2017

Santa Clara County
Early Learning Master Plan

The 2017 Santa Clara County Early Learning Master Plan is sponsored by:	Santa Clara County Office of Education	Santa Clara County Office of Education
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	SVCN!	Silicon Valley Council of Non-profits
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The Strong Start Initiative Leadership Group	Jon R. Gundry, County Superintendent of Schools Derrick Seaver, Executive Vice President, The Silicon Valley Organization Jolene Smith, Chief Executive Officer, FIRST 5 Santa Clara County Erica Wood, Chief Community Impact Officer, Silicon Valley Community Foundation Mike Wasserman, Supervisor – District 1, County of Santa Clara Board of Supervisors	
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Letter From the Superintendent

The evidence is clear that providing equitable access to high-quality early care and education (ECE) is the most effective means of preventing the racial-ethnic and socioeconomic opportunity gaps that blight the futures of too many young people in our communities. Every year, over 3,000 low-income children in our county arrive at kindergarten without this vital preparation for school and life, and, despite the heroic efforts of their teachers and families, they may never catch up.

In 2010, the Santa Clara County Office of Education (SCCOE) launched the first countywide Early Learning Master Plan (ELMP) with the vision of creating an ECE system that provided every child with the quality supports they would need to be successful – to the benefit of the child, their family, and our community. Since its launch, there have been significant improvements to the landscape of ECE in our county – many of them recommendations from that first ELMP. Following the state's successful Race to the Top – Early Learning Challenge grant application, FIRST 5 Santa Clara County has led the development of our county's Quality Rating and Improvement System, QUALITY MATTERS … a STRONG START for kids (QUALITY MATTERS). Santa Clara County's own State Senator (and now County Supervisor) Joe Simitian led the creation of the Transitional Kindergarten program, providing a second year of kindergarten for the youngest enrollees in our public K-12 education system. Educare of California at Silicon Valley, a national model, high-quality early education and family support program, has opened, following a five-year development effort in which the SCCOE was a proud partner. The Strong Start Initiative, supported by the SCCOE and more than 30 other organizations, agencies, and districts and 150 community members, has come together to educate, identify, and advocate for local solutions to the needs of our ECE sector and the children and families it serves. But, despite these changes, the shared vision of the first ELMP has not yet been met.

This second countywide ELMP serves as a marker of the progress we have made in our community, and the distance we have to go, toward making that vision a reality. It builds on the progress made in the last seven years and provides a strategic framework for continuing advances in providing access to quality programs, articulation between ECE and K-12 education, developing and sustaining facilities, family engagement, program quality, and workforce development. This plan represents the culmination of a year of engagement and effort by members of the county's ECE community and is a demonstration of their shared commitment, ingenuity, and passion. The goals, milestones, and key actions describe the steps needed to achieve the goal of providing every child in our community with the strong start they need and deserve.

I would like to offer my thanks to the Strong Start leadership and coalition, the many community organizations and individuals who volunteered their time to be part of this tremendous effort, and to the staff of the SCCOE who made it possible.

Sincerely,

Jon R. Gundry
Santa Clara County Superintendent of Schools

Vision Statement

It is the shared vision of the contributors to the 2017 Santa Clara County Early Learning Master Plan (ELMP) that all children from birth to eight in Santa Clara County will have equitable and inclusive access to affordable, voluntary, high-quality early care and education (ECE) services. This vision is for **all** of our children – children of all ethnicities and socioeconomic backgrounds, English learners, and children with special needs. Building on the work of the 2010 ELMP, this plan emphasizes six core principles that will guide the implementation of its recommendations. The principles are:

- embracing ECE as a developmental continuum from birth to age eight,
- creating equitable and inclusive access to quality ECE opportunities for all children in our community,
- collaborative implementation by all stakeholders in the ECE sector,
- supporting our existing diverse delivery system,
- fostering innovation as a means to achieve our goals, and
- emphasizing program quality as the key ingredient in achieving the outcomes our children deserve.

The ELMP is intended to provide a strategic framework that supports and aligns the stakeholders' individual and joint efforts to achieve this vision. The plan could not have been developed, and will not be implemented, without the input and dedication of Santa Clara County's stakeholders.

Early Learning Master Plan Acknowledgements

The Early Learning Master Plan would not have been possible without the dedicated input from members of the Planning Group, who met in December 2016 and January 2017, and the members of the six Workgroups, who each met three times between March and May 2017. The list below includes the names of individuals who helped shape this plan.

American Institutes for Research (AIR) staff facilitated the meetings for the six workgroups as follows: Jennifer Anthony (Program Quality and Workforce Development); Susan Muenchow (Access and Facilities); and Karen Manship (Articulation, Alignment, and Data Systems and Family Engagement).

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Executive Summary

Background and Purpose

Between 2009 and 2010, the Santa Clara County Office of Education (SCCOE), along with approximately 100 early care and education (ECE) professionals, child development advocates, community members, and civic leaders, developed an Early Learning Master Plan (ELMP) for Santa Clara County, which described the state of the county's ECE system across six key areas and outlined goals and metrics to build upon assets, and address needs, by the year 2017.

In 2016, as the seventh and final year of the 2010 ELMP's projected goals drew near, SCCOE sought to analyze the degree to which of the 2010 ELMP goals were achieved, determine which goals needed to be adjusted to reflect changing circumstances in the county and state, and, based upon these findings, develop a plan for the next seven years. This 2017 ELMP presents both a snapshot of the state of ECE in Santa Clara County as of 2017 and a roadmap for the future, with goals, milestones, and actions aimed to address the needs of children ages birth to eight, their families, and the ECE providers who teach and care for them. The ELMP addresses strengths and challenges in six major areas of the early learning system – Access; Articulation, Alignment, and Data Systems; Facilities; Family Engagement; Program Quality; and Workforce Development.

The 2017 ELMP has two sections. First, the State of the County Summary, presented in Section A of the plan, provides an update of progress made since the 2010 plan and an analysis of current needs and efforts to address them. Section B, which presents an implementation plan for the next seven years, with goals and steps to achieve them, was informed by the expertise of key stakeholders who shared their input and expertise in the six focal areas. Between November 2016 and May 2017, ECE professionals, community members, civic leaders, and child development advocates gathered in a series of meetings at SCCOE to develop the updated plan for the county. In partnership with SCCOE, American Institutes for Research (AIR) facilitated these meetings and summarized stakeholder feedback, presented in Section Two of this plan.

The 2017 ELMP provides an overview of progress made since 2010, current needs, and specific goals and steps to address those needs between now and 2024, as summarized below.

Progress Since the 2010 ELMP, Current Needs, and Goals to Address Them

Each focal area has several goals, including one or two key goals. Most of the goals have two-, five-, and seven-year milestones. The two-year milestones include specific actions to achieve them; however, not all of the five- and seven-year milestones have actions, to allow for changing circumstances and flexibility in achieving the goals within that extended time frame.

Access

Progress Since 2010 and Current Needs

Spaces for Preschoolers. The 2010 ELMP set a goal of having a quality early education space for 70 percent of Santa Clara County's preschool population (children ages three through five years old). While the county had enough licensed center and family child care spaces for about three-quarters of the preschool age group, this finding only reflects the number of licensed *physical* spaces and does not address whether these spaces are operational or enrolled, meet quality standards to promote child development, or address the family's needs in terms of location, hours of service, or type of program. Based on parent responses to the 2014 American Community Survey, an ongoing statistical survey by the U.S. Census Bureau that collects detailed information about the American people and the country's workforce, actual enrollment in preschool is closer to 60 percent, and there is hence currently an overall shortage of approximately 7,500 spaces.

Spaces for School-Age Children. The 2010 ELMP set a goal of having a quality early education space for 50 percent of its five- to eight-year-olds. Licensed Out-of-School Time (OST) is available for about one in 10 children under age 12 in the county, and the supply has decreased slightly since 2010. However, many OST programs are not required to be licensed. Hence the actual capacity of after-school and summer programs for young school-age children in the county is unknown, and there may be more capacity for this age group than the available data suggest.

Spaces for Infants/Toddlers. Santa Clara County has less than one licensed space for every six children under three years old. At the same time, family preferences for home-based care for infants and toddlers suggests a range of options may be needed, including improved access to paid family leave, improved access to licensed family child care, and an expansion of center-based programs, such as Early Head Start, community-college-based facilities, and workplace-based facilities.

Addressing Existing Needs and Challenges

Scale Up Transitional Kindergarten. One existing option for alleviating a portion of the shortage of preschool for four-year-olds is to increase access to and expand enrollment in state-funded Transitional Kindergarten (TK). As many as 3,000 currently unenrolled four-year-olds are estimated to be eligible; however, nearly half of the county's elementary schools do not yet offer a TK program.

Increase the Income Eligibility Threshold. The maximum family income eligible for state-funded programs does not currently represent a realistic level of need for financially assisted participation in the county's early learning programs. The implementation of the increase in income eligibility to 85 percent of the State Median Income (SMI) for state-funded ECE programs (included in the 2017-18 California State budget and also proposed in the county's local child care pilot program, currently under consideration by the California Department of Education) will help make ECE affordable to more families.

These changes will also assist the county in claiming additional State Preschool slots for which it is already eligible.

Leverage New State Funding. With more generous reimbursements recently made available from the state of California, it is likely that ECE providers will be able to increase the number of state-funded slots they contract to deliver. However, the increase in the number of children eligible for services due to the change in the income eligibility threshold (as noted above) is likely to outpace the number of new slots provided by the state, and could more than double the number of unserved eligible preschool-aged children.

Expand Local Funding. Existing state and federal funds for preschool are not sufficient to make preschool available to all the low- and middle-income children who need it. Even if the county meets the goal of increasing access to ECE by enrolling all eligible children in TK, and increasing access to the California State Preschool program, there will still be thousands of additional spaces needed to meet the goal of providing access to approximately 75 percent of preschool-age children. Adding local funds to address this gap and to help subsidize universal access to ECE will improve the affordability of ECE programs for families and create socioeconomic diversity in preschool classrooms.

Articulation, Alignment, and Data Systems

Progress Since 2010 and Current Needs

Alignment. The 2010 ELMP intended to align systems and services for children from birth to third grade – strategies included enhanced communication across child-serving systems, meaningful child assessments, and PreK–grade 3 curriculum alignment. Some progress on these articulation and alignment goals has been made. First, developmental screening is being provided by a number of agencies in the County. For example, the Ages and Stages Questionnaire (ASQ) is mandated by the CSPP program and is performed in FIRST 5 Santa Clara County-funded Family Resource Centers. Second, PreK-Grade 3 curriculum alignment was a key component of the development of the California Preschool Learning Foundations – and a substantial report on their alignment with other key early learning resources, including the Common Core State Standards and the California Content Standards, was published by the California Department of Education in 2012.

Data Systems. Only one of the county's 27 elementary school districts has linked early care to its elementary school database. The key barrier here is the lack of a student identifier for children served in ECE settings that is carried over into the public school system, thereby limiting information sharing across these programs.

Addressing Existing Needs and Challenges

Expand Early Learning Provider Networks. Early Learning Provider Networks (ELPNs) at the school district level can improve instructional alignment and personalization in the early grades by facilitating communication between elementary school staff and ECE

providers. Identifying model ELPNs and supporting their expansion will support improved alignment.

Share Data. Simplifying and supporting access to student data across the ECE-K12 transition can be achieved through the use of an integrated data system (IDS). Expanding the existing DataZone IDS operated by SCCOE to include ECE providers – which requires assigning unique, non-personally identifiable, identifiers (SSIDs) to their students – provides a way to address this need.

Encourage School Readiness Assessments. The county can enhance articulation by encouraging school districts to use validated school readiness assessments (SRAs). In addition, districts should ensure that all parents receive school readiness and enrollment information for their children.

Facilities

Progress Since 2010 and Current Needs

Early Learning Facilities Coalition. The 2010 ELMP set a goal that by 2017, there would be a coordinated, integrated, sustainable system to ensure the planning and funding needs for quality facilities for all birth-to-eight-year-olds in Santa Clara County are met. The county established an Early Learning Facilities Coalition to help ensure the development and maintenance of ECE facilities in the first years after the development of the 2010 ELMP.

Early Learning Facilities Study. The county is also acting on the primary facility-related recommendation from the 2010 ELMP – namely, conducting an Early Learning Facilities Study to inventory resources, complete asset mapping, and list barriers and potential strategies to overcome them.

Addressing Existing Needs and Challenges

Create Early Learning Facilities Development Plan. The Santa Clara County Early Learning Facilities Study (ELFS), conducted in 2017, helps the county 1) assess the capacity and condition of existing ECE centers; 2) explore potential new spaces and sites for future centers; 3) identify opportunities to partner with public and private entities to develop new facilities; and 4) identify the barriers that prevent the improvement or expansion of existing facilities, as well as the development of new facilities. This study will form the basis of a countywide facilities development plan to be developed as part of the ELMP and will identify areas requiring further analysis or study.

Establish Early Learning Facilities Technical Assistance Provider. A countywide ECE facilities technical assistance provider can help ensure that there is an entity in charge of helping cities or interested providers identify where new or expanded facilities are most needed, and build upon the findings of the 2017 facilities study, which maps the location of existing programs by zip code and their proximity to schools and

transportation. This technical assistance provider could also help navigate the different zoning requirements and fees in the county's 15 different municipalities, and provide guidance on how to balance family interest in greater access to high-quality ECE facilities with other citizen interests, such as limiting noise and traffic congestion.

Enhance Facilities Licensing Process. Licensing inspections by the Community Care Licensing Division (CCLD) of the state's Department of Social Services provide an opportunity to evaluate the condition of the current inventory of ECE facilities. Enhancing the facilities licensing process in collaboration with CCLD could ensure that the county has a more current, comprehensive understanding of the quality of its ECE facilities.

Provide Support for Development. The cost of expanding or upgrading existing facilities and of constructing new programs is high, and there is no dedicated funding source to support facilities. The county can engage in ongoing advocacy for sustainable sources of funding and partner with cities to help improve existing facilities and develop new sites.

Family Engagement

Progress Since 2010 and Current Needs

Family Engagement Workgroup. The 2010 ELMP set a goal of establishing a workgroup to help inspire and support family engagement in each child's education and development, and the county has met that goal by establishing a Family Engagement and Leadership Working Committee that met several times in the year following the 2010 plan and developed a logic model with specific goals.

Parent Survey. In 2013, the Local Planning Council surveyed parents to determine the types of ECE they prefer. A majority of working parents of infants and toddlers indicated informal arrangements, whereas working parents of preschoolers preferred some type of formal program. The picture was mixed for parents of school-age children, with some indicating formal and others informal services. This survey helped set local priorities for use of state and federal funds.

Addressing Existing Needs and Challenges

Implement a Countywide Family Engagement Framework. Ensuring the coordinated, countywide use of a family engagement framework, which includes established practices and evaluation, will provide a consistent structured approach to this important aspect of quality ECE programs across all stakeholders.

Establish a Family Engagement Collaborative. A collaborative focused on family engagement, that includes ECE providers and K-12, aligns the work of both groups and supports children and their families as they transition from one sector to the other.

Promote Family Education. A media campaign will provide families, caregivers, and ECE providers with a shared understanding of the importance of family engagement and highlight specific practices to support their children. Such a campaign can also

demonstrate that the county's ECE providers are committed to partnering with them in supporting their children's development.

Program Quality

Progress Since 2010 and Current Needs

Quality Rating and Improvement System (QRIS). The 2010 ELMP set a goal of having 75 percent of the county's ECE programs serving three- and four-year-olds participate in a Quality Rating and Improvement System (QRIS). Santa Clara County has made great strides in establishing and implementing its QRIS, QUALITY MATTERS … a STRONG START for kids (QUALITY MATTERS), to assess program quality: more than half of the assessed programs are rated at the top two levels. However, there has only been enough funding to assess less than a quarter of the county's licensed centers and two percent of its licensed family child care homes. Therefore, most children attend programs required to meet state licensing requirements that are intended to protect children's safety, but do not address program quality, and hence the actual quality of most ECE programs, particularly those serving infants and toddlers, is still unknown.

Other Ways to Define and Provide Quality. Forty-five child care centers in the county (or approximately seven percent of the county's child care centers) are accredited by the National Association for the Education of Young Children (NAEYC), These NAEYC-accredited programs meet some of the criteria for the highest ranked programs in QUALITY MATTERS.

Transitional Kindergarten. Approximately half of the county's elementary schools have TK programs. TK programs excel on the workforce qualification components in QUALITY MATTERS.

Addressing Existing Needs and Challenges

Expand QUALITY MATTERS and Other Quality Accreditation Programs Participation. The plan aims to build upon the considerable progress made since the 2010 plan in improving quality by expanding participation in QUALITY MATTERS and increasing the number of sites participating in other quality accreditation programs (e.g., NAEYC accreditation).

Assess and Improve Quality Improvement Strategies. A common program quality data system will ensure that the county has a more current, comprehensive understanding of the current level of quality programming for enrolled children in the county. The plan also aims to gain a better understanding of the status of programming for children in TK and of school-age children through assessing and identifying ways to improve quality.

Increase Community Awareness. Because improving the quality of ECE programs requires the understanding and support of parents and families, one critical piece of the ELMP is to enhance their awareness of the impacts of quality programming.

Workforce Development

Progress Since 2010 and Current Needs

Professional Development. The 2010 ELMP set a goal that by 2017, at least half of the teachers/providers in the county's ECE programs have at least a bachelor's degree, and that almost a third of the assistants have at least an associate's degree. Some progress has been made on this goal. For example, as of 2016, 83 percent of Head Start teachers held a bachelor's degree, which both surpassed the ELMP's goal and also exceeded the federal Head Start requirement that 50 percent of Head Start lead classroom teachers hold a bachelor's degree. Fifty-five percent of Early Head Start teachers in the county had a bachelor's degree or higher. In the TK program, all teachers must have at least a bachelor's degree. The higher rated programs in QUALITY MATTERS typically have lead teachers with a bachelor's degree. Yet data are lacking on the qualifications of the ECE professionals serving children in other publicly subsidized settings and privately funded programs.

Compensation. Low salaries in the ECE field pose a substantial barrier to increasing staff qualifications and program quality. As of May 2015, on average, preschool teachers earned over $25,000 per year less than kindergarten teachers and over $35,000 per year less than elementary school teachers. Low compensation is one factor that heavily influences the recruitment and retention of qualified ECE professionals.

Addressing Existing Needs and Challenges

Reopen Early Childhood Lab Schools. Providing access to practicum opportunities at community colleges – the primary source of training for new entrants into the ECE workforce – supports higher quality and consistency of students' initial hands-on training and experience. Many of the ECE lab schools at community colleges have closed due to lack of funding, and reopening them would address workforce development needs – as well as facility and program quality issues.

Promote Worthy Wages. The goal of improving compensation for the ECE workforce is heavily linked to expanding access to quality ECE programs and to improving the quality of existing programs. Workforce studies will provide the local data required to support advocacy for worthy wages.

Increase Availability of Qualified Staff. The county will increase the use of the Early Care and Education Workforce Registry (ECE Workforce Registry) to more accurately understand the qualifications and needs of the existing pool of ECE professionals in the county. A strategic talent management effort will address gaps between workforce need and supply, and provide the information required to support ECE training programs in developing more responsive, higher quality pre- and in-service training for the local ECE workforce.

Develop School Administrator Training. Pre- and in-service elementary school administrator training will include ECE content to assist administrators' leadership of

ECE programs within the K-12 setting and to enhance elementary schools' alignment with the ECE programs that prepare their incoming students.

Enhance Community Awareness. The general public is largely unaware of the increasing academic rigor of pre- and in-service training for ECE professionals, and of the crucial role of ECE teachers in preparing children for success in school and life. A public education campaign on these topics will increase the community's awareness of these issues and provide support for many of the other goals (e.g., Family Engagement, Program Quality) in the ELMP.

Introduction

This 2017 Early Learning Master Plan (ELMP) presents both a snapshot of the state of early care and education (ECE) in Santa Clara County in 2017 and a roadmap for the future, with goals, milestones, and action items to address the needs of children from birth to age eight, their families, and the ECE providers who teach and care for them. The ELMP addresses strengths and challenges in six major areas of the ECE system – Access; Articulation, Alignment, and Data Systems; Facilities; Family Engagement; Program Quality; and Workforce Development.

Santa Clara County has the sixth largest population in the state of California[1] and more than 214,000 children aged eight and under.[2] The county ranks at or near the top in the state of California on measures of income, education, and economic success. Despite the county's overall well-being and its commitment to ECE programs, however, there is a persistent gap in school achievement between children of affluent and low-income families in the community. As of school year 2015-16, for example, nearly a third of third grade students in the county were in school districts with at least 40 percent of their students not meeting English Language Arts proficiency standards.[3] Countywide, there is a 40-percentage-point gap between third graders from socioeconomically disadvantaged and non-disadvantaged backgrounds in meeting English Language Arts standards (32 percent versus 74 percent, respectively).[4] Even relatively affluent working parents in Santa Clara County, with its high cost of living, struggle to find and afford quality spaces for their infants and toddlers, preschool children, and young elementary children in quality ECE settings. Currently, there is an estimated shortage of 7,500 spaces for preschool-age children across all income levels, and licensed spaces for only one in six infants and toddlers and one in 10 young school-age children. Finding a space for preschool children with special needs is difficult for families in all income groups.

The county has a rich history of supporting its population of young learners through collaborative planning and partnership among key agencies—along with a readiness to pilot and secure funding for innovative programs and initiatives. The development of the 2010 ELMP and the beginnings of the Strong Start initiative in 2012 highlight the county's commitment to improving the ECE landscape for children from birth to age eight. The opening of Educare of California at Silicon Valley is testament to the county's commitment to increasing access and quality through innovation and partnership. Santa Clara County was one of 16 counties in the state to apply for and receive a three-year grant to develop a pilot Quality Rating and Improvement System (QRIS) for early childhood programs, underscoring the county's dedication to defining and sharing information about quality. As of early February 2017, the county had more than 140 rated programs in its QRIS, QUALITY

[1] U.S. Census Bureau. (2016). *Annual estimates of the resident population: April 1, 2010 to July 1, 2015*. Washington, DC: Author. Retrieved from http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?fpt=table

[2] California Department of Finance (2014). *Historical and projected state and county births, 1970-2023, with actual and projected fertility rates by mother's age and race/ethnicity, 2000-2023.* Sacramento, CA: Author. Retrieved from http://www.dof.ca.gov/Forecasting/Demographics/projections/Historical_And_Projected_Births/

[3] Sources: California Department of Education, California Assessment of Student Performance and Progress (CAASPP) data: CAASPP Research Files 2015-16, downloaded on 1/6/17 at http://caaspp.cde.ca.gov/sb2016/ResearchFileList

[4] California Department of Education, California Assessment of Student Performance and Progress (CAASPP) Research Files 2015-16, downloaded on 1/6/17 at http://caaspp.cde.ca.gov/sb2016/ResearchFileList

MATTERS … a STRONG START for kids (QUALITY MATTERS), three quarters of which were either rated "Platinum" ("Tier 5"), "Gold" ("Tier 4"), or "Silver" ("Tier 3").[5]

This commitment and history of partnership is reflected in the development of the 2017 ELMP. Following an initial planning effort between SCCOE and its consultant, AIR, in the fall of 2016, a large group of ECE stakeholders from Santa Clara County – many of whom had participated in the 2010 ELMP development effort – were brought together in a "kick-off" event at SCCOE. At this meeting, the group assessed progress towards the goals identified in the 2010 ELMP, identified focal areas and goals for the next phase of the plan, and proposed additional stakeholders to be included in the 2017 ELMP development process. SCCOE, AIR, and a subset stakeholders (the Planning Group) convened twice – in December 2016 and January 2017 – to finalize the focus areas, design a workgroup process to develop goals, milestones, and actions for the ELMP, and to invite members of the ECE community (largely, but not exclusively, from Santa Clara County) to participate in the workgroups. These six groups each met for three half-day meetings in March, April, and May 2017. The recommendations of these various workgroups were then compiled and, through an iterative process of drafting and feedback between AIR, SCCOE and the ELMP Planning Group, have been shaped into this comprehensive and aligned plan. At each stage of this process, the vision of equitable and inclusive access to affordable, voluntary, high-quality early care and education (ECE) services for all children from birth to eight in Santa Clara County served to guide the work. The resulting 2017 ELMP is intended to build upon the 2010 ELMP and aligns with existing ECE initiatives in the county, and, to the greatest extent possible, it represents the consensus view of stakeholders in each workgroup.

Organization of the Plan

This report is divided into two major sections. Section A is a State of the County Summary, which assesses the extent to which the 2010 ELMP goals have been achieved, the changes in the landscape of ECE in the seven subsequent years, the strengths of the ECE system in the county, and the challenges that remain. The purpose of this summary is to set the stage for the 2017 ELMP goals, milestones, and actions.

Section B describes the goals, milestones, and actions in the six focus areas: Access; Articulation, Alignment, and Data Systems; Facilities; Family Engagement; Program Quality; and Workforce Development. Each focal area has several goals, including one or two identified as "key" goals. Most of the goals have two-, five-, and seven-year milestones. The two-year milestones include specific actions to achieve that milestone; however, not all of the five- and seven-year milestones have associated actions, to allow for changing circumstances and flexibility in achieving the goals within that extended timeframe.

[5] First 5 Santa Clara County, as of 2/2/2017. Additional data available from: First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list

Section A: State of the County Summary: The Status of Early Child Care and Education in Santa Clara County in 2017[6]

[6] As of spring 2017.

Introduction

This State of the County Summary assesses the current status of early care and education (ECE) in Santa Clara County for the purpose of informing the 2017 Early Learning Master Plan (ELMP). Between March and November 2009, SCCOE led an effort to develop the first ELMP for Santa Clara County. This collaborative, participatory effort included ECE professionals, community members, civic leaders, and child development advocates, and resulted in the 2010 ELMP.

From November 2016 to October 2017, American Institutes for Research (AIR) helped SCCOE assess the progress made toward the goals of the 2010 ELMP and create an updated, countywide 2017 ELMP. The purpose of this updated plan is to provide a strategic framework for the ECE community in Santa Clara County as it works to ensure that all children from birth to age eight in the county have equitable and inclusive access to high-quality ECE opportunities through a focus on six areas: 1) Access; 2) Articulation, Alignment, and Data Systems; 3) Facilities; 4) Family Engagement; 5) Program Quality; and 6) Workforce Development.

This State of the County Summary provides background information on the accomplishments made since 2010 for the purpose of informing the six workgroups in the above focal areas in the development of two-, five- and seven-year goals and milestones, and actions to achieve those goals.

The summary was informed by a review of extant data and literature, and communication and interviews with ECE advocates and stakeholders in Santa Clara County.

Access

The 2010 plan set a goal of having a quality early education space for 70 percent of the county's preschool population and child care spaces for 50 percent of its five- to eight-year-olds. Technically, the county had enough licensed center and family child care spaces for 78 percent of the preschool age group as of 2014, although these spaces were not all necessarily quality spaces. Based on parent responses to the 2014 American Community Survey, actual enrollment in preschool was closer to 60 percent, indicating a shortage of approximately 7,500 spaces for three- and four-year-olds. Meanwhile licensed Out-of-School Time (OST) was available for about one in 10 children under age 12, but many OST programs are not required to be licensed. Infant and toddler care was available for only one in six children under three years old in the county. The unmet need for subsidized ECE decreased, due to the reduction in the population of children in poverty and an outdated low subsidy eligibility income threshold in a county with a high cost of living.

Population of Children in the County Has Decreased Since 2008

As of 2016, more than 141,000 birth- through-five-year-old children live in Santa Clara County. However, as shown in Exhibit A-1, the number of children decreased by 11 percent between 2008 and 2014. Given the continued high cost of living, this trend is expected to continue, though at a reduced pace, between 2016 and 2022.

Exhibit A-1. Number of Children From Birth through Five Years Old in Santa Clara County in 2008-2022

Age	2008	2010	2012	2014[a]	2016[b]	2018[c]	2020[d]	2022[d]	Percent Change 2008 to 2010	2012 to 2014	2008 to 2014	2014 to 2022
Under 1 Year	26,730	23,936	24,308	23,392	23,462	23,477	23,414	23,300	-10%	-4%	-12%	0%
1-Year-Olds	27,484	25,200	23,652	23,224	23,427	23,477	23,470	23,361	-8%	-2%	-16%	1%
2-Year-Olds	26,942	26,730	23,936	24,308	23,392	23,462	23,477	23,414	-1%	2%	-10%	-3%
3-Year-Olds	26,553	27,484	25,200	23,652	23,224	23,427	23,477	23,470	4%	-6%	-11%	-1%
4-Year-Olds	26,537	26,942	26,730	23,936	24,308	23,392	23,462	23,477	2%	-10%	-10%	-2%
5-Year-Olds	26,997	26,553	27,484	25,200	23,652	23,224	23,427	23,477	-2%	-8%	-7%	-6%
Total	161,243	156,845	151,310	143,712	141,465	140,458	140,727	140,499	-3%	-5%	-11%	-2%

[a] The numbers of infants under age 1 in 2014 are projected estimates.
[b] The numbers of children up to two years old in 2016 are projected estimates.
[c] The numbers of children up to four years old in 2018 are projected estimates.
[d] The numbers of all children in 2020 and 2022 are projected estimates.
Source: California Department of Finance. (2014). *Historical and projected state and county births, 1970-2023, with actual and projected fertility rates by mother's age and race/ethnicity, 2000-2023.* Sacramento, CA: Author. Retrieved from: http://www.dof.ca.gov/Forecasting/Demographics/projections/Historical_And_Projected_Births/

Population of Children in Poverty Decreased Steadily Between 2010 and 2014

Although the number of young children living below the federal poverty threshold in Santa Clara County increased between 2008 and 2010, the county has experienced a steady decrease in the number of birth to five-year-olds in poverty since 2010 – from a high of over 20,000 in 2010 to approximately 12,000 in 2014. As shown in Exhibit A-2, this trend between 2010 and 2014 differs from the statewide trends over time of children living in poverty; the number of children in poverty statewide increased between 2010 and 2012 and only decreased between 2012 and 2014. This decrease in the number of young children in poverty at the county level has significant implications for subsidized ECE programs.

