Trinity County

Local Child Care Planning Council

Needs Assessment: 2023-2028

Submitted November 2024

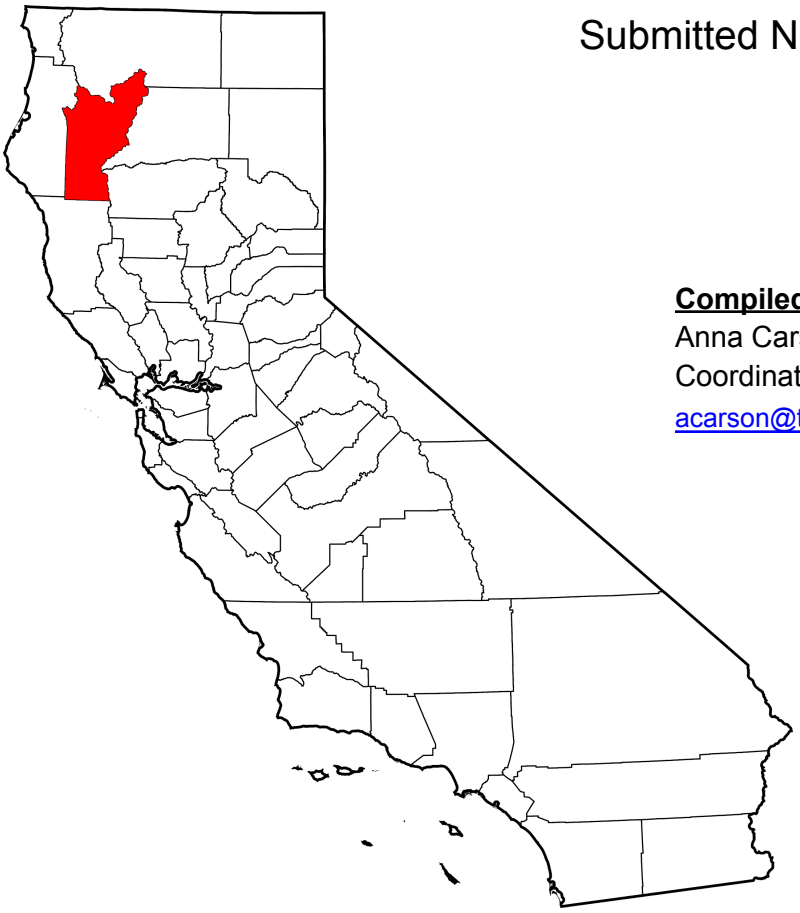

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Table of Contents

INTRODUCTION

Role of Local Child Care Planning Councils 3
Importance of Child Care/Early Education 4
Components of High-Quality Care 7

SECTION 1: COUNTY SNAPSHOT

Geography & Demographics 8
Age Distribution 10
Race/Ethnicity & Language 11
Language 12
County Health Ranking Snapshot 12

SECTION 2: CHILDREN AND FAMILIES

Children in Poverty 14
Families and Children Utilizing Public Assistance 15
Children with Special Needs 15
Children Served in Child Protective Services 18

SECTION 3: CHILD CARE IN TRINITY COUNTY

Child Care Program Settings 19
Child Care Capacity By Age & Setting Type 20
Parent Identified Need for Child Care 22
North State's Systematic Approach to Improve Quality Early 22

SECTION 4: CHALLENGES TO PROVIDING QUALITY CHILD CARE

Challenges to Quality Child Care for ALL 24

SUMMARY AND KEY AREAS FOR CONSIDERATION 25

Appendix A: California County Local Child Care Planning Council Needs Assessment Template: CCD 17

INTRODUCTION

Role of Local Child Care Planning Councils

Recognizing the growing need for comprehensive childcare solutions, California took a large and significant step in 1991 by establishing the Local Child Care and Development Planning Councils (LPCs). These Planning Councils were created to address the impact of a growing number of working families on local childcare supply, assess each county's unique childcare and early education needs, and enhance the availability and quality of these services.

Between 1997 and 1999, California Assembly Bill 1542 and the California Education Code further defined the structure and role of Local Child Care Planning Councils. LPCs were mandated to conduct childcare needs assessments at least every five years and include a range of specific data elements.

The Trinity County Local Child Care Planning Council is a collaboration of consumers, service providers, public agencies, and other community representatives working together to assess and coordinate the delivery of quality childcare services and programs. This *Trinity County Child Care Needs Assessment* is a 5-year plan adopted by the Trinity County's Local Child Care Planning Council and includes all of the state-required data elements as well as local evidence, statistics, and survey results. Whenever feasible, uniform data sources (those generally used by childcare planning councils statewide) were accessed. In addition, this report utilizes local data sources to provide localized context for a comprehensive picture of the County. ***The Needs Assessment is intended to guide the Local Child Care Planning Council, and others, in strategic planning. It may be used by any local organization, individual, or grant writer to advocate for additional services to Trinity County families and children.*** It is rooted on the LPC's mission, vision, and guiding principles.

> **The Mission**: *To lead county-wide collaborative planning, action, and advocacy; to make affordable quality child care available to each family in Trinity County; to support quality education for providers; and to advocate for inclusion of child care in community plans.*

The Vision: *All children in Trinity County will have access to quality, equitable, and affordable childcare that promotes a child's health and developmental needs.*

Local Child Care Planning Council's Guiding Principals

1. Respect and sensitivity are offered to Trinity County families and we strive to promote childcare options that respect family values and identity.

2. Decisions are based on the most accurate and current information, with input from stakeholders, to fulfill our responsibilities to children.

3. High-quality care is a cornerstone of a child's health, well-being, and future success.

4. New ideas and a growth mindset are necessary to guide the council's processes, to reach the best outcomes possible.

5. High standards of professional conduct will be upheld in our work and our representation of the Local Child Care Planning Council.

6. We serve as a communication conduit among a wide variety of community groups and stakeholders.

7. Advocacy of and promotion of the profession of child care, and quality child care and development programs for all children

Importance of Child Care & Early Education

The significance of childcare is vital to the socioeconomic fabric of a community. Dependable and steady childcare programs enable caregivers to gain employment, participate in training programs, work toward self-sufficiency, and contribute to the vitality of the community. Additionally, childcare is an income-generating, job-creating industry that makes a vital contribution to the local economy. Childcare and early education dollars move multiple times through local businesses, contributing to the economic resilience of a community.[1]

[1] Partnership for America's Economic Success, Pew Charitable Trust, Issue Brief #13, January 2010

The fastest period of a child's development happens in the early years (from prenatal to age five), and recent research has focused on the connection between children's early experiences and their successful long-term development. By nine months, differences in cognitive, social, behavioral, and health outcomes are already visible and grow larger by age 24 months.[2]

Children who receive engaging, responsive, and consistent care from parents and other caregivers in their early years are more likely to experience positive outcomes in all three key areas of development: cognitive, emotional, and social development. Research consistently shows that when children are nurtured with stable and supportive relationships, their brains develop more effectively, improving learning, behavior, and resilience throughout their lives. This type of care also enhances the child's ability to form healthy attachments, which plays a key role in their mental and physical well-being. In addition to positive relationships, language development is an important foundation of future learning. A robust vocabulary in young children improves all areas of communication for life, including listening, speaking, reading, and writing.

Researchers in child development agree that by age four, 85% of a human's core brain structure has been developed. This highlights the importance of high-quality early learning programs and the critical component parents and early educators play in the future life outcomes of children.

The benefits of investing in quality childcare and early education programs are recognized by childcare professionals, as well as by neuroscientists, business leaders, psychologists, criminal justice experts, and health professionals. Employers find that strong and stable early childhood programs reduce absenteeism and increase productivity, recruitment, and retention of employees.

