates a higher priority. The calculations of the priority numbers are provided in Appendix D on page 66.



Zip Code	City	Priority
93219	Earlimart	1
93221	Exeter	1
93223	Farmersville	1
93247	Lindsay	1
93257	Porterville	1
93274	Tulare	1
93277	Visalia	1
93291	Visalia	1
93292	Visalia	1
93618	Dinuba	1
93647	Orosi	1
93256	Pixley	2
93270	Terra Bella	2
93286	Woodlake	2
93615	Cutler	2
93235	Ivanhoe	3
93265	Springville	3
93267	Strathmore	3
93272	Tipton	3

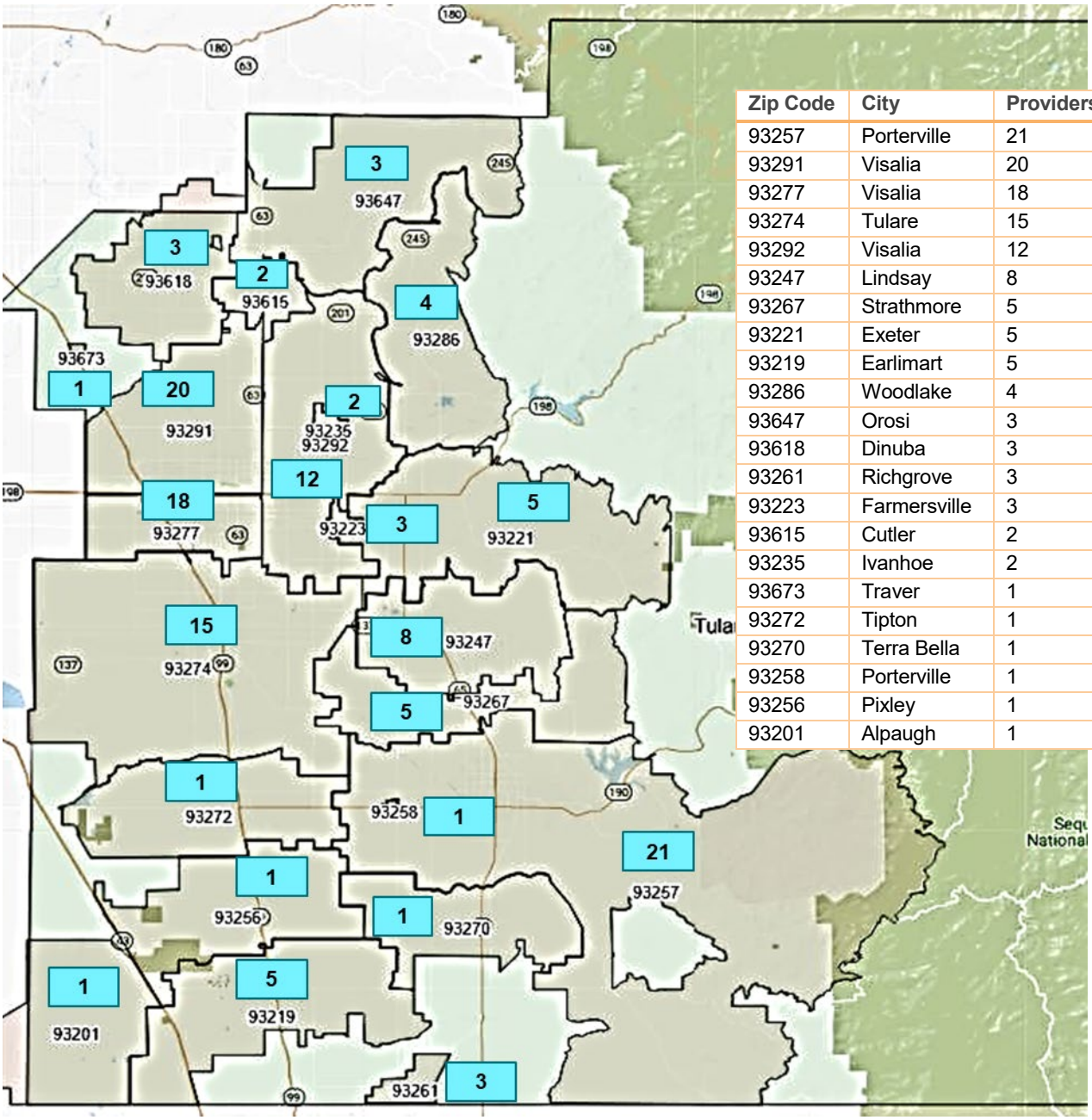
Map 3. CCTR Priority Areas for School Age Children, Tulare County, 2016

The priority areas are indicated by a number from 1 to 3 based on the number of underserved children eligible for services. A lower priority number indicates a higher priority. The calculations of the priority numbers are provided in Appendix D on page 66.