Exhibit A-2. Number of Children from Birth to Five Years Old Living in Poverty in Santa Clara County and California in 2008, 2010, 2012, and 2014[a,b]

					Percent Change		
	2008	2010	2012	2014	2008 to 2010	2012 to 2014	2008 to 2014
California	626,804	705,084	760,003	690,825	12%	-9%	10%
Santa Clara County	14,444	20,255	17,899	12,070	40%	-33%	-16%

Sources:
[a] 2008 and 2010 data: California Child Care Resource and Referral Network. (2011). *2011 California child care portfolio*. San Francisco, CA: Author. Retrieved from: http://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/88/attachments/original/1387861343/2011-portfolio-combined.pdf?1387861343
[b] 2012 and 2014 data: California Child Care Resource and Referral Network. (2015). *2015 California child care portfolio*. San Francisco, CA: Author. Retrieved from: https://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/204/attachments/original/1456339909/Santa_Clara__County__2.23.2016.pdf?1456339909

Child Care Capacity Varied by Type of Setting and Age Cohort

Overall, licensed capacity in ECE has increased since 2010. Between 2010 and 2014, the latest year for which data were available for this summary, licensed center-based capacity in Santa Clara County increased 13 percent for infants and toddlers, 16 percent for preschool-age children, and 16 percent for five-year-olds, while decreasing slightly for older school-age children. Meanwhile, the supply of family child care decreased somewhat across all age groups by almost 3 percent.

Exhibit A-3. Child Care Capacity by Age Group and Type of Setting[a,b]

Child Care Supply	Licensed Child Care Centers			Licensed Family Child Care Homes		
	2010	2012	2014	2010	2012	2014
Total number of slots	42,993	45,000	47,953	19,702	19,414	19,170
Infant slots (under 3 years old)[c,d]	5,898	6,341	6,649	4,728	4,659	4,601
Preschool slots (3-4 years old)[e,f]	25,622	27,076	29,804	7,684	7,571	7,476
5 years old[g,h]	1,490	1,574	1,733	985	971	959
School-age slots (6 years and older)[i]	9,983	10,009	9,767	6,305	6,212	6,134
Total number of sites	**580**	**607**	**666**	**1,928**	**1,895**	**1,867**

[a] Source for 2010 data: California Child Care Resource and Referral Network. (2011). *2011 California child care portfolio*. San Francisco, CA: Author. Retrieved from: http://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/88/attachments/original/1387861343/2011-portfolio-combined.pdf?1387861343

[b] Source for 2012 and 2014 data: California Child Care Resource and Referral Network. (2015). *2015 California child care portfolio*. San Francisco, CA: Author. Retrieved from: https://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/204/attachments/original/1456339909/Santa_Clara__County__2.23.2016.pdf?1456339909

Notes: AIR adjusted the age cohorts presented in the California Child Care Resource and Referral Network's *2011 California Child Care Portfolio* and *2015 California Child Care Portfolio* (i.e., under two, two- through five-year-olds, and six years and older) to reflect the ages in the cohorts used in this table and elsewhere in the report (i.e., birth to two-year-olds, three- and four-year-olds, and five-year-olds). See the notes below for how the adjustments were estimated, based upon the findings from AIR's study of child care supply and demand [Anthony, J., Manship, K., Chandra, C., & Muenchow, S. (2009). *Preschool supply and demand in the state of California: An assessment of preschool enrollment in publicly contracted and privately operated preschool programs*. San Mateo, CA: Author] and data from the Community Child Care Council of Santa Clara County reported in the 2013 Santa Clara County Child Care Needs Assessment.

[c] The number of licensed child care center slots for infants (under three years old): The number of licensed child care center slots for children under two years old, plus 9 percent of the number of licensed child care center slots for two- through five-year-olds.

[d] The number of licensed family child care home slots for infants (under three years old): 24 percent of total number of licensed family child care home slots.

[e] The number of licensed child care center slots for preschoolers (three- and four-year-olds): 86 percent of the number of licensed child care center slots for ages 2-5.

[f] The number of licensed family child care home slots for preschoolers (three- and four-year-olds): 39 percent of total number of licensed family child care home slots.

[g] The number of licensed child care center slots for five-year-olds: 6 percent of the number of number of licensed child care center slots for ages 2-5.

[h] The number of licensed family child care home slots for five-year-olds: 5 percent of total number of licensed family child care home slots.

[i] The number of licensed family child care home slots for children six years old and older: 32 percent of total number of licensed family child care home slots.

Capacity of Care for Preschoolers Increased but Capacity in High-Quality Care Still Needs to be Addressed

The 2010 ELMP set a goal of providing access to quality ECE for 70 percent of the preschool population and afterschool care for 50 percent of the school-age population. As shown in Exhibit A-4, as of 2014, if both licensed, center-based capacity and licensed family child care capacity are considered, there were spaces for 78 percent (37,280 slots for 47,588 preschoolers) of preschool-aged children in the county. Part of this increase in percentage served was due to a decrease in the population – but most of the remainder resulted from the introduction of the Transitional Kindergarten program.

While it appears that the 2010 ELMP goal has been met for the preschool age group in terms of sheer number of available *physical* spaces, this does not necessarily mean that the sites actually enroll enough children to meet their licensed capacity (due to circumstances such as the number

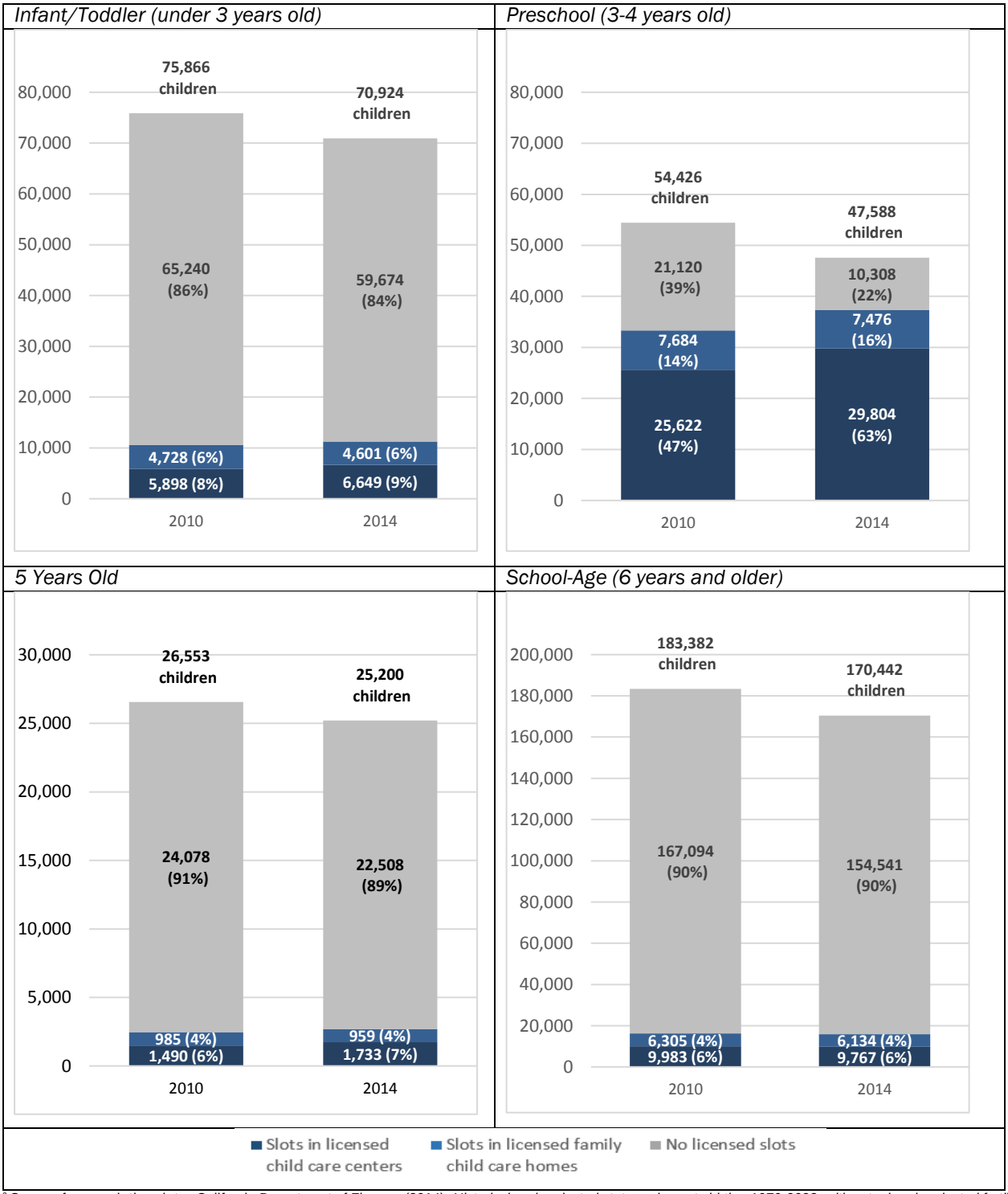
of staff available, or the desire to enroll fewer children, for example), or that they meet families' needs in terms of hours or location, or that they are of sufficiently high quality. Indeed, if licensing requirements for staff-child ratios were changed to meet nationally recognized quality standards such as those of the National Association for the Education of Young Children (NAEYC) (i.e., from 1 adult per 12 preschoolers to 1 per 10 or fewer), licensed capacity in the county would decrease. If only spaces in licensed, center-based care are considered, there were spaces for 63 percent of preschoolers (29,804 slots for 47,588 of the cohort) in 2014. Similarly, based on the Santa Clara County Local Early Education Planning Council's (Local Planning Council's) analysis of parents' responses to the American Community Survey,[7] approximately 60 percent, or about 30,000 of the roughly 50,000 three- and four-year-olds in the county at that time, were enrolled in preschool. In states that provide universal access to preschool, typically no more than 75 percent participate. To meet the goal of serving at least 75 percent of children, Santa Clara County would therefore need to make services available to approximately 7,500 more children.

As shown in Exhibit A-4, the 2010 ELMP goal of quality spaces for 50 percent of the school-age population does not appear to have been met, and the number of school-age children enrolled decreased slightly between 2010 and 2014. Licensed Out-of-School Time (OST) programs for school-age children are available for about one in 10 school-age children under age 12; there are no available data on the number of five- to eight-year-olds who are served. In addition, many OST programs are not required to be licensed. As a result, the actual availability of school-age child care is not known.

Meanwhile, the county has one licensed infant/toddler space for every six children under three years old (i.e., spaces for 11,250 or 16 percent of the 70,924 infants and toddlers in the county). While the total number of infant/toddler center-based slots increased between 2010 and 2014, the number of licensed family child care spaces decreased slightly.

[7] The Office of the Superintendent, Administrative Services of the Santa Clara County Office of Education. (2013). *2013 Santa Clara County child care needs assessment*. Santa Clara, CA: Local Early Education Planning Council of Santa Clara County. Note: The Local Planning Council presented the data (see page 5 of the LPC report) from Children Now's *2012-13 California County Scorecard* [Children Now. (2013). *2012-13 California county scorecard.* Oakland, CA: Author. Retrieved from http://scorecard.childrennow.org/resources/scorecard12_notes.pdf.] Children Now obtained its data from the ACS 2006-08 and 2008-10, 3-Year Estimates (March 2012).

Exhibit A-4. Licensed Capacity as a Proportion of Child Population, 2010 and 2014[a]



[a] Source for population data: California Department of Finance (2014). *Historical and projected state and county births, 1970-2023, with actual and projected fertility rates by mother's age and race/ethnicity, 2000-2023*. Sacramento, CA. Retrieved from: http://www.dof.ca.gov/Forecasting/Demographics/projections/Historical_And_Projected_Births/

Notes on capacity: AIR adjusted the age cohorts presented in the California Child Care Resource and Referral Network's *2015 California Child Care Portfolio* (i.e., under 2, 2- through 5-year-olds, and 6 years and older) to reflect the ages in the cohorts used in this table and elsewhere in the report (i.e., birth to two, three- and four-year-olds, and five-year-olds). See the notes below Exhibit A-3 for how the adjustments were estimated, based upon the findings from AIR's *Preschool supply and demand in the state of California: An assessment of preschool enrollment in publicly contracted and privately operated preschool programs* and data from the *2013 Santa Clara County Child Care Needs Assessment* [The Office of the Superintendent, Administrative Services of the Santa Clara County Office of Education. (2013). *2013 Santa Clara County child care needs assessment*. Santa Clara, CA: Local Early Education Planning Council of Santa Clara County.] See Exhibit A-3 for more detail about how the percentages of slots were estimated.

Unmet Need for Subsidized Care Decreased, but Likely to Rise With More Realistic Income Ceiling

Access to ECE requires not only an adequate supply of spaces but also families' ability to pay for the service. Since 2010, the unmet need for preschool-age children eligible for subsidy at an income threshold of 70 percent of the State Median Income (SMI) actually decreased in Santa Clara County – from 5,900 in 2010 to 2,397 in 2014. However, as indicated below, the reduction in unmet need primarily reflects an outdated low-income ceiling for the subsidy that did not take into account the high cost of living in Santa Clara County.

Exhibit A-5 presents the estimated need for subsidized or publicly supported ECE among low-income preschoolers in the county; the numbers enrolled, by type of ECE setting; and unmet need, as of 2014. Any estimate of "unmet need" depends partly on the assumptions used, both in terms of estimated participation rate and also the income threshold for subsidy eligibility.

The estimate of unmet need begins with assumptions regarding the estimated participation rate. As will be discussed later in this summary, family preference for type of child care setting (e.g., formal versus informal, out-of-home versus relative care) is an important consideration. For example, while most families of four-year-olds prefer some type of formal program, they may also, for a variety of reasons, require supplemental, less formal arrangements. However, for purposes of promoting school readiness, especially for a disadvantaged population, the best way to estimate the "demand" or participation rate may be to look to a community where access to a quality preschool program is virtually guaranteed. In order to estimate the likely participation rate in the county's subsidized programs (if they truly were available to serve all children in low-income neighborhoods), the most analogous programs may be the preschool programs located in the Abbott districts in New Jersey—a set of districts where a school finance adequacy lawsuit resulted in the state's lowest achieving (and highest poverty) districts being required to offer preschool to all children in the district. Median participation rates in the Abbott district preschool programs are higher than 90 percent.[8] It is reasonable to assume that lower income parents (such as those with children eligible for California's State Preschool Program) may choose to have their children participate in publicly provided preschool programs at higher rates than other parents, on average. These parents, although unable to afford high-quality private programs, may recognize that their children need ECE services to help them get ready for school, and may also need free or affordable ECE in order to work. This report, for the population of disadvantaged preschoolers, assumes participation rates of 90 percent, as was found in the Abbott districts.

Another important factor in estimating unmet need for subsidy-eligible children is the income ceiling for subsidy, and its relationship to the local cost of living. Prior to the most recent California state budget, and the proposed increase in income eligibility to 85 percent of SMI in the county's recently developed local child care subsidy pilot plan, the maximum family income eligible for subsidy (70 percent of SMI, or about $46,896 for a family of four)[9] for Title 5 State Preschool was unrealistically low, and therefore resulted in a misrepresentation of the level of need for financially assisted participation in ECE programs in Santa Clara County. To be self-

[8] Farrie, D. (2014). *The Abbot preschool program: A 15-year progress report.* Philadelphia, PA: Education Law Center. Retrieved from: http://www.edlawcenter.org/assets/files/pdfs/publications/AbbottPreschool15YearProgressReportMay2014.pdf

[9] California Department of Education. (2016). *Family fee schedule*. Sacramento, CA: Author. Retrieved from: https://www.mcs4kids.com/documents/famfeeschedule2016.pdf

sufficient, a family of four (two adults and two preschool-age children) in Santa Clara County needs a much higher annual income. Although the poverty threshold for a family of four in 2014 was only $24,230, an estimated $90,750 was required for a family of two adults and two preschool-age children to meet basic needs in Santa Clara County.[10] As of 2012, only 70 percent of all households in the county and 63 percent of households with children were estimated to be living above the self-sufficiency standard.[11] Furthermore, the proportion of households meeting this self-sufficiency standard varies greatly depending upon the race and ethnicity of the household. For example, in 2012, while 81 percent of White and 77 percent of Asian families were above the self-sufficiency standard, only 64 percent of Black and 41 percent of Latino families were above it.

Because not enough families have been able to qualify for subsidized care under the 70-percent-of-SMI standard, some providers have not been able to enroll enough children to earn their contract, For example, as shown in the Appendix (Exhibit C-1), approximately 500 fewer income-eligible three- and four-year-olds were enrolled in State Preschool in 2014 than in 2010, and the funds left on the table had to be sent back to the state.[12]

As will be discussed later in this summary, the county is due to implement a local child care subsidy pilot plan early in the 2017-18 school year, which raises the income eligibility for Title 5 programs from 70 percent of SMI (about $58,524 for a family of four in 2017) to 85 percent of SMI (about $71,065 for a family of four in 2017).[13] However, unlike the TK program, where eligibility is not based on family income, families will still have to complete income verification forms, and many families below the family self-sufficiency level would still not qualify. Given this local subsidy plan to raise income eligibility, and the state's recent increase in the income eligibility threshold for Title 5-funded ECE programs, Exhibit A-5 also presents unmet need in 2014 at 85 percent of SMI. Increasing the eligibility level more than doubles the number of unserved eligible preschool children, from 2,397 to 6,789.

However, even increasing the income eligibility to 85 percent of SMI does not make preschool affordable for many families. In 2015, according to the California Child Care Resource and Referral Network, the average cost of full-day care in a licensed center in Santa Clara County was $16,375 for an infant and $11,991 for a preschool-age child – or 14 percent and 10 percent, respectively, of the median family income of $120,125.[14] According to the U.S. Department of Health and Human Services, child care is affordable when a family pays no more than 7 percent

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[10] Center for Women's Welfare. (2015). *Self-sufficiency standards*. Seattle, WA: University of Washington. Retrieved from: http://www.selfsufficiencystandard.org/self-sufficiency-standard-state

[11] Center for Women's Welfare. (2012). *The Self-sufficiency standard by select household characteristics: California 2012*. Seattle, WA: University of Washington Retrieved from: http://www.insightcced.org/past-archives/insight-networks/building-economic-security-for-all-besa/californians-for-economic-security-cfes/the-self-sufficiency-standard-for-california/

[12] Exhibit C-1 shows changes in enrollment by age group and child care setting between 2010 and 2014. Notably, enrollment of income-eligible four-year-olds in center-based, publicly funded early care and learning programs increased between 2010 and 2014, largely due to the introduction of the Transitional Kindergarten program. Interestingly, enrollment of all other age groups in center-based, publicly funded programs decreased. For example, enrollment of income-eligible five-year-olds decreased by 9 percent, enrollment of three-year-olds decreased by 20 percent, and infant and toddler enrollment decreased by a significant 30 percent. These decreases were largely a result of the sharp countywide decrease in both the total number of children and specifically of children in poverty.

[13] California Department of Education. (2016). *Family fee schedule*. Sacramento, CA: Author. Retrieved from: https://www.mcs4kids.com/documents/famfeeschedule2016.pdf

[14] California Child Care Resource and Referral Network. (2015). *2015 California child care portfolio*. San Francisco, CA: Author. Retrieved from https://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/204/attachments/original/1456339909/Santa_Clara__County__2.23.2016.pdf?1456339909

of its income for child care.[15] However, for a median income family in Santa Clara County, the average cost of licensed care for two children can absorb about a quarter of their income, and many well-known facilities with established reputations for quality charge far more.

Exhibit A-5 presents the number of children who were eligible for subsidized ECE at different potential income thresholds in 2014. The table also takes into account the projected likely participation rate of 90 percent, as discussed above.[16] Exhibit A-6 presents a graphic showing the unmet need for children eligible and potentially interested in preschool at 85 percent SMI. Additionally, Exhibits A-7 and A-8 compare unmet need at 70 percent and 85 SMI thresholds.

Exhibit A-5. Estimated Eligibility and Unmet Need for Early Care and Education Among Low-Income Three- and Four-Year-Olds in Santa Clara County at Different Subsidy Eligibility Levels in 2014[a]

		3-Year-Olds	4-Year-Olds	Total
Number of Children				
A	Number of Children[b]	23,652	23,936	47,588
B	Subsidy eligible at 70% of SMI[c]	5,029	6,385	11,414
B(a)	90% participation rate[d]	4,526	5,747	10,273
C	Subsidy eligible at 85% of SMI[c]	7,636	8,659	16,295
C(a)	90% participation rate[d]	6,872	7,793	14,666
D	At Extremely Low Income Limits (2014 HUD) [c]	2,507	2,742	5,249
D(a)	90% participation rate[d]	2,256	2,468	4,724
E	At Very Low Income Limit (2014 HUD)[c]	5,052	6,641	11,693
E(a)	90% participation rate[d]	4,547	5,977	10,524
F	At Low Income Limits (2014 HUD)[c]	7,300	8,447	15,747
F(a)	90% participation rate[d]	6,570	7,602	14,172
Number of Subsidy-Eligible Children Enrolled (at 70% of SMI)				
G	Title 5 State Preschool Program[e]	1,348	2,754	4,102
H	Other State-Contracted Title 5 Programs[f]	131	68	199
I	Early Head Start/Head Start (excluding those also funded by other programs)[g]	485	830	1,315
J	State-Subsidized Voucher Programs – CalWORKs and Alternative Payment Programs[h]	554	534	1,088
K	Transitional Kindergarten[i]	0	1,172	1,172
L	Total subsidy-eligible enrollment in public programs	2,518	5,358	7,876
Unmet Need [j]				
M(a)	Subsidy eligible at 70% of SMI Percent of eligible children unserved	2,008 44%	389 7%	2,397 23%
M(b)	Subsidy eligible at 85% of SMI Percent of eligible children unserved	4,354 63%	2,435 32%	6,789 46%

[15] United States Department of Health and Human Services. (2015). *45 CFR Part 98 Child Care and Development Fund (CCDF) Program; Proposed rule*. (80)247. Retrieved from https://www.gpo.gov/fdsys/pkg/FR-2015-12-24/pdf/2015-31883.pdf

[16] See Appendix A-2 for estimated eligibility, enrollment, and unmet need by zip code.

		3-Year-Olds	4-Year-Olds	Total
M(c)	At Extremely Low Income Limits (2014 HUD) Percent of eligible children unserved	-262 -12%	-2,890 -117%	-3,152 -67%
M(d)	At Very Low Income Limits (2014 HUD) Percent of eligible children unserved	2,029 45%	619 10%	2,648 25%
M(e)	At Low Income Limits (2014 HUD) Percent of eligible children unserved	4,052 62%	2,244 30%	6,296 44%

Sources and notes:

[a] The table does not include enrollment for the six sites that received local funds from First 5 Child Signature Program (CSP) in 2014 for teacher salaries to make specific preschool sessions available. In 2014, First 5 CSP provided funding to four sites, with a total of 839 preschool slots, that also received Title 5 State Preschool and/or Head Start funding. Three other sites with 68 preschool slots also received funding from First 5 CSP in 2014 and did not receive Title 5 State Preschool and/or Head Start funding.

[b] California Department of Finance. (2014). *Historical and projected state and county births, 1970-2023, with actual and projected fertility rates by mother's age and race/ethnicity, 2000-2023.* Sacramento, CA: Author. Retrieved from: http://www.dof.ca.gov/Forecasting/Demographics/projections/Historical_And_Projected_Births/

[c] American Community Survey, Public Use Microdata Sample (PUMS) one-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org)

[d] Not all families who are eligible will choose to enroll their child in preschool programs. This analysis assumes at most 90% of subsidy-eligible families will choose to enroll their children, based on the experiences of the New Jersey Abbott Preschool Program, Washington, D.C; and states with voluntary prekindergarten programs.

[e] Title 5 State Preschool Program: California Department of Education. (October 2014). *CD-801A Monthly Report, October 2014*. Sacramento, CA: Author. (Archived data), Number of Children Enrolled in California State Preschool Program (CSPP), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org). According to the California Department of Education's CD-801A Monthly Child Care Data, the percentage of all children enrolled in 2014 in the Title 5 State Preschool Program who were in families at or under 70 percent of the SMI was 97.78 percent.

[f] Other Title 5 programs include Title 5 Migrant Child Care Program, Severely Handicapped Program, Title 5 Center-Based Child Care (CCTR) Program, Title 5 Family Child Care Home Education Network (FCCHN): Data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org). According to the California Department of Education's CD-801A Monthly Child Care Data, the percentage of all children in families at or under 70 percent of the SMI enrolled in the Migrant Child Care Program was 100 percent, enrolled in Title 5 Severely Handicapped State Preschool Program was 61.02 percent, enrolled in Title 5 Center-Based Child Care (CCTR) was 99.56 percent, and enrolled in Title 5 Family Child Care Home Education Network (FCCHN) Program was 99.39 percent in 2014.

[g] Head Start: American Institutes for Research survey of Head Start grantees, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org). To avoid double counting students who received funding combinations from more than one program and are already counted in other programs in this table, 25 percent of Head Start enrollment in in the 2014–15 school year were excluded. The combination funding percentage estimate is based on the total number of students in Early Head Start and Head Start who received combination funding in State Preschool, center-based child care, or Migrant Child Care Program.

[h] State-Subsidized Voucher Programs – CalWORKs and Alternative Payment Programs: data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org). According to the California Department of Education's CD-801A Monthly Child Care Data, the percentage of all children in families at or under 70 percent of the SMI enrolled in 2014 in CalWORKs Stage 2 Programs was 99.78 percent, enrolled in CalWORKs Stage 3 was 99.71 percent, and enrolled in Alternative Payment Programs was 94.88 percent.

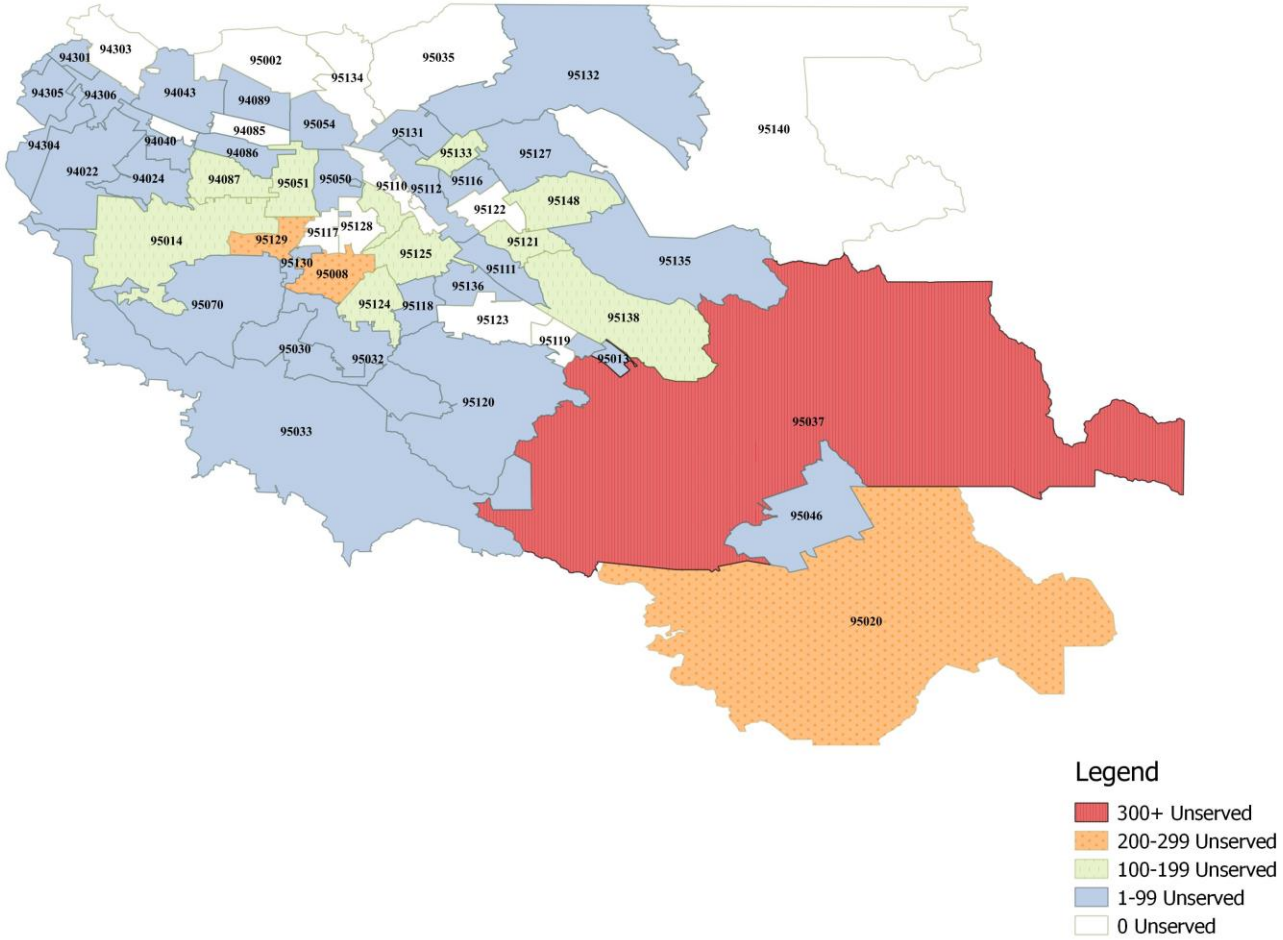
[i] TK: California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15. In the 2014-15 school year, 39 percent of 5-year-olds were in families under 70 percent of the SMI. Estimate based on analysis by American Institutes for Research.

[j] Note: This estimate is based on analysis of eligibility at various family sizes. In 2014, while 85 percent of SMI exceeded the HUD Low Income Level for a family of six, for example, it was less than the HUD Low-Income Level for a family of four.

