

Madera County Local Child Care and Development Planning Council



Child Care Needs Assessment

August 2023



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Introduction

The primary mission of Local Child Care and Development Planning Councils (LPCs) is to plan and promote the development of services based on the child care needs of families in the community. LPCs are legislatively mandated to facilitate a local child care needs assessment no less than every five years, and generate priorities for the use of state child care funds in the County based on the data collected. The mandated work of Local Planning Councils is outlined in California Education Code 8499-8499.7.

The LPCs' goals are to provide local leadership in the area of child care through:

- Community assessment
- Child care advocacy
- Resource development
- Collaboration with other organizations

Locally, the Madera County Local Child Care and Development Planning Council (Appendix 1) supports the vision statement established in May 2014.

VISION

Every family in Madera County has access to quality, affordable early care and education services

In order to best achieve this goal, the Madera County LPC has produced this Need Assessment to best prepare the Council in achieving its mission.

MISSION

To plan for and affect early care and education services and programs based on the needs of families in Madera County



Purpose of this Report

This Needs Assessment, produced in collaboration with Barbara Aved Associates, serves several purposes. Most importantly, it provides current data to understand the licensed child care capacity and determine the unmet need for state and federally subsidized care for children ages 0–12 in Madera County. The findings can serve as an important guide to help the Local Planning Council in generating priorities and plans to address accessibility, affordability, and quality in the updated Strategic Plan that will be developed later this year.

Beyond the state requirements for certain demographics and child care capacity, this assessment also includes additional information, such as local experts’ perspectives, that will further allow the LPC, as a collaborative partner, a more strategic opportunity to address the early learning needs of children in Madera County.

It should be noted that as a small county precise local data are often difficult to determine. For this reason, in many cases state averages or regional data are used to provide a more complete and current picture. Additionally, time periods, age ranges, and similar data groupings may differ slightly from one another depending on the source of the currently available data.

Development of the Report and Data Sources

Gathering and analyzing data and community feedback from the following sources provided the rich information in this needs assessment.

Secondary Data (statistical)

- State and federal databases (website retrieval) , including sources provided in the CDSS Needs Assessment Template

Primary Data (community input)

- Parent focus groups
- Parent survey
- Key informant interviews
- LPC member interviews
- Provider Survey (Early Learning Site providers countywide)

Definitions and Terms¹

Child Care: The caring for and supervision of a child or children, usually from newborn to age thirteen. (See Appendix 3 for an overview of early care and child development programs)

¹ “Parents” in this report can also refer to others responsible for raising children such as caretakers, guardians and grandparents.

Child Care Center: Provides care for infants, toddlers, preschoolers, and/or school-age children all or part of the day. These facilities may be large or small and can be operated independently by nonprofit organizations or for-profit companies, or by churches, school districts, and other organizations. Most are licensed by the California Department of Social Services (DSS), Community Care Licensing (CCL).

Family Child Care Home: Care offered in the home of the provider, often a parent. Small family child care homes have one provider and can accept up to eight children, depending on their ages. Large family child care homes have two adults and can take up to 14 children, depending on their ages. Care is often provided for children of different ages. The homes are licensed by DSS/CCL.

Infant/Toddler Care: Care for children under two, as defined by Community Care Licensing.

Preschooler: Children aged two to five, as defined by Community Care Licensing

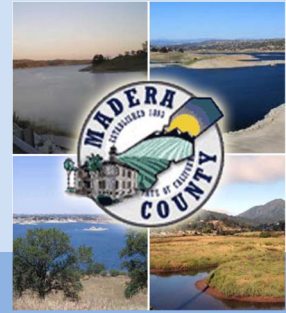
Program for Infant/Toddler Care (PITC) A training curriculum to increase the availability and quality of child care for children under three.

School Age Care: Care for elementary and middle school students which may be provided in homes or center-based settings, sometimes on school grounds, and offered before school begins and/or after school to the end of the work day.

Licensed Child Care: Center- or homebased care that meets health, safety, and educational standards set by Department of Social Services/Community Care Licensing.

License-Exempt Child Care: Child care which does not require a state license. License-exempt care includes home care (providers caring for children from only one other family besides their own), in-home care (a friend, relative, babysitter, or nanny cares for a child in the child's home, full-time or part-time), and some school-age centers or military programs regulated by non-state agencies.





County Snapshot

Demographics

Population Characteristics

Demographic trends help to project potential unmet needs for early childhood-related services such as child care and preschool, and how to plan strategically. By describing the childhood population by age, race/ethnicity, language, special need status, and at-risk populations, it is possible to see overarching themes in these changes.

Population by Age Group with Projected Percentage Change

Based on projections from the 2020 Census, Madera County had an estimated population of 159,410 in 2021. Looking at the projected population change between 2021 and 2030 shows there is an expected overall growth of 10.9% (Table 1) relative to families likeliest to need child care/preschool and their children, with a small shift toward the older parent population groups. The school-age group 5-9 years—for which most after-school child care needs exist—shows a slight negative projected growth, however.

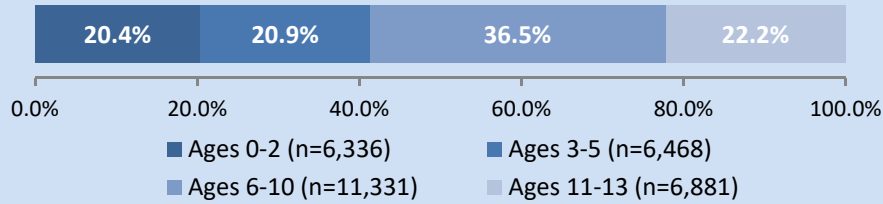
Table 1. Madera County Population by Age Group with Projected Percentage Change

Age Group	2021 (Actual)	2030 (Projected)	% Change	Age Group	2021 (Actual)	2030 (Projected)	% Change
0	2,136	2,491	14.3%	45-49	9,168	10,578	13.3%
1-4	8,443	9,202	8.2%	50-54	9,272	10,230	9.4%
5-9	10,968	10,715	-2.4%	55-59	7,911	8,971	11.8%
10-14	11,545	10,692	-8.0%	60-64	7,988	8,069	1.0%
15-19	12,101	11,806	-2.5%	65-69	7,693	7,456	-3.2%
20-24	12,816	13,532	5.3%	70-74	6,562	7,569	13.3%
25-29	12,856	13,924	7.7%	75-79	4,862	6,251	22.2%
30-34	11,598	13,352	13.1%	80-84	3,291	4,602	28.5%
35-39	10,452	12,889	18.9%	85-89	1,955	2,770	29.4%
40-44	9,881	11,235	12.1%	90-94	957	1,274	24.9%
				Total	159,410	177,608	10.9%

Source: California Department of Finance. Demographic Research Unit. Report P-2C: Population Projections by Sex and 5-year Age Group, California Counties, 2010-2060. Sacramento: California. April 2023.

As the graph in Figure 1 on the next page shows, children 0-13 years old (31,016) account for approximately 19.5% of the total population of Madera County.

Figure 1. Number of Children in Madera County by Age Cohorts

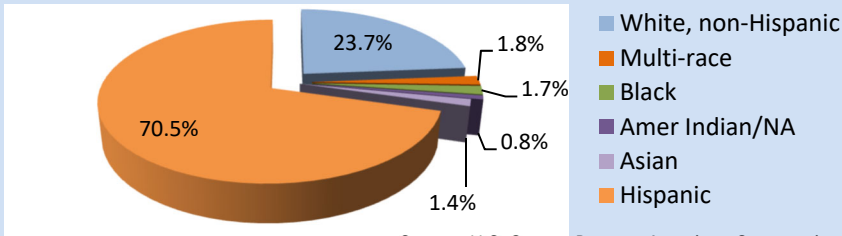


Source: California Dept. of Finance, Population Estimates and Projections; U.S. Census Bureau, Population and Housing Unit Estimates (Aug. 2021).

Race/Ethnicity

Figure 2 displays the race and ethnic diversity of the school-age population in Madera County at the 2020 Census, showing the two dominant groups: Hispanic and non-Hispanic White, which differs significantly from the Madera County general population (Table 2).

