



**Tehama County  
Local Child Care  
Planning Council**

**Quality Child Care = Future Success for  
Tehama County's Children**

**Child Care Needs Assessment for  
2006-2011**



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# **Quality Child Care = Future Success for Tehama County's Children**

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2006-2011**

*Tehama County*

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## **Local Child Care Planning Council**

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Tehama County  
Local Child Care  
Planning Council

## Executive Summary

The Tehama County Local Child Care Planning Council (LPC) has assessed the current and future need for child care, documented the available supply, and set strategic goals for the next five years. The intent of the Local Child Care Planning Council needs assessment and strategic plan is to mobilize public and private resources to increase the availability, quality and affordability of child care in Tehama County.

The 2006 needs assessment study was conducted by a planning committee comprised of Council members and staff and experts on the needs of children in Tehama County. The Council contracted with Minicucci Associates to gather and analyze information. Data were obtained from three primary sources: existing public data sources (including the US Census and school records), a written survey in English and Spanish of more than 1,300 parents of children in Tehama County, and focus group discussions with parents and other stakeholders.

In the needs assessment conducted in 2001, the Local Child Care Planning Council set goals and objectives in the area of availability, quality and affordability. Looking back, much has been accomplished towards those goals in the past five years. The Council engaged in planning for employer-sponsored child care with a grant from First 5 Tehama County. Out of that process, a new child care center in Red Bluff, the Creative Learning Center, was started. Child Care Referral & Education implemented a Family, Friends and Neighbors Project which provides training opportunities, information on how to obtain a license, and networking opportunities for informal care providers. FFN is funded by First 5 Tehama County. There have been numerous initiatives to improve the quality of child care through a better trained workforce. Comprehensive Approaches to Raising Educational Standards (CARES) provides stipends for child care providers to advance on the child development permit matrix. CARES is funded by First 5 Tehama with state matching funds. California Preschool Instructional Network, Tehama Early Language and Learning, Early Reading First and CAL-NET offered multiple professional development opportunities for child care providers. Since 2001, Head Start, State Preschool and the TCDE operated After School Program SERFF have expanded.

### Need for Child Care

In the 2000 Census there were 11,588 children age 13 or under in Tehama County. Latinos comprise 30% of the child population, Caucasians are 68%, and multi-racial children make up 2% of the total. Among children in the county:

- 13% of children enrolled in public schools are English Language Learners. Of those children, 98% speak Spanish as their first language. (2005/06)
- 178 students were in migrant education programs. (grades K-8 in 2006)

- 1,058 students are enrolled in special education. (2006)
- 60 children ages 0 to 3 are served by Far Northern Regional Center for developmental disabilities. (2006)
- 51% of public school students qualify for Free and Reduced Price Lunch based on family income. (2005/06).
- 22% of children lived below the federal poverty level in the county. (2002)
- 290 children are involved in the child welfare services system due to abuse, exploitation or neglect or because they are at risk of abuse, exploitation or neglect. (2006)
- 229 children are on the waiting list for subsidized child care, the Centralized Eligibility List. (2006)

Using Census 2000 information on the numbers of families with both parents working, the number of single parent households with a working parent, and the average family size, an estimated 5,524 children in Tehama County need child care. Demand for preschool is high in Tehama County. In the parent survey, the vast majority of English speaking (91%) and Spanish Speaking (92%) parents reported they would enroll their 3 or 4 year old in free preschool program. About one quarter (26%) of parents on the survey indicated they would need additional child care to send their child to preschool.

### Supply and Cost of Child Care

The supply of child care in Tehama County totals 3,576 slots in all types of programs. Parents rely on a large range of child care options including licensed centers, Head Start programs, state preschool, family child care homes, informal care from license-exempt providers and after school programs (Safe Education and Recreation for Rural Families – SERRF). Most child care slots are in Red Bluff, Corning, Gerber, Los Molinos or Cottonwood. Table 1 shows the total supply of child care in the county.

Category of Care	Number of slots	Age of Child		
		0 to 2	3 to 5	6 to 13
Licensed child care centers	362	✓	✓	
Family child care homes	770	✓	✓	✓
Family, friend and neighbor (license exempt)	498	✓	✓	✓
SERRF After School Program	1,458			✓
Head Start	200		✓	
State Preschools	288		✓	
<b>Total</b>	<b>3,576</b>			

The annual cost of full time child care in Tehama County ranges from \$5,747 for license-exempt preschool care to \$10,671 for infant care in a child care center. School-based after school programs (SERRF) cost about \$330 per year for one child, \$480 for

two and \$580 for three children. Private after school care costs from \$7.90 to \$2.71 per hour depending on the setting. With the 2003 annual median family income in Tehama County of \$32,842, the cost of child care is a heavy burden for working families.

CCRE administers state and federal support for subsidized child care. Currently, 548 children (288 families) receive a subsidy for child care because their parents are working, students, or incapacitated, need child care and their family income is less than 75% of the median California family income.

### **Unmet Need for Child Care**

The study estimated the number of children needing child care to be between 1,700 and 2,100 additional slots. The estimate was made by examining the proportion of working parents who need care compared to the existing supply of child care. Clearly there is a high need for child care and the demand exceeds the supply. Comparing the number of children to the number of all available child care slots, it appears that the greatest number of slots is needed in Red Bluff and the greatest proportion of unmet need for child care is found in Corning, Gerber and Los Molinos.

Parents identified what is missing from their current child care on the survey. The greatest need is for care when their child is sick, followed by child care close to work. It is important to note that state licensing laws restrict child care providers from serving children who are sick. For Spanish speakers, care for children with special needs and care that is affordable are needed by parents. In general, Spanish speakers reported more unmet needs than did English speakers in the survey. Parents, whose children were not in care, also stated that they were unable to find care for children with special needs or behavioral problems.

### **Strategic Goals for the Next Five Years: 2006-2011**

In view of the needs identified in the study, the Local Child Care Planning Council has adopted the following goals and objectives for the next five years:

#### **Increase the Availability of Child Care**

1. Special needs children:
  - Facilitate the development of behavioral health consultation for providers regarding children with behavioral, physical or developmental special needs.
  - Increase the number of providers willing to serve special needs children.
  - Provide training with professional growth hours for child care providers of special needs children.
  - Increase knowledge about the resources available to child care providers to support working with special needs children.
2. Spanish speaking community:
  - Continue outreach to Family, Friend and Neighbor caregivers.

- Promote intentional outreach to Spanish speaking families regarding their options for child care.
  - Expand the number of providers in key geographic locations.
  - Support expansion of Migrant Head Start.
  - Explore state-funded migrant child care funding.
  - Support development of seasonal worker drop-in child care site(s).
3. After School Programs:
    - Advocate for ways to fill in gaps for families whose children are in SERRF.
    - Work with and support expansion of SERRF program and support opportunities for 12-15 year olds during the after-school time period.
  4. Explore more options for sick child care:
    - Educate employers about lack of sick child care and need for parents to stay home when children are sick.
    - Explore use of underutilized slots in family child care homes for drop-in care.
  5. Support planning for Universal Preschool in Tehama County.
  6. Explore setting up a pool of funds for small improvements to providers' homes so they can get licensed or improve their facilities (playgrounds, etc.).
  7. Increase the overall availability of child care in Tehama County.

### **Increase the Quality of Child Care**

1. Promote multiple opportunities and ways for child care providers and potential providers to obtain training and professional development including: training incentives, more college level educational units attached to training, continue CARES stipends, FFN outreach and training, English as a Second Language classes and increase the number of providers obtaining incentives/stipends.
2. Provide assistance to potential providers in obtaining their license, including streamlined assistance to Spanish speaking providers to obtain a license.
3. Advocate for and participate in workforce development efforts associated with Universal Preschool, including bilingual staff.
4. Explore improved use of Child and Adult Care Food Program that provides federal funding for snacks and meals in child care programs.
5. Create behavioral consultation resources for child care providers.
6. Support professional associations such as the local chapter of the Family Child Care Association.

### **Increase the Affordability of Child Care**

1. Develop an Economic Impact Report on child care and disseminate and advocate to local leaders.
2. Raise awareness about and promote fees to fund child care in Tehama County through local government development fees.
3. Explore innovative ways to obtain corporate support for child care.
4. Explore sliding scale fee options for child care.
5. Monitor child care subsidy policy and budgetary changes at the state level and advocate for increases in subsidized slots in Tehama County.

## Foreword & Acknowledgements

This is a needs assessment for child care in Tehama County, prepared by the Tehama County Local Child Care Planning Council (TCLCCPC). The assessment is required for every county by state law (Education Code Section 8499.5) to assess the current and future need for child care, document the available supply, and set strategic goals for the next five years. The intent of the needs assessment is to help the Tehama County Local Child Care Planning Council mobilize public and private resources to increase the availability, quality, and affordability of child care in Tehama County.

This report is organized into five sections: Executive Summary, Forward, Description of the Council and its progress since the previous needs assessment in 2001, Results from the Needs Assessment (including demographics of the County, the demand for child care, the supply of child care, and unmet needs), and Strategic Goals for the next five years. There are four appendices attached to the report: Appendix A describes methodology of the study, Appendix B defines terms and acronyms, Appendix C lists sources and Appendix D contains detailed tables.

The needs assessment was conducted by a planning committee comprised of Child Care Planning Council members, staff, and experts on the needs of children in Tehama County. The Council contracted with Minicucci Associates of Sacramento, an external evaluation firm, to gather and analyze the data for the needs assessment.

We would like to thank the Tehama County Board of Supervisors and the Tehama County Superintendent of Schools for their support to the Tehama County Local Child Care Planning Council in preparing for and developing the countywide child care plan.

We would like to thank the Needs Assessment Committee members: Barbara Boggio, Child Care Planning Council member and staff of Tehama County Social Services; Paula Brown-Almond, Tehama County Department of Education, Early Childhood Programs; Michele Eggert, Tehama County Department of Education, State Preschool; Lori Harrison, Child Care Referral & Education; Michelle Kinner, Child Care Planning Council member and Child Care Referral & Education; DeAnn Knowles, Busy Bee's Preschool; Kathy McGuinness, Child Care Planning Council member and Northern California Child Development Inc., Tehama County Head Start; Michelle Rosauer, Tehama County Department of Education First 5 School Readiness; Jerry Sellers, Child Care Planning Council member and Child Care Referral & Education; Angie Lyon-Brown, Tehama County Department of Education, Local Child Care Planning Council Program Coordinator and Roberta Wright, Tehama County Department of Education, Local Child Care Planning Council Project Secretary. Catherine Adams Minicucci and Barbara Mendenhall of Minicucci Associates provided consultant support to the Committee.

We would also like to thank all of the appointed Council members and staff:

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Tori Prest  
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**Representation**

Child care provider representative, Family Child Care Provider  
Member from any category, Private Child Care Center  
Discretionary/member from any category, Tehama County Social Services  
  
Child care provider representative , Family Child Care provider  
Public agency representative, Tehama County Department of Education, CPIN  
  
Child care consumer representative, CCRE  
Government agency representative, Tehama County Head Start  
Child care consumer representative, Tehama County Head Start  
Community representative, CCRE

**Staff**

Angie Lyon-Brown      Program Coordinator  
Roberta Wright        Project Secretary

The Council would like to extend thanks to the following people who helped with this project:

- Schools of Tehama County who distributed and collected the parent surveys to all of their students. Especially, many warm thanks to County Superintendent Robert E. Douglas.
- Organizations, businesses and agencies that helped with the distribution of the parent surveys.
- All of the parents and guardians of the children in Tehama County who took the time to fill out the surveys.
- The public and private agencies and organizations who provided information, including the Tehama Department of Education, the Tehama Department of Social Services, First 5 Tehama, Migrant Education, Head Start, Far Northern Regional Center, and Child Care Referral & Education.
- Allen Shea and Associates of Napa, California, who conducted the study in 2001 for the Local Planning Council, for their generous cooperation in the initial stages of the study.

**Michelle Kinner, Chairperson  
Tehama County Local Child Care Planning Council**

## Tehama County Local Child Care Planning Council

The Council's mission is to plan and coordinate child care and development services through a collaborative effort of individuals, public agencies, and private organizations by the promotion of affordable, available, accessible, high quality services to meet the diverse needs of Tehama County families. The Council originated in 1991 with state legislation mandating the formation of a local child care planning council in each county. In 1997 the legislature formalized the membership of the Council. Members include individuals with an interest in child care issues and programs. The County Board of Supervisors and the County Superintendent of Schools appoint the members of the Council. They represent child care providers, individuals who use child care services, public agencies, and the general community.

In 2001 the Local Child Care Planning Council conducted its first needs assessment and set priorities for 2001 to 2006. The tables below compare the adopted priorities with the progress made in each area. The tables show that a great deal of progress has been made towards increased availability and increased quality, while much remains to be done towards increased affordability.

To increase availability of child care three objectives were set in the 2001 plan. As described in the table below, there was progress in stimulating public-private partnerships with employers to create new child care facilities. The Child Care Planning Council convened planning meetings for employer sponsored child care. The Creative Learning Center, a licensed child care center in Red Bluff, was established out of those efforts.

Table 2 Strategic Plan Goals 2001: Increase the Availability of Child Care Progress Made by 2006	
Actions Strategic Plan 2001	Accomplishments
<i>Develop and implement a plan to increase non-traditional day and hour (e.g., evenings; nighttime; weekends) child care services as well as services for children with special needs.</i>	
Seek public and private funding incentives for providing child care during non-traditional hours and days.	The Tehama County Department of Education, Local Child Care Planning Council engaged in a planning process for employer sponsored child care under a grant from First 5 Tehama County. The Creative Learning Center (CLC) was established out of this planning process. The CLC provided non-traditional hours initially but discontinued due to insufficient demand.
Encourage public/private partnerships in the development of additional child care resources during non-traditional hours and days.	The CLC was established via public/private partnership. The number of family child care homes with extended hours has expanded; availability is tracked by Child Care Referral & Education (CCRE).

