

2023 Needs Assessment

Yolo County Local Child Care Planning Council



Cathy White, M.S.
Sacramento County Office of
Education

Introduction

Local child care and development planning councils in California are required to conduct an assessment of countywide child care needs at least every five years. Needs assessments should be a thorough examination of pertinent local factors that help create an accurate picture of countywide child care needs. This report examines child care needs in Yolo County.

Data in this report fall under three main categories:

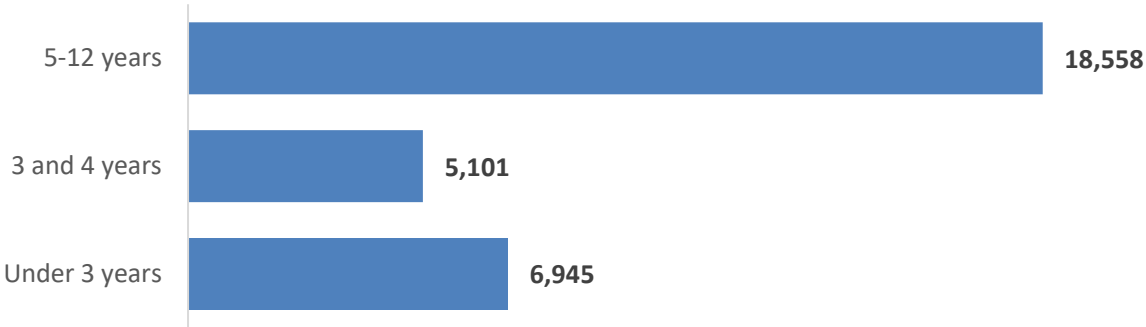
- Demographic, economic, and educational data from public data sources, including numbers of children, economic characteristics, educational data, and information on special populations of children (e.g., children with disabilities, foster children, and children experiencing homelessness).
- Information from child care providers countywide obtained through the Yolo County Child Care Provider survey, administered in the summer of 2023.
- Information from Yolo County school districts around their planning and implementation of Universal Pre-Kindergarten programs, which include transitional kindergarten expansion to all four-year-olds by 2025-26.

Demographics

The most recent five-year estimates from the American Community Survey show that just over 30,000 children aged 0-12 lived in Yolo County in 2020. Nearly 7,000 of those children were infants and toddlers from 0 to age 2; 5,101 children were aged 3 or 4; and 18,558 were school-aged children aged 5-12 years (Figure 1).

Countywide children by age group (infant/toddler, preschool, school-aged)

Figure 1. In 2020, over 30,000 children 12 years and under lived in Yolo County.

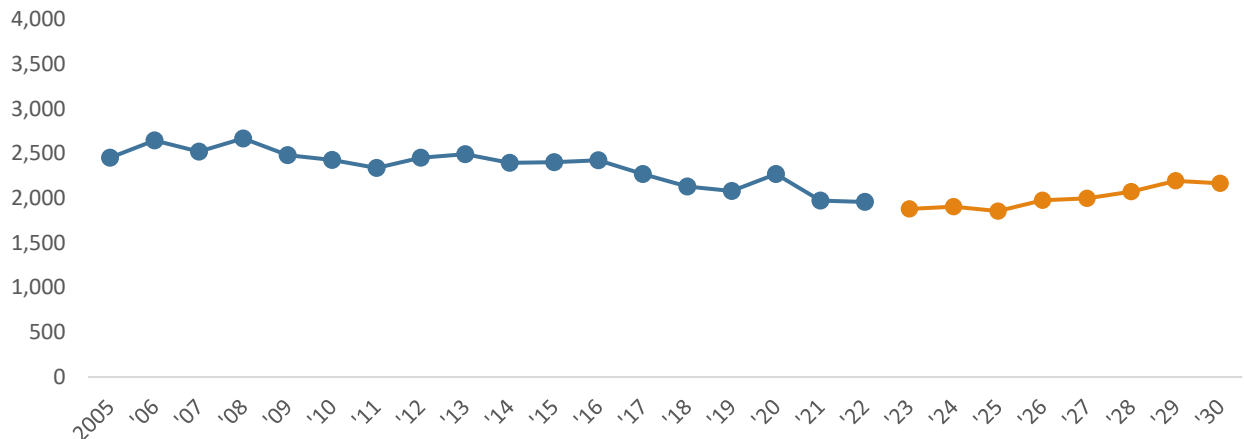


Source: American Community Survey, Five-Year Estimates. Table B09001.

Yolo County births have declined since 2005, when 2,453 births were recorded. In 2022, only 1,958 births were recorded. Projections provided by the California

Department of Finance predict a slight increase in births over the next several years and expect 2,165 births in 2030 (Figure 2).

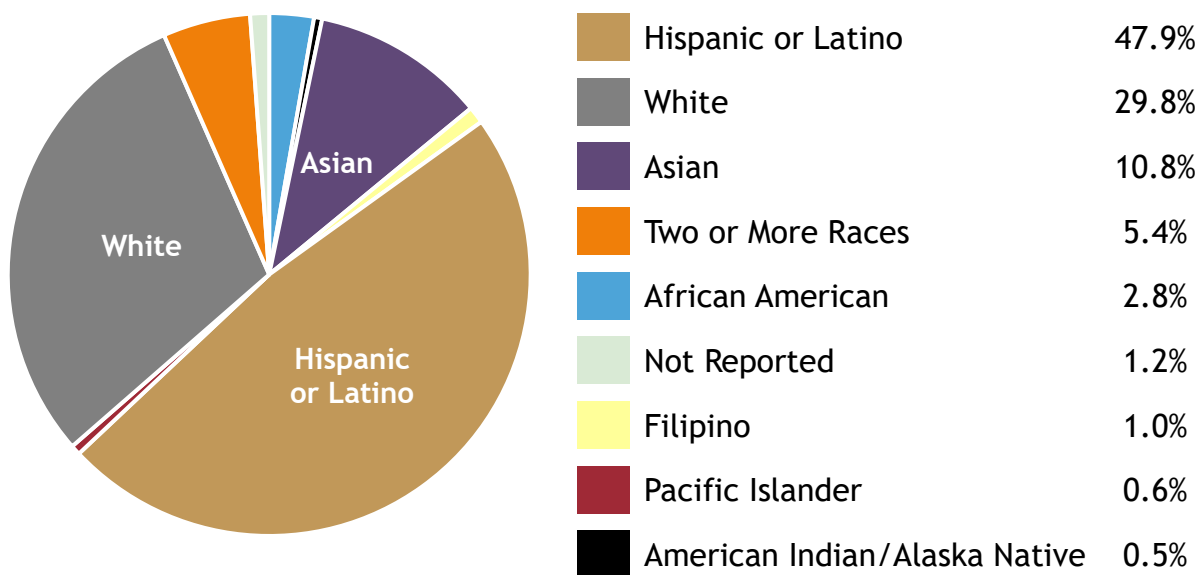
Figure 2. Birth rates in the county have declined since 2005, although projections through 2030 predict a slow increase.



Source: California Department of Finance.

Race/ethnicity data on Yolo County children was obtained through annual school enrollment for children in kindergarten (including transitional kindergarten) through the 12th grade. In 2023, nearly half of enrolled students in Yolo County were Hispanic or Latino (Figure 3), nearly 30% were white, and nearly 11% were Asian. About five percent of children were multi-racial, and fewer than 3% were African American.

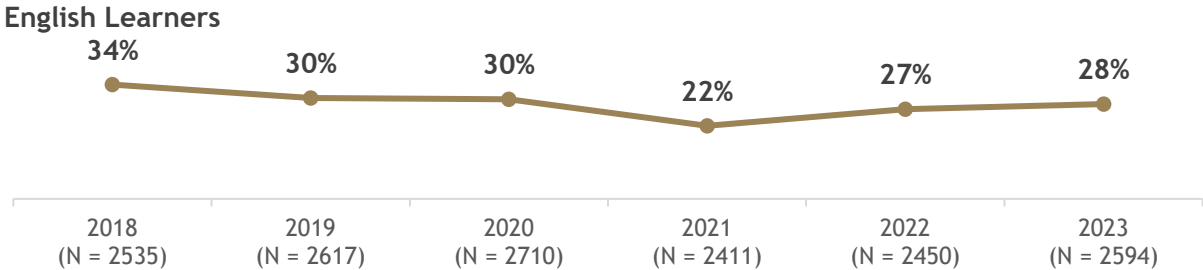
Figure 3. Most children in grades K-12 in Yolo County were Hispanic/Latino, white, or Asian in 2022-23.



Source: California Department of Education Annual Enrollment Countywide, 2022-23.

English language acquisition status of kindergarten students enrolled in Yolo County was used to obtain a clearer picture of the proportion of young children who are dual language learners. As shown in Figure 4, the proportion of kindergarten students in English learner programs has decreased since 2018, when 34% of kindergarteners were English learners. In 2023, 28% of kindergarteners were English learners.

Figure 4. The percentage of kindergarteners identified as English learners has decreased countywide since 2018.



Source: California Department of Education Annual Enrollment data.

The California Department of Education publishes the language groups of students speaking a language other than English who are enrolled in grades K-12. In Yolo County, nearly 12,000 students spoke other languages (Table 1), and the majority spoke Spanish. The next most spoken languages were Punjabi (616 students), Russian (604 students), and Mandarin (330 students). Two thousand and forty-one students spoke other non-English languages.

Table 1. Language groups of K-12 English learners and Fluent English Proficient students in Yolo County in 2022-23.

Language	Number of K-12 Students	Percent of Total Enrollment that are English Learner or Fluent English Proficient
Spanish	7,998	26.84%
Punjabi	616	2.07%
Russian	604	2.03%
Mandarin	330	1.11%
Other non-English languages	2,041	6.84%
Total	11,589	38.89%

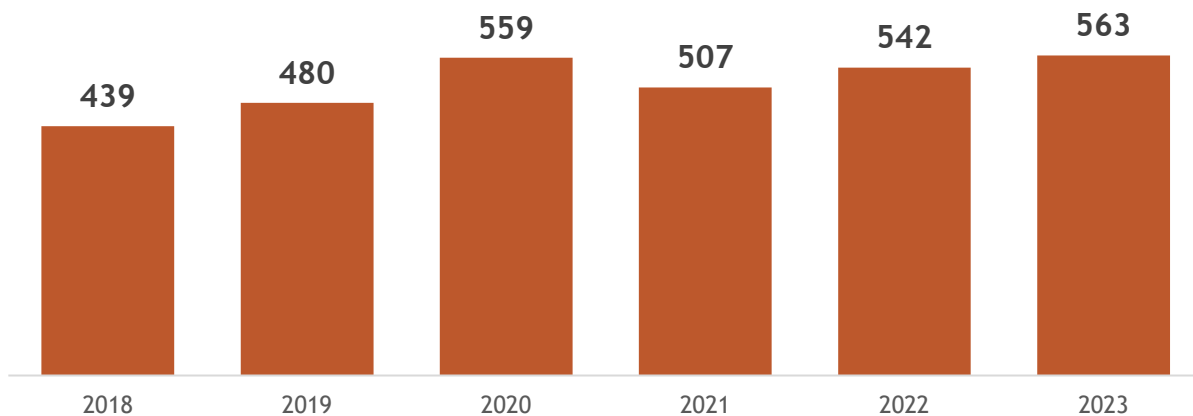
Source: California Department of Education, countywide Language Group Data, 2022-23.

Special Populations

Children in Migrant Education Programs

The California Department of Education (CDE) determines whether children are eligible to receive services through the Migrant Education Program. Children are eligible when they have a parent who is a migrant agricultural worker who has moved within the last three years to work or seek migrant work and the move has caused the child to change school districts and residences. The number of children K-12 designated as migrant students in Yolo county each year between 2018 and 2023 is shown in Figure 5. In 2018, there were 439 K-12 students in Yolo County in the migrant education program. In following years, the numbers increased, except for 2021, when most schools were operating in distance learning environments. In 2023, 563 Yolo County students were in migrant education programs—a 28% increase since 2018.

Figure 5. The number of Yolo County students in migrant education programs has increased by 28% since 2018.



Children in Foster Care

Statewide, the number of children in foster care has been steadily decreasing since 1999. Table 2 shows the numbers of Yolo County children 0-5 in foster care since 2018. Overall, the number of children in care decreased between 2018 and 2023. In 2018, 167 children aged 0-5 were in care. In 2023, that number had decreased to just 91.

Table 2. Yolo County children aged 0-5 in foster care, 2018-2023.

Age Group	2018	2019	2020	2021	2022	2023
Under 1	33	44	29	30	28	17
1-2	58	54	66	49	47	40
3-5	76	87	93	62	45	34
Total 0-5	167	185	188	141	120	91

Source: California Child Welfare Indicators Project. UC Berkeley. Point-in-time children in care.

Homeless Children

Data on homeless children and families is collected under two different definitions of homelessness: one used by the U.S. Department of Housing and Urban Development (HUD), and the other by the U.S. Department of Education. Differences in these two definitions are outlined in Figure 6. HUD’s definition of homelessness is used in part to qualify people for housing programs and other assistance, which the McKinney-Vento definition establishes educational rights and educational support for students experiencing homelessness. Data on the number of homeless children and families differs based on the definition being used.

Figure 6. Definitions of homelessness.

U.S. Housing and Urban Development (HUD)	McKinney-Vento
<p>Living in places...</p> <ul style="list-style-type: none"> • Not meant for human habitation • An emergency shelter • Transitional housing for the homeless • Hotels/motels paid for by a public or private agency due to homelessness 	<p>All of the categories included in the HUD definition, AND individuals who lack a fixed, regular, and adequate nighttime residence, including...</p> <ul style="list-style-type: none"> • Doubled-up or couch surfing • Live in substandard housing • Abandoned in hospitals (and not foster youth)

Two main sources of data are provided in this report to estimate the number of children experiencing homelessness in Yolo County. The Yolo County Homeless Point-in-Time (PIT) Count are performed in part to provide information to HUD and to qualify for HUD funding, and therefore use the HUD definition of homelessness. Data on children identified as homeless through public schools provided by the California Department of Education uses the McKinney-Vento definition of homelessness. Many more children are identified as homeless under McKinney-Vento.

Information from Yolo County Homeless Point-in-Time Reports for 2017, 2019, and 2022 are shown in Table 3. *Sheltered* locations include transitional housing, hotels, or motels paid for by a social service agency (emergency shelter), and seasonal or year-round homeless shelters. *Unsheltered* locations include outbuildings, sheds, garages, abandoned buildings, outdoor locations, cars, campers or RVs with no hookups for water or power, or cases where individuals either did not know or did not share where they were sleeping.

The number of children (aged 0-17) who were sheltered remained fairly stable over the past 3 administrations of the point-in-time count. In 2022, 83 children were counted as sheltered homeless countywide, and 17 were counted as unsheltered. Two pregnant women were counted as sheltered in 2022, and no pregnant women were counted as unsheltered.

Table 3. Numbers of children and pregnant women counted during the last three Yolo County Point-in-Time Homeless counts.

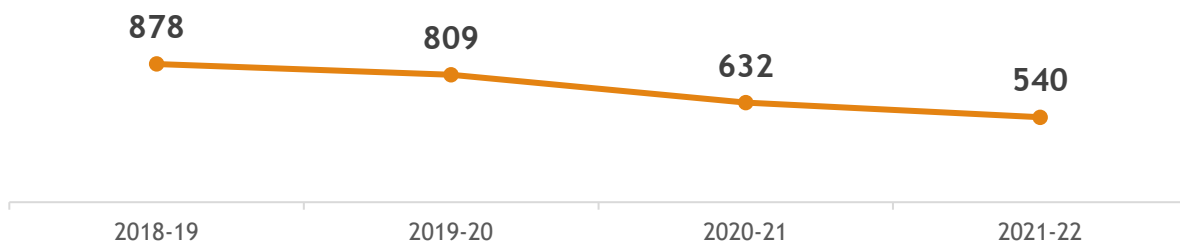
	2017	2019	2022
Children 0-17 Sheltered	82	86	83
Children 0-17 Unsheltered	4	0	17
Pregnant Women Sheltered	2	5	2
Pregnant Women Unsheltered	3	1	0

Source: Yolo County Point-in-Time Homeless Count, 2022.