Figure 2. Madera County K-12 Population Race/ Ethnicity



Source: U.S. Census Bureau, American Community Survey (Jan. 2020).

Table 2. School-Age Population Differences

	General Population	School Population
White, non-Hispanic	35.7%	20.7%
Hispanic	56.2%	73.6%

Home Language

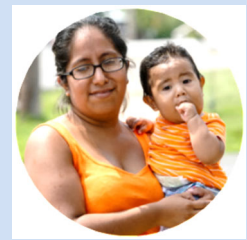
In addition to income and work status, home language plays a role in selecting a child care provider, as parents may feel more comfortable placing their children with providers who speak their native language. In Madera County, Spanish is the only significant home language other than English that is spoken (Table 3).

Table 3. Percentage of K-12) by Threshold Language, Madera County

Percentage of Threshold Language	
Spanish	42.7%
Punjabi	0.5%
Arabic	0.3%
Mixteco	0.2%

Source: CDE, DataQuest. 2021-22.





Special Populations

Special Needs

An increasing number of young children diagnosed with special needs are included in child care settings. Inclusion of special needs children and accessibility to quality care for their families is a goal and a challenge for early childhood professionals. Research shows that early identification and intervention of a child’s special needs enhances the chance of success later in life. Table 4 displays the number of children with an Individualized Family Services Plan or an Individualized Education Plan in the current school year. These figures, collectively, represent about a 4.5% increase – with the largest in age 0-2—from the total in 2016-17.

Table 4. Children with an Individualized Family Services Plan (IFSP) or an Individualized Education Plan (IEP)

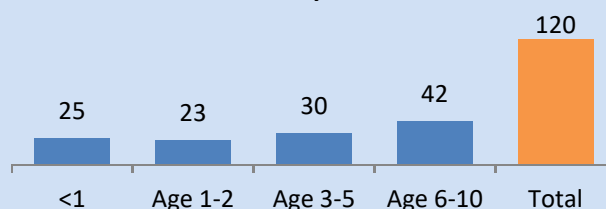
Number with IFSP/IEP Plans	
Age 0-2 with IFSP	270
Age 3 and 4 with IEP	348
Age 5-12 with IEP	2091

Source: Madera County SELPA Office, 2022-23.

Children in Child Protective Services

Child Protective Services (CPS) provides protection for children who are at risk of, or are experiencing physical, sexual, or emotional abuse, or emotional or physical neglect. Particularly when substantiated, many of these children are removed from their homes—temporarily or permanently—which sometimes disrupts existing child care and other early learning arrangements. During 2021, 120 children age 0-10 entered foster care in Madera County (Figure 3).

Figure 3. Number of Madera County Children Who Entered CPS in 2021



Source: UC Berkley, CA Child Welfare Indicators Project

The difference in substantiated maltreatment experience between 2019 and 2022 (Table 5) is notable, and according to individuals in this field, largely due to the decrease in *reported* cases during COVID—when “few eyes were on these children.”

Table 5. Madera County Children with Child Maltreatment Substantiations

	Jan 2019	Dec 2019	Jan 2022	Dec 2022
	per 1,000 children		per 1,000 children	
Under 1	18.7		10.8	
1-2	12.8		7.4	
3-5	8.6		5.6	

6-10	8.4	4.1
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CCWIP reports. UC Berkeley, California Child Welfare Indicators Project website.



Table 6. Number of Madera County Children in Foster Care, July 2022

Under Age 1	Age 1-2	Age 3-5	Age 6-10	Age 11-15	Total
13	26	29	58	81	207

CCWIP reports. UC Berkeley, California Child Welfare Indicators Project website.

Family Characteristics

Family Composition

Assessing a community’s needs for child care and early learning programs requires understanding about families and family composition. (While "family" can mean many things, it is officially defined by the U.S. Census as a householder and one or more other people related to the householder by birth, marriage, or adoption.) About one-quarter (25.5%) of Madera County children ages 0-17 lives in a home with their own parents who are married to each other, 5.6% with a female householder with no spouse present, and 1.6% with a male head with no spouse present (Table 6).

In many cultures, family members providing childcare is an ingrained part of life, whether for economic reasons or as a way of ensuring that grandparents remain valuable members of the family. The percent of Madera County grandparents with overall responsibility for their grandchildren, 26.2%, is striking; 11.5% of these grandparents have had this responsibility for 5 or more years.

Table 6. Family Composition, Madera County, 2021

	Madera County
Number of married couple households	24,913
Percent of married couple households	57.2%
Percent of households with own children of householder < age 18 who are:	
a) married couple	a) 25.5%
b) co-habiting couple	b) 4.2%
b) female head (no spouse present)	c) 5.6 %
c) male head (no spouse present)	d) 1.6%
Number of grandparents living with own grandchildren <age 18	5,933
Number of grandparents responsible for grandchildren	1,554
Percent of grandparents responsible for grandchildren	26.2%

Source: U.S. Census, American Community Survey, 5-year Estimates

Children in Migrant Families

California’s—as well as Madera County’s—agricultural industry is reliant on the services of migrant agricultural workers. While child care is an essential resource for migrant agricultural families, many

of them face numerous challenges in finding high quality child care that align with their schedules because their jobs require them to work sporadic hours and on weekends. To receive Migrant education services, the family moves seeking temporary seasonal employment in agriculture, dairy, lumber, and fishing, and receives at least half of its total gross income from these sources during 12-month period immediately preceding the date of application for early learning and care services. If the children do not move with the parents, however, but remain enrolled in Madera County schools, the family could be disallowed from migrant status.

According to the California Department of Education, 2.3% of Madera County children were eligible for migrant education services, with 815 students served during the 2022-23 school year.



Economic Picture

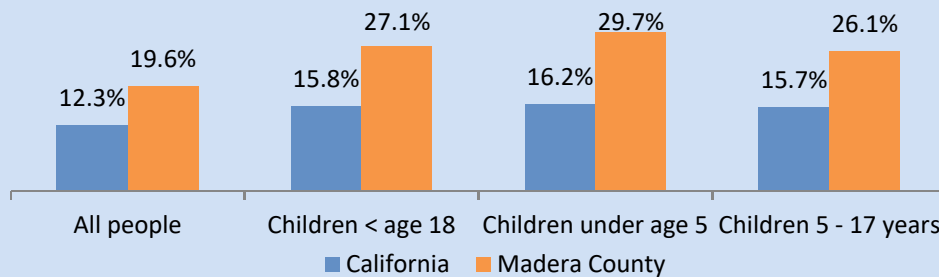
Income and Poverty

Income is important because it provides economic resources to individuals and families that shape choices about housing, education, child care, food, medical care, and more.

Families in Poverty

Madera County children, particularly those under age 5, are more poverty-stricken when compared to the California average as Figure 4 shows.

Figure 4. Populations Living Below the Poverty Level, Madera County and Statewide, 2021



Source: U.S. Census, American Community Survey, 5-year Estimates

When families live in poverty, the burden of child care expenses is often unbearable, making it challenging or impossible for children to receive quality child care experiences without some sort of subsidy program.

Table. 7 Percent of Families Living in Poverty by Family Composition

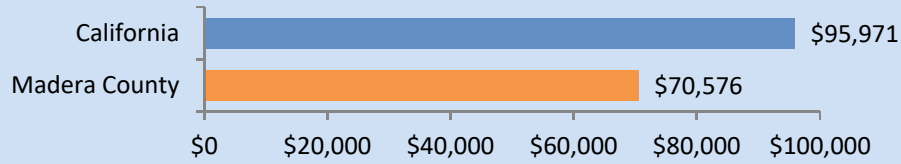
	Madera County	California
All families living in poverty with related children <5 years of age	21.7%	10.2%
Married couple families living in poverty with related children <5 years of age	11.0%	4.5%
Families with female householder, no husband present, living with related children of the householder <5 years of age	44.9%	31.8%

Source: U.S. Census, American Community Survey, 5-year Estimates

Median Family Income

Median family income provides information about the financial resources available to households, and is closely tied to indicators of well-being such as employment. As Figure 5 on the next page shows, in 2021, Madera County had a median household income of \$70,576—about 26% lower than the statewide average.