Actions Strategic Plan 2001	Accomplishments
Facilitate the development of a consultation for providers regarding children with behavior, physical or developmental special needs.	
<i>Implement an educational strategy to facilitate the development of employer supported child care benefits and services.</i>	
Develop an information packet on employer supported child care alternatives for dissemination to employers.	LCCPC prepared and distributed a packet of information on child care to employers with support from a grant from First 5 Tehama County.
Seek funding for a local employer round-table on child care alternatives with representatives from employers with successful programs.	LCCPC engaged a number of Tehama County employers in dialogue about child care.
<i>Implement an outreach strategy to Hispanic families regarding child care options, subsidies and training for child care providers.</i>	
Work with Spanish speaking family service agencies to determine successful outreach strategies.	CCRE's Family Friend and Neighbor (FFN) program reaches Spanish speaking caregivers; it is funded by First 5 Tehama County.
Recruitment of Spanish speaking members for the Tehama County Local Child Care Planning Council.	The LCCPC had a Spanish speaking member from 1999 to 2004; recruitment is in process now.
Increase availability of child care in Tehama County.	Strategies to increase the supply of licensed family child care homes were implemented by CCRE recruiting and training providers and assisting them in getting licensed, a project funded by First 5 Tehama County. ROP classes in early childhood education were initiated by the Tehama County Department of Education. The number of Head Start, State Preschool and After School Program (SERRF) slots has expanded.

Table 3 shows the progress made toward increasing the quality of child care in Tehama County. There were two objectives regarding increased training opportunities and incentives for providers to obtain training. Since the 2001 plan was adopted, there have been great strides in opportunities for providers and those interested in becoming child care providers to obtain training and professional development. The CARES stipend program provides incentives for individuals to pursue their early childhood development coursework. CARES is supported by state and county First 5 funding. In addition, Child Care Referral & Education (CCRE) implemented a project to reach out with training and support opportunities to license-exempt family, friend and neighbors who provide informal care. FFN is supported by state funds and from First 5 Tehama County.

The Tehama County Department of Education implemented new programs funded with state and federal sources including:

- CAL-NET provided college classes, online classes, coaching, reimbursement for tuition and books for collect classes and conferences. CAL-NET was funded by the US Department of Education. (2001-2005)
- Summer Teacher Institute offers five days of ongoing staff development. In 2006, early childhood educators were offered two weeks of training.
- The Early Reading First grant was funded in 2003 and again in 2006. ERF has provided intensive training in literacy for staff of participating State Preschools.
- Tehama Early Language and Learning (TELL) offered coaching and mentoring to private preschools and family child care homes as well as monthly trainings geared to infants and toddlers. TELL was funded by the US Department of Health and Human Services. (2004-2007)
- In 2004, the Tehama County Department of Education became the local educational agency for the California Preschool Instructional Network (CPIN), which provides professional development focused on literacy and language to administrators and teachers for the nine northeast counties of California. There are network meetings as well as teacher trainings available to Tehama County early childhood educators.



Table 3 Strategic Plan Goals 2001: Increase the Quality of Child Care Progress Made by 2006	
Actions Strategic Plan 2001	Accomplishments
<i>Facilitate an incentive strategy to encourage the training of licensed and license exempt child care providers.</i>	
Establish a Council subcommittee of center-based, family care and license exempt providers to seek funds to develop an incentive-based training strategy, including accreditation and produce a calendar of training activities for licensed and license exempt providers.	CARES incentives are available for training. CCRE provides training to FFN providers. California Preschool Instructional Network (CPIN), Tehama Early Language and Learning (TELL) and CAL-NET offered multiple training options. CAL-NET provided professional growth advisors to child care providers seeking CARES stipends. Early Reading First (ERF) provides ongoing staff development to early care providers. CCIP (Child Care Initiative Project) provides training and assistance to increase the supply of licensed quality child care.
Work with local agencies to distribute printed materials on selected topics as well as training calendars.	CCRE distributes material. A common training calendar was developed and distributed.
<i>Support the development of a local CARES stipend program to encourage the professional development of licensed child care workers.</i>	
Establish a Council subcommittee to support implementation of a CARES stipend program for licensed providers.	CARES is an ongoing stipend program.

Table 4 shows progress towards affordability of child care. In this goal area, there was less progress than in goals one and two in the past five years.

Table 4 Strategic Plan Goals 2001: Increase the Affordability of Child Care Progress Made by 2006	
Actions Strategic Plan 2001	Accomplishments
<i>Work with employers to provide quality on-site child care programs or child care assistance.</i>	
Develop and disseminate an economic impact report to local governments and businesses.	
Research private funding alternatives for child care subsidies.	
Research and promote child care assistance alternatives.	
<i>Advocate for an expansion of all child care subsidy programs in Tehama County.</i>	
Research Tehama County demographic and economic indicators for family incomes and child care costs.	The current Needs Assessment provides this information.
Develop and disseminate a fact sheet for use by current subsidy programs in their reapplication for funding.	

## Results of the Child Care Needs Assessment

### Data Collection Methods

Data was gathered for this needs assessment study from three primary sources: existing public data sources, a written survey of parents of children, and focus group discussions with parents and other stakeholders. Information from the three sources is woven together in the report, a symbol:  appears next to data findings, and another symbol:  indicates the data comes from the parent survey.

Existing public data sources provided important information on children, families, economic conditions and child care in Tehama County. The evaluation consultant was able to gather a wide array of information from agency staff in Tehama County and from published information on the Internet. The US Census, school records from the State Department of Education, and county records provided key facts for this study.

The parent survey was developed in collaboration with the Needs Assessment Planning Committee. A copy of the survey is included in Appendix A of this report. The survey asked parents about the age of their children, whether they were in child care, what type of child care they relied upon, whether they needed child care and their response to the availability of free preschool for their four year old children. The survey was in English

and Spanish and was distributed to parents via the schools in Tehama County, to child care providers, to parents of children in public places such as a sidewalk sale, county libraries, welfare offices, and Wal-Mart. The survey efforts of Planning Committee members and the cooperation of the schools netted a large pool of valuable information for this study: roughly 1,200 English surveys and 200 Spanish surveys were returned to Minicucci Associates for data entry and analysis.

Focus groups were conducted in Los Molinos, Corning and Red Bluff. Parents were invited and child care was provided. In addition, experts on special needs children were invited to join a Needs Assessment Planning Committee meeting and the coordinator of the LPC attended a meeting of the Latino Outreach Committee to review findings and get input on strategic goals. A presentation on preliminary findings and strategic goals was made to the Interagency Coordinating Council of Tehama County for review and feedback. Please see Appendix A for more on study methodology.

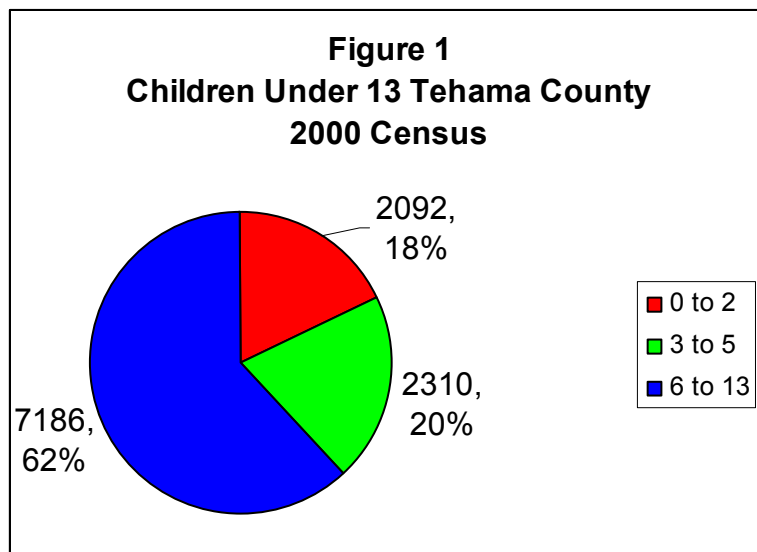
## Needs Assessment Findings

### Children and Families in Tehama County

#### 1. Population

Tehama County is a large, rural county in northern California covering 2,976 square miles. The terrain varies from flat areas in the valley to rolling hills and mountains. Interstate 5 and Highway 99 run through the middle of the county and are the main thoroughfares to and from the area. The population of Tehama County is clustered around these highways. There are three incorporated cities in the county: Red Bluff,

Corning and Tehama. There are also many small, unincorporated cities in the county. During the 2004 year there were 19.9 persons per square mile in Tehama County.



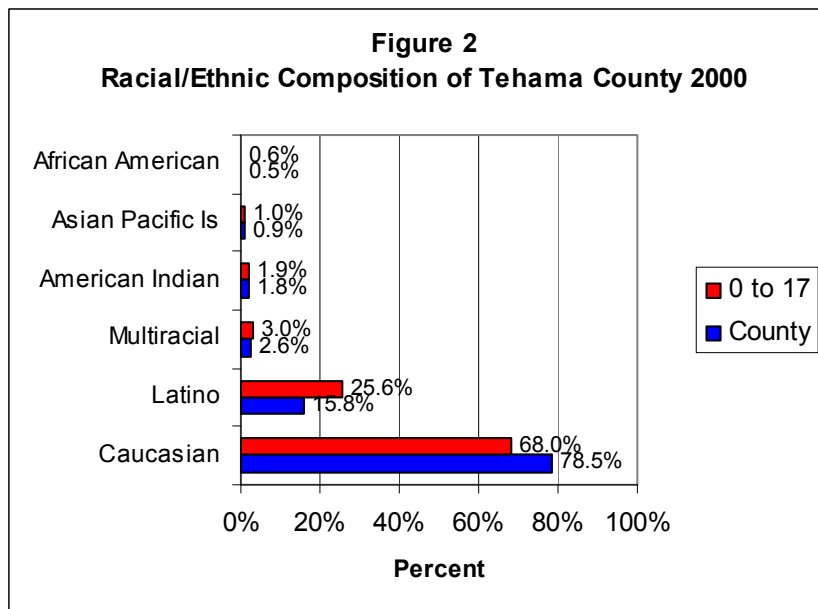
The *Tehama County Report Card 2005-2006* states the January 2005 population of Tehama County totaled 60,019.<sup>1</sup> There were 11,588 children between the ages of 0 and 13 in Tehama County according to the 2000 US Census. The age distribution of children is shown in Figure 1. Eighteen percent



were infants or toddlers age 2 or under, 20% were preschool children age 3 to 5, and 62% were school age children from 6 to 13.

Children in Tehama County are concentrated in Red Bluff (45% of children 0 to 13 live in Red Bluff), Corning (28%), Cottonwood (9%), Gerber (7%) and Los Molinos (7%) (2000 US Census). Parents who completed the needs assessment survey were generally representative of the distribution of children in the county by community. The community of Cottonwood is located in both Tehama and Shasta Counties but in this report Cottonwood refers to the portion of the community within Tehama County. Please see detailed tables in Appendix D.

## 2. Race and Ethnic Composition



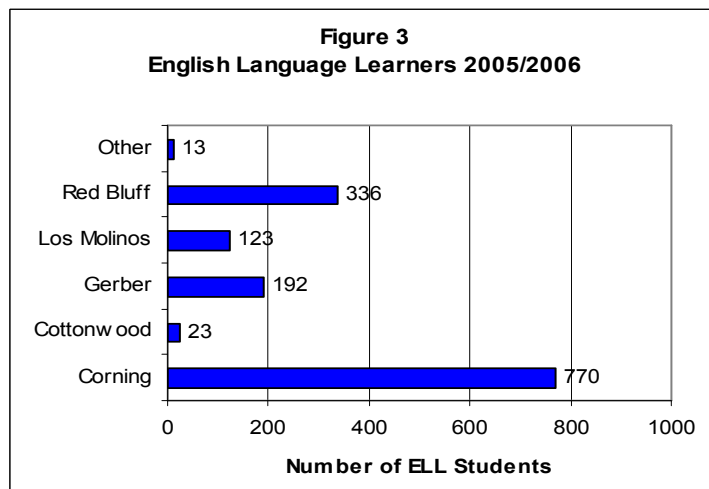
The racial and ethnic composition of Tehama County children varies from that of the entire population of the county. Among children under 17, there are proportionately more Latinos and fewer Caucasians than among the population as a whole. Figure 2 shows the proportion of ethnic groups for the entire county population and that of children under 17 from the 2000 US Census. Latinos comprise 15.8% of the total population but 30% of



the child population. Parents who completed the needs assessment survey reflect the ethnic composition of children 0 to 17 in the county. Please see Appendix D for more information about the parents who responded to the needs assessment survey.

## 3. English Language Learners

Thirteen percent of the children enrolled in Tehama County public schools are classified as English Language Learners with a home language other than English.<sup>2</sup> These 1,457 students are concentrated in Corning, Red Bluff, Gerber and Los Molinos. Figure 3 shows the numbers of English Language Learners in public schools in the county in the 2005/2006 school year. Of the



total English Language Learners in Tehama County, 98% speak Spanish as their primary language.

#### 4. *Migrant Education*

Migrant Education in Tehama County is provided through the Migrant Education Program Regional Center managed by the Butte County Office of Education, which serves 191 school districts in Butte, Glenn, Lassen, Modoc, Shasta, Siskiyou, and Tehama counties. Within Tehama County, there are 178 children in preschool through grade 8 enrolled in migrant education programs. Most of these children are in Corning (104 children) or in Red Bluff (45 children). Smaller concentrations are found in Gerber (18 children) and Los Molinos (11 children). Two thirds of the 178 children are in first through eighth grade, 17% are in preschool and 16% are in kindergarten.<sup>3</sup>



#### 5. *Children Served by Special Education and Far Northern Regional Center*

There are 1,058 students enrolled in special education in Tehama County schools from age 3 to young adult. They are mainly found in Red Bluff (50%) and Corning (29%), with smaller numbers in Cottonwood (9%), Los Molinos (6%), and Gerber (4%).<sup>4</sup> Most of the students in special education are between the ages of 6 and 13 (56%) or between 14 and 18 (33%). Ten percent of the special education students are between 3 and 5 years of age.<sup>5</sup>



There are sixty Tehama County children age 0 to 3 years being served by the Far Northern Regional Center because of developmental delay or risk for developmental delay or disability in 2006. The total number of children age 0 to 3 in Tehama County served by Far Northern Regional Center since 2004 has increased from 43 in 2004, to 51 in 2005, to 60 in 2006. The growth has occurred primarily in Red Bluff and Corning.<sup>6</sup>

#### 6. *Children in the Child Protective Services System*

The Tehama County Department of Social Services reports that at the end of November 2006 there were 290 children in active cases who were either found to be abused, neglected or exploited or at risk of abuse, neglect or exploitation. Of these 290 children: 232 are Caucasian, 39 are Hispanic/Latino, 10 are African-American, and 10 are American Indian/Alaska Native. In addition, 40 children of these children were being served through Emergency Response, 27 through Family Maintenance, 98 through Family Reunification, and 125 through Permanent Out-of-home Placement. Foster Care was serving 224 children.