Zip Code	City	Priority
93219	Earlimart	1
93221	Exeter	1
93223	Farmersville	1
93235	Ivanhoe	1
93247	Lindsay	1
93256	Pixley	1
93257	Porterville	1
93265	Springville	1
93267	Strathmore	1
93270	Terra Bella	1
93274	Tulare	1
93277	Visalia	1
93286	Woodlake	1
93291	Visalia	1
93292	Visalia	1
93615	Cutler	1
93618	Dinuba	1
93647	Orosi	1
93272	Tipton	1
93258	Porterville	2
93261	Richgrove	2
93271	Three Rivers	2
93201	Alpaugh	3
93218	Ducor	3

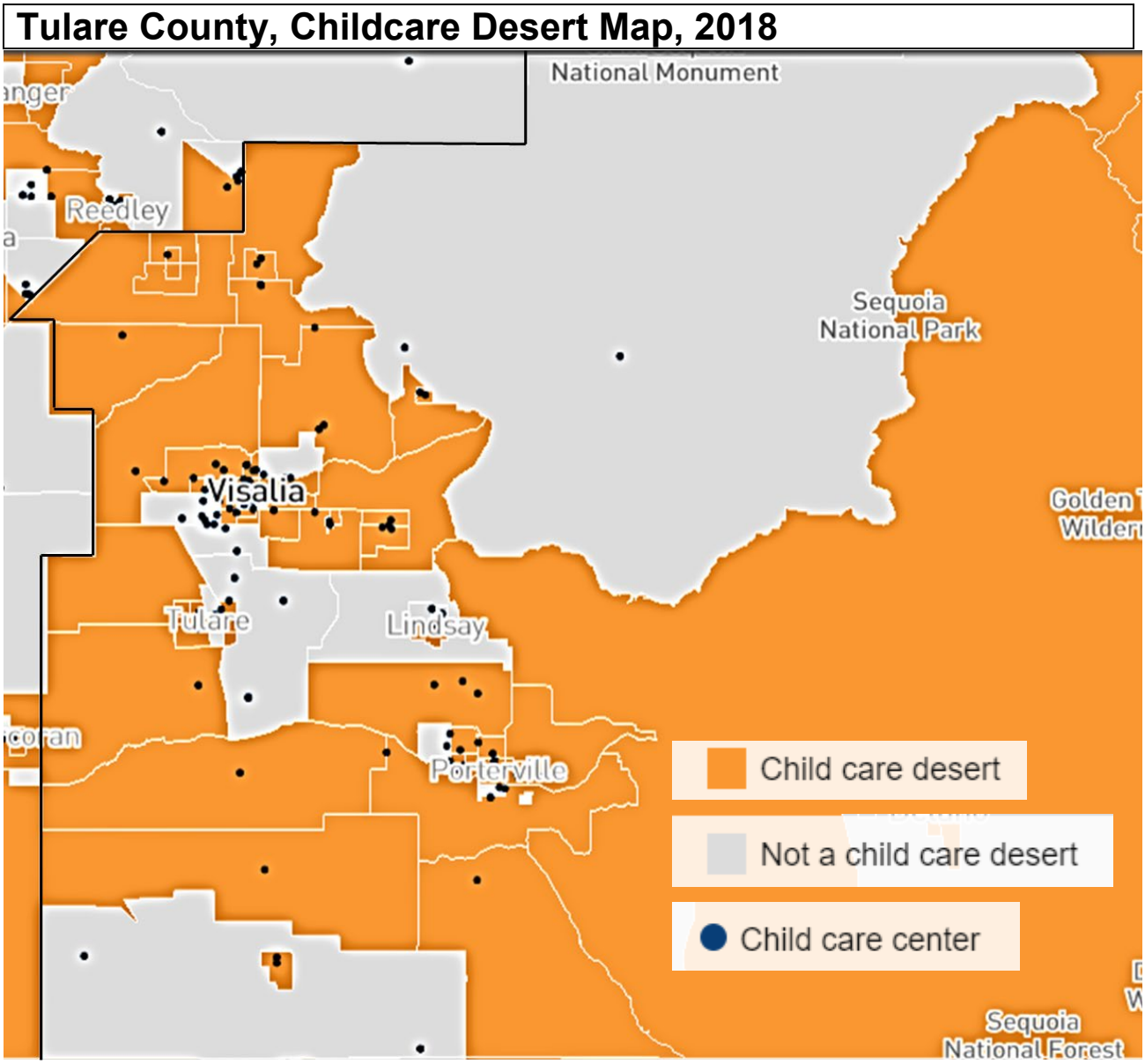
Map 4. ECE Licensed Providers, Tulare County, 2016