Figure 5. Median Family Income, Madera County and Statewide, 2021



Source: U.S. Census, American Community Survey, 5-year Estimates

Families Receiving Public Assistance

Medi-Cal

Medi-Cal is a major source of health insurance for millions of Californians covering more than half of all children in the state. In Madera County, 62.5% of the children ages 0-5 receive comprehensive health benefits through the Medi-Cal program.

Table 8. Madera County Children Age 0-5 Enrolled in Medi-Cal (December 2022)

Age	Number
0	1,689
1	1,638
2	1,679
3	1,717
4	1,768
5	1,859
Total	10,350

Source: CA Department of Health Care Services

CalFresh

Having access to enough food for a healthy life is commonly used as a marker for poverty. In 2022, nearly 24% of the Madera County children age 0-17 received monthly food benefits through the income-based program CalFresh (Table 9). Yet, 19.9% of children in the county (compared to 13.6% statewide) were reported to be living in food insecure households (as cited on kidsdata.org, Feeding America, Map the Meal Gap (Jul. 2021).

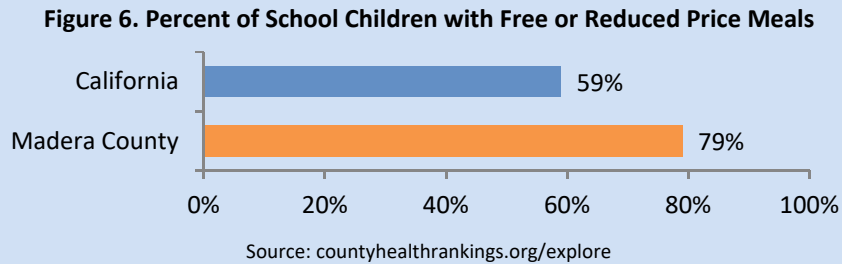
Table 9. Madera County Individuals and Households Receiving CalFresh

<i>Point In Time 2022</i>	
Children under age 18	15,979
All Persons with English as a Second Language	9,275
<i>July 2022</i>	
All Persons	162,722
All Households	43,578

Source: CA Department of Social Services. CalFresh Data Dashboard.

Free or Reduced Price Lunch

Individual students are eligible for free or reduced-price meals at school if they have a special status or if their families have incomes under the eligibility ceiling or are participating in CalFresh or CalWORKs. In other words, poverty status is the essential factor that makes a student eligible. The parity gap among Madera County children with children statewide is striking (Figure 6).



Families Receiving CalWORKS

The California Work Opportunity and Responsibility to Kids (CalWORKS) is a social services program that provides cash aid to eligible needy families. Eligibility requirements take into account an applicant’s citizenship, age, income, resources, assets and other factors. Generally, services are available to families with children in the home who have been deprived of parental support of care because of the absence, disability or death of either parent; families with children when both parents are in the home but the principal earner is unemployed; and other types of situations, e.g., TANF-Timed Out. In March 2023, a total of 7,295 persons in Madera County were receiving assistance through this program.

Self-Sufficiency

The Self-Sufficiency Standard determines the amount of income required for working families to meet basic needs at a minimally adequate level, taking into account family composition, ages of children, and geographic differences in costs. Table 10 on the next page is a display of the Self-Sufficiency Standard for two difference scenarios. With a median household income of \$70,576 in the county in 2021, the wage gap for a family of four is quite evident.

Table 10. Self-Sufficiency Standard for Madera County, 2021

Monthly Costs	1 adult 1 infant 1 preschooler	2 adults 1 infant 1 preschooler
Housing	\$1,151	\$1,151
Rent	\$1,016	\$1,016
Utilities	\$135	\$135
Child Care	\$2,094	\$2,094
Food	\$675	\$948
Transportation	\$337	\$644
Health Care	\$564	\$622
Miscellaneous	\$482	\$546
Taxes	\$993	\$1,105
Earned Income Tax Credit (-)	\$0	\$0
Child Care Tax Credit (-)	(\$100)	(\$100)
Child Tax Credit (-)	(\$333)	(\$333)
Self-Sufficiency Wage		
Hourly	\$33.31	\$18.97
Monthly	\$5,862	\$6,676
Annual	\$70,346	\$80,112
Emergency Savings Fund (Monthly Contribution)	\$352	\$118

Source: <https://www.self-sufficiencystandard.org/California>



COMMUNITY INPUT

KEY INFORMANT/LPC INPUT

Method and Sample. Fifteen Madera County community leaders, providers and other professionals identified by the LPC, including LPC Executive Members (Appendix 2), participated in individual telephone interviews during April and May 2023. These conversations generated valuable insights about child care-related needs and concerns that informed the needs assessment and provided a future roadmap for updating the strategic plan. The key informants’ input is summarized below.

Table 11. Priority Needs and Concerns Identified by Key Informants (n=15)

Highest Needs	Challenges/Barriers
<ul style="list-style-type: none"> ■ Affordable and accessible slots (access) for infant/toddler (ages 0-2) care ■ Helping providers/teachers manage children who have self-regulation difficulties/social-emotional delays (<i>“what was lost in COVID”</i>) ■ After-school care availability ■ Care for non-traditional hours and full-day (hours of availability) ■ Affordability for families who don’t qualify for free or subsidized care (<i>“Not poor enough to qualify but not comfortable enough to pay out of pocket”</i>) ■ Insufficient number of providers, particularly in Chowchilla and Oakhurst ■ Educating the community about the benefits of quality child care (<i>“everyone, all of us, has a stake in the outcomes”</i>) 	<ul style="list-style-type: none"> ■ Low provider/teacher pay = recruitment/retention/turnover problems ■ Some centers “struggling” to bring parents in due to anxiety about COVID risk = open slots ■ Notable increase in behavioral issues (<i>“Used to be maybe one child every other year; this year there’s 5 in one classroom”</i>) = disruption in the classroom/center = negative impact on learning ■ Transitional Kindergarten (<i>“a blessing and a curse”</i>) that is <i>“swiping”</i> teachers from preschools ■ Limited teacher credentialing (24 units of ECE) opportunities ■ Informal use of unlicensed trusted family/friends/neighbors with limited knowledge about the extent of use or level of quality/training ■ Variability in parents’ concept of “quality” re. child care and early education ■ Teachers got used to small ratios during COVID because fewer kids were allowed indoors

Note: Generally in order of frequency mention. Comments in italics are direct quotes.

When asked, “What would it take “to *significantly* impact the quality and accessibility of child care in Madera County?” the key informants offered the following opinions, mostly addressing the structural issues:

- Staff sustainability to increase retention
- Higher pay for workforce/less discrepancy
- Having higher educational requirements for people in the field
- Having more state funding (by enrolling more children)
- More time off for teacher training—and pay for attending (*“make them feel valued for their time”*)
- Setting up classroom/care environments to support children (and teachers) with behavioral issues (*“to mitigate the family stress they arrive with”*)



PARENT INPUT

Method and Sample. An English/Spanish Parent Survey was distributed by the LPC and its partner agencies at numerous community and school sites, and an online option was promoted via social media. The Survey ~~and~~ yielded 489 responses: 60.7% returned in hard copy and 39.3% online. In addition, 6 parent focus groups (“listening and learning sessions”) were held in various locations in the county to increase the LPC’s understanding about barriers and needs; 49 parents participated in the focus groups—one held via Zoom, 2 in preschool settings, and 3 in community settings. While the respondents are not proportionate to the overall representation in Madera County, they are reflective of parents who experience the most challenges accessing child care and early learning programs (Figures 7 and 8).