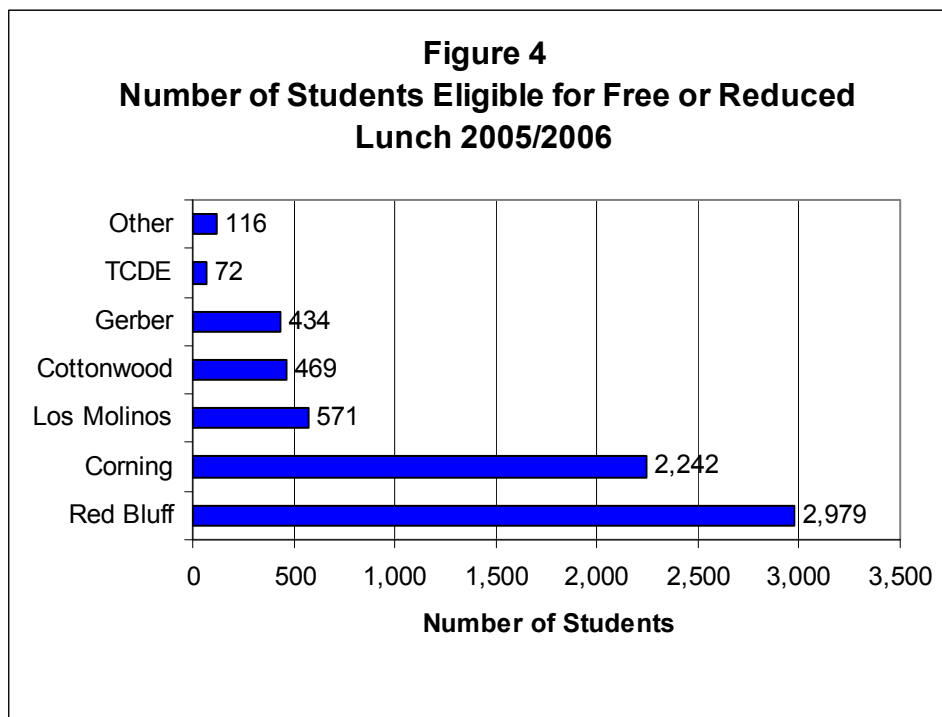
#### 7. *Family Income*

##### Free and Reduced Price Lunch

Children from low income families qualify for Free or Reduced Priced Lunch. In total, 51% of the children enrolled in Tehama County schools are eligible for Free or Reduced



Price Lunch. The distribution of these children is a measure of where low income families reside in the county. Figure 4 shows the count of students eligible for Free and Reduced Price Lunch by Tehama County community.



The percentage of students from low income families in the school population in their community is also an important indicator of need. The highest ratio of students eligible for Free and Reduced Priced Lunch are found in Paynes Creek (97%), Gerber (94%), Paskenta (93%) and Los Molinos (89%).<sup>7</sup>

#### Public Assistance

Programs for low income families support children in Tehama County as well. According to the Tehama County Department of Social Services, in the fall of 2006:

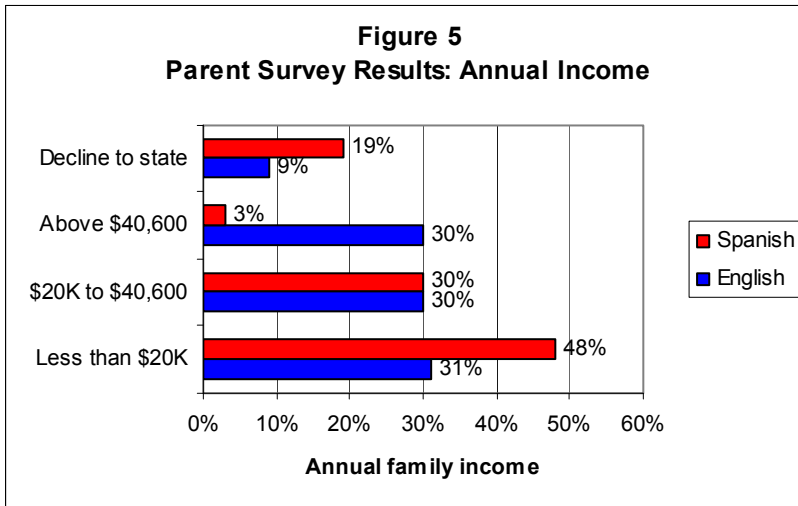


- 4,700 children received Food Stamps.
- 2,342 children received cash aid and Food Stamps.
- 8,233 children received some form of publicly assisted health care (MediCal, Healthy Families).
- 226 received cash aid for foster care.
- 153 received cash aid because of adoption.

In addition, there were approximately 388 housing units available for families that receive housing subsidies.<sup>8</sup>

## Average Family Income

The United States Department of Agriculture's Data Sets indicate that the median household income during 2003 was \$32,842. Children Now estimated median family income for Tehama County at \$31,307 for 2002 and estimated that 22.4% of the children in Tehama County were living in poverty.<sup>9</sup>



Respondents to the parent survey were concentrated in low income brackets. Families were divided equally between those making less than \$20,000 per year, those earning between \$20,000 and \$40,600 and those making more than \$40,600 annually.



## Demand for Child Care

### 1. Demand for Child Care

To estimate the demand for child care in Tehama County, the needs assessment study team examined data from several sources: numbers from the US Census of the percent of parents who are working, requests for assistance from Child Care Referral & Education (CCRE), and reports from the parent survey about unmet need for care.

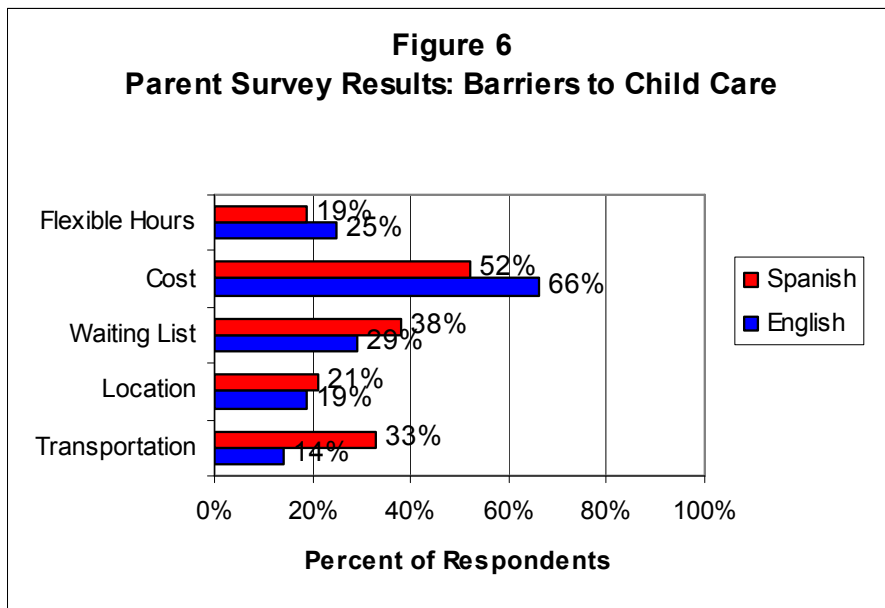
Using US Census 2000 figures, an estimated 5,524 children need child care in Tehama County. There were 6,276 two-parent families with children age 0 to 13 in Tehama County counted in the 2000 Census. For 53% of these families, both parents are working (3,326 families). In addition, there were 2,807 single parent families with children age 0 to 13 with an estimated 72% of these parents in the workforce. When combined, that totals 5,347 families with all parents working, who need child care for children age 0 to 13. With an estimated 3.08 person family size in Tehama County, the estimated number of children who need child care using this method is 5,524.



Parents seeking child care resources from CCRE totaled 628 in 2005/2006. A little over one third of those parents were seeking care for children under 2 (35%), 310 or 49% were for children 2 to 5, and the balance of 16% were seeking care for school aged children. Most parents were seeking care because of employment. A relatively large number – 417 – were seeking care during non traditional hours.<sup>10</sup> Among parents



responding to the needs assessment survey, 11% of English speaking respondents and 22% of Spanish speaking respondents reported they needed child care.

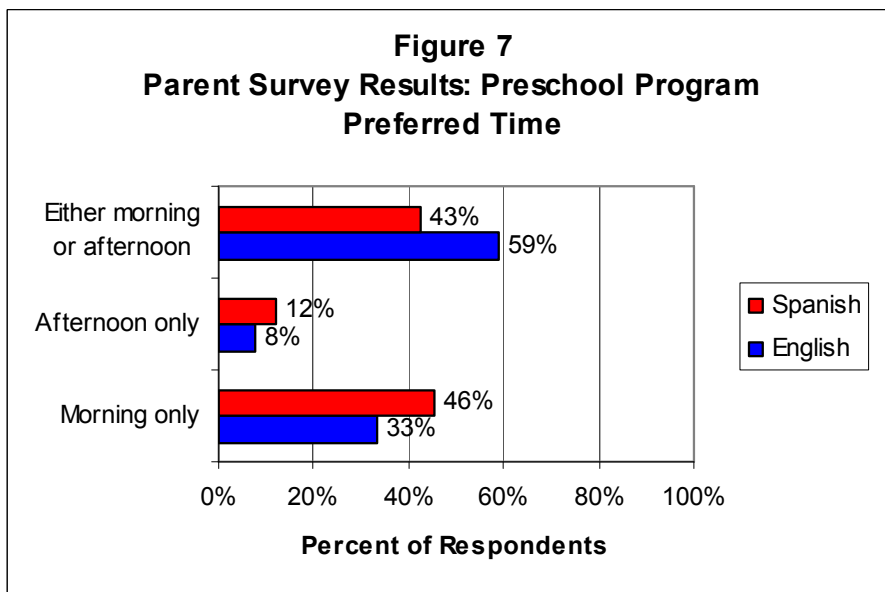


The barriers to obtaining child care most frequently cited in the parent survey were cost and being on a waiting list. Spanish speaking respondents also stated transportation was a major barrier. Overall, Spanish speakers reported a higher frequency of barriers encountered in obtaining child care than did English speakers. Small



numbers of English and Spanish speaking respondents reported difficulty finding child care for children with special needs or behavior problems.

## 2. Demand for Preschool



Because of the high interest in expanding opportunities for three and four year olds statewide to attend high quality early care programs, the Needs Assessment Planning Committee included questions concerning parental preference for preschool. Parents with preschool age children consistently reported they would place their child in a



free preschool program: 90% of English speakers and 92% of Spanish speakers. The survey inquired about preference for morning or afternoon preschool programs. In general, most parents preferred morning preschool or had no preference.

Parents were asked if they needed additional child care if their child attended preschool and 26% responded that they did. The survey inquired if they needed care before or after preschool; more parents reported needing care after preschool (84%) than before preschool (44%). The survey indicates a great interest in free preschool programs among parents and a preference for morning preschool with child care in the afternoon.

Need Additional Care for Child in Preschool	English Speakers	Spanish Speakers	Total Survey respondents
Before preschool	41.8%	53.8%	44%
After preschool	88.2%	70.8%	84.2%
During the summer	57%	58.5%	57.3%
During vacation day	43.6%	32.3%	41.5%
During the weekend	24.6%	46.2%	28.5%

### Supply of Child Care

The supply of child care consists of licensed child care centers and family child care homes, informal care provided by family, friend and neighbor caregivers, after school programs, Head Start preschool programs, and state preschools.

#### 1. Child Care Providers

##### Licensed Providers

In 2004, there were approximately 1,369 licensed child care slots for children in Tehama County. The largest numbers of slots (770) were in licensed family child care homes with another 599 slots in licensed child care centers (these include Head Start and state preschool).<sup>11</sup> Additionally, about 500 spaces could be available in license-exempt family, friend and neighbor care, although not all of these slots are available at any given time.<sup>12</sup>

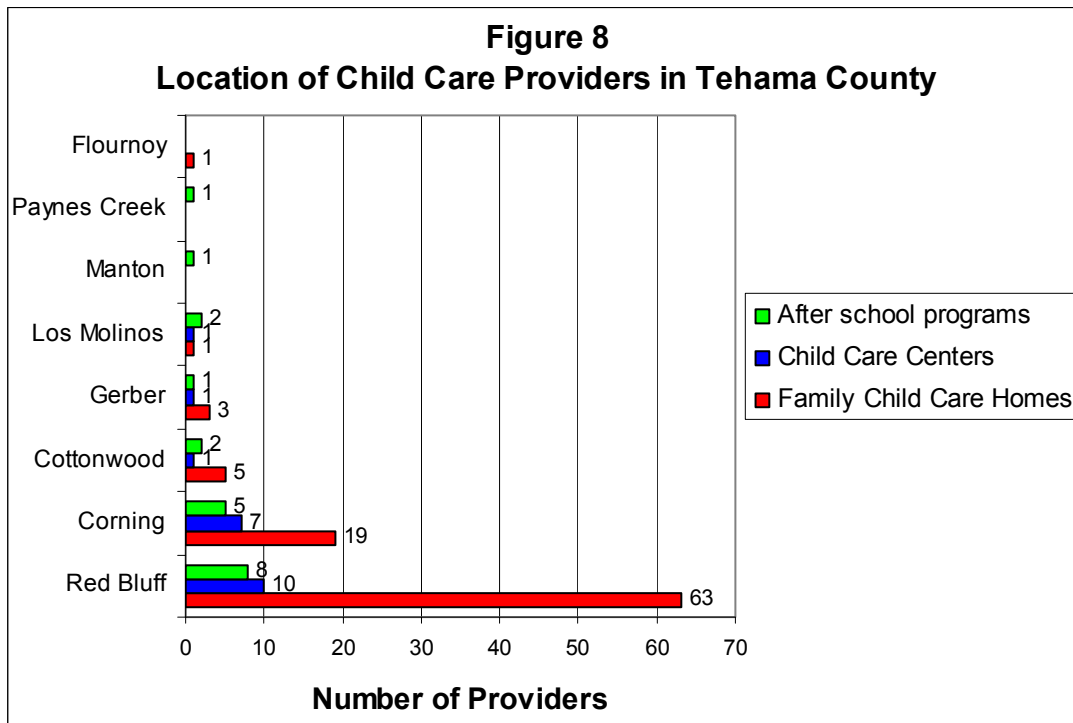
Looking more closely at the child care supply in Tehama County:

- Of 599 slots in licensed child care centers in Tehama County in 2004, 65 (11%) were for infants, and the remaining 89% (534) were for preschool age children.
- 67% of licensed centers had Spanish speaking staff while 13% of family child care homes were Spanish speaking providers.
- 56% of family child care homes and 6% of licensed child care centers offered care during non traditional hours.

