

EXECUTIVE SUMMARY

ALAMEDA COUNTY
EARLY CARE AND EDUCATION FOR ALL
NEEDS ASSESSMENT REPORT

JUNE 2006

NEEDS ASSESSMENT REPORT EXECUTIVE SUMMARY

First 5 Alameda County, Assemblywoman Wilma Chan, the County Office of Education, and the County Child Care Planning Council, are leading a county-wide effort to plan for high-quality early care and education for all children birth through five years old in Alameda County. The result of this effort will be an Early Care and Education for All Plan that is based on a sound needs assessment, the results of a community visioning effort and an action plan. This effort was guided by a Steering Committee consisting of California Assemblywoman Wilma Chan; Alameda County Office of Education Superintendent Sheila Jordan; CEO of Every Child Counts - First 5 Alameda County Mark Friedman; and Alameda County Child Care Planning Council Chair Rosemary Obeid. Over 60 people in the Early Care and Education (ECE) field in Alameda County, as well as parents, business and school district representatives, have served as members of three Content Committees. The work was discussed and reviewed in the Content Committee meetings, each with a specific focus that included Needs, Facilities and Funding; Program and Standards; and Professional Development/Higher Education. In addition, hundreds of interested individuals have attended meetings and input sessions across the county.

This Needs Assessment Report, a key component of the Early Care and Education For All planning process, looks at a variety of elements related to providing supply and meeting demand for child care for our children from birth to kindergarten and their families. Additionally, this needs assessment includes information on school-age children, defined as five- to 12-year olds.

This Executive Summary compiles the results of each chapter of the document for a quick overview of the report's results. This includes brief summaries of current demographic trends; supply, demand and resulting gaps of child care; the needs of children from special populations; a summary of the cost and available subsidies for early care and education; and information about the early care and education workforce. To conclude, we highlight 12 issues of particular interest to policymakers and ECE professionals.

A. Demographics and Context Overview

This report outlines the characteristics of children and families in Alameda County, the supply and demand for child care, and the types of supports the County has in place for families and the ECE workforce. The report provides important background for a long-range community effort to develop and support high quality environments for all children. This is especially important as the quality of early care and education has been linked to children's academic and social outcomes in the short- and long-term. Likewise, quality is related to a host of other important features of early care and education, such as teacher and provider wages and turnover.

Although the critical aspect of quality is beyond the scope of this report, it is being addressed as a major component of the community planning process. The report addresses, in a limited fashion, other aspects of care that are important to parents when choosing child care, including geographic location and hours of operation.

Approximately 257,000 children 12 years old and younger live in Alameda County, accounting for 16 percent of the county's population. By 2010, the county population of children 12 years and younger will grow to 267,000. Asian and Latino¹ children account for a larger share of the child population than the county population overall and are projected to grow to an even larger proportion in four years, accounting for 61 percent of their age cohort by 2010.

¹ Throughout this report we use the term Latino to refer to people who identify themselves as being of Mexican, Puerto Rican, Cuban, Central or South American, with Spanish or other Latino origin, heritage, nationality or ancestry. This is the same group referred to as "Hispanic" by the U.S. Census.

B. Demand, Supply and Gap Summary

1. Child Care Demand

Based on a combination of local demographic information and national child care use patterns, this report estimates that families currently demand approximately 77,600 child care slots for children 12 years and younger. Pre-school children (ages two through four) account for the largest segment of demand at approximately 35,600 children; followed by school-age (ages five through 12) at 33,100 children; and infants and toddlers (birth to 24 months) at 8,900 children. By 2010, child care demand is expected to increase to 80,500 slots with infant and toddler and preschool demand growing at a faster pace than school-age demand.

2. Child Care Supply

Alameda County has approximately 61,900 full- and part-time slots in child care, early education, and before- and after-school facilities. These facilities can accommodate approximately 5,800 infants and toddlers, 36,000 preschoolers and 19,900 school-age children. Approximately 44,600, or 72 percent of the slots, are for full-time care.

3. Child Care Gaps

Overall, Alameda County has an estimated gap of approximately 15,700 child care slots with the vast majority of the child care gap in before- and after-school care. This accounts for approximately 13,200 of the total deficit. Still, infant and toddler care represents a significant gap as well, with the supply able to serve only 65 percent of total infant and toddler demand. This results in a countywide gap of approximately 3,100 slots for infants and toddlers. This Needs Assessment Report identifies a small surplus of slots for preschoolers (600 slots) in 2006, but by 2010, if supply does not increase, the county will have a shortfall in all age categories. By 2010, Alameda County will have a child care deficit of approximately 1,600 slots for preschoolers, 3,600 slots for infants and toddlers, and 13,500 slots for school-age children.