Zip Code	City	Providers
93257	Porterville	21
93291	Visalia	20
93277	Visalia	18
93274	Tulare	15
93292	Visalia	12
93247	Lindsay	8
93267	Strathmore	5
93221	Exeter	5
93219	Earlimart	5
93286	Woodlake	4
93647	Orosi	3
93618	Dinuba	3
93261	Richgrove	3
93223	Farmersville	3
93615	Cutler	2
93235	Ivanhoe	2
93673	Traver	1
93272	Tipton	1
93270	Terra Bella	1
93258	Porterville	1
93256	Pixley	1
93201	Alpaugh	1

Map 5. Child Care Desert and Census Tracts, 2018

Recreated from the interactive map on https://childcaredeserts.org/



Data Table 28.

Census Tract Information for Child Care Desert Project

Tulare County Census Child Care Desert Tracts, 2017							
Census Tracts	**License child care providers**	**Total child care capacity**	**Total Population**	**Population under 5 years**	**Median family income**	**Maternal labor force participation**	**Child Care Desert**
Tract 1	2	74	4,852	120	$73,909	94%	No
Tract 2.01	2	222	9,933	761	$32,432	56%	Yes
Tract 2.02	0	28	2,660	284	$32,917	76%	Yes
Tract 4.01	0	56	6,256	823	$43,892	66%	Yes
Tract 4.02	1	153	7,489	855	$43,873	70%	Yes
Tract 27	0	42	5,710	2,320	$69,500	62%	Yes
Tract 5.01	0	84	6,634	755	$29,617	61%	Yes
Tract 5.02	0	14	3,939	395	$41,324	62	Yes
Tract 3.01	0	28	6,901	601	$53,672	71	Yes
Tract 6	2	162	6,195	621	$32,125	52	Yes
Tract 3.02	1	70	3,439	344	$28,512	59	Yes
Tract 9	1	94	9,118	663	$34,517	71	Yes
Tract 8	3	155	7,077	501	$35,813	50	Yes
Tract 7.01	0	42	2,632	239	$48,000	70	Yes
Tract 13.01	3	255	8,264	610	$53,629	53	No
Tract 14	0	42	5,732	281	$52,500	63	Yes
Tract 10.03	3	220	22,157	2,406	$83,819	57	Yes
Tract 10.04	4	194	7,724	760	$40,159	61	Yes
Tract 11	5	211	7,181	1,014	$23,513	36	Yes
Tract 10.06	2	74	5,960	461	$80,000	81	Yes
Tract 10.05	1	50	2,791	172	$99,792	75	Yes
Tract 13.02	0	56	8,218	864	$46,728	50	Yes
Tract 7.02	2	75	5,715	719	$34,901	72%	Yes