Exhibit A-6. Unmet Need of Preschoolers Who Are Subsidy-Eligible at 85 Percent of the State Median Income (SMI)

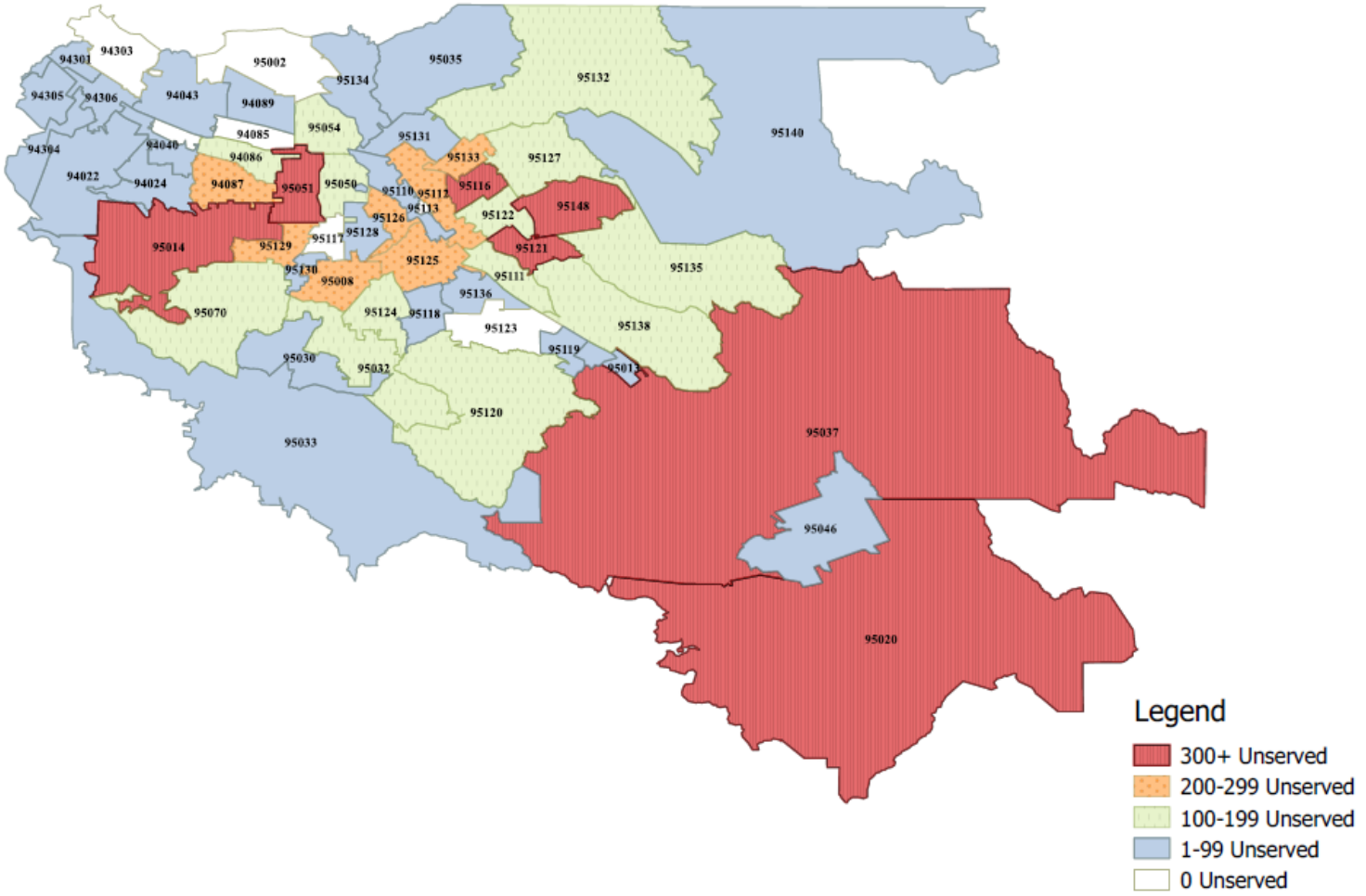
Source for Infographic: American Institutes for Research, based on data compiled and analyzed from the sources cited below.
Sources:
Interested: California Department of Finance (2014). *Historical and projected state and county births, 1970-2023, with actual and projected fertility rates by mother's age and race/ethnicity, 2000-2023.* Sacramento, CA: Author. Retrieved from: http://www.dof.ca.gov/Forecasting/Demographics/projections/Historical_And_Projected_Births/
Eligible at 85% SMI: American Community Survey, Public Use Microdata Sample (PUMS) one-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org) Not all families who are eligible will choose to enroll their child in preschool programs. This analysis assumes at most 90% of subsidy-eligible families will choose to enroll their children, based on the experiences of the New Jersey Abbott Preschool Program, Washington, D.C; and states with voluntary prekindergarten programs.
Enrolled:
Title 5 State Preschool Program: California Department of Education. (October 2014). *CD-801A Monthly Report, October 2014*. Sacramento, CA: Author. (Archived data), Number of Children Enrolled in California State Preschool Program (CSPP), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).
Other Title 5 programs: Include Title 5 Migrant Child Care Program, Severely Handicapped Program, Title 5 Center-Based Child Care (CCTR) Program, Title 5 Family Child Care Home Education Network (FCCHN): Data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).
Head Start: American Institutes for Research survey of Head Start grantees, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).
State-Subsidized Voucher Programs – CalWORKs and Alternative Payment Programs: data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).
TK: California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15

Exhibit A-7. Unmet Need of Preschoolers Who Are Subsidy Eligible at 70 Percent of the State Median Income (SMI)



Source for map: American Institutes for Research, based on data compiled and analyzed from the sources cited below.
Sources for eligible children: American Community Survey, Public Use Microdata Sample (PUMS) one-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org)
Sources for eligible enrolled children: Title 5 State Preschool Program: California Department of Education. (October 2014). *CD-801A Monthly Report, October 2014*. Sacramento, CA: Author. (Archived data). Other Title 5 programs include Title 5 Migrant Child Care Program, Severely Handicapped Program, Title 5 Center-Based Child Care (CCTR) Program, Title 5 Family Child Care Home Education Network (FCCHN): Data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data). Head Start: American Institutes for Research survey of Head Start grantees. State-Subsidized Voucher Programs – CalWORKs and Alternative Payment Programs: data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data). TK: California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15.

Exhibit A-8. Unmet Need of Preschoolers Who Are Subsidy Eligible at 85 Percent of the State Median Income (SMI)



Source for map: American Institutes for Research, based on data compiled and analyzed from the sources cited below.
Sources for eligible children: American Community Survey, Public Use Microdata Sample (PUMS) one-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org)
Sources for eligible enrolled children: Title 5 State Preschool Program: California Department of Education. (October 2014). *CD-801A Monthly Report, October 2014*. Sacramento, CA: Author. (Archived data). Other Title 5 programs include Title 5 Migrant Child Care Program, Severely Handicapped Program, Title 5 Center-Based Child Care (CCTR) Program, Title 5 Family Child Care Home Education Network (FCCHN): Data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data). Head Start: American Institutes for Research survey of Head Start grantees. State-Subsidized Voucher Programs – CalWORKs and Alternative Payment Programs: data from California Department of Education, CD-801A Monthly Report, October 2014 (archived data). TK: California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15.

Exhibit A-9 presents the United State Department of Housing and Urban development (HUD) income levels for a four-person and six-person family, as compared to 70 and 85 percent of the state median income. Data are shown for 2014 and 2017. It is important to point out that in July of 2017, the California Department of Education issued a Management Bulletin that notified its contractors about the revised income ceiling that they needed to use to determine income eligibility for fiscal year 2017-18 at initial certification for subsidized child development services. The bulletin noted that as of July 1, 2017, 70 percent of SMI for a four-person family increased to $58,524 and 85 percent of SMI increased to $71,065.

Exhibit A-9. HUD Income Levels by Family Size, as Compared to 70 and 85 Percent of State Median Income (SMI)

Type	Income Limit Category	2014		2017	
		Income Limit, 4-Person Family	Income Limit, 6-Person Family	Income Limit, 4-Person Family	Income Limit, 6-Person Family
SMI[a,b]	70% of SMI	$46,896	$61,908	$58,524	$77,252
	85% of SMI	$67,752	$89,424	$71,065	$93,806
HUD[c,d]	Low Income	$71,300	$82,750	$84,750	$98,350
	Very Low Income	$50,950	$59,150	$59,700	$69,300
	Extremely Low Income	$30,550	$35,450	$35,800	$41,550

[a] 2014 SMI: California Department of Education. (2016). *Family fee schedule*. Sacramento, CA: Author. Retrieved from: https://www.mcs4kids.com/documents/famfeeschedule2016.pdf
[b] 2017 SMI: SMI was increased as of July 1, 2017. California Department of Education. (2017). *Management bulletin 17-08.* Sacramento, CA: Author. Retrieved from: http://www.cde.ca.gov/sp/cd/ci/mb1708.asp
[c] 2014 HUD: United States Department of Housing and Urban Development. (2014). *Income limits.* Washington, DC: Author. Retrieved from: https://www.huduser.gov/portal/datasets/il.html
[d] 2017 HUD: United States Department of Housing and Urban Development. (2017). *Income limits.* Washington, DC: Author. Retrieved from: https://www.huduser.gov/portal/datasets/il.html

Examples of Key County Resources, Programs, and Initiatives That Address Access

Transitional Kindergarten

Transitional Kindergarten is a recent initiative that has expanded access to education for four-year-old children in Santa Clara County. The Kindergarten Readiness Act (California Senate Bill 1381), which was passed in 2010, changed the entry date for incoming kindergartners in California. The legislation also established the Transitional Kindergarten (TK) program, which began in the 2012-2013 school year. TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. A child is eligible for TK if the child will have his or her fifth birthday between September 2 and December 2 of the current school year. As of the 2014-15 school year, approximately 3,000 children were served in TK in 134 schools in the

county's 27 elementary and unified school districts, providing services to approximately half of the age-eligible children.[17,18] However, nearly half (123) of the 257 elementary schools do not yet offer a TK program.

A recent evaluation of the TK program[19] found many benefits for young children. Students who attended TK had an advantage over their peers at kindergarten entry in literacy and math, and showed greater engagement in their learning according to their teachers. In addition, the program showed particularly strong and long-lasting effects for low-income students in math and for English learners in English proficiency skills. Unlike many publicly subsidized programs, TK eligibility is not based on family income, and the program is free to all eligible children.

Local Child Care Subsidy Pilot Plan

As noted above, the Local Child Care Subsidy Pilot Plan may also help increase access to ECE in Santa Clara County. The plan is modeled after other efforts in the San Francisco Bay Area. For example, in 2003, AB 1326 authorized San Mateo County to develop and implement a local child care subsidy pilot plan to address how the state of California's single statewide income eligibility criteria, reimbursement, and fund restrictions impact ECE providers and the children and families whom they serve. San Mateo County developed an individualized plan with limited local flexibility that allowed it to maximize allocated funding and efficiently use child care subsidy funds in order to better serve the needs of more children and families.[20]

As in San Mateo County, the high cost of living in Santa Clara County results in many families who cannot afford the market rate for ECE and still do not qualify for subsidized child care. In addition, state reimbursement rates to providers serving subsidized children are insufficient to cover the true cost of care in the county.[21] As a result, some providers in areas with a high cost of living have shut down their program due to high costs, arguing that offering subsidized ECE is no longer cost effective. As a result of the decreasing numbers of children qualifying for subsidized care in the county and the loss of providers due to inadequate state reimbursement rates, Santa Clara County has not been able to fully utilize the ECE subsidy funds allocated to the county. According to Santa Clara County's Local Early Education Planning Council, approximately $9.3 million per year of potential funds, awarded through state-subsidized ECE contracts under Title 5, has been returned to the state. These unused funds mean, of course, that fewer children have been served. For example, $9.3

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[17] California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16. http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15.

[18] SCCOE includes 31 districts but four districts in the county only serve 9-12th grade students (Campbell Union High, Fremont Union High, Los Gatos-Saratoga Joint Union High, and Mountain View-Los Altos Union High).

[19] Manship, K., Holod, A., Quick, H., Ogut, B., Brodziak de los Reyes, I., Anthony, J., Jacobson Chernoff, J., Hauser, A., Martin, A., Keuter, S., Vontsolos, E., Rein, E., and Anderson, E. (2017). *Transitional kindergarten in California: The impact of Transitional kindergarten on English Learner students.* San Mateo, CA: American Institutes for Research. Retrieved from: http://www.air.org/resource/impact-transitional-kindergarten-california-students

[20] Office of Assemblyman Rich Gordon. (2016). *AB2368: Santa Clara County child care subsidy pilot.* Retrieved 2/27/16 from: https://cappa.memberclicks.net/assets/PublicPolicy/2016/Legislation/ab%202368%20fact%20sheet.pdf

[21] For Regional Market Rates as of 1/1/17: California Department of Social Services (2017). *All county letter (ACL) No. 16-70.* Sacramento, CA: Author. Retrieved from: http://www.cdss.ca.gov/lettersnotices/EntRes/getinfo/acl/2016/16-70.pdf

million could have gone toward serving approximately 1,100 children more children in the county.[22]

As with San Mateo County's AB 1326, Santa Clara County's AB 2368 will neither increase nor decrease the total amount of funds provided to Santa Clara County for subsidized ECE. However, the plan has the potential to increase the county's ability to use the full allocation of subsidy funds that it receives and thus ability to serve more children. The upside of the new plan is that the minimum income threshold will increase and therefore more families who cannot afford the market cost of care will qualify for subsidized ECE. On the other hand, the increase in the number of subsidy-eligible children at 85 percent SMI may outpace the state funds currently available. Thus, over time and without new resources, the number of unserved eligible children may increase.

Santa Clara County began work on its local child care subsidy pilot plan in early 2017. The plan was submitted to the local planning council and the Santa Clara County Board of Supervisors and approved in April 2017.[23] At the time this report was finalized, the plan has yet to receive final approval from the California Department of Education. AB 2368 also mandates that the county annually prepare and submit to the Legislature, the State Department of Social Services, and the State Department of Education a report that contains specified information relating to the success of the county's plan. The authorization would end on January 1, 2022.[24]

[22] Office of Assemblyman Rich Gordon. (2016). *AB2368: Santa Clara County child care subsidy pilot.* Retrieved from: https://cappa.memberclicks.net/assets/PublicPolicy/2016/Legislation/ab%202368%20fact%20sheet.pdf
[23] Santa Clara County Board of Supervisors. (2017). *The county of Santa Clara California: Report 85082.* http://sccgov.iqm2.com/Citizens/Detail_LegiFile.aspx?Frame=&MeetingID=8495&MediaPosition=&ID=85082&CssClass
[24] Office of Assemblyman Rich Gordon. (2016). *AB2368: Santa Clara County child care subsidy pilot.* Retrieved from: https://cappa.memberclicks.net/assets/PublicPolicy/2016/Legislation/ab%202368%20fact%20sheet.pdf

Articulation, Alignment, and Data Systems

The 2010 ELMP aimed for system-wide alignment from birth to third grade, including meaningful child assessments, cross-communication, curriculum alignment, and the goal that all children perform well in school. Some progress on articulation and alignment has been made. For example, developmental screening has been made available – if not uniformly institutionalized – for most children. Efforts have been made to align standards and curriculum, and one school district has linked early care to its elementary school database, though this remains the exception and not the norm.

Some School Districts Working Toward PreK-to-Grade 3 Alignment

Early identification and treatment of learning problems and improved articulation between ECE and elementary school education are important strategies to promote school readiness and enhance children's school performance by third grade. However, alignment between ECE and elementary education can prove difficult in Santa Clara County. Santa Clara is a geographically large and densely populated county (with a total of 31 school districts and approximately 160 school board members[25] elected to serve nearly 275,000 K-12 students as of the 2015-16 school year);[26] it has various ECE provider settings and funding streams; it lacks coordinated data systems; and it has no formal means of communication between ECE and elementary education (e.g., established joint ECE/elementary advisory groups).

Although considerable work remains to be done around articulation and alignment in the county, according to one recent study, three of its school districts are well prepared to pursue alignment work.[27] This study used two criteria for selecting districts as strong candidates to engage in preschool-to-grade 3 alignment: 1) existing systems' infrastructure to support this work, such as a backbone organization, champion(s) of alignment, networks connecting elementary schools to prekindergarten educators, and professional development infrastructure; and 2) demonstrated interest in alignment among multiple district players. As presented in Exhibit A-10 below, the study summarized each school district's readiness for alignment along five alignment readiness factors: 1) experience with systems and cross-sector work, 2) leadership and buy-in, 3) existing promising practices, 4) appetite for innovation and new initiatives, and 5) relationships with funders.

[25] Harder+Company. (2016). *PreK-3rd grade alignment readiness in Santa Clara County: Brief findings*. San Mateo, CA: Silicon Valley Community Foundation Center for Early Learning.

[26] California Department of Education. (2016*). Enrollment by Grade for 2015-16. County Enrollment by Grade (with district data).* Sacramento, CA: Author. Retrieved 2/17/16 from: http://data1.cde.ca.gov/dataquest/

[27] Harder+Company. (2016). *PreK-3rd grade alignment readiness in Santa Clara County: Brief findings*. San Mateo, CA: Silicon Valley Community Foundation Center for Early Learning.

Exhibit A-10. Degree of Alignment Readiness for Three County School Districts

Readiness Factor	Readiness Level		
	Franklin-McKinley School District	Oak Grove School District	San Jose Unified School District
Experience With Systems and Cross-sector Work	High	Low-to-Moderate	Low-to-Moderate
Leadership and Buy-In	Moderate	Low-to-Moderate	Moderate
Existing Promising Practices	Moderate	Moderate-to-High	Moderate-to-High
Appetite for Innovation and New Initiatives	High	Moderate	High
Relationships With Funders	High	Moderate	Low

Source: Harder+Company. (2016). *Prek-3rd grade alignment readiness in Santa Clara County: Brief findings*. San Mateo, CA: Silicon Valley Community Foundation Center for Early Learning.

The Percentage of Third Grade Students Meeting or Exceeding ELA and Math Standards Varies by Economic Status and Ethnicity

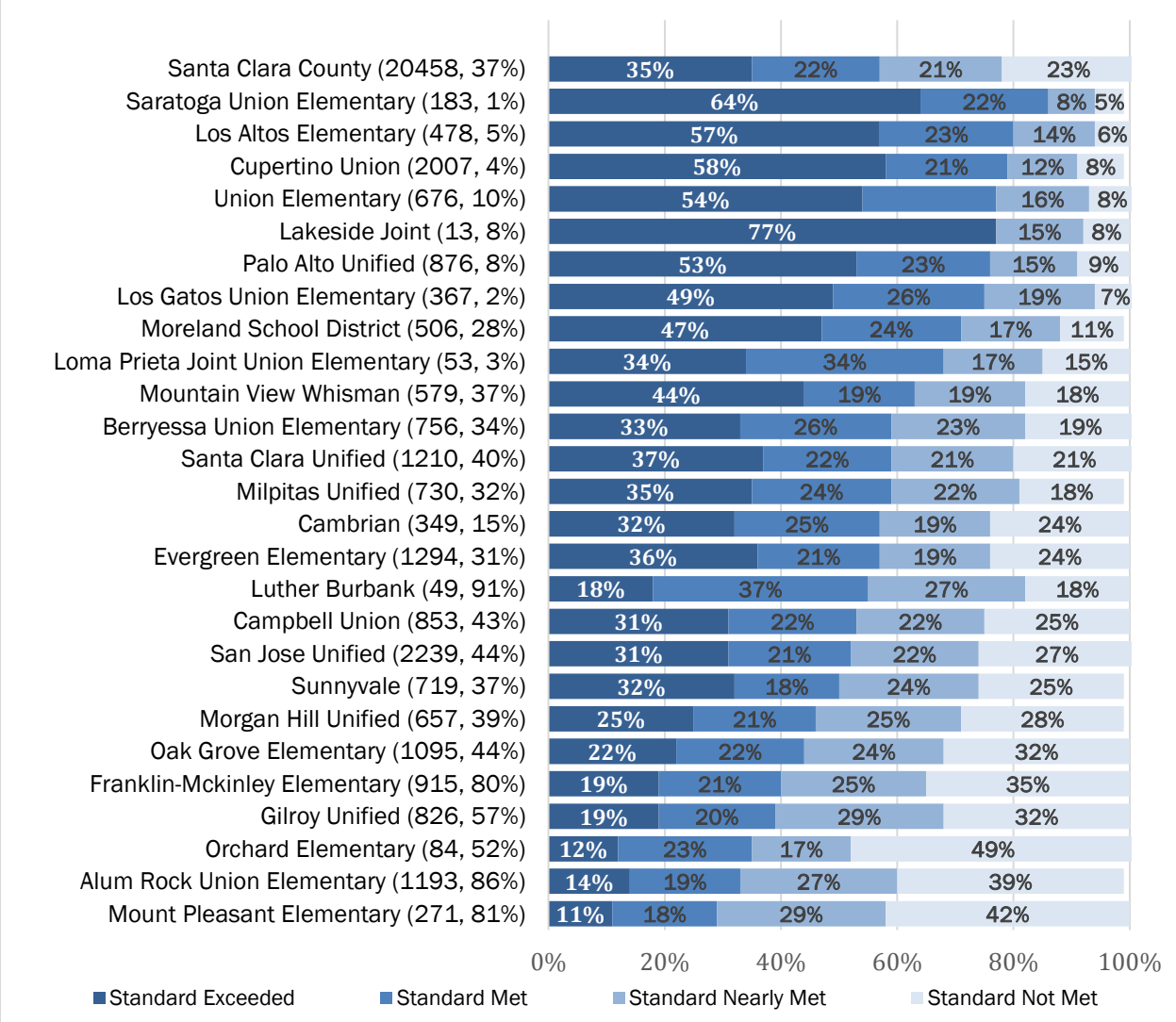
One goal of alignment of instruction across ECE programs and early elementary classrooms is to ensure students' success in third grade. According to third grade proficiency scores in English Language Arts (ELA) and math on the 2015-16 California Assessment of Student Progress and Performance (CAASPP), although there were large performance discrepancies across districts in both ELA and math on the CAASPP, students tended to perform better in math compared to ELA: 63 percent of third graders in Santa Clara County met or exceeded the grade standard in math, compared to 57 percent in ELA.[28] There was a wide range of proficiency across school districts, from 29 percent to 86 percent of third grade students proficient in ELA. In math, proficiency ranged from 35 percent to 94 percent.

Approximately 30 percent of third grade students in Santa Clara County were in districts with at least 60 percent of their third grade students meeting ELA proficiency. Approximately 50 percent of third grade students in the county were in districts with at least 60 percent of their third grade students meeting math proficiency.[29]

[28] Note: Statistical comparisons to the 2009 proficiency data presented in the 2010 ELMP cannot be made here, as CDE implemented a new test in school year 2014-15.

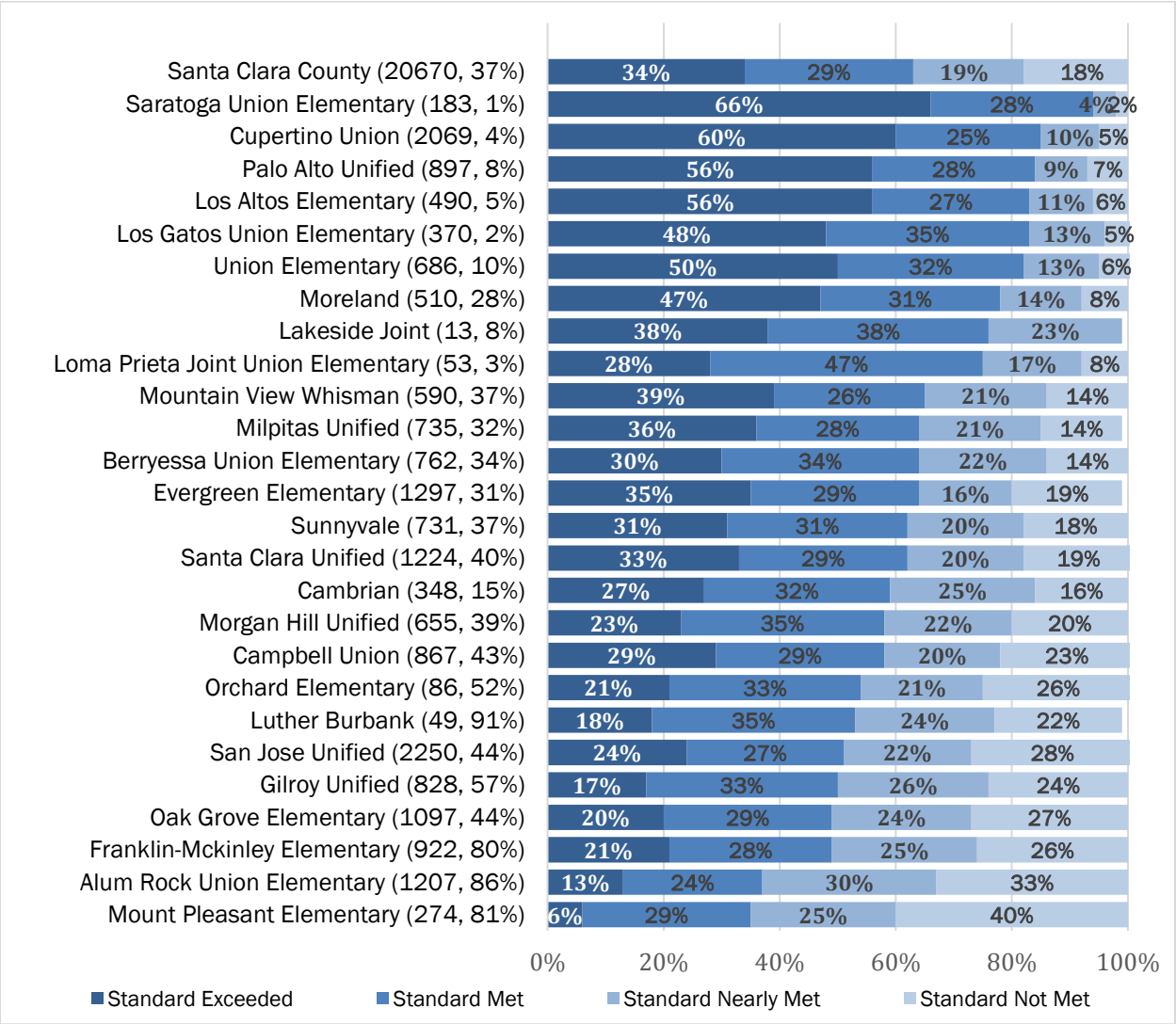
[29] California Department of Education. (2016). *California Assessment of Student Performance and Progress (CAASPP) data: CAASPP Research Files 2015-16*. Retrieved 1/6/17 from: http://caaspp.cde.ca.gov/sb2016/ResearchFileList

Exhibit A-11. Third Grade Proficiency in English Language Arts/Literacy by District in 2015-16[a,b]



Note: Totals may not add to 100% due to rounding.
Sources:
[a] California Department of Education. (2016). *California Assessment of Student Performance and Progress (CAASPP) data: CAASPP Research Files 2015-16*. Retrieved 1/6/17 from: http://caaspp.cde.ca.gov/sb2016/ResearchFileList
[b] Free or Reduced Price Lunch data (in parentheses after the district name): California Department of Education (2016). *Free or reduced-price meals county summary (with district data) 2015-16*. Sacramento, CA: Author. Retrieved 2/3/17 from: http://data1.cde.ca.gov/dataquest/Cbeds2.asp?FreeLunch=on&cChoice=CoProf2&cYear=2015-16&TheCounty=43%2CSANTA%5ECLARA&cLevel=County&cTopic=Profile&myTimeFrame=S&submit1=Submit

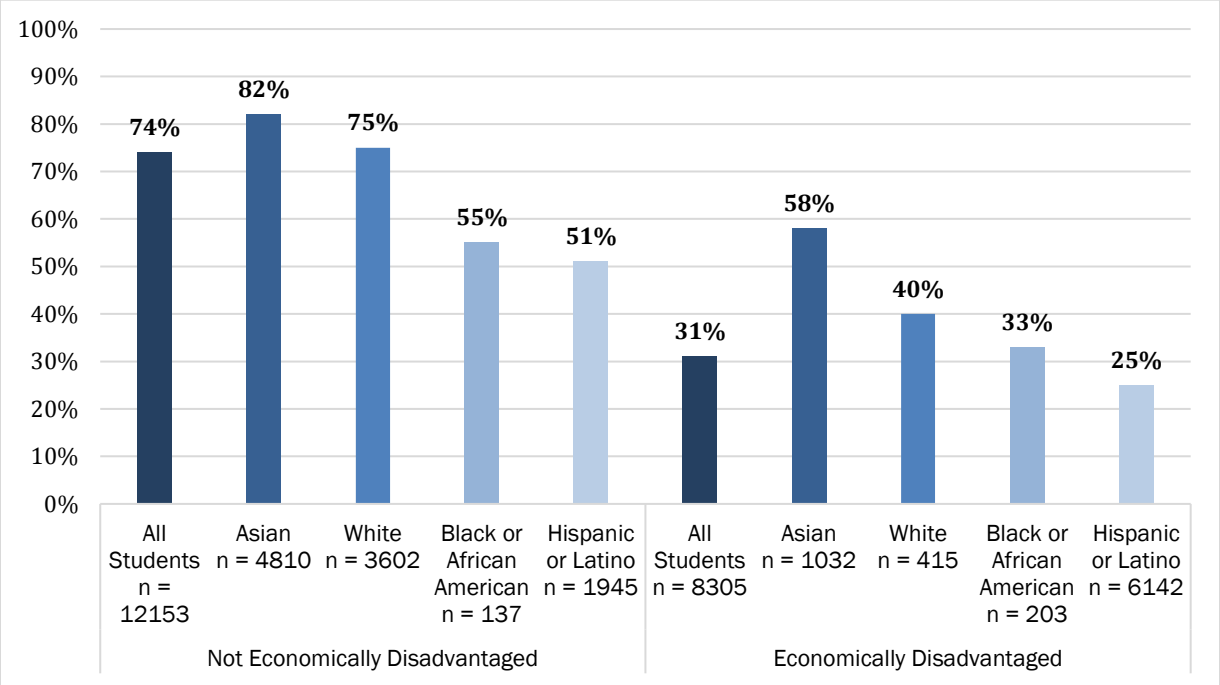
Exhibit A-12. Third Grade Proficiency in Math by District in 2015-16 [a,b]