It is important for families to have choices with regard to their children's care arrangements. Families have different needs and preferences for child care, depending on their work and family situation, and their values and goals for their children. In order to ensure choice, a slight surplus of care for each age group, in each community, is desirable. If all slots are filled to capacity, parents have few options. Whereas this report does identify a surplus in some types of care in some communities, insufficient information is available to know if those slots meet the needs or preferences of families in that community. Further, there is a shortage of care in many communities. Increasing the availability of care in order to meet parents' varying needs and preferences is essential.

C. Special Populations

Within Alameda County, children from special populations have a variety of services and supports available to them by a host of different agencies. At times, these services are confusing or difficult for families to access. Over 14,000 (birth through sixth grade) children, or about six percent of the child population, participate in special education in Alameda County. This rate is roughly equal to that of the state, but somewhat lower than the nation as a whole. Approximately 3,400 children under age 13 receive services for a special long-term medical need. Mental health services are provided to over 4,000 children (birth through 12 years). English Learners (EL) make up 27 percent of the elementary school population. Seven school districts in the county have a Migrant Education Program, and in total, have identified approximately 2,400 children from migrant families in the county. In 2005, there were 856 substantiated reports of abuse, neglect or exploitation of children in Alameda County; in March 2006, 564 children were in foster care. Over 62,000 children (birth through 12 years), or 24 percent of the population, receive some form of public assistance, not including a child care subsidy.

D. Subsidies and Cost

About 25,000 children under 13 years of age currently receive free or subsidized care in Alameda County. This is approximately ten percent of children in the county: five percent of infants and toddlers, 16 percent of preschoolers, and eight percent of school-age children. A significant number of children are eligible for child care financial assistance but are not receiving it.

Unsubsidized, market-rate care is very expensive for families in Alameda County. For instance, a two-parent household making California's median income of about \$68,000 would spend one quarter of their income to place one infant and one preschooler in child care. Despite these high costs, neither parent fees nor subsidies cover the "true cost" of care.

E. Workforce

Reflecting California's current regulatory requirements, the college and university programs in the county and the nearby areas that provide training in early childhood are mostly at the Associate's level. Opportunities for upper-division- and graduate-level work in early childhood education are currently limited. However, First 5 Alameda County is working with seven of the colleges and universities in the county to increase early childhood offerings and access. Furthermore, the Child Development Corps is encouraging and rewarding early child care providers and teachers for continuing their professional training and remaining in the child care field.

F. Key Findings

The following 12 items emerged from the results of the Needs Assessment Report. These key issues should be taken into consideration when planning to improve access to child care for Alameda County's families.

1. Ethnically- and Linguistically-Diverse Children in Alameda County

Shifts in the ethnic composition of the county influences child care demand as child care use patterns differ based on ethnicity. In Alameda County, the African American and White populations are decreasing while Asian and Latino populations are increasing, and children 12 years and younger are more diverse in ethnicity than the county population overall. By 2010, it is predicted that Latino children will comprise 35 percent and Asians will comprise 26 percent of total children 12 years and younger. Additionally, according to the U.S. Census, approximately 63 percent of children five to 17 spoke English as their primary language at home, which means 37 percent spoke another language.

2. Types of Care

Child care demand by type varies distinctly by the age of the child and ethnicity of the family. For example, Latino children have traditionally been more likely to access relative care than children of other ethnic groups, even after accounting for child age, family income and parent work status. Change in Alameda County's children's ethnicity may potentially mean a shift in the type of care desired by families.

3. Growing Demand in Eastern Alameda County

Over the next nine years, the Tri-Valley area (Livermore, Pleasanton, and Dublin) will grow by approximately 3,240 children ages birth to 12. In Pleasanton alone, child care demand will increase by 560 children, which will mostly be among infants, toddlers and preschoolers.

4. Short-Term Increase in Infants, Toddlers and Preschoolers

A short-term increase in the number of infants, toddlers and preschoolers in Alameda County is anticipated over the next four years as the children of the Baby Boomers begin to have children of their own. In 2010 when those children have begun school, an increase in the school-age population is anticipated along with a leveling-off of the infant, toddler and preschool populations.

5. Slight Surplus of Slots Available for Preschoolers

The analysis found a gap in care for infants and toddlers, and school-age children, but a slight surplus of slots for preschoolers in Alameda County. Slots for preschool are able to capture 102 percent of total preschool demand, which is approximately 600 more full- and part-time preschool slots than estimated demand. This surplus in slots for preschoolers includes children accessing part-time programs for enrichment and socialization purposes, with one or more parents out of the workforce. However, this surplus will likely disappear by 2010.