Tulare County Census Child Care Desert Tracts, 2017							
Census Tracts	License child care providers	Total child care capacity	Total Population	Population under 5 years	Median family income	Maternal labor force participation	Child Care Desert
Tract 14	0	42	5,732	281	$52,500	63%	Yes
Tract 15.01	2	126	5,193	421	$56,863	62%	Yes
Tract 15.02	2	100	5,968	397	$44,226	77%	Yes
Tract 16.01	2	148	5,560	498	$32,440	71%	Yes
Tract 16.02	1	122	5,436	483	$36,165	78%	Yes
Tract 17.01	1	166	6,027	433	$30,529	85%	No
Tract 17.03	1	38	6,717	509	$66,004	62%	Yes
Tract 17.04	1	24	7,140	455	$61,944	89%	Yes
Tract 18	2	140	4,635	310	$68,884	68%	No
Tract 19.01	3	78	3,655	398	$66,196	71%	Yes
Tract 19.02	0	28	4,258	403	$86,250	72%	Yes
Tract 20.02	1	118	4,917	363	$49,803	65%	Yes
Tract 20.03	0	14	5,737	396	$40,036	79%	Yes
Tract 20.04	3	181	4,787	195	$57,534	66%	No
Tract 20.06	3	234	4,473	420	$79,779	81%	No
Tract 20.07	2	239	8,452	603	$68,328	88%	No
Tract 20.09	1	150	4,233	312	$48,967	79%	No
Tract 20.08	2	135	3,024	269	$36,944	55%	No
Tract 21	0	14	2,649	251	$54,643	54%	Yes
Tract 22.02	0	14	5,963	952	$27,917	48%	Yes
Tract 22.03	0	28	5,064	614	$56,134	66%	Yes
Tract 22.04	2	139	6,611	613	$33,906	48%	Yes
Tract 23.02	1	44	4,529	249	$64,410	79%	Yes
Tract 23.03	1	103	6,313	140	$72,399	68%	No

Tulare County Census Child Care Desert Tracts, 2017							
Census Tracts	License child care providers	Total child care capacity	Total Population	Population under 5 years	Median family income	Maternal labor force participation	Child Care Desert
Tract 23.04	1	114	1,782	90	$38,750	42%	No
Tract 24	5	389	12,546	1,027	$71,906	67%	No
tract 25	1	108	4,152	205	$55,719	70%	No
Tract 26.01	1	234	4,714	628	$40,980	72%	No
Tract 26.02	1	226	5,809	502	$37,083	62%	No
Tract 27	0	42	5,710	232	$69,500	62%	Yes
Tract 28	1	134	3,541	489	$21,449	57%	Yes
Tract 29.01	3	135	3,422	278	$28,576	55%	No
tract 29.03	1	73	5,351	645	$53,102	67%	Yes
Tract 29.04	0	0	4,922	472	$63,311	75%	Yes
Tract 30.01	1	62	4,350	418	$32,623	62%	Yes
Tract 30.02	0	14	3,504	322	$40,457	51%	Yes
Tract 31	1	24	3,443	405	$35,385	42%	Yes
Tract 32	2	184	6,780	632	$31,028	40%	Yes
Tract 33	3	112	7,918	529	$37,104	49%	Yes
Tract 34	2	164	7,862	539	$35,420	69%	Yes
Tract 35.1	2	97	2,691	107	$74,489	75%	No
Tract 35.02	1	80	11,256	938	$60,986	68%	Yes
Tract 36.01	2	128	7,053	537	$41,218	73%	Yes
Tract 36.02	1	138	7,114	591	$34,811	69%	Yes
Tract 37	2	222	6,585	701	$39,641	68%	Yes
Tract 38.01	2	106	3,339	465	$41,250	57%	Yes
Tract 38.02	3	146	4,536	456	$21,639	54%	Yes
Tract 39.01	2	102	6,704	776	$38,634	73%	Yes

Tulare County Census Child Care Desert Tracts, 2017							
Census Tracts	**License child care providers**	**Total child care capacity**	**Total Population**	**Population under 5 years**	**Median family income**	**Maternal labor force participation**	**Child Care Desert**
Tract 39.02	1	76	5,706	569	$41,545	65%	Yes
Tract 40	0	14	623	0	$0	0%	No
Tract 41.01	2	237	8,743	949	$30,183	62%	Yes
Tract 41.02	2	141	2,046	216	$26,319	72%	No
Tract 42	1	25	6,774	641	$27,877	48%	Yes
Tract 43	3	320	7,950	782	$29,568	68%	No
Tract 44	2	188	7,560	888	$20,977	61%	Yes
Tract 45	1	119	6,282	477	$35,536	68%	Yes
***All figures are from Center for American Progress https://childcaredeserts.org/?state=CA**							