Note: Totals may not add to 100% due to rounding.
Sources:
[a]California Department of Education. (2016). *California Assessment of Student Performance and Progress (CAASPP) data: CAASPP Research Files 2015-16*. Retrieved 1/6/17 from: http://caaspp.cde.ca.gov/sb2016/ResearchFileList
[b]Free or Reduced Price Lunch data (in parentheses after the district name): California Department of Education (2016). *Free or reduced-price meals county summary (with district data) 2015-16*. Sacramento, CA: Author. Retrieved 2/3/17 from: http://data1.cde.ca.gov/dataquest/Cbeds2.asp?FreeLunch=on&cChoice=CoProf2&cYear=2015-16&TheCounty=43%2CSANTA%5ECLARA&cLevel=County&cTopic=Profile&myTimeFrame=S&submit1=Submit

Children from families that were not economically disadvantaged were more than twice as likely to meet state math and ELA standards than children from economically disadvantaged families. Proficiency levels also varied by ethnicity. For example, Black or African-American and Hispanic or Latino students still performed much lower than Asian and White students of the same economic status group. For example, only one quarter of economically disadvantaged Hispanic or Latino students achieved proficiency in third grade ELA, versus 58 percent of Asian students and 40 percent of White students. These trends mirrored the challenges identified in the 2010 ELMP, which reported that children of Latino and African-American descent, regardless of income, had lower scores than White and Asian children.[30]

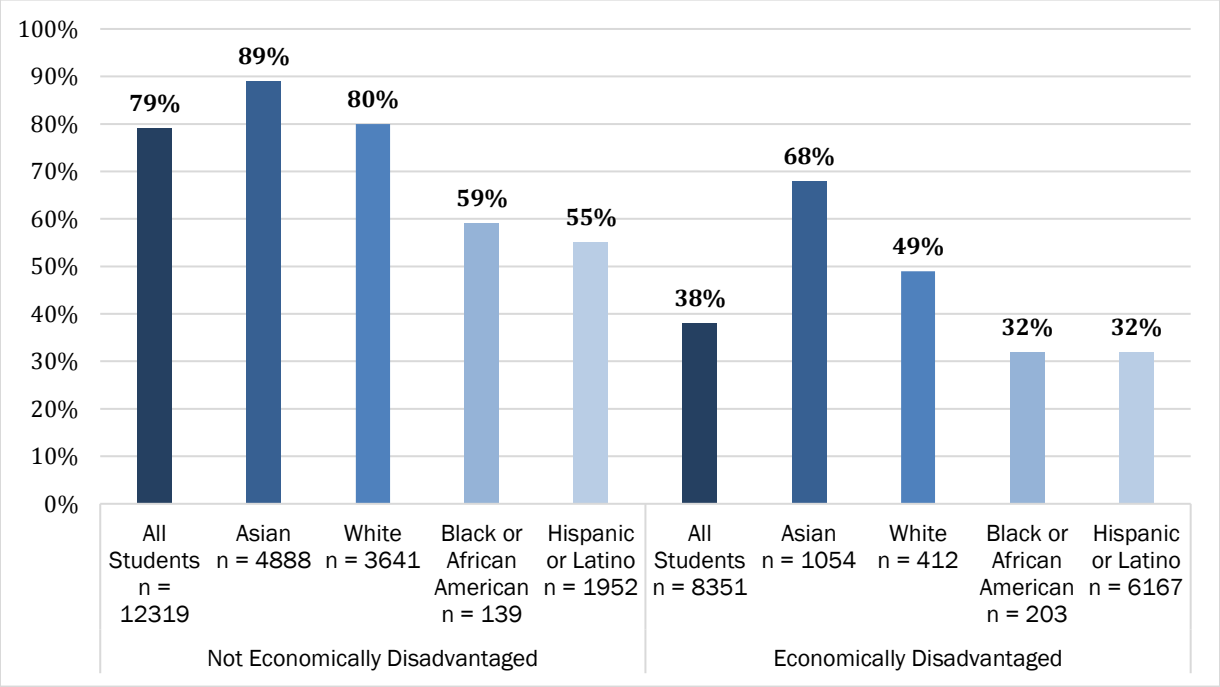
Exhibit A-13. Third Grade Proficiency in English Language Arts/Literacy by Student Subgroup in 2015-16



Source: California Department of Education. (2016). *California Assessment of Student Performance and Progress (CAASPP) data: CAASPP Research Files 2015-16*. Retrieved 1/6/17 from: http://caaspp.cde.ca.gov/sb2016/ResearchFileList

[30] Hill Scott, K., Ed. D., Harris, J., & Felice, M. (2010). *Santa Clara County early learning master plan (Vol. I).* San Jose, CA: Santa Clara County Office of Education. Retrieved from: http://www.sccoe.org/depts/students/early-learning-services/Documents/Master_Plan.pdf

Exhibit A-14. Third Grade Proficiency in Math by Student Subgroup in 2015-16



Source: California Department of Education (2016). *California Assessment of Student Performance and Progress (CAASPP) research files 2015-16*. Retrieved 1/6/17 from: http://caaspp.cde.ca.gov/

Examples of Key County Resources, Programs, and Initiatives That Address Articulation and Alignment Between Early Care and Education and Elementary School

My Brother's Keeper: San Jose

My Brother's Keeper: San Jose (MBK: SJ) addresses articulation and alignment between ECE and elementary education, as well as racial disparities in school achievement. In September 2014, then-president Barack Obama invited local governments across the country to join the *My Brother's Keeper Community Challenge*. The goal of the program is that boys and young men of color have the opportunity to succeed, regardless of circumstances. The Silicon Valley Community Foundation partnered with San José Mayor Sam Liccardo to accept the challenge in January 2015. The initiative has four priorities: 1) entering school ready to learn, 2) reading at grade level by third grade, 3) graduating high school ready for college and career, and 4) reducing youth engagement in crime and providing pathways to success for youth who have interacted with the criminal justice system.[31]

The Strategic Plan for MBK: SJ was developed in fall 2016 and expected to be implemented in late 2017. The MBK: SJ plan set many targets, including the following: 1) increase the percentage of students entering kindergarten demonstrating learning readiness, 2) expand access to and participation in quality early education programs for boys of color, 3) increase the percentage of third graders demonstrating reading proficiency, and 4) eliminate disparities among third grade boys of color in reading proficiency. Given the common timing and similar goals between MBK: SJ and the 2017 ELMP, collaboration between the two efforts should be considered. For example, as with the Articulation, Alignment, and Data Systems Workgroup, some recommendations for achieving the MBK: SJ's goals focus on data use and coordination (e.g., expanding the collection, use, and coordination of data and developing, and using technology, online platforms, and mobile apps to amplify outreach and information and access to programs and services).[32]

Data Integration

A key aspect of articulation and alignment is data integration among ECE settings and with the K-12 system; however, a lack of a common data system and unique identifiers has long impeded data integration in the county – and across the state. Multiple data systems/programs are utilized in the ECE field (e.g., ChildPlus; Controltec – CenterTrack; NoHo; Excel spreadsheets; MCT – Care Control or Care Attendance; DRDP Tech; Learning Genie); however, not all of them communicate with each other or with the K-12 data system.

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[31] Office of Mayor Sam Liccardo, City of San José Silicon Valley Community Foundation, and Applied Survey Research. (2015). *My Brother's Keeper: San José working together to ensure boys and young men of color thrive: A policy and program review and a framework for action.* Retrieved from: https://www.sanjoseca.gov/DocumentCenter/View/48175

[32] City of San Jose and Silicon Valley Community Foundation. (2016). *My Brother's Keeper: San José: Working together to ensure boys and young men of color thrive: Local action plan.* San Jose, CA: Authors. Retrieved from: https://www.siliconvalleycf.org/sites/default/files/publications/mbk-sj-report-and-action-plan.pdf

Stakeholders want to move toward an integrated ECE data system in which information can be shared with SCCOE's data warehouse (DataZone)[33] and in which real-time data are available to providers on their progress in QUALITY MATTERS. iPinwheel is not currently used in the ECE system, nor linked to DataZone as of this writing; however, according to some ECE stakeholders, that is the expectation moving forward. iPinwheel provides synchronization with DRDP Tech, the Aeries Student Information System, Childcare Manager, ESchool, Kindertrack, PowerSchool, Procare, PROMIS, Synergy, Zangle, Q, and Learning Genie. And because iPinwheel will synchronize with ChildPlus by the end of June 2017, the hope is to promote it as the QUALITY MATTERS data system to support participating providers in their site operation and QUALITY MATTERS implementation.

Silicon Valley Regional Data Trust

The Silicon Valley Regional Data Trust (SVRDT) intends to bring together data from numerous public agencies in Santa Clara County and two other Bay Area counties (San Mateo County and Santa Cruz County) that service children and families, including public school districts, public health, child and family services, mental health, juvenile justice/probation, and education technology companies. According to its website, "SVRDT is a regionally based, nationally grounded collaborative research organization dedicated to building a well-managed regional data trust that overcomes the limitations of siloed data systems and resolves privacy and trust issues, combining data from numerous public agencies that service children and families, to provide a comprehensive understanding of factors contributing to student failure and success."

With guidance from expert counsel, SVRDT intends to develop guidelines for the Regional Data Trust that define and govern what is allowable under privacy regulations such as FERPA, HIPAA, and COPPA, and will develop data-sharing agreements that accordingly protect students' privacy and confidentiality. Because the ultimate goal of SVRDT is to create a personal blueprint for students that clarifies the myriad factors influencing their lives and from that to improve the effectiveness of services and academic outcomes, this work has goals that are similar to the ELMP's, and could inform the work of the ELMP.

Transitional Kindergarten

Since implementation of TK statewide, SCCOE has been working to leverage the program to foster kindergarten readiness and support alignment among TK teachers, preschool teachers, and kindergarten teachers. For example, in July 2016, SCCOE held a "Pre-K, TK, K Symposium 2016." During this three-day workshop, teachers explored the developmental learning continuum from prekindergarten to kindergarten in the social-emotional development, science, math, English Language Arts (ELA), English Language Development (ELD) and creative arts domains.[34] These joint professional development sessions provide a key opportunity for articulation and alignment between the ECE and K-12 systems.

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[33] DataZone is a resource available to all school districts in Santa Clara County. According to SCCOE, its DataZone data warehouse "saves valuable time for administrators and teachers with complete data integration, automated data loads, easy-to-use prebuilt dashboards and rapid implementation times." Santa Clara County Office of Education. (2017) *Santa Clara County Office of Education DataZone*. San Jose, CA: Author. Retrieved from: http://www.sccoe.org/depts/isc/ISC%20Resources/Santa%20Clara%20County%20DW%20FAQ.pdf

[34] Santa Clara County Office of Education. (2016). *Together for kinder readiness*. San Jose, CA: Author. Retrieved from: http://www.sccoe.org/depts/students/early-learning-services/Documents/Flyer%203%20LC%20-%20Symposium%20July%2019-21.pdf

Facilities

The 2010 ELMP set a goal that by 2017, there would be a coordinated, integrated sustainable system to ensure the planning and funding needs for quality facilities for all birth-to-eight-year-olds in Santa Clara County are met. The county established an Early Learning Facilities Coalition to help ensure the development and maintenance of early learning facilities in the first years after the development of the 2010 ELMP, and is now acting on the primary facility-related recommendation from that plan – namely, contracting for an Early Learning Facilities Study to inventory resources, complete asset mapping, and list barriers and potential strategies to overcome them. Although some progress in addressing child care "deserts" has been made since the 2010 ELMP, much work remains to be done.

More Progress Needs to Be Made Toward Addressing Child Care "Deserts"

One approach to facilities asset mapping is to identify communities with the lowest percentage of capacity in child care centers for three- and four-year-olds by identifying "child care deserts." According to the Center for American Progress, a "child care desert" is defined as a zip code with at least 30 children and either no licensed child care centers or so few centers that there are more than three times as many children as there are spaces in centers.[35] Using this definition, Exhibit A-15 shows an example of potential "child care deserts" in Santa Clara County. If funds for building new facilities are limited, a second step in this analysis might be to analyze the number of low-income children who qualify for subsidized care in those identified child care deserts. For example, as shown in the exhibit, while zip code 95053 (Santa Clara) had no licensed, center-based capacity for three- and four-year-olds in 2014, only 18 percent of the preschool-age children were income-eligible for publicly funded programs. In contrast, in 2014, while zip code 95138 (San Jose) had enough slots for approximately 12 percent of its total population of preschool-age children, an estimated 25 percent of its preschoolers had low enough family incomes to qualify for subsidized care and thus this zip code might be one example of a priority area for building new facilities.

A comparison of this child care desert analysis to the gaps identified in the 2010 ELMP reveals that while some progress has been made in addressing areas without sufficient spaces in child care centers since the last plan, much work remains to be done. For example, one zip code in Palo Alto (94303) was identified as having a "severe shortage" of child care in the 2010 ELMP but there no longer appears to be a shortage as of 2014. In contrast, several zip codes in San Jose that were identified as having severe shortages in the 2010 ELMP are still identified as child care deserts (e.g., 95131, 95111, 95127, 95148), as shown in Exhibit A-15.

It is important to consider potential limitations in the child care "desert" approach to needs assessment. First, the child care desert analysis only includes the capacity of child care

[35] Rasheed, M., Hamm, K, Adamu, M., & Morrissey, T. (2016). *Child care deserts: An analysis of child care centers by zip code in 8 states*. Washington, DC: Center for American Progress. Retrieved 2/24/17 from: https://www.americanprogress.org/issues/early-childhood/reports/2016/10/27/225703/child-care-deserts/.

centers – not family child care homes. If, for example, one considers the capacity in family child care homes in zip code 95111, there are enough spaces for 30 percent of the population. Second, the approach does not include the capacity of TK, which, as noted above, is a school-based program for age-eligible four-year-olds. For example, in zip code 95132, where there are only licensed center-based slots for 21 percent of the children, the capacity would rise to 36 percent if a TK program were implemented for the estimated 159 children eligible. Third, parents, especially those of infants and toddlers, may prefer child care arrangements near their workplace instead of their home. For example, as shown in Exhibit A-15 below, while zip code 94035 on Moffett Field's NASA Ames Research Center[36] had no young children, it did have a child care center with the capacity to serve 53 children. In addition, as also pointed out in the 2010 ELMP, the absence of preschool or other licensed ECE facilities in one zip code may not take into account the presence of a cluster of high-quality facilities in an adjacent zip code. Nevertheless, the concept of a "child care desert" deserves more analysis. Exhibits A-15 and A-16 below could serve as starting points for more in-depth research. For example, focus groups with parents or child care providers could help determine whether or not the absence of facilities in particular zip codes poses real problems for families.

[36] http://www.ameschildcare.org/contacts/

Exhibit A-15. Preschool (Three- and Four-Year-Old) Child Care "Deserts," by Zip Code, 2014[a]

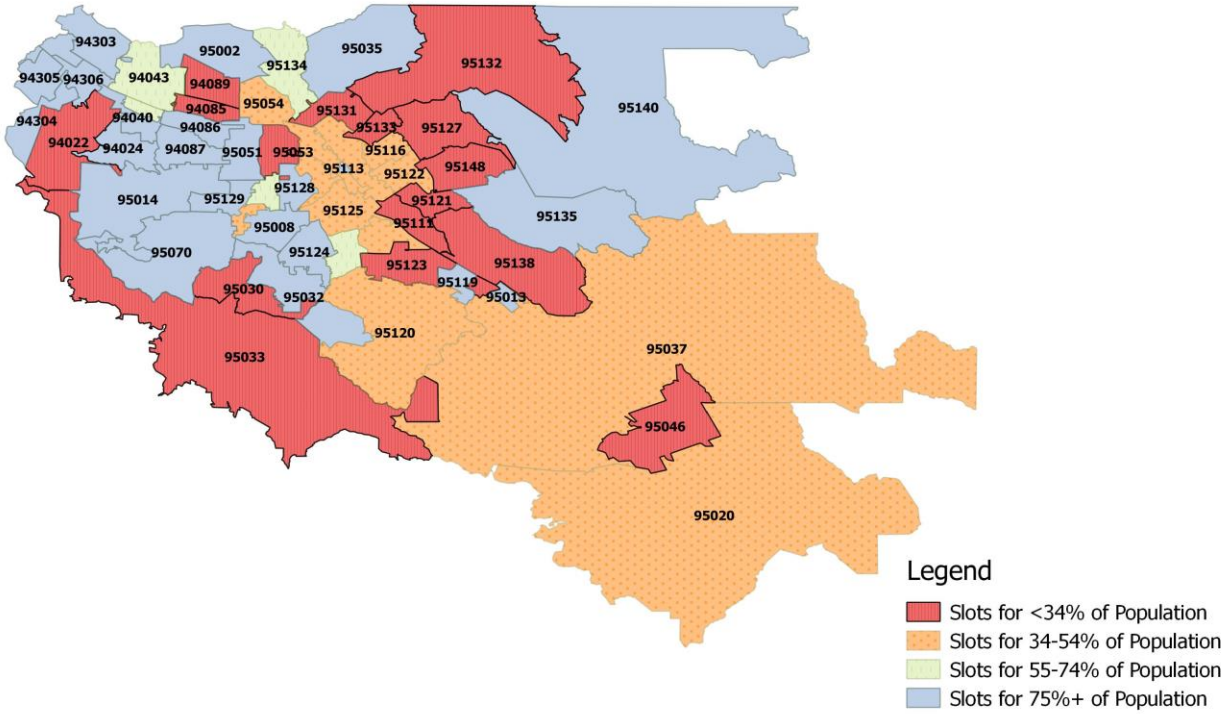
City	Zip Code	"Child Care Desert"[b]	Child Population		Licensed Capacity[e]						Transitional Kindergarten[f]	
			Total[c]	Subsidy Eligible at 70% SMI[d]	Centers		Family Child Care Homes		Total		Estimated Eligibility	Enrollment
					Slots	% of Population With Slots	Slots	% of Population With Slots	Slots	% of Population With Slots		
Los Gatos	95033	x	100	49	0	0%	7	7%	7	7%	8	4
Santa Clara	95053	x	62	11	0	0%	0	0%	0	0%	0	0
San Jose	95138	x	582	146	37	6%	34	6%	71	12%	34	0
San Jose	95121	x	1,149	359	101	9%	248	22%	349	30%	162	103
San Martin	95046	x	210	87	21	10%	28	13%	49	23%	21	0
San Jose	95111	x	1,806	415	230	13%	314	17%	544	30%	204	126
San Jose	95148	x	1,179	335	154	13%	359	30%	513	44%	171	97
San Jose	95131	x	792	59	146	18%	94	12%	240	30%	117	122
San Jose	95139	x	184	19	34	18%	20	11%	54	29%	18	0
Los Gatos	95030	x	300	48	59	20%	0	0%	59	20%	26	15
San Jose	95132	x	1,073	129	230	21%	252	23%	482	45%	159	0
Sunnyvale	94085	x	664	84	157	24%	90	14%	247	37%	47	54
Sunnyvale	94089	x	600	76	153	25%	118	20%	271	45%	40	31
Los Altos	94022	x	457	61	120	26%	12	3%	132	29%	86	49
San Jose	95127	x	1,401	444	362	26%	353	25%	715	51%	295	259
San Jose	95123	x	1,645	203	442	27%	285	17%	727	44%	233	145
San Jose	95133	x	683	284	203	30%	86	13%	289	42%	49	28
Santa Clara	95050	x	1,015	183	315	31%	135	13%	450	44%	97	50
Gilroy	95020		1,877	790	636	34%	341	18%	977	52%	257	109
San Jose	95130		372	117	132	35%	76	20%	208	56%	115	18
Santa Clara	95054		660	119	271	41%	172	26%	443	67%	80	29
San Jose	95116		1,516	676	620	41%	101	7%	721	48%	235	122
San Jose	95126		921	305	393	43%	48	5%	441	48%	47	0
San Jose	95110		562	180	249	44%	110	20%	359	64%	110	19
San Jose	95120		1,003	108	445	44%	119	12%	564	56%	158	83
San Jose	95122		1,707	618	776	45%	227	13%	1003	59%	211	141
Morgan Hill	95037		1,491	628	706	47%	164	11%	870	58%	164	107
San Jose	95112		1,649	581	773	47%	153	9%	926	56%	179	136
San Jose	95125		1,619	339	814	50%	118	7%	932	58%	272	158

City	Zip Code	"Child Care Desert"[b]	Child Population		Licensed Capacity[e]						Transitional Kindergarten[f]	
			Total[c]	Subsidy Eligible at 70% SMI[d]	Centers		Family Child Care Homes		Total		Estimated Eligibility	Enrollment
					Slots	% of Population With Slots	Slots	% of Population With Slots	Slots	% of Population With Slots		
San Jose	95136		1,172	196	590	50%	216	18%	806	69%	90	49
Mountain View	94041		327	44	181	55%	25	8%	206	63%	25	23
San Jose	95117		805	251	439	55%	83	10%	522	65%	87	26
San Jose	95134		432	77	294	68%	27	6%	321	74%	1	0
San Jose	95118		847	127	616	73%	179	21%	795	94%	130	115
Mountain View	94043		697	94	514	74%	127	18%	641	92%	70	25
Mountain View	94040		812	109	612	75%	51	6%	663	82%	125	75
Cupertino	95014		1,435	227	1095	76%	355	25%	1450	101%	191	4
San Jose	95135		618	155	469	76%	117	19%	586	95%	51	49
Santa Clara	95051		1,540	267	1184	77%	210	14%	1394	91%	236	52
Palo Alto	94301		418	56	330	79%	20	5%	350	84%	39	0
Alviso	95002		65	7	55	85%	6	9%	61	94%	22	0
San Jose	95128		991	346	844	85%	122	12%	966	97%	59	21
Sunnyvale	94086		1,426	181	1277	90%	267	19%	1544	108%	139	64
Palo Alto	94303		495	105	466	94%	67	14%	533	108%	69	34
Palo Alto	94306		654	88	626	96%	69	11%	695	106%	123	0
San Jose	95129		1,036	329	1020	98%	240	23%	1260	122%	239	3
San Jose	95124		1,289	218	1287	100%	261	20%	1548	120%	194	76
Milpitas	95035		1,858	139	1878	101%	306	16%	2184	118%	248	147
Saratoga	95070		718	116	725	101%	39	5%	764	106%	114	35
Palo Alto	94305		341	46	352	103%	0	0%	352	103%	43	0
Campbell	95008		1,237	365	1421	115%	175	14%	1596	129%	155	70
Los Altos	94024		549	74	643	117%	50	9%	693	126%	99	2
Sunnyvale	94087		1,682	215	1969	117%	293	17%	2262	134%	258	44
Stanford	94304		92	11	118	128%	0	0%	118	128%	1	0
Los Gatos	95032		593	102	917	155%	41	7%	958	162%	106	30
San Jose	95119		269	29	517	192%	55	20%	572	213%	65	53
Mountain View	94035		0	0	53		0		53		0	0
Milpitas	95036		0	0	22		0		22		0	0
Coyote	95013		4	1	0	0%	0	0%	0	0%	0	0

City	Zip Code	"Child Care Desert"[b]	Child Population		Licensed Capacity[e]						Transitional Kindergarten[f]	
			Total[c]	Subsidy Eligible at 70% SMI[d]	Centers		Family Child Care Homes		Total		Estimated Eligibility	Enrollment
					Slots	% of Population With Slots	Slots	% of Population With Slots	Slots	% of Population With Slots		
San Jose	95113		25	8	0	0%	3	12%	3	12%	0	0
Mount Hamilton	95140		6	2	0	0%	0	0%	0	0%	0	0

[a] Excludes zip codes in which there are no three- or four-year-olds.
[b] A "child care desert" is defined as a zip code with at least 30 children (in the "Child Population Total" column) and capacity in child care centers for less than one-third of these children (less than 33 percent in the "% of population with slots" column for "Centers").
[c] Source: American Community Survey, Public Use Microdata Sample (PUMS) five-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org)
[d] Source: American Community Survey, Public Use Microdata Sample (PUMS) one-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org)
[e] Source: California Child Care Resource and Referral Network's 2014 supply data shared with AIR on 5/5/17. Red font in the "Centers" column indicates those zip codes that are child care deserts.
[f] Source: California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15.

Exhibit A-16. Preschool (Three- and Four-Year-Old) Child Care "Deserts," by Zip Code, 2014



Source for Map: American Institutes for Research, based on data compiled from the sources cited below.
Notes: A "child care desert" is defined as a zip code with at least 30 children (in the "Child Population Total" column) and capacity in child care centers for less than one-third of these children.
Sources:
Population: American Community Survey, Public Use Microdata Sample (PUMS) five-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org)
Capacity: California Child Care Resource and Referral Network's 2014 supply data shared with AIR on 5/5/17. Red font in the "Centers" column indicates those zip codes that are child care deserts.

Changes to Child Care Programs Affect Facility Priorities

The federally funded Head Start program in Santa Clara County is moving from part-day hours that have accommodated double sessions to full-day services. As a result, SCCOE estimates that there will be a need for five additional Head Start classrooms; the initial cost for each classroom is estimated to be $750,000.

Examples of Key County Resources, Programs and Initiatives That Address Facilities

Early Learning Facilities Study

The Santa Clara County Early Learning Facilities Study (ELFS) will provide critical information for the county in planning facilities. With the help of a consulting firm and a local advisory group, SCCOE is conducting the study to understand the supply of existing ECE facilities, including preschool classrooms and child care centers and the demand for new facilities. The facility needs assessment includes all eligible three- and four-year-olds to be served in public preschool programs, and the opportunities and challenges associated with developing ECE facilities in Santa Clara County. One of the study's goals is to assess the capacity and condition of existing child care and early education centers. A second goal is to explore potential new spaces and sites for future centers, and identify opportunities to partner with public and private entities to develop new facilities. Finally, the study identifies the barriers that prevent the improvement or expansion of existing facilities, as well as the development of new facilities.[37] The findings of the ELFS will be available in late 2017.

[37] Santa Clara County Office of Education. (2017). *Request for proposal for Santa Clara County early learning facilities study for the office of superintendent.* San Jose, CA: Author. Retrieved 2/27/17 from: http://legacy.sccoe.org/docs/biddocs/RFP23-16-17%20EARLY%20LEARNING%20FACILITIES%20STUDY.pdf

Family Engagement

The 2010 ELMP set a goal of establishing a workgroup to help inspire and support family engagement in each child's education and development. The county has met that goal by establishing a Family Engagement and Leadership Working Committee.

The county also recognizes that a key aspect of family engagement is to solicit input from families about their needs and include their perspectives in program planning. In 2013, the Local Planning Council surveyed parents to determine the types of ECE they prefer. A majority of working parents of infants and toddlers indicated a preference for informal arrangements, whereas working parents of preschoolers preferred some type of formal program. The picture is mixed for parents of school-age children, with some indicating formal and others informal services. However, for all age groups, it is not clear that families, in their decision-making, can give priority to program quality. Other factors, such as work hours and transportation, as well as cost, influence their decisions. It is also not clear that families, policymakers, and providers agree on the components of quality. In addition, many families may actually want a mixture of formal and informal arrangements.

Child Care Setting Preferences Vary by Age of Child

Engaging families in ECE is important in ensuring that their needs are being met. Assessing families' "demand" or "need" for ECE differs based on several factors, including the purpose of the care, the type of child care setting, the work status of the child's parents, family income, and the age of the child. In 2013, the Santa Clara Local Planning Council (LPC) conducted a needs assessment using local demographic information, national child care use patterns from the National Survey of American Families, and information about child age, family income, the workforce participation of families, and ethnicity.[38] However, as the LPC assessment pointed out, it is important to consider several caveats in interpreting these findings.

The purpose of the child care and the age of the child are key factors that influence parents' child care needs. For example, parents of preschool-age children might prefer more formal arrangements for their children that they believe support their children's kindergarten readiness. As shown in Exhibits A-17 and A-18, for preschoolers, demand rates for center-based child care were similar, regardless of poverty levels or parent workforce status (ranging from 36 percent to 44 percent). In contrast, regardless of poverty levels or parent workforce status, 72 percent or more of parents preferred informal care for their infants and toddlers.

[38] To obtain the child care demand estimates, child care usage was first estimated by applying the child care use patterns by child care type for various child and family subpopulations (i.e., child's age, income, parent workforce participation, and ethnicity) from the National Survey of American Families (NSAF) to the population in Santa Clara (as reported in American Community Survey Public Use Microdata). Next, findings from the National Household Education Survey (NHES) were used to estimate unmet demand for infants/toddlers and preschoolers not using child care, but would if a high-quality, affordable child care was available (based on the question from the NHES: "Some parents prefer to stay home to care for their children. Others choose to have care arrangements with someone other than a parent. If you could find high-quality, affordable child care by a relative, non-relative, or in a daycare or preschool program, would you choose to place child in one of these kinds of arrangements?"). School-age children using "self-care" were also categorized in the unmet need group. Finally, these child care demand estimates (child care use and unmet need) are applied to current and project populations, as reported by the State Department of Finance. See the Appendix for additional details and a graphic summary of the demand methodology used to inform the 2008 LPC Needs Assessment.

Parents' work status also drives child care need and usage. As shown in Exhibits A-17 and A-18, based on the LPC study, the 2013 patterns for child care usage and need tended to be similar within age groups in households in which all parents were working, regardless of the families' income levels. For example, parents of infants/toddlers and school-age children, regardless of income, preferred informal arrangements.

Family income impacts the selection of a child care setting. As shown in Exhibits A-17 and A-18, greater percentages of parents of infants/toddlers, preschoolers, and school-age children at less than 200 percent of the poverty threshold preferred informal care than did parents of infants/toddlers, preschoolers, and school-age children at greater than 200 percent of poverty. First, without subsidized care, affordability becomes a significant barrier to child care. Thus, the type of care families "prefer" depends partially on what they can afford. For example, the fact that two-worker or single-parent working households below 200 percent of poverty rely more on relative care may indicate that they simply prefer relative care, but it may also reflect the lower cost of relative care, a desire to provide some income to the relative in the form of a subsidy payment, or a need for child care during the nontraditional hours often associated with lower wage work. This trend might be impacted by affordability; center-based care and family child care homes are more expensive than informal care arrangements.