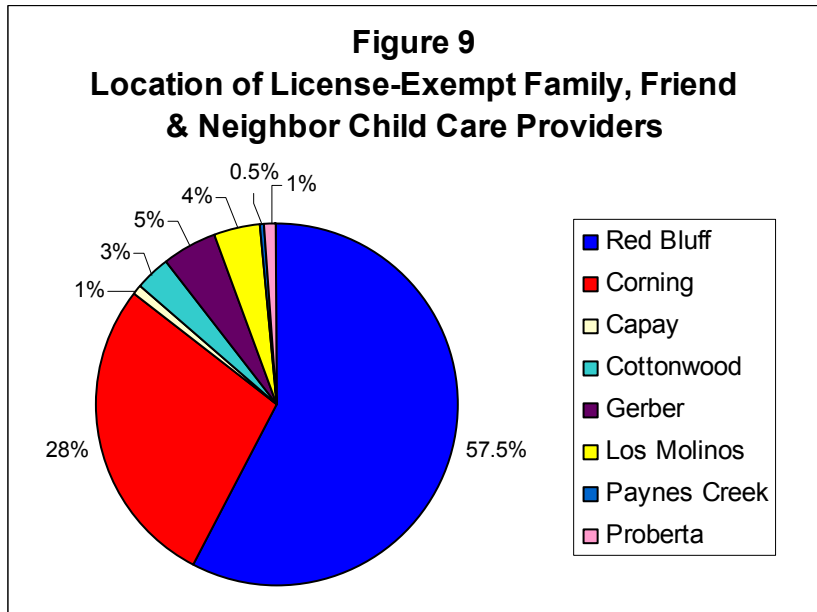
Not surprisingly, child care providers are concentrated in Red Bluff and Corning. In 2006 there are 20 licensed child care centers in the county (these include Head Start and state preschool sites). Half of the centers are located in Red Bluff, seven in Corning and one center is located in each of the three smaller communities of Cottonwood, Gerber and Los Molinos. Of the 92 family child care homes during 2006, 63 are in Red Bluff, 19 are in Corning and five are in Cottonwood. Gerber has three family child care homes and Los Molinos and Flournoy each have one family child care home.

### After School Programs

Safe Education and Recreation for Rural Families (SERRF) is a large after school program in Tehama County operated by the Tehama County Department of Education. SERRF has 1,458 slots at 20 school sites. This is a major resource for child care for school age children. Thirty percent of SERRF programs have Spanish speaking staff. Of the 20 SERRF sites, eight are in Red Bluff, five are in Corning, two are in Cottonwood and two are in Los Molinos. Gerber, Manton and Paynes Creek each have one site. Six additional schools are opening SERRF programs in January 2007.<sup>13</sup> The figure below shows the number of licensed centers and family child care homes, SERRF programs and license-exempt providers.



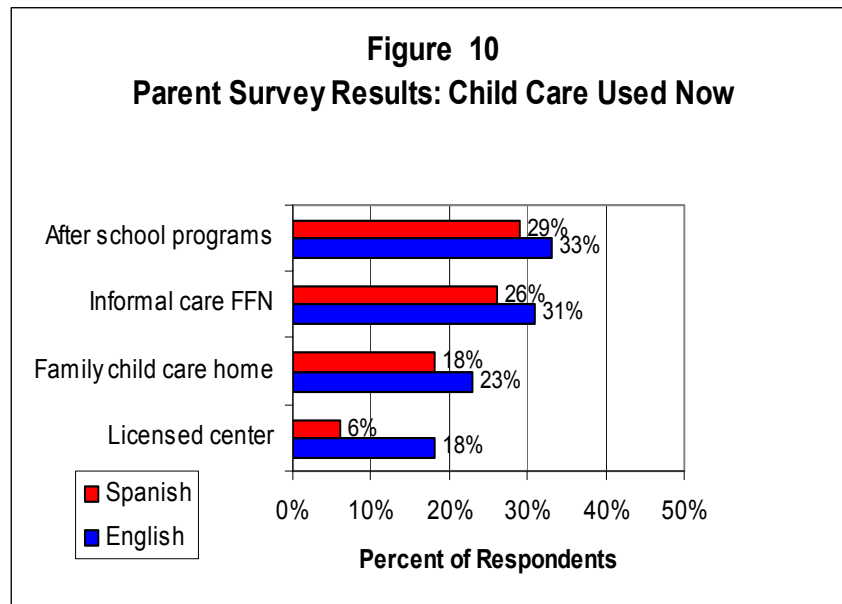
## License-Exempt Providers



License-exempt providers are a component of the child care supply in the county. The number of active providers fluctuates over time. Figure 9 illustrates the location of 647 license exempt providers by community as listed by CCRE. In the fall of 2006, 150 license-exempt providers were active.



Parents who completed needs assessment surveys indicated what types of child care they were using. Parents are using a wide range of choices for child care. Figure 10 shows the proportion of English speaking and Spanish speaking parents who indicated they were using licensed child care centers (not including Head Start or state preschool), family child care homes or informal care from family, friends or neighbors. In the survey, parents could indicate they were using more than one type of child care.

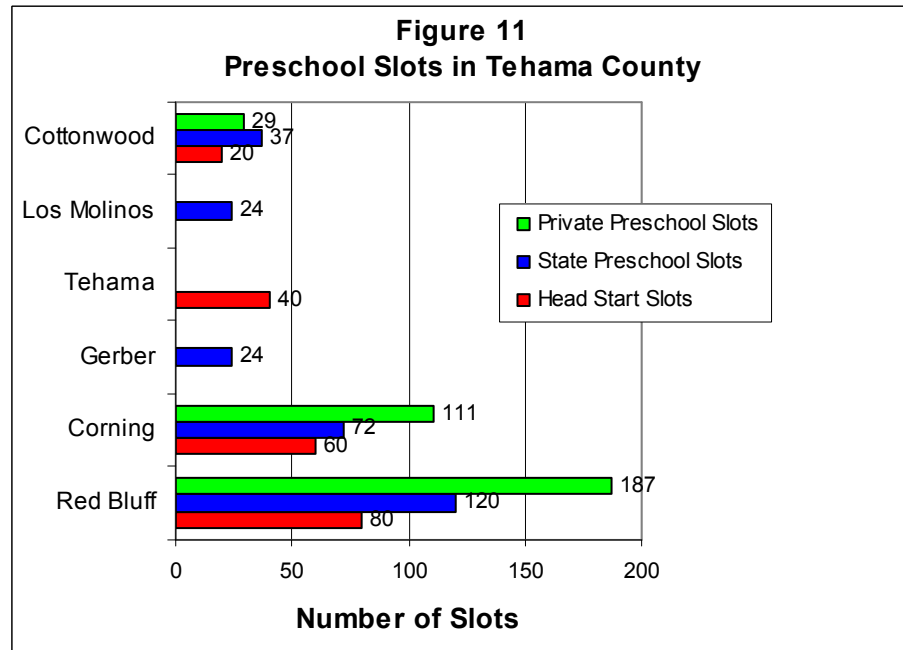


The parent survey showed that about 30% each of English and Spanish speaking survey respondents rely on informal care from family, friends, or neighbors. Similarly a large proportion reported that they relied on after school programs for child care. Almost one quarter of English speakers reported using licensed family child care homes and 18% used licensed centers. For Spanish speakers, the proportion using licensed centers was much smaller, at 6%. Eighteen percent of Spanish speakers reported using licensed family

child care homes for child care.

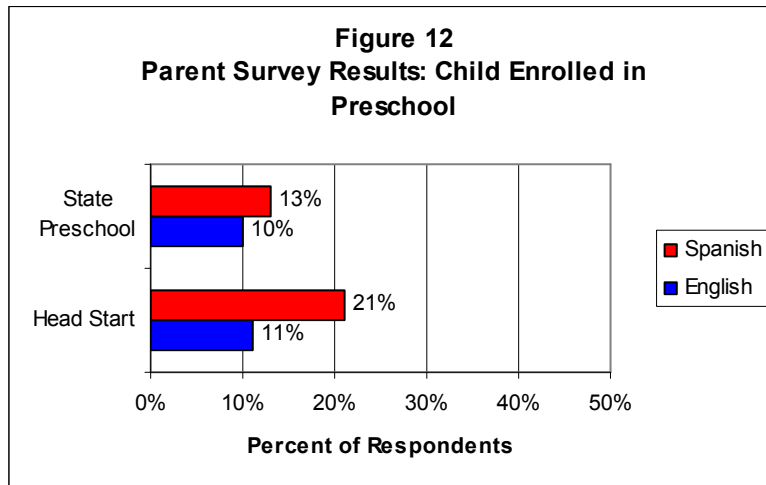
## 2. Preschools

Preschools are an important component in the supply of early care programs for children in Tehama County. There are 804 preschool slots in the county as of fall 2006; they are fairly evenly divided between Head Start (200 slots), state preschool (277 slots), and private preschool (327 slots). The supply of preschool slots by community is shown in Figure 11.



Preschool enrollment by community is shown in Appendix D.

Responses of parents in the needs assessment survey about using Head Start and



state preschool is shown in Figure 12. About eleven percent of English speaking parents report relying on Head Start and another ten percent used state preschools. For Spanish speaking parents, a larger proportion relied on Head Start (21%) and a similar proportion reported relying on state preschool (13%).

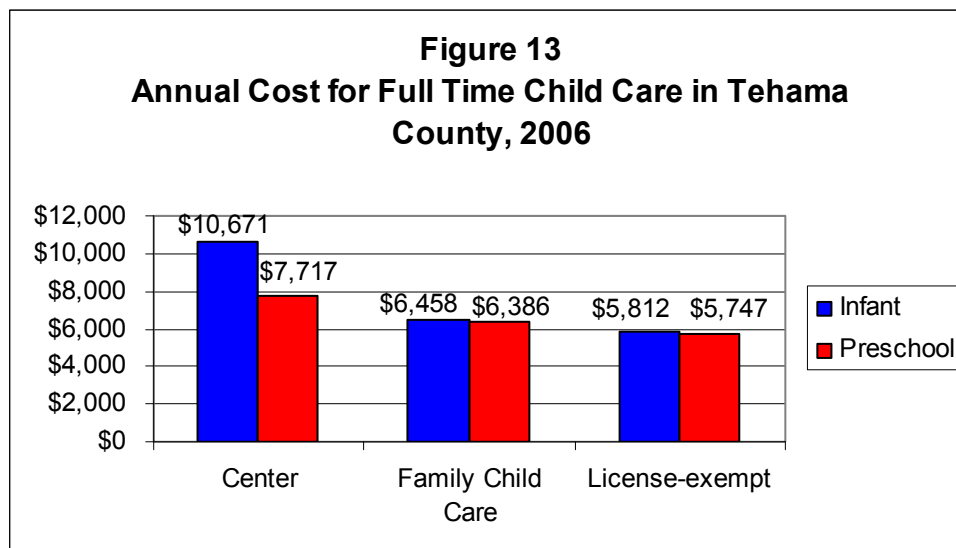


The total estimated supply of child care in Tehama County is shown in Table 6.

Category of Care	Number of slots	Age of Child		
		0 to 2	3 to 5	6 to 13
Licensed private child care centers	362	✓	✓	
Family child care homes	770	✓	✓	✓
License-exempt family, friend and neighbor	498	✓	✓	✓
SERRF after school programs	1,458			✓
Head Start	200		✓	
State preschools	288		✓	
<b>Total</b>	<b>3,576</b>			

### 3. Cost of Child Care

The cost of child care is based on age of the child and type of care. The most recent annual cost for full time private care (information provided by CCRE for 2006) is shown below in Figure 13. The cost is higher for infants than for preschool age care. For school-based after school care, SERRF requests that participating families contribute by charging a one time \$30 registration fee (\$50 for 2 or more children) and ongoing monthly costs of \$30 for one child, \$45 for two children and \$55 for 3 or more children. An annual estimated expense for participating ten months in SERRF is \$330 for one child, \$480 for two children and \$580 for three children. Scholarships are available and fees vary somewhat by location depending on local supplemental funding. Private provider-based after school care costs \$7.90 per hour at a Center, \$5.39 per hour in a licensed family care home and \$2.71 per hour with license-exempt providers.



Child Care Referral & Education administers subsidies for child care in Tehama County. CCRE distributes funds from both state and federal sources to support child care for qualifying families. In order to receive the subsidy, parents must be either working, attending school or incapacitated and meet financial need criteria. To qualify, families must earn less than 75% of the California median income.<sup>14</sup>

Parents who have been on cash aid during the previous two years are able to receive immediate assistance for child care. Parents who have not received cash aid in the previous two years are placed on a waiting list for child care (Centralized Eligibility List – CEL). Families referred by Child Protective Services (CPS), who are placed on the waiting list, have first priority for openings. When openings occur, families are enrolled by preferred category (notably CPS) and then by income level with lowest income families having priority.