Economists have found that high-quality early childhood education offers one of the highest returns of any public investment– more than $7 for every dollar spent.[3] Research from Harvard posits that children who attend high-quality early childhood education programs experience lasting benefits, such as being less likely to need remedial education, having a higher chance of graduating from

[2] Cognitive and Emotional Well-Being of Preschool Children; Journal of American Medical Association Nov. 2023
[3] Invest in Early Childhood Development, Reduce Deficitis, Strengthen the Economy: Heckman Equation 2023

high school, and being more likely to attend college or secure higher-paying jobs later in life. Additionally, these children show a decreased likelihood of engaging in criminal activity, substance abuse, and teen pregnancy. This is supported by longitudinal studies from programs like Head Start and Perry Preschool, which demonstrate that early education can positively influence long-term academic and social outcomes. [4]

There is also a strong link between high-quality care and school readiness. High-quality early education is linked to improved school readiness. Children who regularly attend such programs tend to develop better social skills and they also enter kindergarten with enhanced self-regulation, focus, persistence, and confidence, which helps lay the foundation for success throughout their K-12 education. Studies show that these early advantages contribute to better academic outcomes and social adjustment in later years.



Photo: Hayfork School Readiness Program

[4] The Lasting Payoff of Early Ed; Harvard Graduate School of Education. Nov 2017

Components of High-Quality Care

A **high-quality early learning environment** can occur in a variety of settings; at home, in a family daycare, at a center based facility, or through a preschool program.

The components of high-quality early learning for *any* setting include:

- **Physical**
  Opportunities for large movement, gross motor skills, and fitness.

- **Cognitive**
  Time for problem-solving, numerical reasoning, and reading.

- **Emotional**
  Strategies for regulating emotions, and modeling what empathy looks and sounds like.

- **Social**
  Developing foundational skills that will be used throughout their academic, professional, and personal lives.

Section One: County Geography & Demographics

Geography and demographics need to be reviewed when exploring childcare needs because they help identify the specific characteristics of a community. The family structure, income levels, age distribution of children, the infrastructure supports, and distances between services—all directly influence the demand for and access to childcare services. Understanding these factors allows policymakers and service providers to tailor childcare programs that address the unique needs of a community.

Trinity County is federally designated as a "Frontier" county.

Trinity County is nestled in the rural and remote landscape of northern California and is among one of the most rugged terrains in the state. The geography is dominated by high alpine mountains, diverse conifer forests, scenic waterways, and abundant micro-ecosystems that support a variety of plant and animal life. The county is noted for its natural resources, with more than 75% of the land now being owned, operated, and managed by federal agencies, namely the USDA Forest Service and the Bureau of Land Management. Within its 3,200 square miles, Trinity County contains tremendous natural beauty, ecological diversity, and a rich history of Native American and frontier settlement patterns.

100% of residents live in low population density areas.

While Trinity County's physical footprint is in the top 30% of California for its size, it has one of the lowest rankings for population density in the state. Data shows the county population to be about 16,000, which equates to approximately 4 people per square mile. For localized comparison, our neighboring county of Shasta reports 46 people per square mile, and Humboldt County reports 38 people per square mile. Census data released for 2020, revealed an increase in population for the first time in decades, showing the county has experienced a 23% population increase between 2010 and 2020. Worth noting, is the historic "boom and bust" population cycle of Trinity County that is connected to natural resource industries. First mining, then logging, and most recently cannabis. It is the belief of the Local Child Care Planning Council, that the population boom revealed in 2020 has already cycled to a bust, due to the rapid changes in the cannabis industry.

All of Trinity County's towns and communities are unincorporated. The county seat of Weaverville holds about 50% of all residents and serves as the administrative hub of the region. Other concentrated populations can be found in Hayfork, Lewiston, and Post Mountain. The significant population increase between 2010-2020, was concentrated in the Post Mountain region and is the catalyst for the supervisorial redistricting that is currently underway.

People living in Trinity County often experience challenges associated with infrastructure– namely roads. The physical geography and mountainous topography combine to limit the number and quality of roads within the region, with winter snow and icy conditions often creating difficult obstacles, unpredictable time delays, and dangerous traveling conditions. On the seasonal flip side, Trinity continues to undergo catastrophic wildfires that amputate communities from established roadways, often with no alternate route. Due to our geographically spread-out population, transportation challenges throughout the year make it harder to access services, programs, and schools. This issue is exacerbated by the area's remote nature, where limited infrastructure and long travel distances increase the difficulty of accessing essential resources.



Age Distribution

The median age of Trinity County residents is 52.5, considerably older than the California median age of 36.7. The number of people aged 65 and older in the county is 28%, compared to a statewide average of 15%.

The median age of Trinity County residents being significantly older than the state average is an important factor in early education planning for several reasons. An older population may result in fewer young families and a reduced demand for childcare services, which could lead to under-resourced programs or closures of childcare facilities. Additionally, with a higher median age, there may be a smaller workforce to staff early education centers, as well as challenges in maintaining or recruiting new educators.

This demographic shift is also significant because older populations often have different economic and social needs, which can affect funding priorities for early childhood education programs. Research from the *National Association for the Education of Young Children* (NAEYC) and other early childhood development organizations highlights that understanding local demographics is crucial for creating responsive and sustainable education initiatives.

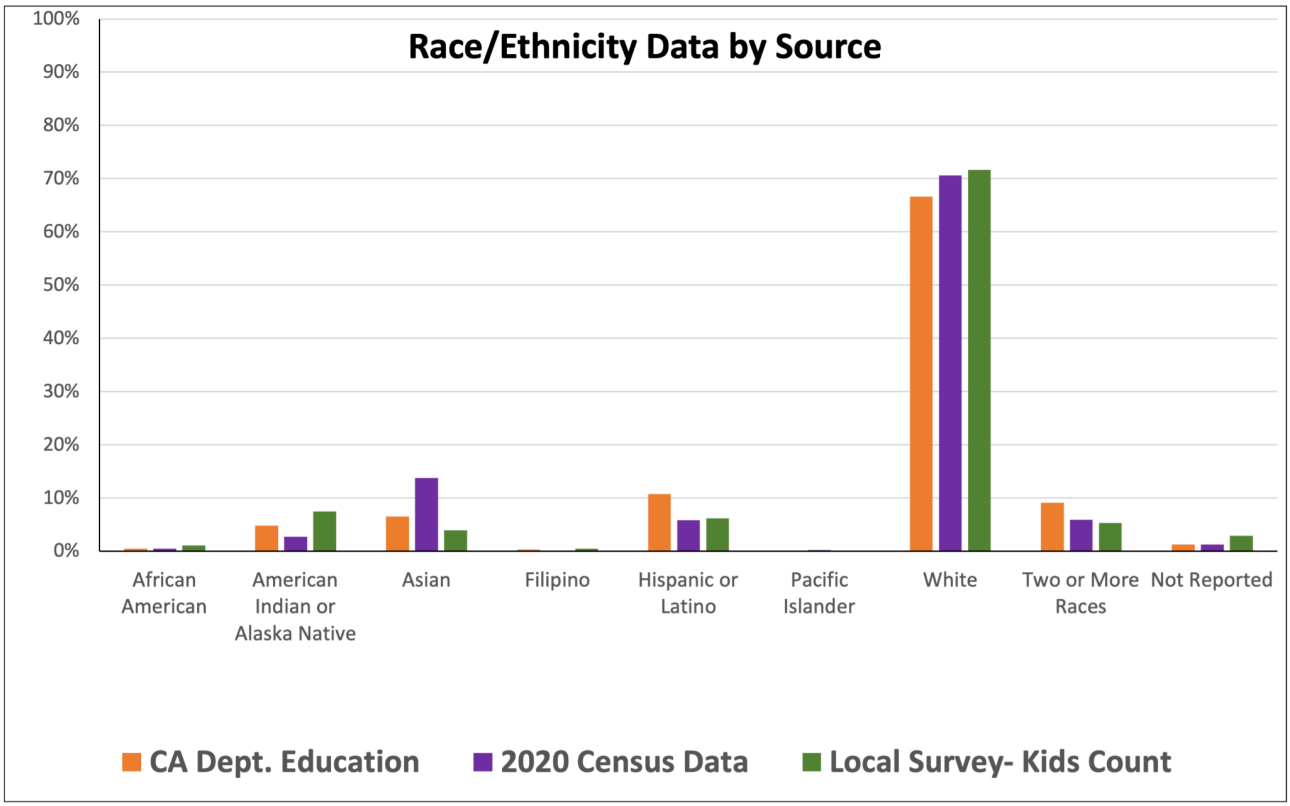
Trinity County Age Distribution Compared to California