Local education agencies are required to assign homeless liaisons to help identify and serve enrolled students identified as homeless under the McKinney-Vento Act. The California Department of Education publishes data on the number of students defined as homeless. Because homeless students are mobile—often changing schools mid-year—cumulative enrollment (instead of point-in-time annual enrollment numbers) is a more accurate measure of homeless students. Cumulative enrollment counts the number of students countywide who were enrolled and homeless at any point during the school year.

Figure 7 displays the number of homeless students enrolled countywide between 2018-19 and 2021-22. Although the number of students counted using the McKinney-Vento definition is much larger than was produced during the Yolo County PIT Homeless count, school district counts should be assumed to be an undercount of students experiencing homelessness. Parents may not identify their housing status for a number of other reasons, including stigma, fear of their children being disenrolled from their school, or lack of knowledge about the rights of homeless students and support available through school districts.

Figure 7. Students identified by school districts as homeless have decreased countywide since 2018-19.



Children with Disabilities

Data on children with disabilities in Yolo County was retrieved from the California Department of Education’s DataQuest web site. In order to get an idea of the number of students within special education programs in Yolo County, two reports were used to assemble Table 4. Annual enrollment data for students with disabilities in grades K-12 (including transitional kindergarten) by age was collected for students countywide. Then, for students 0-5 not enrolled in transitional kindergarten or kindergarten programs, the DataQuest Special Education Enrollment by Age and Grade level report was used. Because there were less than 11 students under 1 year of age enrolled in special education programs, that field contains an asterisk. Because the most recent special education report contains data pulled from the December 1, 2018, reporting cycle, the 2018-19 school year was used to report annual enrollment for grades K-12. In 2018-19, just over 2,000 children aged 5-12 were enrolled in special education programs countywide, and just over 367 children aged 0-5.

Table 4. Students with disabilities by age in Yolo County, 2018-19.

Age	Enrolled in grades K-12, Annual Enrollment 2018-19	Enrolled in other grade levels, December 1, 2018, Reporting Cycle
0	-	*
1	-	15
2	-	27
3	-	118
4	-	183
5	140	24
6	197	-
7	234	-
8	271	-
9	288	-
10	285	-
11	292	-
12	306	-
Totals	2,013	≈367

Source: California Department of Education’s DataQuest reports: Annual Enrollment Countywide and Special Education Enrollment by Age and Grade.

DataQuest also provides countywide data on students with disabilities by disability category and age; however, because populations can be very small when data is disaggregated, the number of students in each category often does not reach a reportable threshold (11 or more students). Table 5 shows the available data on students from 0-5. Countywide, disability categories containing the most children were Speech or Language Impairment, Autism, and Other Health Impairment.

Table 5. Yolo County Children Aged 0-5 by Disability Category.

Age	Intellectual Disability	Hard of Hearing	Deaf	Speech or Language Impairment	Visual Impairment	Emotional Disturbance	Orthopedic Impairment
0	0	*	0	0	0	0	0
1	*	*	0	*	0	0	*
2	0	*	0	12	0	0	*
3	*	*	*	61	0	0	*
4	*	*	0	102	0	*	*
5	*	*	0	98	*	*	*
Age	Other Health Impairment	Specific Learning Disability	Deaf Blindness	Multiple Disability	Autism	Traumatic Brain Injury	
0	0	0	0	0	0	0	
1	*	0	0	0	0	0	
2	*	0	0	0	*	0	
3	*	0	0	0	39	*	
4	12	0	0	*	52	*	
5	20	*	0	0	41	0	

Source: California Department of Education, DataQuest: Special Education Enrollment by Age and Disability. An asterisk () value denotes a number between 1 and 10 students.*

The System Improvement Leads Project provides a Data Tools Dashboard to help district and county leaders use data to improve systems supporting students in special education. The Data Tools Dashboard includes all fourteen California State Performance Plan indicators that measure Individuals with Disabilities Education Act (IDEA) compliance and outcomes for students with disabilities. Three measures focus on young children in special education:

- The percentage of preschool students with disabilities educated within the Least Restrictive Environment (LRE).
- The percentage of preschool students with disabilities functioning within age expectations in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.
- The percentage of children experiencing a timely transition from special education infant programs to school-aged special education programs.

For each measure, the California State Performance Plan for students in special education defines a target percentage for each school year. The target percentage for serving special education students in the Least Restrictive Environment (LRE) increased each year between 2017 and 2021 and is included in Table 6 along with the countywide percentage of students served in regular early education programs. Between 2019 and 2020, the percentage of students with disabilities served in regular programs decreased markedly and continued to decrease further in 2021. As a result, the target percentage was not met in Yolo County in either 2020 or 2021.

Table 6. The percentage of preschool students with disabilities served in regular early education programs.

	2017	2018	2019	2020	2021
Preschool children receiving services in regular programs	43.41%	43.44%	44.79%	29.39%	21.05%
Target Percentage	≥33.90%	≥34.9%	≥35.9%	≥36.9%	≥39.0%
Countywide N	471	511	489	296	247

Source: Systems Improvement Leads, Data Tools Dashboard.

The Desired Results Development Profile (DRDP) for preschool students provides data for the following preschool outcomes: positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet needs. The percentage of children who were functioning within age expectations in each area by the time they exited the program or turned 6 years are calculated for each outcome and are shown in Table 7. Note that across all measures, the state targets were lowered in 2021. Still the percentages of countywide preschool children with disabilities functioning within age expectations did not meet state targets. In 2021, 68.75% of children were functioning within age expectations in demonstrating positive social-emotional skills; 69%, in demonstrating acquisition and use of knowledge and skills; and 75.49%, in using appropriate behaviors to meet their needs.

Table 7. The percentage of preschool students with disabilities functioning within age expectations.

	2017	2018	2019	2020	2021
Positive Social-emotional Skills Functioning within Age Expectations	76.09%	83.45%	81.29%	83.33%	68.75%
Target Percentage	≥78.50%	≥79.50%	≥80.50%	≥81.50%	≥76.00%
Countywide N	138	145	139	138	96
Acquisition and Use of Knowledge and Skills Functioning within Age Expectations	79.71%	82.52%	79.41%	78.20%	69.00%
Target Percentage	≥77.50%	≥78.57%	≥79.57%	≥80.57%	≥76.00%
Countywide N	138	143	136	133	100
Use of Appropriate Behaviors to Meet Their Needs Functioning within Age Expectations	73.91%	79.19%	80.88%	84.44%	75.49%
Target Percentage	≥76.45%	≥77.45%	≥78.45%	≥79.45%	≥76.00%
Countywide N	138	144	136	135	102

Source: System Improvement Leads, Data Tools Dashboard.

Timely transition from infant special education to school-aged special education programs is measured as the percent of children referred by the infant program (IDEA Part C) prior to age 3 that are found eligible for school-aged special education services (IDEA Part B) and have an IEP in place by their third birthday. Table 8 shows the percentage of students countywide who experienced a timely transition. The statewide target is 100%, but Yolo County only reached that target in 2018. While in

most other years the county saw large percentages of students experience a timely transition (91-97%), in 2021, only 56% of students experienced a timely transition to school-aged special education programs.

Table 8. The percentage of preschool students with disabilities experiencing timely transitions from infant programs to school-aged programs, countywide.

	2017	2018	2019	2020	2021
Percentage with Timely Transitions	97.44%	100%	91.04%	92.68%	56.0%
Target Percentage	100%	100%	100%	100%	100%
Countywide N	99	91	78	75	72

Source: System Improvement Leads, Data Tools Dashboard.

Economics

Families and Children in Poverty

Using the American Community Survey’s 2020 five-year estimates, the proportion of the countywide population beneath the poverty level has been between 18% and 19% since 2017 (Table 9). In comparison, 12.6% of the statewide population was below the poverty level within the last 12 months. Due to the high rate of poverty experienced by its citizens, Yolo County launched the Yolo Basic Income (YOBI) Project in 2022. YOBI is a two-year pilot program providing CalWORKS families with children under the age of six with a cash benefit aimed at pulling them above the poverty level.¹

Table 9. The percentage of the population below the poverty level in Yolo County.

	2017 (N = 204,615)	2018 (N = 207,026)	2019 (N = 209,222)	2020 (N = 210,825)
Under 5 Years	17.10%	15.70%	14.40%	13.00%
5-17 Years	16.00%	16.70%	16.30%	15.10%
All	19.40%	19.60%	19.10%	18.60%

Source: American Community Survey, Five-Year Estimates. Table S1701.

While the countywide poverty rate for children under 5 years of age was 13% in 2020, there was a considerable difference in the child poverty rate when disaggregated by school district. As shown in Table 10, Winters had the lowest proportion of children under 5 years beneath the poverty level in 2020, at 3.3%. Davis had the next lowest proportion at 9.6%. Washington Unified and Woodland Joint Unified had similar rates of poverty for this age group, at 13.6% and 14.8%, respectively. The highest poverty rate for young children was among residents within the Esparto Unified district boundaries at 19.1%. Note that the overall poverty rate was highest within Davis Joint Unified, but the age group most impacted was among 18-34-year-old residents—likely due to the number of students attending UC Davis.

¹ <https://www.dailydemocrat.com/2022/09/04/yolo-county-basic-income-program-helping-bring-families-over-the-poverty-line/>

Table 10. The percentage of the Yolo County population below the poverty level in 2020, by school district.

	Davis Joint Unified (N = 74,818)	Esparto Unified (N = 6,797)	Washington Unified (N = 53,328)	Winters Joint Unified (N = 9,572)	Woodland Joint Unified (N = 64,076)
Under 5 Years	9.60%	19.10%	13.60%	3.30%	14.80%
5-17 Years	8.20%	11.70%	24.80%	8.20%	12.70%
All	29.50%	11.20%	15.80%	10.50%	10.50%

Source: American Community Survey, Five-Year Estimates. Table S1701.

Among children between the ages of 5 and 17 living beneath the poverty level countywide, between 42% and 52% spoke English only (Table 11). An additional 37%-41% spoke Spanish, and the remainder spoke other languages. The number of English-only speakers below the poverty line has increased by 12% since 2017.

Table 11. Language spoken at home by children 5-17 living below the poverty level in Yolo County.

	2017 (N = 5,261)	2018 (N = 5,495)	2019 (N = 5,395)	2020 (N = 5,013)	Change 2017-2020
Speak only English	2,338	2,346	2,620	2,619	12%
Speak Spanish	2,040	2,256	2,162	1,855	-9%
Speak other Indo-European languages	791	785	500	372	-53%
Speak Asian and Pacific Island languages	75	90	113	167	123%
Speak other languages	17	18	0	0	-100%

Source: American Community Survey, Five-Year Estimates. Table B16009.

Head Start Eligible Children and Families

The number of families eligible for Head Start/Early Head Start comes from the Early Learning Needs Assessment Tool (ELNAT) developed by the American Institutes for Research. The tool uses American Community Survey data and other data to provide countywide Local Child Care and Development Planning Councils with information that helps them support child care and early learning supports in their counties.

ELNAT data on numbers of children eligible for subsidized child care is available for 2017, 2018, and 2020, and is detailed in Table 12. There was a small increase in the number of children eligible for subsidized child care in working families earning under 85% of state median income (SMI) between 2017 and 2020 (2.83%). For children aged 3-5, there was a large increase of 16.56%.

Table 12. Yolo County children eligible for subsidized child care in working families earning under 85% of the State Median Income (SMI).

	2017	2018	2020	% Increase 2017-2020
0-35 months	2,261	2,210	2,325	2.83%
3-5 years	2,410	2,614	2,809	16.56%

Source: *Early Learning Needs Assessment Tool, American Institutes for Research.*

Child Care Availability

Licensed Child Care

Data on the number and capacity of all Yolo County active licensed child cares was obtained through the California Child Care Resource & Referral Network. Table 13 shows the number of facilities by type in Yolo County from 2014 to 2021. Child Care Centers were more numerous in 2014 and have decreased between 2014 and 2021 to 77 centers. The number of family child care homes was more variable from year to year, and in 2021 there were 178 in the county.

Table 13. Licensed child care facilities countywide by type.

	2014	2017	2019	2021
Child Care Center	86	74	74	77
Family Child Care Home*	223	228	142	178
Total	309	302	216	255

Source: *California Child Care Resource & Referral Network. Child Care Data Tool.*

*Family Child Care Homes include both small and large family child care homes.

Capacity within licensed child cares is shown in Table 14, including the percent change between 2014 and 2021. Capacity for infants within child care centers increased by 17% between 2014 and 2021, with 346 spaces available for infants 0-23 months countywide. While capacity for preschool and school-aged children in child care centers decreased between 2014 and 2021 (by 7% and 5%, respectively), the largest decrease in capacity was seen in family child care homes. In 2014, 2,376 children could be served by family child care homes (both small and large homes) compared to 1,952 in 2021—an 18% decrease.

Table 14. Licensed child care spaces by age category countywide.

	2014	2017	2019	2021	Seven-year change
Child Care Center					
Infant (0-23 months)	295	275	340	346	17%
Preschool (2-5 years)	3,280	3,117	3,246	3,056	-7%
School age (6+ years)	1,427	990	1,124	1,350	-5%
Family Child Care Home*	2,376	2,412	1,614	1,952	-18%
Total	7,378	6,794	6,324	6,704	-9%

Source: *California Child Care Resource & Referral Network. Child Care Data Tool.*

*Family Child Care Homes include both small and large family child care homes.

Preschools

The Yolo County Office of Education has 12 Head Start/Early Head Start sites, as shown in Figure 8. Four locations serve children 0-3: two in Woodland, one in Davis, and one in West Sacramento. The remaining 8 locations provide preschool programs for children 3-5, including four locations in Woodland, two in West Sacramento, and one in each of these locations: Esparto, Davis, and Winters.

Figure 8. Head Start/Early Heads Start locations in Yolo County.



The Early Learning Needs Assessment Tool provided by the American Institutes for Research provides data on enrollment in state or federally funded child care programs. Table 15 displays data for both 2018 and 2020 for Yolo County.

Table 15. Children enrolled in child care programs in Yolo County.

	Infant/Toddler (2 and under)		Preschool (3-5 years)		School-Aged (6-12 years)		Total	
	2018	2020	2018	2020	2018	2020	2018	2020
CalWORKS Stage 2	46	35	62	51	64	36	172	122
CalWORKS Stage 3	22	27	60	81	114	143	196	251
Head Start/Early Head Start (county level only)	-	96	-	192	N/A	N/A	-	288
Family Child Care Home Education Networks (CFCC)	0	0	0	0	0	0	0	0
General Child Care, center- based child care (CCTR)	75	35	29	17	159	136	263	188
Migrant Child Care, center- based child care (CMIG)	35	22	38	17	3	2	76	41
Severely Handicapped Program (CHAN)	0	0	0	0	0	0	0	0
Alternative Payment Programs (CAPP)	35	42	50	82	37	74	122	198
Full-day California State Preschool Program (CSPP)	0	-	248	150	N/A	N/A	248	150
Part-Day California State Preschool Program (CSPP)	0	-	716	254	N/A	N/A	716	254

Source: Early Learning Needs Assessment Tool, American Institutes for Research.

ELNAT data on subsidized childcare enrollments in 2020 should be used with caution, as the numbers were impacted by the Covid pandemic. Numbers for 2022 are not yet available.

Child Care Provider Survey

An electronic survey was developed in early 2023 to gather current information from current and former child care providers in Yolo County. An English and Spanish version of the survey were available. Survey questions included:

- Basic information about the child care, such as its type, percentage of families using subsidies, and the ages of children served
- Information about why a child care might have closed
- Staffing needs and challenges
- Enrollment and exit trends and challenges
- Waitlists and vacancies
- Impacts of transitional kindergarten expansion on child cares

The survey instruments are included in Appendix A.

The survey was administered between June 1, 2023, and August 31, 2023. Survey links were sent via email to 111 family child care providers and 11 private child care centers in Yolo County. Periodic reminders were sent to boost the response rate. When the survey closed, 66 respondents had completed the survey—45 in English and 21 in Spanish.