6. Services for Migrant Children

Whereas Alameda County is a largely urban and suburban county, Migrant Education Programs in seven school districts have identified approximately 2,400 children from migrant agricultural families living in Alameda County. Many of these children live in urban parts of the county during the agricultural off-season or while one parent lives elsewhere to participate in agriculture. Of these, about 1,700 are school-age and receive support and academic assessments at school. Almost 600 are three- or four-year olds and half of that age group is enrolled in a preschool program. Currently, about 150 children from migrant agricultural families are under three years old. These youngest children do not receive regular services from the Migrant Education Program.

7. Inadequate Reimbursement Rate

Centers that provide State-subsidized care through contracts with the California Department of Education (Title 5) are reimbursed at a rate substantially below today's market rate. For example, providers of toddler care are forgoing \$2,600 per year per child by accepting subsidies. At the same time, these agencies are required to maintain lower adult-to-child ratios and higher quality standards than those that do not accept subsidies. The subsidy rate needs to be more closely aligned with current market rates so that providers are not penalized for accepting subsidies and serving low-income families. Programs often cannot maintain services at the current reimbursement levels, and must return part of their subsidy to the State rather than serve more low-income children.

8. Effects of Not Raising State Median Income

There is a significant group of children whose families need subsidies but are not eligible under current income guidelines. Subsidy programs require that the family earn no more than 75 percent of California State Median Income (SMI) as set in 2000, which was based on 1998 values. Thus, a family of four is only eligible if they make less than \$39,000 per year. Given today's median income and the high cost of living in Alameda County, only families that earn 47 percent or less of Alameda County's median income for 2006 are eligible.

Unless the SMI used to determine subsidy eligibility is made more current, the number of eligible children is likely to decrease over time as incomes rise due to increases in the cost of living. If the SMI were updated to reflect the 2006 state median, approximately one-third of all infants, toddlers and preschoolers would be eligible for subsidized child care.

9. Incomes Do Not Meet Child Care Costs

Child care in Alameda County is expensive. The last Alameda County Child Care Needs Assessment (2002) argued that families can afford to spend no more than ten percent of their income on child care. Parent Voices, a California parent advocacy group, argues that low income families can afford to spend no more than eight percent of their income on child care. A two-parent family with one infant where both parents earn minimum wage would spend almost 30 percent of their income on child care if they did not receive a subsidy. A single parent with a preschooler and a school-age child, earning the county median income of \$75,400 for a family of three, spends 18 percent of the family's income on child care. Only families earning the California or Alameda County median, with a single school-aged child in care, can afford the current mean market rates, spending less than ten percent of their income on child care.

10. The True Cost of Care is Higher than Current Market Rate

A recent analysis in a nearby Bay Area county points out that at current market and subsidy rates, providers lack sufficient financial resources to deliver consistent, high-quality care to children and to adequately compensate teachers and providers. “True cost” includes additional resources for competitive salaries and benefits for staff; staff development to ensure high quality; family support services; appropriate curriculum development; facility costs at market rate; indoor and outdoor equipment, including replacement, maintenance and safety upgrades; supplies for a creative and stimulating curriculum; and group size and ratios that meet national accreditation standards.

The “true cost” of care is more than double the current market rate. Clearly, it is not reasonable to expect that such a gap could be filled by raising parent fees. Instead, paying for the true cost of high-quality care will require a strategy in which all beneficiaries of child care, including employers, government and families, share the costs needed.

11. Lower Proportion of Working Parents in Alameda County than the U.S.

Parent workforce participation influences child care demand. Surprisingly, fewer children in Alameda County have both parents or single heads-of-household working than in the nation as a whole. Nationwide, 65 percent of children have all parents in the workforce, while in Alameda County, approximately 61 percent of Alameda County children live in families where both parents or a single head-of-household work.

12. Few Higher Education Opportunities

In general, California has few higher education opportunities for early childhood teachers and providers, especially at the Bachelor’s level or higher. However, First 5 Alameda County and others are actively working with seven of the local colleges and universities in the county to improve this situation and increase early childhood offerings and access.

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A P P E N D I X A C H I L D C A R E C I T Y P R O F I L E S

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Appendix A: Child Care City Profiles

This appendix provides information on children and families as it relates to child care demand and supply for each Alameda County city and two unincorporated areas (San Lorenzo and Castro Valley). It should be noted that the individual gap analysis should not be viewed in isolation as many jurisdictions provide child care to children outside of their city or unincorporated area. For example, Castro Valley shows a surplus of child care supply among preschoolers and school-age children, but many residents in the unincorporated area access child care facilities in Castro Valley. Cherryland and Fairview have few, if any, licensed child care facilities. Thus, parents must access child care in Hayward, San Leandro, Castro Valley or other locations.