Years of Age	Trinity County		California
	#	%	%
All Ages	16,112	100.0	100.0
Under 5	741	4.6	5.5
Under 18 Years	2,787	17.3	22.5
Over 65 Years	4,560	28.3	14.8

Source: U.S. Census Bureau 2000 -American Fact Finder QuickTable

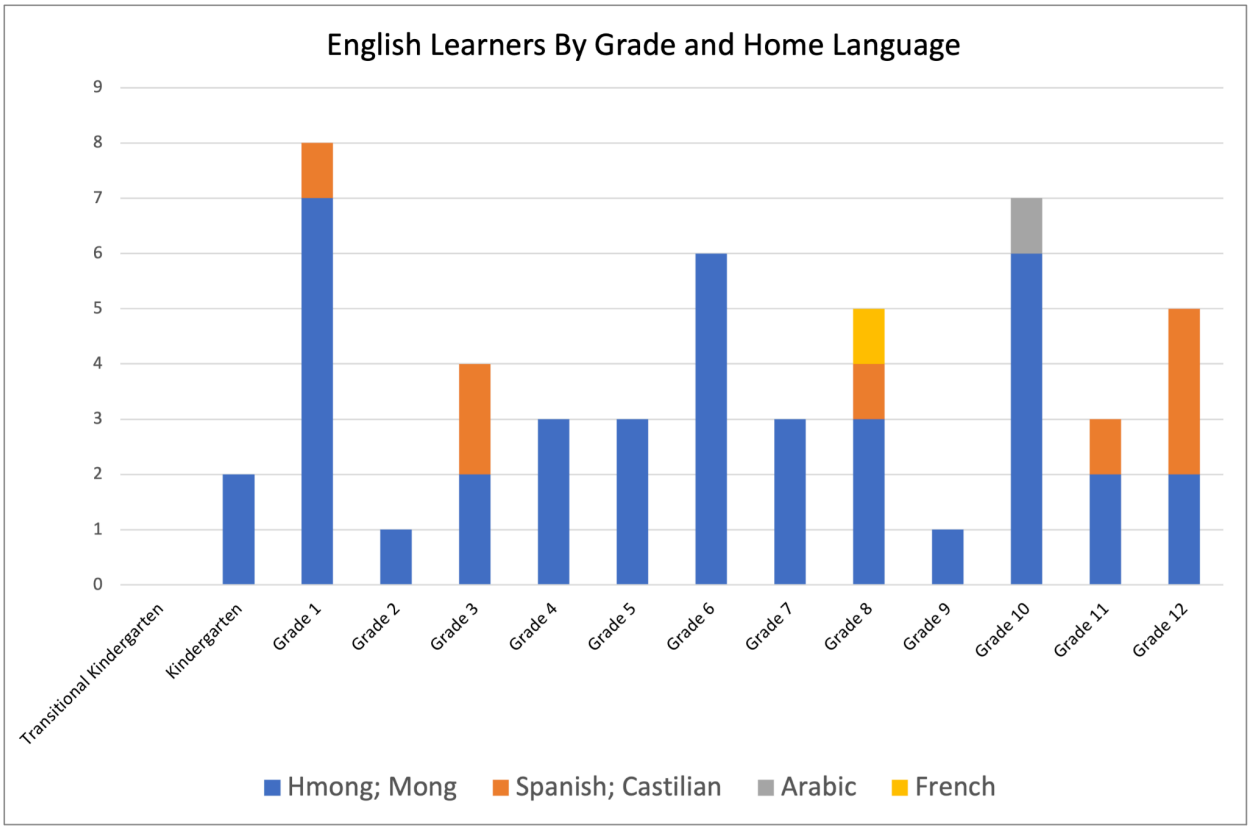
Race & Ethnicity

Understanding the racial and ethnic composition of the county helps tailor early childhood education programs to the diverse needs of the community. Trinity County residents are predominantly white, at about 86% of the total population. The other notable group is American Indian/Alaska Native. This cohort comprises over 5% of the county population, which is more than 3 times the state average. For example, the higher percentage of Native American children may require culturally relevant curricula, language support, or specific outreach to ensure that these children and their families are aware of and can access early education resources. The chart below showcases several data sets to help identify the racial and ethnic composition of Trinity County. The California Department of Education data is for K-12 enrollment, and the Kids Count data captured children 0-12 years of age.



Language

In the 2023-2024 academic year, the California Department of Education showed the total number of English Learners and Fluent English Proficient Students in Trinity County public schools (kindergarten through grade 12) to be 51. Multilingual language learners make up about 6% of the total student population.



Source: California Department of Education

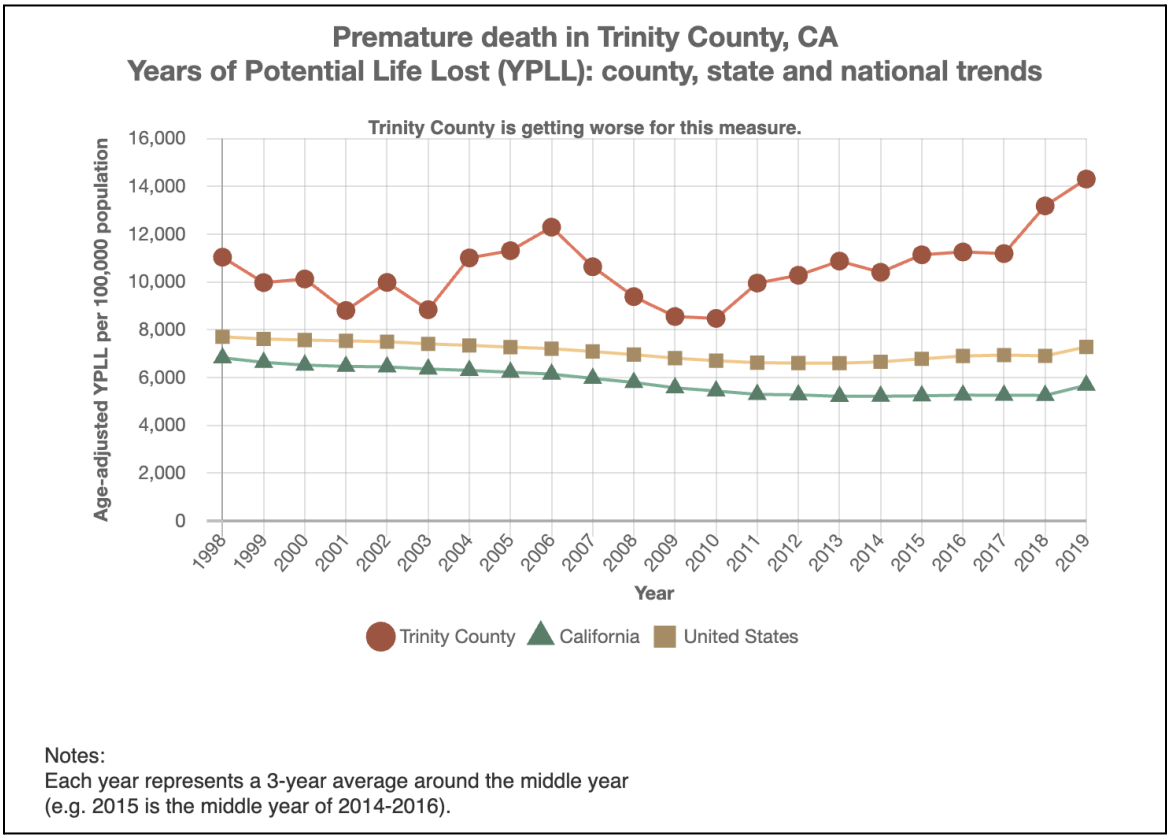
County Health Ranking Snapshot

The *County Health Rankings and Roadmaps* program provides essential data on community health, and in the case of Trinity County, ranks as the least healthy county in California, according to the latest data from 2018-2020. This information is important for early education planning because the overall health of a community is closely linked to the well-being and development of its children. Poor health outcomes in areas such as nutrition, prenatal care, mental

health, and chronic conditions can negatively impact children's readiness for school and their ability to thrive in early childhood education settings.

