

**FIRST 5**



**ALAMEDA  
COUNTY**



ALAMEDA COUNTY  
Community Development Agency



# Urban Unincorporated Areas of Alameda County Early Care and Education Needs Assessment

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2024

# ABOUT FIRST 5 ALAMEDA COUNTY

First 5 Alameda County was established in 1998 by California's Proposition 10. Our role is to improve life outcomes for Alameda County's youngest children. We are guided by a "whole community, whole family, whole child" policy and programming approach to our work. We use lessons learned from our investments, research and data, and partnerships to inform policy positions and influence local, state, and national decision-making.



*Our "North Star," the population result that guides our work, is that all Children Are Ready for Kindergarten; our work is to ensure that policies, systems, communities, and schools support families and children by creating the conditions that position all for success.*

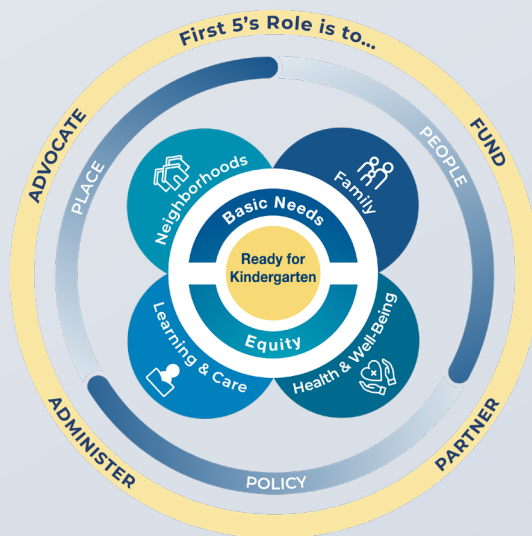
## Within the Early Childhood System, our role is to:

**FUND** organizations and initiatives that are mission- and vision-aligned, and part of a community-based, family-informed early childhood system

**PARTNER** with parents, caregivers, communities, early childhood professionals, organizations, and public agencies in service to an accessible, effective, and responsive early childhood system

**ADMINISTER** programs for young children and families that offer services, navigation, and care coordination; support and connections to resources; and training and capacity-building for providers

**ADVOCATE** to scale and sustain effective programs and for public policies grounded in equity and justice



**Figure 1.** An early childhood system of care cultivates community and family conditions for children's kindergarten readiness.

To learn more about our work visit [www.first5alameda.org](http://www.first5alameda.org)

# EQUITY STATEMENT

First 5 Alameda County is committed to being an equity-centered, anti-racist, and anti-classist organization. We recognize that we operate in a racialized economic system characterized by extractive and exploitative labor practices and public policies that perpetuate long-standing disparate life outcomes. To this end, we use anti-racist and equity-based practices to invest in and support children, families, and neighborhoods. Our Place, People, Policy framework intentionally prioritizes our investments in communities that have experienced historic and systemic racism and disinvestment.

As a part of this commitment, we use our resources to redress (to set right) these injustices by:

- Celebrating Black, Indigenous, and People of Color (BIPOC) cultures and honoring their assets, values, and needs by ensuring investments, programs, data, and policy work are directed by and reflect the richness and needs of these communities
- Prioritizing the needs of low-to-moderate-income families and neighborhoods with historical disinvestment
- Addressing root causes through the administration of public funds, advocacy, and operationalization of public policy
- Interrupting inequities that impact the conditions needed for kindergarten readiness
- Ensuring that our investments, policies, practices, and Agency culture are aligned with our equity principles

We acknowledge that our unconscious and conscious bias impacts our practices. Therefore, we are committed to deepening our understanding of how power, wealth, and opportunity imbalances appear in policies, communities, organizations, and interpersonal relationships. We can only do this as lifelong learners with a growth mindset focused on transformative change.

We commit to continuous improvement and to holding ourselves accountable to operationalize this statement and our principles.

In addition to our co-created Equity Statement, we are adopting the “Guiding Principles for Federal Action on Racial Equity” developed by national leaders PolicyLink and Race Forward to further articulate our intentions. The statement and principles are consistent with our systems approach and will be operationalized into each of our strategies.

# EQUITY PRINCIPLES

## PRINCIPLE 1:

### **Understand the Past, the Present, and Your Influence**

Understand and acknowledge the federal, state, and local\* government's role in impacting society at a wide scale to this day—whether positive, negative, or seemingly neutral.

## PRINCIPLE 2:

### **Consistently Address Root Drivers**

Target the fundamental root drivers of gaps and inequities and prioritize the people who have traditionally been excluded, recognizing these investments will benefit all.

## PRINCIPLE 3:

### **Work in Partnership with Impact in Relevant Communities**

Leverage the expertise and experiences of all to promote equity, particularly leaders of color and their communities.

## PRINCIPLE 4:

### **Adopt a Continuous Learning and Adaptive Approach**

Acknowledge that the scale and complexity of reaching racial equity will require ongoing commitment, action, and adjustments to drive meaningful change and strengthen our democracy.

## PRINCIPLE 5:

### **Be Transparent and Accountable**

Build public trust and accountability in the long-term commitment for racial equity through data-driven decision-making and outcome tracking.

*\*Edited from the original “Five guiding principles for federal action on racial equity” developed by PolicyLink. Original source: 2021 PolicyLink report, For Love of Country: A Path for the Federal Government to Advance Racial Equity, page 36.*

## ACKNOWLEDGMENTS

First 5 Alameda County would like to acknowledge all the individuals and agencies who made this report possible. We are grateful to the many parents, caregivers, early care and education (ECE) professionals, and kindergarten and transitional kindergarten teachers who shared their experiences to inform this report. We would like to especially thank the ECE professionals who opened their doors to us for the facility site visits included in this report.

First 5 would also like to express our gratitude to our partners at Applied Survey Research (ASR) and the 2021-22 Alameda County Kindergarten Readiness Assessment (KRA) Research Advisory Group, whose work guided data collection, interpretation of findings, and recommendations that are reflected in this report. We give special thanks to the local child care resource and referral agencies and the licensed child care facilities who helped to inform the ECE facilities needs section of the report.

First 5 appreciates the Ashland Cherryland Food and Basic Needs Coordination Workgroup, Padres Unidos de Cherryland, Eden United Church of Christ, and local affordable housing developers, Eden Housing and RCD Housing—all of whom provided instrumental guidance in the report's development.

We could not have completed this report without the support of Sarah Akin with HTA Consulting, Child Care Facilities Consultant David Pearson, and current and former First 5 staff who contributed to the completion of this project including Ana Apodaca, Jill Berkin, Kristen Burmester, Angela Cabrera, Katie Cannady, Vince Cheng, KP Dapula, Ellen Dektar, Itzel Diaz-Romo, Diana Garcia, John Garvey, Vanessa Cedeno Geisner, Rowena Kamo, Carla Keener, Anna Miera, Ayano Ogawa, Emily Rae, Yolanda Romo, Ana Rasquiza, Caitlyn Schaap, and Laura Schroeder.

Finally, this report would not have been possible without the support and funding provided by the Alameda County Community Development Agency, as authorized by the Alameda County Board of Supervisors. First 5 recognizes the Board of Supervisors and the Community Development Agency's commitment to increasing access to basic needs in the unincorporated areas of Alameda County to advance equitable outcomes for historically underserved communities and those hit hardest by the COVID-19 pandemic.

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# Executive Summary

The Unincorporated Areas of Alameda County Early Care and Education Needs Assessment was developed by First 5 Alameda County (First 5), in partnership with the Urban Alameda County Community Development Agency and on behalf of the Alameda County Board of Supervisors. This report was developed with the goal of increasing access to basic needs in the unincorporated areas of Alameda County and advancing equitable outcomes for these historically underserved communities.

The role of First 5 is to improve life outcomes for Alameda County's youngest children. Through partnerships, collaboration, and strategic investment, Alameda County can help to create the conditions required for all children to enter kindergarten ready to succeed. The findings and recommendations in this report build on the First 5 [2021-22 Kindergarten Readiness Assessment](#) and [Licensed Facilities Needs Assessment](#) to reinforce a systems-based approach to early childhood that centers equity and basic needs.

**The assessment reveals systemic inequities that impact the health and well-being of children, child care professionals, and families in the unincorporated areas of Alameda County — including Ashland, Cherryland, parts of San Lorenzo, and Hayward Acres.** These communities have been historically underserved, underfunded, and continue to be affected by structural racism and the resulting economic and health inequities that disproportionately impact Black, Indigenous, and People of Color.

The assessment's key findings highlight an inadequate supply of licensed and affordable child care, inequitable access to high-quality services, declining kindergarten readiness, and deficient child care facilities. The assessment also recommends strategies to address underlying issues of structural racism and economic inequity to ensure children and families have access to quality child care that prepares young children for kindergarten. First 5 solicited input from members of the unincorporated communities of Ashland and Cherryland, as well as local affordable housing developers, to refine the final recommendations included in the assessment.

These recommendations call for equitable investments and policy interventions to ensure all children have access to high-quality early care and education. This is particularly important in the wake of the COVID-19 pandemic, which exacerbated challenges within the Early Care and Education (ECE) system. Closures of child care facilities, loss of funding, workforce strain, and household stress during a strenuous time amplified disparities in education, economic health, and other outcomes. It is clear now that these disparities were especially harmful to BIPOC communities.

**We at First 5 believe that an equity-centered early childhood system requires partnership across public systems, community-based organizations, philanthropy, and service providers to ensure families and young children have access to the resources they need. ECE stakeholders and the broader community must come together, align resources, and actively dismantle systemic barriers to advance social, economic, and racial justice within the early care and education system in unincorporated Alameda County.**



# Introduction

## Why Now?

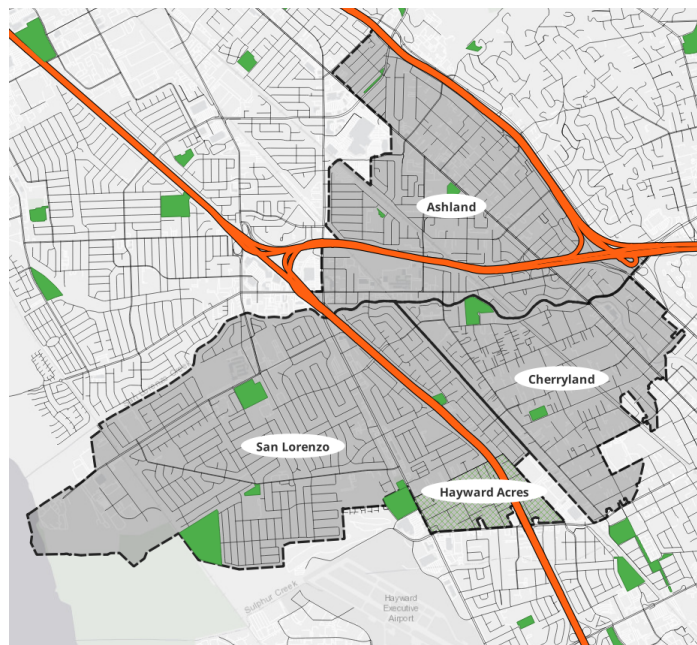
In 2020, the early care and education (ECE) field's operating context changed dramatically. The COVID-19 pandemic decimated an already fragile, underfunded, and fragmented system of licensed child care. With the devastating effects of the pandemic, vital links between families and their local economic, health, and social supports were severely challenged. Families experienced historic and devastating levels of health and health care challenges, job and income loss, child care and school closures, and food and housing insecurity. **Between March 2020 and January 2021, an estimated 7% (153) of licensed child care facilities in Alameda County closed permanently. Quarantining, social distancing, and remote work and learning brought isolation, which compounded stressors endured by low-to-moderate-income families and caregivers. The lack of in-person interaction negatively impacted children's learning, growth, and development.** The pandemic exacerbated persistent health and economic inequities that disproportionately impact Black, Indigenous, and People of Color (BIPOC) communities, which has acutely affected the Unincorporated Alameda County communities of Ashland, Cherryland, parts of San Lorenzo, and Hayward Acres for generations. The pandemic's negative effects increased risks to low-income and BIPOC communities' economic security, emotional well-being, educational progress, health, and safety.