In addition, this report bases child care demand according to the number of children living in a given jurisdictions and not on the number of parents that work in the jurisdiction. Some parents choose to place their children near their place of work. As such, areas with high concentrations of jobs also have higher demand for child care when a nearby quality option is available. This may help to explain the large surplus identified in Berkeley as U.C. Berkeley offers child care to many of its students, faculty and employees. While the gaps analysis provides an excellent approximation of child care supply and demand overall, it can not account for individual nuances within each jurisdiction.

The following are excerpts from Appendix C of the Needs Assessment Report, which describes the methodology used in the report. It describes the overall methodology used to determine child care demand, supply and corresponding gaps within each city and unincorporated area. For a more detailed discussion, please review Appendix C of this report.

Description of City and Unincorporated Area Sources

Many of the data sources used for the county demand model were also used for purposes of determining city and unincorporated area child care demand, supply and corresponding gaps. This includes using data from National Survey of American Families, National Household Education Survey, the Child Care Resource and Referral Agencies (R&Rs), U.S. Census Bureau, U.S. Department of Health and Human Services and California Department of Education (CDE). Beyond the sources also used in the countywide analysis, the city and unincorporated analysis uses the following sources:

- American FactFinder, STF1A and STF3A, U.S. Census, 2000.¹
- *Census Tract Forecasts 2000 – 2030*, Association of Bay Area Governments (ABAG), 2005.

¹ American FactFinder, U.S. Census Bureau, 2000, <http://factfinder.census.gov/home/saff/main.html>, accessed from January 2006 to April 2006.

U.S. 2000 Census. Since individual census records are not available at the “place” level², this report uses the U.S. Census sample data reports provided by American Factfinder, a web-based interface for Census data. The following data were used at the place level for this report:

- Age of child by race and ethnicity.
- Age range of child in families with incomes below and above 200 percent of Federal Poverty Level.
- Age range of child in families by Language Spoken at Home.
- Age range of child by parent workforce status by race and ethnicity.

The City Profiles in this appendix show child age ranges for each of these demographic categories.

Association of Bay Area Governments (ABAG). ABAG projects population by age category by Census tract for the entire Bay Area Region. ABAG’s projection model apportions countywide projections from California Department of Finance (DOF) to Census tracts in the county, based on historic development trends, available land, zoning, and a “network of neighborhoods” model which distribute growth around public transportation corridors and existing urban areas after 2010. ABAG projects children by birth to four years and five to 19 years. Therefore, the city level projections assume growth among infants, toddlers and preschoolers will increase at the same annual growth rate, and five to 12 year olds will grow at the same annual growth rate as five to 19 year olds. The difference in ABAG projections and DOF projections is approximately five percent more children projected among the ABAG projections.

City and Unincorporated Area Demand

Due to the limitations of available Census data, this report uses a separate child care demand methodology than the one employed to determine countywide child care. While many of the county sources and methodologies are the same, the city and unincorporated methodology can not estimate 2000 subpopulations as calculated through the Primary Users Microdata Sample (PUMS), U.S. Census, 2000, analysis. Rather, the city and unincorporated model can only apply child care demand patterns by ethnicity, workforce participation and age, but not family income. As much as feasible, city and unincorporated area demand estimates are calculated at the county level and then apportioned to the cities and unincorporated areas. On the following page, Figure 1 summarizes the city and unincorporated child care model. The city and unincorporated area model uses a three step process to determine child care demand within each city and unincorporated area:

Steps 1, 2a and 2b: Determine countywide child care demand patterns by workforce participation, ethnicity and child age.

² Place level boundaries include cities and Census Designated Place (CDP). As an example, San Lorenzo and Castro Valley are CDPs.

Step 3: Apply child care demand patterns to children in each city and unincorporated area by local characteristics of workforce participation, ethnicity and child age to calculate 2000 child care demand by age group and type.

Step 4: Project child care demand to 2006 and 2010 using ABAG population projections by Census tract and age category.

City Demand Model Limitations

The U.S. Census place level information does not perfectly match the child subpopulations. Rather, this report must make assumptions regarding similarities between age groups. Specifically, the report assumes:

- Infants, toddlers and preschoolers have similar parent workforce participation rates within ethnic groups.
- The ethnic composition of each city or unincorporated area remains constant from 2006 to 2010. ABAG does not provide population projections by ethnicity.
- Infants, toddlers and preschoolers will grow at the same rate, and school-age children will grow at the same rate as five to 19 year olds.³
- ABAG data can not differentiate five year olds not attending kindergarten. Thus, the analysis places all five year olds within the school-age category.