Community Characteristics	Trinity County	California
Low Birth Weights (Percentage of live births less than 5 pounds, 8 ounces)	6%	7%
Teen Births (Number of births per 1,000 female population age 15-19)	25	16
Alcohol-Impaired Driving Deaths	35%	28%
High School Graduation (Percentage of ninth-grade cohort that graduates in four years)	94%	84%
Children in Poverty	29%	16%

The same data source provides a trend line for premature death rates, showing a concerning trendline for Trinity County.



Understanding these health disparities encourages early education planners to better address the needs of children in the community. For example, if a significant portion of the population experiences poor health, there may be an increased need for health-related interventions in early childhood programs, such as nutrition education, mental health support, or access to healthcare services. Moreover, communities ranked lower in health often face additional socio-economic challenges, such as higher rates of poverty or food insecurity, which can further impact children's development and school readiness. Integrating health data into early education planning helps ensure that programs are not only educationally effective but also supportive of the holistic needs of children, particularly in underserved areas like Trinity County.

Section Two: Children and Families

Children In Poverty

Trinity Families living in poverty= **31%**

California Families living in poverty= **13%**

Data from a variety of sources shows that many children in Trinity County are living in poverty. Trinity County Health and Human Services Public Health Branch recently collaborated with Data Strategy Consulting, to deliver a Community Health Equity Assessment. One of the significant conditions for low life expectancy identified in the report was that families with children under the age of 18 are twice as likely to live below the federal poverty line than the rest of California.

Localized data sources are essential for understanding Trinity County's unique challenges, as regional data often obscures local realities. For example, the Public Policy Institute of California (PPIC) reports a significantly lower child poverty rate of 5.5% for the Northern Region, which includes counties like Colusa, Glenn, Siskiyou, Tehama, and Trinity. This contrasts with other PPIC findings that show 22% of children in the region live in poverty, with 6% in deep

poverty. These disparities underscore the importance of distinguishing between regional and localized data to accurately inform programming, funding allocation, and policy-making. The PPIC's analysis uses the California Poverty Measure, factoring in family resources, safety net benefits, and regional cost-of-living differences to assess poverty among children aged 0-5.

In 2021, a Chico State Master's Student named LuAnn Peitz completed a Trinity County Needs and Opportunities Assessment, where she identified the two significant factors for the continued and ongoing climate of poverty:

1. The cyclical "boom and bust" nature of the raw material industries.
2. The geographic and political isolation.

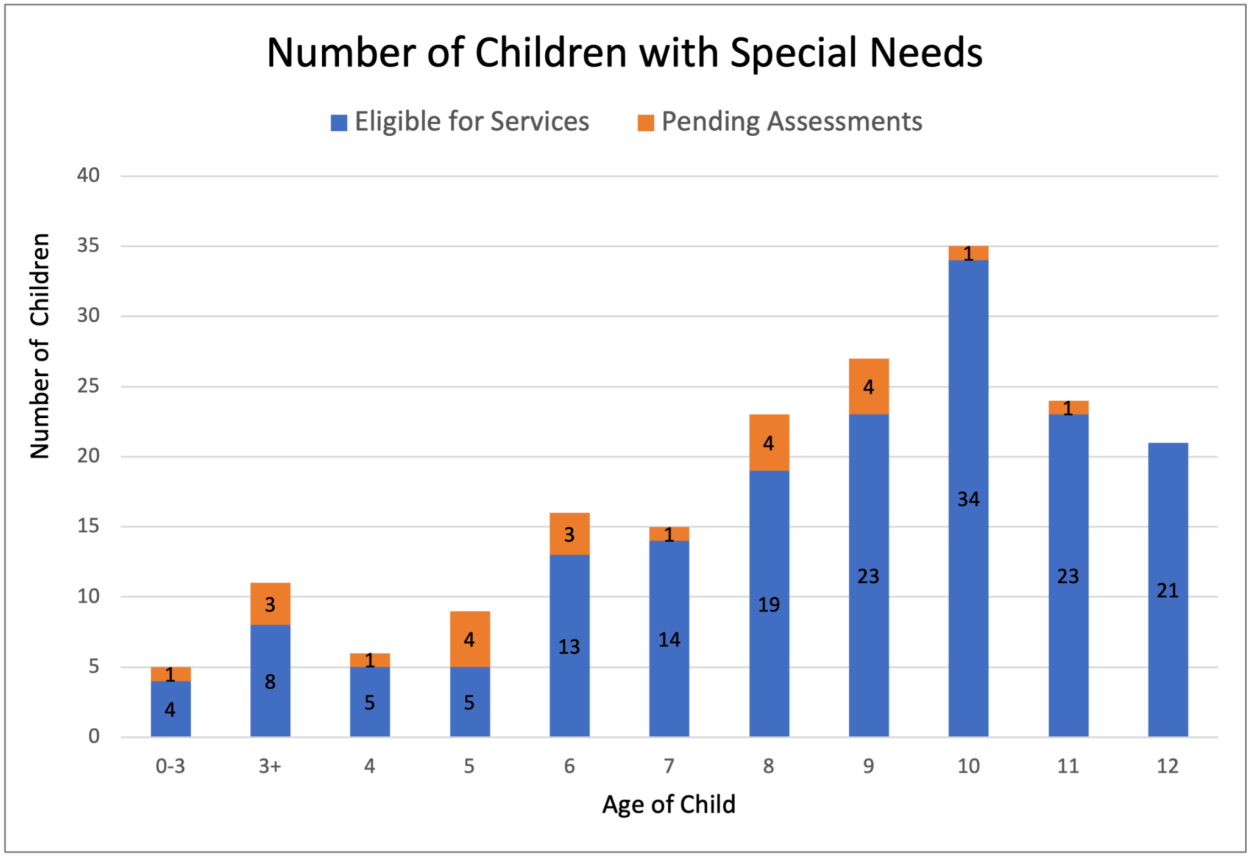
The Local Child Care Planning Council concurs with these factors as being root challenges.

Families and Children Utilizing Public Assistance

This section presents information on families enrolled in public assistance programs. As of January 26, 2024, a staff services analyst at the Trinity County Department of Health and Human Services stated 395 families with children aged 0-5 were receiving public assistance (including CalFresh, housing support, Medi-Cal, and assistance from the Healthy Families Program and Temporary Assistance for Needy families).

Children with Special Needs

In October 2024, the Trinity County Office of Education Special Education Local Plan Area (SELPA) Office and Far Northern Regional Center provided data on the number of students eligible for services and those pending final assessments.



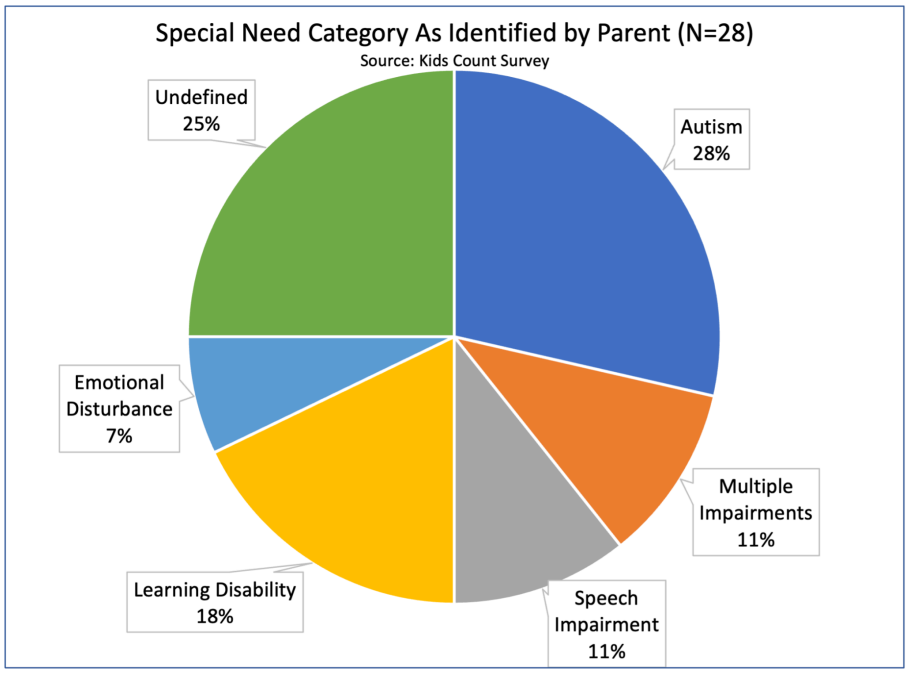
Special Education supports and service providers for eligible children differ due to age. In Trinity County, children under the age of 3 are referred and served by the Far Northern Regional Center (FNRC); the Trinity County Office of Education would serve this population solely for low-incidence disabilities (deaf, hard of hearing, blind, etc. For services, this youngest age cohort does not always receive a diagnosis. It needs only to show a 25% delay in any of the following developmental areas for services: Cognitive, Social Emotional, Speech, Motor (Fine or Gross), Communication, (Receptive or Expressive), and Adaptive Skills. During this period of infancy and toddlerhood, an Individual Family Service Plan (IFSP) is developed and administered by FNRC. An IFSP focuses on the early intervention services needed to help the child and family enhance the development of the child.