Survey Respondents

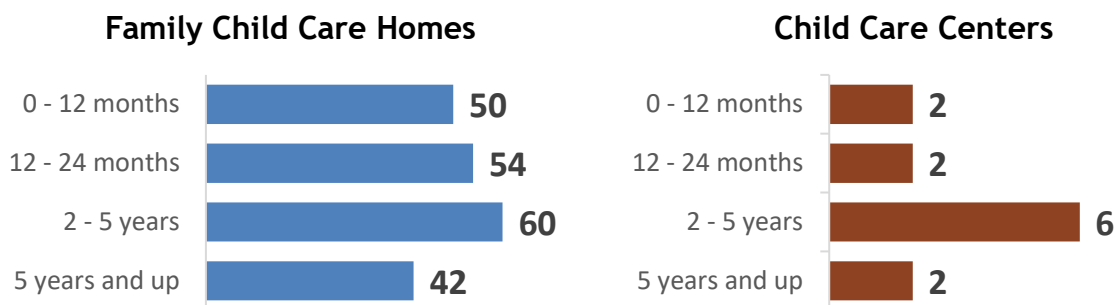
While the survey invitation was extended to current and former child care operators, no respondents indicated that their child care was now closed; therefore, questions 2 and 3 had no data and were not included in the report. Of the 66 total respondents, six operated child care centers (55% response rate), and 60 operated family child care homes (54% response rate). Respondents were asked to provide the ZIP code of their child care. As shown in Figure 9, most respondents overall were from the West Sacramento and Woodland areas. Of the six child care center respondents, two were in Winters, and four were in Woodland.

Figure 9. Location survey respondents' child cares.

ZIP Code	Location	# Respondents
95691	W. Sacramento	17
95776	Woodland	17
95695	Woodland	13
95605	W. Sacramento	9
95627	Esparto	3
95694	Winters	3
95616	Davis	2
95618	Davis	2

Respondents were asked to identify the age groups of the children they served and could select multiple age groups. Family child care home respondents served a range of age groups from infants to school-aged children, as shown on the left side of Figure 10. Fifty respondents indicated that they served children aged 0-12 months; 54, children aged 12-24 months; 60, children 2-5 years; and 42, children 5 years and up. On the right side of Figure 10, results for the six child care centers are displayed. Two child care centers served children 0 to 12 months; two, children 12-24 months; and two, 5 years and up. All six served children from 2 to 5 years old.

Figure 10. While family child care home providers served a range of age groups, child care centers concentrated on children aged 2-5 years.

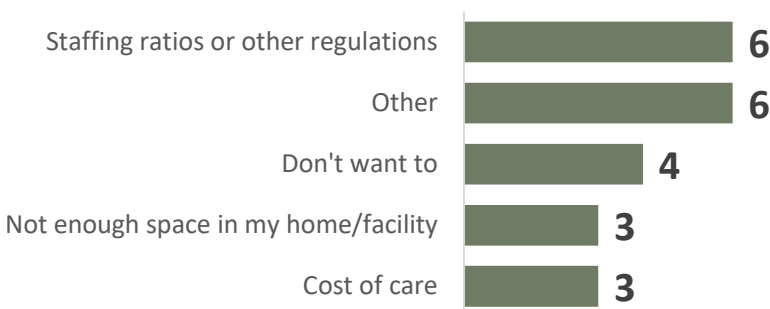


Of the 66 respondents, 52 indicated that they served children ages 0-12 months. The survey asked respondents who did not serve that age category to explain why.

Respondents could select from a range of reasons why they might not serve infants, and they were allowed to select as many options as applied to them. Respondents were also provided with an *Other* option so they could provide additional reasons why they did not serve infants. Results are shown in Figure 11 for the 14 respondents that did not serve infants 0-12 months. Six respondents cited staffing ratios or other regulations as a reason why they didn't serve infants. Four respondents answered that they didn't want to serve infants. Three answered that they didn't have enough space, and three said that the cost of care was a barrier. Six chose *Other* and provided the following answers:

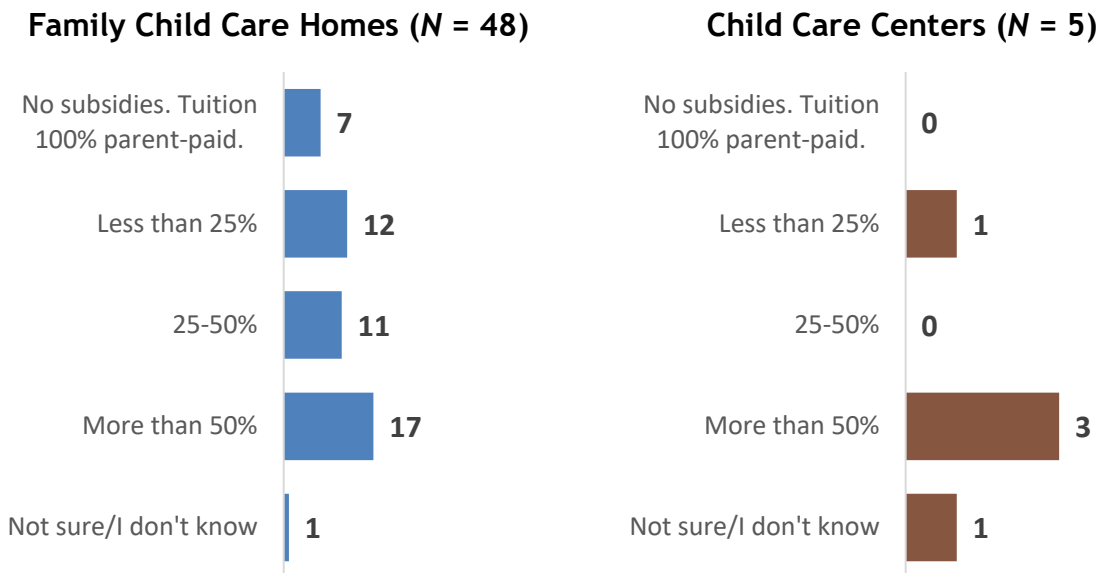
- *Sleep logs are a pain in the butt*
- *Not find yet*
- *Too many regulations, they don't make any sense*
- *Difficult to staff and fill the rooms with the varying ages.*
- *We follow the YMCA of the East Bay protocols (when and if they decide we could potentially make space)*
- *We are a Preschool program*

Figure 11. Staffing ratios were the most selected reason why child care providers did not serve infants.



Respondents were asked what percentage of their enrolled students were subsidized. Examples of types of subsidies like Children's Home Society vouchers and subsidies from different programs like the California State Preschool Program (CSPP) and the General Child Care and Development program (CCTR) were given. Only seven respondents (13%) said that their tuition was 100% parent-paid. Eighty-three percent had at least some subsidized enrollments. Twenty respondents reported having more than half of their enrollments using subsidies: 35% of family child care homes and 60% of child centers (Figure 12).

Figure 12. Most child cares enrolled subsidized students, and 38% of respondents reported having more than half of their students using subsidies.



Staffing

Survey respondents were asked a variety of questions around staffing, particularly about the impacts of Covid and the expansion of transitional kindergarten and their potential impacts on filling the positions that would enable them to maintain or increase capacity to serve children. During Covid, child care staffing was impacted, as staff were either forced to stay home to care for children or sought jobs with more stability and less exposure to Covid. Respondents were asked how their staffing numbers today compared to staffing numbers before the Covid-19 pandemic. Respondents were offered four answer choices to indicate that they had fewer staff, the same number of staff, more staff, or did not have staff working in the child care other than themselves.

Figure 13 displays the results for family child care homes. Forty-five percent of family child care home respondents ran their child cares alone without any other staff. Twenty-five percent had the same number of teachers or caregivers now as they had before the pandemic. Twenty percent had fewer teachers or caregivers. Ten percent had more. Figure 14 shows the results for the six child care center respondents. Five of the six respondents (83%) reported having the same number of teachers or caregivers, and one (17%) reported having fewer. No child care center respondents reported having more teachers or caregivers on staff now compared to before the pandemic.

Figure 13. Only about a third of family child care home respondents reported having a fluctuation of staffing levels compared to before the pandemic.

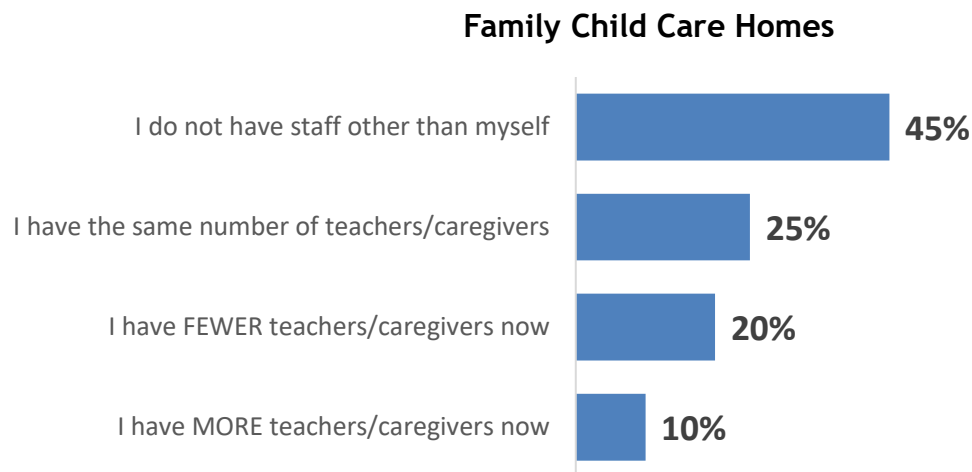
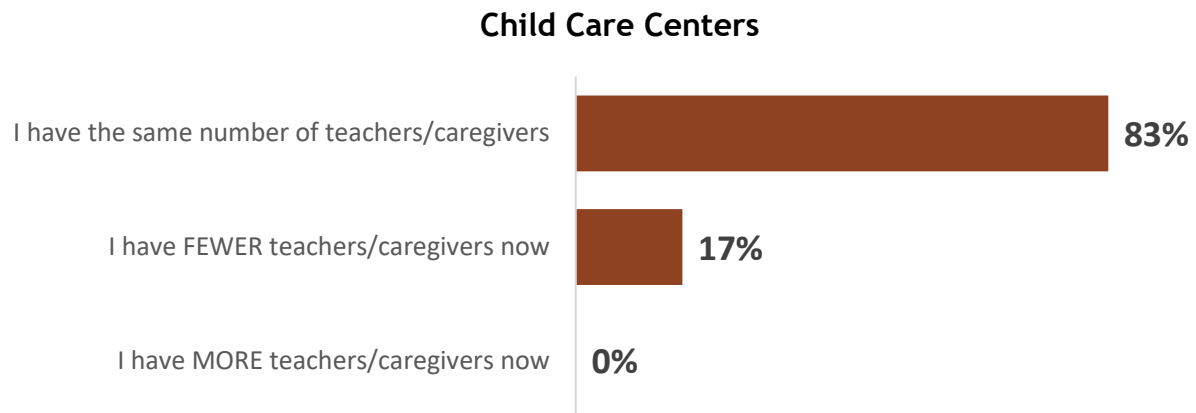
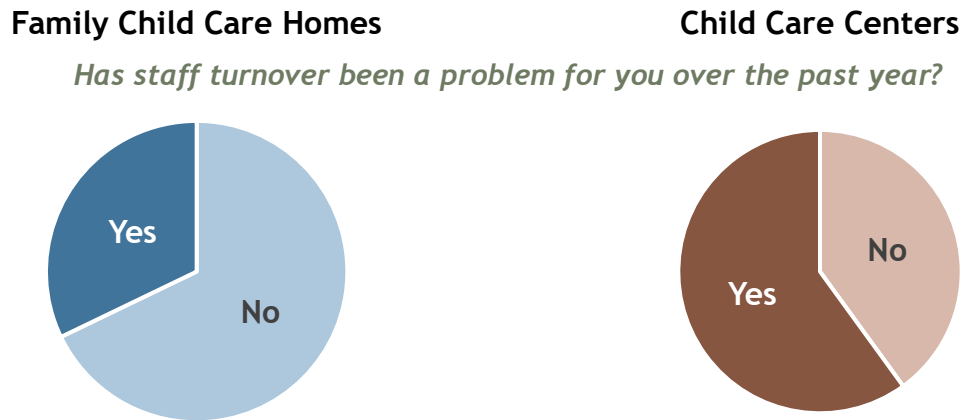


Figure 14. Most child care center respondents reported having the same number of staff now as they did before the pandemic.



Anecdotally, child care operators have reported difficulty hiring and keeping qualified staff. The survey asked respondents whether staff turnover had been a problem for them over the past year. In the previous question, 27 respondents said that they were operating their child care by themselves, leaving 39 respondents who indicated that additional staff worked in their child cares. Thirty-three of those respondents answered the question. Nearly a third of family child care home respondents (32%) indicated that staff turnover had been a problem for them over the last year (Figure 15). Five child care centers responded to this question, with three indicating that they had problems with staff turnover in the past year, and two indicating they did not.

Figure 15. Child care centers experienced more staff turnover in the past year compared to providers as a whole.



The survey asked respondents what reasons staff had given for leaving their jobs. The survey provided a range of possible answers, and respondents could select all the answers that applied to them. Respondents could also choose *Other* and provide more detail in a text box. Responses are shown in Figure 16. Among family child care home respondents, eight cited staff leaving for a job in a different field, and eight said staff left to stay home with their own children. Five respondents chose *Other* reasons, and five said staff moved out of the area. Three said that staff had moved to jobs at other child care centers, and two said that staff transitioned to jobs at a school district. Among the three child care center respondents who answered this question, all said that staff had transitioned to jobs in school districts, two transitioned to jobs in a different field, two selected the *Other* option, and one said staff had moved out of the area.

Figure 16. Respondents report staff leaving the field for a number of reasons, but half of the child care centers reported staff leaving for jobs in school districts.

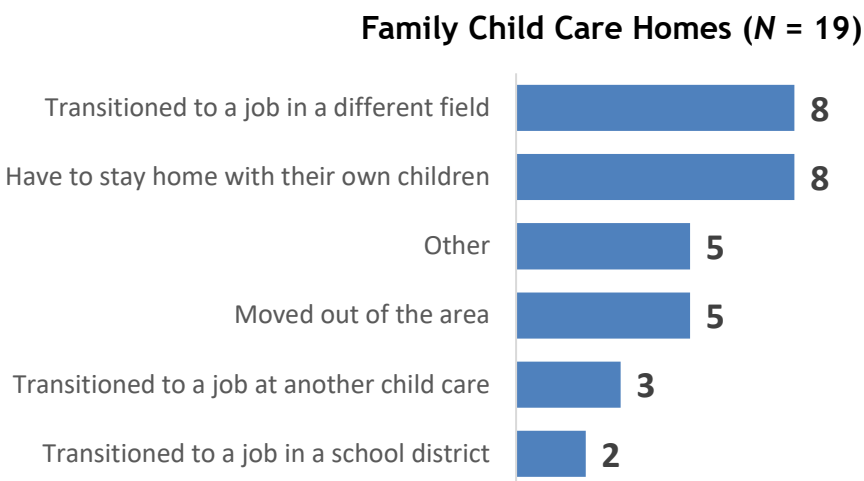
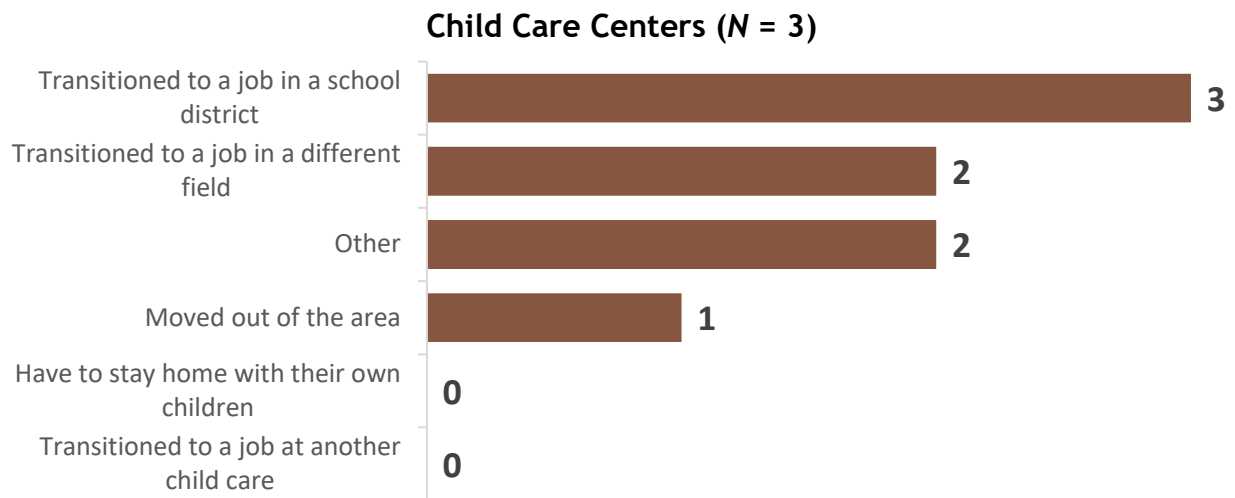


Figure 16. Continued.