Differences in City and County Demand Models

Due to the different methodology employed, city and unincorporated area child care demand totals will not sum to the Alameda County demand estimates. The Alameda County child care demand model is a more accurate estimate of demand countywide while the city estimates provide the best approximation of child care demand for each city and unincorporated area. The differences between city and county estimates in infant and toddler demand is one slot, while city estimates indicate 2,457 fewer slots among preschoolers, and 6,680 more slots among school-age children compared to the countywide estimates. The total difference in demand estimates is approximately five percent.

Gap Analysis (County, City and Unincorporated Area)

The gap analysis performs a simple calculation to determine gaps by age group and care category for the county, cities and unincorporated areas. Total estimated demand in 2006 by age group (slots for infants and toddlers, preschoolers and school-age children) and care type (FCCH and center-based care) is subtracted from the total desired capacity within the same age and care categories. It is assumed that child care supply remains constant from 2006 to 2010. Accordingly, 2010 child care gaps are estimated by subtracting projected 2010 by age group and care type from total 2006 capacity within the same age and care categories.

³ ABAG provides projections by age category, estimating growth for ages birth to four year olds and five to 19 year olds. This provides the best approximation of population growth by age within each city and unincorporated area.

Overall versus Priority Gap/Surplus Analysis

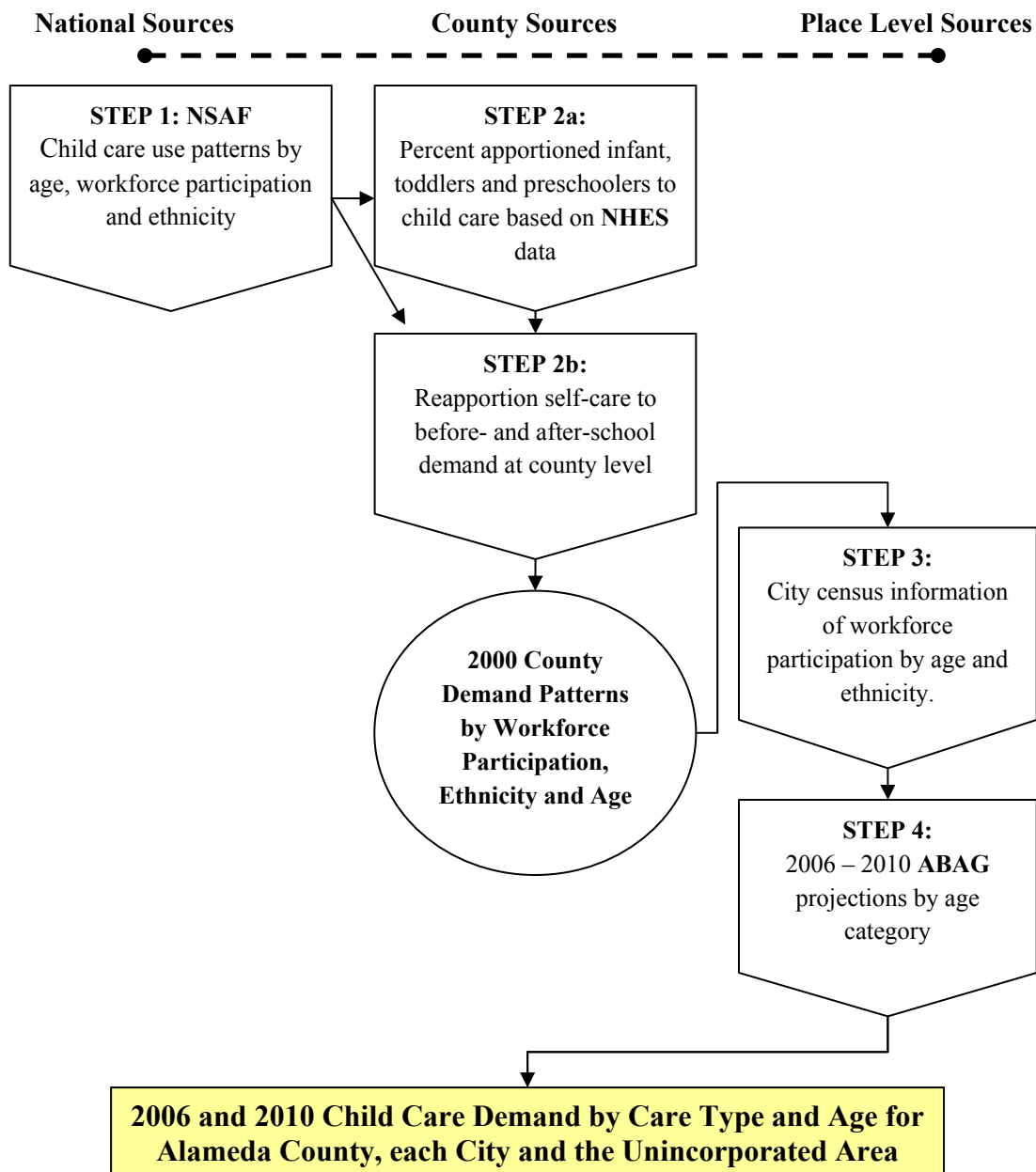
As discussed in Chapter 4 of the Needs Assessment Report, the gap analysis determines both overall child care gaps and priority child care gaps. The overall child care gap analysis is described above. Priority demand includes only children in families that require child care because there is no parent at home to care for the child as both parents or a single parent are working. The priority child care gap analysis subtracts priority child care demand from the current full-time slots for infants and toddlers, and preschoolers, and the full- and part-time supply of before- and after-school. Part-time school-age supply is included in the priority demand estimate because school-age children are expected to spend part-time in school with the remainder in a part-time facility before- and after-school.