Once children reach age three, they are referred to the Trinity County Office of Education, which supports preschool special education students across the county. At this time, an assessment is conducted and a determination around eligibility is made, with an Individualized Education Plan (IEP) being developed, if

applicable, with the primary focus of enhancing the educational and academic needs of the child. Depending on the severity and type of disability, the student and family may continue receiving the FNRC services concurrently with SELPA, or FNRC services may be terminated.

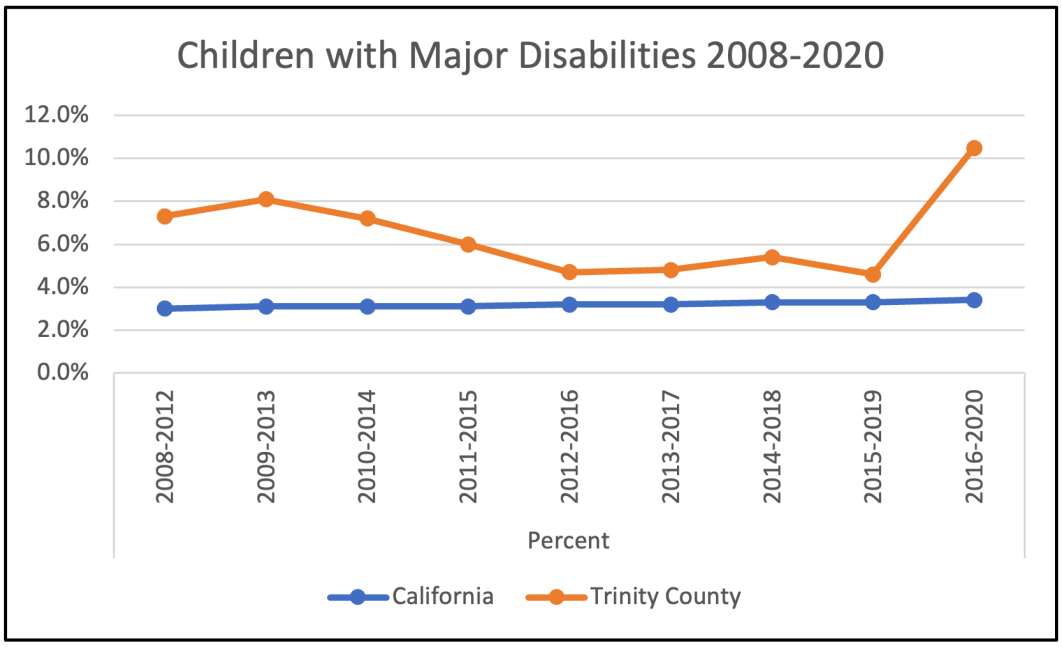
Based on the data presented by Trinity County SELPA and the U.S. census population of under 5, about 4% of the age cohort 0-5 are identified as having special needs. The local survey, *Kids Count*, launched by the Local Child Care Planning Council in February 2023, captured data for children aged 0-12 and revealed a percentage rate of nearly 7% of the total children represented.

The *Kids Count* survey asked parents to identify the type of disability, which is displayed in the pie chart below and captures children aged 0-12.



Children with disabilities are protected under the Americans with Disabilities Act (ADA), which prohibits providers of child care from discriminating against children with special needs. As of October 2024, our resource and referral agency has 3 students (aged 3-6) with Individual Education Plans enrolled in early care; 1 in the State Preschool Program and 2 at private childcare providers. In additional efforts to provide early intervention to families and students with autism, the Trinity County Office of Education began operating a special day class preschool in 2022. This center-based preschool currently provides programming for students and support to parents, with the mission of transitioning students into general education classrooms.

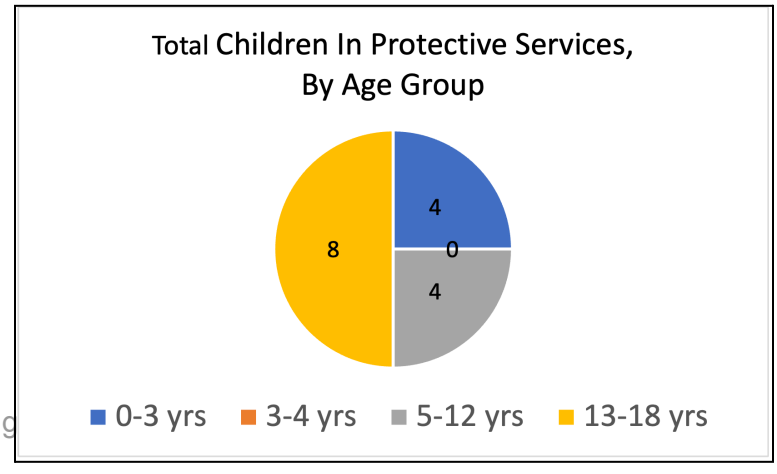
The national data set, Kidsdata.org, provides a trend line showing an increase in children with major disabilities in Trinity County. In line with the projected increase of children with disabilities, the Trinity County Office of Education will leverage a statewide initiative and grant over the next 3 years to provide targeted professional development and skill building for early education staff, parents, and community members. These free and incentivized community workshops are designed to expand the services and program options to children and families with disabilities. The braiding of fiscal and staff resources to support a stronger, more sustainable early education system that builds capacity through training and supporting the primary early education workforce.



Source: KidsData.Org

Children Served in Child Welfare Services

Child Welfare Services (CWS) in Trinity County are provided by the Health and Human Services Agency. The unit is composed of social workers who are trained in child welfare services and the



investigation of child abuse. As of October 2024, a total of 16 children ages 0 – 18 years old are in the CPS System; 4 children ages 0 -3 years, 0 children 3-5, 4 children 5-12 years old, and 8 children 13-18 years old.

Section Three: Child Care In Trinity County

Child Care Program Setting Types

Child care centers are licensed by the California Department of Social Services, operated in a facility of any size, provide less than 24-hour per day care and supervision to children in a group setting, and are required to comply with health and safety code requirements.

Family Child Care Homes (FCCH) are licensed by the California Department of Social Services, in a residential setting located in the licensee's home, including both small and large types, and must comply with health and safety requirements.

TrustLine is California's background check registry and database that verifies individuals who have been fingerprinted and have no record of child abuse or criminal history that would be inappropriate as child care providers. This process is completed through our Resource and Referral Agency (The Human Response Network) and used for providers who care for the children of only one family who are eligible to receive childcare subsidies. This service is often known as Family, Friend, and Neighbor (FFN) care.