Figure 7. Race/Ethnicity of Surveyed Parents (n=429)

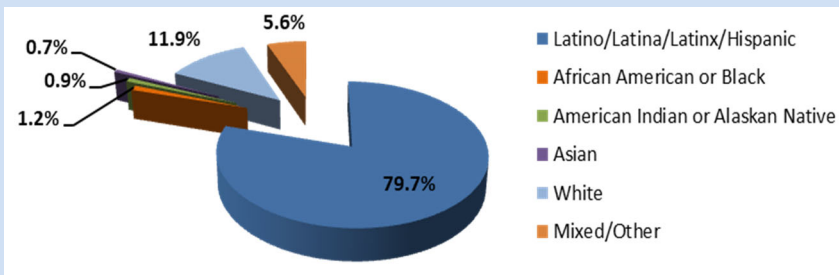
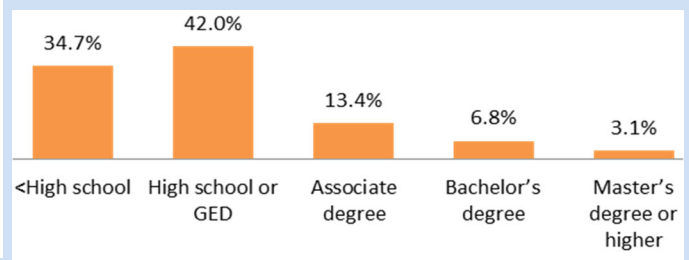


Figure 8. Education Level of Surveyed Parents (n=426)



Respondents’ Work Situations

As the pie charts below show, in nearly every household at least one parent was employed (a lower proportion among the focus group participants), one-third (34.6%) who alternated shifts to cover child care, and over half (58.3%) of whom lost work opportunities due to no child care.

Figure 9. Who is Working Now?

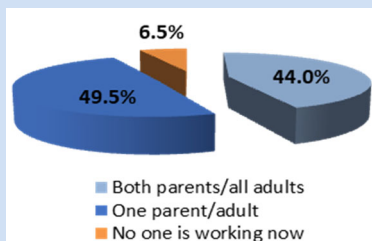


Figure 10. Do You Work Different Shifts to Reduce or Avoid the Need for Child Care?

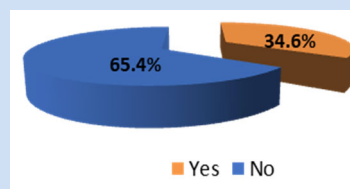
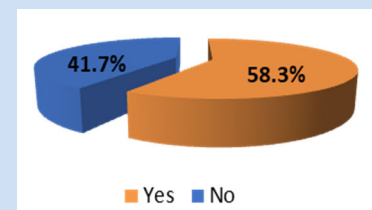


Figure 11. Ever Turned Down Work due to No Child Care?



Use of Child Care / Preschool

About 80% of the parents in community setting focus groups said they were not using any type of child care/preschool. When prodded a bit (e.g., “How about if you have a medical appointment?”) they said that a grandparent, older sibling or a spouse cares for children at home. “Concerns about safety,” and often using the word “trust,” was the overwhelming concern by more than half of these parents.



- “I’m not enrolling her until she can talk and tell me what’s going on”
- “You can’t trust anybody nowadays”
- “Young kids can’t fend for themselves, they’re vulnerable”
- “My wife can’t work because there isn’t any child care we can trust

Several parents asked about whether there were cameras in all child care centers. Concerns about COVID risk or other transmittable diseases rarely came up in the focus groups. The majority of parents of infants were not interested in child care, preferring to care for babies themselves.

Close to 43% of parents of the surveyed parents were *not* using any type of child care/preschool, with cost being the main reason for 41.3% (Figures 12 and 13). Among the “Other” reasons were using friends/ neighbors/relatives; “can’t just leave my kid with anyone;” and having a child with special needs.

Figure 12. Current Use if Any Type of Child Care/Preschool Program Outside of Your Home? (n=464)

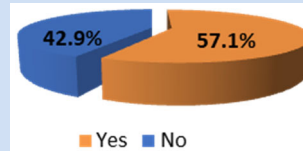
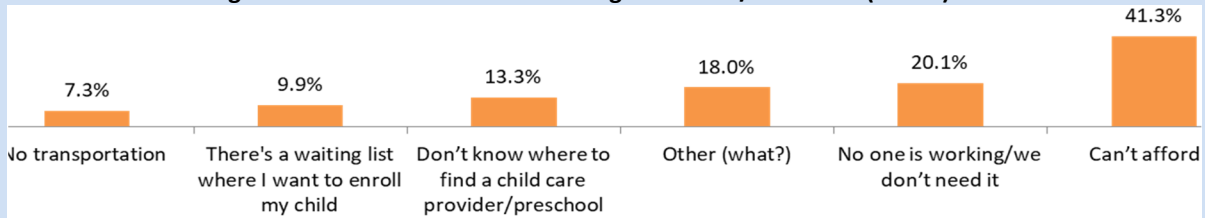


Figure 13. Main Reason for Not Using Child Care/Preschool (n=179)

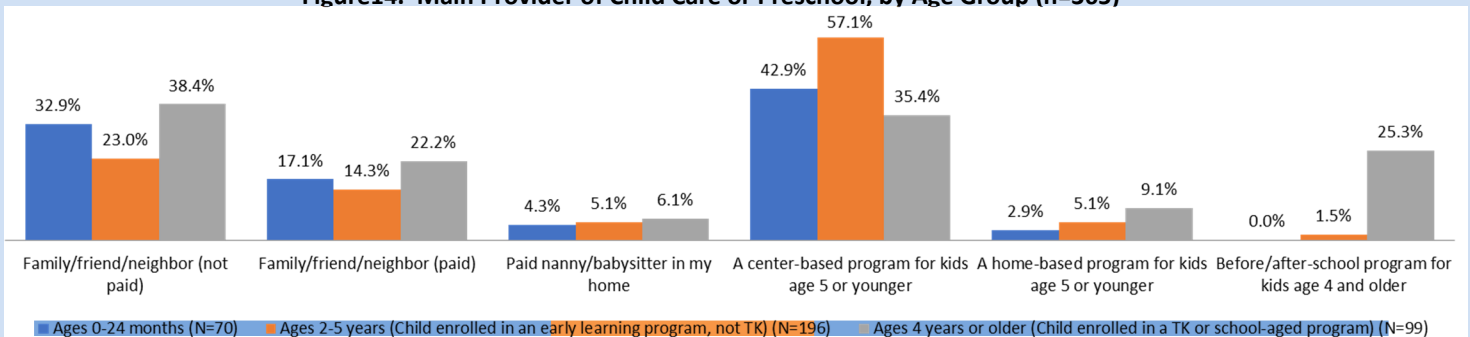


Working outside the home was the main reason for *using* child care/preschool for surveyed parents, while for most (75%) of the parents in the focus groups, it was because they wanted their child to have time to play and socialize with other children.

Type and Frequency of Child Care / Preschool

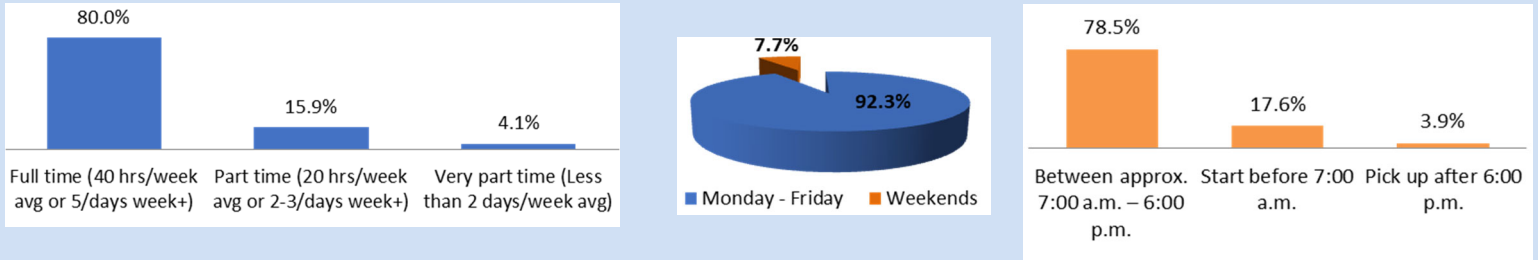
The graph below displays the various paid and unpaid child care/preschool providers that parents use.