Appendix F. Glossary

Term	Program Name (If Applicable)	Definition
21st CCLC	21st Century Community Learning Centers	Community Learning Centers support are aimed at creating programs for students in high-poverty and low-performing schools. The goal of these programs is to help students meet state and local standards in areas like reading and math.
AB212	Child Care Salary and Retention Incentive Program	The program focuses on retaining high quality early childhood educators. The counties that receive AB212 funding create their own plan on how this is implemented according to the needs of their ECE workforce.
AB172	Pre-K Literacy	AB172 provides more opportunities for children to attend preschool at California lowest performing schools in order to close the performance gaps.
AFLP	Adolescent Family Life Program	This program is aimed at expectant and parenting teens and their children in order to address social, health, educational, and economic challenges of adolescent pregnancy.
AP	Alternative Payment	A state-funded program that gives the parent the option of deciding the type and style of care their provider must be deemed eligible for this program. The alternative payment program pays the ECE provider directly one time a month. Eligible facilities: in-home care by family members, licensed family child care homes, and center-based care.
ASES	After School Education and Safety Program	Dedicated to creating programs between schools and local community resources to provide academic enrichment, and safe, constructive alternatives for students during non-school hours.
Bright Start Program		A program dedicated to improving prenatal care for pregnant members by promoting healthy behaviors and controlling risk factors during pregnancy in order to increase the outcomes of members delivering healthy full term infants.
Cal-Learn	Cal-Learn	Cal-Learn is a program aimed at teen parents whose goal is to encourage teen parents to continue their high school education, while ensuring health and welfare of the teen and their child.
Cal-Safe	California School Age Families Education Programs	Program designed for expecting parents as well as existing parents who are also students and their children. It is dedicated to improving the educational availability and availability of support services for

Term	Program Name (If Applicable)	Definition
		enrolled students and child care and development services for their children.
CalWORKs (Cash Aid)	California Work Opportunity and Responsibility to Kids	A public assistance program that gives cash aid and services to eligible families with children present in their homes; To be eligible for CalWORKs, a family must have a child who is: Under age 18 (or under age 18 if the child is currently attending high school and will graduate before their 19th birthday), and. Deprived because the parent(s) is unemployed, disabled, continuously absent, in jail, or dead.
CalWORKs Stage 1	CalWORKs Stage 1	Stage One is distributed by the County Welfare Departments (CWD) or their contractors. The eligibility for the program begins when a family starts receiving CalWORKs cash aid and meets eligibility/need requirements for child care. CalWORKs clients may be served in Stage One until the county determines that the family situation is stable and is successfully transferred to Stage Two, or if no funds are available in Stage Two or services are no longer needed. Former CalWORKs clients are also eligible to receive child care services in Stage One and/or Stage Two for a total of no more than 24 months after they leave cash aid.
CalWORKs Stage 2	CalWORKs Stage 2	CalWORKs Stage 2 is administered by CDE when the family is stable. Participation in Stage Two is limited to two years after the CalWORKs grant is removed.
CalWORKs Stage 3	CalWORKs Stage 3	CalWORKs Stage 3 is also administered by CDE. This Stage provides services for former CalWORKs families after they have been off aid for 24 months and for families that receive lump-sum diversion services. Families remain in Stage Three until the family's income exceeds 70 percent of the state median income or until the children are over the eligibility age.
CAPP	California Alternative Payment Program	This state and federally funded programs provide subsidies are provided for a parent to take their child to a location of their choice, while the parents work, look for work, or are in vocational training. *program provided by the California Department of Education and California Department of social services.