Gaps Analysis Limitations

The gaps analysis for the county, city and unincorporated area show a significant child care deficit among school-age children. While the R&Rs have provided the most comprehensive child care provider inventory available, the R&Rs may not track all before- and after-school programs, especially those license-exempt centers that serve children ages eight and older. For example, the supply of school-age care do not include a number of license-exempt programs such as 21st Century Community Learning Centers (21st CCLC), After School Education and Safety (ASES) Programs⁴, programs operated by the public libraries, and some programs operated by city departments of parks and recreation. ASES and 21st CCLC serve over 4,500 school-age children in Alameda County. Thus, the actual unmet need may be somewhat smaller than estimated here.

⁴ See Chapter 6 of the Needs Assessment Report for a description of 21st Century Community Learning Centers (21st CCLC) and the After School Education and Safety (ASES) Program.

Figure 1: City and Unincorporated Area Child Care Demand Model



Alameda County Child Care Profile

Families and Children

Approximately 256,000 children ages 12 and younger live in Alameda County in 2006, accounting for 16 percent of the county's total population. The Department of Finance (DOF) projects Alameda County to continue to experience growth among Latino, Asian, and Pacific Islander children while White and African American children decrease in number. From 2006 to 2015, Latino children 12 and younger are expected to increase by 31 percent compared to 13 percent growth in the same age group county-wide. During the same period, White children are projected to decrease in number by three percent. The county's population of children is projected to continue to grow over the next nine years with faster growth among kindergarten to 12 year old children.

Alameda County children are more likely to be in families where both parents or a single head-of-household work compared to the state overall. Approximately 60 percent of Alameda County children live in households where both parents or the single head-of-household work, compared to 57 percent of children in California overall.

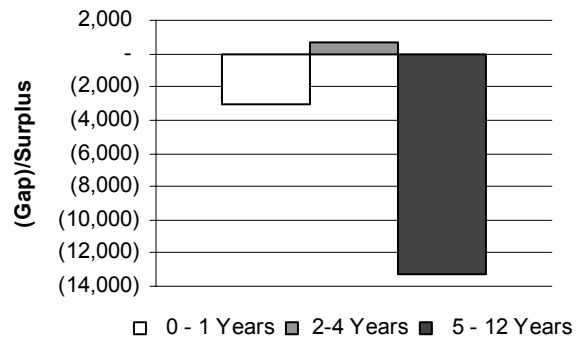
Child Care Demand and Supply

Center-based care, family child care, licensed-exempt care, and other child care and early education programs currently have capacity for approximately 62,000 children in both full- and part-time slots.¹ Approximately 44 percent of slots available have Spanish language capacity, 16 percent Chinese language capacity (i.e., Mandarin, Cantonese) and eight percent Tagalog capacity. Eleven percent offer some form of after-hours care², including evening (nine percent), weekend (six percent), and/or overnight (six percent).