Figure14. Main Provider of Child Care or Preschool, by Age Group (n=365)



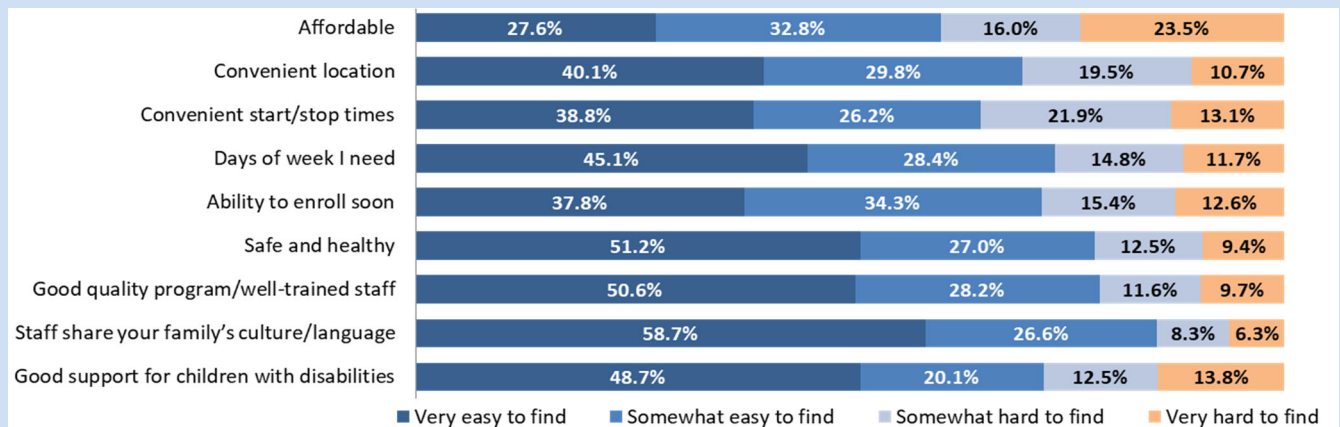
Most (80%) parents said they needed full-time coverage, generally needing it Monday-Friday when it was needed from someone other than themselves or their spouse/partner, and typically between about 7:00 a.m. and 6:00 p.m. Just over 20%, however, said they needed coverage during non-traditional hours.

Figure 15. Frequency, Day of Week, and Time Child Care/Preschool is Used/Needed



All of the parents were shown a list of things families consider when looking for child care/preschool. Figure 16 shows us how easy or hard it was for them to find it for their child/children, whether or not they were using an outside provider.

Figure 16. Level of Difficulty Finding a Provider, by Main Reason (n=268)



Financial Considerations

Among surveyed parents, about 71% reported spending 10%-15% of their monthly on child care or early learning programs. (On average, 1 in 4 families paying for child care spend 10% or more of their income on that care.²) One-third (33.8%) of the Madera respondents received financial assistance for their child care/preschool cost (Figure 18).

Figure 17. Out-of-Pocket Cost

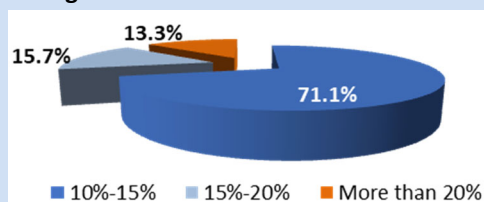
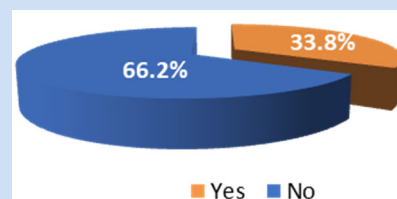


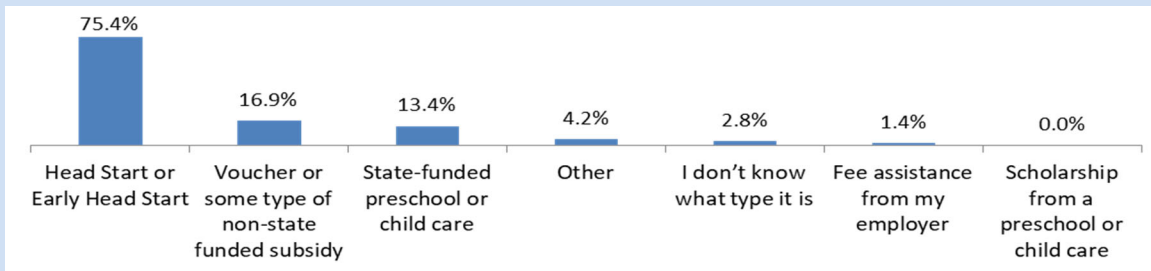
Figure 18. Receipt of Public Assistance for Child Care/Preschool



² <https://carsey.unh.edu/publication/child-care-costs-exceed-10-percent-family-income-one-four-families>

Head Start or Early Head Start was the most common source of financial assistance as Figure 19 shows. The respondents who marked “Other Sources” wrote in: health insurance due to disability; foster care money; Hansel and Gretel Program; and Madera Social Services (which could have referred to one of the other choices.)

Figure 19. Types of Financial Assistance Parents Received to Help Pay for Child Care/Preschool



Additional Parent Concerns / Input

Parents/caregivers attending one of the six focus groups offered the following additional insights and suggestions that could be considered in the updated strategic plan:

- A few families attending the early learning focus groups discussed concern about the “low nutritional value” of the food their children were served and thought there should be more emphasis on providing fresh fruit and vegetables—and helping children to understand their benefits so they would be more likely to make those choices themselves when they reached school-age.
- A number of parents remarked that their children in after-school programs were “just given Tablets” so they “continued to be over-exposed to technology/social media “in favor of personal and outdoor play/social engagement opportunities.”
- When discussing the transition to Transitional Kindergarten (TK)/Kindergarten, some of the families mentioned an overwhelming feeling and the need for better connections between the preschool teacher and TK/K teacher.
- About a quarter of the parents attending community-setting focus groups said how helpful it would be if there were “drop in” arrangements at some child care centers—ones they could develop a trusting relationship with—for those times a parent without local family members to help simply needed to run errands or keep a medical or other appointment “without having to take 2 or 3 children along.”



PROVIDER PERSPECTIVES

Method and Sample. A questionnaire soliciting information about capacity, needs, and suggested improvements was emailed in May 2023 to the LPC list of 66 child care/preschool/after-school providers; 39 of them (a 59% response rate) returned a complete questionnaire, 22% using the Spanish version. The provider input not already reflected in other parts of this report is summarized below.

Table 12. Provider Respondent Characteristics (n=38)

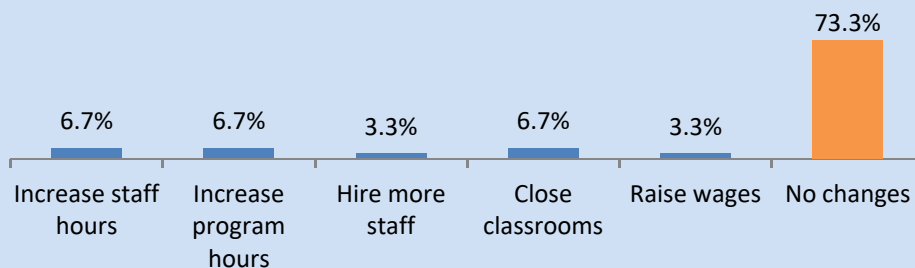
Type of Setting	
Family Child Care Home - Small	10.3%
Family Child Care Home - Large	13.8%
Child Care - Infant Center (Age 0-2 only)	13.8%
Child Care Center Preschool (Age 2-5)	65.5%
School Age Child care Center (Age 5-17)	0.0%
Licensure	
Licensed	84.0%
License-exempt	16.0%
Capacity	
Full-day	52.0%
Part-day	48.0%

Data about local provider supply can be found in the section of this assessment beginning on page 20.

Changes in Operations

To look for effects from COVID, the flux around Transitional Kindergarten and other factors, providers were asked what changes they had made in the last 24 months, such as laying off staff, closing classrooms, reducing staff hours. As the graph in Figure 20 shows, three-quarters (73.3%) of them reported making no operational changes in the centers or child care homes.