Respondents offered a range of reasons why staff had left their child cares under the *Other* category. Three answers suggested that employees may have been laid off due to declining enrollment:

- *I have less children*
- *less kids.*
- *I can't afford to keep them employed*

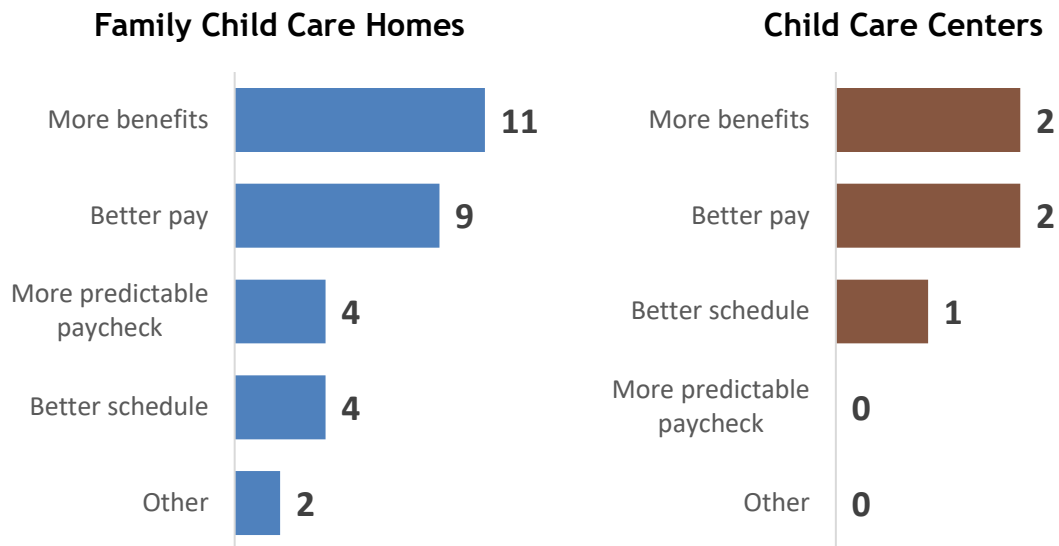
The remaining answers are displayed below. The first two answers reflected on the nature of the job market, while the final two answers were both related to vaccines.

- *Employees are not staying as long at jobs.*
- *The pay is low, and the job is too stressful*
- *Vaccine injury, unable to work*
- *Refused to get Covid vaccine*

A follow-up question asked for reasons why staff might have left for new jobs. Again, an array of responses was provided, and respondents could choose as many as applied to them. An *Other* option was also given, so that respondents could provide answers that did not fit into the list of existing choices. Results are displayed in Figure 17.

Top reasons reported by respondents for staff resignations were leaving for jobs with better pay and more benefits. Eleven family child care home respondents and two child care center respondents selected *more benefits*. Nine family child care home respondents and two child care center respondents selected *better pay*. Four family child care home respondents selected *more predictable paycheck*. Four family child care home respondents and one child care center respondent chose *better schedule*. Two family child care home respondents chose *Other* and provided the following answers: *Less stress* and *Different career path*.

Figure 17. Better pay and benefits topped the list of reasons given by staff leaving child care positions.

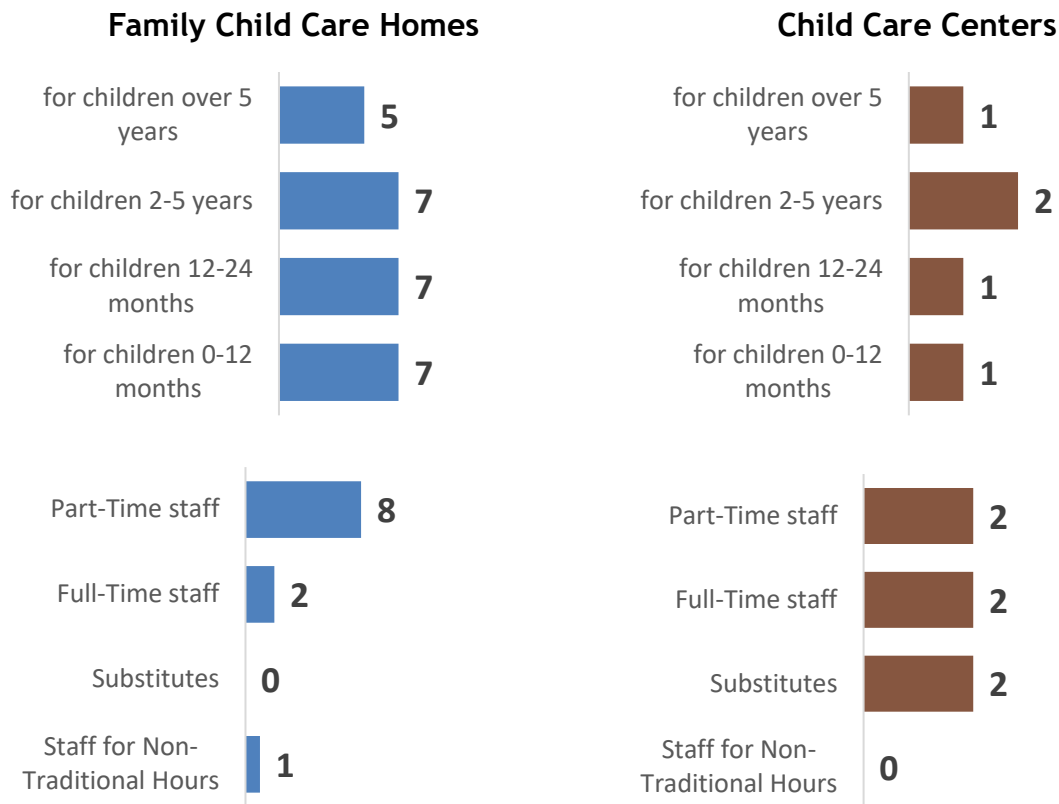


Respondents were then asked if they currently had unfilled staff positions. Respondents who had indicated that they were running their child care by themselves were removed from the analysis, leaving 34 respondents overall providing answers: 29 family child care homes and five child care centers. Among family child care home respondents, 28% said that they currently had unfilled staff positions, leaving 72% who had no unfilled positions. Among the five child care center respondents, 60% (3) had unfilled positions.

There are many dimensions to consider when hiring staff for a child care. Survey respondents were asked to describe the kinds of positions they needed to fill, and choices provided included age range of children, time commitment requirements (part-time, full-time, etc.), and the types of qualifications sought. Respondents could check all of the response types that applied to them or select *Other* to provide a response that was outside of the available choices.

Respondents sought staff that would care for all age groups included in the survey (Figure 18). Family child care home respondents most frequently reported looking for part-time staff to fill open positions (8 respondents), and only 2 reported looking for full-time staff. The only respondents looking to fill a position covering non-traditional hours was a family child care home. The two child care center respondents who said they were looking for part-time staff also said they were looking for full-time staff, suggesting that they would staff positions any way they could. Two child care center respondents also said that they were looking for substitutes.

Figure 18. Family child care homes often sought part-time staff over full-time staff.

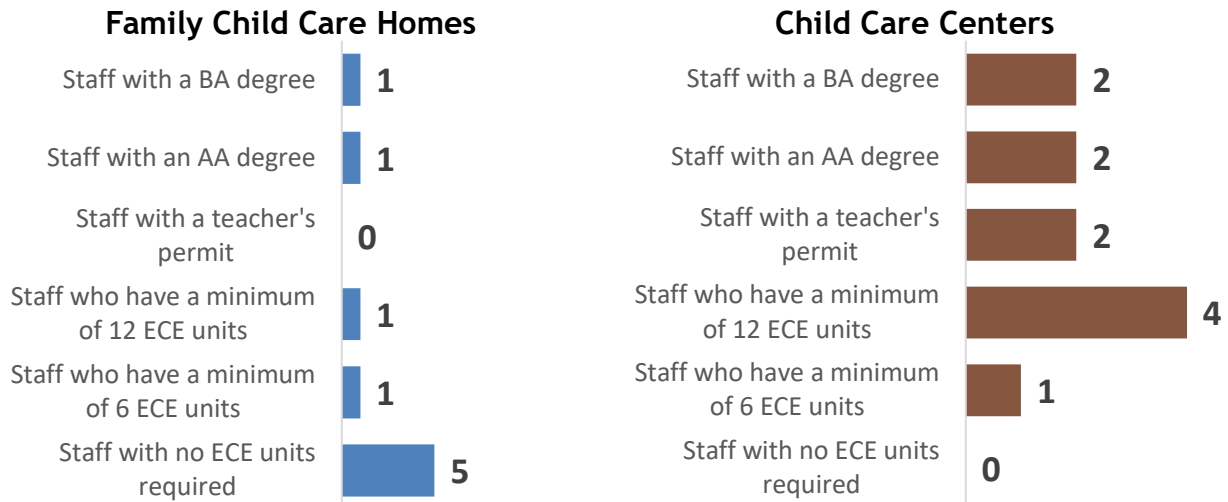


Responses to choices that described minimum educational qualifications, such as degrees, certificates, or early childhood education (ECE) units, were light among family child care home respondents, suggesting that either family child home operators were not as familiar with the requirements child care centers must adhere to or didn't seek those qualifications in their potential employees. Assistants in family day cares must adhere to the age requirements under Title 22 of the California Administrative Code, while child care centers must follow additional requirements under Title 5 of the California Education Code if they receive state subsidies.

As shown in Figure 19, most family child care home responses indicated that they were looking for staff with no required ECE units, although one respondent was looking for someone with at least 6 units, and a different respondent was looking for someone with a minimum of 12 ECE units. One respondent was chose both the *AA degree* and *BA degree* options.

Among child care center respondents, none were looking for candidates with no ECE units. Only one was looking for a staff member with a minimum of 6 ECE units. Four were looking for people with at least 12 ECE units, and the same two child care centers said they were looking for people with teacher's permits, AA degrees, and BA degrees.

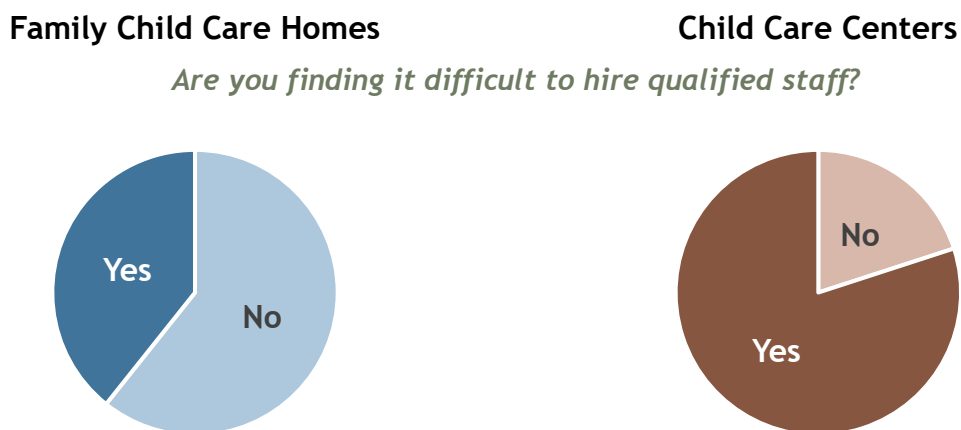
Figure 19. Child care centers were looking for people who met state educational requirements.



While an *Other* option was provided for this question, so that child cares with specific needs could express them in a text box, few respondents chose this option. Two respondents indicated that they needed substitutes, and their responses were included in Figure 18.

Considering the specific staffing requirements child cares must follow—particularly child care centers—respondents were asked whether they were having difficulty hiring qualified staff. As shown in Figure 20, hiring qualified staff was more difficult for child care center respondents, with 80% answering yes to the question. Only 39% of family child care home respondents reported difficulty with hiring qualified staff.

Figure 20. Hiring qualified staff was more difficult for child care center respondents.

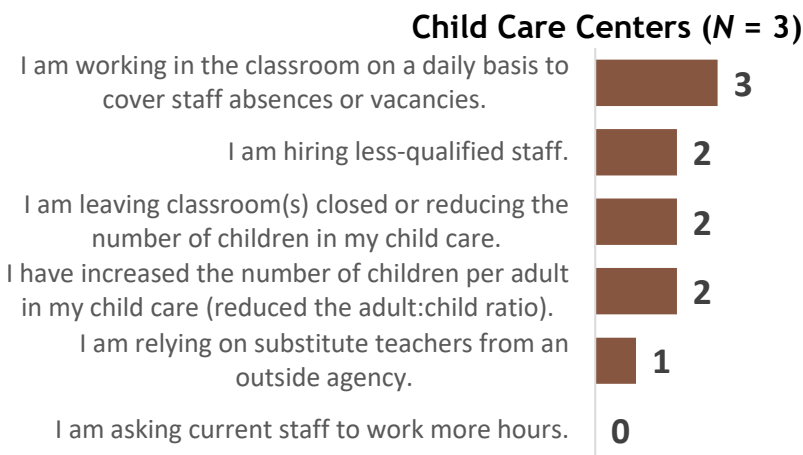
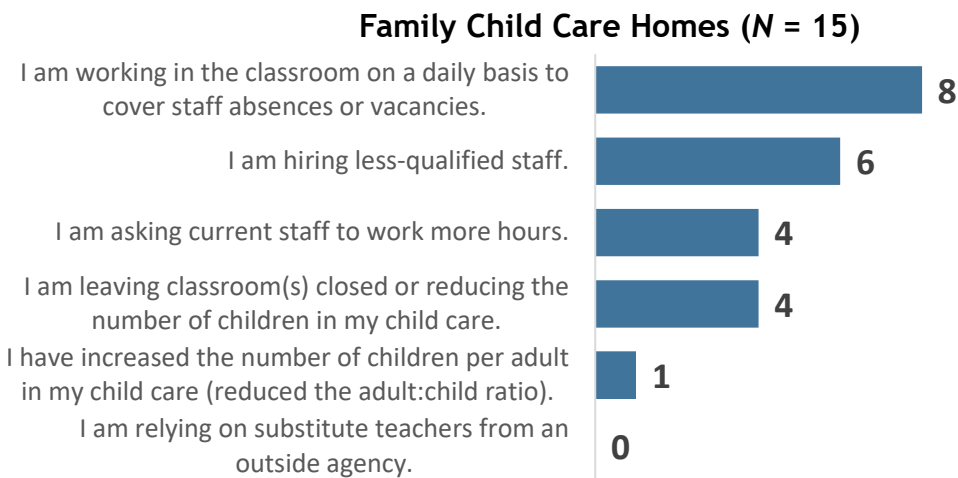


The survey explored the ramifications of hiring challenges by asking respondents how they were addressing staffing challenges. Respondents could choose from an array of possible answers, selecting as many as applied to them, or enter their own. As shown

in Figure 21, both family child care homes (8 respondents) and child care center providers (3 respondents) were themselves working in classrooms to cover staff absences or vacancies. Both groups selected that option more than any other answer. Among family child care home respondents, six reported they were hiring less qualified staff, four were asking current staff to work more hours, and four were either closing classrooms or reducing enrollments because of staff shortages. One respondent said they had to increase the adult-to-child ratio. No family child care homes were relying on substitutes teachers from outside agencies.

Among the three child care centers that responded to this question, all were working in classrooms to cover staff absences or vacancies. Two were hiring less qualified staff. Two were leaving classrooms closed or reducing enrollments because of staff shortages, and two were increasing adult-to-child ratios. One child care center respondent said they were relying on subs from an outside agency. No child care center respondents were asking current staff to work more hours.