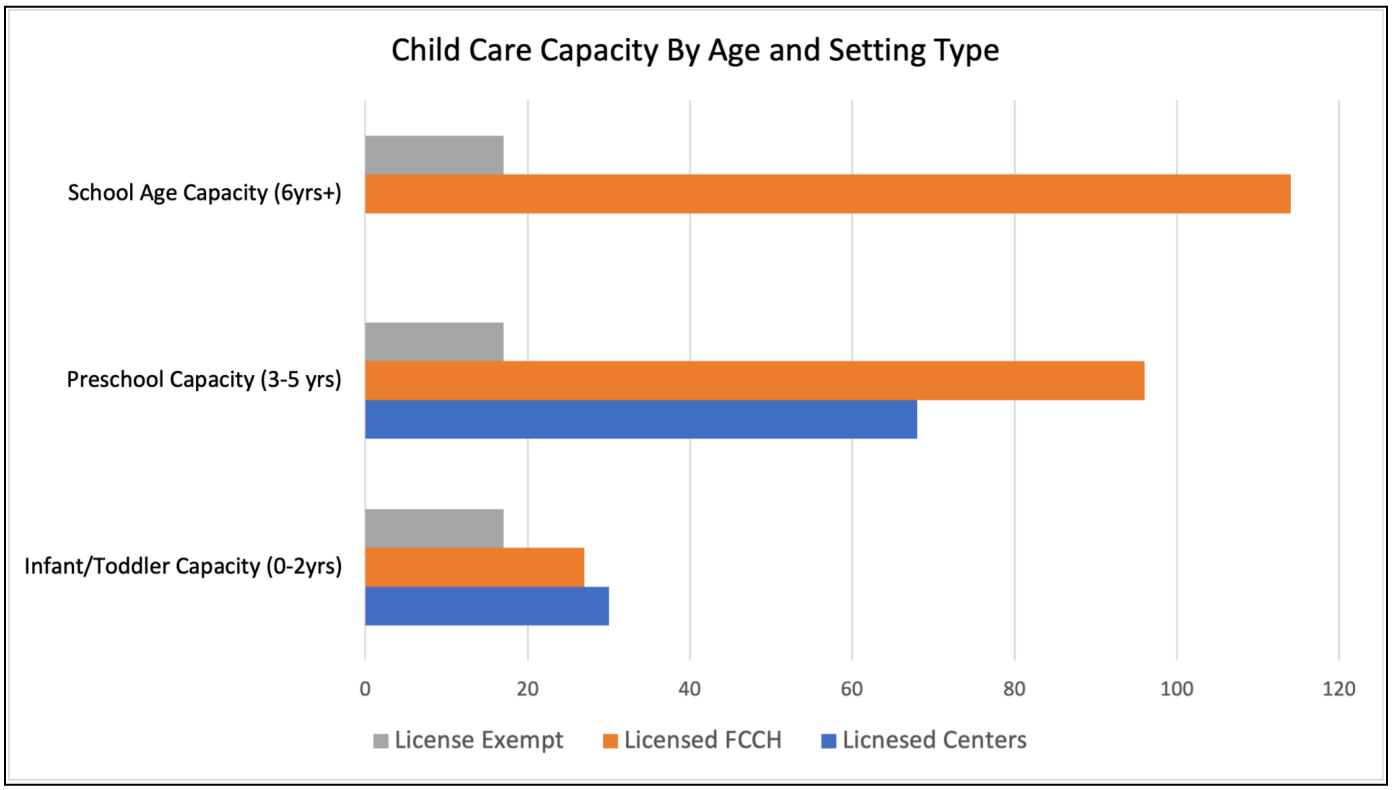
Part-time care is currently defined as less than four hours of care per day or less than 20 hours per week. **Full-time care** is defined as anything above 4 hours per day or more than 30 hours per week. As of January 2024, the definition of full-time care changed to 25 hours or more a week.

For income-eligible families who receive subsidized care, the cost of part-time and full-time child care is determined by the California Departments of Education and Social Services, with a varying level of co-pay based on the family's total income. Additionally, some childcare providers are eligible to

receive an increased adjustment factor for children with exceptional needs, children with severe disabilities, and dual language learners.

Child Care Capacity By Age & Setting Type

Table Source: Community Care Licensing & Resource & Referral Agency

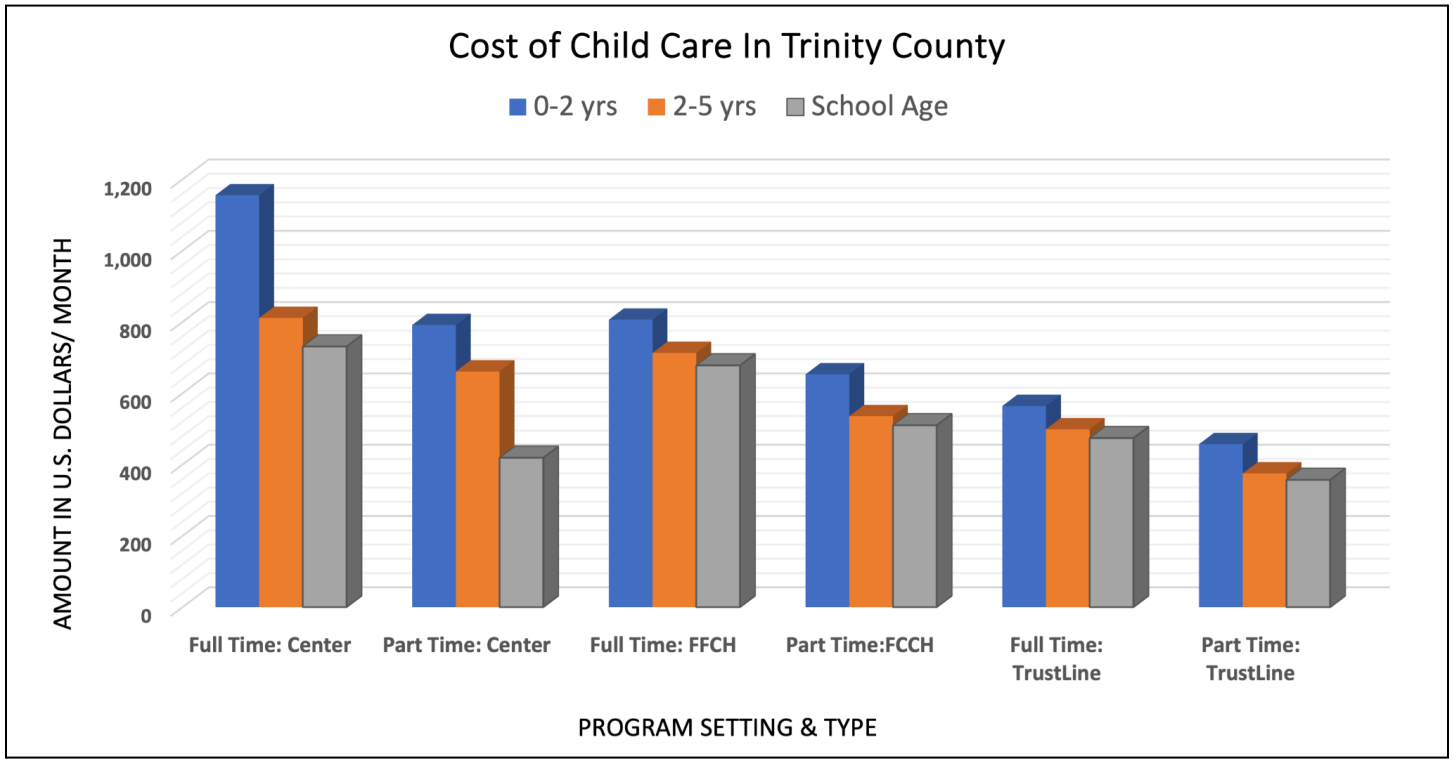


The numbers provided in this chart are approximate, due to several factors. First, program enrollment can fluctuate throughout the year as families' needs change or new children are admitted mid-term. Additionally, capacity can be influenced by staffing levels, as maintaining required adult-to-child ratios is essential for licensing but may shift due to staff availability or funding changes. Ages of children will create changes in capacity for a single site, that may fluctuate over the year. Facilities themselves might have licensing limits that differ from actual usable space, affecting reported capacities. Furthermore, data collection methods vary, with some sources reporting capacity based on licensed limits, while others may rely on self-reported data from providers or regional estimates. This variability means that exact numbers for capacity can