In November 2006 there were 548 children in 288 families receiving subsidized child care. The subsidy per child averages \$350 per month. Most families are 100% subsidized but there are a few families over the income level, who pay a small fee.<sup>15</sup>

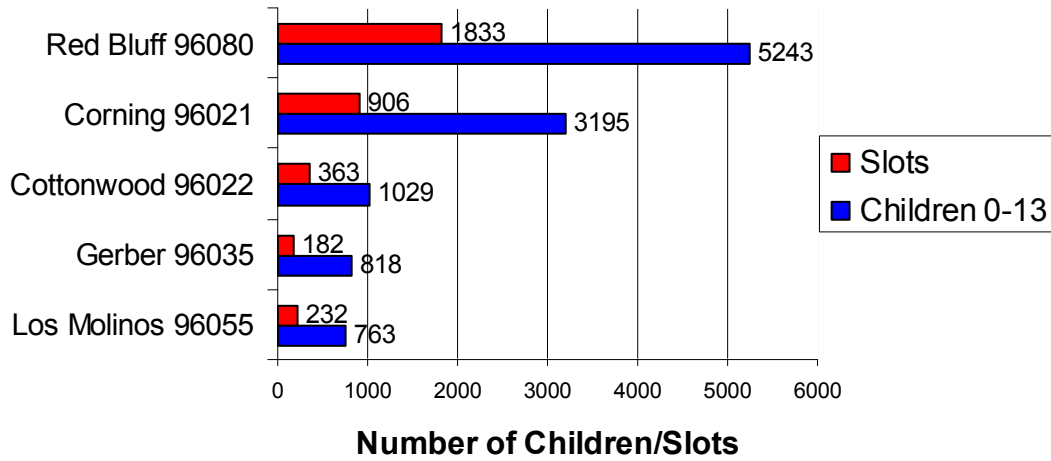
### **Unmet Need for Child Care**

It is not possible to pinpoint exactly the number of children in the county who need child care. Using the various sources gathered for this study, we estimate that the unmet need falls within the range of 1,700 to 2,100 child care slots. The study team arrived at this estimate by comparing the US Census 2000 estimated figure of 5,524 children age 0 to 13 with working parents with the total supply of child care of 3,576 slots. This yields an estimate of unmet need of 1,948. The limitations of this method are that the supply varies by age and location and does not necessarily match up with the location of children who are in need of child care. Also, census figures are now six years old and the population of children has grown in Tehama County since that time. Despite the limitations of these two approaches, it appears that the figure of children needing care in Tehama County might fall within the range of 1,700 to 2,100 children.

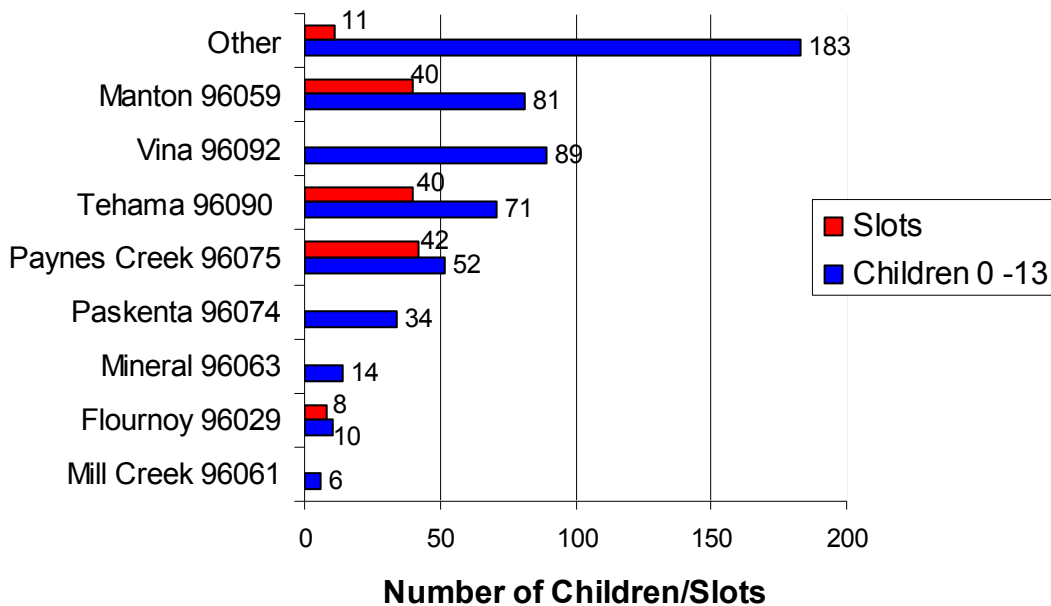
Table 7 Estimate of Unmet Need for Child Care in Tehama County Comparing Estimated Demand from the Census with Total Supply	
Estimate	Source
5,524 children age 0-13 whose parents are in the workforce	US Census 2000
3,576 total supply of child care of all types in Tehama County	Various
1,948 estimated total number of children needing care	

As a way to estimate where the greatest need for child care might exist in Tehama County, the study team compared the distribution of children age 13 and under with the total number of available child care slots by community. Figure 14 compares where children live in Tehama County to the available supply of child care for population centers and Figure 15 does the same for rural areas.

**Figure 14**  
**Children 0-13 And Child Care Slots by Community:**  
**Population Centers**



**Figure 15**  
**Children 0-13 And Child Care Slots by Community:**  
**Rural Areas**



Comparing the number of children to the number of all available slots, it appears that the greatest number of slots is needed in Red Bluff and the greatest proportionate need for child care is found in Corning, Gerber and Los Molinos.

The survey provides additional insight into what parents feel is missing from their current child care. The greatest need is for care when children are sick, followed by child care close to work. It is important to note that state licensing laws restrict child care providers from serving children who are sick. Spanish speaking parents need care for children with special needs and care that is affordable. In general, Spanish speakers reported more unmet needs than did English speakers in the survey.

**Table 8**  
**Parent Survey Results: Current Child Care Does Not Meet Needs**

Parents Need Child Care that is:	English Speakers	Spanish Speakers
Available when children are sick	40%	50%
For children with special needs	13%	38%
During hours that it is needed	9%	21%
Affordable	14%	30%
Provided by people who speak my language	4%	23%
Licensed	16%	32%
Close to home	15%	30%
Close to work	22%	43%
Close to child's school	13%	24%
Quality child care	3%	19%



Based on the information about need, supply, cost and unmet need, the Tehama County Local Child Care Planning Council has developed a set of strategic goals for the next five years. These strategic goals are designed to meet the diverse needs of County families with children and to improve the availability, quality and affordability of child care in Tehama County. The strategic goals are presented in the following section.

# Strategic Goals 2006-2011

## Availability: increase the availability of child care

1. Special needs children
  - Defined as a spectrum:
    - Children with problematic behaviors in the child care setting, who are at risk of early labeling and attachment difficulties during a critical developmental period.
    - Children with identified developmental disability, who child care providers don't feel competent to care for.
  - Facilitate the development of behavioral health consultation for providers regarding children with behavioral, physical or developmental special needs.
  - Increase the number of providers willing to serve special needs children.
  - Provide training with professional growth hours for child care providers of special needs children.
  - Increase knowledge about the resources available to child care providers to support working with special needs children.
2. Spanish speaking community
  - Continue outreach to Family, Friend and Neighbor caregivers.
  - Promote intentional outreach to Spanish speaking families regarding their options for subsidized and affordable child care; what is quality child care; and existing resources, including After School Programs and licensed centers.
  - Expand the number of providers in key geographic locations.
  - Support expansion of Migrant Head Start.
  - Explore state-funded migrant child care funding through California Dept. of Education.
  - Support development of seasonal worker drop-in child care site(s).
3. After School Programs
  - Advocate for ways to fill in gaps for families whose children are in SERRF (during vacation, summer, and other school breaks or inter-sessions).
  - Work with and support expansion of SERRF program, since it is an important child care option for families.
  - Support opportunities for 12-15 year olds during the after-school time period.
4. Explore child care options for sick children
  - Educate employers about the lack of sick child care and need for parents to stay home when children are sick.
  - Explore the use of underutilized slots in family child care homes for drop-in care.
5. Work with planning for Universal Preschool in Tehama County
  - Support planning for AB172 opportunity for expanded preschool.

6. Explore funding for small improvements to providers' homes so they can get licensed or improve their facilities (playgrounds, etc.) by setting up a pool of funds.
  - For example, Community Action Agency funds for small grants as part of welfare to work program.
7. Increase the overall availability of child care in Tehama County.

### Quality: increase the quality of child care

1. Promote child care provider training through multiple opportunities and ways for providers and potential providers to obtain training and professional development:
  - Training incentives.
  - More college level educational units attached to training.
  - Continue CARES stipends.
  - FFN outreach and training.
  - ESL classes.
  - Increase the number of providers obtaining incentives/stipends.
2. Provide assistance to potential providers in obtaining their license.
  - Provide streamlined assistance to Spanish speaking providers to obtain a license.
3. Advocate for and participate in workforce development efforts associated with Universal Preschool.
  - Leadership development and increased diversity of trained workforce.
  - Attract and support bilingual staff and providers.
    - Connect to ROP early care program.
4. Food support: explore improved use of Child and Adult Care Food Program that provides federal funding for snacks and meals in child care programs.
5. Create behavioral consultation resources for child care providers through advocacy and collaboration with other public and private organizations (see above in Availability).
6. Support professional associations such as the local chapter of the Family Child Care Association.

### Affordability: increase the affordability of child care

1. Produce an Economic Impact Report that details the impact of child care on school readiness, enabling parents to work, and the benefits of child care to the local economy and disseminate and advocate to local leaders, including Board of Supervisors and businesses.

2. Raise awareness about and promote fees to fund child care in Tehama County through local government development fees.
3. Explore innovative ways to obtain corporate support for child care.
4. Explore sliding scale fee options for child care and link to funds generated through development fees and corporate support that are held in a Children's Trust Fund.
5. Monitor child care subsidy policy and budgetary changes at the state level and advocate for increases in subsidized slots in Tehama County.

## END NOTES

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- <sup>1</sup> First 5 Tehama County, Strategic Plan, Appendix A, 2006, p. 1. (forthcoming).
- <sup>2</sup> California Department of Education, Data and Statistics, Data Quest 2006.  
<http://dq.cde.ca.gov/dataquest/>
- <sup>3</sup> Alfred Celador, Tehama County Migrant Education Program Coordinator 10/4/06, 12/5/06 and program brochure.
- <sup>4</sup> Tehama County Department of Education, Special Education Local Plan Area, 09/28/06.
- <sup>5</sup> California Department of Education, Special Education Division, Reporting Cycle: December 1, 2005, prepared 11/2/2006.
- <sup>6</sup> Far Northern Regional Center, Data Coordinator, 09/29/06 through 10/18/06.
- <sup>7</sup> California Department of Education, Data and Statistics, Data Quest 2006.  
<http://dq.cde.ca.gov/dataquest/>
- <sup>8</sup> US Department of Housing and Urban Development, A Picture of Subsidized Households - 2000.
- <sup>9</sup> 2005 California County Data Book. Children Now, Oakland CA. [www.childrennow.org](http://www.childrennow.org)
- <sup>10</sup> Child Care Referral & Education, Resource and Referral Program Service Data Report for 2005-2006.
- <sup>11</sup> 2005 California Child Care Portfolio report on 2004 child care availability.
- <sup>12</sup> Child Care Referral & Education, Resource and Referral Program Service Data Report for 2005-2006.
- <sup>13</sup> Tehama County Department of Education, SERRF Program Fall, 2006.
- <sup>14</sup> Currently, a family of two (one parent, one child) can earn up to \$3,368 per month (\$40,416 annually). A family of six can earn up to about \$63,000 per year.
- <sup>15</sup> Child Care Referral & Education, Alternative Payment staff, December 20, 2006.

# **Appendix A**

## **Study Methodology**

The Tehama County Local Child Care Planning Council (TCLCCPC) is required by California Education Code Section 8499.5 to conduct a needs assessment of county child care and prepare a child care plan at least once every five years. The Education Code also lists a number of factors concerning child care supply, needs, demands and costs that must be addressed in the needs assessment. During the summer of 2006, the TCLCCPC established a Needs Assessment Committee composed of Council members and staff and local experts on child care. The TCLCCPC contracted with Minicucci Associates of Sacramento to conduct its second needs assessment of Tehama County child care and prepare a comprehensive countywide child care plan.

The Needs Assessment Committee asked Minicucci Associates to develop a comprehensive community-based picture of child care in Tehama County.

Three categories of data were gathered:

- County demographic data from federal, state and local agencies and organizations (US Census, US Departments of Agriculture and Housing and Urban Development; California Departments of Finance, Education and Social Services; Tehama County Departments of Education and Social Services, Northern California Child Development, Inc. (Head Start), Far Northern Regional Center, Tehama County Migrant Education, First 5 Tehama County).
- Data on child care supply, demand and cost from local and state organizations (California Child Care & Referral Network, California Dept. of Social Services, Children Now, Tehama Child Care Education & Referral, Tehama Dept. of Social Services).
- Data on the child care needs of Tehama County parents of children age 0 to 13. This information was collected by a parent survey, community focus group discussions and discussions with child care stakeholders (parents, child care providers, child-serving agency leaders and staff).

Detailed sources can be found in Appendix C. Minicucci Associates attempted, as much as possible, to collect information broken down to zip code level.

### **Parent Survey**

The Needs Assessment Committee developed a survey in English and Spanish that was widely distributed to parents with a brief cover letter. The survey was disseminated to parents by Tehama County schools, child care centers and providers, preschools, public agencies and private organizations located throughout the county. Surveys

provided to organizations other than public schools included an attached pre-addressed, postage paid envelope. The Parent Survey was based on the survey used in the Needs Assessment done in 2000 with the addition of questions related to Universal Preschool. The Parent Survey was printed on legal size paper with English on one side and Spanish translation on the reverse. Survey questions are included at the end of this Appendix.