Alameda County's ECE system, like many across the country, was on perilous footing even before the COVID-19 pandemic began. **The Alameda County ECE field lost an estimated \$395 million in fiscal year 2020–2021 alone.<sup>1</sup> Now, as we continue to feel the lasting effects of the pandemic, the ECE system, infrastructure, and workforce remain severely under-resourced, with many ECE professionals closing or teetering on the brink of closure. Professionals who remain open and operating face significant challenges to providing quality, equitable access, and affordable care.**

President Biden's proposed initiatives in support of families with young children and Governor Newsom's ongoing investments in early childhood, as well as Alameda County's own local child care measures, Measures AA (Oakland Children's Initiative) and C, are informed by the growing recognition of both the conditions necessary to support family and child well-being and the need for public policy to address increasing inequality. The COVID-19 pandemic exponentially increased community and family needs for basic services and further highlighted our government's unique and necessary role in meeting these needs in hopes of a better future. This is the moment to invest in children and families to the benefit of all members of our society.

## Methodology

This report includes findings on available ECE resources and related needs of children and families in the urban unincorporated areas of Alameda County. Findings are informed by site visits to licensed child care facilities in the unincorporated areas (see Appendix A); data from the 2021-22 First 5 Alameda County [Kindergarten Readiness Assessment](#) (KRA), which included a parent/caregiver survey, a kindergarten/transitional kindergarten teacher survey, and an ECE professional survey; data from the [First 5 Alameda County ECE Licensed Facilities Needs Assessment](#); child care supply and demand data from the



2021 Alameda County Resource & Referral Agency Child Care Site Data; the 2020 American Institute for Research Early Learning Needs Assessment Tool data for the number of children by zip code (for zip codes 94580, 94541, and 94578, which includes Ashland, Cherryland, San Lorenzo, and Hayward Acres); and other public data sources such as the American Community Survey. Preliminary findings and recommendations were shared with the unincorporated communities of Ashland and Cherryland at public meetings held on November 7 and 23, 2023, and with local affordable housing developers on October 25, 2023, to collect feedback and additional input to refine the findings and recommendations in this report.

## The Focus of This Report

In developing the Unincorporated Areas of Alameda County Early Care and Education Needs Assessment, First 5 Alameda County considered the important role of place—the conditions of the neighborhood in which children live and grow—as one of our guiding frameworks. We found that the serious shortcomings in the ECE system and the corresponding unmet needs of families are most pronounced in the urban unincorporated communities of Ashland and Cherryland in central Alameda County. These ECE system shortcomings include an inadequate supply of licensed care, inequitable access to high-quality services, and deficient facilities. This report brings to the forefront the unmet ECE needs in Ashland and Cherryland and First 5's recommendations to address them, as these communities have been historically underserved and underfunded, affected by structural racism and resulting economic and health inequities, and exemplify the current realities of the ECE needs in unincorporated Alameda County.



# Key Findings and Recommendations

Equity is embedded as a pivotal factor across each of the individual findings and recommendations outlined in this report. Early care and education (ECE) system inequities impact the health and well-being of children, child care professionals, and families. Characteristics of child care include but are not limited to adequate facilities, access to quality support and technical assistance services for professionals, and consideration of the important role of “place.”

The following findings and recommendations are intended for local elected officials, public agencies, early childhood systems leaders, community partners, and other stakeholders to help shape policy and investments that support communities, families, and schools in addressing health and social inequities. Across all findings and recommendations, this report prioritizes equitable investment in programs and policies that advance social, economic, and racial justice.

Key Findings	Recommendations for Alameda County
<b>Child Care Availability</b>	
<p><b>In urban unincorporated Alameda County, supply for licensed child care is low relative to demand and continues to decline.</b></p> <ul style="list-style-type: none"> <li>• There is a licensed child care slot for only one in every 15 infants and toddlers and one in every three preschool-aged children in Ashland, Cherryland, Hayward Acres, and San Lorenzo.</li> <li>• Since 2006, child care capacity for children from birth to age 5 decreased by 11.1% for licensed child care centers and 29.8% for licensed family child care in Ashland, Cherryland, Hayward Acres, and San Lorenzo.</li> <li>• Three out of four families report experiencing difficulty in accessing child care or preschool programs in Ashland and Cherryland.</li> </ul>	<p><b>Increase access to affordable, quality child care and culturally appropriate licensed child care that meets the needs of children and families in urban unincorporated Alameda County.</b></p> <ul style="list-style-type: none"> <li>• Leverage the implementation of new local child care measures like Measure C to identify goals for child care in the urban unincorporated areas of Alameda County.</li> <li>• Identify the amount and types of licensed child care needed based on the number of children and families in the urban unincorporated county and measure progress toward meeting that goal.</li> <li>• Increase the number of ECE professionals and educators in the Unincorporated Areas by supporting innovative programs like Early Care and Education Apprenticeship programs that will stabilize and expand the workforce.</li> </ul>
<b>Kindergarten Readiness</b>	
<p><b>In Ashland and Cherryland, kindergarten readiness declined during the COVID-19 pandemic. Structural economic, health, and other social inequities were compounded by the COVID-19 pandemic and have negatively impacted children, families, and communities.</b></p> <ul style="list-style-type: none"> <li>• According to parent/caregiver surveys, only 29% of children in the Ashland and Cherryland neighborhood were fully ready for kindergarten.</li> <li>• Most kindergarten/transitional kindergarten teachers working in the Ashland Cherryland neighborhood reported feeling that students are less ready now than other students were pre-COVID, particularly in self-regulation and social domains. This trend was also observed countywide.</li> </ul>	<p><b>Invest in thriving neighborhoods and family supports as the community heals from the pandemic.</b></p> <ul style="list-style-type: none"> <li>• Continue policies that were implemented during the pandemic to improve access to services and benefits enrollment (e.g., Medi-Cal continuous eligibility, free quality school meals).</li> <li>• Double-down on place-based strategies and intentional community and public partnerships. Advance policies that promote family-friendly neighborhoods through investments in public schools, parks, playgrounds, affordable housing, transportation, and accessible libraries.</li> <li>• Increase family leadership opportunities and civic engagement. Invest in support networks, community building, opportunities for leadership, and parent/caregiver peer groups—including those that are culturally and gender specific (e.g., dads groups, Afro-play, LGBTQ+).</li> </ul>

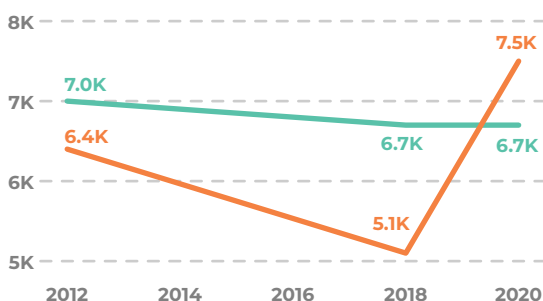
Key Findings	Recommendations for Alameda County
<p><b>Equitable Access to Resources</b></p> <p><b>Families in Ashland and Cherryland do not have access to the resources they need to support children's kindergarten readiness.</b></p> <ul style="list-style-type: none"> <li>• More than seven in 10 residents reported the need for basic services and supports, including free/affordable food, health care, activities for young children, access to technology, paying for housing and utilities, and other financial assistance.</li> <li>• Only 51% of parents in Ashland and Cherryland felt they had access to grocery stores while 61% of countywide responses felt they had access to grocery stores.</li> </ul> <p><b>The current ECE landscape in unincorporated Alameda County is experiencing and perpetuating persistent inequities in Ashland, Cherryland, Hayward Acres, and San Lorenzo.</b></p> <ul style="list-style-type: none"> <li>• Nearly half of families with children from birth to age 5 identify as Hispanic/Latino, and 40% of the preschoolers are English Language Learners.</li> <li>• Nearly half of children from birth to age 5 live in households earning less than the state median income (\$78,135), an indicator of economic need with the high costs of living in the Bay Area. Family income is correlated with kindergarten readiness.</li> </ul> <p><b>There are not enough subsidized child care slots available in urban unincorporated Alameda County to serve the children and families who are eligible for these subsidies.</b></p> <ul style="list-style-type: none"> <li>• There is 96% unmet need for subsidized infant/toddler child care and 71% unmet need for preschool-aged care in Ashland, Cherryland, Hayward Acres, and San Lorenzo.</li> </ul>	<p><b>Address family and childhood poverty and ensure basic needs are met.</b></p> <ul style="list-style-type: none"> <li>• Support policies and programs that increase job creation and workforce development with employment that offers livable wages.</li> <li>• Support policies and programs that promote economic equality, such as guaranteed income.</li> <li>• Expand programming that supports families' basic needs, such as access to food, health care, and housing.</li> <li>• Improve systems to expand access to health care and social services by eliminating barriers such as long applications, frequent renewals/redeterminations, and Medi-Cal premiums and co-payments.</li> <li>• Support family service navigation, care coordination, and other strategies and programs that improve timely access to community resources.</li> <li>• Increase identification of and support for children with special needs, including early screening and intervention services through pediatric visits and community programs.</li> <li>• Improve systems to expand access to affordable, culturally responsive mental health services and supports for families and children within the community.</li> </ul> <p><b>Advocate for ECE systems change to address social, economic, health, and racial inequity throughout unincorporated Alameda County.</b></p> <ul style="list-style-type: none"> <li>• Pair investments with systems change advocacy to ensure that the investments result in lasting outcome improvements.</li> <li>• Advocate to deepen investment in ECE as a public good by supporting child care rate reform, paid family leave, tax reform and economic incentives for families, housing justice, and other local policies and strategies that value the well-being of all children.</li> <li>• Invest in programs, services, and community-driven policy solutions that better respond to the needs of diverse communities, particularly those impacted by structural racism. This should include economic and community development investments in areas affected by historical disinvestment and inequity and should mitigate current experiences of discrimination.</li> </ul>

Key Findings	Recommendations for Alameda County
<b>ECE Professional Needs</b>	
<p><b>ECE professionals are facing conditions that cause stress and impair their ability to support children and ensure kindergarten readiness.</b></p> <ul style="list-style-type: none"> <li>• ECE professionals in Ashland, Cherryland, and San Lorenzo earn an hourly median wage of \$17 per hour.</li> <li>• 68% of kindergarten and/or TK teachers reported recently feeling a high level of stress in schools that serve Ashland and Cherryland.</li> <li>• Alameda County teachers who reported high levels of stress were four times more likely to say they plan to leave the profession.</li> </ul>	<p><b>Support educators and education systems to promote success for children.</b></p> <ul style="list-style-type: none"> <li>• Increase access to affordable, quality mental health and self-care resources for ECE professionals and educators, as well as classroom-based supports for children.</li> <li>• Support communication, collaboration, and partnerships between the home, informal care settings, early care and education professionals, community programs, and schools.</li> <li>• Advance policies and supports for professional development, capacity-building, workforce diversification, equitable compensation, and working conditions that support professionals and quality care.</li> </ul>
<b>ECE Facilities</b>	
<p><b>Licensed child care facilities in urban unincorporated Alameda County are experiencing significant deferred maintenance, and facilities constraints pose barriers to expansion.</b></p> <ul style="list-style-type: none"> <li>• Sites surveyed in Ashland and Cherryland projected that they could increase the number of children served by 87% if resources were available to help them expand.</li> <li>• 71% of sites surveyed in Ashland and Cherryland have at least one property component (outdoor area, storage, exterior, etc.) in poor condition.</li> <li>• 43% of sites surveyed in Ashland and Cherryland reported having six or more property components in poor condition.</li> <li>• 100% of sites surveyed in Ashland and Cherryland reported access to funding as a barrier to expansion, with site availability and workforce availability as other top barriers.</li> </ul>	<p><b>Take an asset-building approach to supports for licensed child care businesses.</b></p> <ul style="list-style-type: none"> <li>• Balance facility investments in renovation, repair, expansion, and new construction—acknowledging the role that property ownership or lease status plays in financial security for ECE professionals.</li> <li>• Adopt a spectrum of asset-building strategies targeted to the long-term financial well-being of the ECE community. Strategies could include financial and small business education, bank or credit union accounts, tax credits and tax filing assistance, insurance pooling, supports to aide in accessing federal and state benefits, and access to low-interest loans.</li> <li>• Include child care facilities in new housing developments—particularly for mixed-use and mixed-income housing—to meet community needs for center-based and family child care.</li> </ul>