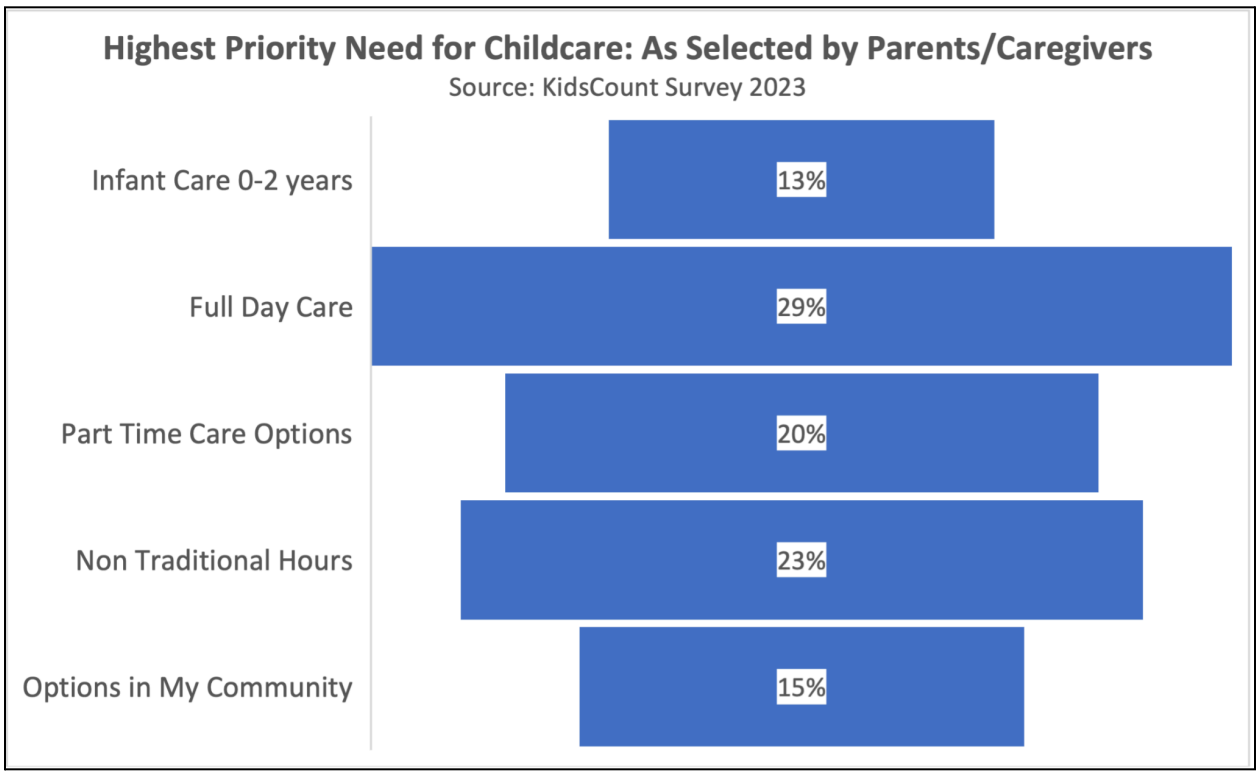
be difficult to pinpoint, highlighting the need for using approximate figures when planning or assessing the availability of early education programs.

Cost of Care

The chart below provides a visual representation of the cost associated with the three primary types of care in early care settings; childcare centers, family child care homes (FCCH), and Trustline providers. This cost of care is based on the regional market ceiling rates as provided by the local Resource and Referral Agency, the Human Response Network.



Parent-Identified Need for Childcare



North State's Systematic Approach to Improve Quality Early

In an effort to address local early childhood barriers, **Trinity County** along with five other counties (Lassen, Modoc, Shasta, Tehama, and Glenn) in California, have come together to build Quality Counts North State (QCNS). We are one of the 46 consortia in California that are a part of Quality Counts CA.

North State's voluntary Quality Counts serves all early education program types across the regions and is administered by the Shasta County Office of Education and First 5 Shasta. Since 2019, more than 182 sites have been rated and/or received support to improve quality. As of October 2024, Trinity County currently has 14 sites enrolled in the program.

The North State Quality Counts measures several elements of program quality including Child Development and School Readiness, Teachers and Teaching, and Program and Environment. Participating programs may be eligible to receive up to $1,500 per site to pay for education expenses, training, materials, and more. [5]

The following points outline the system-wide objectives and benefits of participating in this early care and education quality improvement initiative:

- **Quality Assurance and Ratings**: Early care and education programs are evaluated and rated similarly to restaurants and hotels, showing they meet defined quality standards.
- **Continuous Improvement**: Encouraging providers to engage in ongoing quality enhancement efforts.
- **Embedded Coaching:** Directly working within the program site to provide hands-on support for early educators in applying new strategies.
- **Support for Providers**: Offering support through mentoring, education, training, resources, and technical assistance to help providers exceed minimum operational requirements.
- **Parental Guidance**: Providing parents with valuable information to make informed decisions about their child's care and education.

The Quality Counts North State program provides support to ensure high standards in early childhood education occur and to promote continuous growth among providers. On average, Trinity County QCNS participants collectively receive about $20,000 a year to improve their environment, teaching strategies, educational materials, or professional goals.

[5] https://qualitycountsca

Section Four: Challenges to Providing Quality Child Care

A high-level review of the challenges to providing high-quality childcare has been identified.

CHALLENGES TO PROVIDING QUALITY CHILD CARE FOR ALL

- There is need, but not enough **population** in some communities, to support a viable child care business or program.
- Lack of adequate public transportation and/or **distance** to the nearest available facility.
- **Limited options** for those working non-traditional hours, rotating shifts, or seasonal positions.
- Lack of availability and/or **affordability** for middle & higher income families.
- **Inconsistent funding** to recruit and maintain well-educated, well-compensated staff; and to create and maintain high-quality facilities, environments and practices.
- Early childcare and education providers have difficulty completing **college courses** due to distance from college and, in some areas, lack of high speed internet. College course completion is especially difficult for those working 40 or more hours per week.
- **Limited access** to high-quality or state-sponsored trainings due to distance and cost of travel.
- State and federally funded programs have **different/additional** program requirements and are expected to meet specific quality indicators, yet limited resources to meet them.
- Difficulty in recruiting and maintaining qualified staff in outlying areas and a new, **increased competition** with UTK programs.

SUMMARY

Access to licensed, quality child care/early education services in Trinity County is limited. There is an especially low supply of infant, full-time, flexible, and non-traditional hours of care. In addition, the cost of child care is often a financial hardship for both low and middle-income families. It is recommended to continue efforts to both expand the number of quality childcare openings (especially in areas of low supply) as well as improve access and affordability for families.

Creating and maintaining a quality and economically viable childcare program is quite challenging, especially in difficult economic times. Continued efforts to support childcare providers in both tangible and intangible ways will support retention and high-quality programming. Due to the remoteness and low population density of many areas in the county, it is recommended to support and/or develop non-traditional methods of delivering early education services to these communities.

Given the known, cost-effective, and research-based benefits of quality child care/early education, emphasis should be placed on quality enhancement efforts among all sectors of the caregiving/early education population (including, but not limited to, licensed and license-exempt child care providers, home visitors, parents, non-profit and public agency staff and pediatric care staff). The need for Family Child Care Home (FCCH) and Family, Friend, and Neighbor (FFN) providers is even greater in the outlying rural areas.

In conclusion, despite the numerous challenges faced by early education programs in our rural and remote county, some significant strengths and opportunities can be harnessed to support growth and improvement. The dedication and resilience of early education providers form the backbone of these communities, demonstrating a commitment to quality care and lifelong learning. The strong sense of community and willingness to collaborate

continues to be leveraged to create innovative solutions that address barriers such as transportation and access to training. Investing in the professional development of passionate educators and fostering partnerships with state and federal programs can enhance program quality and sustainability. By focusing on building well-supported networks, using technology creatively, partnering with families, and advocating for consistent funding, our early education programs will continue to evolve, meet the diverse needs of families, and lay a solid foundation for children's future success.