Term	Program Name (If Applicable)	Definition
CARE Program		CARE is a preschool enrichment program that is provided by Porterville college this program provides care for children aged 2-5 and is inclusive for special needs children. ECE services are available to full-time students at: Porterville, Bakersfield, and Cerro Cosco Community College.
CCTR	General Child Care and Development Programs	This program is designed to provide a cost-effective system of ECE and development services for children from infancy to 13 years of age and their parents. These part-time and full-time programs provide health and support services.
CCTR-INF	General Center Based-Infant	If more than 25 infants are present there must be an assistant director present at the facility along with a teacher for the infants that have the appropriate credentials. The ratio for teachers to children is 1 to 4, the director may be counted as one of the staff members. Before an infant attends the center a plan for the child and the services that will be provided. These plans are designed to meet the needs of the infants in indoor and outdoor activities.
CCTR-SA	General Center Based-School Age	For school aged children there is one teacher to 14 children, when mixed ages are found within groups than staff will be organized based on the age of the youngest child? Children are allotted space to be physically active outside of the center.
CCTR-TOD	General Center Based-Tod	A program designed for children between the ages of 18-30 months that requires daily activities which involve active and quiet play, rest and relaxation alongside eating and toileting. Children must be given the opportunity to nap or rest without distractions and a cot or mat must be available for those aged 5 and under.
CEL	Centralized eligibility List	Eligibility list that provides subsidized care for those in need rather than by time spent on a list (therefore a child can be waiting X amount of time and never be called).
Central Valley Regional Center		Helps individuals with developmental disabilities and at-risk youth to reach their goals through commitment to excellence, resource coordination, and the respect of an individual's rights and choices.
ChildPlus	ChildPlus	ChildPlus is a software system used by ECE programs such as Head Start to track family and child data, including enrollments, family services, and health information. ChildPlus uses a ranking system, based on selection criteria and other factors, to determine which children and families have the

Term	Program Name (If Applicable)	Definition
		greatest need for ECE. This ranking uses the child's age, priority points, and family income to determine the children that are most eligible for our program. More information is available at www.childplus.com/
LPC	Local Child Care & Development Planning Council	Works with ECE providers to establish services for children and families through prioritizing of their needs. Plans for ECE and development services based on the needs of the families within local community. The LPC is also where ECE needs can be addressed for ECE (both subsidized and unsubsidized)
CCRC	Child Care Resource Center	Serves children in subsidized ECE programs which enables parents to work, continue their education or receive valuable job training.
CLTK	Center Based Latch Key	This program is an extended day/after-school program designed for elementary-school aged children who have working parents. The programs purpose is to promote social, emotional, physical, and intellectual development of the child under the care of qualified ECE providers. These programs are operated by school organizations and non-profit.
CMIG	State Migrant	This is a state program aimed at agencies that offer services to migrant children and their families. It is designed to coordinate a cost-effective ECE and development for children from infancy to 13 years old. This program is for full-time and part-time working families.
CSPP	California State Preschool Program	Education centers that serve low income families with children 3-5 years.
EHS	Early Head Start	A program for low-income families who have toddlers, infants, and pregnant women. This program is designed as an early intervention program that provides programs to enhance children's physical, social, emotional, and cognitive development. These programs are also meant to enable parents to be better caregivers.
FIRST 5 Tulare County		Aims to enhance the early development of Tulare County's children by providing direct integrated system of care severing children prenatally through age 5 and their families without regarded to income.

Term	Program Name (If Applicable)	Definition
Great Expectations		A development program that provides teachers and administrators the necessary skill to help students exceed academically.
Head Start	Head-start	A federal program that promotes school readiness of for children from birth to age 5 for low-income families. These programs provide a learning environment to help with their cognitive, social, emotional development. In Head start emphasized the role of parents in their child's life, and helps teachers build relations with the families, while helping support them in other areas.
HEART	Homework Enrichment Acceleration Recreation Teamwork	This is a non-profit organization that serves children on school campuses from 2-6 PM. "It is an after-school program sponsored and administered through Pro-Youth, a non-profit agency serving the youth of Tulare County. HEART complements the learning day in the after-school hours by providing homework assistance, literacy and math training and project-based enrichment activities, free of charge, for children in grades kindergarten through 12th every day that school is in session."
HHSA	Health and Human Services Agency	"The California Health and Human Services Agency oversees departments and offices that provide a wide range of services in the areas of health care, mental health, public health, alcohol and drug treatment, income assistance, social services and assistance to people with disabilities."
Head-Start		Head start promotes school readiness for children from birth to age 5 that come from low-income families. These programs can be in centers and schools as well as in family ECE homes.
HSCCTR	Head-start/General Center Based	Head start at a center gives the option of the full range of services that the head start program offers. These centers serve children from under 3 years old to age 5. These programs have 160 hours a year of planned class operations if it is operated 5 days a week, for 3.5 hours a day.
Head-Start/State Preschool		Serves children ages 3 to 5 in a center-based program. This program is designed to prepare children for kindergarten, by preparing them for school subjects such as math, reading, and social skills through engagement with the other children.