# 2022 ECE LANDSCAPE IN UNINCORPORATED ALAMEDA COUNTY

## Profile of Zip Codes 94580, 94541, and 94578: Early Care and Education Data Family and Child Demographics<sup>2</sup>

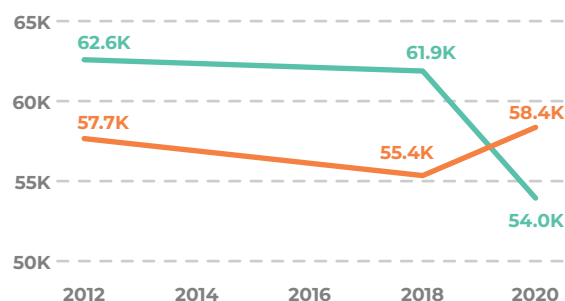
Unincorporated Community Population by Age Trend Line



Between 2012 and 2020, the number of children ages **birth to 2** changed by **15.3%** in 94580, 94541, and 94578.

Between 2012 and 2020, children ages **3 to 5** changed by **-6.4%** in 94580, 94541, and 94578.

Alameda County Population by Age Trend Line

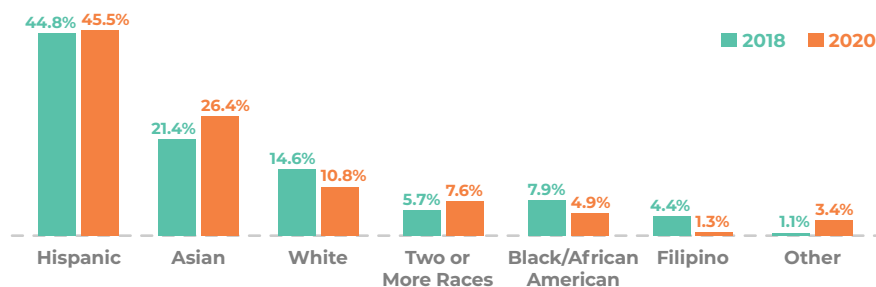


Between 2012 and 2020, countywide, Alameda County saw a population change of **1.3%** for children ages **birth to 2**.

On the other hand, the County's population of children ages **3 to 5** changed by **-13.7%** in the same time period.

The analysis includes the following zip codes: 94580, 94541, and 94578 which encompass the communities of Ashland, Cherryland, San Leandro, and Hayward Acres.

Unincorporated Community Birth to 5 Population by Race/Ethnicity<sup>4</sup>



Between 2018 and 2020, the Unincorporated Communities saw an increase in children birth to 5 that identify as **Asian (5.3%)** and **Two or More Races (2.6%)**. In the same time period, the community saw a decrease in the number of children birth to 5 that identify as **White (-3.9%)**, **Black/African American (-3.5%)** and **Filipino (-3%)**.

### 2018 English Language Learners Preschool Snapshot<sup>3</sup>

**40%** of the Unincorporated Communities' preschoolers are English Language Learners.

In Alameda County, **30%** (18,294) of preschoolers are considered English Language Learners.

The Unincorporated Communities English Language Learner population is **15%** of the county's total English Language Learner population.

*Note: English Language Learner (ELL) is a California Department of Education (CDE) term that does not exactly match our Alameda County focus on Dual Language Learners. ELL is used here as that is how CDE collects and reports the data.*

### Number of Children Birth to 5 Living Below the 2020 Federal Poverty Level - FPL (\$21,960)<sup>6</sup>

	No of Children	% of Age Group
<b>Birth to 2</b>	860	11%
<b>3 to 5</b>	288	4%

### Number of Children Under 85% of the 2020 State Median Income (\$78,135)<sup>6</sup>

	No of Children	% of Age Group
<b>Birth to 2</b>	4,000	53%
<b>3 to 5</b>	3,190	48%

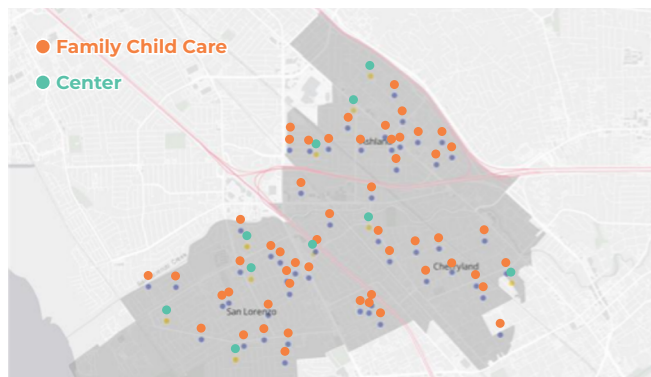
Learn more about Federal Poverty Level (FPL) and State Median Income (SMI) on the sources

### Number of Children Birth to 12 in Families Receiving CalWORKs Public Assistance (2018)<sup>5</sup>

1,313

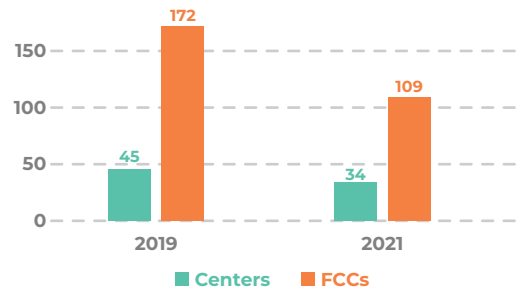
## Licensed Child Care Sites<sup>7</sup>

### Map of Centers and FCCs in 94580, 94541, and 94578 (2021)



This map demonstrates sites that meet the criteria for being both within the zip codes listed as well as being within the boundaries of the unincorporated areas of San Lorenzo, Ashland, and Cherryland.

### Number of Licensed Child Care Programs (2019-2021)

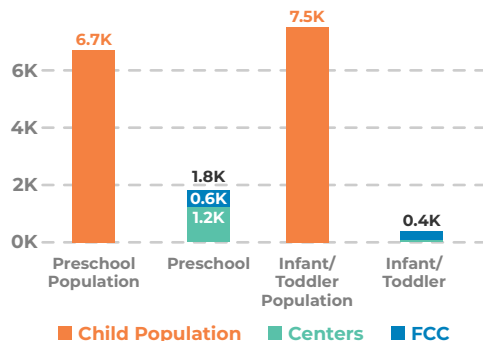


From 2019 to 2021, the number of licensed **centers** in 94580, 94541, and 94578 changed by **-11**.

From 2019 to 2021, the number of **family child care** sites in 94580, 94541, and 94578 changed by **-63**.

## Licensed Capacity<sup>4,7</sup>

### Child Population (2020) Compared to Licensed Capacity (2021)



From 2019 to 2021, licensed **center** capacity for children birth to age 5 changed by **-10.1%**. Since 2006, licensed center capacity for children birth to age 5 changed by **-11.1%**.

From 2019 to 2021, licensed **family child care** capacity for children birth to age 5 changed by **-8.8%**. Since 2006, licensed family child care capacity for children birth to age 5 changed by **-29.8%**.

### Infant/Toddler Unmet Need for Licensed Child Care Spaces Compared to Child Population (2020/2021)



**6.6% Need Met**  
**93.4% Unmet Need**

### Preschool Unmet Need for Licensed Child Care Spaces Compared to Child Population (2020/2021)

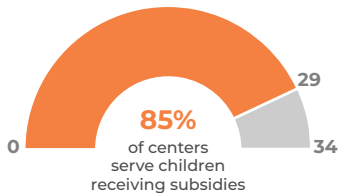


**35.8% Need Met**  
**64.2% Unmet Need**

## Subsidized Child Care Sites

### Centers (2021)

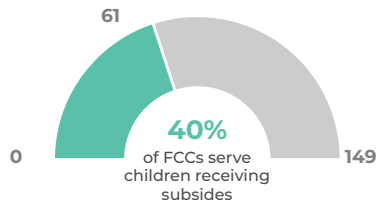
In 94580, 94541, and 94578, there are 34 licensed child care centers.<sup>7</sup> **29 (85%)** of these sites serve **children who are receiving subsidies.**



Subsidized centers receive alternative payment vouchers and/or state or federal contracts to serve children eligible for subsidies. Of these subsidized centers, there are five head start centers, 21 Title 5 centers (state contracted), and 15 centers receiving voucher payments. Some programs receive voucher payments and state/federal funding.<sup>8</sup>

### Family Child Care (2021)

In 94580, 94541, and 94578, there are 149 family child care sites.<sup>7</sup> **61 (40%)** of these sites serve **children who are receiving subsidies.**



Subsidized FCCs receive alternative payment vouchers and/or participate in a Title 5 subcontract through Hayward Unified School District or City of Oakland EHS/HS subcontract through BANANAS to serve children eligible for subsidies.<sup>8</sup>

### Family, Friend, and Neighbor (2019)

In 94580, 94541, and 94578, there are **128** family, friend, and neighbor (FFN) providers who care for **246** children who are receiving subsidies.<sup>8</sup>

This includes family, friend and/or neighbor providers who serve children using Alameda County Alternative Payment vouchers from CalWORKs Stage 2 and 3 and the California Alternative Payment Program (CAPP).

## Child Care Subsidies

### Income Eligibility for Subsidized Care, Family Size of 3 (2020)<sup>9</sup>

Eligibility	Income Standard	Annual Standard 2020
CalWORKs	CalWORKs Initial Eligibility Limit	\$17,520
Early Head Start / Head Start	Federal Poverty Level	\$21,960
State Subsidized (CCTR, CSPP, CAPP)	85% of State Median Income	\$78,135

### Unmet Need for Subsidized Care<sup>6</sup>

#### Infant/Toddler

In 94580, 94541, and 94578, **3,203** infants/toddlers who are eligible for child care subsidies are not enrolled in subsidized care, meaning that there is **96%** unmet need for subsidized infant/toddler care.

#### Preschool

**1,918** eligible preschoolers are not enrolled in subsidized care. The unmet need for subsidized preschool care is **71%**

### Number of Children Served by Subsidy Type for Children Birth-5 (2020)<sup>6</sup>

#### Center-Based Subsidies

**181** Early Head Start/Head Start  
**390** CA State Preschool Program (SPP) Part Day  
**110** CA State Preschool Program (CSPP) Full Day  
**72** General Child Care and Development (CCTR)

#### Voucher-Based Subsidies

**37** CalWORKs Stage 2  
**125** CalWORKs Stage 3  
**175** California Alternative Payment Program (CAPP)

All subsidy data reported is for children living in the selected area; it is not reported by provider location.