The survey was available online. However, the vast majority of respondents filled out the paper survey and either returned it to their child’s school for collection by TCLCCPC or mailed it back. Minicucci Associates completed data entry of the paper surveys and imported the electronic file into SPSS for analysis.

The following tables provide additional information from the Parent Surveys. There were 1,357 surveys completed by Tehama County parents. These tables represent how the survey respondents are representative of parents in Tehama County and add more detail concerning parent’s child care preferences and strategies.

<b>Community</b>	<b>Number in English</b>	<b>% in English</b>	<b>Number in Spanish</b>	<b>% in Spanish</b>	<b>Total</b>	<b>% of Total</b>
Corning	220	18.9%	95	50%	315	23.2%
Cottonwood	95	8.1%	2	1.1%	97	7%
Flournoy	2	.2%	0		2	.1%
Gerber	58	5%	17	8.9%	75	5.5%
Los Molinos	98	8.4%	9	4.7%	107	7.9%
Mineral	2	.2%	0		2	.1%
Paynes Creek	9	.8%	0		9	.7%
Red Bluff	639	54.8%	64	33.7%	703	51.8%
Tehama	7	.6%	1	.5%	8	.6%
Vina	8	.7%	1	.5%	9	.7%
Capay	4	.3%	0		4	.2%
Other, unknown	25	2%	1	.5%	26	1.9%
<b>Total</b>	<b>1,167</b>		<b>190</b>		<b>1,357</b>	

	<b>English Speaking</b>	<b>Spanish Speaking</b>	<b>Total</b>	<b>Percent of Total</b>
American Indian	30		30	2%
Asian, Pacific Islander	12		12	.9%
African American	5		5	.4%
Hispanic/Latino	195	190	385	28.3%
Caucasian	824		824	61%
Multi-ethnic	76		76	5.6%
Other, decline	25		25	1.8%

	<b>0-2 Years</b>	<b>%</b>	<b>3-5 Years</b>	<b>%</b>	<b>6-12 Years</b>	<b>%</b>	<b>Total</b>
English Speaking	395	22%	558	31%	838	47%	1791
Spanish Speaking	83	25%	109	32%	146	43%	338
Total	478	22.5%	667	31%	984	46%	2129

<b>English Speaking (50% of respondents currently using child care)</b>	<b>Child Care Using Now:</b>	<b>Need Care Now Would Prefer:</b>
Head Start	11%	14%
Informal care with family, friend, neighbor	31%	32%
State Preschool	10%	15%
Licensed Child Care Center	18%	29%
Licensed Family Care	23%	35%
After-School Program	33%	47%
Provided by program I attend	.5%	0%
<b>Spanish Speaking (44% of respondents currently using child care)</b>	<b>Child Care Using Now:</b>	<b>Need Care Now Would Prefer:</b>
Head Start	21%	36%
Informal care with family, friend, neighbor	26%	26%
State Preschool	13%	14%
Licensed Child Care Center	6%	45%
Licensed Family Care	18%	24%
After-School Program	29%	38%
Provided by program I attend	5%	0%

\*Responders could select more than one type of child care.

<b>Strategy</b>	<b>English Speakers</b>	<b>Spanish Speakers</b>	<b>Combined</b>
A parent stayed home with the child	52.4%	50.5%	52.1%
Parent lost, quit or did not take a job	8.4%	10.5%	8.7%
Child left with older sibling	8.7%	5.8%	8.2%
Child left alone	2.3%	2.1%	2.3%
Child left with family, friend or neighbor	54.6%	33.2%	54%
Child taken to work	1.9%	1.1%	1.8%

<b>Reasons Care Was Not Available</b>	<b>English Speakers</b>	<b>Spanish Speakers</b>	<b>Combined</b>
Child care not available (variety of reasons)	27.6%	33.2%	28.4%
Lack of money	27%	24.2%	26.6%
No care during weekends or evenings	14.4%	10%	13.8%
Child's behavior (includes special needs)	.6%	0%	.4%
I have a hard time trusting anyone	.5%	2.1%	.7%

### **Public Discussions**

In addition to collecting survey data from Tehama County parents, Minicucci Associates and the Needs Assessment Committee conducted six focused discussions to gather more information and feedback. Three community-based group discussions were held – one each in Los Molinos at the School Readiness site, in Corning at a local elementary school and in Red Bluff at the Tehama County Department of Education. Three leadership group discussions were held – one each with Latino Outreach of Tehama County, the Interagency Planning Council of Tehama County, and a group of stakeholders who are concerned about services to special needs children and their families.

### **Community-Based Discussions**

The community-based discussion groups were widely publicized in local media and through flyers posted at a number of locations. Spanish language interpreters were available for each community-based discussion. Copies of the community-based discussion questions and ground rules were provided in both English and Spanish (see a copy of each at the end of this Appendix). Group facilitators and note takers were trained and ready in case there were sufficient participants to break into smaller groups for discussion. Child care and refreshments were also provided.

Small groups of mothers (less than ten) attended the Los Molinos and the Corning discussions. The Red Bluff discussion included members of the Local Planning Council, the Needs Assessment Committee and several other parents. The community-based discussions were wide ranging and informative at all three opportunities.

The Los Molinos discussion was conducted in Spanish since all of the participants were non-English speaking. The primary concerns of this group include the necessity of staying home because they can not afford child care and the lack of quality licensed child care resources in their community (Gerber/Los Molinos). They are particularly frustrated by their inability as undocumented parents to attain services for which their citizen children are eligible, such as subsidized child care. Also, although most of the families are involved in agriculture, they do not qualify for specialized child care or education programs targeted to migrant workers. In addition, these mothers want

access to evening English classes for themselves and their husbands and training opportunities and assistance to become child care providers. Lack of transportation was also a problem for these families.

The Corning discussion was conducted in English since there were no Spanish-only speakers present. Participant concerns focused on issues of quality child care including affordability, reliable systems for assessing child care providers and reporting problems with providers, finding a provider who could be trusted to give a chronically ill child his/her preventive medicine, and availability of quality child care in smaller communities. Participants wanted an increased number of large child care centers that would provide employment and more quality child care slots with expanded hours. Concern was also expressed with the amount of the fee Tehama County has recently started charging to become licensed as a large family child care home. It was suggested that a subsidy could help offset the fee.

The Red Bluff discussion was held as part of a TCLCCPC monthly meeting and included Council members, staff, Needs Assessment Committee members and other community members who are involved with child care. Participants were also parents. Much of the discussion focused on the multiple options parents must use to meet their child care needs. Many parents must set up multi-faceted arrangements to ensure that their children of various ages are safely cared for during all necessary times and periods of the year and parents are able to meet their work obligations. Participants discussed the difficulties of finding care for sick children, finding providers who speak the language of the children in their care, and the need for a program to support child care providers in learning to resolve children's behavioral and developmental problems rather than refusing to care for such children. A major discussion topic was the need for county workforce development, education and training to increase the number and diversity of trained and qualified child care providers to work in child care centers, school-based after school programs, licensed family care homes, and as license-exempt family, friend and neighbor providers. Participants suggested that child care subsidy funds should be available on a sliding scale or as a share of cost for middle class families in addition to the full subsidy for low income parents. Staff from CCRE reported a growing sense of financial desperation among the parents who contact them looking for affordable child care. The importance of school-based after school programs as an affordable component in working families' child care strategies became very apparent during this discussion.

### **Leadership Discussions**

Specialized discussions were also held with three stakeholder groups. Latino Outreach of Tehama County provided feedback to TCLCCPC staff on the child care needs of Latino families in Tehama County. The Interagency Coordinating Council of Tehama County reviewed the draft strategic priorities at a regular monthly meeting held in Corning. A large group of stakeholders involved in providing services to special needs children provided insight on the child care needs of families with special needs children,

as well as the training needs of child care providers who care for (or could potentially care for) special needs children.

Latino Outreach provided insight into how the TCLCCPC could best address the needs of Spanish speaking families for affordable, high quality child care. This group stressed the need for more support for middle class families, outreach and support to increase the number of Spanish speaking child care providers, as well as increasing the number of affordable child care centers and providers and developing options for sick children and child care at work sites.

The Interagency Planning Council of Tehama County reviewed a draft of the needs assessment and proposed strategic goals and offered feedback at one of its regular monthly meetings. Council members found that the draft needs assessment and strategic goals were well designed and comprehensive.

The final leadership discussion was held in conjunction with a Needs Assessment Committee meeting in Red Bluff. More than fifteen agency staff, educators, child care providers, and other concerned persons met with the Committee to discuss the child care needs of families and providers concerning special needs children and children with behavioral problems. The primary issue discussed by this group was parents' difficulty in finding child care providers who are willing to accept such children and child care provider's difficulty and need for training and support in working with special needs children and children with behavioral problems. Programs that train and offer ongoing support to child care providers to work with special needs children and children with behavioral problems were described and appeared to be models that Tehama County could implement. In addition, participants discussed resources that are currently available to providers and families but that are not being accessed to help resolve problems and keep children in child care settings.

Participants stressed the sizeable growth in the number of children enrolled in the program that serves special needs children from birth to age 3. A Far Northern Regional Service Center Service Coordinator reported that her Tehama County caseload has increased from 12-15 families about five years ago to 45-50 families currently. In addition, there are children, who do not meet the requirements for services from the Regional Center or for special education services from the Tehama County Department of Education, but who have significant needs. Recommendations include tracking the number of referrals on wait lists for Head Start and State Preschool more closely to document the number of children who are not being served, increasing the number of preschool classes in smaller communities (particularly Rancho Tehama), and funding transportation (bus or gas reimbursement) for low income families to keep their child(ren) in preschool.

## Tehama County Local Child Care Planning Council Confidential Parent Survey

NOTE: The survey can also be completed online at: <http://www.surveymonkey.com/s.asp?u=455662378356> or by calling (530) 527-5811 ext. 380 between 8:30 am– 4:30 pm Monday through Friday. If you have completed this survey, you don't need to fill it out again. **“Child care services” means all care for children except that provided by parents or a teacher or other school staff in grades Kindergarten on up.**

1. Do you live in Tehama County?  Yes  No If yes, what town \_\_\_\_\_ Zip Code \_\_\_\_\_
2. Ages of Your Children – Please enter the number of children that you have in each age range: \_\_\_ 0 to 2 years \_\_\_ 3 to 5 years \_\_\_ 6 to 12 years \_\_\_ over 12 years
3. Are your children currently receiving child care services?  Yes  No
  - a. If yes, what type of child care are you using? Please check any that apply:  
 After school program  Informal care with family, friend or neighbor  
 Licensed family child care  Head Start  Licensed child care center  
 State preschool Other: \_\_\_\_\_
  - b. If currently receiving child care services, will any of your children need it next year?  
 Yes  No
4. Is your current child care meeting you and your children's needs in the following areas?

• Child care when your children are sick	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Child care for children who have special needs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Child care during the hours you need it	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Affordable child care	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Child care staff who speak your language	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Quality child care	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Licensed child care	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Child care close to your home	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Child care close to your work	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
• Child care close to your child's school	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> not applicable
5. If not currently receiving child care, do your children need child care now?  Yes  No
  - a. If yes, what type of child care would you prefer? Please check any that applies:  
 After school program  Informal care with family, friend or neighbor  
 Licensed family child care  Head Start  Licensed child care center  
 State preschool Other: \_\_\_\_\_
  - b. What's preventing you from receiving child care services? Please check any that apply:  
 Transportation  Location  Waiting List  Money  Flexible Hours  
Other: \_\_\_\_\_
  - c. If not currently receiving child care, will you need it within the next year?  Yes  No
6. What is your estimated gross family income?

<input type="checkbox"/> Below \$20,000	<input type="checkbox"/> \$40,600 – \$56,099	<input type="checkbox"/> \$63,850 – \$69,659	<input type="checkbox"/> Above \$72,500
<input type="checkbox"/> \$20,000 – \$40,599	<input type="checkbox"/> \$56,100 – \$63,849	<input type="checkbox"/> \$69,660 – \$72,500	<input type="checkbox"/> Decline to say

- a. What is the number of immediate family members in your household? \_\_\_\_\_
- b. What is the language spoken most often in your home:  English  Spanish  
Other: \_\_\_\_\_
- c. What is your ethnicity:  
 Hispanic or Latino  Asian or Pacific Islander  Black, African American  
 White or Caucasian  American Indian or Alaskan Native  Multi-ethnic  
 Other: \_\_\_\_\_
7. a. What have you done when you can't find child care? Please check any that apply:  
 I stayed home  I lost or quit my job and didn't need child care  
 Left child with older sibling  Left child with family, friend or neighbor  
 I left child alone Other: \_\_\_\_\_
- b. What was the reason you went without care? Please check any that apply:  
 Child care not available  Lack of funds  No care on weekends or evenings  
 Other: \_\_\_\_\_
8. Do you, or would you, need additional child care when/if your child attends part-time preschool?  
 Yes  No  Not applicable If yes, when? Please check any that apply:  
 Before preschool  After preschool  During the summer months  
 During vacation days  During the weekend
9. If you could enroll your 4-year-old child in a no-cost Preschool program with no income guidelines, would you?  
 Yes  No  Not applicable If no, why not? Please check any that apply:  
 Location  Inconvenience  Transportation  
 Prefer to keep my child at home Other: \_\_\_\_\_
10. How important is location to you in choosing a Preschool program for your child? Please check any that apply:  Location is not an issue for me.  Location is a factor. I need a Preschool close to home or work or near the elementary school my other children attend.
11. Is it important for you to enroll your child in a morning or afternoon Preschool program? Please check the one that applies:  Only a morning program  
 Only an afternoon program  Either morning or afternoon
12. When do you anticipate sending your 3-5 year old child(ren) to Kindergarten? Cutoff date to enroll in Kindergarten is 5 years old by Dec. 2 each year:  
 Fall 2007  Fall 2008  Fall 2009  Not applicable

**Thank you! Please return this survey to your child's school or in the attached envelope, if included, to PO Box 1104 Red Bluff 96080 by September 22, 2006.**  
**La versión en español está al otro lado.**

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**Concilio Local de la Planificación del Cuidado de Niños del Condado de Tehama  
Encuesta Confidencial para Familias con Niños**