It is also possible that some working parents need more than one arrangement – for example, a part-day preschool program in a formal setting *and* informal care – to address their hours of work.

Exhibit A-17. Demand by Income and Setting, All Parents Working, 2013

Income Level	Type of Setting	Infant/Toddler	Preschool	School-Age
<200% of Poverty	Center Care	10%	41%	14%
	Family Child Care Home	14%	11%	10%
	Home/Relative*	56%	36%	33%
	Parent Only	20%	13%	43%
>200% of Poverty	Center Care	14%	44%	23%
	Family Child Care Home	15%	15%	8%
	Home/Relative*	51%	33%	35%
	Parent Only	21%	9%	34%

*Includes the following primary care arrangements: relative, out of child's home; relative, in child's home; and non-relative in child's home.
Source: The Office of the Superintendent, Administrative Services of the Santa Clara County Office of Education. (2013). *2013 Santa Clara County child care needs assessment*. Santa Clara, CA: Local Early Education Planning Council of Santa Clara County.

Exhibit A-18. Demand for Child Care by Family Income and Child Care Setting, At Least One Parent Not Working, 2013

Income Level	Type of Setting	Infant/Toddler	Preschool	School-Age
<200% of Poverty	Center Care	4%	36%	9%
	Family Child Care Home	8%	4%	2%
	Home/Relative*	49%	29%	15%
	Parent Only	39%	31%	74%
>200% of Poverty	Center Care	7%	42%	7%
	Family Child Care Home	5%	5%	2%
	Home/Relative*	37%	26%	25%
	Parent Only	51%	27%	66%

*Includes the following primary care arrangements: relative, out of child's home; relative, in child's home; and non-relative in child's home.

Source: The Office of the Superintendent, Administrative Services of the Santa Clara County Office of Education. (2013). *2013 Santa Clara County child care needs assessment*. Santa Clara, CA: Local Early Education Planning Council of Santa Clara County.

Examples of Key County Resources, Programs, and Initiatives That Address Family Engagement

FIRST 5 Santa Clara County Family Engagement Coordinator

A recent development that highlights the county's commitment to partnering with families is FIRST 5 Santa Clara County's hiring of a full-time Family Engagement Coordinator to support the implementation of the Strengthening Families Framework.

Community Child Care Council of Santa Clara County

The mission of the county's resource and referral agency (i.e., the Community Child Care Council of Santa Clara County, or 4Cs) is "to provide assistance to parents and child care providers to ultimately promote the welfare of children." To achieve that mission, the resource and referral agency offers various services. For example, the 4Cs helps families find child care providers that meet their needs. It administers several programs [e.g., CalWORKs Stage 2, CalWORKs Stage 3, the California Alternative Payment Program (CAPP)] to help eligible families pay for child care services while they work, seek employment, or go to school. 4Cs also offers parent workshops and training opportunities (in English and Spanish) and provides referrals to other parent trainings and workshops offered in the community.[39]

Family Resource Centers

The county promotes family engagement through Family Resource Centers (FRCs). For example, FIRST 5 Santa Clara County funds a number of FRCs, operated by The Health Trust, Catholic Charities of Santa Clara County, and SJB Child Development Centers, that offer free programs and services designed to strengthen families and promote children's kindergarten readiness.

[39] Community Child Care Council of Santa Clara County. (2017). *Services overview*. San Jose, CA: Author. Retrieved 2/28/17 from: http://www.4c.org/parent/

Services at the resource centers focus on four areas: 1) school readiness (e.g., developmental screenings; early literacy programs; art enrichment; support groups for parents and caregivers of infants); 2) nutrition and wellness (e.g., sports skills development; oral health education; breast feeding support; low-cost fresh fruits and vegetables); 3) parent and family education; and 4) information and community resources [e.g., health insurance enrollment; referrals to other community programs and services).[40]

[40] Health Trust. (2017). *Family resource center initiative*. San Jose, CA: Author. Retrieved from: http://healthtrust.org/services/learning-together-initiative/

Program Quality

The 2010 ELMP set a goal of having 75 percent of Santa Clara County's ECE programs serving three- and four-year-olds participate in a Quality Rating and Improvement System (QRIS). Santa Clara County has made great strides in establishing and implementing its QRIS, "QUALITY MATTERS …a STRONG START for kids" (QUALITY MATTERS). Fifty-six percent of the assessed programs (78 of 140) are rated at the top two levels; however, funding has only been sufficient to assess approximately 17 percent of all licensed centers and 2 percent of all licensed family child care homes in the county. In addition, 45 centers are accredited by the NAEYC and 123 elementary schools have TK programs; NAEYC-accredited programs meet some of the criteria for the highest ranked programs in QUALITY MATTERS, and TK programs excel on the workforce qualification components of QUALITY MATTERS.

However, most children still attend programs only required to meet state licensing requirements that are intended to protect children's safety but not to address program quality, and hence the actual quality of most ECE programs, particularly those serving infants and toddlers, is still unknown.

A Large Proportion of Assessed Programs With High QUALITY MATTERS Ratings

The 2010 ELMP set a target for the county to have three quarters of its ECE programs serving preschool-age children participate in a Quality Rating and Improvement System (QRIS). Since 2010, the county has made considerable progress in establishing and implementing QUALITY MATTERS to assess program quality. As shown in Exhibit A-19, as of early February 2017, of the approximately 2,500 licensed centers and family child care homes in Santa Clara County, 140 had been assessed.[41] Across all settings, the majority of the rated programs had "Gold" (Tier 4) ratings (44 percent) or "Silver" (Tier 3) ratings (22 percent).

The county has made the greatest progress assessing child care centers versus family child care homes (see Exhibit A-19). Of the 140 assessed programs, the majority (78 percent) were child care centers. Of the 109 child care centers with a rating, the majority (56, or 51 percent) had "Gold" (Tier 4) ratings. Most of the QUALITY MATTERS-assessed centers are either State Preschool or Head Start sites, which have their own relatively high-quality standards in comparison to licensing requirements and thus are more likely to get higher scores. In contrast, only 30 family child care homes in the county had a rating, and of these, the majority (16, or 53 percent) had "Bronze" ratings (Tier 2).

QUALITY MATTERS sets high standards, but because the assessment process is costly and labor-intensive, funding has only been sufficient to assess approximately 17 percent of all licensed centers and 2 percent of all licensed family child care homes in the county.

[41] Number of programs: California Child Care Resource and Referral Network. (2015). *2015 California child care portfolio*. San Francisco, CA: Author. Retrieved 2/25/17 from: https://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/204/attachments/original/1456339909/Santa_Clara__County__2.23.2016.pdf?1456339909
Number of rated programs in QRIS: First 5 Santa Clara County, as of 2/2/2017. Additional data available from: First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list

Exhibit A-19. QUALITY MATTERS Participant Ratings by Type of Setting in Santa Clara County, as of February 2017

Rating Description[a]	Number of Centers With Rating[b]				Number of Family Child Care Homes With Rating[b]			Number of Centers/Family Child Care Homes With Rating[b]			Total Number of Rated Sites[b]			
	Blended	Public only	Unknown	Total	Blended	Public only	Total	Blended	Public only	Total	Blended	Public only	Unknown	Total
Excellence in Quality Standards (Platinum)	4	11	0	15	1	0	1	0	1	1	5	12	0	17
Exceeding Quality Standards (Gold)	24	29	3	56	4	1	5	0	0	0	28	30	3	61
Achieving Quality Standards (Silver)	11	7	5	23	8	0	8	0	0	0	19	7	5	31
Committed to Quality Improvement (Bronze)	1	1	2	4	13	3	16	0	0	0	14	4	2	20
Rating In Progress	0	4	7	11	0	0	0	0	0	0	0	4	7	11
Totals	**40**	**52**	**17**	**109**	**26**	**4**	**30**	**0**	**1**	**1**	**66**	**57**	**17**	**140**

[a] Rating Description according to First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list.
Note: First 5 Santa Clara County's ratings map to the statewide rating system [California Department of Education. (2017). *RTT-ELC quality continuum framework rating matrix quality continuum framework rating matrix with elements and points for consortia common tiers 1, 3, and 4*. Sacramento, CA: Author. Retrieved from: http://www.cde.ca.gov/sp/cd/rt/caqrisratingmatrix.asp] as follows:
Tier 2 = Committed to Quality Improvement (Bronze)
Tier 3 = Achieving Quality Standards (Silver)
Tier 4 = Exceeding Quality Standards (Gold)
Tier 5 = Excellence in Quality Standards (Platinum)
[b] Source: First 5 Santa Clara County, as of 2/2/2017. Additional data available from: First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list

Exhibit A-20. QUALITY MATTERS Participant Ratings, by Zip Codes in Which There Were QUALITY MATTERS Sites in Santa Clara County as of February 2017[a, b]

Zip Code	Excellence in Quality Standards (Platinum)[b]	Exceeding Quality Standards (Gold)[b]	Achieving Quality Standards (Silver)[b]	Committed to Quality Improvement (Bronze)[b]	Rating In Progress[b]	Total Number of Rated Sites in Zip Code[b]	Total Number of Licensed Child Care Centers in Zip Code[c]	Licensed Center Capacity (3-4) in Zip Code[b]
94041	1 (Center)	0	0	0	0	1	3	181
94043	2 (Centers)	0	0	0	0	2	13	514
94085	0	1 (FCCH)	1 (FCCH)	0	0	2	2	157
94086	1 (Center)	2 (Centers)	0	0	0	3	17	1,277
94087	0	0	1 (Center)	0	0	1	30	1,969
94089	0	2 (Centers)	0	0	0	2	4	153
95002	0	1 (Center)	0	0	0	1	1	55
95008	0	0	1 (Center)	2 (Centers)	0	3	25	1,421
95014	1 (Center)	0	1 (Center)	0	0	2	28	1,095
95020	1 (Center)	3 (Centers)	1 (Center)	0	3 (Centers)	8	18	636
95035	0	1 (Center)	1 (Center)	1 (FCCH)	0	3	33	1,878
95037	0	0	1 (FCCH)	0	0	1	20	706
95046	0	1 (Center)	0	0	0	1	1	21
95050	0	1 (Center)	0	0	0	1	11	315
95051	0	4 (Centers)	1 (FCCH)	0	0	5	22	1,184
95054	0	3 (Centers)	0	0	0	3	7	271
95070	0	1 (Center)	1 (Center)	0	0	2	15	725
95110	1 (Center)	2 (1 Center, 1 FCCH)	1 (FCCH)	0	0	4	6	249
95111	3 (Centers)	2 (Centers)	1 (FCCH)	4 (FCCHs)	2 (Centers)	12	7	230
95112	2 (Centers)	4 (Centers)	1 (Center)	0	1 (Center)	8	19	773
95116	1 (Center)	4 (3 Centers) (1 FCCHs)	0	1 (FCCH)	0	7	18	620
95117	0	2 (Centers)	0	0	0	2	11	439
95118	1 (FCCH/ Center)	4 (Centers)	0	0	0	5	16	616
95119	0	0	1 (Center)	0	0	1	7	517
95120	0	0	0	1 (FCCH)	0	1	14	445
95121	0	1 (FCCH)	0	0	0	1	4	101
95122	2 (Centers)	5 (Centers)	4 (3 Centers, 1 FCCH)	2 (FCCHs)	1 (Center)	14	19	776
95123	0	1 (FCCH)	3 (Centers)	1 (FCCH)	1 (Center)	6	12	442
95124	0	0	1 (FCCH)	1 (FCCH)	0	2	29	1,287
95125	0	4 (Centers)	1 (Center)	0	0	5	23	814
95126	0	1 (Center)	0	0	0	1	11	393
95127	1 (FCCH)	4 (Centers)	3 (Centers)	2 (1 Center) (1 FCCH)	0	10	14	362
95128	0	1 (Center)	0	1 (Center)	1 (Center)	3	12	844
95130	0	0	0	0	1 (Center)	1	4	132

Zip Code	Excellence in Quality Standards (Platinum)[b]	Exceeding Quality Standards (Gold)[b]	Achieving Quality Standards (Silver)[b]	Committed to Quality Improvement (Bronze)[b]	Rating In Progress[b]	Total Number of Rated Sites in Zip Code[b]	Total Number of Licensed Child Care Centers in Zip Code[c]	Licensed Center Capacity (3-4) in Zip Code[b]
95131	0	0	2 (Centers)	0	0	2	4	146
95132	0	1 (Center)	0	0	0	1	9	230
95133	0	2 (Centers)	1 (Center)	0	0	3	6	203
95134	0	0	0	1 (FCCH)	0	1	3	294
95136	0	1 (Center)	3 (2 Centers, 1 FCCH)	1 (FCCH)	1 (Center)	6	13	590
95148	0	1 (Center)	0	2 (FCCHs)	0	3	5	154
Totals	**17**	**61**	**31**	**20**	**11**	**140**	**516**	**23,215**

[a] Note: The following presents how First 5 Santa Clara County's ratings map to the statewide rating system [California Department of Education. (2017). *RTT-ELC quality continuum framework rating matrix quality continuum framework rating matrix with elements and points for consortia common tiers 1, 3, and 4*. Sacramento, CA: Author. Retrieved from: http://www.cde.ca.gov/sp/cd/rt/caqrisratingmatrix.asp]:
Tier 2 = Committed to Quality Improvement (Bronze)
Tier 3 = Achieving Quality Standards (Silver)
Tier 4 = Exceeding Quality Standards (Gold)
Tier 5 = Excellence in Quality Standards (Platinum)

[b] Source: First 5 Santa Clara County, as of 2/2/2017. Additional data available from: First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list

[c] Source: California Child Care Resource and Referral Network's 2014 supply data shared with AIR on 5/5/17.

Numerous Zip Codes in the County Do Not Have QUALITY MATTERS-Rated Sites but Have NAEYC-Accredited Sites or Transitional Kindergarten Programs

While the county has not met its 2010 ELMP goal to have 75 percent of its early childhood education programs serving preschool-age children participate in a QRIS, there are other approaches to measuring and supporting quality programming. For example, the voluntary National Association for the Education of Children (NAEYC) accreditation process involves four steps: 1) enrolling in a self-study program; 2) submitting an application agreeing to complete candidacy materials; 3) becoming a candidate; and 4) meeting NAEYC's 10 program standards (relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, and leadership and management). As of spring 2017, the county had 45 NAEYC-accredited sites in various zip codes throughout the county, as shown in Exhibit A-21. Yet, as noted above, there are approximately 2,500 licensed centers and family child care homes in Santa Clara County – and only 45 are accredited and 140 are in QUALITY MATTERS.

Transitional Kindergarten represents another avenue through which to access quality ECE programming. As discussed above, TK is the first year of a two-year kindergarten program for children with birthdays between September and December that uses a modified kindergarten curriculum taught by credentialed teachers that is age and developmentally appropriate (CDE, 2017).[42] As of the 2016-17 school year, 123 schools offered TK on their

[42] California Department of Education. (2017). *Transitional kindergarten FAQs*. Sacramento, CA: Author. Retrieved from: http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#program

campuses. TK has high workforce qualifications and compensation; however, its staff-child ratios are higher than some other early care and education programs.

In sum, the county has made great strides toward improving quality through participation in QUALITY MATTERS, NAEYC accreditation, and TK programming; however, the majority of Santa Clara County's children are still in programs whose quality has not been assessed.

Exhibit A-21. NAEYC-Accredited Sites, QUALITY MATTERS-Rated Sites, and TK Enrollment in Santa Clara County, by Zip Code and City[a]

Zip Code	City	Number of Accredited Sites in Zip Code, 2017[a]	Names of Accredited Sites, 2017[a]	Total Number of QRIS Rated Sites in Zip Code, 2017[b]	Total Number of Licensed Child Care Centers in Zip Code, 2014[c]	Licensed Center Capacity (for 3 & 4-year-olds) in Zip Code, 2014[c]	Public TK Enrollment, 2014-15[d]	Public K Enrollment, 2014-15[d]
94022	Los Altos	2	1) Los Altos/Mountain View Children's Corner, Inc.; 2) Children's House of Los Altos	0	4	120	49	309
94024	Los Altos	3	1) Mountain View Parent Nursery School; 2) Children's Creative Learning Center- Los Altos Campus; 3) Children's House of Los Altos	0	16	643	2	248
94035	Mountain View (Moffett Field)	1	1) Ames Child Care Center	0	1	53	0	0
94039	Mountain View	0	-	0	0	0	0	0
94040	Mountain View	1	1) KinderCare Learning Center	0	16	612	75	470
94041	Mountain View	0	-	1	3	181	23	98
94042	Mountain View	0	-	0	0	0	0	0
94043	Mountain View	0	-	2	13	514	25	216
94085	Sunnyvale	2	1) CCLC Preschool in California; 2) KinderCare Sunnyvale	2	2	157	54	189
94086	Sunnyvale	0	-	3	17	1,277	64	399
94087	Sunnyvale	1	1) Cupertino Co-op Nursery School	1	30	1,969	44	733
94088	Sunnyvale	0	-	0	0	0	0	0
94089	Sunnyvale	1	1) California Young World	2	4	153	31	158
94301	Palo Alto	3	1) Neighborhood Infant-Toddler Center; 2) CCLC Downtown Palo Alto; 3) Downtown Children's Center	0	11	330	0	124

Zip Code	City	Number of Accredited Sites in Zip Code, 2017[a]	Names of Accredited Sites, 2017[a]	Total Number of QRIS Rated Sites in Zip Code, 2017[b]	Total Number of Licensed Child Care Centers in Zip Code, 2014[c]	Licensed Center Capacity (for 3 & 4-year-olds) in Zip Code, 2014[c]	Public TK Enrollment, 2014-15 [d]	Public K Enrollment, 2014-15 [d]
94303	Palo Alto	0	-	0	22	1,340	48	317
94304	Palo Alto	2	1) Whistle Stop Child Development Center; 2) CCLC at Stanford West	0	2	118	0	3
94305	Stanford	6	1) Bing Nursery School 2) Children's Center of the Stanford Community; 3) Rainbow School; 4) Stanford Arboretum Children's Center; 5) Stanford Madera Grove Children's Center; 6) Stock Farm Road Children's Center	0	8	352	0	171
94306	Palo Alto	5	1) Barron Park Children's Center; 2) College Terrace Children's Center; 3) Casa dei Bambini; 4) Ellen Thacher Children's Center; 5) Sojourner Truth Child Development Center	0	22	626	0	275
95002	Alviso	0	-	1	1	55	0	89
95008	Campbell	0	-	3	25	1,421	70	429
95009	Campbell	0	-	0	0	0	0	0
95011	Campbell	0	-	0	0	0	0	0
95013	Coyote	0	-	0	0	0	0	0
95014	Cupertino	2	1) Bright Horizons at Cupertino; 2) KinderCare Learning Center	2	28	1,095	4	711
95015	Cupertino	0	-	0	0	0	0	0
95020	Gilroy	0	-	8	18	636	109	979
95021	Gilroy	0	-	0	0	0	0	0
95026	Holy City	0	-	0	0	0	0	0
95030	Los Gatos	0	-	0	2	59	15	87
95031	Los Gatos	0	-	0	0	0	0	0
95032	Los Gatos	0	-	0	16	917	30	253
95033	Los Gatos	0	-	0	0	0	9	79
95035	Milpitas	3	1) Cisco Family Connection; 2) KinderCare Learning Center (Hillview Drive); 3)	3	33	1,878	147	864

Zip Code	City	Number of Accredited Sites in Zip Code, 2017[a]	Names of Accredited Sites, 2017[a]	Total Number of QRIS Rated Sites in Zip Code, 2017[b]	Total Number of Licensed Child Care Centers in Zip Code, 2014[c]	Licensed Center Capacity (for 3 & 4-year-olds) in Zip Code, 2014[c]	Public TK Enrollment, 2014-15[d]	Public K Enrollment, 2014-15[d]
			KinderCare Learning Center (South Abel Street)					
95036	Milpitas	0	-	0	1	22	0	0
95037	Morgan Hill	1	1) KinderCare Learning Center	1	20	706	107	562
95038	Morgan Hill	0	-	0	0	0	0	0
95044	Redwood Estates	0	-	0	0	0	0	0
95046	San Martin			1	1	21	0	84
95050	Santa Clara			1	11	315	50	316
95051	Santa Clara	1	1) KinderCare Santa Clara	5	22	1,184	52	671
95053	Santa Clara	0	-	0	0	0	29	0
95054	Santa Clara	0	-	3	7	271	0	260
95055	Santa Clara	0	-	0	0	0	0	0
95056	Santa Clara	0	-	0	0	0	0	0
95070	Saratoga	1	1) Saint Andrew's Pre-kindergarten	2	15	725	35	384
95101	San Jose	0	-	0	0	0	0	0
95102	San Jose	0	-	0	0	0	0	0
95110	San Jose	1	1) Tamien Child Care Center	4	6	249	19	439
95111	San Jose	0	-	12	7	230	126	817
95112	San Jose	1	1) Associated Students Child Development Center, SJSU	8	19	773	136	593
95113	San Jose	0	-	0	0	0	0	0
95114	San Jose	0	-	0	0	0	0	0
95116	San Jose	0	-	7	18	620	122	938
95117	San Jose	0	-	2	11	439	26	263

Zip Code	City	Number of Accredited Sites in Zip Code, 2017[a]	Names of Accredited Sites, 2017[a]	Total Number of QRIS Rated Sites in Zip Code, 2017[b]	Total Number of Licensed Child Care Centers in Zip Code, 2014[c]	Licensed Center Capacity (for 3 & 4-year-olds) in Zip Code, 2014[c]	Public TK Enrollment, 2014-15[d]	Public K Enrollment, 2014-15[d]
95118	San Jose	1	1) KinderCare Learning Center	5	16	616	118	571
95119	San Jose	1	1) Bright Horizons at San Jose	1	7	517	53	193
95120	San Jose	0	-	1	14	445	83	512
95121	San Jose	0	-	1	4	101	103	631
95122	San Jose	0	-	14	19	776	141	762
95123	San Jose	1	1) Green Valley Child Development Center	6	12	442	145	894
95124	San Jose	1	1) Discovery Parent Child Preschool	2	29	1,287	76	656
95125	San Jose	2	1) Explorer Preschool; 2) San Jose Parents' Participating Nursery School	5	23	814	158	920
95126	San Jose	0	-	1	11	393	0	150
95127	San Jose	0	-	10	14	362	259	1,128
95128	San Jose	0	-	3	12	844	21	195
95129	San Jose	0	-	0	16	1,020	0	562
95130	San Jose	0	-	1	4	132	18	459
95131	San Jose	0	-	2	4	146	122	469
95132	San Jose	0	-	1	9	230	0	561
95133	San Jose	0	-	3	6	203	28	159
95134	San Jose	1	1) Cisco CCLC: Families at First	1	3	294	0	0
95135	San Jose	1	1) KinderCare Learning Center	0	10	469	49	204
95136	San Jose	0	-	6	13	590	49	333
95137	San Jose	0	-	0	0	0	0	0
95138	San Jose	0	-	0	4	37	0	135
95139	San Jose	0	-	0	3	34	0	70
95140	Mount Hamilton	0	-	0	0	0	0	0
95141	San Jose	0	-	0	0	0	0	0

Zip Code	City	Number of Accredited Sites in Zip Code, 2017[a]	Names of Accredited Sites, 2017[a]	Total Number of QRIS Rated Sites in Zip Code, 2017[b]	Total Number of Licensed Child Care Centers in Zip Code, 2014[c]	Licensed Center Capacity (for 3 & 4-year-olds) in Zip Code, 2014[c]	Public TK Enrollment, 2014-15[d]	Public K Enrollment, 2014-15[d]
95148	San Jose	0	-	3	5	154	97	642
95150	San Jose	0	-	0	0	0	0	0
95151	San Jose	0	-	0	0	0	0	0
95152	San Jose	0	-	0	0	0	0	0
95153	San Jose	0	-	0	0	0	0	0
95154	San Jose	0	-	0	0	0	0	0
95156	San Jose	0	-	0	0	0	0	0
95157	San Jose	0	-	0	0	0	0	0
95159	San Jose	0	-	0	0	0	0	0
95164	San Jose	0	-	0	0	0	0	0
95172	San Jose	0	-	0	0	0	0	0
95173	San Jose	0	-	0	0	0	0	0
Totals	-	**45**	-	**140**	**670**	**29,967**	**3.021**	**22,734**

[a] Source: National Association for the Education of Young Children. (2017). *Find NAEYC accredited programs*. Washington, DC: Author. Retrieved 3/23/17 from: http://www.naeyc.org/families/search

[b] Source: First 5 Santa Clara County, as of 2/2/2017. Additional data available from: First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list

[c] Source: California Child Care Resource and Referral Network's 2014 supply data shared with AIR on 5/5/17.

Note: Zip codes in red italicized font had 0 (zero) need based on ACS 1-year estimates for children eligible for State Preschool.

[d] Source: California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15.

Note: Zip codes in red italicized font had 0 (zero) need based on ACS 1-year estimates for children eligible for State Preschool.

Examples of Key County Resources, Programs, and Initiatives That Address Program Quality

QUALITY MATTERS

In 2012, Santa Clara County was one of 16 counties in California to receive a three-year grant through the Federal Race to the Top Early Learning Challenge (RTT-ELC) to develop a pilot QRIS. A QRIS serves four purposes: 1) it defines a common understanding of quality for early care and education programs; 2) it measures programs against standards and gives programs a quality rating; 3) it provides educators with training and support to achieve higher levels of quality; and 4) it informs the community about the importance of high-quality care and education for children.[43]

Early learning providers and programs that are part of Santa Clara County's QRIS, QUALITY MATTERS, are assessed based on quality elements in the following areas:

- *Child Observation:* Teachers understand each child's development and design daily learning activities based on children's needs.
- *Developmental and Health Screening:* A close monitoring of child's overall well-being supports a child's healthy development.
- *Effective Teacher-Child Interactions:* Teachers' positive relationships with children promote a love of learning.
- *Ratios and Group Size:* More teachers and smaller group sizes help spend more quality time with individual children.
- *Environment:* A child-focused environment allows children to learn and develop to their fullest potential.
- *Staff Training and Education:* A high-quality program includes well-trained directors and teachers in child development and early learning.

Educare

Educare of California at Silicon Valley (Educare) opened in September 2015 on the campus of Santee Elementary School and is part of San Jose's Franklin-McKinley Children's Initiative. The site provides quality ECE for low-income children from birth to age 5, as well as an FRC to offer resources and support for families and the greater community. This comprehensive center also offers a professional development and research institute to provide training for ECE professionals.[44,45]

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[43] First 5 Santa Clara County, as of 2/2/2017. Additional data available from: First 5 Santa Clara. (2017). *QRIS participant current rating by site.* San Jose, CA: Author. Retrieved from: http://www.first5kids.org/early-learning/qris-list

[44] Educare California. (2015). *Educare California at Silicon Valley opens to children, parents.* San Jose, CA: Author. Retrieved 2/15/17 from: http://www.educareschools.org/educare-california-at-silicon-valley-opens-to-children-parents/

[45] Educare California. (2016). *Educare California at Silicon Valley.* San Jose, CA: Author. Retrieved 2/15/17 from: http://www.educareschools.org/schools/california-at-silicon-valley/.

ASAPconnect

The After School Assistance Providers Connect (ASAPconnect), a statewide project based out of SCCOE, strives to improve program quality by building and strengthening a comprehensive and coordinated technical assistance system for after-school and summer providers. ASAPconnect works with Partnership for Children and Youth and other partners to collaborate and promote the best methods for training, coaching, and facilitating Summer Matters programs. ASAPconnect's vision is to connect, serve, and inspire technical assistance providers who support over 4,000 publicly funded expanded learning programs across the state.[46]

The California Core Competencies for Before and After School Professionals (Core Competencies)

Core Competencies is one of the deliverables created through the Technical Assistance for Program Effectiveness (TAPE) Project. The TAPE Project has been funded through the After School Assistance Providers Connect (ASAPconnect) grant, with support from The David and Lucile Packard Foundation and the California Department of Education (CDE) After School Division. *The Core Competencies* provide a list of recommended, research-based knowledge and skills for professionals in the After School Education and Safety program (ASES), 21st Century Community Learning Centers (21st CCLC), and After School Safety and Enrichment for Teens (ASSETs) Before and After School Programs. These state- and federally funded programs serve preschool through 12th grade students and their families. The programs receive technical assistance from the Regional After School Technical Assistance System (RASTAS) and other service providers. The Core Competencies document applies to before- and after-school program professionals and stakeholders who hold a variety of positions.[47]

46 David and Lucile Packard Foundation. (2016). *What we're doing: After school and summer enrichment: ASAPconnect*. Los Altos, CA: Author. Retrieved 2/22/17 from: https://www.packard.org/what-we-fund/children-families-and-communities/what-were-doing/school-summer-enrichment//

47 ASAPconnect. (2011). California Core Competencies for Before and/or After School Professionals. San Jose, CA: Santa Clara County Office of Education.

Workforce Development

Credentials of Some Child Care Providers Has Improved

The 2010 ELMP set a goal that by 2017, at least 50 percent of the teachers/providers in ECE have at least a bachelor's degree, and that 30 percent of the assistant teachers have at least an associate's degree. Much of the data on the workforce qualifications of child care staff is lacking or outdated; however, the county does have access to current data on the credentials of some of its ECE professionals, largely because of the prioritization of higher teacher qualifications among Head Start/Early Head Start and TK programs and for sites participating in QUALITY MATTERS. Meeting federal requirements, four out of five Head Start teachers and more than half of Early Head Start teachers have a bachelor's degree. In the TK program, all teachers must have at least a bachelor's degree. And the higher rated programs in QUALITY MATTERS typically have lead teachers who have a bachelor's degree. As shown in Exhibits A-22 and A-23, of the 100 Head Start and Early Head Start *teachers* in 2016, 80 percent had a bachelor's degree or higher. Meanwhile, of the 116 staff employed as Head Start and Early Head Start *assistant teachers* in 2016, the majority of assistant teachers held either an associate's degree (45 percent) or a Child Development Associate (CDA) Credential (43 percent), and 12 percent had a bachelor's degree.