**753**

Total Center-Based Subsidies

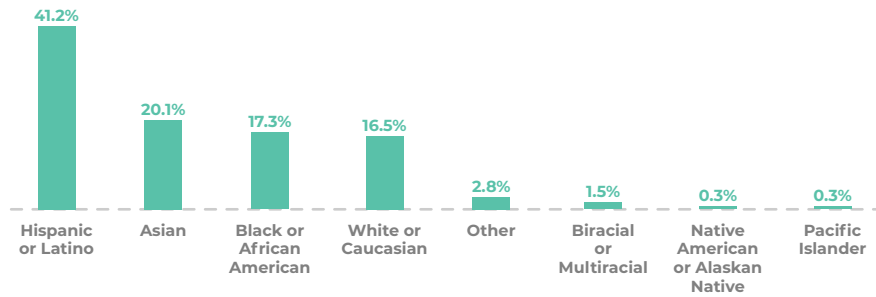
**337**

Total Voucher-Based Subsidies

**247**

Transitional Kindergarten (TK)

### Unincorporated Community Population by Race/Ethnicity



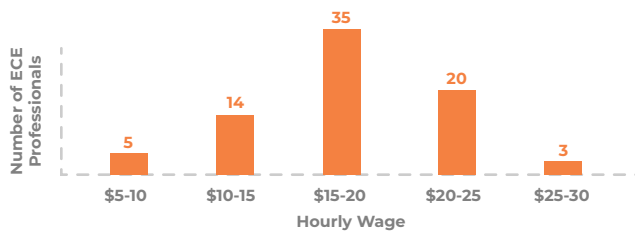
### Number of ECE Professionals (2020)

**228**  
Center Workforce

**456**  
FCC Workforce

**684**  
Total ECE Professionals

### ECE Professional Hourly Wage in 94580, 94541 & 94578 (2020)



### ECE Professional Wage (2020)

**\$17**  
Median Hourly Wage

**\$17.88**  
Mean Hourly Wage

In 94580, 94541, and 94578, **33%** of ECE professionals are **over 50 years old**.



# Kindergarten Readiness: 2021-22 Kindergarten Readiness Assessment and Alameda County 2018 Longitudinal Study

## What is the Kindergarten Readiness Assessment and why is it important?

**Children are not innately ready or not ready for kindergarten.** They thrive when they grow and develop in environments that support and nurture them and their families. This **requires community conditions that position families for success**—well-paying jobs, access to quality, affordable early care and education, transportation, health care, and safe inviting places to live, play, and connect—and **freedom from discrimination rooted in racism and classism**. First 5 Alameda County's [2021-22 Kindergarten Readiness Assessment \(KRA\)](#) findings and recommendations show how Alameda County may improve kindergarten readiness in the overlapping environments that influence children's readiness—communities, families, and schools.

## Methodology

Community, family, and school conditions affecting kindergarten readiness were determined through analysis of more than 3,000 surveys and the input of a 30-member Research Advisory Group comprised of parents/caregivers, early care and education professionals, TK/kindergarten teachers, and community leaders. Our 2021-22 KRA suggests that structural inequities compounded by the COVID-19 pandemic have negatively impacted children, families, and communities across the county.

## Why It Matters

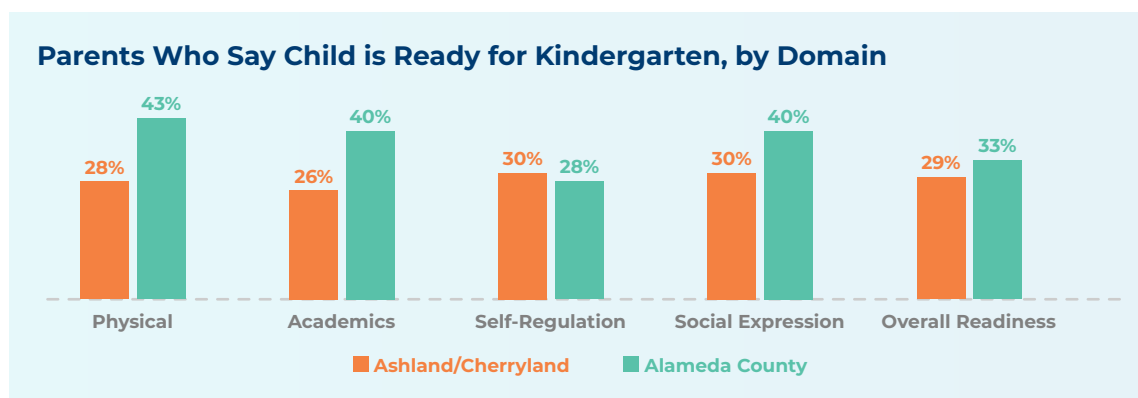
The [Alameda County 2018 Longitudinal Study](#) of children's scholastic progress found that achievement gaps are persistent: four in five children who are behind in kindergarten are still behind in third grade. Furthermore, four out of five children who are not ready in any skill domain are still not meeting learning standards in third grade, a predictor of high school graduation and later health and career success.

## Whom did we survey in the Ashland and Cherryland communities?

Survey data is included for families who answered “yes” to the question, “Do you live in Ashland or Cherryland?” in our 2021-22 Kindergarten Readiness Assessment (KRA). The 2021-22 KRA prioritized data collection from Ashland, Cherryland, and nine other priority zip codes in the county that have experienced historical disinvestment and were disproportionately impacted by COVID-19.

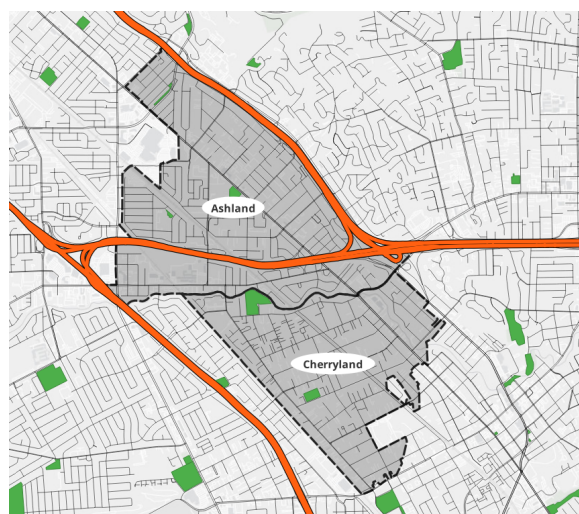
## Key Findings

According to parents/caregivers who responded to the 2021-22 KRA, 29% of children in Ashland and Cherryland were fully ready for kindergarten. The majority of TK/ kindergarten teachers working in Ashland and Cherryland reported feeling that students are less ready now than they were before the pandemic, particularly in self-regulation and social expression, a trend that was also observed countywide.

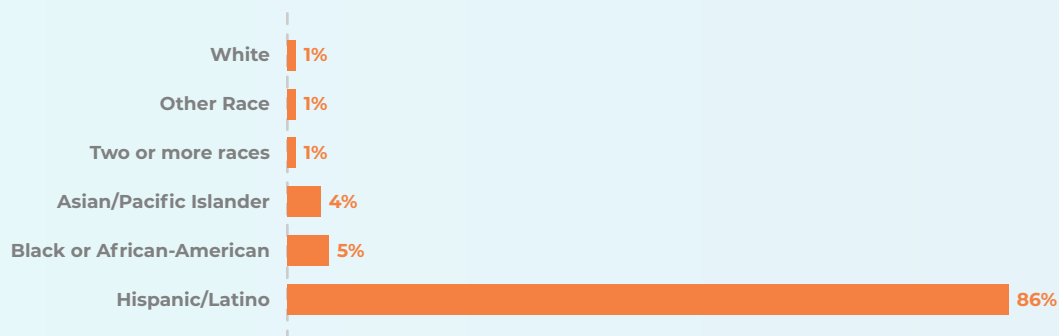


## Characteristics of Families We Surveyed in Ashland and Cherryland

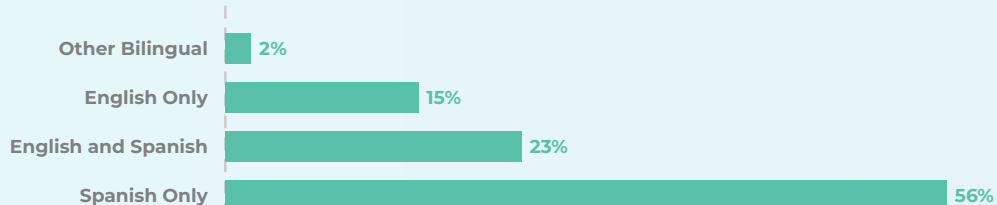
Two-hundred-twenty parents/caregivers of preschool-age children (ages 3-6 years) were surveyed, 30% of whom have at least one other child outside of preschool age. Approximately 80% of families earned an annual income of less than \$50,000, which is more than the county average (50%).



### Parent/Caregiver Race and Ethnicity



### Language Spoken at Home



## Characteristics of Educators We Surveyed in Ashland and Cherryland

Twenty-one early care and education professionals who work in licensed centers in Ashland or Cherryland were surveyed and an additional 32 kindergarten/transitional kindergarten teachers who work in schools that serve students who live in Ashland or Cherryland were surveyed.



# The Road to Kindergarten Readiness

The 2021-22 KRA identified the following conditions affecting kindergarten readiness in the [Road to Kindergarten Readiness](#): financial stability, thriving neighborhoods, family health and well-being, early care and education, kindergarten transition support, and supported educators and systems.

## Financial Stability

Sufficient income and supports to ensure families can meet their basic needs for housing, food, utilities, diapers, and resources required to create a safe, healthy, and enriching home environment

**Why It Matters:** In our 2021-22 KRA, we found that having a higher income and receiving a guaranteed income were linked to higher readiness.

**What Works:** Families in the study who participated in the Oakland Resilient Families guaranteed income pilot reported significantly higher readiness.

### **Key Findings:**

Three out of four families surveyed in Ashland and Cherryland reported having household incomes under \$50,000 per year, half of the county median household income of \$109,000.

More than seven out of 10 residents reported the need for free/affordable food, health care, activities for young children, access to technology, as well as other supports such as covering utility bills and financial assistance.



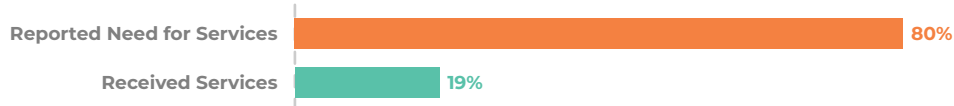
## Thriving Neighborhoods

Community conditions and an environment that supports family well-being, including affordable housing, access to public transportation, and family-friendly spaces

**Why It Matters:** The presence of neighborhood assets was significantly correlated with kindergarten readiness in Alameda County.<sup>5</sup>

### Key Findings:

#### Comparison of Reported Need Versus Received Services



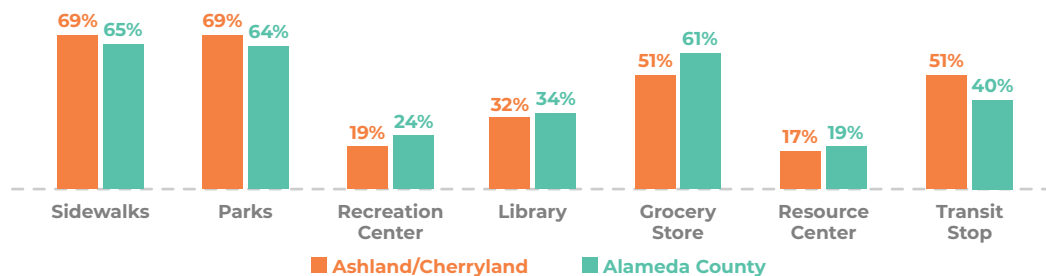
Parents and caregivers in Ashland and Cherryland identified a wide range of needed community supports. Most parents (seven out of 10) expressed the need for all 17 community supports asked in the survey, with the top five community supports identified in the list below:

- Free/affordable health care/health insurance
- Free/affordable activities for young children
- Free/affordable food
- Free/affordable child care
- Parenting support (education, parent groups, parent leadership programs)

Other community supports included free/affordable internet access, support in finding services, free/affordable health screenings, access to technology devices, mental health care, legal assistance, transportation assistance, cash aid, assistance with utilities payments, housing assistance, employment assistance, and free/affordable diapers.