NOTA: La encuesta puede ser completada por Internet a:

<http://www.surveymonkey.com/s.asp?u=298332379132> o llamando al 529-7114 entre las horas de 8:30 a.m.-4:30 p.m., lunes a viernes. Si usted ha completado esta encuesta, no tiene que completarla otra vez. **“Servicios del cuidado de niños” significa todo el cuidado de niños excepto el cuidado proveído por los padres o una maestra o otro empleado de la escuela de los grados Kinder hacia adelante.**

1. ¿Vive usted en el Condado de Tehama?  Sí  No  
Si, sí ¿en que ciudad? \_\_\_\_\_ Código postal \_\_\_\_\_
  
2. Edades de sus niños – Favor de marcar el número de niños que usted tiene en cada grupo de las edades de: \_\_\_ 0 a 2 años \_\_\_ 3 a 5 años \_\_\_ 6 a 12 años \_\_\_ mas de 12 años
  
3. ¿Están sus niños actualmente recibiendo servicios del cuidado de niños?  Sí  No
  - a. Si, sí, ¿qué tipo de cuidado de niños está utilizando? Favor de marcar todos los que apliquen:  Head Start  Cuidado informal con familia, amigos o vecinos  
 Cuidado de familia con licencia  Escuela Preescolar Estatal  
 Centro de niños con licencia  Programa después de la escuela Otro: \_\_\_\_\_
  
  - b. Si actualmente recibe servicios del cuidado de niños, ¿los necesitará alguno de sus niños el próximo año?  Sí  No
  
4. El cuidado que usted recibe actualmente, ¿alcanza sus necesidades y las de sus niños en las áreas siguientes?
 

• Cuidado de niños cuando ellos están enfermos	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños que tienen necesidades especiales	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños durante las horas que usted lo necesite	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños que sea económico	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Empleados del cuidado de niños que hablan su idioma	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños de calidad	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños que tiene licencia	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños cercano a su casa	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños cercano a su trabajo	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
• Cuidado de niños cercano a la escuela de su niño	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> no aplicable
  
5. Si no está recibiendo servicios del cuidado de niños actualmente, ¿los necesitan sus niños ahora?  Sí  No
  - a. Si sí, ¿qué tipo de cuidado preferiría? Favor de marcar todos los que apliquen:  
 Programa después de la escuela  Cuidado informal con familia, amigos o vecinos  
 Centro de niños con licencia  Head Start  Cuidado de familia con licencia  
 Escuela Preescolar Estatal Otro: \_\_\_\_\_
  
  - b. ¿Qué es lo que le impide recibir servicios de cuidado de niños? Favor de marcar todos los que apliquen:  Transporte  Ubicación  Lista de espera  Dinero  
 Horas flexibles Otro: \_\_\_\_\_
  
  - c. Si no está recibiendo servicios del cuidado de niños actualmente, ¿los necesitará en el año que viene?  Sí  No

6. ¿Aproximadamente cuáles son sus ingresos totales de familia?
- Menos de \$20,000     \$40,600 – \$56,099     \$63,850 – \$69,659     Más de \$72,500  
 \$20,000 – \$40,599     \$56,100 – \$63,849     \$69,660 – \$72,500     Prefiero no decir
- a. ¿Cuál es el número de miembros inmediatos en su familia? \_\_\_\_\_
- b. ¿Cuál es el idioma que se habla con más frecuencia en su casa?:  
 Español     Inglés    Otro: \_\_\_\_\_
- c. ¿Cuál es su étnica:     Hispano o Latino     Americano Indígena o Nativo de Alaska  
 Negro, Afro-Americano     Blanco/Caucásico     Asiático o de las Islas del Pacífico     Multiétnico    Otro: \_\_\_\_\_
7. a. ¿Qué ha hecho cuando no ha podido encontrar cuidado para sus niños? Favor de marcar todos los que apliquen:     Me quedé en la casa     Dejé a mi niño sólo  
 Perdí o dejé mi trabajo y no necesité cuidado de niños     Dejé a mi niño con su hermano/a mayor     Dejé a mi niño con familia, amigos o vecinos    Otro: \_\_\_\_\_
- b. ¿Cuál fue la razón que usted no tuvo cuidado de niños? Favor de marcar todos los que apliquen:     Falta de dinero     Cuidado de niños no era disponible  
 No había cuidado durante la noche o en los fines de semana    Otro: \_\_\_\_\_
8. ¿Necesita usted, o irá a necesitar cuidado adicional cuando su niño asista al programa preescolar por mediodía?     Sí     No     No aplicable    Si sí, ¿cuando? Favor de marcar todos los que apliquen:  
 Antes de ir a la preescolar  
 Después de ir a la preescolar     Durante los meses del verano  
 En los fines de semana     Durante los días en las vacaciones
9. Si usted pudiera registrar a su niño de 4 años en un programa preescolar sin costo con ningunas normas de ingresos, ¿lo haría usted?     Sí     No     No aplicable  
Si contesta no, ¿por qué no? Favor de marcar todos los que apliquen:     Ubicación  
 Inconveniencia     Transporte     Prefiero que se quede mi niño en casa  
Otro: \_\_\_\_\_
10. ¿Qué tan importante es para usted la ubicación al escoger un programa preescolar para su niño? Favor de marcar todos los que apliquen:     La ubicación no es importante.  
 La ubicación es un factor. Necesito un programa preescolar que esté cerca de mi casa o de mi trabajo o que esté cerca de la escuela primaria donde asisten mis otros niños.
11. ¿Es importante para usted registrar a su niño en un programa preescolar de mañana o de la tarde? Favor de marcar el que corresponde:     Solamente un programa de la tarde.  
 Cualquiera de la mañana o de la tarde.     Solamente un programa de la mañana. Otro: \_\_\_\_\_
12. ¿Cuándo anticipa usted enviar a sus niño/s de 3-5 años al Kinder? Su niño tiene que tener 5 años antes del 2 de diciembre en los años de:  
 Otoño 2007     Otoño 2008     Otoño 2009     No aplicable

**Gracias. Regrese por favor esta encuesta a la escuela de su niño o en el sobre adjunto, si es incluido, a PO Box 1104 Red Bluff 96080 antes del 22 de septiembre del 2006.  
English version is on the other side.**

## **Community-Based Group Discussion Ground Rules and Discussion Questions**

### **2006 Child Care Needs Assessment**

#### **Community Discussion Group Questions and Ground Rules**

##### **Ground Rules:**

- Everyone will have a chance to speak.
- People should speak one at a time.
- No interrupting the person who is speaking.
- People don't have to agree with each other.
- Keep the discussion to one conversation – no sidebar or private conversations.
- Turn off cell phones and pagers.
- All comments are confidential.
- No one has to speak if they don't want to.

##### **Community Discussion Group Questions:**

1. What child care do you use now for your children?
2. How did you find the child care you use now?
3. What is quality child care to you? What are you looking for in child care? How important are the following things:
  - location, hours available, cost, staffing, training of child care provider, type of child care – whether family child care home, family or friend, or licensed center, other factors
4. What are the biggest unmet needs in Tehama County for child care?
5. If there were new funds available for child care, what are the most critical things Tehama County should do with those funds?
  - For example: raise wages for current child care providers, build more child care centers, offer more training for providers, help parents pay for child care, create incentives for family child care providers.

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## Asesoramiento de las Necesidades del Cuidado de Niños 2006

### Preguntas y Reglas Generales del Grupo de Discusión de la Comunidad

#### Reglas Generales:

- Todos tendrán una oportunidad para hablar.
- Las personas deben de hablar uno solo a la vez.
- No interrumpir a la persona que está hablando.
- Las personas no tienen que estar de acuerdo unos con otros.
- Mantengan la discusión a una conversación – no hablar o tener conversaciones privadas.
- Apaguen los teléfonos celulares y aparatos electrónicos.
- Todos los comentarios son confidenciales.
- Nadie tiene que hablar si no desean hacerlo.

#### Preguntas del Grupo de Discusión de la Comunidad

1. ¿Qué tipo de cuidado de niños usa actualmente para sus hijos/as?
2. ¿Cómo encontró el cuidado de niños que usa actualmente?
3. ¿Para usted, qué es cuidado de niños de calidad? ¿Qué es lo que busca en el cuidado de niños? ¿Qué tan importante son las siguientes cosas:
  - Ubicación, horas disponibles, costo, personal, entrenamiento del proveedor de cuidado de niños, tipo de cuidado de niños – ya sea cuidado de niños de familia en casa, familia o amigo, o centro con licencia, otros factores.
4. ¿Cuáles son las necesidades mas grandes que no se han satisfecho en el Condado de Tehama para el cuidado de niños?
5. Si hubiera fondos nuevos disponibles para el cuidado de niños, ¿cuáles son las cosas más críticas que el Condado de Tehama debe de hacer con esos fondos?
  - Por ejemplo: subir el sueldo para los proveedores actuales del cuidado de niños, construir mas centros para el cuidado de niños, ofrecer mas entrenamiento para los proveedores, ayudar a los padres a pagar el cuidado de niños, crear incentivos para los proveedores del cuidado de niños de la familia.

## **Appendix B**

### **Definition of Terms, Abbreviations, and Acronyms**

#### **Accreditation**

The National Association for the Education of Young Children grants accreditation to licensed child care centers or family child care homes that have met national standards of quality. Programs and homes that are accredited have shown a strong interest in quality in order to meet the national standards, which are higher than state licensing requirements.

#### **CAL-NET**

The Rural California Early Childhood Education Professional Development Program (CAL-NET) was a research-based, model program that provided sustained, intensive professional development between 2001-2005 to over 500 early childhood educators serving in 250 early childhood programs located in nine rural California counties. CAL-NET assisted early childhood educators in the development of important competencies related to school readiness. The project built upon the best available research of early childhood pedagogy and child development including age-appropriate development of oral language skills, phonological awareness, print awareness, alphabet knowledge, and number skills.

#### **California Preschool Instructional Network (CPIN)**

CPIN is designed to provide consistent and high-quality professional development for preschool administrators and teachers focusing on school readiness, reading and language arts, mathematics, and transition to kindergarten. The funding provided by CPIN is allocated to each of the eleven regions of the County Superintendents Education Services Association.

#### **Centralized Eligibility List (CEL)**

This is a list established by CCRE to capture the numbers of children and families seeking child care and to provide a system to make referrals to child care providers on the basis of need when vacancies become available.

#### **Child Care Centers**

Care provided in a group setting such as a church, school, community center or other building designed or renovated for child care. Child care centers can provide full or part-time services. Some offer before and after school programs. Some are called nursery schools or preschools. Child care centers are regulated by the California Department of Social Services, Community Care Licensing Division, unless specifically exempt from

licensure such as Parks and Recreation programs or parent co-operatives. Regulations address health and safety features of the building and the ratio of children to adults. Child care centers are operated by public agencies (school district, local municipalities), nonprofit community agencies or organizations (churches, universities, etc.), or as for-profit businesses.

### **Child Care Initiative Project (CCIP)**

The California Child Care Initiative Project is designed to increase the supply of licensed, quality child care. The project is funded by a statewide and local public-private partnership and works through the existing nonprofit community-based child care resource and referral agencies (CCRE in Tehama County). Training for family child care providers helps to meet the great demand for child care services.

### **Child Care Provider**

A child care provider is an individual who provides child care for pay. Many providers are fully qualified and licensed to operate a family child care home or work in a child care center. See also License-Exempt Family Friend & Neighbor. Sometimes referred to as a caregiver.

### **Child Care Referral & Education (CCRE)**

This program is funded through the California Department of Education, Child Development Division and is sponsored by the Shasta County Department of Education. CCRE provides payment for subsidized child care, referrals to child care, workshops on child development for providers and parents, and child care resources and technical assistance for families and child care providers. CCRE also supplies data for child care planning, advocacy, training and other support to the child care community.

### **Comprehensive Approaches to Raising Educational Standards (CARES)**

CARES is a stipend program offered to child care providers for completing continuing education in early childhood education units. This program supports the growth of a trained child care workforce in Tehama County. The stipends are awarded based on completed college units and professional growth hours. Participants work with a professional growth advisor to prepare a professional development plan.

### **English Language Learners (ELL)**

Schools test students to determine their level of fluency in English. English Language Learners are provided additional assistance to help them become fluent in English. The percent of students who are ELL is an indicator of the proportion of families in a community who speak a language other than English.

## **Family, Friend and Neighbors (FFN) Caregiver Outreach Program**

FFN caregivers are exempt from licensing requirements. The program is funded by First 5 Tehama and the California Department of Education, Child Development Division to provide outreach, support, and training activities for license-exempt family, friend, and neighbor child caregivers, babysitters, and nannies through home visits, outreach, workshops, and technical assistance. FFN provides services to both English and Spanish speaking caregivers in Tehama County.

## **Family Child Care Homes**

Family child care providers are licensed by the Tehama County Department of Social Services to provide regularly scheduled care, protection and supervision of children, in the caregivers own home, for periods of less than 24 hours per day. Small family child care homes are licensed for up to eight children, including children under age 10 who live in the licensee's home. At least two of the children must be 6 or older, and no more than two may be infants. Large family child care homes are licensed to care for up to 14 children and must have a second care giver present. At least two of the children must be 6 or older, and no more than three may be infants. The capacity figures include children under age 10 who live in the licensee's home and the assistant provider's children under age 10.

## **First 5 Tehama County (Children and Families Commission)**

In November 1998, California voters passed Proposition 10, the California Children and Families Act of 1998. Under the Act, funds from taxes on tobacco products are used to promote, support and improve early development of California's children from the prenatal stage to five years of age. Each county uses a local planning and funding process to create a comprehensive system of early childhood development services. First 5 Tehama has ranked quality child care as a high priority with a major goal to increase access to voluntary structured programs of quality early care and education that integrate cognitive, social and emotional development for all three and four year old children.

## **Focus Groups**

These are small groups selected from a broader population and interviewed through facilitator-led discussions in order to obtain consumer opinions and responses about a particular subject.

## **Free and Reduced Price Lunch**

Federal funds are provided to schools to pay for the cost of providing a nutritious lunch to students of low-income families. The percent of children who are eligible for Free or Reduced Price Lunch is an indicator of community income level.