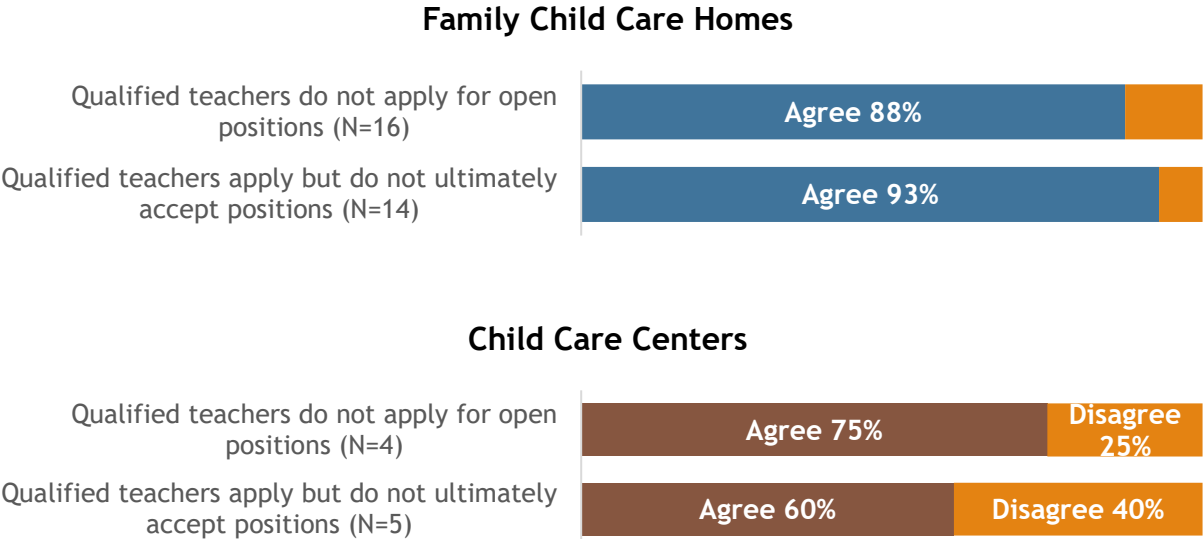
Figure 21. The most common impact of staff shortages was respondents themselves working in classrooms to cover absences or vacancies.



Respondents were then presented with a list of statements about hiring and asked to rate their level of agreement or disagreement with each statement. A four-point rating scale was used containing the following choices: *Strongly Disagree*, *Somewhat Disagree*, *Somewhat Agree*, *Strongly Agree*, along with the option of *Not Sure*. Because so many participants indicated that they were running their child cares by themselves, participants who chose *Not Sure* were removed from the results. For ease of analysis, responses were grouped into two categories: agreed and disagreed. As with other survey items in this report, results were disaggregated by child care type.

First, respondents were asked to rate two items about the types of applicants they were encountering. They rated the statements: *Qualified teachers do not apply for open positions* and *Qualified teachers apply but do not ultimately accept open positions* (Figure 22). Among family child care home respondents, 88% of respondents agreed that qualified teachers do not apply for their open positions, and the remaining 12% disagreed ($N = 16$). Ninety-three percent of family child care home respondents agreed that qualified teachers applied but did not end up accepting positions with their child cares. The remaining 7% disagreed ($N = 14$).

Figure 22. Many respondents felt that qualified teachers were not applying or accepting positions in their child cares.



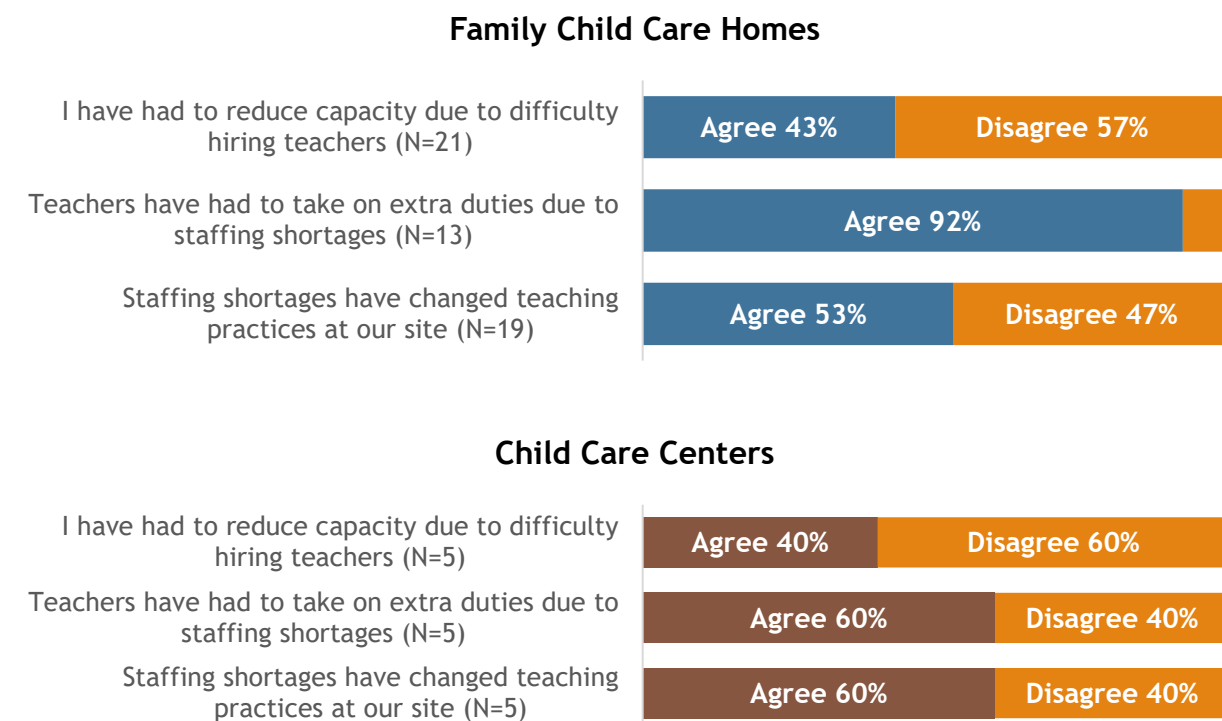
Because only a small number of child care center respondents are included in the results, care must be taken when interpreting percentages for these items. Among child care center respondents, three respondents agreed that qualified teachers were not applying for open positions, and one respondent disagreed. Three respondents agreed that qualified teachers applied but did not accept positions, and two

disagreed, suggesting that not all child cares are experiencing hiring shortages in the same way.

Next, respondents were asked three items about how their operations might have been impacted by staffing shortages. Using the same scale, respondents were asked whether they agreed that they had reduced their capacity, assigned teachers extra duties, or changed teaching practices due to staffing shortages. Results are shown in Figure 23. Less than half of family child care home respondents agreed that they had to reduce capacity due to the difficulty in hiring teachers (43%). Fifty-seven percent disagreed ($N = 21$). Ninety-two percent of family child care home respondents were having teachers take on extra duties to bridge the shortage ($N = 13$). Fifty-three percent of family child care home respondents agreed that staffing shortages had changed their teaching practices, and 47% disagreed ($N = 19$).

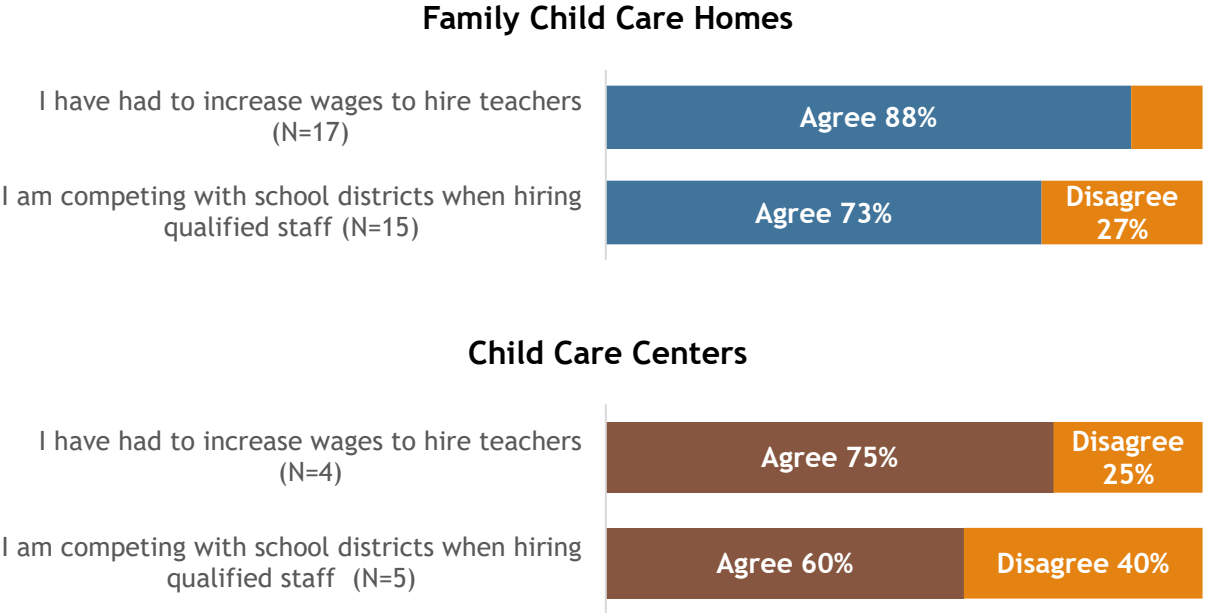
Five child care center respondents provided ratings for these items. Three respondents (60%) disagreed that they had reduced their capacity due to the staffing shortage, and two agreed (40%). Three respondents (60%) said they had teachers take on extra duties, and two (40%) disagreed. Three respondents (60%) agreed that they had changed their teaching practices due to difficulties hiring staff, with the remaining two respondents (40%) disagreeing.

Figure 23. Respondents most frequently addressed staffing shortages by assigning extra duties to their teachers.



The last two items in the series asked respondents to rate whether they had increased wages to hire teachers and whether they were competing with school districts for qualified staff. Figure 24 displays the results. Out of the seventeen family child care home respondents who rated the item, 88% agreed that they had increased wages to hire teachers. Seventy-three percent of family child care home respondents agreed that they were competing with school districts when hiring teachers. Of the four child care center respondents who rated the item, three agreed that they had increased wages, and one disagreed. Three of five child care center respondents agreed that they were competing with school districts when hiring qualified staff (N = 5).

Figure 24. Respondents have increased wages to attract applicants, and most felt that they were competing with school districts when hiring.



In addition to the multiple choice and rating questions included in the survey, respondents were given open-ended questions where they could provide more details on their individual experiences with staffing their child cares. Respondents were asked to describe their hiring challenges over the past year and describe the support they could use to help them with staffing.

Eighteen respondents talked about their hiring challenges via the open-ended questions. One common theme was the difficulty in attracting candidates with the wages and benefits that child cares were able to offer. Six responses mentioned difficulties with paying a competitive wage.

Related to that theme was the idea that prevailing conditions make this a job seeker’s market, and people may opt not to take low wages, may take the jobs for a short

period of time, or only work during hours that fit their own schedules. Some respondents discussed having to hire low-skilled employees.

- *I work with staff school schedules while staff complete their education which is a huge pain and inconvenience. As soon as they have their BA they leave for the school district.*
- *In the last 3 months I have interviewed about 75 applicants. Been flat turned down because of pay 40+ times and I just raised tuition to pay more. It's demoralizing. We now have 4 high school students on staff. It has been 15 years since I have hired high school students.*
- *Employees are not staying at jobs for long periods of time. Teachers are looking for opportunities elsewhere. With mandatory requirements thru the state, requiring retirement and other benefits it has made it difficult to remain competitive in the child care job market. California creating Transitional Kindergarten within the district has made it challenging to stay competitive as well with benefits as well.*

In addition, respondents were asked what support they needed that could help them with staffing. Thirteen respondents answered this question. Six responses mentioned the economics of the child care business. Some specifically discussed wanting to be able to offer higher wages to their staff:

- *It would be helpful to receive funds to help pay for quality teachers.*
- *Legislative lobbying from our county and a recognition that child care is needed and wanted. We would like to see YCOE use some of the Early Care Funds to help us pay staff more money.*
- *Tax reduction incentives, subsidy reimbursement that reflects the cost of care, sustained grant money that helps with salaries. Being allowed to join public school health insurance pools. Mixed delivery of the 4-year-olds with pay from the state to administer these programs.*

Other respondents wanted support in connecting with potential candidates:

- *I do not know where I could post my job opening information. I need connection to reach the applicants who are looking for the ECE jobs. It is essential that the county can provide a platform for us to connect with the applicants.*
- *It would be great to have our center name and info at colleges so students who are graduating can have an opportunity to apply.*

Complete answers for all open-ended questions are found in Appendix B.

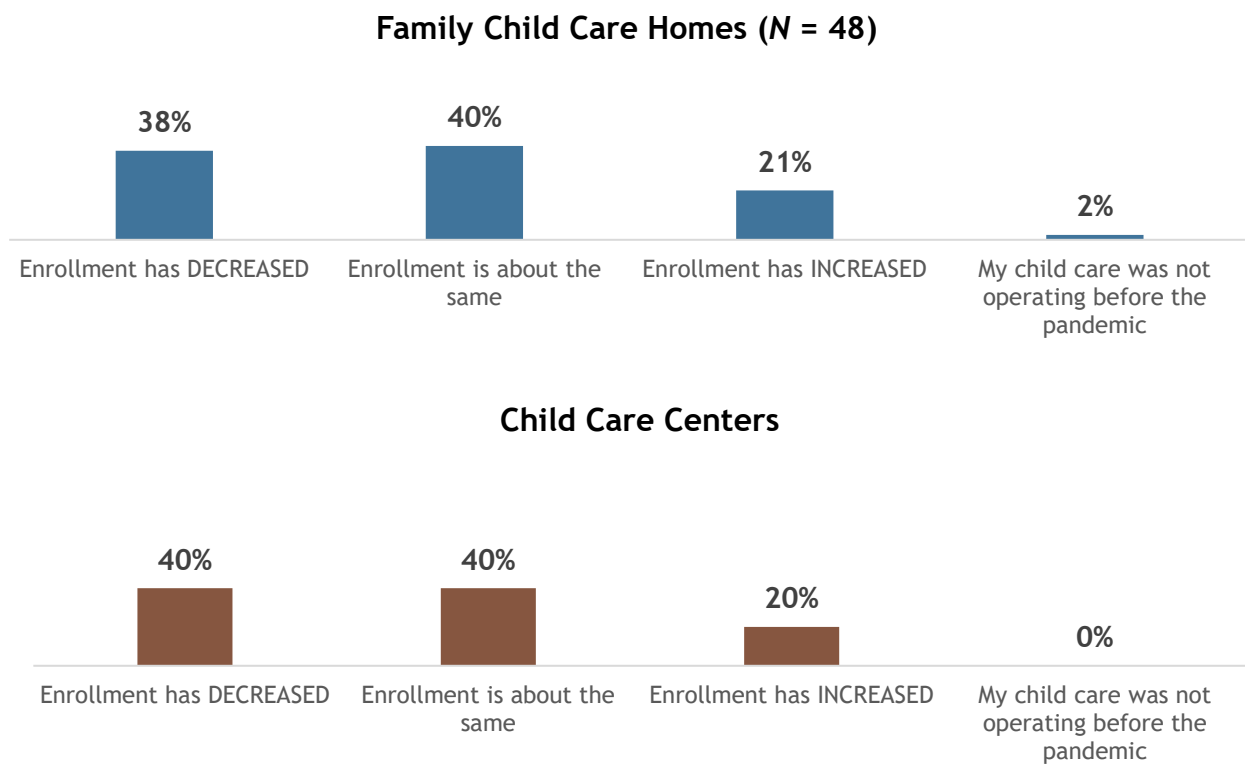
Enrollment

The survey included a number of questions regarding enrollment and demand in child cares. First the survey asked how child care enrollments today compared to levels

before the Covid-19 pandemic. Respondents could indicate whether their enrollment level now was about the same as before the pandemic, had increased, or had decreased. Participants could also answer that their child cares had not been operating before the pandemic. Results as shown in Figure 25.

Among family child care home respondents, 40% reported that their enrollment levels were about the same now as they were before the pandemic. Thirty-eight percent said their enrollment had decreased. Twenty-one percent said their enrollment had increased, and 2% were not operating their child cares before the pandemic. Among the five child care center respondents who answered the question, two (40%) said that enrollment had stayed about the same, two (40%) said enrollment had decreased, and one (20%) said enrollment had increased.