Figure 20. Recently-Made Provider Changes (n=30)



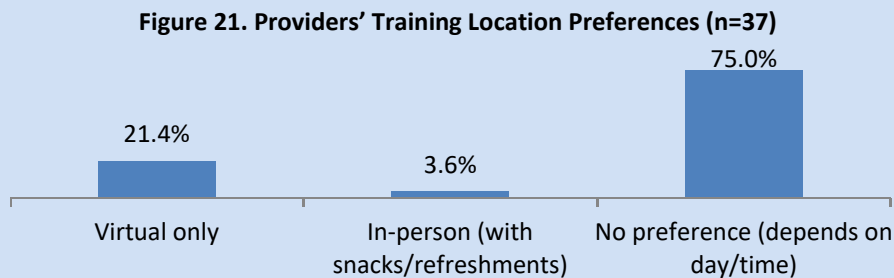
Provider Training

Providers were also asked several questions about attending trainings, should the LPC/partners offer such sessions. The topics of highest interest they identified were learning more about the following:

Provider Training Requests

- The Social Emotional Foundations for Early Learning, or SEL (promoting the social emotional development (learning) and school readiness of young children birth to age 5)
- Screening using the Desired Results Developmental Profile (DRDP) tool
- Frog Street, a Pre-K curriculum dual-language program designed to meet the needs of diverse learners while supporting developmental learning domains
- Learning Genie, a software platform that helps teachers in preparing evidence-based assessments and generate analytical reports
- Program for Infant/Toddler Care Program Assessment & Reflection System (PITC PARS), a resource for observing, documenting, and reflecting on the essential aspects of infant/toddler group care
- Developmentally appropriate practices such as addressing behavioral issues
- Understanding child development/milestones
- Understanding more about autism

The majority of providers, 71.2%, indicated a preference for attending trainings virtually (Figure 21), although about one-quarter said it mainly depended on the time and day of the week.



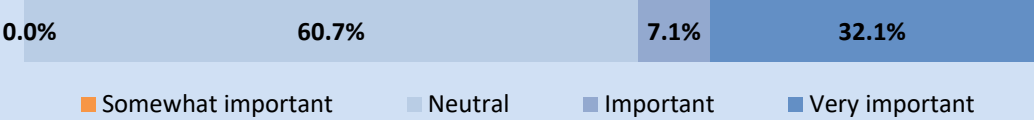
Thursday evenings seemed to be the most common preference for attending training, though Tuesday and Wednesday evenings were nearly as popular a choice (Table 13). However, about three-quarters (73.9%) of the providers indicated that all 4 days of Tuesday, Wednesday, and Thursday evenings and Saturday morning were acceptable; there was definitely very limited interest in attending on a Friday evening.

Table 13. Providers' Preferred Day of the Week to Attend Training (n=37)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Tues/Wed/Thurs/Sat
6:00-8:00 <i>pm</i>	6:00-8:00 <i>pm</i>	6:00-8:00 <i>pm</i>	6:00-8:00 <i>pm</i>	6:00-8:00 <i>pm</i>	9:00-11:00 <i>am</i>	
17.4%	91.3%	82.6%	96.7%	13.0%	83.9%	73.9%

According to one-third (32.1%) of the providers who responded to the survey, being paid a stipend to attend a training was “very important” in their willingness to attend; most (60.7%), however, said they were “neutral” about it (Figure 22).

Figure 22. Importance to Providers of Being Paid to Attend Training (n=39)



Providers’ Suggestions for Increasing Access

Very few of the providers answered the open-ended question inviting them to make suggestions for improving access to quality child care/preschool in Madera County. Those who did said:

- Financial help for families in need
- Higher pay for caregivers to increase quality of care
- Remove parent fees and income restrictions





SUPPLY AND DEMAND

DEMAND

Number of Children in Working Families

Finding quality, affordable child care has long been an issue for working parents. As more and more parents enter the workforce to manage to stay financially afloat—some working two jobs—the importance of child care is more pressing than ever. Research shows access to stable, high-quality child care helps parents increase productivity, miss fewer workdays, and pursue further education.

An estimated 31,408 children age 0-12 live in Madera County, 21,347 (67.9%) of them in homes with parents in the workforce. Using this baseline projection for demand, Table 14 suggests that 82.3% of these working parents earn <85% of the state median income and could need some type of subsidized early learning/child care services. About half (51.1%) of the children live in home with parents earning <100% of the federal poverty level. These estimates represent the maximum potential demand for child care if every parent in the workforce were to enroll to capacity.

Table 14. Number of Children in Madera County in Working Families, 2020

Population/Demand	0-11 mos.	12-23 mos.	24-35 mos.	0-35 mos. Total	Age 3	Age 4	Age 5	Ages 3-5 Total	Ages 6-12	TOTAL
Number of children	1660	2354	2948	6962	1976	2464	2566	7006	17440	31408
Number of children in working families	901	1512	2131	4544	1312	1806	1897	5015	11788	21347
Number of children in working families earning under 85% state median income	750	1318	1899	3967	1287	1487	1617	4391	9215	17573
Number of children in working families earning under 100% of the federal poverty level	540	876	1024	2440	900	571	1042	2513	5961	10914

Source: American Institutes of Research (CELNAR), (five-year estimates, from American Community Survey).

Factors Affecting Demand Estimates

The ability to more accurately predict demand for child care, and estimate changes in supply and capacity, is challenged by several factors the LPC will need to consider when updating the strategic plan.

- As Madera County families shifted into stay-at-home mode during COVID and then into various stages of phased re-openings since then, some parents lost jobs, some parents found new work, some decided not to return to work—and some workplaces transitioned to work-from-home models, making it less clear what a predictable demand for child care really looks like.

- A well-recognized marketplace factor says the estimated *need* for a service, based on various data points, is not always equivalent to the *demand* for it; to create demand, the user must see the value and agree with the necessity of using the product or service, as we learned from the parent input for this assessment.
- Cost, logistical barriers, perceptions about program quality, and cultural/language differences were commonly raised reasons for some focus group and surveyed families’ inability or unwillingness to participate; however, personal barriers like distrust of public and private child care centers and family child care homes was a significant deterrent to enrollment. The trust issue was raised by parents—some who had no children but were pregnant—in each of the community setting focus groups (e.g., Summer Jam, library branches). Home-based care, specifically relative care or, where possible, maternal care, was the strong preference where infant care was going to be needed. Social media stories of providers elsewhere mistreating children or not acting developmentally appropriately have clearly fueled Madera County parents’ fear.
- During the pandemic, facilities that had always had an open-door policy for parents closed them out of necessity. While most are going back to an open-door policy, not all parents are aware of this which may be contributing to some of the unease parents expressed.
- The expansion of the California transitional kindergarten program to eventually include all 4-year-olds moved quickly, which has left some school districts scrambling to find teachers—sometimes “poaching” currently-employed preschool teachers which left those classrooms empty. TK accepts children that just a few years ago would have otherwise been enrolled in a preschool program such as State Preschool, Head Start or a private program. Although TK is intended to be a significant step towards educational equity, the teacher shortage throughout education—hiring and retaining staff—will be another challenge in pinning down demand and capacity until the dust settles.

SUPPLY/CAPACITY

The California Child Care Portfolio, using data gathered by local child care resource and referral programs, presents a unique portrait of child care supply and demand in each county. According to the California Child Care Resource and Referral Network, California Child Care Portfolio (November 2022), in 2021, licensed child care spaces were available for only 25.2% of children ages 0-12 with parents in the workforce in Madera County, though the demand figures displayed in Table 15 below—which imply these are unfilled demands—suggests there could be a higher proportion of unavailability.

Table 15. Percentage of Child Care Requests to Licensed Facilities, by Age Group

Population	Demand
Age 0-2	30%
Age 2-5	40%
Age 6+	29%

California Child Care Resource & Referral Network, California Child Care Portfolio, 2021



Table 16. Requests for Full-Time Care, by Age

Population	Under 2 years	2 Years	3 Years	4 Years	5 Years
All children	88%	98%	100%	96%	98%

California Child Care Resource & Referral Network, California Child Care Portfolio, 2021

Tables 17 and 18 show the number of child care space and sites and the percentage of child care supply, respectively, in Madera County. Except for the drop of one of the sites, the changes between 2019 and 2021 (Table 18) have been positive.