## **Head Start Programs**

Head Start is a federally funded comprehensive child development program that serve children from birth to age 5, pregnant women and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families. The Head Start program is administered by the Head Start Bureau, the Administration on Children, Youth and Families, Administration for Children and Families, and the U.S. Department of Health and Human Services. Eligibility is determined by federal income guidelines. In addition to preschool programs, half-day sessions also offer health care and parent training.

## **Interagency Coordinating Council of Tehama County**

The interagency body includes leaders from public agencies at the county, city and school district level as well as non-profit organization representatives. The Interagency Coordinating Council meets monthly to foster wiser use resources, avoid duplication of services and maximize services for children, youth and families in Tehama County.

## **Latino Outreach of Tehama County**

Latino Outreach of Tehama County is a non-political collaboration between community and law enforcement agencies, schools, and concerned individuals to improve the quality of service to the Latino community. Latino Outreach sponsors the Cinco de Mayo celebration and the Family Health Fair held in Corning.

## **License-Exempt Child Care**

Licensing exceptions are made for some forms of child care. License-exempt child care has not been inspected for health and safety. Exempt caregivers do not need to be reviewed for criminal or child abuse activity, although some are, nor do they need to have a background in caring for children. Examples of license-exempt child care include a person hired by parents to provide child care in their or in the caregiver's home, a provider caring for children for one family, a "drop in" arrangement such as a health club or Co-op, some recreation programs, child care programs run by school districts, and care by a relative or guardian.

## **Migrant Child Care**

Migrant child care programs operate full-day child care programs from May through October for children ages birth to thirteen, whose families are migrant and seasonal workers.

## **ROP/Regional Occupational Program**

The Tehama County Regional Occupational Program is a cooperative educational effort between Corning, Los Molinos and Red Bluff School Districts, and the Tehama County

Department of Education. ROP provides vocational and technical job training to high school students age 16 and older and out of school youths and adults.

### **Safe Education and Recreation for Rural Families (SERRF)**

This is an after school program operated by the Tehama County Department of Education in 20 elementary and middle schools in Tehama County (expanded to 26 schools in January, 2007). The program operates during after school hours during the regular school year. Fees are based on the number of children served from a family and the family's income.

### **Sick Child Care**

This type of care is available in some communities for a child who, due to illness, cannot attend school or go to their regular child care. Licensed child care providers (centers and family child care homes) can not allow sick children to remain in the regular child care setting.

### **Special Needs Children, Special Education**

A special needs child is defined as having one or more disabilities. Federal law defines "disability" as a "physical or mental impairment that substantially limits one or more major life activities." This broad definition includes children who are experiencing developmental delays, individuals with moderate and severe handicaps, adults and children with mental retardation, seriously emotionally disturbed children, persons with serious medical conditions, and others. The Americans with Disabilities Act protects adults and children from discrimination. All child care centers and family child care homes are required by law to take readily achievable steps, on a case-by-case basis, to modify existing facilities and practices to accommodate individuals with disabilities, including children, parents, and employees. In addition, child care programs and family child care homes may not discriminate against individuals with disabilities.

Through an individualized education plan, Tehama County schools provide special education services to children and young adults who are assessed as having a disability. The Far Northern Regional Center also provides specialized services to disabled children and their families.

### **State Preschool Programs (Part Time Enrichment Programs)**

State Preschools serve children of low-income families with a comprehensive program to meet their educational, emotional, social, health, and psychological needs. State preschools typically offer a 32 hour preschool class, 5 days a week during the school year, with some exceptions, for children between the ages of 3 and 5.

**Subsidized Child Care**

This is limited, free or low cost child care that is available to eligible, low income families who are working, in school, or incapacitated. This care is provided in private and public child care centers and family child care homes.

**Universal Preschool**

This is a statewide effort to provide preschool for all families who wish to enroll their 4 year old child in a quality program at no cost and without income guidelines.

## Appendix C

### References and Data Sources

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U.S. Department of Housing and Urban Development, A Picture of Subsidized Households - 2000. <http://www.huduser.org/picture2000/index.html>

The 2005 California Child Care Portfolio, California Child Care Resource & Referral Network. [www.rnetwork.org](http://www.rnetwork.org). Reports on 2004 child care availability.

## Appendix D

### Detailed Data Tables

#### Additional Population Data

<b>Table D-1 Location of Children in Tehama County</b>				
<b>Community and Zip Code</b>	<b>Number of children age 0 to 14</b>			<b>Percent of all children 0-14</b>
	<b>0 to 4</b>	<b>5 to 14</b>	<b>Total</b>	
Mill Creek 96061	4	3	7	.01%
Flournoy 96029	3	8	11	.01%
Mineral 96063	6	9	15	.1%
Paskenta 96074	6	30	36	.3%
Paynes Creek 96075	9	47	56	.5%
Tehama 96090	21	55	76	.6%
Vina 96092	28	68	96	.8%
Manton 96059	17	70	87	1%
Los Molinos 96055	221	602	823	7%
Gerber 96035	222	660	882	7%
Cottonwood 96022 (Tehama Co.)	259	850	1,109	9%
Corning 96021	1,047	2,397	3,444	28%
Red Bluff 96080	1,626	4,026	5,652	45%
Subtotal	3,210	7,975	11,185	99%
Remaining	84	113	197	2%
<b>Total for County</b>	<b>3,553</b>	<b>8,938</b>	<b>12,491</b>	<b>100%</b>

2000 Census, 5-Digit Zip Code Tables, percents do not add to 100 due to rounding

<b>Table D-2 Tehama County Racial and Ethnic Composition</b>		
	<b>Percent of Total Population</b>	<b>Percent of Children Age 0-17</b>
Asian, Pacific Islander	.9%	1%
African American	.5%	.6%
American Indian	1.8%	1.9%
Latino	15.8%	25.6%
Caucasian	78.5%	68%
Multiracial	2.6%	3%

Calif. Dept. of Finance, 2000 Census

<b>Table D-3 Special Education Enrollment in Schools Kindergarten through Grade 12 by Location Fall 2006</b>			
<b>Zip Code</b>	<b>Community</b>	<b>Number</b>	<b>Percent</b>
96021	Corning	308	29%
96022	Cottonwood	92	9%
96035	Gerber	43	4%
96055	Los Molinos	59	6%
96080	Red Bluff	526	50%
	Other	30	3%
	<b>Total</b>	<b>1,058</b>	<b>101%</b>

Tehama County Dept. of Education, Special Education Local Plan Area: Total number of children determined by local educational agency to require services pursuant to individualized education program or individualized family service plan.

<b>Table D-4 Percent of Special Education Enrollment by Ethnicity &amp; Disability December 2005</b>					
<b>Type of Disability</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>American Indian</b>	<b>Other</b>	<b>Total</b>
Speech or Language	18%	4.7%	.3%	1%	24%
Hearing or Vision	2%	1%			3%
Emotional Disturbance	4%	.3%	.5%	.2%	5%
Mental Retardation	8.6%	2.5%		.2%	11%
Specific Learning Disability	32%	11%	1%	2%	45%
Other	9%	2%	.1%	.5%	12%
<b>% of Children in Special Ed</b>	<b>73%</b>	<b>21%</b>	<b>2%</b>	<b>4%</b>	<b>100%</b>

California Dept. of Education, Special Education Division, Reporting Cycle: December 1, 2005, Prepared: 11/2/2006. Percents add to more than 100 due to rounding.

<b>Table D-5 Percent of Special Education Enrollment by Age December 2005</b>	
<b>Age range</b>	<b>Percent of total enrollment</b>
0-2	0%
3-5	10%
6-13	56%
14-18	33%
18-22	1%
<b>Total</b>	<b>100%</b>

California Dept. of Education, Special Education Division, Reporting Cycle: December 1, 2005, Prepared: 11/2/2006. Percents add to more than 100 due to rounding.

<b>Table D-6 Children 0-3 Served by Far Northern Regional Center Tehama County</b>				
<b>Zip code</b>	<b>Community</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
96021	Corning	7	8	12
96022	Cottonwood (Tehama Co.)	16	18	12
96035	Gerber	2	3	6
96055	Los Molinos	2	3	3
96080	Red Bluff	15	16	25
96090	Tehama	1	1	1
96092	Vina	0	2	1
<b>Total</b>		<b>43</b>	<b>51</b>	<b>60</b>

Data Coordinator, Far Northern Regional Center

<b>Table D-7 Rate of Free &amp; Reduced Lunch in Tehama County Schools 2005-2006</b>			
<b>Zip Code</b>	<b>Community</b>	<b>Number of Students Free &amp; Reduced Lunch</b>	<b>Percent of Students</b>
96080	Red Bluff	2,979	43%
96021	Corning	2,242	33%
96055	Los Molinos	571	8%
96022	Cottonwood (Tehama Co.)	469	7%
96035	Gerber	434	6%
County wide	County Dept. of Education	72	1%
96075	Paynes Creek	29	.4%
96063	Mineral	26	.4%
96059	Manton	25	.4%
96029	Flournoy	22	.3%
96074	Paskenta	14	.2%
<b>Total</b>		<b>6,883</b>	

California Dept. of Education, Data Quest, 2005-2006 School Year

Number of Families	With children 0-5 years old	With Children 6-13 years old	Total	Estimated number of children*
Two parent families	2,775	3,501	6,276	2,997
Percent with both parents working	44%	60%	53%	
Number with both parents working	1,222	2,104	3,326	1,320
Single parent families	1,332	1,475	2,807	5,839
Percent with single parent working	73%	71%	72%	
Number with single parent working	970	1,051	2,021	4,204
Total Families Needing Child Care	2,192 families (3,634 parents)	3,155 families (5,259 parents)	5,347 families (8,673 parents)	5,524 children

2000 Census \* average family size is 3.08 children

Type of Care (may select more than one)	Annual Number of Requests 2005-2006
Full-time care	461
Part-time care	260
Before and/or after school care	163
Summer only care	21
Total requests	905
Nontraditional hours (evening, overnight, weekends, changing schedule, drop-in)	417
Reason for Needing Child Care	
Employment – working or looking for work	664
In school or training	14
Child Protective Services respite referral	17
Back up child care	13
Enrichment and/or development	38

Child Care Referral & Education, Annual Service Report, June 30, 2006

	Licensed Child Care Centers*	Licensed Family Child Care Homes*	License Exempt Family Care@	SERFF After School Programs#	
Total number of sites	18	82	498	20	
Total number of slots (percent of slots)	599 (18%)	770 (24%)	498 (15%)	1,400 (43%)	
Infant slots in Centers	65	Unknown	However, not all slots are available at all times.	Not Applicable	
Preschool slots in Centers	534			Not Applicable	
School-age slots in Centers	Unknown			1,400	
Full-time & part-time slots	49%			97%	Not Applicable
Only full-time slots	4%			3%	0%
Only part-time slots	47%	0%		100%	
Care available during non-traditional hours	6%	56%		0%	
English speaking	100%	100%		100%	
Spanish speaking	67%	13%		30%	

\* 2005 California Child Care Portfolio report on 2004 child care availability.

@ Child Care Referral & Education, Resource & Referral Program Service Data Report, June 30, 2006.

# Tehama County Dept. of Education, SERRF After School Program, Fall 2006.

	License-Exempt Child Care Providers - 1 child/home	Licensed Multi-slot Providers			Total of All Multi-slot Providers for Each Community
		Family Child Care Homes	Child Care Centers	SERFF After School Programs	
Red Bluff	286	63	10	8	81
Corning	139	19	7	5	31
Capay	5	0	0	0	0
Cottonwood	15	5	1	2	8
Gerber	25	3	1	1	5
Los Molinos	20	1	1	2	4
Manton	0	0	0	1	1
Paynes Creek	3	0	0	1	1
Proberta	5	0	0	0	0
Flournoy	0	1	0	0	1
Total	498	92	20	20	279

<b>Community</b>	<b>Head Start*</b>	<b>State Preschool</b>	<b>Private Preschool Slots</b>	<b>Total</b>
Red Bluff	80	120	187	387
Corning	60	72	111	243
Gerber	0	24	0	24
Tehama	40	0	0	40
Los Molinos	0	24	0	24
Cottonwood	20	37	29	86
<b>Total</b>	<b>200</b>	<b>277</b>	<b>327</b>	<b>804</b>

Head Start and State Preschool information provided by staff in Fall, 2006  
Private preschool slots from California Dept. of Social Services, Find a Facility

### **Additional Parent Survey Respondent Data**

<b>Community</b>	<b>Number in English</b>	<b>% in English</b>	<b>Number in Spanish</b>	<b>% in Spanish</b>	<b>Total</b>	<b>% of Total</b>
Corning	220	18.9%	95	50%	315	23.2%
Cottonwood	95	8.1%	2	1.1%	97	7%
Flournoy	2	.2%	0		2	.1%
Gerber	58	5%	17	8.9%	75	5.5%
Los Molinos	98	8.4%	9	4.7%	107	7.9%
Mineral	2	.2%	0		2	.1%
Paynes Creek	9	.8%	0		9	.7%
Red Bluff	639	54.8%	64	33.7%	703	51.8%
Tehama	7	.6%	1	.5%	8	.6%
Vina	8	.7%	1	.5%	9	.7%
Capay	4	.3%	0		4	.2%
Other, unknown	25	2.0%	1	.5%	26	1.9%
<b>Total</b>	<b>1,167</b>		<b>190</b>		<b>1,357</b>	

**Table D-14  
Parent Survey Results: Ethnicity of Respondents**

	<b>English Speaking Surveys</b>	<b>Spanish Speaking Surveys</b>	<b>Total Surveys</b>	<b>Percent of Total</b>
American Indian	30		30	2%
Asian, Pacific Islander	12		12	.9%
African American	5		5	.4%
Hispanic/Latino	195	190	385	28.3%
Caucasian	824		824	61%
Multi-ethnic	76		76	5.6%
Other, decline	25		25	1.8%

# **Quality Child Care = Future Success for Tehama County's Children**

**Child Care Needs Assessment for  
2006-2011**

**Prepared by the  
Tehama County Local Child Care Planning Council  
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