Based on the number of children by age, ethnicity, income, and parent(s) work status, families with children ages birth to 12 demand approximately 78,000 child care/early childhood education slots, including full-time and part-time. While demand for child care among preschoolers exceeds child care demand for all other child care categories (i.e., infant/toddler and school-aged), early childhood education providers have been successful in meeting per-school demand with a small estimated surplus in overall slots for two to five year olds. While preschool supply exceeds demand county-wide, the gap analysis does not determine the quality of care offered, as many individual preschool centers and FCCHs continue to have waiting lists.

Infants and toddlers and school-aged children show significant deficits in available supply with an estimated gap of 3,100 and 13,240, respectively. Without an increase in child care supply, the county will continue to experience a widening gap between the overall child care supply and demand.³ By 2010, the

Alameda County ECE Supply, 2006



¹ Part-time slots are slots only available for 30 hours or less per week.

² After hours care is defined as care after 7:00 PM, weekend, and/or overnight care.

³ These estimates of the supply of school-age care do not include a number of license-exempt facilities such as 21st

county will have an estimated deficit of approximately 18,600 slots with gaps in all age groups (i.e., infant and toddler, preschooler, and school-age).

Special Populations

Special education participation increases steadily from infant/toddler to preschool to school-age. County-wide, 6.4 percent of children under 13 participate in special education. The seven school districts with migrant education programs have identified 2,407 children from migrant families. Less than one-half of the migrant three- and four-year olds are enrolled in a preschool program, leaving a significant number unserved. More than one-quarter of school-age children are designated English Learners (EL), meaning their primary home-language is not English, and they are not yet considered to have the requisite English skills needed for the school's regular instructional programs.

Century Community Learning Centers (21st CCLC), After School Education and Safety (ASES) Programs³, programs operated by the public libraries and some programs operated by city departments of parks and recreation. ASES and 21st CCLC serve over 4,500 school-age children in Alameda County. Thus, the actual unmet need may be somewhat smaller than estimated here.

Alameda County Child Care Profile

Age by Race

Age Cohort	Hispanic or Latino	Non-Hispanic or Latino					Total
		White	Black or African American	Asian and Pacific Islander	Other Race (a)	Two or More Races	
Percent of All Children 0-12	27%	29%	16%	20%	1%	7%	100%
0 - 1 Years	11,766	10,767	5,283	7,726	300	2,847	38,689
2 - 4 Years	17,026	16,497	9,100	12,372	470	4,224	59,689
5 - 12 Years	42,168	49,817	28,379	32,615	1,419	10,295	164,693
13 Years +	202,950	514,014	168,362	248,418	7,793	39,133	1,180,670
Total 0-12 Years	70,960	77,081	42,762	52,713	2,189	17,366	263,071
Total Population	273,910	591,095	211,124	301,131	9,982	56,499	1,443,741

Age by Poverty Status, Children 17 Years and Younger

Age Cohort	Below 200% of Poverty		Above 200% of Poverty	
	Number	Percent	Number	Percent
Under 5 years	27,147	28%	68,144	72%
5 years	6,002	30%	14,326	70%
6 to 11 years	37,976	30%	86,648	70%
12 to 17 years	32,196	30%	76,090	70%
Total	103,321	30%	245,208	70%

Language Spoken at Home, Children 5 to 17 Years

Language Spoken at Home	Number	Percent
English	162,603	63%
Spanish or Spanish Creole	45,787	18%
Chinese	14,602	6%
Tagalog	5,327	2%
All Other Languages	28,066	11%
Total	256,385	100%

Workforce Status by Presence of Children in Families

Workforce Status by Age Cohort	Number	Percent
Under 6 years:		
Single working parent or both parents working	61,430	55%
One or more parents not working	49,389	45%
6 to 17 years:		
Single working parent or both parents working	139,225	63%
One or more parents not working	80,878	37%

Notes: (a) Other includes the category American Indian and Alaska Native

Sources: U.S. Census 2000 SF-1, SF-3; Bay Area Economics, 2006.

Alameda County Projections and Gap Analysis

Projections by Age Cohort

Age Cohort	2005	2006	2010	2015	% of Children 0-12, 2006	% Change (2006-15)
Infants and Toddlers	41,210	43,030	45,760	45,970	17%	7%
Preschoolers	68,590	67,890	72,760	77,560	26%	14%
School-Age Children	145,945	145,640	148,360	166,100	57%	14%

Licensed Child Care Demand by Age

	2006	2010	2015	% of 2006 Total
Infant and Toddler	8,920	9,370	9,290	20.7%
Preschool	35,570	37,760	40,050	52.4%
School-Age	33,140	33,410	36,950	22.8%

Licensed Child Care Supply by Age, 2006 (c)