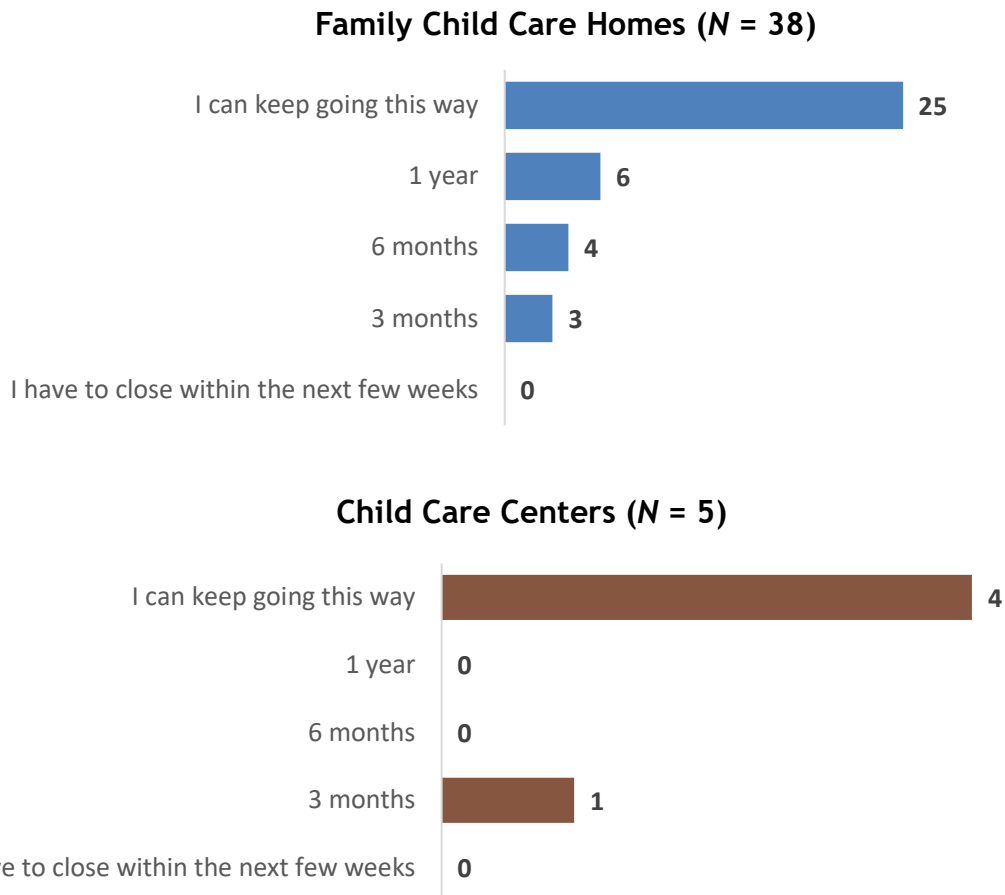
Figure 25. Most child care respondents reported that their enrollment has remained the same or decreased since before the pandemic.



Declining enrollment becomes a concern when child cares cannot operate sustainably with fewer numbers of children. Extended periods of low enrollment put child cares at risk of closing completely, leaving the remaining children unserved. A follow-up question asked respondents how long they could operate at their current level of vacancies. While most providers said that they could keep going with their current level of vacancies (Figure 26), a total of 13 family child care home respondents and one child care center respondent said they would have to close if vacancies continued

at their current levels. Three family child care home respondents and one child care center respondents said they would have to close within three months.

Figure 26. While most providers said that they could keep going with their current level of vacancies, three family child care home respondents and one child care center respondent said they could only operate for 3 months at current levels.



Enrollment Challenges

Respondents were able to detail their challenges with enrollment through an open-ended question included in the survey. Respondents were asked what challenges they had experienced with enrollment over the last year. Twenty-two respondents provided answers to this question. Nine respondents either said they couldn't fill their open enrollment slots or discussed the reasons they thought they were experiencing reduced demand for child care:

- *Parents can't afford the cost of care so they go to other programs that are cheaper and now those programs are closing or reducing enrollment. The cost of care has been inflated due to the cost of minimum wage increasing and the cost of goods.*

- *Decrease in enrollments. A lot of families stayed home, and few moved away.*
- *Padres que no califican para subsidy y no pueden pagar [Parents that don't qualify for subsidies and can't pay.]*

Two of the answers specifically mentioned TK expansion as impacting child care enrollments. Other answers mentioned parents being unable to afford care, parents either not working or working from home, parents' fears of Covid, and competition from other daycares as reasons why their businesses were seeing declines in enrollment. The varying answers illustrate the many ways that child cares are economically vulnerable. Multiple threats challenge their ability to stay in business, particularly if they are unable to adjust their services to meet the current needs of the community.

Four respondents mentioned the demand for infant care.

- *Most parents need infant spots and we are limited to how many we can have at once.*
- *Not taking babies anymore and I get a lot of calls for infant space.*
- *Received more infant/toddler care requests, but barely for preschool age care. However, I only provide the program for preschool-age kids 2.5 to 5 years old. Therefore, the enrollment rate of my childcare is still low.*
- *Everyone is looking for infant spots which my two are always full.*

Respondents were then asked what support they needed to help with enrollments. Eight respondents asked for referrals. Three asked for help with marketing and advertising their business. Three asked for better subsidies for parents—presumably to make care more affordable and provide some enrollment stability to providers. In addition, respondents asked for financial support to buy curriculum, update equipment and facilities, and provide transportation for children—all things that would help them compete with school districts. Two respondents mentioned public school programs directly:

- *Being included in offering TK paid for by the state before we all go out of business. Stopping the school districts from taking the three year olds in 2028.*
- *No more laws or regulations that make operation harder, as well holding public schools to the same standards we have to follow.*

Respondents were then asked to describe any other challenges their child cares were facing that might impact their ability to serve children and families. Sixteen responses were provided. Five respondents provided comments related to staffing, for example:

- *Quality is diminishing with new staff that need a year of experience to offer high quality.*
- *Paying staff enough to stay and benefits to keep them.*

Four respondents cited increasing costs of things like food, wages, and supplies putting more financial pressures on child cares. Two respondents mentioned lacking the space they needed to accommodate either serving younger children or mixed ages, and another two respondents mentioned children and families' needs for financial support.

When asked what assistance they need to remain open, 22 respondents provided answers. Many respondents asked for financial assistance, either by generally asking for financial support or asking for money to specifically:

- Increase wages or benefits for staff, including paid time off or payment for when children were absent from care
- Increase subsidies for parents to make care more affordable
- Fund materials, supplies, furniture, and/or expansion

Other responses include requests for help in filling enrollment spaces, advertising and marketing assistance, or help with making it easier for teachers to get their ECE units to comply with regulations.

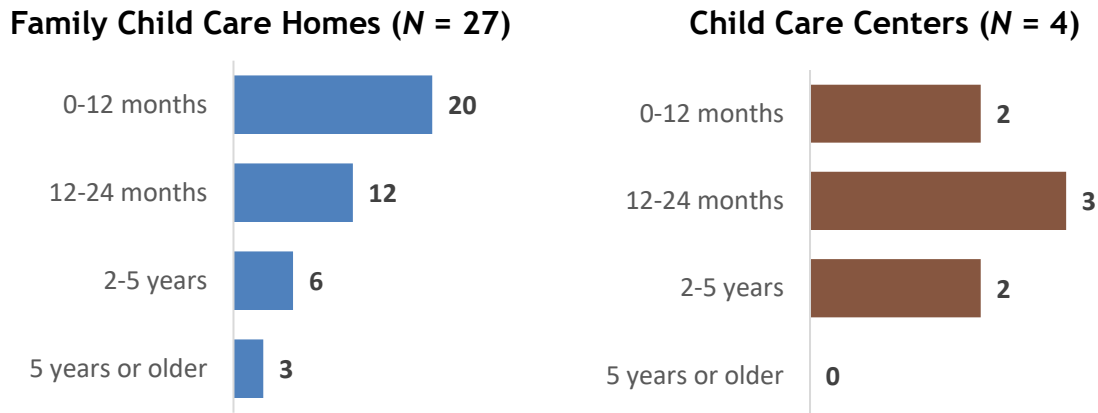
Complete answers to all of the open-ended questions contained in the survey are included in Appendix B.

Waitlists

Another dimension of enrollment patterns is whether wait lists exist at a child care. The survey asked respondents about whether they currently had waitlists and what kinds of care families were waiting for. Forty-four percent of family child care respondents had waitlists; 60%, child care centers.

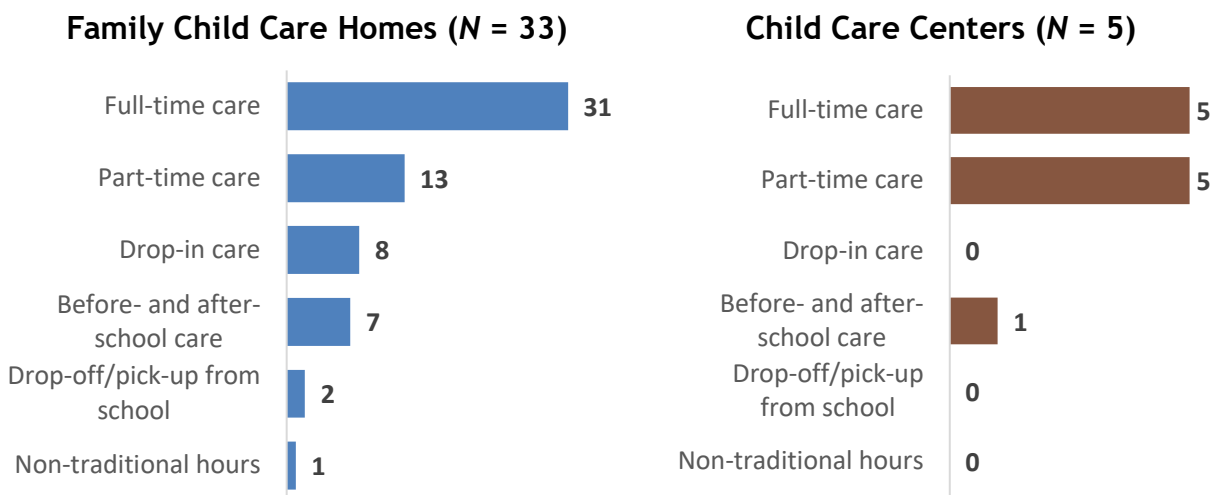
Age groups of children appearing on waitlists are shown in Figure 27. Of the 27 family child care home respondents who answered this question, 20 (74%) of them indicated that families were waiting for infant care. Twelve said that children 12-24 months appeared on their waitlists. Six had children aged 2-5 years, and three had children aged five years and older on their waitlists. Among child care center respondents, two had children 0-12 months on their waitlists, and three had children aged 12-24 months. Two had children 3-5 years, but none had children five years or older on their waitlists.

Figure 27. Children aged 0-12 months and 12-24 months were on the wait lists for most respondents.



Respondents were also asked what type of care the families on their waiting lists were looking for. The survey presented a list of possible answers, and respondents could choose as many as applied to them. Respondents could also choose *Other* and provide their own answer in a text box. Results appear in Figure 28. Nearly all of the family child care homes and all of the child care center respondents answering this question said that families were waiting for full time care.

Figure 28. Nearly all respondents with waiting lists had families waiting for full-time care.

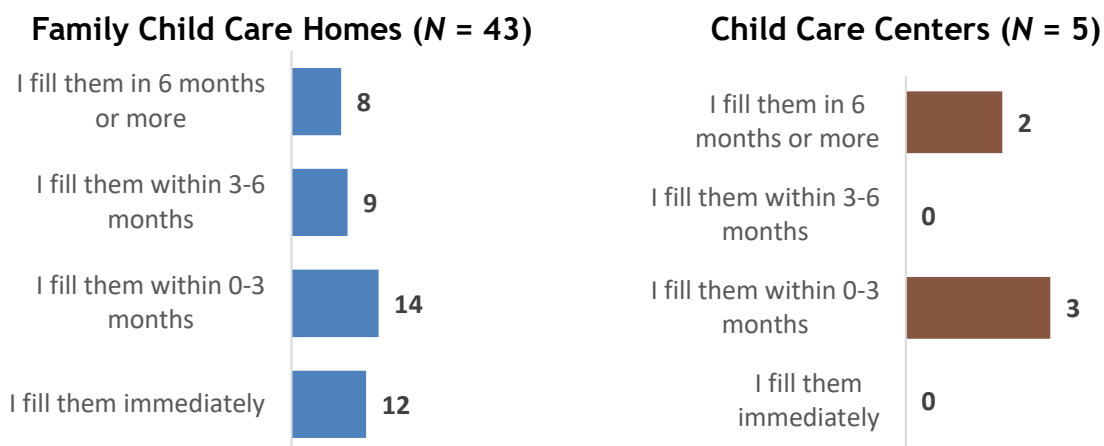


All of the child care centers said that families on their wait list were looking for part-time care, and nearly forty percent of family child care home respondents reported that families on their wait lists were looking for part-time care. Eight family child care home respondents had families waiting for drop-in care availability. Seven family child care home and one child care center respondents reported families waiting for before- or after-school care. Only one family child care home respondent had families on their waiting list for care during non-traditional hours. The two family child care

respondents who chose *Other* both indicated that they had families waiting for care that included transport to or from school.

Next, respondents were asked how long their vacancies generally remained unfilled. Answers spoke to both the demand for child care and the potential financial burden to child cares who have unfilled vacancies for extended periods of time. As shown in Figure 29, family child care home respondents varied in the amount of time they waited to fill vacancies. Eight respondents reported it took them six months or more to fill a vacancy, and an additional nine respondents reported filling vacancies within three to six months. About a third (14) of family child care home respondents filled vacancies within three months, and 12 (28%) reported filling vacancies immediately. Of the five child care respondents who answered this question, three of them filled vacancies within 0-3 months, and two took six months or more to fill vacancies. Results suggest that child care centers find it more difficult to adjust their programs to suit the shifting needs of families looking for care—likely due to the regulations they must follow to operate.

Figure 29. While most respondents reported filling vacancies within three months, some providers had more difficulty.

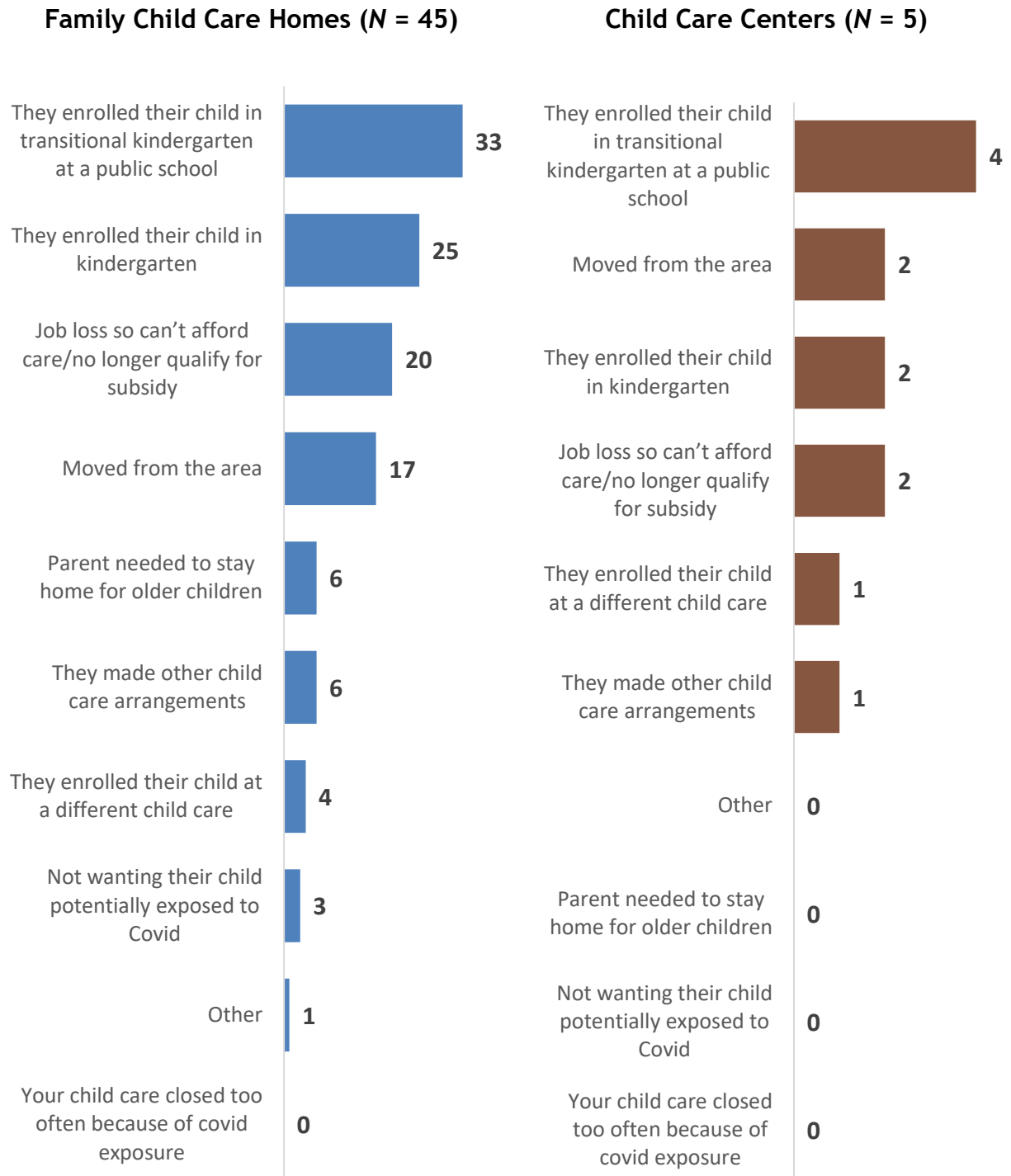


Exits

Survey respondents were asked to share the reasons why families might have left their child care over the past year. A range of options were presented for selection, and respondents could choose as many options as applied to them. They were also able to select an *Other* option and enter more information in a text box. Options covered the lingering impacts of Covid, the expansion of transitional kindergarten programs in the state, economic impacts, and other reasons a family might disenroll from a child care.