Only 51% of parents in Ashland and Cherryland felt they had access to grocery stores while 61% of countywide responses felt they had access to grocery stores.

#### Families Reporting Neighborhood Assets





## Family Health and Well-Being

Connection to community-based resources through family navigation and access to health and mental health services that are culturally responsive and include vision, dental, and screenings and preventative care

**Why It Matters:** Children who attended well-child visits had higher readiness. In addition, children whose parents/caregivers reported fewer concerns about their child's mental health also had higher readiness.<sup>6</sup>

### Key Findings:

The impact of COVID-19:

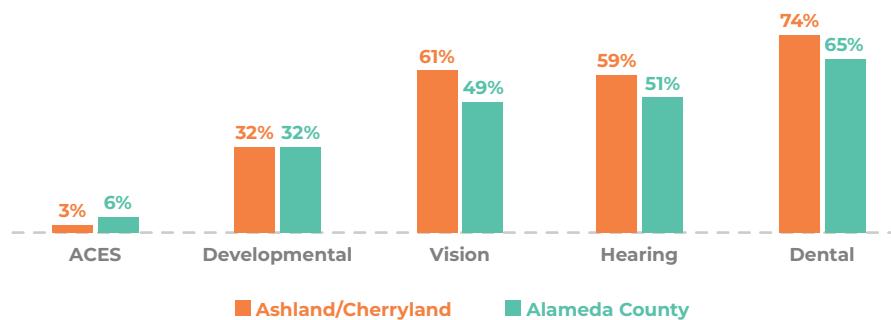
In Ashland and Cherryland, one in five children have missed a routine well-baby or well-child visit and parental concerns around their child's mental health have increased by 23% since the pandemic began—from 54% pre-pandemic to 76% currently. Countywide, almost two in five children missed a health checkup since the pandemic began, and three out of four parents expressed being frequently concerned about their child's mental health.

61% of parents/caregivers report feeling stress as compared to 49% before the pandemic.

More than one-third of ECE professionals expressed that their highest concern for children and their parents/caregivers was for those who had experienced trauma.

ECE professionals' second highest concern was for their students' emotional well-being.

Children Who Have Received Screening





## Early Care and Education

Access to affordable, high-quality child care options that meet family needs and preferences, especially for families with low incomes and those most impacted by structural racism

**Why It Matters:** Past research in Alameda County found that early care and education participation predicts higher readiness.

### Key Findings:

One in four families report that their child ages 3 to 6 did not attend any child care or have any preschool experience. Forty-three percent of families rely on family, friends, and neighbors to cover their child care needs.

Three out of four families report experiencing at least one difficulty in accessing child care or preschool programs.

The top three barriers identified by parents in Ashland and Cherryland to accessing child care are:

- The high cost of child care
- Program was closed or hours reduced due to COVID-19
- Was not safe to send my child to the program due to COVID-19



## Kindergarten Transition Support

Access to events and activities that ensure families' smooth transition into the TK–12 system, such as parent-teacher meetings, home visits, and kindergarten orientations, plus policies and practices that engage fathers

**Why It Matters:** Use of kindergarten transition supports, especially among fathers, was linked to higher readiness in children.

### Key Findings:

Nine out of 10 families in Ashland and Cherryland attended at least one kindergarten transition activity. More than half of these families reported attending an orientation.

#### Transitional Kindergarten/Kindergarten Transition Activities

##### Top 3 Transition Activities Offered

- Information for families about what their child might learn in kindergarten
- Kindergarten orientation session or tour before or shortly after school starts
- Parent-teacher meetings before or shortly after school starts

##### Top 3 Transition Activities NOT Offered

- Home visits with families before or shortly after school starts
- Joint trainings for kindergarten teachers and preschool or child care professionals
- Activities or events (e.g., BBQs or carnivals) before or shortly after school starts for families to meet school staff



## Supported Educators and Systems

Collaboration between systems, including early care and education, transitional kindergarten to 12th grade (TK–12), and community organizations to better support ECE professionals, teachers, and families with resources and services

**Why It Matters:** Teachers who reported high levels of stress in Alameda County were more than four times more likely to say they plan to leave the profession.

### **Key Findings:**

In schools that serve Ashland and Cherryland, 68% of kindergarten and/or TK teachers reported recently feeling a high level of stress.

Sixty-three percent of ECE professionals reported decreased hours; 57% reported decreased wages; and 71% reported decreased household income.

# Licensed Child Care Facilities Needs in Unincorporated Alameda County

## Ashland & Cherryland Survey Response Data

### 2022 Alameda County Early Care and Education Licensed Facility Needs Assessment

First 5 Alameda County developed the 2022 Alameda County Early Care and Education Licensed Facilities Needs Assessment with the support and engagement of the Alameda County ECE Planning Council Facilities Ad Hoc Subcommittee. Surveys were distributed to all licensed programs in Alameda County via Resource and Referral agencies in early 2022. The following data explores the reported facility needs and considerations of Ashland and Cherryland.

**21%**  
Licensed Provider  
Response Rate

**5**  
Family Child Care  
(FCC) Responses

**2**  
Center-Based Care  
Responses

### Facility Conditions and Deferred Maintenance

#### Landscape Findings:

Investing in ECE facilities matters. The strongest predictors of kindergarten readiness are structural conditions, socioeconomics, and access to resources. Razor-thin operating margins have forced many ECE professionals to defer maintenance and provide services at sites that need significant investment. A backlog of deferred maintenance can result in program spaces that are inadequate, in urgent need of repair, or facing licensing issues.

First 5 asked sites to rate the condition of various property components and found that for most sites, the majority of site components are only in adequate condition, and **nearly three-quarters of sites have at least one part of their site in inadequate condition or worse.**

## Recommendations:

With cautious optimism and anticipation of potential new facility funding opportunities, data from this survey can inform decisions of how to use funding if it becomes available. **First 5 recommends using an equity lens to balance renovation and repair with preventative maintenance, while focusing resources toward sites serving child care deserts, communities of color, and facility needs that promote inclusionary practices.**

**71%**

of sites surveyed have **at least one** property component in poor condition.

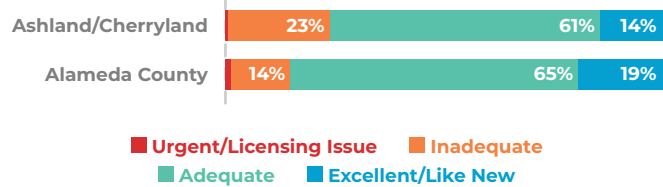
**43%**

of sites have **six or more** property components in poor condition.

**29%**

of sites have **at least one** property component in urgent need of repair.

## Condition of Property Components Compared to County (N=6)



## Property Components in Poor Condition

Property Component	Centers	FCCs	Total Sites
Outdoor Play Space	1	3	4
Storage	1	3	4
Exterior (Stucco/Paint/Trim)	1	2	3
Exterior Lighting	1	2	3
Interior Walls (Paint)	1	2	3
Landscape		3	3
Floor Coverings	1	1	2
Parking	1	1	2
ADA Compliance/Updates/Supports		1	1
Adult Support Space	1		1
Bathrooms		1	1
Fire & Earthquake Safety		1	1
Foundation	1		1
Gutters	1		1
HVAC	1		1
Interior Lighting	1		1
Kitchen	1		1
Plumbing	1		1
Refrigerator	1		1
Roof	1		1
Security System		1	1
Stove	1		1

## Landscape Findings:

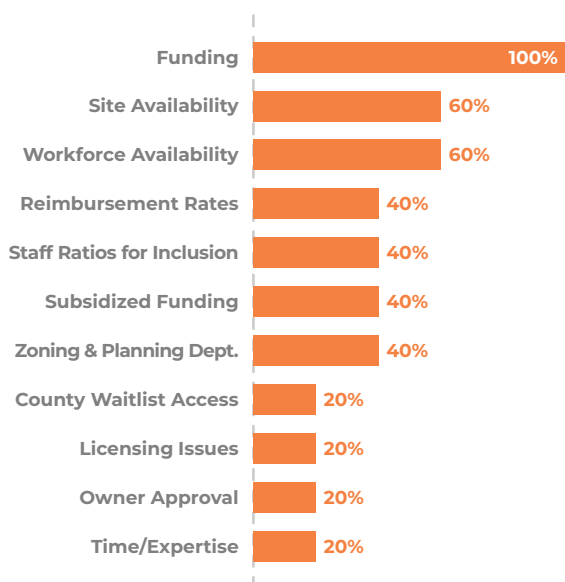
Real estate and construction markets impact the supply of child care across the county. Programs that own their facility are more likely to be able to keep their doors open amid rising rental prices, suggesting that property ownership plays a crucial role in stabilizing the supply of early care and education.

The size of early care and education facilities constrains the number of children that programs can serve. Despite widespread interest in expansion, growing construction and real estate costs prevent many programs from increasing their enrollment. **Sites projected they could increase the number of children served in Ashland and Cherryland by 87% if resources were available to help them expand.** ECE professionals also identified the barriers that prevent expansion and specific supports that could help.

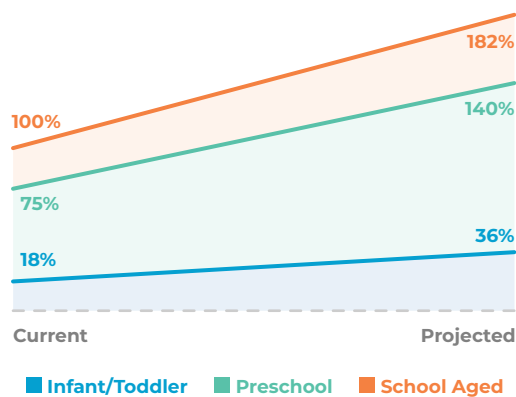
## Recommendations:

Findings from this report can help leaders define a community-led vision that identifies the amount, types, and condition of facilities needed and measure progress toward meeting that goal. **First 5 recommends taking an asset-building approach and leveraging programs that encourage ownership and financial security.** The early childhood field would benefit from programs that recognize that ECE professionals need more than financial support and would also provide technical assistance.