	Full Time (a)	Part Time Only (b)	Total Full and Part Time
Infant and Toddler			
Family Child Care	3,700	80	3,780
Center-Based	1,880	160	2,040
<i>Subtotal</i>	5,580	240	5,820
Preschool			
Family Child Care	9,560	200	9,760
Center-Based	19,490	6,960	26,450
<i>Subtotal</i>	29,050	7,160	36,210
School-Age			
Family Child Care	3,790	80	3,870
Center-(After/Before School)	6,160	9,870	16,030
<i>Subtotal</i>	9,950	9,950	19,900

Licensed Child Care Gap Analysis by Age

	Surplus/(Gap)			
	Full Time (a)		Total Full and Part Time	
	2006	2010	2006	2010
Infant and Toddler	(3,340)	(3,240)	(3,100)	(3,550)
Preschool	(6,520)	(8,710)	640	(1,550)
School-Age	(23,190)	(23,460)	(13,240)	(13,510)
Total	(33,050)	(35,410)	(15,700)	(18,610)

Notes: (a) Includes full time centers that also offer part time care.

(b) Represents centers only offering part time care. Part time care is 30 hours or less per week.

(c) Assumes supply remains constant from 2006 to 2010

(d) Numbers in parentheses denote additional supply or surplus.

Sources: Association of Bay Area Governments Census Tract Projections 2005; U.S. Census 2000 SF-1 and SF-3; BANANAS; 4Cs of Alameda County; Child Care Links; National Survey of American Families, 2002; Department of Finance Countywide Population Projections by Age, Sex, and Ethnicity, 2004, Bay Area Economics, 2006.

Alameda County Special Populations Profile

Special Education Enrollment (2004-05)¹

Age Cohort	Number	Percent of Population
0 - 1 Years	436	1.1%
2 - 4 Years	1,778	2.6%
5 - 12 Years	12,226	8.4%
Total 0-12 Years	14,440	5.6%

Sources: Regional Center of the East Bay (birth through two years); plus DataQuest (birth through 12 years).
¹ RCEB data is from March 2006; DataQuest information is from the 2004-05 school year.

California Children's Services Clients (May, 2006)

Age Cohort	General Caseload	Medical Therapy Program
0 - 1 Years	912	112
2 - 4 Years	857	166
5 - 12 Years	1,624	483
Total 0-12 Years	3,393	761

Source: California Children's Services
 Notes: Children in the medical therapy program are a subset of the general caseload; 11 of the children on the general caseload and two of the children on MTP caseload have an address outside Alameda County.

Children Receiving County Mental Health Services (July 2004 to June 2005)

Age Cohort	Number
0 - 1 Years	191
2 - 4 Years	494
5 - 12 Years	3,488
Total 0-12 Years	4,173

Source: Alameda County Behavioral Health Care Services
 Note: 546 of these children have an unknown address, have an address outside Alameda County, or are homeless.

English Learners in the School District (2004-05)

	Number	Percent of Enrollment
Grades K-6	30,834	27%

Source: Data Quest

Alameda County Special Populations Profile

Children from Migrant Families (Fall, 2005)

Age Cohort	Identified Children	Receiving Preschool Services			Percent Served ¹
		Migrant	Non-Migrant	Total	
0 - 1 Years	62	NA	NA	NA	NA
2 - 4 Years	673	188	114	289 ²	50%
5 - 12 Years	1,666	NA	NA	NA	NA
Total 0-12 Years	2,401				

Source: Region 1 Migrant Education Programs
¹Refers to percent of three- and four-year olds served; two-year olds are not eligible.
²Unduplicated count; some children receive migrant and non-migrant preschool.

Children from Families Receiving Public Assistance (March, 2006)

Age Cohort	Cash Assistance					Total
	Cal-WORKS	Adoption Assistance/ KinGAP	Foster Care	Food Stamps	Medi-CAL	
0 - 1 Years	3,701	12	118	942	6,388	11,161
2 - 4 Years	6,051	150	94	1,611	8,644	16,550
5 - 12 Years	14,339	653	352	3,415	15,849	34,608
Total 0-12 Years	24,091	815	564	5,968	30,881	62,319

Source: Alameda County Social Services

Notes: These are unduplicated counts. Adoption Assistance, KinGAP, and Foster Care numbers refer only to children who were living in Alameda County when they were removed from their family and whose foster/adoptive arrangement is in Alameda County.

Children with Substantiated Maltreatment Reports (January to December, 2005)

Age Cohort	Number
0 - 1 Years	84
2 - 4 Years	195
5 - 12 Years	577
Total 0-12 Years	856

Source: Alameda County Social Services

Note: Excludes children aided by Alameda County Social Services residing in other counties.