Developing a strong and stable ECE workforce requires not only increasing teacher qualifications but also compensation commensurate with higher qualifications. While Head Start and Early Head Start programs have more than exceeded the 2010 ELMP goal because of recent federal Head Start requirements, it is less clear whether pay increases are commensurate with these increasing requirements. For example, as of July 2017, an entry level (i.e., "Step One") Head Start teacher with a bachelor's degree in Santa Clara County would only earn about $3,000 more per year than an entry level Head Start teacher with an associate's degree.[48]

[48] Santa Clara County Office of Education. (2017). *Santa Clara County Office of Education 2017-18 salary schedule*. San Jose, CA: Author. Retrieved from: http://www.sccoe.org/depts/Human-Resources/classified/Documents/Rules/HS-EHS-SP-EDUCARE-220-day-12-months.pdf

Exhibit A-22. Credentials of Staff Serving as Head Start and Early Head Start Center-Based Teachers in Santa Clara County, 2016

		Total	Head Start: Preschool[a]	Early Head Start: Infant/Toddler[b]
Total classroom teachers	#	100	89	11
Classroom teachers with a BA or higher	#	80	74	6
	%	80%	83%	55%
Classroom teachers with an AA	#	17	12	5
	%	17%	13%	45%
Classroom teachers with a CDA	#	3	3	0
	%	3%	3%	0%

[a] Source: Office of Head Start Administration for Children and Families. (2016). *2015-2016 Head Start program information report 09CH9192-000 Santa Clara Office of Education.* Washington, DC: U.S. Department of Health and Human Services.

[b] Source: Office of Head Start Administration for Children and Families. (2016). *2015-2016 Early Head Start program information report 09CH9192-200 Santa Clara Office of Education.* Washington, DC: U.S. Department of Health and Human Services.

Exhibit A-23. Credentials of Staff Serving as Head Start and Early Head Start Center-Based Assistant Teachers in Santa Clara County, 2016

		Total	Head Start: Preschool[a]	Early Head Start: Infant/Toddler[b]
Total classroom assistant teachers	#	116	97	19
Assistant teachers with a BA or higher	#	14	14	0
	%	12%	14%	0%
Assistant teachers with an AA	#	52	33	19
	%	45%	34%	100%
Assistant teachers with a CDA	#	50	50	0
	%	43%	52%	0%

[a] Source: Office of Head Start Administration for Children and Families. (2016). *2015-2016 Head Start program information report 09CH9192-000 Santa Clara Office of Education.* Washington, DC: U.S. Department of Health and Human Services.

[b] Source: Office of Head Start Administration for Children and Families. (2016). *2015-2016 Early Head Start program information report 09CH9192-200 Santa Clara Office of Education.* Washington, DC: U.S. Department of Health and Human Services.

Preschool Teachers' Salaries Low Compared to Other Occupations

Overall, low salaries in the field of ECE pose the biggest barrier to increasing workforce qualifications. The United States Bureau of Labor Statistics publishes average salaries for a variety of occupations by geographical location. For example, in the San Jose-Sunnyvale-Santa Clara Metropolitan Area, the mean annual income across all occupations was $78,620 as of May 2015; however, this salary measure varies greatly by occupation.[49] As of May 2015, on average, preschool teachers earned over $25,000 per year less than kindergarten teachers and over $35,000 less per year than elementary school teachers. Low compensation is one factor that heavily influences the recruitment and retention of a qualified workforce.

[49] United States Bureau of Labor Statistics. (2015). *May 2015 Metropolitan and nonmetropolitan area occupational employment and wage estimates: San Jose-Sunnyvale-Santa Clara, CA.* Washington, DC: United States Department of Labor. Retrieved from: http://www.bls.gov.

Exhibit A-24. Average Annual Salary of Workers in San Jose, Sunnyvale, and Santa Clara by Occupation, May 2015

Occupation	Annual Salary
All occupations	$78,620
Education administrators, postsecondary	$124,680
Education administrators, elementary and secondary school	$115,960
Education teachers, postsecondary	$92,060
Special education teachers, secondary school	$76,880
Elementary school teachers, except special education	***$75,700***
Secondary school teachers, except special and career/technical education	$75,460
Middle school teachers, except special and career/technical education	$73,400
Special education teachers, middle school	$70,780
Kindergarten teachers, except special education	***$66,170***
Special education teachers, kindergarten and elementary school	$65,350
Education administrators, preschool and childcare center/program	$64,290
Special education teachers, all other	$62,050
Postal service mail carriers	$54,170
Preschool teachers, except special education	***$40,170***
Bus drivers, school or special client	$37,070
Teacher assistants	$31,540
Retail salespersons	$29,740
Childcare workers	$29,320
Waiters and waitresses	$27,060

Source: United States Bureau of Labor Statistics. (2015). *May 2015 Metropolitan and nonmetropolitan area occupational employment and wage estimates: San Jose-Sunnyvale-Santa Clara, CA.* Washington, DC: United States Department of Labor. Retrieved 2/15/17 from: http://www.bls.gov.

Examples of Key County Resources, Programs, and Initiatives That Address Early Care and Education Workforce Development

The Starting Smart and Strong Initiative

The Starting Smart and Strong Initiative, funded by the David and Lucile Packard Foundation, is a 10-year, place-based initiative to develop an early learning network in three Bay Area school district communities and scale up what works. The Packard Foundation awarded one of its first three Starting Smart and Strong grants to the Franklin-McKinley School District, which is working closely with community partners to lead and implement the initiative in their communities.

The Packard-funded Early Learning Lab is working with each of the grantees on its professional development efforts. In San Jose, Franklin-McKinley is partnering with Educare of California at Silicon Valley, FIRST 5 Santa Clara, the Franklin-McKinley Children's Initiative and SCCOE in implementing professional development models that incorporate the latest ECE research to test and spread effective solutions within and beyond its community. Teachers and administrators in Franklin-McKinley School District preschool and TK classrooms, along with SCCOE Head Start and State Preschool classrooms, are working with The Early Learning Lab to train teachers and caregivers of children and develop a learning

program. They are combining two distinct learning needs – social and emotional development and early literacy – into one integrated teaching model. Teachers receive intensive professional support while testing this new customized model that allows them to simultaneously focus on two learning areas during the school day. The Lab also works with administrators and families to ensure that the child's development and learning is supported in a comprehensive manner.[50]

The initiative strives to ensure all children grow up healthy and ready for kindergarten by improving the quality of adult-child interactions across all settings where young children learn and grow. The Packard Foundation is partnering with three California communities to develop and test solutions that support parents, caregivers, and educators as they prepare children to be healthy and ready for school with self-confidence and a love of learning. This 10-year initiative is bringing together public and private supporters to create a local comprehensive early learning network in select California communities, and ultimately scale what works.

The CARES Plus Program and Quality Matters

The Santa Clara CARES Plus Program (Comprehensive Approaches to Raising Educational Standards) provided financial awards to ECE professionals based on their educational achievement and the completion of professional development activities. These financial stipends incentivized ECE professionals to further their education and enhance their professional development.[51] Although the program ended in 2016, during its 15 years of operation, CARES provided financial incentives, training, professional advising, foreign transcript translation and evaluation services, and other supports to thousands of ECE professionals in the county. In addition, CARES was able to support two separate bachelor's degree cohorts at San Jose State University. The CARES initiative was supported over the years through funding from FIRST 5 Santa Clara County, the California Department of Education through the Local Early Education Planning Council (LPC), and First 5 California.[52]

The Quality Matters Stipend Program, funded by First 5 California, FIRST 5 Santa Clara County, and the California Department of Education and operated by the WestEd E3 Institute, has recently replaced CARES. This program is designed to provide financial incentives for program directors and teaching staff at QUALITY MATTERS sites in the county to pursue professional development. Enrollment is open to any early educator that works at a QUALITY MATTERS site or is currently participating in an IMPACT Quality Improvement program, such as SEEDS, MyTeachstone, or Raising a Reader. Participants can opt for the $600 college coursework stipend [complete a minimum of 3 semester units (4 quarter units) toward a college degree or to obtain or upgrade a California Child Development Permit or credential with a grade of "C" or better] or the $400 training option stipend (complete a minimum of 21 hours of professional development during the program year).

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[50] The Early Learning Lab. (2017). *Starting smart and strong*. Oakland, CA: Author. Retrieved 2/25/17 from https://earlylearninglab.org/what-we-do/starting-smart-and-strong/.

[51] WestEd E3 Institute and First 5 Santa Clara County. (2015). *Santa Clara County CARES Plus fact sheet, 2015-2016*. San Jose, CA: Author. Retrieved 2/28/17 from: http://www.e3institute.org/cs/e3/download/fsfile/2336/CARES%20Plus%20Y5%20Fact%20Sheet.pdf?x-r=pcfile_dpub

[52] First 5 Santa Clara County. (2016). *Letter from First 5 Santa Clara County.* http://www.e3institute.org/cs/e3/download/fsfile/2355/CARES_Plus_End_letter.pdf?x-r=pcfile_dpub

Transitional Kindergarten

State-funded initiatives also support professional development opportunities. For example, the TK Professional Development Reimbursement Program[53] is a professional development program that provides reimbursement to qualified TK educators. The program, funded by California Department of Education/Early Education and Support Division (CDE/EESD) through March 31, 2019, was in response to a mandate that all credentialed teachers who were first assigned to a TK classroom after July 1, 2015, must have one of the following by August 1, 2020: 1) at least 24 units in early childhood education, or childhood development, or both; 2) as determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education; or 3) a child development teacher permit issued by the Commission on Teacher Credentialing, with the goal of increasing understanding of early childhood development and preschool instructional strategies among TK teachers. First priority for funding goes to credentialed teachers assigned to a TK classroom after July 1, 2015, to increase their level of education in early education/child development. The second priority goes to all TK teachers. The third priority goes to California State Preschool Program (CSPP) teachers for professional development stipends for education expenses related to professional development, including the costs of credit-bearing coursework in early childhood education, child development, or both.

[53] Santa Clara County Office of Education. (2017). Transitional kindergarten (TK) professional development reimbursement program. San Jose, CA: Author. Retrieved from: http://www.sccoe.org/depts/students/lpc/Pages/TK-Program.aspx

Summary and Conclusions From the State of the County Summary

Santa Clara County has made considerable progress in meeting the goals and milestones set forth in the 2010 ELMP. These achievements are a result of the concerted and dedicated efforts from county leaders, practitioners, policymakers, and the community, all of whom have been integral to the county's various ongoing and planned initiatives. The 2017 ELMP builds upon this progress and provides a framework for increasing access to quality care and education for children and families and ensuring respect for and promotion of a dedicated, highly qualified ECE workforce.

Access. Since 2010, addressing the need for licensed out-of-school time for children under age 12 and licensed infant/toddler care has remained a challenge in Santa Clara County. The county has increased the percentage of preschoolers served in child care settings since 2010, which is due, in large part, to the introduction of TK – but also to the reduction of families in poverty and the historically low ceiling for subsidy eligibility.

A recently developed local child care subsidy pilot plan aims to provide a way to help maximize allocated funding and efficiently use child care subsidy funds in order to better serve the needs of more children and families in Santa Clara County. Although the increase in subsidy eligibility from 70 percent SMI to 85 percent SMI will mean more families are eligible, it also means that the reported unmet need for subsidized preschool is likely to increase unless additional resources are provided. To address this need for additional resources, the 2017 ELMP Access key goal is to expand local funding for ECE services. The 2017 ELMP also outlines goals to address barriers to access by enrolling all eligible children in TK, increasing access to State Preschool programs, and increasing access to infant-toddler care and paid family leave.

Articulation, Alignment, and Data Systems. The county has made some progress on implementing developmental screenings and aligning standards and curriculum since the 2010 ELMP. Key county agencies have also been looking into ways to enhance data integration between the ECE and the K-12 systems. However, this work on articulation, alignment, and data systems in the county remains the exception and not the norm. The 2017 ELMP proposes to enhance work in this area through five concrete goals: expanding school-provider networks; assigning SSIDs to 0-5 year-old children; providing parents with school readiness and enrollment information; including ECE data in the developing countywide, integrated data system; and promoting the use of validated school readiness assessments.

Facilities. In 2010, the county set a goal to have a coordinated, integrated, sustainable system that ensured the planning and funding needs were met for quality facilities for birth-to-eight-year-olds. Since the last ELMP, the county has established an Early Learning Facilities Coalition and made some progress in addressing child care deserts; however, considerable work remains to be done. SCCOE has already begun work on one 2017 Facilities goal to create a countywide ECE facilities development plan; this contracted Early Learning Facilities Study inventories resources, conducts asset mapping, and identifies barriers and potential strategies to overcome them. Other 2017 ELMP goals specific to Facilities include offering facilities training and technical assistance to providers, advocating

for sustainable sources of funding for ECE facilities, enhancing facilities licensing to improve the quality of ECE facilities, and engaging the county's cities as partners in ECE facilities development.

Family Engagement. Over the past seven years, the county has made great strides toward family engagement. For example, by creating and convening a "Family Engagement and Leadership Working Committee," it met its 2010 ELMP goal to establish a workgroup to help inspire and support family engagement in children's education and development. The county's Family Resource Centers also continue to promote family engagement. FIRST 5 Santa Clara's hiring of a full-time Family Engagement Coordinator is another recent development that highlights the county's commitment to partnering with families. But the county still needs to develop a shared definition of family engagement, adopt a common family engagement framework, and create structures and processes that allow for sharing of information and best practices. To address these needs, the 2017 ELMP outlines three strategies: implement a countywide family engagement network, create and sustain a joint schools-ECE family engagement collaborative, and launch a family engagement public education campaign.

Program Quality. The county has done considerable work around addressing program quality since 2010. Santa Clara County established and implemented its QRIS – QUALITY MATTERS – in 2012, and as of early spring 2017, 140 programs in the county had been rated; more than half of which were rated at the top two levels. In addition, 45 centers are accredited by the NAEYC and 123 elementary schools have TK programs; NAEYC-accredited programs meet some of the criteria for the highest ranked programs in QUALITY MATTERS, and TK programs excel on the workforce qualification components of QUALITY MATTERS. Despite this progress toward improving quality, most children still attend programs only required to meet state licensing requirements, and the actual quality of most ECE programs, particularly those serving infants and toddlers, is still unknown. To address these challenges, the 2017 ELMP outlines the following goals: expand participation in QUALITY MATTERS and other quality accreditation programs, advocate for improved quality in TK programs, support ECE programs in implementing quality improvement strategies, provide a common ECE program quality data system, and assess the quality of OST time.

Workforce Development: The county has made progress toward achieving its goal of addressing the educational qualifications of its ECE workforce since 2010, particularly in a few settings. As of 2016, more than three quarters of Head Start teachers and over half of Early Head Start teachers had a bachelor's degree or higher. All TK teachers are required to have at least a bachelor's degree. And the higher rated programs in QUALITY MATTERS typically have lead teachers with a bachelor's degree. The introduction of Educare of California at Silicon Valley in 2015 also impacted workforce development; Educare offers a professional development and research institute to provide training for early childhood professionals. But the county still does not have current, comprehensive data on the qualifications of the workforce serving children in other subsidized settings and privately funded programs. And although providers are expected to have more education, their salaries lag far behind TK-12 teachers. The following 2017 goals address workforce development: support re-opening ECE lab schools at community colleges, advocate for worthy wages for ECE professionals, increase enrollment in the ECE workforce registry,

include ECE content in pre- and in-service elementary school administrator training, create a Talent Pipeline Management Strategy for the ECE workforce, and build public understanding and esteem for the ECE profession.

The 2017 ELMP offers a unique and exciting opportunity to revisit progress made since the 2010 ELMP – and to identify future goals and milestones for the county's young children. County stakeholders are committed to continuous improvement of its ECE system. When asked about their greatest hopes for Santa Clara County's birth-to-eight-year-olds, these stakeholders shared their ambitious and optimistic hopes for the county's youngest residents. As one stakeholder noted,

> Education is going through changes like it hasn't seen in quite a while. The shift in the economy from manufacturing to technology, just like before [with] the shift from agricultural to manufacturing, has really shaken many things up, with education probably being the biggest [thing]. So my greatest hope for children in this county is that they can continue to go to school districts that harness what that future looks like and take advantage of it. I think one of those areas is certainly in early childhood education, largely just because of what we know today about its importance and the role that it plays in the development of a young person's learning capabilities. My biggest hope for them is that – and my biggest fear would be that they not do that.

A second stakeholder said,

> My greatest hope is that all children birth to five have options for high-quality interactions, whether it's with their informal care providers or whether it's in a formal setting – where parents feel supported and have the resources and information. And that teachers and early learning providers have the training, the support, the coaching, and the resources to provide children quality early learning experiences. [My hope is] that these are adequately funded and that public systems will partner and allocate resources to scale what works.

Section B: 2017 Goals and Implementation Plan

Section B: 2017 Goals and Implementation Plan

Section B builds upon the snapshot of the state of ECE in Santa Clara County as of 2017, which is outlined in Section A of this document. It presents a roadmap for the future, with goals, milestones, and actions addressing the needs of children birth to eight, their families, and the early education providers who teach and care for them. The Plan addresses strengths and challenges in six major areas of the ECE system – Access; Articulation, Alignment, and Data Systems; Facilities; Family Engagement; Program Quality; and Workforce Development.

Each focal area has several goals – including one or two key goals. Most of the goals have two-, five-, and seven-year milestones. The two-year milestones include specific actions to achieve the milestone; however, not all of the five- and seven-year milestones have actions, to allow for changing circumstances and flexibility in achieving the goals within that extended timeframe. Key goals are those that either (1) substantially affect multiple focus areas, or (2) are necessary first steps to achieving other goals within or across focus areas. The expectation is that these goals will be the focus of initial implementation efforts, and, in some cases, the goals are already being acted upon. Key goals are presented in blue text in the following tables.

Summary Table of Goals

Exhibit B-1 presents a list of the 2017 ELMP goals for each of the six focal areas.

Exhibit B-1. 2017 ELMP Goals

ACCESS	
Goal 1:	Expand Local Funding for ECE Services
Goal 2:	Enroll All Eligible Children In Transitional Kindergarten (TK)
Goal 3:	Increase Access to State Preschool Programs
Goal 4:	Increase Access to Infant-Toddler Care and Paid Family Leave
ARTICULATION, ALIGNMENT, AND DATA SYSTEMS	
Goal 1:	Expand School–ECE Provider Networks
Goal 2:	Assign Unique Student Identification Numbers to 0-5 Year-Old Children
Goal 3:	Provide Parents With School Readiness and Enrollment Information
Goal 4:	Include ECE Data in the Developing Countywide Integrated Data System
Goal 5:	Promote the Use of Validated School Readiness Assessments
FACILITIES	
Goal 1:	Offer Facilities Training and Technical Assistance (TTA) to Providers
Goal 2:	Create a Countywide ECE Facilities Development Plan
Goal 3:	Advocate for Sustainable Sources of Funding for ECE Facilities
Goal 4:	Enhance Facilities Licensing to Improve the Quality of ECE Facilities
Goal 5:	Engage Cities as Partners in ECE Facilities Development
FAMILY ENGAGEMENT	
Goal 1:	Implement a Countywide Family Engagement Framework
Goal 2:	Create and Sustain a Joint Schools-ECE Family Engagement Collaborative
Goal 3:	Launch a Family Engagement Public Education Campaign
PROGRAM QUALITY	
Goal 1:	Expand Participation in the Quality Rating and Improvement System (QUALITY MATTERS) and Other Quality Accreditation Programs
Goal 2:	Advocate for Improved Quality in Transitional Kindergarten Programs
Goal 3:	Support ECE Programs in Implementing Quality Improvement Strategies
Goal 4:	Provide a Common ECE Program Quality Data System
Goal 5:	Assess the Quality of Out-of-School-Time (OST) Programs
WORKFORCE DEVELOPMENT	
Goal 1:	Support Re-opening ECE Lab Schools at Community Colleges
Goal 2:	Advocate for Worthy Wages for ECE Professionals
Goal 3:	Increase Enrollment in the ECE Workforce Registry
Goal 4:	Include ECE Content in Pre- and In-Service Elementary School Administrator Training
Goal 5:	Create a Talent Pipeline Management Strategy for the ECE Workforce
Goal 6:	Build Public Understanding and Esteem for the ECE Profession

Goals

Access

ACCESS VISION STATEMENT

All children birth to age eight have access to high-quality ECE opportunities.

Status of Access

The 2010 plan set a goal of having a quality early education space for 70 percent of Santa Clara County's preschool population and 50 percent of its five- to eight-year-olds. Technically, by 2014, the county had enough licensed *physical* center and family child care spaces for 78 percent of the preschool age group, although not all of these spaces were operating or available for enrollment, and the spaces did not necessarily meet quality standards to promote child development or address the family's needs in terms of location, hours of service, or type of program. Based on parent responses to the 2014 American Community Survey, actual enrollment in preschool is closer to 60 percent, with approximately 30,000 of the nearly 50,000 three- and four-year-olds enrolled. In states that provide universal access, typically no more than 75 percent participate. Hence, if universal access to preschool – and enrollment of at least 37,500 three- and four-year-olds –is the goal in Santa Clara County, there is currently a shortage of approximately 7,500 spaces.

One existing option for alleviating a portion of the shortage of preschool for four-year-olds is to expand access to and enrollment in state-funded Transitional Kindergarten (TK). The Kindergarten Readiness Act, which was passed in 2010, changed the entry date for incoming kindergartners in California. The legislation also established the TK program, which began in the 2012-13 school year. TK uses a modified kindergarten curriculum that is designed to be age and developmentally appropriate for four-year-old children. A child is eligible for TK if the child will have his or her fifth birthday between September 2 and December 2 of the current school year. As of the 2014-15 school year, approximately 3,000 children were served in TK in 134 schools in the county's 27 elementary school districts, providing services to approximately half of the age-eligible children.[54,55] However, as of spring 2017, nearly half (123) of the 257 elementary schools did not yet offer a TK program, and as many as 3,000 more four-year-olds are estimated to be eligible.

Licensed Out-of-School Time (OST) is available for about one in 10 children under age 12 in the county, and the supply has decreased slightly since 2010. Separate data are not available on the OST supply for children specifically in the five- to eight-year-old age group. Moreover, many OST programs are not required to be licensed, and hence the real capacity of after-school and summer programs for young school-age children in the county is

[54] California Department of Education. (2015). *Transitional kindergarten program participation (census day)*, Sacramento, CA: Author. Retrieved 01/07/16. http://data1.cde.ca.gov/dataquest/tkreports/TkLevels.aspx?cdscode=43000000000000&year=2014-15 .

[55] SCCOE includes 31 districts but 4 districts in the county only serve 9-12th grade students (i.e., Campbell Union High; Fremont Union High; Los Gatos-Saratoga Joint Union High; and Mountain View-Los Altos Union High).

unknown, and there may be more capacity for this age group than the available data suggest.

There is much less availability of infant/toddler care in Santa Clara County, with less than one licensed space for every six children under three years old (licensed spaces for 11,250, or 15 percent, of the 70,924 infants and toddlers, based on AIR's Early Learning Needs Assessment Tool in 2014). While these data, too, suggest a large shortage, family preferences for home-based care for this age group may indicate that a range of options is needed, including better access to paid family leave, improved access to licensed family child care, and an expansion of center-based programs such as Early Head Start, community-college-based facilities, and workplace-based facilities.

Real access to ECE, of course, requires not only an adequate supply of spaces but also the ability to pay for the service. Prior to the proposed countywide implementation of the increase in income eligibility to 85 percent of SMI, the maximum family income eligible for subsidy (70 percent of SMI, or about $46,896 for a family of four prior to July 2017)[56] for Title 5 State Preschool did not portray a realistic picture of the level of need for financially assisted participation in ECE programs in Santa Clara County. To be self-sufficient, a family of four (two adults and two preschool-age children) in the county needs a much higher annual income. Although the poverty threshold for a family of four in 2014 was only $24,230, an estimated $90,750 was required for a family of two adults and two preschool-age children to meet basic needs in Santa Clara County.[57] As of 2012, only 70 percent of all households in the county and 63 percent of households with children were estimated to be living above the self-sufficiency standard.[58] Furthermore, the proportion of households meeting this self-sufficiency standard varies greatly, depending upon the race and ethnicity of the household. For example, in 2012, while 81 percent of White and 77 percent of Asian families were above the self-sufficiency standard, only 64 percent of Black and 41 percent of Latino families were above it.

The county is now in the midst of developing and implementing a local county child care subsidy pilot plan, which proposes raising the income eligibility for Title 5 programs from 70 percent of SMI (about $58,524 for a family of four, effective July 2017) to 85 percent of SMI (about $71,065 for a family of four in 2017).[59] Increasing the eligibility level may make publicly subsidized ECE available to more families, but, without new resources, the increase in eligibility is likely to outpace the available state funds, and could more than double the number of unserved eligible preschool children, from 2,397 to 6,789.[60]

However, even increasing the income eligibility to 85 percent of SMI still does not make preschool or child care affordable for many families. In 2015, according to the California

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[56] California Department of Education. (2016). *Schedule of income ceilings for child care and development programs*. Sacramento, CA: Author. Retrieved from: http://www.scusd.edu/sites/main/files/file-attachments/familyfeeschedjuly2014.pdf

[57] Center for Women's Welfare. (2015). *Self-sufficiency standards*. Seattle, WA: University of Washington. http://www.selfsufficiencystandard.org/self-sufficiency-standard-state

[58] Center for Women's Welfare. (2012). *The Self-Sufficiency Standard by select household characteristics: California 2012*. Retrieved from: http://www.insightcced.org/past-archives/insight-networks/building-economic-security-for-all-besa/californians-for-economic-security-cfes/the-self-sufficiency-standard-for-california/

[59] California Department of Education. (2017). *Management bulletin 17-08*. Sacramento, CA: Author. Retrieved from: http://www.cde.ca.gov/sp/cd/ci/mb1708.asp

[60] See Exhibit A-5 in the State of the County Summary for more detail.

Child Care Resource and Referral Network, the average cost of full-day care in a licensed center in Santa Clara County was $16,375 for an infant and $11,991 for a preschool-age child – or 14 percent and 10 percent, respectively, of the median family income of $120,125.[61]

According to the U.S. Department of Health and Human Services, child care is affordable when a family pays no more than 7 percent of its income for child care.[62] To make full-time licensed care for one preschooler affordable on Santa Clara County, a family would have to earn $171,300. For a median-income family in Santa Clara County, the average cost of licensed care for two children can absorb about a quarter of their income, and many well-known facilities with established reputations for quality charge far more.

Key Goal of Access

Expanding local funding for ECE services is a key goal for the countywide Early Learning Master Plan (ELMP) because it addresses a major barrier to access – inadequate funding. Existing state and federal funds for preschool are not sufficient to make preschool available to all the low- and middle-income children who need it. Even if the county meets the goal of increasing access to ECE by enrolling all eligible children in TK, and increasing access to the California State Preschool program, there will still be thousands of additional spaces needed to meet the goal of providing access to about 75 percent of the age group. Adding local funds to address this gap and to help subsidize universal access to ECE will improve the affordability of ECE programs for families and create socioeconomic diversity in preschool classrooms. Expanding local funding for ECE services could also affect other aspects of the ELMP. For example, Program Quality could be affected by ensuring that new or expanded programs participate in QUALITY MATTERS, and a set-aside of this funding could be used to support QUALITY MATTERS sustainability. Facilities could be affected by using a set-aside of local initiative funds to provide facilities training and technical assistance for providers. Workforce Development could also be affected by requiring programs to meet certain staff qualification standards or enroll in California's statewide ECE staff registry, and through increased demand for trained and culturally competent staff as programs expand.

Given the magnitude of the existing unmet needs for low- and middle-income children, the primary recommended method for increasing local funding is the passage of a local funding initiative. To develop such an initiative, the ELMP also proposes the consideration of a sliding fee scale, as is used in several other communities, such as Denver, Colorado, that have implemented such initiatives.

The county also has several other opportunities to augment investments from the proposed local funding initiative. First, the ELMP proposes that school districts use the state's Local Control Accountability Plan/Local Control Funding Formula (LCAP/LCFF) process to provide or expand their existing ECE programs. Doing so will help build the case for both additional local and state investments in ECE.

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[61] California Child Care Resource and Referral Network. (2015). *2015 California child care portfolio*. San Francisco, CA: Author. Retrieved from: https://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/204/attachments/original/1456339909/Santa_Clara__County__2.23.2016.pdf?1456339909

[62] United States Department of Health and Human Services. (2015). *45 CFR Part 98 Child Care and Development Fund (CCDF) Program; Proposed rule*. (80)247. Retrieved from: https://www.gpo.gov/fdsys/pkg/FR-2015-12-24/pdf/2015-31883.pdf

Second, the ELMP urges school districts to use federal Every Student Succeeding Act (ESSA) funds to support direct ECE service provision, professional development, and ECE to K-12 transition. Although ESSA is a federal program, school districts may determine whether and how many of these funds to use for preschool-aged children. Some local universal preschool initiatives across the nation, such as in Boston and Washington, DC, use ESSA funds to help expand and improve preschool.[63] Within California, some school districts, as in Elk Grove (near Sacramento) and in Merced, have, over the last decade, used these funds to make preschool accessible to virtually all students within specified schools, including those children above the income eligibility requirements for other publicly subsidized programs.[64] ESSA is more flexible than other public funds in supporting ECE programs. In school-wide ESSA, the funds may be used for any child, regardless of family income. The only limitation is that investing ESSA funds in preschool may require taking away resources currently invested in older children. That said, because of abundant research that investing upfront in early education is more effective than later compensatory efforts, allocating ESSA funds for early childhood makes not only educational but also financial sense.

Third, the ELMP proposes that Santa Clara County examine the feasibility of using Pay for Success (PFS) outcome-based contracting models to provide ECE services. Pay for Success is a relatively recent funding innovation whereby private investors invest up-front for promising social or educational programs, and government agencies return the money with interest after the program begins to provide savings in other areas. In Salt Lake City, Utah, Pay for Success, financed with $1 million by Goldman Sachs and J.B. Pritzker, helps support a preschool initiative for disadvantaged children. Although the PFS model by itself may have limitations as a primary or long-term funding source for preschool, it has helped build the case for state investment in preschool. As of 2014, the Utah State Legislature, initially reluctant to invest in preschool, has allocated an additional $3 million for the Salt Lake City PFS initiative.[65]

Finally, the ELMP proposes that the county work with cities and library districts to expand access to and improve the quality of existing recreational preschool, child care, early literacy, and other ECE programs. City recreational programs and libraries represent a substantial public resource for ECE programs, especially for after-school care for school-age children.