### Reported Barriers to Expansion(N=5)



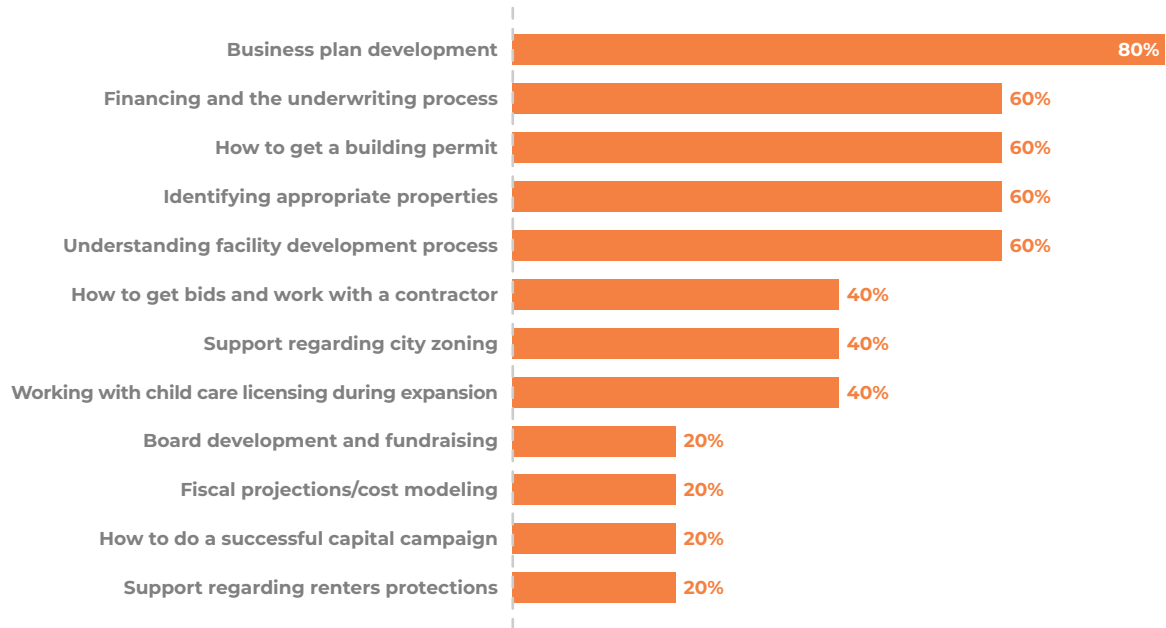
### Projected Enrollment Growth



**40%**  
of Family Child  
Cares (FCCs) own  
their property

**100%**  
of centers  
own their  
property

### Technical Assistance Needed to Expand (N=5)



A photograph of a woman with long dark hair, wearing a light-colored patterned sweater, sitting at a yellow table. She is smiling and holding the hand of a young child with dark hair. The child is also smiling and looking up at the woman. On the table, there are some colorful geometric shapes and a small toy. In the background, there are other children and educational toys on the floor.

# Child Care Facilities Site Visits in Urban Unincorporated Alameda County

To supplement the survey responses collected for the First 5 Alameda County Licensed Child Care Facilities Needs Assessment, with the support of Child Care Facilities Consultant David Pearson, First 5 Alameda County conducted eight site visits and interviews with early care and education professionals in the urban unincorporated areas of Alameda County.

The site visits were conducted to better understand the needs, resources, strengths, and challenges of child care facilities in unincorporated Alameda County communities. Sites were contacted based on survey responses collected for the First 5 Alameda County Licensed Child Care Facilities Needs Assessment and by referrals from the community. The Appendix contains detailed narratives, site characteristics, and images from six family child care homes and two child care centers.

# Conditions and Recommendations

Outlined in the table below are key notes on the conditions and general recommendations to support quality child care facilities based off the eight site visits and interviews.

Conditions	General Recommendations
<b>Facility Location</b>	
<p><b>Two child care facilities were located off the ground floor of an apartment complex where maintenance is based on owner approval and/or several property management policies and availabilities.</b></p>	<ul style="list-style-type: none"> <li>• Local building codes and regulations may restrict or prohibit the operation of a child care facility on the second floor of a building. It is essential to consult with the Alameda County Community Development Agency (CDA) Planning Department and other local authorities like the Fire Marshal and building inspectors to ensure that all necessary permits and approvals are obtained.</li> <li>• The safety of the children being cared for is a top priority. Consideration should be given to emergency evacuation plans, fire safety measures, and accessibility for children and families with special needs.</li> <li>• The comfort and convenience of the children being cared for, and the caregivers, should also be considered. The location of a child care facility should provide easy access for families and support the needs of the children.</li> <li>• In general, it is recommended to consult with local building professionals, fire safety experts, and licensed child care program specialists to determine the best location, including whether a child care facility should be located on the second floor of a building.</li> </ul>
<b>Outdoor Space</b>	
<p><b>Child care facilities had access to outdoor space that is adequate for active developmentally appropriate play.</b></p> <p><b>Child care facilities are interested in making their outdoor space more accessible and developmentally appropriate.</b></p>	<ul style="list-style-type: none"> <li>• A child care facility should have readily accessible outdoor space for developmentally appropriate play. Other outdoor spaces that can be used include community outdoor space like public parks, school yards, or public areas.</li> <li>• Outdoor spaces should have access to shade and be ADA-accessible.</li> <li>• A child care facility should be displayed and visible from the street.</li> </ul>

Conditions	General Recommendations
<b>Indoor Spaces</b>	
<p><b>Most child care facilities used by children were well-lit and well-ventilated.</b></p> <p><b>Child care facilities had adequate indoor space for the comfort of the children and for developmentally appropriate activities.</b></p> <p><b>Child care facilities would like to create additional interior space to expand their license capacity.</b></p> <p><b>Renovations are expensive and are often not the best option if a property is not owned.</b></p> <p><b>Child care facilities need roofs, doors, and windows replaced.</b></p> <p><b>Child care facilities need painting and plaster repairs.</b></p>	<ul style="list-style-type: none"> <li>• Heating, ventilation, and lighting equipment are important for the protection of the health of the children.</li> <li>• It is highly suggested when installing a floor or wall heater in a family child care home to take safety precautions to prevent accidents and fires. The type of element that should be around the heater depends on the type of heater being installed and the materials used in the construction of the home.</li> <li>• Child care facilities should have adequate indoor space for children's comfort and to accommodate for developmentally appropriate activities.</li> <li>• Conditions like cracked ceilings can pose a safety risk to children and caregivers.</li> <li>• Structural problems like falling debris and leaks can create hazards. Child care facilities should meet all local building codes and regulations, including safety, sanitation, and structural integrity standards.</li> <li>• Child care centers would benefit from renewable energy sources, such as solar or wind power, as well as the implementation of water conservation measures. The focus would be on creating a safe, healthy, and environmentally responsible space for children to learn and grow.</li> <li>• Ten cost-effective upgrades for FCC homes and center-based sites when upgrading their electrical systems and windows include: <ul style="list-style-type: none"> <li>• Energy efficient lighting: Replacing incandescent light bulbs with LED or CFL (compact fluorescent) bulbs can save energy and reduce electricity costs.</li> <li>• Programmable thermostats: Installing programmable thermostats can help regulate temperature and reduce energy waste.</li> <li>• Energy efficient appliances: Upgrading to Energy Star-certified appliances can reduce energy usage and costs.</li> <li>• Smart power strips: Smart power strips can reduce energy waste by automatically turning off devices when not in use.</li> <li>• Solar panels: Installing solar panels can reduce dependence on traditional energy sources and lower energy costs.</li> <li>• Double-paned windows: Installing double-paned windows can improve insulation and reduce energy waste.</li> <li>• Window film: Installing window film can reduce heat gain in the summer and heat loss in the winter, improving energy efficiency.</li> <li>• Window coverings: Installing window coverings, such as blinds or curtains, can reduce heat gain and heat loss, improving energy efficiency.</li> <li>• Insulated doors: Installing insulated doors can improve insulation and reduce energy waste.</li> <li>• Weatherstripping: Installing weather stripping around doors and windows can reduce drafts and improve insulation, reducing energy waste.</li> </ul> </li> </ul>



# Conclusion

This Early Care and Education Needs Assessment of Alameda County's Unincorporated Areas provides an overview of the conditions of the ECE system in the urban unincorporated areas of Alameda County. The report details a comprehensive assessment of children's kindergarten readiness, unmet and urgent needs of their families, equitable access to child care and community resources, and the needs of child care professionals and facilities. The report contextualizes community conditions and factors that position families for success and contribute to children's well-being.

The report also includes actionable recommendations to local system leaders and other stakeholders. These recommendations call for equitable investments and policy interventions to ensure all children have access to high-quality early care and education. This is particularly important in the wake of the pandemic, which exacerbated challenges within the ECE system (e.g. closures of child care facilities, loss of funding, workforce strain, and household stress) and exacerbated racial and ethnic disparities in education, economic, health, and other outcomes. ECE stakeholders and the broader community must come together, align resources, and actively dismantle systemic barriers to advance social, economic, and racial justice within the early care and education system in unincorporated Alameda County.

As the administrators of new local child care revenues, First 5 will continue to work to advance children's kindergarten readiness by ensuring that policies, systems, communities, and schools support families and children by creating the conditions that position all for success. Building an equity-centered early childhood system of care requires the prioritization, commitment, and investment of a cross-section of stakeholders, including parent advocates and leaders, ECE professionals, public systems, community-based organizations, and philanthropic organizations. Our partnerships with ECE leaders, public systems, community-based organizations, and philanthropic foundations are also crucial to ensure that the public systems that serve families—education, health, social services, and others—are integrated and coordinated to support families in accessing the care, resources, and services they need.

# Appendix: Child Care Facilities Site Visits in the Urban Unincorporated Areas of Alameda County

Detailed in this appendix are narratives, site characteristics, and images from six family child care homes and two centers within the urban unincorporated areas of Alameda County that participated in the facilities site visits and interviews conducted by First 5 Alameda County and Child Care Facilities Consultant David Pearson.

## Site A: Family Child Care

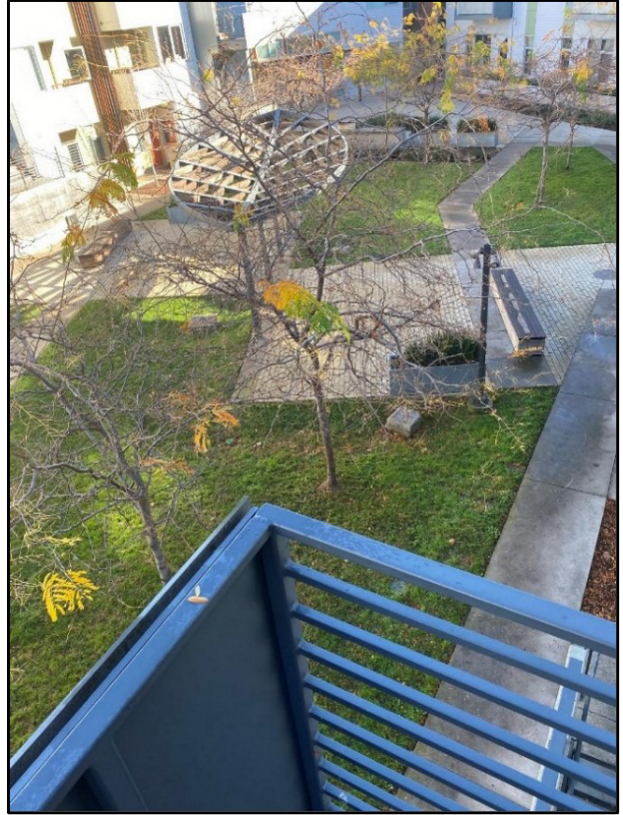
### Site Characteristics:

- Years Operating at Site: 4
- Students Enrolled: 9
- Interest in Expansion: Yes
- Property Status: Leased apartment, month-to-month lease in affordable housing complex
- Race/Ethnicity of Owner: Black or African American
- Quality Counts Enrollment Status: No
- Accepts Subsidies: Yes

### Provider Narratives:

*"I would love to get to a place where I don't have to ask them to walk down 38 steps to go out to play, and then climb 38 steps when they're ready to come in. They're little ones, it's a lot."*

*"I want more space for them, and I want to stay in this area. I'm already established with the families in these neighborhoods."*



# Site B: Family Child Care

## Site Characteristics:

- Years Operating at Site: Information not available
- Students Enrolled: 11
- Interest in Expansion: Information not available
- Property Status: Property owned by child care operator
- Race/Ethnicity of Owner: Information not available
- Quality Counts Enrollment Status: Yes
- Accepts Subsidies: Information not available

## Provider Narratives:

*"My coach [QC], she recommended the deck covering. We had a carpet on the deck but it felt dirty. Now the deck is easy to clean."*

*"Right now, I can't serve kids under age one; I would need a dedicated nap room for them because they nap a lot, and I don't have a room just for napping. Also, I can't take kids who don't nap. If I could add another room to use for naps, then I could take those kids. That is my dream; hopefully someday!"*