Table 17. Number of Child Care Facilities and Spaces in Madera County

	Licensed Child Care Centers			Licensed Family Child Care Homes		
	2019	2021	% Change	2019	2021	% Change
Total number of spaces	2,202	2,288	4%	1,210	1,316	9%
Age 0-2	86	98	14%			
Age 2-5 years	1,865	1,875	1%			
Age 6+	251	315	25%			
Total number of sites	48	47	-2%	119	127	7%

Source: California Child Care Resource & Referral Network, California Child Care Portfolio, 2021.

Table 18. Child Care Supply in Madera County

	Licensed Child Care Centers	Licensed Family Child Care Homes
Full-time and part-time spaces	44%	96%
Only full-time spaces	29%	4%
Only part-time spaces	27%	0%
Sites offering non-traditional hours	0%	54%

Source: California Child Care Resource & Referral Network, California Child Care Portfolio, 2021.

Care during Non-Traditional Hours

In 2021, 54% of the Madera County child care homes—but none of the child care centers—reported offering evening, weekend, or overnight care as shown in row 4 of Table Y above. Only 4 of the respondents to the Madera County Provider survey reported they had received requests from 10 parents during the last 6 months that they could not accommodate. (Because providers generally do not document this information—and were only estimating for the survey—this number of requests is likely an undercount.) The American Community Survey data in Table 19 suggest 2,805 or 11.6% of Madera County children age 0-12 across all income levels could need care during non-traditional hours.

Table. 19. Estimated Need for Child Care During Non-Traditional Hours

Population	0-11 mos.	12-23 mos.	24-35 mos.	0-35 mos. Total	Age 3	Age 4	Age 5	Ages 3-5 Total	Ages 6-12	TOTAL (Ages 0-12)
All children	54	350	272	676	143	357	267	767	1,362	2,805
All children of parents earning <85% of state median income	54	350	252	656	129	307	254	690	1,273	3,965

Source: American Institutes of Research (CELNAR), (five-year estimates, from American Community Survey).



New Facilities

The LPC is not aware of any facility needs assessments that have been conducted in recent years. COVID derailed many organizations’ building plans since 2020. However, a couple of sites in existing buildings have expanded capacity due to program expansion, for example through state –funded preschools. The full-day center that Madera County Superintendent of Schools (MCSOS) built in 2020 closed in March of that year, but re-opened in July 2021. According to Chowchilla Unified School District, future plans, currently in the discussion phase, include the potential for expanding child development capacity at First 5 Madera County’s Chowchilla site—if that site remains open.

Quality Counts California (QCC) and Other Workforce Development

MCSOS supports resources and support for early child education through several means including the Quality Counts Workforce Pathways Grant. As of April 2023, the grant is at capacity with 77 participants, with program staff continuing to support them in their professional growth goals and child development permits.

QCC provides a system of professional development designed to enhance the educational level of the workforce by placing increased emphasis on professional development and education while requiring retention. This program has increased the educational level of Madera County ECE teachers and providers, as well as placed participants on career pathways that lead to further education, advancement on the Child Development Matrix, and degree attainment. In 2022-23, 17 sites were assessed under a contract with Early Childhood Assessment Professionals (ECAP). The QCC grant also provided quality improvement support to sites that are not state funded.

Other examples of community partnerships, beyond site participation in QCC and CSPP/QRIS, that have occurred to strengthen the early care and education workforce include:

- LPC contracts with community-based organizations for broad trainings/coordination with others’ trainings;
- Career development for students currently in “the teacher pipeline” at Madera Community College;
- First 5 Madera Impact program with training in coaching workshops for in-home providers;
- Help for teachers to achieve 24 ECE unit requirements through Merced Community College;
- Collaboration between Workforce Pathways and First 5 Madera that in 2022-23 provided ASQ-3 and ASQ SE-2 virtual trainings in English and Spanish to 51 participants including parents, family child care providers, library staff and family, friend, and neighbors.
- Ongoing training workshops on multiple topics through Community Action Partnership of Madera County, the R & R resource for the county, such as provider business practices, self-care and trauma-informed care.



ENROLLMENT

Five-year estimates from the American Community Survey (Table 20) show 1,085 (4.5%) of children age 0-12 as enrolled in one of the Madera County CDE-administered programs. Across all household income levels in Madera County, 3.5% of children ages 0-6 in Madera County (compared to 13.0% statewide), were attending preschool, nursery school, or Head Start in 2021, according to the California Health Interview Survey—the nation’s largest household health and human services survey.

Table 20. Number of Children in Madera CDE-Administered Programs, 2020

Type of Program	Age 0-3	Age 3-5	Age 6-12	Total
Licensed Family Child Care Homes	87	149	248	484
Licensed, Center-Based Settings	55	482	116	653
Licensed Exempt Settings	16	20	70	106

Source: American Institutes of Research (CELNAR), (five-year estimates, from American Community Survey).

Children Enrolled In Subsidized Child Development Programs

Table 21 displays the number of children enrolled in various subsidized child care and development programs in 2020. Of the 2,318 children, Head Start was the most common form of child care for infants and toddlers; for preschool-aged children, the California State Preschool Programs and Head Start comprised the largest share of subsidized early education and child care enrollment.

Table 21. Number of Madera County Children Enrolled in Subsidized Programs, 2020

	Age 0 3	Age 3 5	Age6 12
Full Day Center (CCTR)	22	7	11
CA State Preschool (CSPP) Full Day	0	114	0
CA State Preschool (CSPP) Part Day	0	248	0
Family Child Care Home Education Networks (CFCC)	0	0	0
Migrant Education	20	28	0
Alternative Payment (CAPP)	55	95	197
CalWORKS Stage 1 ¹	37	113	105
CalWORKS Stage 2	43	81	100
CalWORKS Stage 3	15	48	102
Head Start/Early Head Start	177	433	NA
Afterschool Education Program (ASES)	0		
Transitional Kindergarten	0	282	NA
TOTAL	366	1,446	506

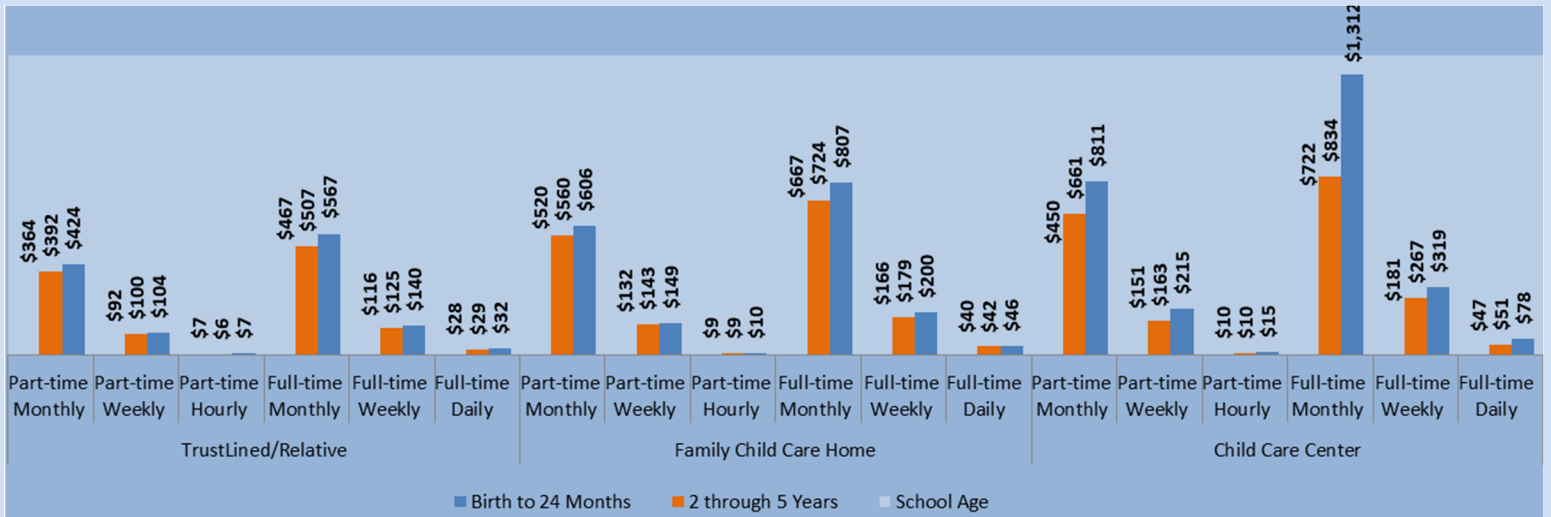
Source: American Institutes of Research (CELNAR), (five-year estimates, from American Community Survey). Madera County Department of Social Services.¹Stage 1 figures are 2022.