Photo: School Readiness Graduation: Van Duzen May 2024

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Appendix A: California County Local Child Care Planning Council Needs Assessment Template

California Health & Human Services Agency | California Department of Social Services

CALIFORNIA COUNTY LOCAL CHILD CARE PLANNING COUNCIL NEEDS ASSESSMENT – TEMPLATE

1. **Please include the following reports from the California Early Learning Needs Assessments Reports (CELNAR). Attach reports in Microsoft Excel or PDF directly from the CELNAR (http://reports.elneedsassessment.org/LPCReports.aspx).**
   a. **Table 1**: Number of Children by Age
   b. **Table 2**: Percent of Children by Race/Ethnicity and Age
   c. **Table 3**: Regional Market Rate Ceilings Allowed for State Subsidy by Age and Type of Care
   d. **Table 4**: Unmet Need for State and Federally Subsidized Programs for Infants and Toddlers
   e. **Table 5**: Unmet Need for State and Federally Subsidized Programs for Preschool

2. **Local population data.** Please provide below any additional information or explanation related to the population figures from the CELNAR. Please cite the specific source of data. *This could include any information related to recent population increases or decreases in your county, or local data sources that you believe provide more accurate estimates about the child population in your county (please cite specific source) than 1a-e above.*

All information provided on the tables was taken from CELNAR. Hispanic population of 49% from ELNAT is incorrect. Local data indicates 3-5%. The LPC distributed a survey in February of 2023, Kids Count, in order to generate a localized data set. The analysis from that data is provided as an appendix to this Needs Assessment and has been used to inform the LPC Strategic Plan.

3. **Local enrollment data.** Please provide any additional information about enrollment in early learning and care (ELC) programs not accounted for in 1a-e above (for example, locally funded preschool programs). Please cite the specific source of data.

In addition to the CELNAR data, we also have three locally funded school readiness programs that are not accounted for in the tables 1a-e. These programs are not based on income-eligibility. The total number of students enrolled during the 23.24 school year was 40 children: 35 preschool aged, and 5 under 3 years old. Source: Trinity County First 5

4. **Waiting Lists.** Please provide any information you have related to the estimated number of children on ELC program waiting lists, by age cohort. Please cite the specific source of data.

Source: R&R= No waiting lists for our state or federally subsidized programs.
Source: TCOE= We do have a wait-list for our locally funded school readiness program. Estimated number of children on this wait-list are 10: preschool aged.

CCD 17 (7/22) Page 1 of 6

5. **Language.** Please provide the number of children in kindergarten in your county speaking each language. This is a proxy for the languages of children zero to five years old. Please pull this information from California Department of Education (CDE) Dataquest.

Language	Number of Children
Spanish	2
Tagalog	0
Mandarin	0
Cantonese	0
Vietnamese	0
Russian	1
Armenian	0
Arabic	0
Other: Hmong	10
Other: Thai	3
Other: French	0
All other non-English languages Lao, Ukranian	2

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

CDE Data Quest:
Number of English Learners:55
Number of Fluent English Proficient: 41

7. **Children Receiving Special Education Services.**
   a. How many children under three years of age (up to 36 months) in your county had an Individualized Family Service Plan (IFSP) as of October of the most recent year? Please cite the specific source of data.

      Infants and toddlers with IFSPs: 12

      Source:

Zac Aston- Case Management Supervisor at Far Northern Regional Center

b. How many children ages three to four (from 37 to 60 months) in your county had an Individualized Education Program (IEP) as of October of the most recent year? Please cite the specific source of data.

Preschoolers with IEPs: 17

Source:

Trinity County office of Education- Anthony Rebelo CALPads/SEIS

There are also 8 pending referrals as of 10/24/2024

8. **Children under protective services (e.g., foster children).**

a. How many children under three years of age (up to 36 months) in your county are under protective services supervision as of October of the most recent year? Please cite the specific source of data. (Recommended data source: http://cssr.berkeley.edu/ucb_childwelfare/)

Infants and toddlers under protective services: 4

Source:

Michael Farneti- Staff Services Analyst- Child Welfare Services

b. How many children ages three and four in your county are under protective services supervision as of October of the most recent year? Please cite the specific source of data. (Recommended data source: http://cssr.berkeley.edu/ucb_childwelfare/)

Preschoolers under protective services: 0

Source:

Michael Farneti- Staff Services Analyst- Child Welfare Services

9. **Number of children in working families.** Please pull these numbers from the Early Learning Needs Assessment Tool subscription site (www.elneedsassessment.org).

Age Group	Number of Children in Working Families
Infants (less than one year old)	43
One-Year-Olds	62
Two-Year-Olds	75
Three-Year-Olds	40
Four-Year-Olds	99

10. **Families receiving public assistance.** Please indicate the number of children zero to five in families receiving public assistance (including CalFresh benefits, housing support, and Medi-Cal, and assistance from the Healthy Families Program and the Temporary Assistance for Needy Families [TANF] program). Please cite the specific source of data.

    Number of children: 395

    Source:

Tricia Cooley- Staff Services Analyst with Trinity County Health and Human Services
Data taken 1/26/24

11. **Median family income.** Please indicate the median family income for a family of four. Please retrieve this data from data.census.gov (search for your county name to find its profile).

    Median income: $ 47317

12. **Migrant Children.** Please indicate the number of children zero to five in migrant families. Please cite the specific source of data. (Census data, American Community Survey, ELNET, CELNAR, Resource and Referral)

    Number of migrant children: 0

    Source:

data.census.gov

Our locally led survey Indicated 7 children living as migrant families.

13. **Facilities.** Please describe ELC facilities needs in your county and any progress made in the past five years towards meeting those needs (for example, has the county conducted a facility needs assessment in the last two years? Are there any new facilities being built or that have been built in the last two years? Are there any sites that have expanded capacity due to facilities expansion?).

0 New Schools- 1 Preschool Facility Re-appropriated for TK.
2 New TK Classrooms Approved & In Bidding Process
1 Child Care Center Expanded to serve Infants & Toddlers
County Wide Facility Assessment Planned for 2024/2025 with analysis complete by 25/26

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

150 Requests
CA Department of Social Services Resource and Referral Data

15. **ELC Workforce and Quality Counts California (QCC).** Please describe needs in your county related to the workforce and site participation in QCC, and any progress towards meeting those needs. Be sure to include a summary of any findings from any local educational agency (LEA) or provider focus groups or surveys conducted for this Needs Assessment here.

Participation is QCC is increasing,most of our sites are categorized as Alternative or Family Chid Care Homes. One need in our county is to increase Family Friend Neighbor cohort into the QCC system. Additionally, expanding allowable sites to include TK/LEA programs, until TK expansion is fully implemented,would benefit early learners.

16. **Parent needs and concerns regarding access to quality early learning and care, needs for supports, family engagement, transition to kindergarten.** Please provide a description of findings from any focus groups or parent surveys conducted as a part of the Needs Assessment. Indicate how many parents participated and how parents were recruited for participation. Please provide some demographic information about the parents who participated and how well this reflects the demographics of your county. Please do not include any identifying information about parents.

Throughout the Kids Count Survey and Little Learning Spaces, parents identified: a need for full time preschool programming; a need for intermittent care; need for non traditional hours of care; and stronger transition plans between program types and setting. All data from this localized Kids Count Survey is attached as Appendix B.

17. **Access.** What is your county doing to ensure access to all geographic areas in your county, including remote areas? Please describe.

The county aims to provide access to all geographic areas by maintaining roads, increasing shaded fuel breaks along corridors, and improving broadband and internet access, We provide the Internet support for the majority our school district to ensure access, security, and reliability of Internet access.

If you are a pilot county, please answer the following additional questions:

18. **Requests for care.** Approximately how many requests in the past year have agencies in your county received for the following types of care? (Suggested resource: Local child care resource & referral agency, Alternative Payment agencies)

Type of Care	Number of Requests
Infants: part-day	15
Infants: full-day	10
Infants: nontraditional hours	9
Toddlers: part-day	16
Toddlers: full-day	5
Toddlers: nontraditional hours	9
Preschoolers: part-day	45
Preschoolers: full-day	18
Preschoolers: nontraditional hours	16

19. **Self-sufficiency.** What is the self-sufficiency income level for a family of two adults and two children in your county? Please find this figure at https://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/

    $ 65,450

20. **Emergency Preparedness.** In the wake of the current pandemic, and other current emergencies, what is your county doing to ensure that children and families have access to resources that support distance learning, health and safety. Please describe .

Our county office supports each district in distance learning plans in the event that schools shut down in person learning. We provide curriculum & instructional coaching. We convene and facilitate a Safe School Collaborative, which is a cross-agency group focused on health and safety on school campuses. Our COE also employs a safety officer to lead & coordinate safety resources for schools.