*"We work from Monday to Friday; we work all week because we're open all week. But contractors also work Monday through Friday, so we can't have them come. My husband tries to learn what he can learn to make repairs on YouTube."*



# Site C: Family Child Care

## Site Characteristics:

- Years Operating at Site: 18 years
- Students Enrolled: 14
- Interest in Expansion: Yes
- Property Status: Leased house
- Race/Ethnicity of Owner: Information not available
- Quality Counts Enrollment Status: No
- Accepts Subsidies: Information not available

## Provider Narratives:

*"I love this space for the children because I can see each room from almost every other room. The house is like a big circle, and the layout lets me keep an eye on all kids."*

*"I have to compensate. I work three times as hard to maintain my business."*

*"I heard through the grapevine that my landlord regrets renting to an FCC."*

*"I spent all my savings to stay open through the pandemic. I can't even afford to buy a new front door."*

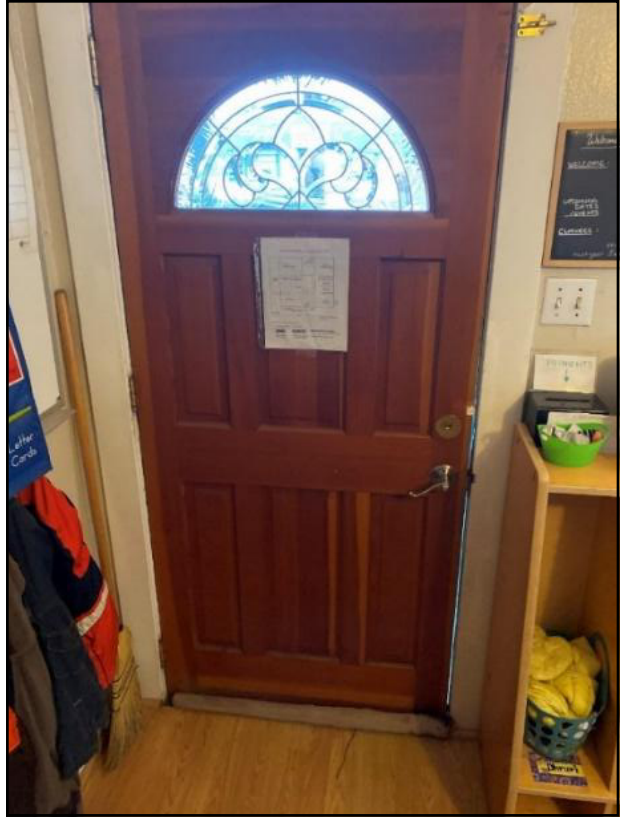
*"I want to expand; I got my qualifications as a director so I could open a center. But there is nowhere to go. I can't find a space. Even now I'm licensed for 14 kids, but I only have one assistant, so I can't get to my licensed capacity."*

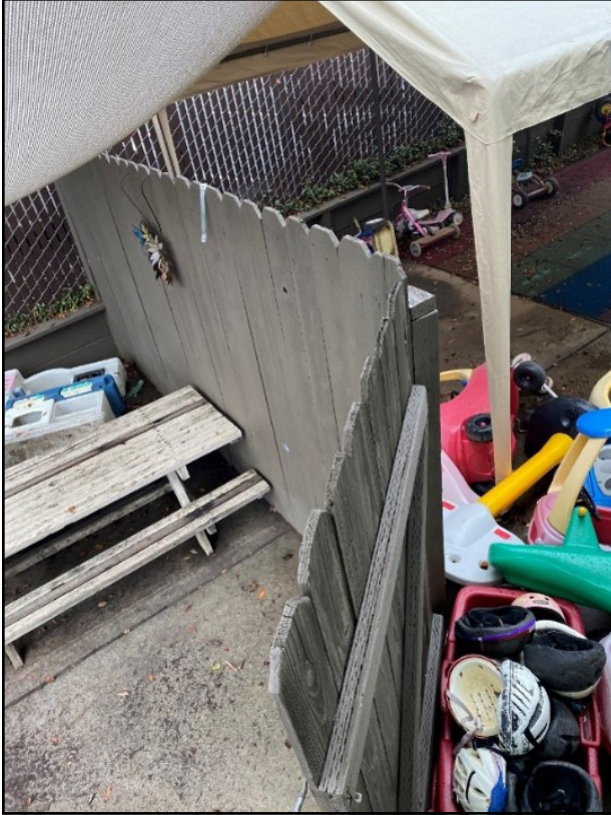
*"I just got my infrastructure grant money yesterday! I'm so, so excited; it's just the best news. But also, I feel like, with everything going on in this house, I'd be better off leaving than spending money on this space."*

*"I feel a huge sense of dread: like I have maybe two more years to figure out what to do before I have to leave this neighborhood."*

*"I have this furniture for the kitchen for my kid who has special needs. I keep his stuff within arm's reach for him so he can be independent. I always have at least one kid with special needs."*

*"I got infrastructure funding to add a side door and a ramp, so I could accept kids with special needs, and I also wanted a ramp when I broke my own ankle. But my landlord said no to the door and the ramp."*



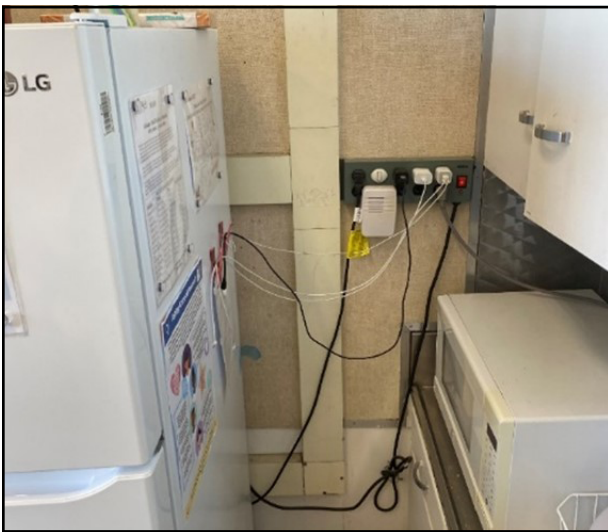
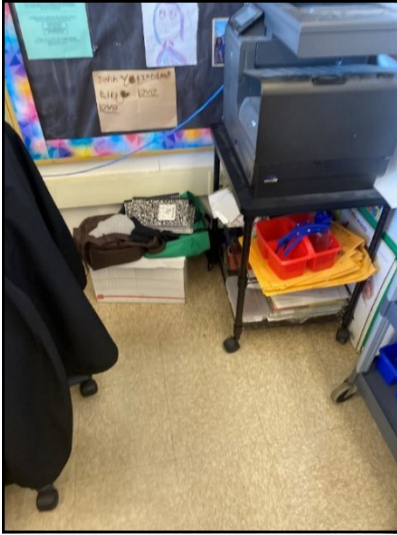


# Site D: Center in District Leased Space

## Site Characteristics:

- Years Operating at Site: Information not available
- Students Enrolled: Information not available
- Interest in Expansion: Information not available
- Property Status: Information not available
- Race/Ethnicity of Owner: Information not available
- Quality Counts Enrollment Status: Information not available
- Accepts Subsidies: Yes





# Site E: Center

## Site Characteristics:

- Years Operating at Site: 17
- Students Enrolled: 80
- Interest in Expansion: Yes
- Property Status: Property owned by child care operator
- Race/Ethnicity of Owner: Information not available
- Quality Counts Enrollment Status: Yes
- Accepts Subsidies: Yes

## Provider Narratives:

*"Ninety-five percent of my children here are subsidized, 5% pay cash. We are giving a lot to this community. I myself am a product of parents who worked hard and wanted better for me."*

*"I also partner with Early Head Start. Some of my kids are Early Head Start, which bring perks to the kids like free diapers, wipes, and formula."*

*"I have the skills and training to be a Director or Executive Director at a big public site. But I want to own something of my own. I have a vision that I want to cultivate. I'm not ready to be done yet."*

*"I own this building. I got \$250,000 through the Minor Renovation grants. This is the first grant we've ever gotten, and it took COVID to get that support."*

*"I think, because I'm a for-profit, the expectations and support are different for me."*

*"It's hard to run a business on our budget, it's so hard. I want to pay the teachers more. They are paid okay, but they have a hard job, and I can't even provide health insurance."*

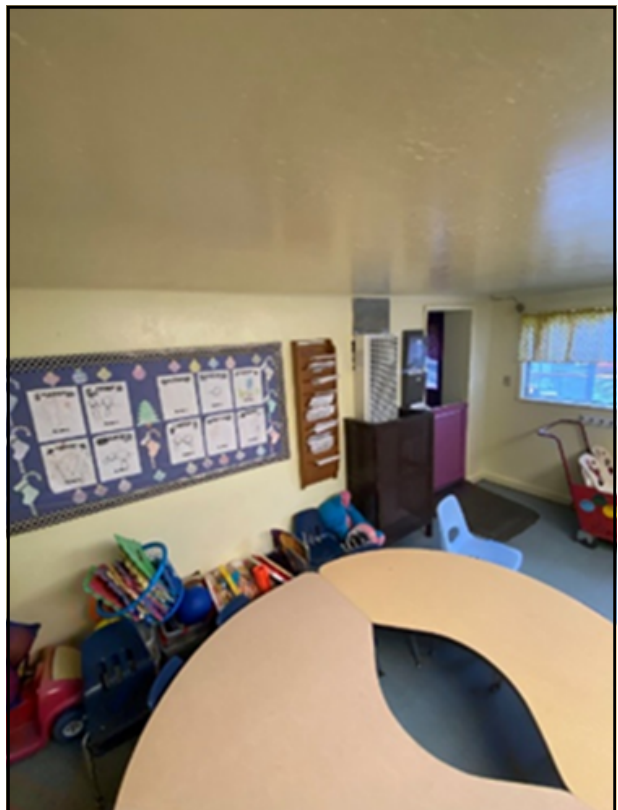
*"I'm in the process of applying for the major renovation grant for this site, and for another site that I'm trying to convert that is in Oakland. But I need to match 10% and I don't think I can come up with that."*

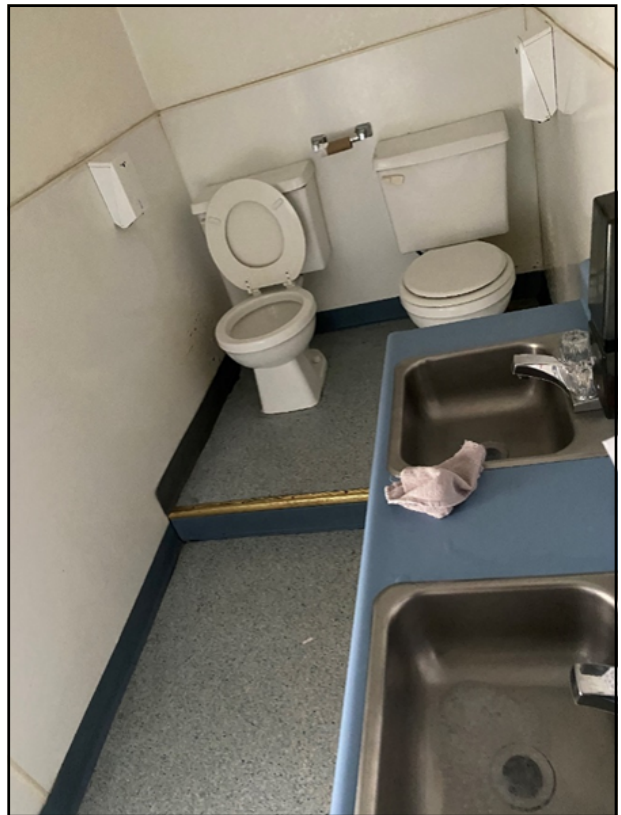
*"During COVID, a lot of my colleagues just closed down. They went to work in totally different fields."*