For both family child care home respondents and child care center respondents, children leaving to enroll in transitional kindergarten programs in public schools was the most selected reason for disenrollments (Figure 30). No respondents reported families leaving because of frequent closures due to Covid exposure.

Figure 30. The top reason reported for families leaving care was children enrolling at transitional kindergarten programs at public schools.



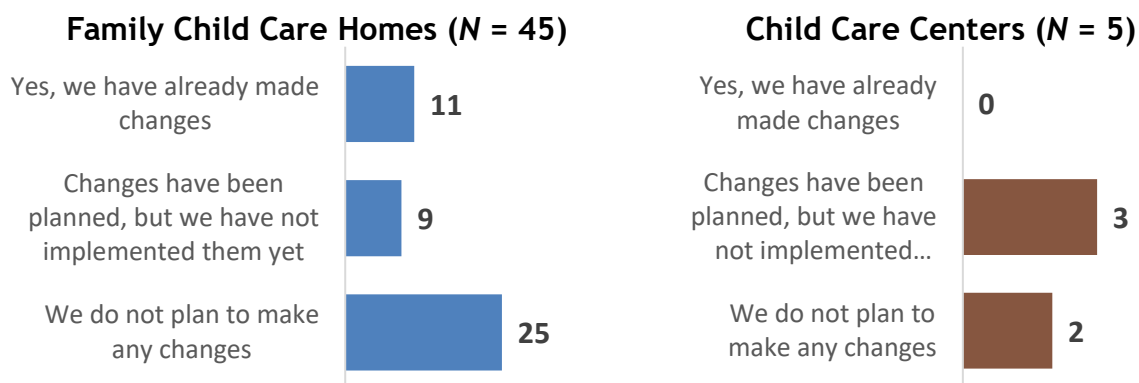
Among family child care home respondents, 33 respondents said parents had disenrolled children to enroll them in transitional kindergarten and 25, to enroll in kindergarten. Twenty selected parents suffering a job loss that impacted their ability

to afford child care, and seventeen said families had moved from the area. Six respondents said that parents stopped care to stay home for older children, and six said they had families make other child care arrangements. Four had families enroll at a different child care, and three said families had left to avoid exposing their children to Covid. One family child care home respondent who selected *Other* noted that a family had left to enroll their child in a free afterschool program.

As stated earlier, the most selected response among child care centers was that families had left to enroll their children in transitional kindergarten programs at public schools (4 out of 5 respondents). Two respondents said families had moved, two said families left to enroll children in kindergarten, and two said families had experienced job losses that impacted their ability to afford care. One child care center respondent said families had left to go to a different child care, and one said families had made other child care arrangements.

Anticipating that expansion of transitional kindergarten might impact child cares, respondents were asked if they had made any changes to their child cares in response to transitional kindergarten expansion. Respondents could indicate that they had already made changes, had planned but not yet implemented changes, or didn't plan to make any changes. Results are shown in Figure 31. Eleven family child care home respondents said they had already made changes. No child care centers reported making changes. Nine family child care homes and three child care centers said that they had planned changes but had not yet implemented them. Most family child care respondents (25) said they didn't plan to make any changes. Two child care centers indicated that they did not plan to make changes in response to transitional kindergarten expansion.

Figure 31. Many child cares did not plan to make changes in response to transitional kindergarten expansion.



A follow-up question asked respondents who were making changes to their child cares due to transitional kindergarten expansion to provide more information about the changes and impacts of the expansion on their business. Within the 21 responses

provided, three types of changes child cares were making in response to TK expansion emerged through survey responses:

1. Shifting their focus to serving younger children.
2. Adding more focus on education to their programs.
3. Expanding their hours or services (like adding an after-school component) to attract more enrollments.

Four respondents said that they were serving fewer children overall. Nine respondents mentioned shifting their focus to serve either infants or younger children than they had served before. The impacts of this meant that teacher-child ratios were reduced, which caused some concerns for respondents:

- *It has gutted our 4 year old program. It is unclear if we will survive without them. We are trying to gear up for more 0-3 children but with inexperienced teachers this is going to be a quality nightmare.*
- *We have had to take younger children and have had to lower student to teacher ratios to continue to provide quality care.*

Four respondents said they were focusing more on learning than play or were adding pre-kindergarten curriculums to their programs:

- *We started a pre kinder program to get the kids to stay longer*
- *We've added TK curriculum and learning times in our schedule*

Finally, some respondents mentioned adding extra hours to their program or enrolling children after-school in order to get more enrollments. Complete answers to all of the open-ended questions are included in Appendix B of this report.

Grant Opportunities and Other Assistance

Earlier in this report, survey results showed the financial pressures being experienced by child care providers, and the needs that some of them had to invest in their businesses to make changes that would help meet current child care demand. The survey asked respondents if they were aware of or had applied for state and local child care infrastructure and expansion grant opportunities that might help in these areas. Eighty-one percent of family child care home respondents ($N = 47$) and 75% of child care center respondents ($N = 4$) said they were aware of them. Seventy-two percent of family child care respondents and 75% of child care center respondents said that they had applied for child care infrastructure and expansion grant opportunities.

Respondents who had applied for grants were then asked to describe how funding had impacted their programs via an open-ended question. Thirty-six respondents provided answers to the question. Among those responses, two had not applied for any funding, two applied but did not receive any funding, and three had applied but were still waiting.

Twenty respondents either indicated that the grants were helpful or listed the specific ways that the grants had helped them:

- *It helped me get preschool cubbies, chairs and tables.*
- *It has made my program better, was able to upgrade some appliances that's were not working for my childcare*
- *They have allowed me to purchase playground equipment*
- *It helped take care of some purchases I would not have otherwise been able to afford.*

An additional three respondents said that the grant funds helped them either apply for or obtain a license to expand and serve more children. Three respondents mentioned that the grant funds had helped them stay in business for another year. One respondent mentioned that the process for applying was difficult, particularly when they were down employees. Another respondent received funding but has not been able to find a contractor willing to do a job so small.

The last open-ended question asked respondents if there was any other support that they needed. Of the twenty-three responses provided, five asked for material assistance, such as:

- *Playground equipment*
- *Always! Support with learning development, curriculum, art supplies and infant development*
- *PPE supplies have been very helpful the past few years. We are still seeing so many viruses in our programs*

Five respondents asked for other types of financial assistance:

- *we need more funding to improve the children experiences*
- *Just financial support to pay my teachers more money.*
- *More grants [2]*
- *continued educational support families, providers and staff. as we are getting, Thanks for that. Competitive pay and benefits compared to other business, so we don't keep losing our staff to other companies.*

Four asked for training or professional development opportunities. Even with declining enrollments, rising prices, and other economic pressures that child cares are facing, four respondents asked for help in expanding their businesses. Two of the four wanted help expanding their family child care home into a child care center:

- *capacitacion y recursos para transicionar de FCC a abrir un centro [Training and resources to transition from FCC to opening a center.]*

- *deseo hacer mi FCC en un Centro [I want to make my family child care home into a center.]*

Universal Prekindergarten (UPK)

Universal Prekindergarten (UPK) is a term that encompasses many programs providing education to three- and four-year-old children in the one to two years before they enter kindergarten. UPK includes transitional kindergarten (TK) programs delivered through local education agencies (districts and charter schools), California State Preschool Programs (CSPP), Head Start, private and community-based preschool programs, early learning services for students with disabilities, and expanded learning programs for young children.

The California State Budget for 2021-22 included funding for education programs that altered the landscape of child care and early education in the state through:

- The Universal Pre-Kindergarten (UPK) Planning and Implementation Grant Program, which will gradually expand transitional kindergarten programs at local education agencies (LEAs) until they are available to every four-year-old by 2025-26. Transitional kindergarten can be provided in public school TK classrooms, California State Preschool Programs (CSPP), or Head Start. Note that although districts will be required to offer TK to all eligible students by 2025-26, parents can enroll their children in any pre-kindergarten program of their choice.
- The Expanded Learning Opportunities Program (ELO-P) will support LEA-provided afterschool and intersessional expanded learning opportunities for unduplicated students in grade levels TK through grade 6.

By increasing LEA-based transitional kindergarten and school site CSPP programs, school districts are increasingly enrolling students who would have been enrolled in other child care programs. In addition, school-aged children who might enroll in before- or after-school care through private providers are more likely to find space in their school district's expanded learning program.

UPK Planning at Yolo County School Districts

UPK implementation began in 2021-22, when the state made funds available for local education agencies (LEAs) to plan and recruit staff to support the effort. Each year, transitional kindergarten age requirements change to include more children until 2025-26, when all children who turn four by September 1 of the school year will be eligible to enroll (Table 16).

Table 16. TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021-22	2022-23	2023-24	2024-25	2025-26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 2 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size*	24	24	24	24	24

SOURCE: Universal Prekindergarten Planning and Implementation Grant Program - Planning Template. December 17, 2021. California Department of Education.

** Average class size across the school site*

***Subject to future legislative appropriation*

All LEAs were required by California Education Code to submit their plan for transitional kindergarten expansion to their governing boards on or before June 30, 2022. Board presentations were downloaded and analyzed for public school districts in Yolo County. Although the state provided a template to help LEAs in their planning efforts, not all LEAs chose to include the template contents in their board presentations. Information in this report used content from the planning templates when available and other board materials when the planning template itself was not made public. All district UPK presentation materials are included in Appendix C.

Enrollment and Projected Enrollment

The California Department of Education publishes data around kindergarten and transitional kindergarten enrollment at the state, county, and local levels from 2013-14 onward. As of the writing of this report, data was available up until the 2021-22 school year. Note that annual enrollment data is collected on the first Wednesday in October and represents enrollment numbers as they stood on that day.

Figure 32 displays countywide TK annual enrollment from 2013-14 through 2021-22 along with projected TK enrollments taken from Yolo County district UPK plans. Davis Joint Unified, Esparto Unified, Washington Unified, Winters Joint Unified, and Woodland Joint Unified yearly TK enrollment projections were totaled to produce countywide projections.

In 2013-14, there were fewer than 250 TK enrollments countywide. In the years leading up to the pandemic, TK enrollments increased and were between 346 and 392 up until the first year of the pandemic in 2019-20, when they increased further to 424 students. Note that enrollment data in the 2019-20 school year was collected before the pandemic and the statewide school closures. Then, in 2020-21, when schools were educating students via distance learning, TK enrollment numbers fell dramatically to 301 students. When school campuses re-opened in 2021-22, enrollment increased to 384 TK students.

Projections provided by the school districts (charter and Yolo County Office of Education projections are not included) estimate that transitional kindergarten enrollments will see a 360% increase by 2025-26.

Figure 32. Countywide, district projections estimate a 360% increase in transitional kindergarten enrollments countywide.

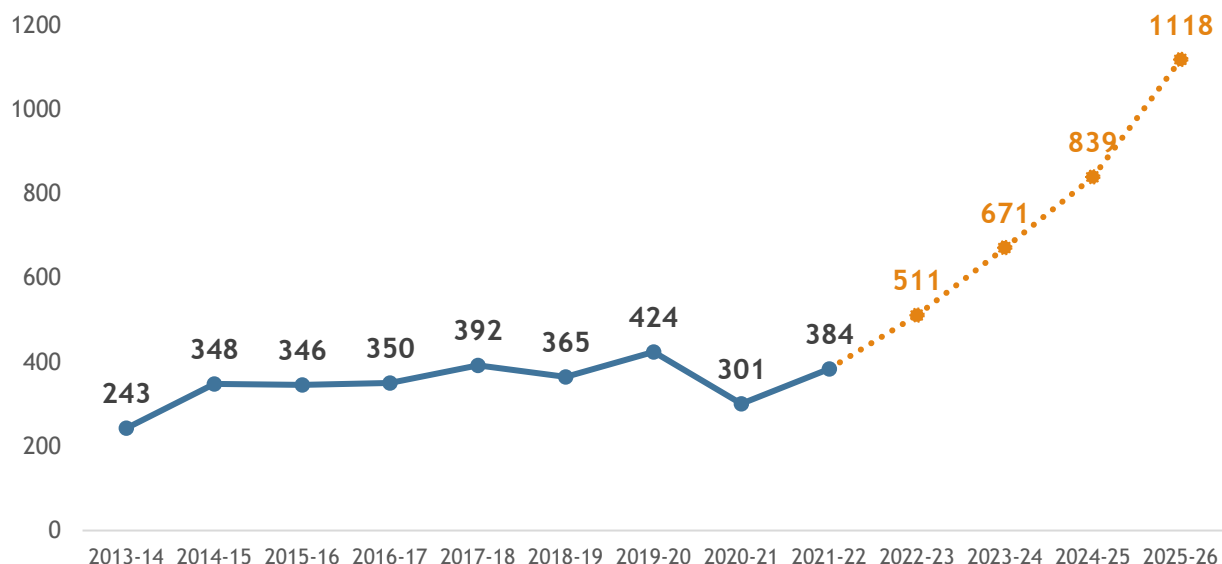


Table 17 shows a district-level comparison of 2021-22 transitional kindergarten enrollment, projected enrollment in 2025-26, and the percentage change. The 2021-22 enrollment data represents annual enrollment data published by the California Department of Education. All districts expect to more than double their TK enrollments by 2025-26. While the smaller districts, Esparto Unified and Winters Joint Unified, show the least percentage change (152% and 135%, respectively). The larger districts also projected the largest percentage changes in transitional kindergarten enrollment, with Woodland Joint Unified expecting a 193% increase, Washington Unified expecting a 207% increase, and Davis Joint Unified expecting a 227% increase.

Table 17. Districts expect to experience large increases in the number of transitional kindergarten enrollments by 2025-26.

District	2021-22 Annual TK Enrollment	Projected 2025-26 TK Enrollment	Percent Change
Davis Joint Unified	66	216	227%
Esparto Unified	21	53	152%
Washington Unified	94	289	207%
Winters Joint Unified	60	141	135%
Woodland Joint Unified	143	419	193%

Figure 33 displays district-level annual enrollment in transitional kindergarten programs and projected enrollments taken from district UPK planning templates or other information presented to governing boards in fiscal year 2021-22. Note that some districts will serve additional children through other programs, such as CSPP, and the charts include only transitional kindergarten enrollments and projected enrollments.

Figure 33. Districts expect Transitional Kindergarten enrollments to increase sharply between 2023 and 2025.