[63] Muenchow, S. and Weinberg, E. (2016). *Ten questions local policymakers should ask about expanding access to preschool.* San Mateo, CA: Author. Retrieved from: http://www.air.org/resource/ten-questions-local-policymakers-should-ask-about-expanding-access-preschool

[64] Muenchow, S. (2004). *Preschool for All: Step by step: A planning guide and toolkit*. American Institutes for Research. Retrieved from: www.earlylearningsystems.org.

[65] Muenchow, S. and Weinberg, E. (2016). *Ten questions local policymakers should ask about expanding access to preschool.* San Mateo, CA: Author. Retrieved from: http://www.air.org/resource/ten-questions-local-policymakers-should-ask-about-expanding-access-preschool

Access Goals, Milestones, and Actions

Key Goal 1: Expand Local Funding for ECE Services
Two-Year Milestone: A local funding initiative to support ECE services has been passed.
Actions: • Create local needs assessment (e.g., for a variety of child ages, income levels). • Develop sliding fee scale models and cost estimates. • Determine funding mechanism and estimate funds generated. • Identify opportunities and potential funding sources for braiding and blending funds to support implementation. • Create initiative partnership and infrastructure. • Develop and execute campaign strategy.
Five-Year Milestone: Implementation of local initiative is ongoing.
Seven-Year Milestone: Implementation of local initiative is ongoing.
Two-Year Milestone: Three school districts have included ECE services in their Local Control Accountability Plan (LCAP).
Actions: • Advocate for districts to include ECE in their LCAP through the community input process. • Provide districts with template language to include in the LCAP. • Monitor LCAP submissions for ECE content.
Five-Year Milestone: Five school districts have included ECE services in their LCAP.
Seven-Year Milestone: Ten school districts have included ECE services in their LCAP.
Two-Year Milestone: Three school districts have used Every Student Succeeding Act (ESSA) funds to support ECE services.
Actions: • Advocate for the inclusion of ECE in the California ESSA statewide plan. • Provide specific content on ECE for districts during ESSA roll-out training. • Advocate for districts to use ESSA funds to support ECE services.
Five-Year Milestone: Five school districts have used ESSA funds to support ECE services.
Seven-Year Milestone: Ten school districts have used ESSA funds to support ECE services.
Two-Year Milestone: The feasibility of using Pay For Success (PFS) to expand access to preschool has been assessed.
Actions: • Complete feasibility study of preschool PFS program in Santa Clara County. • Disseminate feasibility study findings to key stakeholders.

Key Goal 1: Expand Local Funding for ECE Services
Five-Year Milestone: The preschool PFS program has been implemented in one school district.
Seven-Year Milestone: The preschool program has been transitioned from PFS to outcomes-based contract in a lead district and outcomes-based preschool services contracts have been initiated in fast follower districts.
Two-Year Milestone: Cities and library districts have been supported in providing ECE services.
Actions: • Inventory existing programs and opportunities for expansion. • Assess existing programs for quality and training needs. • Advocate at city council and library district meetings for expanding ECE services and improving quality.
Five-Year Milestone: Cities and library districts have been supported in providing ECE services.
Seven-Year Milestone: Cities and library districts have been supported in providing ECE services.

Goal 2: Enroll All Eligible Children in Transitional Kindergarten (TK)
Two-Year Milestone: Countywide TK enrollment has increased to 4,000 children.
Actions: • Identify school districts with lower TK enrollment than expected. • Identify district barriers to TK enrollment. • Identify schools in those districts with declining enrollment. • Advocate for increased TK enrollment in those schools. • Increase TK enrollment to 4,000 children.
Five-Year Milestone: Countywide TK enrollment has increased to 5,000 children.
Seven-Year Milestone: Countywide TK enrollment has increased to 25 percent of kindergarten enrollment, for a total of approximately 6,000 children enrolled.

Goal 3: Increase Access to State Preschool Programs
Two-Year Milestone: State Preschool program has expanded by 1,100 slots.
Actions: • Increase eligibility threshold to 85 percent of the State Median Income. • Use the local child care pilot "slot pool" to fill available slots. • Create a centralized eligibility and wait list for ECE programs (0-5). • Encourage existing providers to contract for additional slots. • Develop and implement public awareness campaign of the new income eligibility thresholds under the local subsidy pilot plan.
Five-Year Milestone: State Preschool program has expanded by 2,100 slots.
Seven-Year Milestone: N/A

Goal 4: Increase Access to Infant-Toddler Care and Paid Family Leave
Two-Year Milestone: The number of families, and the ages of the children, needing infant-toddler care on the centralized wait list has been determined.
Actions: • Determine the current enrollment of infants and toddlers in Early Head Start (EHS) and General Child Care (CCTR). • Create a centralized eligibility and wait list for ECE programs (ages 0-5). • Provide families with information on how to apply for federal Dependent Care Tax Credit. • Explore the possibility of converting vacant Head Start slots to EHS slots. • Advocate for increased access to and use of parental leave. • Advocate for increased weighting for infant and toddler slots in state programs. • Determine the barriers to on-site child care programs for large employers.
Five-Year Milestone: The number of infants/toddlers enrolled in publicly subsidized care has increased by 100 percent.
Seven-Year Milestone: The number of infants/toddlers enrolled in publicly subsidized care has increased by 200 percent.

Articulation, Alignment, and Data Systems

ARTICULATION, ALIGNMENT, AND DATA SYSTEMS VISION STATEMENT

Children thrive in PreK to third grade classrooms that have seamless transitions and aligned expectations. Each classroom environment respectfully recognizes where the children are coming from and plans for children's next steps. Alignment and articulation is fostered by leadership and supported by systems.

Status of Articulation, Alignment, and Data Systems

The 2010 ELMP aimed for system-wide alignment from birth to third grade that includes meaningful assessments, cross-communication, curriculum alignment, and the goal that all children perform well in school. To that end, developmental screening has been made available – if not uniformly institutionalized – for most children. Efforts have been made to align standards and curriculum, and one school district has linked early care to its elementary school database, though this remains the exception and not the norm.

Key Goals of Articulation, Alignment, and Data Systems

Articulation, Alignment, and Data Systems has two key goals – one specific to articulation and alignment, and the second to data systems. An Early Learning Providers Network is a key goal for the ELMP because participants can work to address the challenge that there is currently no formal means of communication between ECE and K-12 public education.

Unique student identification numbers (i.e., CALPADS Statewide Student Identifiers [SSIDs]), assigned at birth or at first contact with a public service/agency, is a second key goal for the ELMP for two reasons. First, a lack of SSIDs limits the county's ability to coordinate and align services for children and families, as they may be served by multiple programs that are unaware of each other's impacts and requirements. Additionally, without this alignment, there is no way to determine the benefit of each program and engage in continuous improvement. Second, a unique identifier allows each student's individual progress through the ECE and K-12 education systems to be linked and understood – helping ECE professionals and early elementary school grades share information and better serve the children in their care.

Articulation, Alignment, and Data Systems Goals, Milestones, and Actions

Key Goal 1: Expand School- ECE Provider Networks
Two-Year Milestone: Early Learning Provider Networks (ELPNs) have been established in at least four school districts.
Actions: • Identify one or more models for an ELPN that support partnering between districts, ECE center-based providers, and licensed family child care home providers. • Develop training and technical assistance on implementation of an ELPN. • Begin roll-out in at least four school districts that have campus-located early learning programs.
Five-Year Milestone: Early Learning Provider Networks have been established in at least 10 school districts.
Actions: • Continue roll-out in four additional school districts. • Include leaders of Title 5 and Title 22 programs in the networks. • Support the development of inter-district collaboration between provider networks and leaders.
Seven-Year Milestone: Early Learning Provider Networks have been established in 90 percent of applicable districts countywide.

Key Goal 2: Assign Unique Student Identification Numbers to 0-5 Year-Old Children
Two-Year Milestone: Student identification numbers (SSIDs) have been assigned at entry to all children in publicly subsidized preschool programs in the county.
Actions: • Evaluate the current SSID pilot to determine lessons learned and next steps. • Systematize and automate the process of assigning SSIDs to children in center-based, publicly subsidized preschool programs. • Advocate at the state and local levels for funding to support this activity.
Five-Year Milestone: A pilot program assigning SSIDs to all children at birth or at first contact with a public service agency has been initiated.
Actions: • Identify demonstration project partners (e.g., hospitals, libraries, service agencies). • Evaluate data system and provider needs. • Implement the demonstration project with key partners (e.g., assigning SSIDs at Family Resource Centers [FRCs]). • Include participation in project partner programs in student data profiles, subject to legal data protections. • Communicate with the California Department of Education the status of the demonstration project.
Seven-Year Milestone: Universal assignment of SSIDs at birth or at first contact with a public service agency has been initiated.

Goal 3: Provide Parents With School Readiness and Enrollment Information
Two-Year Milestone: School readiness and enrollment information has been developed.
Actions: • Create and distribute kindergarten readiness materials (e.g., guides, brochures, children's books) through trusted messengers (e.g., pediatricians, libraries, other community settings) in coordination with other public education actions. • Initiate planning for a countywide kindergarten enrollment event.
Five-Year Milestone: Kindergarten enrollment event has been sustained.
Actions: • Sustain dissemination of kindergarten readiness materials. • Hold inaugural and subsequent kindergarten enrollment events.
Seven-Year Milestone: N/A

Goal 4: Include ECE Data in the Developing Countywide Integrated Data System
Two-Year Milestone: ECE dashboards and transition reports have been developed, and barriers to DataZone participation have been determined.
Actions: • Design and develop a transition report tool within DataZone to enable information sharing among preschool, TK, and kindergarten teachers. • Design and develop early learning dashboards to support teachers' monitoring of children's development in preschool, TK, and kindergarten. • Identify and address barriers to participation in DataZone from non-participating school districts.
Five-Year Milestone: ECE tools in DataZone have been developed and district staff have been trained on their use.
Actions: • Develop, launch, and support ongoing use of the ECE–K-12 transition report tool. • Evaluate user interface on dashboards and refine dashboards as needed. • Develop a plan for teacher professional development on digital literacy and data use. • Train administrators to create processes among teachers and staff for regular cycles of inquiry using data. • Train at least 50 percent of teachers in publicly funded preschool programs and elementary schools on using the dashboard.
Seven-Year Milestone: N/A

Goal 5: Promote the Use of Validated School Readiness Assessments
Two-Year Milestone: Districts have been encouraged to use validated school readiness assessments (SRAs).
Actions: • Determine whether each district uses an SRA, and if so, determine which one. • Convene a multi-district workgroup to plan the shared, coordinated implementation of an SRA with local ECE providers and other stakeholders. • Develop tools in DataZone to integrate the SRA with other ECE and early elementary data and dashboards.
Five-Year Milestone: 33 percent of TK programs in the county have been using a common, validated SRA, with data used to support early elementary instruction and ECE program continuous improvement.
Seven-Year Milestone: 66 percent of TK programs in the county have been using a common, validated SRA, with data used to support early elementary instruction and ECE program continuous improvement.

Facilities

FACILITIES VISION STATEMENT

There is a space that meets the quality, accessibility, and location needs of every child, birth to age eight.

Status of Facilities

The 2010 ELMP set a goal that by 2017, there would be a coordinated, integrated and sustainable system to ensure the planning and funding needs for quality ECE facilities for all birth-to-eight-year-olds in Santa Clara County are met. The county established an Early Learning Facilities Coalition to help ensure the development and maintenance of ECE facilities in the first years after the development of the 2010 ELMP, and is now acting on the primary facilities-related recommendation from that plan – namely, contracting for an Early Learning Facilities Study to inventory resources, complete asset mapping, and list barriers and potential strategies to overcome them. Although some progress in addressing child care "deserts" has been made since the 2010 ELMP, much work remains to be done.
In addition to concerns about the number and location of ECE facilities, little is known about their condition beyond licensure status in Santa Clara County. While state licensing regulations cover child safety issues in ECE facilities, they do not address some of the features of facilities known to affect program quality and child learning and development. Finally, the cost of expanding or upgrading existing facilities and of constructing new facilities is high, and there is no dedicated funding source to support facilities.

Key Goals for Facilities

There are two key goals for Facilities. First, there is a need for a countywide ECE facilities technical assistance provider. Creating a structure to help create, expand, and improve ECE facilities – and ultimately to manage new funds to support facilities -- is a key goal for the ELMP for several reasons. Currently, there is no entity in charge of helping cities or interested providers identify where new or expanded facilities are most needed. Zoning requirements and fees differ in the county's 15 different municipalities, and there is no guidance available to either cities or providers on how to balance families' interest in greater access to high-quality ECE facilities with other citizen interests, such as limiting noise and traffic congestion.

A second key goal is to develop a countywide ECE facilities development plan. Completing the unmet need gap analysis for facilities, and developing a prioritized plan for new, expanded, or renovated facilities, will guide any future investment in ECE facilities. A 2017 facilities study is mapping the location of 666 child care centers and 1,867 family child care homes by zip code and proximity to elementary schools and transportation; this will identify neighborhoods where new spaces may be most needed. Once this study is completed, it will be important to drill down in the neighborhoods which appear to be lacking ECE facilities to verify that the shortages are real. In addition, it will be important to develop a prioritized plan for investments in new or expanded facilities. Because the primary focus of the facilities

study has been on preschool and infant/toddler facilities, a separate study may be needed to inform investments in school-age facilities.

Facilities Goals, Milestones, and Actions

Key Goal 1: Offer Facilities Training and Technical Assistance (TTA) to Providers
Two-Year Milestone: The business case for an ECE facilities TTA provider has been developed.
Actions: • Secure the funding to develop the business case, which will include the "home" of the TTA provider, the services it will offer to ECE providers, and a sustainable funding plan. • Explore partnership/collaboration with the Low Income Investment Fund (LIIF) around ECE facilities TTA provision. • Research the feasibility of a multi-county or regional structure for ECE facilities TTA provision (e.g., a joint provider for San Mateo and Santa Clara Counties). • Research ways to provide bridge funds and TTA, such as business TTA by banks and corporations.
Five-Year Milestone: The ECE facilities TTA provider has been operating and has expanded its role into supporting the development of ECE facilities policies for cities.
Seven-Year Milestone: The ECE facilities TTA provider has been operating and has expanded its role into managing local funds for new, expanded, and renovated facilities.

Key Goal 2: Create A Countywide ECE Facilities Development Plan
Two-Year Milestone: A countywide 0-5 ECE facilities plan has been developed.
Actions: • Complete the ECE Facilities Study and verify the level of apparent unmet need for preschool programs and infant/toddler care in specific areas and age groups. • In areas with verified unmet need, interview existing providers – including family child care providers – on renovation needs and interest in expansion to determine demand for facilities. • Identify sites for new, expanded, and renovated facilities to meet this demand. • Develop a cost estimate for new, expanded, and renovated facilities. • Publicize the findings on the need for new, expanded, and renovated facilities as part of a public education campaign to secure a long-term source of funds for ECE programs that includes funds for facilities in coordination with other public education actions.
Five-Year Milestone: N/A
Seven-Year Milestone: N/A

Goal 3: Advocate for Sustainable Sources of Funding for ECE Facilities
Two-Year Milestone: Initial advocacy efforts, aligned with the countywide ECE facilities plan, have occurred.
Actions: • Advocate for a set-aside for facilities in the local funding initiative, including both TTA and renovation/repair, expansion, and construction of facilities. • Identify existing resources among key stakeholders (e.g., one-time funds) that could be used to support ECE facilities projects and infrastructure. • Advocate at the state level for reinstating funding for the Building Child Care program and for improving the CDE/CDD revolving loan fund. • Advocate at local school boards for co-locating ECE centers on public school campuses and including ECE in district facilities plans and bond measures.
Five-Year Milestone: N/A
Seven-Year Milestone: N/A

Goal 4: Enhance Facilities Licensing to Improve the Quality of ECE Facilities
Two-Year Milestone: The physical features of the existing facilities that most frequently meet, those that most frequently exceed, and those that most frequently fail to meet licensing requirements and "best practice" standards, have been determined.
Actions: • Analyze licensing citation data to determine the most frequent areas of deficiency. • Develop and conduct a provider facilities self-assessment to determine facilities features that most often meet, exceed, or fail to meet "best practices" standards. • Advocate for creation of a pilot program to include facilities quality assessment as part of the licensing process.
Five-Year Milestone: The licensing facilities quality assessment pilot has been conducted.
Seven-Year Milestone: The findings from the licensing facilities quality pilot have been incorporated into the facilities licensing process.

Goal 5: Engage Cities as Partners in ECE Facilities Development
Two-Year Milestone: At least two cities in the county have included ECE in their zoning plans.
Actions: • Advocate in all 15 cities in the county to include ECE language in planning documents to promote more ECE-friendly zoning and permitting, and to require that new development projects assess ECE needs and address them. • Assess the impacts of existing developer fees for ECE facilities and how to improve on existing programs. • Advocate that cities in the county institute developer fees for ECE facilities. • Advocate that cities reinstate ECE coordinator positions.
Five-Year Milestone: At least six cities in Santa Clara County have included ECE in their zoning plans, two have hired ECE coordinators, and two have taken steps toward developer impact fees for ECE facilities.
Seven-Year Milestone: 90 percent of cities in Santa Clara County have included ECE in their zoning plans, six have ECE coordinators, and two have instituted developer fees for ECE.

Family Engagement

FAMILY ENGAGEMENT VISION STATEMENT

The entire Santa Clara County community will be inspired and supported to create partnerships where families are valued, nurtured, and engaged in children's education and healthy development. Every family will understand its importance in child development, and the community will work together to increase the presence of protective factors in all families, especially those under high stress.

Status of Family Engagement

The 2010 ELMP set a goal of establishing a workgroup to help inspire and support family engagement in each child's education and development. The county has met that goal by establishing a Family Engagement and Leadership Working Committee, which met several times in the year following the 2010 plan and developed a logic model with specific goals.

Another part of engaging families is simply to ask them about, and listen to, their needs. In 2013, the Local Planning Council surveyed parents to determine the types of ECE they prefer. A majority of working parents of infants and toddlers preferred informal arrangements. Parents of preschoolers preferred some type of formal program, while the picture was mixed for parents of school-age children. But for all age groups, it is not clear that families, in their decision-making, can give priority to program quality. Other factors, such as work hours and transportation, as well as the cost of care, influence their decisions. It is also not clear that families, policymakers, and providers agree on the components of quality. And many families may actually want a mixture of formal and informal arrangements.

Key Goal of Family Engagement

The key goal for Family Engagement in 2017 is to implement the Strengthening Families Family Engagement framework countywide. This framework, which provides a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect, is based on engaging families, programs and communities in building five protective factors. Comprehensive partnering among school, family, and community members in support of education is critical in supporting student achievement and closing the academic achievement gap. A common framework can provide guidance to school district staff, families, and communities to support, plan, implement, and evaluate strategies across multiple programs for effective family engagement.

Family Engagement Goals, Milestones, and Actions

Key Goal 1: Implement a Countywide Family Engagement Framework
Two-Year Milestone: The "Strengthening Families" framework has been introduced and initial implementation has occurred.
Actions: • Develop and implement a training and technical assistance plan for QUALITY MATTERS providers that includes, but is not limited to, the Strengthening Families Approach and Standards of Quality for Family Strengthening and Support. • Evaluate whether additional supports are required to meet the needs of Santa Clara County's diverse families and ensure all caregivers are engaged and supported in their children's development. • Train a cadre of local trainers on the Strengthening Families Approach, using a "train the trainers" model. • Incorporate the Strengthening Families Approach into the QUALITY MATTERS matrix. • Assess QUALITY MATTERS providers using a standardized assessment tool aligned with the Strengthening Families Approach.
Five-Year Milestone: The Strengthening Families Approach has been incorporated in provider practice.
Actions: • Develop and implement a training and technical assistance plan for non-QUALITY MATTERS providers that includes, but is not limited to, the Strengthening Families Approach and Standards of Quality for Family Strengthening and Support. • Assess non-QUALITY MATTERS providers using a standardized assessment tool aligned with the Strengthening Families Approach. • Assist QUALITY MATTERS providers in using assessment outcomes for program quality improvement. • Expand the cadre of local trainers on the Strengthening Families Approach, using a "train the trainers" model.
Seven-Year Milestone: N/A

Goal 2: Create and Sustain a Joint Schools-ECE Family Engagement Collaborative
Two-Year Milestone: A Family Engagement Collaborative has been assembled and met at least once.
Actions: • Identify a lead agency to facilitate the Collaborative. • Recruit members for the Collaborative, building on ELMP workgroup members and representing all county stakeholders and key agencies. • Assemble the Collaborative.
Five-Year Milestone: Family Engagement Collaborative has met regularly, at least three times per year.
Actions: • Convene the Family Engagement Collaborative at least three times per year to facilitate the sharing of information and best practices across agencies.
Seven-Year Milestone: N/A

Goal 3: Launch a Family Engagement Public Education Campaign
Two-Year Milestone: A countywide definition of family engagement has been established, informed by the ongoing implementation of the “Strengthening Families” framework.
Actions: • Develop a shared definition of family engagement and common vocabulary. • Identify tools and challenges (e.g., PSAs, pediatricians, corporations, other media). • Find partners (e.g., consider partnerships with the Silicon Valley Leadership Group or Kaiser Permanente). • Determine the format of the public education campaign (e.g., consider non-TV media like texting, podcasts, and social media). • Develop campaign content/messages, including "parents as children's first teachers" and male and female examples. • Determine appropriate media outlets.
Five-Year Milestone: A public education campaign has been launched.
Actions: • Launch campaign in coordination with other public education actions.
Seven-Year Milestone: The effectiveness of the public education campaign has been evaluated.
Actions: • Evaluate saturation of message and determine next steps.

Program Quality

PROGRAM QUALITY VISION STATEMENT

All Santa Clara County ECE providers will strive to ensure the delivery of quality ECE services in Santa Clara County through ongoing quality rating and improvement efforts. Information about the quality of afterschool settings will be collected and analyzed, and efforts are in place to improve the quality of these settings. The public will be aware of the importance and utilization of quality for care for children birth through eight years old.

Status of Program Quality

The 2010 ELMP set a goal of having 75 percent of Santa Clara County's ECE programs serving three- and four-year-olds participate in a Quality Rating and Improvement System (QRIS). Santa Clara County has made great strides in establishing and implementing its QRIS, QUALITY MATTERS … a STRONG START for kids (QUALITY MATTERS) to assess program quality. Fifty-six percent of the assessed programs (78 of 140) are rated in the top 2 tiers of QUALITY MATTERS; however, funding has only been sufficient to assess approximately 17 percent of all licensed centers and 2 percent of all licensed family child care homes in the county. In addition, 45 centers are accredited by the NAEYC and 123 elementary schools have TK programs; NAEYC-accredited programs meet some of the criteria for the highest ranked programs in QUALITY MATTERS, and TK programs excel on the workforce qualification components of QUALITY MATTERS. However, most children still attend programs only required to meet state licensing requirements that are intended to protect children's safety but not to address program quality, and hence the actual quality of most ECE programs, particularly those serving infants and toddlers, is still unknown.

Key Goal of Program Quality

Expanding QUALITY MATTERS establishes a common definition of quality and a progression of standards leading to high quality for ECE settings across the county and builds upon existing QUALITY MATTERS development and implementation efforts. Assessments of program quality help guide investments to improve program quality and can also ensure families are better informed consumers of ECE. Including other approaches to assessing program quality, such as NAEYC accreditation, expands the range of programs that can be recognized for working to improve their quality, may increase participation rates in quality improvement efforts, and may limit expenses for duplicative assessments and thereby help control the costs associated with QUALITY MATTERS.

Program Quality Goals, Milestones, and Actions

Key Goal 1: Expand Participation in the Quality Rating and Improvement System (QUALITY MATTERS) and Other Quality Accreditation Programs
Two-Year Milestone: All publicly subsidized preschool program providers have been participating in QUALITY MATTERS and have received initial and first-follow-up QUALITY MATTERS ratings.
Actions: • Promote participation in QUALITY MATTERS by supporting the roll-out of the QUALITY MATTERS campaign. • Enroll all publicly contracted sites in the county in QUALITY MATTERS. • Complete QUALITY MATTERS initial and first-follow-up ratings of all publicly contracted sites. • Analyze QUALITY MATTERS rating data to determine strengths and opportunities for publicly subsidized programs to support ongoing program improvement. • Develop strategies to increase QUALITY MATTERS participation by non-public ECE providers. • Consider linking the receipt of funds from the local funding initiative to participation in QUALITY MATTERS, NAEYC, or equivalent quality accreditation. • Advocate for ongoing QUALITY MATTERS funding at the state/federal level. • Advocate for ongoing quality assessment funding carve-out in the local funding initiative. • Secure diverse funding streams to support the operation of QUALITY MATTERS, including local, state, and philanthropic funds.
Five-Year Milestone: Non-public programs have been participating in "QUALITY MATTERS" and raising quality.
Actions: • Conduct a survey of a representative sample of non-public providers to determine their degree of quality (e.g., teacher-child ratios, teacher qualifications). • Link family child care homes in the local funding initiative to hubs, such as Family Resource Centers or school-ECE provider networks, that provide support to improve quality (e.g., video coaching and access to screening and early intervention services provided by schools).
Seven-Year Milestone: Parents have increased their use of quality measures to choose programs.
Actions: • Measure the extent to which parents using non-public programs choose ECE programs with higher quality ratings and incentivize parents to choose higher rated programs.

Goal 2: Advocate for Improved Quality in Transitional Kindergarten Programs
Two-Year Milestone: Quality improvement efforts by TK programs have been supported.
Actions: • Survey TK programs on quality metrics. • Advocate at school districts for alignment between TK program features and developmentally appropriate program quality standards. • Advocate at the state level for improved staff-child ratios in TK programs. • Advocate at the state level for ongoing funding of the California Preschool Instructional Network (CPIN). • Support ongoing joint professional development for preschool and TK staff in "best practices" such as Center on the Social and Emotional Foundations for Early Learning (CSEFL), Guided Language Acquisition Design, and inclusive practices for children with special needs.
Seven-Year Milestone: N/A

Goal 3: Support ECE Programs in Implementing Quality Improvement Strategies
Two-Year Milestone: Effective quality improvement strategies have been identified.
Actions: • Implement a survey to assess effective quality improvement strategies that are used by Tier 4 and 5 programs participating in QUALITY MATTERS (e.g., through Iowa's "I" in QRIS Survey). • Develop a plan to share data on quality improvement strategies with other ECE programs in the county.
Five-Year Milestone: A targeted coaching and technical assistance program for ECE providers has been developed and implemented.
Actions: • Identify effective quality improvement strategies, using data from the quality improvement analysis. • Develop a targeted coaching and technical assistance program for ECE providers. • Determine sustainable sources of funding for ongoing quality improvement efforts • Implement a targeted coaching and technical assistance program for ECE providers. • Conduct survey to assess change in use of effective quality improvement strategies.
Seven-Year Milestone: N/A

Goal 4: Provide a Common ECE Program Quality Data System
Two-Year Milestone: All QUALITY MATTERS programs have been using iPinwheel.
Actions: • Disseminate information about iPinwheel to QUALITY MATTERS program participants. • Create a countywide program roll-out of iPinwheel. • Develop systems to import iPinwheel data into DataZone and include iPinwheel data into early learning dashboards. • Advocate for including iPinwheel among requirements for programs participating in the local funding initiative. • Advocate for sustained funding for program quality data systems at the state level.

Five-Year Milestone: Program use of iPinwheel has expanded.
Seven-Year Milestone: N/A

Goal 5: Assess the Quality of Out-of-School-Time (OST) Programs
Two-Year Milestone: The quality of existing OST programs has been assessed.
Actions: • Perform a landscape analysis to determine the number, size, location, and quality of, and demand for, OST programs for children ages 5-8 in Santa Clara County. • Convene stakeholders to review the current understanding of quality in OST programs, "best practices," and the current state of OST programs in Santa Clara County. • Implement a survey of OST programs to determine quality improvement (QI) strategies in use. • Conduct baseline observations of OST programs to determine baseline quality. • Advocate for increased funding for OST programs and for quality set-asides in OST funding at the state level.
Five-Year Milestone: N/A
Seven-Year Milestone: N/A

Workforce Development

WORKFORCE VISION STATEMENT

Santa Clara County has a sufficient, stable, and diverse high-quality early learning workforce with access to professional development supports and adequate compensation.

Status of Workforce Development

The 2010 ELMP set a goal that by 2017, at least half of the teachers/providers in ECE have at least a bachelor's degree, and that 30 percent of the assistants have at least an associate's degree. In response to federal requirements, as of 2016, 83 percent of Head Start teachers and 55 percent of Early Head Start teachers had a bachelor's degree or higher. In the Transitional Kindergarten program, all teachers must have at least a bachelor's degree, and the higher rated programs in QUALITY MATTERS typically have lead teachers with a bachelor's degree. Yet data are lacking on the qualifications of the workforce serving children in other subsidized settings and privately funded programs.

Developing a strong and stable ECE workforce requires not only increasing teacher qualifications but also compensation commensurate with higher qualifications. While Head Start and Early Head Start programs have more than exceeded the 2010 ELMP goal because of recent federal Head Start requirements, it is less clear whether pay increases are commensurate with these increasing requirements. For example, as of July 2017, an entry level (i.e., "Step One") Head Start teacher with a bachelor's degree in Santa Clara County would only earn about $3,000 more per year than an entry level Head Start teacher with an associate's degree.[66]

Overall, low salaries in the field of ECE pose a substantial barrier to increasing workforce qualifications. In the San Jose-Sunnyvale-Santa Clara Metropolitan Area, the mean annual income across all occupations was $78,620 as of May 2015; however, this salary measure varies greatly by occupation.[67] As of May 2015, on average, preschool teachers earned over $25,000 per year less than kindergarten teachers and over $35,000 less per year than elementary school teachers. Low compensation is one factor that heavily influences the recruitment and retention of a qualified workforce.