*"I see a problem with children under the age of two. Parents with children under the age of two, the parents have no place to put their children. Those are the desperate calls I get."*





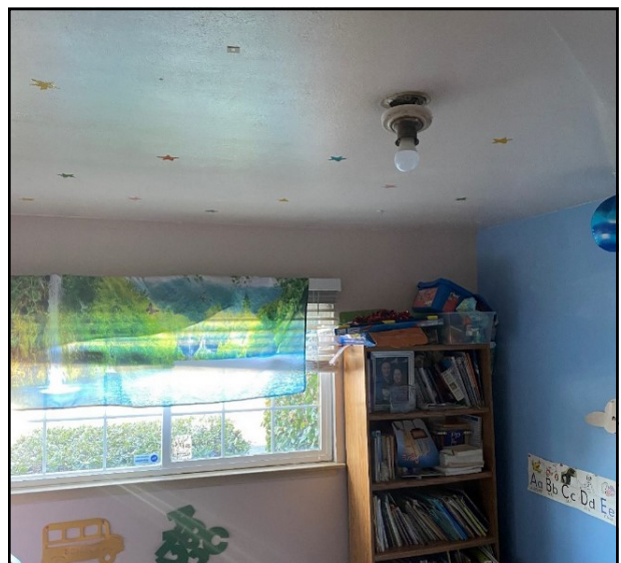
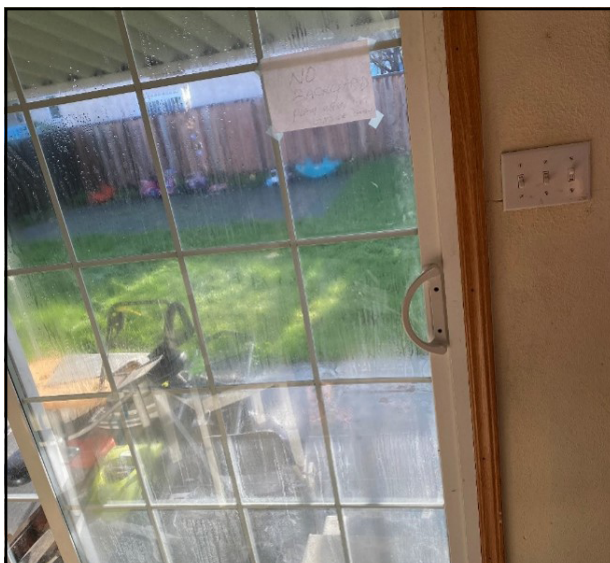
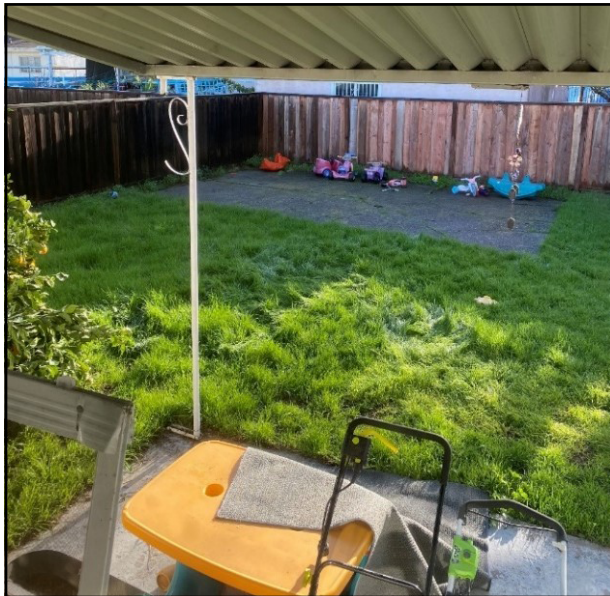




# Site F: Family Child Care

## Site Characteristics:

- Years Operating at Site: 19
- Students Enrolled: 4
- Interest in Expansion: No
- Property Status: Property owned by child care operator
- Race/Ethnicity of Owner: Information not available
- Quality Counts Enrollment Status: No
- Accepts Subsidies: Information not available



# Site G: Family Child Care

## Site Characteristics:

- Years Operating at Site: 8
- Students Enrolled: 10
- Interest in Expansion: Maybe
- Property Status: Property owned by child care operator
- Race/Ethnicity of Owner: Nepalese
- Quality Counts Enrollment Status: Yes
- Accepts Subsidies: Yes

## Provider Narratives:

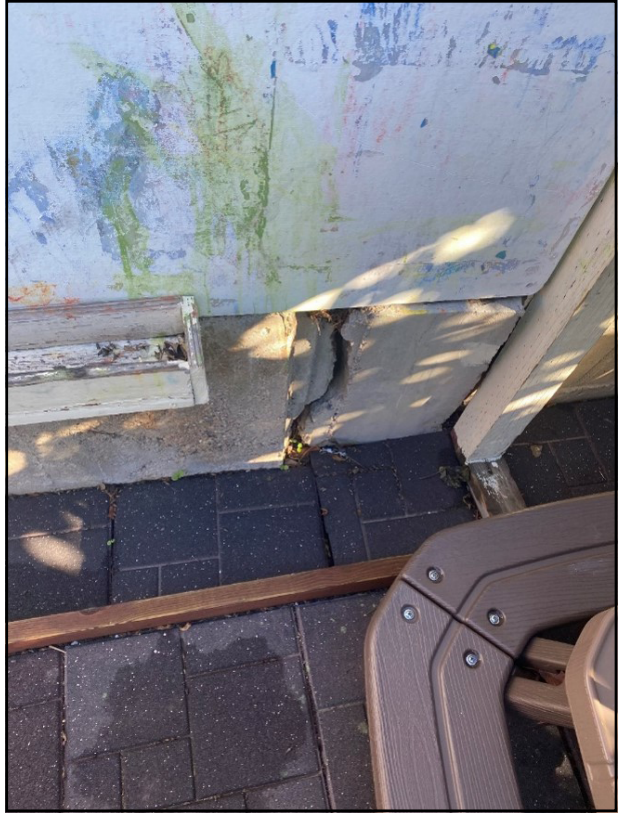
*“Staffing is the big issue. It’s not like before; COVID changed a lot.”*

*“Also, I want to do a little renovation, everything is so expensive. I talked to a contractor. It’s really hard to get a contractor, and it’s really expensive. That’s why we only have 10 kids. This roof is really old. We’re putting layers on top of layers, and the bathroom is old, and now it’s falling apart. We’ve done everything ourselves. For renovations, we do it on the weekend, my husband and I.”*

*“Working in daycare, it is hard to go to the doctor for myself. I haven’t had my teeth cleaned in three or four years because of my business hours.”*

*“All of my staff have moved to other states. It’s too expensive here.”*





# Site H: Family Child Care

## Site Characteristics:

- Years Operating at Site: 5
- Students Enrolled: 2
- Interest in Expansion: Yes
- Property Status: Leased apartment unit
- Race/Ethnicity of Owner: Black or African American
- Quality Counts Enrollment Status: No
- Accepts Subsidies: Information not available

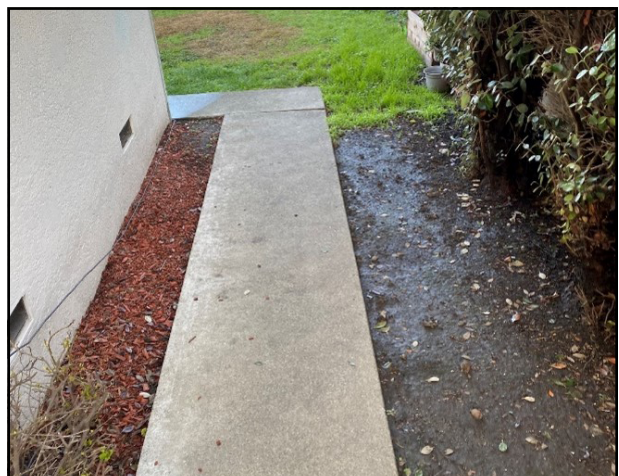
## Provider Narratives:

*"I teach, I love to teach. I worked at private schools, and I looked at the younger kids: something was missing. I went back to school to work with the babies."*

*"I went to Chabot and then graduated from Merritt College. I saw there was a need. I'm now one class away from getting my AA. I need to take intermediate algebra, but I don't want to take it! I'm on a journey to get my bachelor's from Cal State East Bay."*

*"I would love to have some outdoor equipment for the kids. Right now, we don't have anything out there but they use their creativity. I have stuff for inside, but I need playground equipment. The owner said it is a shared space and there's no other kids here. I need approval from the owner. Sometimes we walk to the playground, a few blocks."*

*"Lakeshore Learning is so expensive, but 4Cs gave me all this stuff, all the building toys and books. Stuff for phonemic awareness."*



# References

1. Estimate from survey and administrative data from October 2020 Alameda County Child Care Program Survey conducted by the Alameda County Early Care and Education Program Local Planning Council and First 5 Alameda County.
2. 2012, 2018 & 2020 American Institutes for Research Early Learning Needs Assessment Tool (ELNAT). Notes: Zip codes overlap city boundaries. Cities that make up at least 5% of the zip code were included in the city label. Data captured at different points in time may differ slightly due to changes in geographic boundaries and demographics.
3. 2018 American Institutes for Research Early Learning Needs Assessment Tool (ELNAT). Note: City data is calculated by combining proportional data from relevant zip codes. Due to data limitations, data for unincorporated areas could not be calculated in this way and therefore, are not reflected as separate jurisdictions in this chart. English Language Learner (ELL) is a California Department of Education (CDE) term that does not exactly match our Alameda County focus on Dual Language Learners. ELL is used here as that is how CDE collects and reports the data.
4. 2018 & 2020 American Institutes for Research Early Learning Needs Assessment Tool (ELNAT). 2006 Alameda County City Profiles. Note: Race/ethnicity categories are defined in a variety of ways depending upon the entity collecting the data. Categories are reported according to source categorization.
5. October 2019, Alameda County Social Services Agency. Note: City data is calculated by combining proportional data from relevant zip codes. Due to data limitations, data for unincorporated areas could not be calculated in this way and therefore, are not reflected as separate jurisdictions in this chart.
6. 2020 American Institutes for Research Early Learning Needs Assessment Tool (ELNAT). Note: City data is calculated by combining proportional data from relevant zip codes. Due to data limitations, data for unincorporated areas could not be calculated in this way and therefore, are not reflected as separate jurisdictions in this chart.
7. 2019 and 2021 CA R&R Resource and Referral Network, BANANAS, 4Cs of Alameda County, and Hively Alameda County Child Care Site data. Family, friend, and neighbor data from Alameda County Alternative Payment Agencies.
8. First 5 Alameda County analysis of subsidized child care sites from the 2021 CA R&R Resource and Referral Network, BANANAS, 4Cs of Alameda County, and Hively Alameda County Child Care Site data; Alameda County Alternative Payment Agencies data (2019); and the Quality Counts Common Data File (2020-21).
9. CalWORKS Eligibility Limit from 2021-22, California Department of Social Services, CalWORKs Cost of Living Adjustment Increase to the Minimum Basic Standards of Adequate Care (MBSAC) Levels. Federal Poverty Level from the 2019 and 2021, U.S. Department of Health and Human Services Poverty Guidelines. 85% of SMI from 2021-22, California Department of Education, Management Bulletin 21-09, Schedule of Income Ceilings (85 percent SMI) for Recertification.
10. October 2020, CA ECE Workforce Registry date. Note: Graph reflects self-reported data for 2,348 people registered in the Alameda County Workforce Registry as of October 2020. The Workforce Registry only represents a subset of the ECE workforce as it is a voluntary database. The Registry includes an overrepresentation of those working at child care centers and Title 5 programs compared to other child care program types.