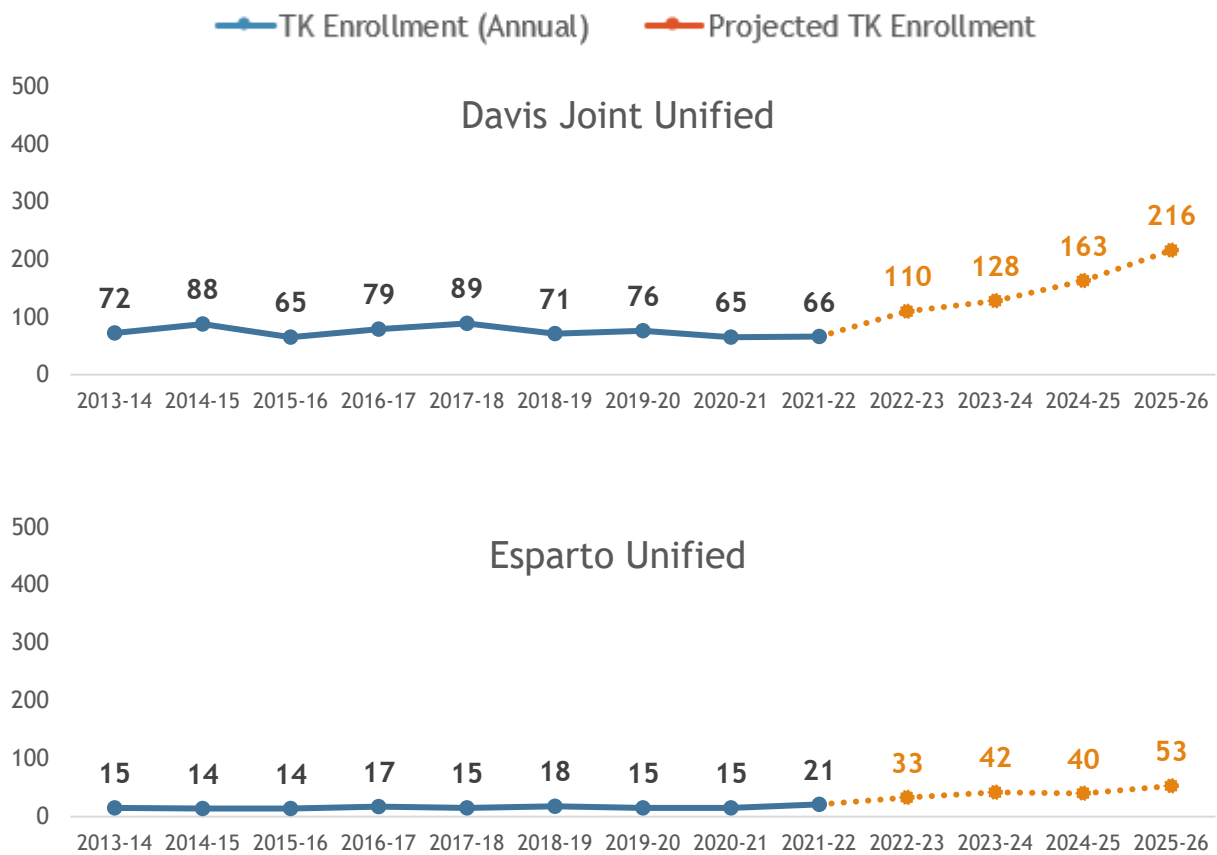
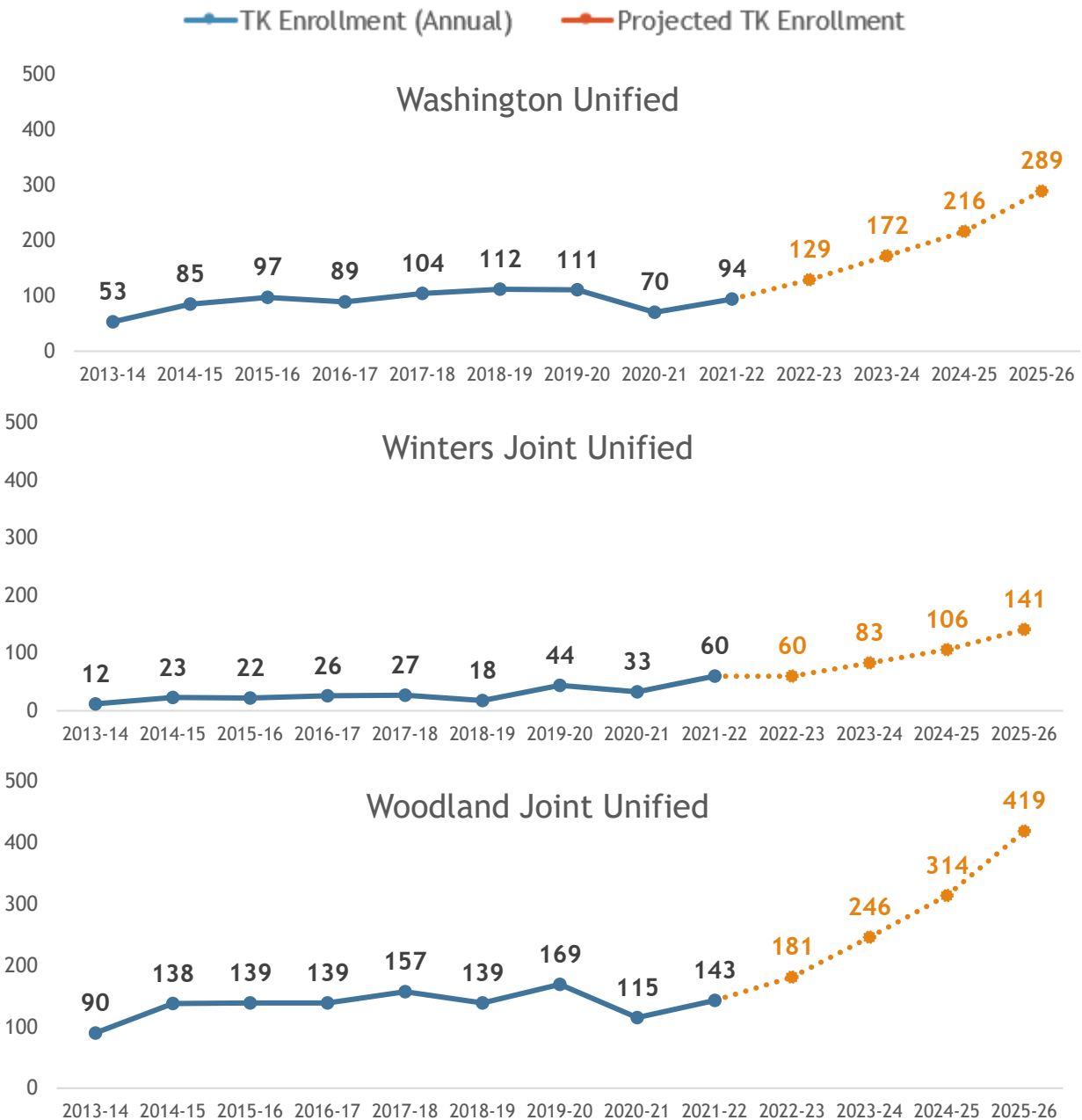


Figure 33. Continued.



Staffing and Classrooms

In addition to projecting increased enrollments, districts were also asked to plan for staffing and space to accommodate the increase in enrollments. Estimated needs for staff and classrooms were included in the UPK Planning Template provided by the CDE. All districts except for Washington Unified included the completed planning template in the materials presented to their governing board. Information on Washington Unified’s need for teachers and classrooms comes from a presentation submitted to their board on December 9, 2022.

Because increases in TK enrollments will need to be supported by teachers and classroom-based support staff, it is important to compare the qualifications required to teach in different child care settings to fully understand the extent to which districts, child care centers, and child care homes compete with each other when hiring staff. Table 18 outlines the major requirements for teachers and other positions in these settings.

Table 18. Qualifications required for different early learning settings.

Setting	Position	Requirements for All	Requirements when receiving state subsidies
Family Child Care Home	Provider	18 years or older	N/A
	Assistant	18 years or can be 14-17 years old if under direct supervision of provider at all times	N/A
Child Care Centers	Program director	12 ECE units (core) + 3 administration units	BA + 24 ECE units + 6 administration units + 2 adult supervision units
	Site Supervisor	12 ECE units (core) + 3 administration units	AA or 60 units with 24 ECE units + 5 administration units + 2 adult supervision units
	Master Teacher	12 semester units in ECE/CD and 6 months of experience	All requirements for Teacher position + 6 ECE units in specialization + 2 adult supervision units
	Teacher	12 semester units in ECE/CD and 6 months of experience	24 ECE units + 16 general education units
	Associate Teacher	12 semester units in ECE/CD and 6 months of experience	12 ECE Units
	Teacher Assistant	18 years or older and work at all times in the presence of a teacher	6 ECE Units
	Teacher Aides	18 years or older and work at all times in the presence of a teacher	
Transitional Kindergarten	Teacher	Teaching Credential + one of the following: 24 units in ECE/CD, OR Professional experience in a classroom setting with preschool age children comparable to 24 units of education described above, OR Child Development Teacher Permit issued by the CTC	

ECE: Early Childhood Education; CD: Child Development; CTC: Commission on Teacher Credentialing

Family child care homes operate under California Administrative Code, and qualifications for providers and assistants are found under Title 22. Child care centers also operate under Title 22, but staff must have more qualifications. For example, a child care center teacher must have 12 semester units in early childhood education (ECE) and/or child development (CD) under Title 22. Staff in family child care homes have no educational requirements.

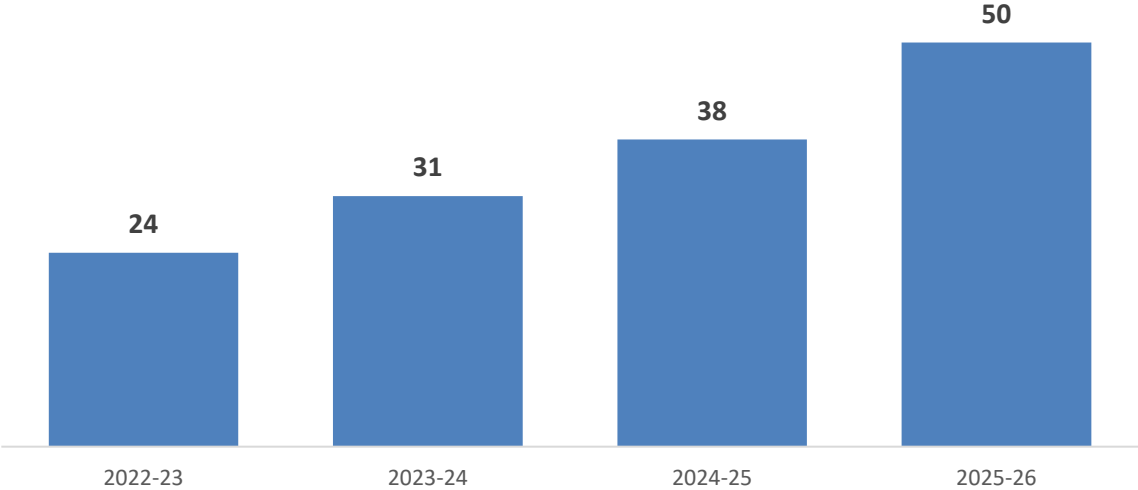
When child care centers receive state subsidies, requirements for staff become even more stringent. For example, a teacher in a child care center under Title 22 must have 12 semester units in ECE/CD and six months of experience. If the center is receiving state subsidies, then they must also follow Title 5 requirements under California Education Code, which specify that teachers in child care centers must have 24 ECE units and 16 general education units.

District transitional kindergarten staff are required to hold a teaching credential, which means they have a bachelor's degree in addition to the requirements needed to earn a credential. Transitional kindergarten teachers are also expected to have education or experience that qualifies them to work with the pre-kindergarten age group.

School districts in Yolo County will need to add teachers and other staff (teacher's aides, paraeducators) quickly in order to support increased TK enrollments over the next several years. Salaries, benefits packages, employment stability, and robust unions are all reasons why child care center teachers might choose to continue their education and shift to teaching in a public school district after gaining some experience and ECE units at child care centers.

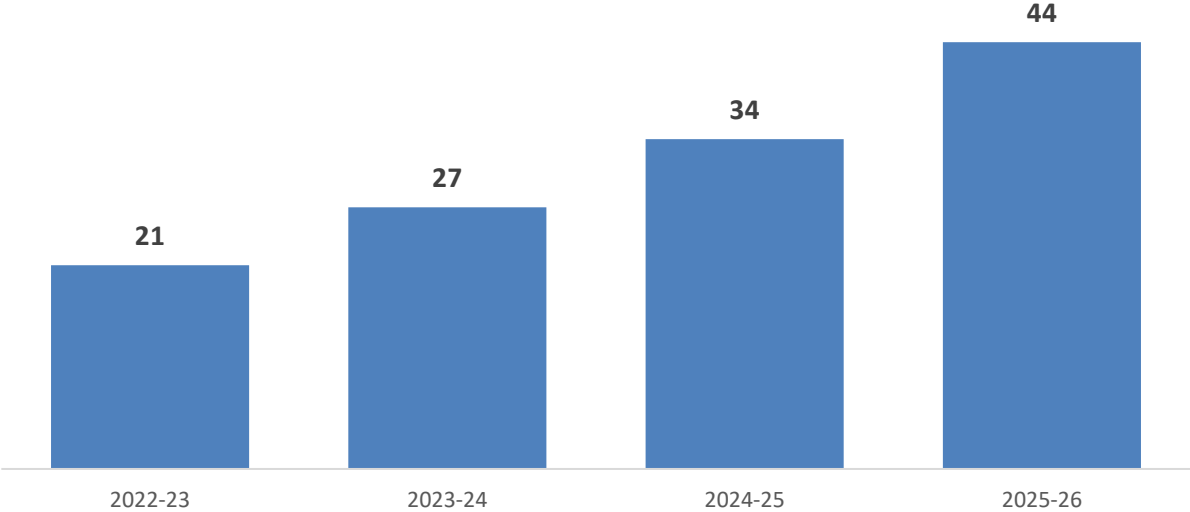
Districts estimated the number of transitional kindergarten teachers they would need each year to support enrollment within their UPK planning templates. Numbers were collected from the planning templates for Davis Joint Unified, Esparto Unified, Washington Unified, Winters Joint Unified, and Woodland Joint Unified and are presented in Figure 34. In 2022-23, districts had a total of 24 teachers in transitional kindergarten classrooms. By 2025-26, they estimated needing 50 teachers total. Although districts have been experiencing hiring shortages for a number of years, the districts in Yolo County will need retain their current teaching staff and hire 26 additional transitional kindergarten teachers to meet the demands of Universal Transitional Kindergarten.

Figure 34. Districts estimate the need for an additional 26 teachers to support universal transition kindergarten.



The UPK planning template also directed districts to plan for their need for teacher’s aides. Numbers were collected and totaled for the same districts and are shown in Figure 35. Note that Washington Unified did not submit their planning template to the board, and their presentation materials specific that they would hire para-educators to help staff transitional kindergarten classrooms.

Figure 35. Districts will need 23 additional classroom staff to support transitional kindergarten teachers by 2025-26.



Conclusion

Like child cares throughout the state, Yolo County child cares face significant challenges coming out of the Covid pandemic while simultaneously adjusting to seismic shifts in the child care market due to universal pre-kindergarten expansion.

- Child cares will need significant support in planning changes that will make them viable in a new child care landscape.
- Even with support, child cares are still challenged by a difficult economic reality: families need affordable child care while child care workers need fair compensation.
- Regulations that dictate adult-child ratios for different age groups and the types of qualifications needed by child care staff present additional challenges to an already difficult puzzle.
- Competition with school districts for enrollments and staff adds more pressure by shrinking the pool of potential staff members at the same time it reduces the number of four-year-old children needing care.
- In addition to the difficulties facing child cares, the data suggests that significant challenges exist in serving preschool-aged children with disabilities. The fact that districts showed poor outcomes for students with disabilities in grades K-12 on the 2022 California School Dashboard underscores the importance of support for students with disabilities in early education programs.

Appendix A. Child Care Survey Instrument

Appendix B. Responses to Open-Ended Questions

Appendix C. District Universal Pre-Kindergarten Planning Information