Key Goals of Workforce Development

There are two key goals for Workforce Development. The first key goal is reopening ECE lab schools at community colleges to address the fact that not all entering ECE professionals have the necessary levels of training and skills needed to support quality ECE programs. Providing access to practicum opportunities at community colleges – the primary source of training for new entrants into the ECE workforce – supports higher quality and consistency of students' initial hands-on training and experience. Many of these programs closed because

[66] Santa Clara County Office of Education. (2017). *Santa Clara County Office of Education 2017-18 Salary Schedule*. San Jose, CA: Author. Retrieved from: http://www.sccoe.org/depts/Human-Resources/classified/Documents/Rules/HS-EHS-SP-EDUCARE-220-day-12-months.pdf

[67] United States Bureau of Labor Statistics. (2015). *May 2015 Metropolitan and nonmetropolitan area occupational employment and wage estimates: San Jose-Sunnyvale-Santa Clara, CA.* Washington, DC: United States Department of Labor. Retrieved 2/15/17 from: http://www.bls.gov.

operations costs exceeded the reimbursement rates provided by the state, which made them no longer financially viable. Changes in state funding, and the county's local child care funding pilot, have changed funding conditions and may allow these programs to reopen. Reinstating ECE lab schools could affect other aspects of ELMP. For example, Facilities would be impacted, as opening lab schools would increase the capacity of, and slots in, quality facilities. Program Quality would be improved as a result of better pre-service training – especially since implementation of the ELMP will require a larger ECE workforce.

The second key goal is perhaps the most challenging in the entire ELMP – that of improving compensation for qualified teachers and caregivers in the ECE workforce. Low salaries in the field of ECE pose the most significant barrier to providing the quality programs necessary to support children and families. Low salaries make the profession less attractive to new entrants and increase staff turnover. The cost of increased qualifications is often unaffordable for staff. At the same time, substantial increases in ECE workforce compensation can only be financed by higher parent fees, increasing the public expenditure per child, and serving fewer children, or by significantly increasing public expenditures on ECE. Given that quality ECE is currently unaffordable for most families in Santa Clara County, and that there are already substantial access gaps, improving compensation for the ECE workforce requires this final option. Compelling advocacy for worthy wages for ECE professionals requires understanding both the costs and benefits of providing these wages, and the costs and consequences of maintaining the status quo. Improving the current situation will require a substantial and ongoing advocacy effort at the state level and will require coordination with other advocates and key stakeholders.

Workforce Goals, Milestones, and Actions

Key Goal 1: Support Re-opening ECE Lab Schools at Community Colleges
Two-Year Milestone: A plan to reinstate ECE lab schools has been developed.
Actions: • Determine the funds needed to re-establish at least one lab school on each community college campus or to ensure that every community college is affiliated with one. • Interview community college ECE departments at De Anza, Evergreen, Foothill, Gavilan, Mission, San Jose City, West Valley, and Community College Division at the state level, to identify barriers to reopening lab schools. • Assess the feasibility of community college–provider partnerships to reopen lab schools and/or provide practicum sites for ECE students. • Develop a plan based on findings from the previous actions.
Five-Year Milestone: A plan to reinstate ECE lab schools has been implemented.
Actions: • Select community colleges/location(s). • Open an ECE lab school(s) in at least one community college.
Seven-Year Milestone: N/A

Key Goal 2: Advocate for Worthy Wages for ECE Professionals
Two-Year Milestone: A classification and compensation study and recommended salary scale has been developed.
Actions: • Compare the upcoming Workforce Study conducted by Center for the Study of Child Care Employment (expected around 2019) to the previous 2006 study to determine changes. • Conduct a classification and compensation study to determine salary schedules for QUALITY MATTERS-rated ECE programs in the county. • Analyze reasons for, and the cost of, employee turnover at ECE programs. • Develop a recommended ECE salary scale and determine its impact on ECE programs and providers. • Convene a working group to identify and address compensation issues.
Five-Year Milestone: A state-level advocacy campaign, based on a local workforce analysis, has been developed.
Actions: • Advocate for worthy wages through increased state funding for ECE programs.
Seven-Year Milestone: N/A

Goal 3: Increase Enrollment in the ECE Workforce Registry
Two-Year Milestone: Use of the ECE Workforce Registry has been incentivized.
Actions: • Determine ways to encourage/incentivize more educators/providers, including those in the private sector, to use the California Early Care and Education Workforce Registry. • Advocate for use of the Workforce Registry to be a prerequisite for receiving funds from the local funding initiative. • Advocate for increased state funding of the Workforce Registry. • Advocate for all QUALITY MATTERS programs to enroll in the Workforce Registry.
Five-Year Milestone: All graduates of postsecondary ECE programs and all staff in QUALITY MATTERS programs have been enrolled in the Workforce Registry.
Seven-Year Milestone: Staff in the majority of licensed ECE programs in the county have been enrolled in the Workforce Registry.

Goal 4: Include ECE Content in Pre- and In-Service Elementary School Administrator Training
Two-Year Milestone: ECE curriculum has been included in SCCOE's Administrator Credentialing program and an annual Early Learning Leadership Academy for elementary school principals has been held.
Actions: • Develop and include an ECE module in the SCCOE Administrative Credential training program. • Continue to offer the existing Early Learning Leadership Academy program developed by Silicon Valley Community Foundation. • Evaluate program outcomes from the Early Learning Leadership Academy.
Five-Year Milestone: ECE curriculum in other credentialing programs in the county has expanded.
Actions: • Share the curriculum with other Administrative Credential providers/expand throughout the county.
Seven-Year Milestone: N/A

Goal 5: Create a Talent Pipeline Management Strategy for the ECE Workforce
Two-Year Milestone: A Talent Pipeline Management Strategy (TPMS) has been developed.
Actions: • Determine the total size of the early education workforce needed to serve both 1) 100% of children and 2) low-income children in Santa Clara County in high-quality ECE programs. • Conduct a survey of undeclared freshmen in at least one university (e.g., San Jose State University) to determine their attitudes towards ECE as a career. • Establish an Employer Collaborative (EC) consisting of representatives of institutes of higher education, private ECE providers, and publicly funded ECE providers. • Identify the workforce factors or unfilled positions that are inhibiting providers from expanding or improving the quality of their programs. • Determine what kinds of qualifications/skills are needed to fill those ECE provider positions. • Examine where employers are getting their talent and whether those training and education partners have the ability to fill the needed demand. • Determine how to use the TPMS data collected to encourage training partners to become more responsive to employer needs. • Determine change in gap between workforce need and supply to establish whether clearer, well-defined pathways for learner success have been created.
Five-Year Milestone: TPMS recommendations have been implemented.
Actions: • Modify existing pre-service training opportunities as required to meet the recommendations of the TPMS recommendations. • Develop and pilot a database/tool to use countywide to post job opportunities/pay scale (e.g., modeled after San Jose State University's database) aligned with and connected to the Workforce Registry.
Seven-Year Milestone: N/A

Goal 6: Build Public Understanding of and Esteem for the ECE Profession
Two-Year Milestone: A media campaign highlighting the importance of ECE professionals has been developed and implemented.
Actions: • Determine public attitudes towards ECE professionals and evaluate key messages to increase public understanding of and esteem for the profession. • Ally with other key stakeholders to develop a media campaign to raise public esteem for the field of ECE and its workforce. • Pilot the media campaign. • Implement the media campaign in coordination with other public education actions.
Five-Year Milestone: N/A
Seven-Year Milestone: N/A

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Appendix

Exhibit C-1. Capacity, Population Estimates, and Enrollment in Licensed, Center-Based, Subsidized Settings and TK Among Santa Clara County's Young Children in 2010 and 2014[a]

		2010				2014			
		Infant/ toddler (0-2)	Preschool (3-4)	5-year-olds	6-12-year-olds	Infant/ toddler (0-2)	Preschool (3-4)	5-year-olds	6-12-year-olds
Licensed Child Care Capacity									
A	Licensed Child Care Capacity[b]	10,626	33,306	2,475	16,288	11,250	37,280	2,692	15,901
A(a)	Licensed Child Care Centers[b]	5,898	25,622	1,490	9,983	6,649	29,804	1,733	9,767
A(b)	Licensed Family Child Care Homes[b]	4,728	7,684	985	6,305	4,601	7,476	959	6,134
Number of Children									
B	Number of Children								
B(a)	Based on Births as reported by the Department of Finance (projected for 1-year-olds in 2014)[c]	75,866	54,426	26,553	188,207	70,924	47,588	25,200	161,243
Number of Children Enrolled in Licensed, Center-based, Subsidized Settings and TK									
C	Title 5 State Preschool Program[d]	62	4,711	0	0	0	4,196	69	0
D	Title 5 Migrant Child Care Program[e]	17	14	1	14	0	0	0	0
E	Title 5 Severely Handicapped Program[f]	0	0	0	0	0	0	0	0
F	Title 5 Center-Based[g]	551	74	265	1,162	434	79	173	818
G	Title 5 Family Child Care Home Network[h]	61	179	10	25	117	120	9	14
H	Early Head Start/Head Start[i]	298	2,082	0	0	127	1,753	0	0
H(a)	Received Head Start funding only[j]	197	1,374	0	0	84	1,157	0	0
I	TK[k]	0	0	0	0	0	3,006	0	0

		2010				2014			
		Infant/ toddler (0-2)	Preschool (3-4)	5-year-olds	6-12-year-olds	Infant/ toddler (0-2)	Preschool (3-4)	5-year-olds	6-12-year-olds
J	Total enrollment (C+D+E+F+G+Ha+I)	888	6,352	276	1,201	635	8,558	251	832
K	CalWORKs Stage 2 Programs[l]	981	822	289	1,103	683	653	283	1,059
L	CalWORKs Stage 3 Programs[m]	319	444	214	1,346	209	306	194	995
M	Alternative Payment Programs[m]	151	176	86	459	106	138	59	417
N	Revised total enrollment (J+K+L+M)	2,339	7,794	865	4,109	1,633	9,655	787	3,303
O	**Total licensed capacity in proportion to total number of children in licensed, center-based care (N/A)**	**22%**	**23%**	**35%**	**25%**	**15%**	**26%**	**29%**	**21%**

Note: Figures may not add to the totals because of independent rounding.

[a] The table does not include enrollment for the 6 sites that received local funds from First 5 Child Signature Program (CSP) in 2014 for teacher salaries to make specific preschool sessions available. In 2014, First 5 CSP provided funding to 4 sites, with a total of 839 preschool slots, that also received Title 5 State Preschool and/or Head Start funding. Three other sites with 68 preschool slots also received funding from First 5 CSP in 2014 and did not receive Title 5 State Preschool and/or Head Start funding.

[b] 2011 and 2015 California Child Care Portfolios: http://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/88/attachments/original/1387861343/2011-portfolio-combined.pdf?1387861343 & https://d3n8a8pro7vhmx.cloudfront.net/rrnetwork/pages/204/attachments/original/1456339909/Santa_Clara__County__2.23.2016.pdf?1456339909

[c] Number of children: California Department of Finance (2014). *Historical and projected state and county births, 1970-2023, with actual and projected fertility rates by mother's age and race/ethnicity, 2000-2023.* Sacramento, CA: Author. Retrieved from: http://www.dof.ca.gov/Forecasting/Demographics/projections/Historical_And_Projected_Births/

[d] Title 5 State Preschool Program: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in California State Preschool Program (CSPP), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

[e] Title 5 Migrant Child Care Program: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in Center-Based Migrant Child Care (CMIG), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

[f] Title 5 Severely Handicapped Program: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in Severely Handicapped Care (CHAN), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

[g] Title 5 Center-Based Child Care (CCTR) Program: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in Center-Based Child Care (CCTR).

[h] Title 5 Family Child Care Home Education Network (FCCNH) Program: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in Family Child Care Home Education Network (FCCNH).

[i] Head Start: American Institutes for Research survey of Head Start grantees, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

[j] To avoid double counting students who received funding combinations from more than one program and are already counted in other programs in this table, 34% of Head Start enrollment in in the 2010–11 school year and 25% of Head Start enrollment in in the 2014–15 school year were excluded. The combination funding percentage estimate is based on the total number of students in Early Head Start and Head Start who received combination funding in State Preschool, center-based child care, or Migrant Child Care Program.

[k] TK: California Department of Education, Kindergarten TK Program Participation (Census Day). Retrieved 01/07/16 from: http://data1.cde.ca.gov/dataquest/tkreports/TkReport.aspx?cdscode=00000000000000&year=2014-15

[l] CalWORKs Stage 2 Programs: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in CalWORKs Stage 2, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

[m] CalWORKs Stage 3 Programs: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in CalWORKs Stage 3, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

[n] Alternative Payment Programs: California Department of Education, CD-801A Monthly Report, October 2010 & 2014 (archived data), Number of Children Enrolled in Alternative Payment Programs (CAPP), produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org).

Exhibit C-2. Estimated Eligibility, Enrollment, and Unmet Need Among Santa Clara's Three- and Four-Year Olds in 2014 by City and Zip Code[a]

City/Zip Code	A. Need (Assuming 90% Participation Rate)			B. Unmet Need (Based on Enrollment in Programs That Meet California's Title 5 Child Development Standards or the Federal Head Start Performance Standards)*			C. Percent Unmet Need (Based on Enrollment in Programs That Meet California's Title 5 Child Development Standards or the Federal Head Start Performance Standards)*		
	3	4	3 & 4	3	4	3 & 4	3	4	3 & 4
Alviso	2	5	7	< 10	< 10	< 10	< 10	< 10	< 10
95002	2	5	7	< 10	< 10	< 10	< 10	< 10	< 10
Campbell	140	189	329	123	134	257	88%	71%	78%
95008	140	189	329	123	134	257	88%	71%	78%
95009	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95011	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Coyote	0	1	1	< 10	< 10	< 10	< 10	< 10	< 10
95013	0	1	1	< 10	< 10	< 10	< 10	< 10	< 10
Cupertino	3	202	205	< 10	191	191	< 10	95%	95%
95014	3	202	205	< 10	191	191	< 10	95%	95%
95015	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Gilroy	182	529	711	67	252	319	37%	48%	45%
95020	182	529	711	67	252	319	37%	48%	45%
95021	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Holy City	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95026	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Los Altos	64	57	121	64	43	107	100%	75%	88%
94022	30	25	55	30	11	41	100%	44%	75%
94024	34	32	66	34	32	66	100%	100%	100%
Los Gatos	33	146	179	29	115	143	88%	79%	80%
95030	0	43	43	< 10	30	30	< 10	70%	70%
95031	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95032	6	86	92	< 10	70	70	< 10	81%	81%
95033	27	17	44	27	15	42	100%	88%	95%
Milpitas	94	32	126	52	< 10	52	55%	< 10	55%
95035	94	32	126	52	< 10	52	55%	< 10	55%
95036	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Morgan Hill	145	420	565	118	274	392	81%	65%	69%
95037	145	420	565	118	274	392	81%	65%	69%
95038	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Mount Hamilton	0	2	2	< 10	< 10	< 10	< 10	< 10	< 10
95140	0	2	2	< 10	< 10	< 10	< 10	< 10	< 10
Mountain View	121	102	223	69	31	100	57%	30%	45%
94035	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
94040	53	45	98	31	16	47	58%	36%	48%
94041	22	18	40	< 10	< 10	< 10	< 10	< 10	< 10
94042	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
94043	46	39	85	38	15	53	83%	38%	62%
Palo Alto	152	113	265	86	68	154	57%	60%	58%
94301	27	23	50	24	22	46	89%	96%	92%

City/Zip Code	A. Need (Assuming 90% Participation Rate)			B. Unmet Need (Based on Enrollment in Programs That Meet California's Title 5 Child Development Standards or the Federal Head Start Performance Standards)*			C. Percent Unmet Need (Based on Enrollment in Programs That Meet California's Title 5 Child Development Standards or the Federal Head Start Performance Standards)*		
	3	4	3 & 4	3	4	3 & 4	3	4	3 & 4
94303	59	35	94	< 10	< 10	< 10	< 10	< 10	< 10
94305	23	19	42	23	19	42	100%	100%	100%
94306	43	36	79	39	27	66	91%	75%	84%
Redwood Estates	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95044	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
San Jose	2938	3414	6352	1633	927	2242	56%	27%	35%
95101	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95102	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95110	58	104	162	31	< 10	31	53%	< 10	53%
95111	139	235	374	51	51	102	37%	22%	27%
95112	203	320	523	82	< 10	82	40%	< 10	40%
95113	3	5	8	< 10	< 10	< 10	< 10	< 10	< 10
95114	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95116	224	384	608	90	80	170	40%	21%	28%
95117	102	124	226	< 10	< 10	< 10	< 10	< 10	< 10
95118	58	57	115	37	< 10	37	64%	< 10	64%
95119	26	0	26	17	< 10	17	65%	< 10	65%
95120	97	0	97	95	< 10	95	98%	< 10	98%
95121	117	206	323	85	119	204	73%	58%	63%
95122	183	374	557	< 10	< 10	< 10	< 10	< 10	< 10
95123	144	39	183	66	< 10	66	46%	< 10	46%
95124	63	133	196	51	82	133	81%	62%	68%
95125	75	230	305	37	93	130	49%	40%	43%
95126	108	167	275	64	79	143	59%	47%	52%
95127	312	87	399	192	< 10	192	62%	< 10	62%
95128	138	174	312	37	< 10	37	27%	< 10	27%
95129	130	167	297	117	132	249	90%	79%	84%
95130	46	59	105	35	37	72	76%	63%	69%
95131	40	14	54	23	< 10	23	57%	< 10	57%
95132	89	27	116	68	< 10	68	76%	< 10	76%
95133	119	137	256	84	69	153	71%	50%	60%
95134	69	0	69	50	< 10	50	72%	< 10	72%
95135	61	78	139	60	45	105	98%	58%	76%
95136	64	113	177	15	31	46	23%	27%	26%
95137	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95138	58	74	132	54	59	113	93%	80%	86%
95139	17	0	17	16	< 10	16	94%	< 10	94%
95141	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95148	195	106	301	170	50	220	87%	47%	73%
95150	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95151	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95152	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10

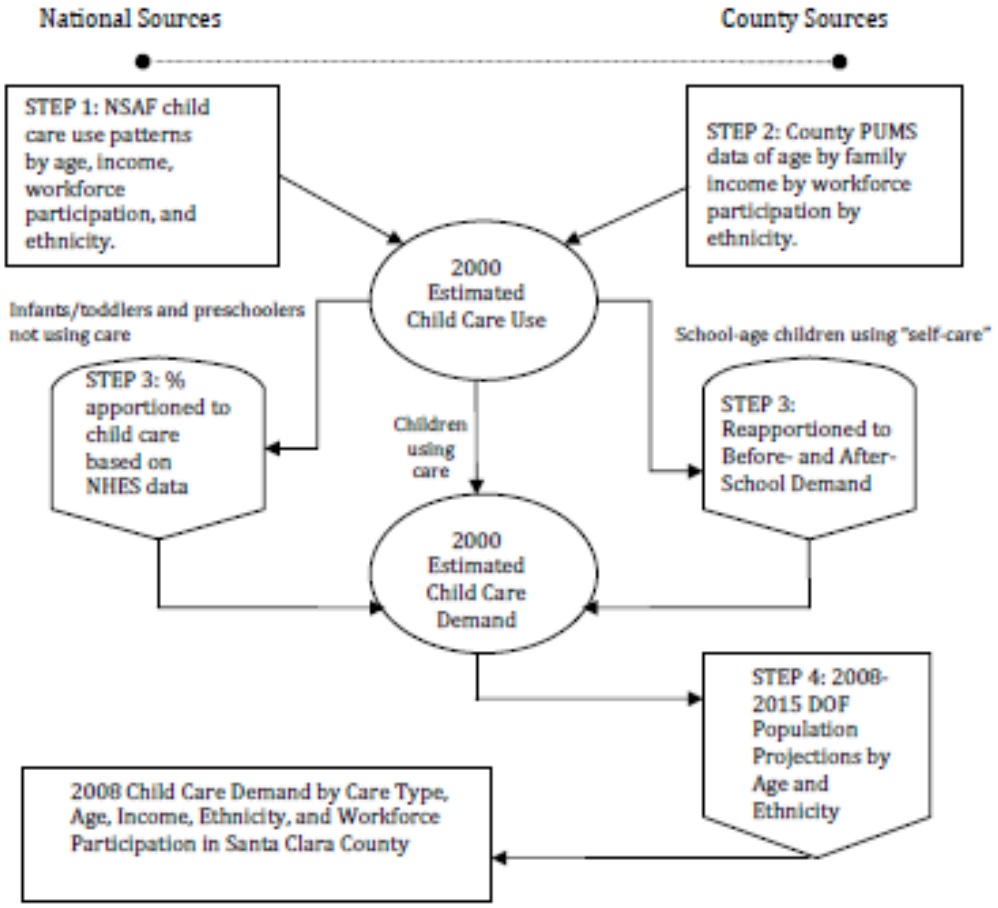
City/Zip Code	A. Need (Assuming 90% Participation Rate)			B. Unmet Need (Based on Enrollment in Programs That Meet California's Title 5 Child Development Standards or the Federal Head Start Performance Standards)*			C. Percent Unmet Need (Based on Enrollment in Programs That Meet California's Title 5 Child Development Standards or the Federal Head Start Performance Standards)*		
	3	4	3 & 4	3	4	3 & 4	3	4	3 & 4
95153	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95154	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95156	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95157	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95159	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95161	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95164	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95172	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95173	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
San Martin	20	59	79	< 10	33	33	< 10	56%	56%
95046	20	59	79	< 10	33	33	< 10	56%	56%
Santa Clara	502	21	523	443	< 10	443	88%	< 10	88%
95050	165	0	165	141	< 10	141	85%	< 10	85%
95051	220	21	241	197	< 10	197	90%	< 10	90%
95053	10	0	10	10	< 10	10	100%	< 10	100%
95054	107	0	107	95	< 10	95	89%	< 10	89%
95055	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
95056	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
Saratoga	2	103	105	< 10	73	73	< 10	71%	71%
95070	2	103	105	< 10	73	73	< 10	71%	71%
Stanford	5	5	10	< 10	< 10	10	< 10	< 10	100%
94304	5	5	10	< 10	< 10	10	< 10	< 10	100%
Sunnyvale	161	339	500	93	138	231	58%	41%	46%
94085	24	51	75	< 10	< 10	< 10	< 10	< 10	< 10
94086	53	110	163	31	35	66	58%	32%	40%
94087	61	132	193	48	89	137	79%	67%	71%
94088	0	0	0	< 10	< 10	< 10	< 10	< 10	< 10
94089	23	46	69	14	14	28	61%	30%	41%

[a] The table does not include enrollment for the 6 sites that received local funds from First 5 Child Signature Program (CSP) in 2014 for teacher salaries to make specific preschool sessions available. In 2014, First 5 CSP provided funding to 4 sites, with a total of 839 preschool slots, that also received Title 5 State Preschool and/or Head Start funding. Three other sites with 68 preschool slots also received funding from First 5 CSP in 2014 and did not receive Title 5 State Preschool and/or Head Start funding.

[b] Source: American Community Survey, Public Use Microdata Sample (PUMS) one-year data file, 2014, produced by American Institutes for Research in the Early Learning Needs Assessment Tool (www.elneedsassessment.org

* Children Enrolled in California State Preschool Program (CSPP), State Migrant (CMIG), Handicapped Child Care and Development (CHAN), Title 5 General Child Care and Development (CCTR), Title 5 Family Child Care Home Education Networks (CFCC), Head Start, and TK)

Exhibit C-3. Graphic of Methodology to Determine Child Care Demand in 2013 Local Planning Council Needs Assessment[68]



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

[68] Source: Liebig, G., Marquez, H., Sattler, B., & Carrig, S. (2008). *Santa Clara County Early Care and Education Needs Assessment.* Santa Clara, CA: Santa Clara County Office of Education.

Exhibit C-4. Methodology to Determine Child Care Demand in 2013 Local Planning Council Needs Assessment[69]

Child Care Demand Methodology

For these estimates, child care demand is determined by combining local demographic information with national child care use patterns from the National Survey of American Families (NSAF), a comprehensive family survey that queried over 25,000 families.[70] NSAF included questions about each family's child care use by type of care as well as general demographic and social characteristics. The NSAF survey results show four family characteristics are predictors of child care use: Child's age, Income, Parent Workforce Participation, and Ethnicity.

The demand estimates used the available national child care patterns rather than state child care use data because the state level information had fewer records with less statistically relevant findings by family sub-populations (e.g., Latino families with children younger than two with incomes below 200 percent of the federal poverty level). In addition, an analysis of the two data sources showed more differences in child care use among subpopulations than geography. For example, Latino and African American child care use patterns had statistically significant differences, while California families with infants and toddlers and similar incomes had no statistical difference between families with toddlers with similar incomes nationwide. This survey has not been repeated since 2002. While not providing the level of detail of the NSAF study, BAE reviewed a time series of child care usage data from *Who's Minding the Kids? Child Care Arrangements*, from the U.S. Census Bureau, which uses data from the Survey of Income and Program Participation (SIPP), an ongoing national survey. This provided data for several periods between 2002 and 2010, which indicated that overall child care arrangements have not changed nationally in more recent years.

Age

Child's age clearly plays an integral role in determining whether a parent accesses care from a family child care home (FCCH), a center-based program, or a before- and after-school program. The younger the child, the more likely the parent does not access child care. Also, families with infants and toddlers are more likely to use a FCCH compared to families with preschool and school-aged children.

Income

A family's income often determines its ability to provide child care outside the home and the type of care they will access. Without subsidized care, affordability becomes a significant barrier to child care.[71] While families use an assortment of care options, the type of care they choose depends partially on what they can afford and their work schedules. For example, two-worker or single-parent working households depend more on care from

[69] Source: Liebig, G., Marquez, H., Sattler, B., & Carrig, S. (2008). *Santa Clara County Early Care and Education Needs Assessment.* Santa Clara, CA: Santa Clara County Office of Education.

[70] National Survey of American Families, Urban Institute, 2002.

[71] Family income is separated by those earning below 200 percent of the federal poverty level and those earning equal to or above 200 percent of this level.

relatives (in or out of home) if their incomes are below 200 percent of the federal poverty level.[72] It may be that these lower income families simply prefer relative care, but it may also be the result of the lower cost of relative care, a desire to provide some income to the relative in the form of a subsidy payment, or a need for child care during the nontraditional or varying hours often associated with lower-wage work. Also, families with all parents working and incomes above 200 percent of the poverty level are more likely to send their preschool-age children to center-based care settings than two-worker families below 200 percent of the poverty level.[73]

Workforce Participation

Families are significantly more likely to access child care when both parents or a single parent are in the workforce than when one or more parent is not in the workforce. Some use relative care, but working families with children are significantly less likely to use relative or at-home based care compared to families with one or more parents not working.

Ethnicity

The NSAF data found child care use to vary among certain ethnic populations after accounting for workforce participation, income and child age. For example, Latino children in families with all parents working and with incomes below 200 percent of poverty are more likely to access relative care than the Latino population overall. As another example, African American families are more likely to use center-based care. The NSAF found similar child care use patterns between Asian, Pacific Islander, and White families above and beyond the effects of child age, income, and workforce participation. NSAF could not statistically differentiate child care use patterns of Native Americans, Mixed-Race, or Other families with children from national use patterns within the same family subpopulations. Thus, child care use patterns described for these groups are based on child care use patterns for all families.

Estimate of Current Child Care Usage

Recognizing the importance of these four demographic predictors, this report applies local demographic information regarding age, income, parent workforce participation, and ethnicity to determine child care use in each county. The demand model cross-tabulates individual records for each county from the Public Use Microdata Sample for the 2006-2010 American Community Survey conducted by the U.S. Census Bureau to the national child care use patterns within each of the four demographic categories. This provides an estimate of the proportions of current child care usage patterns in each County.

Accounting for Unmet Demand

After applying the child care use estimates by subpopulation, the model accounts for additional child care demand by apportioning those households who would access child care if an affordable and quality option were available to them. The National Household Education Survey (NHES) queried families on whether they would access child care if an

[72] National Survey of American Families, Urban Institute, 2002.
[73] National Survey of American Families, Urban Institute, 2002.

affordable and quality option were available to them.[74] Approximately half of families with infants and toddlers, and incomes of less than 200 percent of poverty, said yes, while 26 percent of families with infants and toddlers with incomes above 200 percent of poverty would do the same. The model then takes that portion of children currently not using family child care or center care based on their age and family income, and redistributes that portion based on existing use rates among family child and center-based care. In addition, the model reapportions school-age children currently under "self-care" to before- and after-school child care demand as these children are without parent or adult supervision beyond school hours. The result is a better reflection of child care demand rather than estimates based on families using child care.

The overall estimate then takes current estimated usage, and factors in this additional demand to create a matrix estimating the proportions of child care demand by poverty level, ethnicity, and labor force status. Then, this matrix is applied to recently released State Department of Finance (DOF) population projections by age and ethnicity[75] to estimate child care demand by county for 2013, 2015, and 2020.

As a final step for Marin County, the African American population was combined with Native American, Other, and Multiracial populations since the sample size from the American Community Survey was not large enough statistically to show African Americans separately.

[74] NHES specifically asks, "Some parents prefer to stay home to care for their children. Others choose to have care arrangements with someone other than a parent. If you could find high-quality, affordable child care by a relative, non-relative, or in a daycare or preschool program, would you choose to place child in one of these kinds of arrangements?" *National Household Education Survey*, United States Department of Education, 2002. As with the NSAF data, this survey, while repeated since 2002, did not ask this specific question in more recent years.

[75] California Department of Finance. (2013). Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060. Sacramento, CA: Author.

QUALITY MATTERS ... a STRONG START for kids

Who We Are

Strong Start is a coalition of community leaders, early education providers, non-profit organizations, elected officials, members of the business community, and other key stakeholders who are committed to expanding access to high-quality early learning opportunities for all children age 0 to 8 in Santa Clara County.

The coalition looks for local, state, and national solutions to help increase access to high-quality early education and conducts advocacy efforts at the state level to encourage increased investments in early learning.

Strong Start is an initiative of the Santa Clara County Office of Education (SCCOE) and builds upon the strong leadership of its many partners in the field of early education.

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