Term	Program Name (If Applicable)	Definition
HSHB	Head-start Home Base	This option offers the full range of services in the child's home and in group socialization opportunities in head start facilities. This option is only used you delivers services of a portion of children enrolled in the program. The family and child bust be seen one visit per week lasting minimum an hour and a half (46 visits a year) and 16 group socialization activities.
Migrant Education Early Start		This provides children under the age of five with in home one-on-one tutoring in 32-week cycles. Children enrolled in this program take an initial needs assessment with goals are set for the cycle. If the child requires more help, they will then do a second cycle, each cycle has a field with others in order to enhance social skills, and education for the children ages 3-7. "During the weekly visits parents are required to learn how to work with their children and help further enhance language development, literacy, school readiness, and support the achievement of developmental milestones"
MSHS	Migrant / Seasonal Head Start	This program is an ECE program for children aged 0-5 from low income families that work in agriculture and harvesting. This is designed to keep the children of migrant families out of the fields and provides services "whole child" including early education and cognitive development.
QRIS	Quality Rating and Improvement System	QRIS is a CDE program designed to provide a systemic approach to assess, improve, and communicate the level of quality in early education programs. QRIS funds are geared towards improving the quality of ECE programs in a variety of settings including, Infant and Toddler care, Head Start center-based, Early Head Start, California State Preschool Programs, private programs, early education inclusion programs, and family child care homes.
SMFCCN	State Migrant Family Child Care Network	Provides child care development services for kids age 0-6 through licensed family ECE services in their homes.
State FCCN	State Family Child Care Network	This is a limited provider choice program that served children from infancy until the child enters kindergarten. The parent can choose from participating Family Day Care Home Providers within a designated zip code and focuses on the growth, development, and specific needs of infants and toddlers, and preschool age children.

Term	Program Name (If Applicable)	Definition
T1	Title 1	Program for children in preschool age use title 1 funds in order to improve cognitive, health, social and emotional outcomes.
Title 1 Components		
Part A	Improving Basic Programs Operated by Local Educational Agencies	Aims to improve basic programs that are operated by local educational agencies through consultations with administrators, principals, teachers, and other staff members.
Part B	State Assessment Grants	Allows states to pay the costs in order to develop to reach the states assessment goals and to administer the assessment and the assessment activities
Part C	Education of Migratory Children	Supports high-quality and comprehensive educational programs through the school years as well as summer and intersession periods.
Part D	Prevention and Intervention for children and youth who are neglected, delinquent, or At-Risk	Helps better educational services for children and youth who have been neglected or are delinquent, so that they have the opportunity to meet the same academic standards that are required by the state.
Part E	Equitable per-pupil funding	Allows flexibility for local educational agencies to centralize funds both federal and state for low income disadvantaged students
Part F	General provisions	Provides regulations required for each school that receives Title 1 regulations. It also requires them to create a state committee of practitioner to provide input on efforts for accountability.
TANF	Temporary Assistance for Needy Families	TANF program is designed to help needy families achieve self-sufficiency. States receive block grants to design and operate programs that accomplish on of the purposes of the TANF program. In California it is known as the CalWORKs program.
TCOE	Tulare County Office of Education	The mission of TCOE is to provide quality services and support for the students of tulare county, through lifelong learning opportunities to help students lead healthy and productive lives.

Term	Program Name (If Applicable)	Definition
TCOE-ECE	Tulare County Office of Education Early Child Care Education	A state-funded program that gives the parent the option of deciding the type and style of care their provider must be deemed eligible for this program. This program coordinates child care, early education, and child development services to income eligible families in Tulare County.
TrustLine		The only authorized screening program of in-home caregivers and database who have been cleared for criminal background checks in California. It is required to have caregivers who are friends, neighbors, brother or sister to the child, great aunt, great uncle, great grandparent be registered through TrustLine.

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