COST OF CARE

Reimbursement Ceilings for Subsidized Child Care

The Regional Market Rate is the maximum dollar amount that is reimbursed by state child care subsidies. It often is the driving force of the average rates of child care. The Regional Market Rate ceilings for licensed providers on January 1, 2022 (Figure 23) were established at the 75th percentile of the Regional Market Rate ceilings the prior year. At that time as well, reimbursement to licensed exempt care was 70% of the commensurate Family Child Care Home Rate.

Figure 23. Maximum Reimbursement for Child Care Centers, Madera County, January 2022



Source: CA Department of Social Services, <https://rcsc.adm.dss.ca.gov/index.aspx>

ESTIMATED UNMET NEED

Using a variety of data sources, each with some inadequacy or inconsistency, Table 22 on the next page creates an estimate of the supply of and demand for child care in Madera County. (The estimate of unmet need for subsidized early learning and care based on income-eligibility for each age group *by zip code* can be found in Attachment 4.) These figures do not take into account the demand issues (parent anxiety/reluctance to enroll) and other challenges discussed above.

Table 22. Income-Eligibility and Estimated Need for Subsidized Early Learning and Care Programs, 2020

Population	0-11 mos.	12-23 mos.	24-35 mos.	0-35 mos. Total	Age 3	Age 4	Age 5	Ages 3-5 Total	Ages 6-12	TOTAL (Ages 0-12)
Number of children	1,660	2,354	2,948	6,962	1,976	2,464	2,566	7,006	17,440	31,408
Number of children eligible for subsidized child care (based on income and qualifying need)	799	996	1,440	3,235	1,119	1,138	1,461	3,718	8,701	15,654
Total enrollment in publicly subsidized programs (for income-eligible and qualifying need for care unmet need report)	43	91	198	332	282	765	137	1,204		1,536
Number unmet need - based on income eligibility and need for care	756	905	1,242	2,903	837	373	1,324	2,514	1,362	6,779
Percent unmet need - based on income eligibility and need for care	94.6%	90.9%	86.3%	89.7%	74.8%	32.8%	90.6%	67.6%	49.8%	NA

Source: American Institutes of Research (CELNAR), (five-year estimates, from American Community Survey).

For estimates of unmet need for subsidized early learning and care by zip code for each age group, refer to Appendix 4.

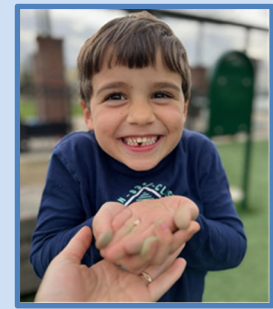
PRIORITIES

In 2021-22, the LPC designated priority status to the 12 Madera County zip codes for each early learning and care category (Table 23). Notably, between 8 and 10, or about three-quarters, of the zip codes for the three age group categories were identified as priority 1's. These priorities have not changed significantly in the last two years and have driven the recent activities of the LPC partners.

Table 23. Madera County Priorities for Early Learning Site Expansion, 2021-22

Category	Number of Zip Codes		
	Priority 1	Priority 2	Priority 3
Infant Toddler Full-Day Care (CCTR)	8	2	2
CA State Preschool (CSPP) Full-Day and Part-Day	8	3	1
School-Aged Care (CCTR)	10	2	0

Madera County LPC, 2021.



EMERGENCY PREPAREDNESS

The California Child Care Disaster Plan is part of the State of California Emergency Plan to provide guidance for communication and coordination in the event of a disaster that affects the child care infrastructure. The California Child Care Disaster Plan provides information and resources to support child care providers, children in their care, and their families before, during, and after an emergency or disaster.

In Madera County, the Sheriff's Office of Emergency Services (OES) is responsible for the day-to-day administration of the County's disaster preparedness and response program. It is also responsible for maintaining the County's Emergency Operations Center (EOC), as well as coordinating EOC activities during a disaster. The OES also serves as an agent between State OES and the cities, special districts and unincorporated areas of Madera County. During a disaster, this includes gathering information on the County's emergency response needs, assessing county and state resources, and facilitating the acquisition, use and coordination of those resources.

Madera County is vulnerable to a wide range of disasters including flooding, wildfires, earthquakes, landslides, hazardous materials incidents, transportation accidents and droughts. There is also potential for a public health and agricultural emergencies as well.

Emergency preparedness for child care programs is important because of the high potential for some sort of emergency. In an emergency, child care providers are on the front lines to keep children and staff safe. Accordingly, the National Health and Safety Performance Standards Guidelines for Early Care and Education Programs suggests that facilities should develop and implement a written plan that describes the practices and procedures they use to prepare for and respond to emergency or disaster situations. The plan gives child care providers an opportunity to think of how to respond to various scenarios before they happen. Emergency plans are required by:

- State licensing
- Quality Rating and Improvement Systems (QRIS)
- Child Care and Development Fund (CCDF)
- Head Start Performance Standards
- Accreditation Standards

There are many emergency plan templates available online to child care/preschool providers to use as a reference in developing their individual facility plans.

Because the LPC draws members from partner agencies like Madera County Department of Public Health, CSPP, CCTR, Head Start, First 5, Madera County Child Abuse Prevention Council, Chowchilla Unified, and the City Council—where plans and procedures are being implemented—they are shared as part of the public LPC meetings and then shared throughout the county with families.



APPENDICES

APPENDIX 1

LPC Executive Committee*

Monica Ramirez, Chairperson First 5 Madera Community	Danny Morris, Co-Chairperson Madera County Department of Social Services Consumer
Sharon Diaz Madera County Department of Social Services Public Agency	Tina Luera Madera Community College Discretionary
Nathalie Gomez Madera County Superintendent of Schools Public Agency	Thien Huynh Madera Unified School District Consumer

LPC Committee*

Monica Ramirez, Chairperson First 5 Madera Community	Danny Morris, Co-Chairperson Madera County Department of Social Services Consumer
Sharon Diaz Madera County Department of Social Services Public Agency	Tina Luera Madera Community College Discretionary
Tina Najarian Madera Unified School District State Preschool Provider	Nathalie Gomez Madera County Superintendent of Schools Public Agency
Jessica Drake Madera County Superintendent of Schools Provider	Jacklyn Jones Madera County Superintendent of Schools Consumer
Leticia Murillo Community Action Partnership of Madera County Provider	Thien Huynh Madera Unified School District State Preschool Consumer
Artemio Villegas City Council of Madera Community	Patricia Sandoval Chowchilla Elementary School District Discretionary
Emily Baldwin Madera County Department of Public Health Public Agency	Gabirelle Sibley Madera County Child Abuse Prevention Council Consumer
Eric Griffin Chowchilla Unified School District Discretionary	

*At the time of this Needs Assessment report.

COMMUNITY INPUT SOURCES

The LPC appreciates the participation of the following individuals and organizations that helped to inform this assessment



Key Informant Interviews

(In alphabetical order by first name)

Individual	Affiliation/Organization
April Cox	North Fork Rancheria of Mono Indians of California
Danny Morris	Madera County Department of Social Services
Eric Griffin	Chowchilla Elementary Unified School District
Erika Wright	First 5 Madera County
Gabriella Sibley	Madera County Child Abuse Council
Jacklyn Jones	Madera County Superintendent of Schools
Juliet Okonkwo	Madera County Superintendent of Schools
Leticia Murillo	Community Action Partnership Madera County
Monica Ramirez	First 5 Madera County
Nathalie Gomez	Local Child Care Planning Council
Norma Blanco	Community Action Partnership Madera County
Sharon Diaz	Madera County Department of Social Services
Tina Luera	Madera Community College
Tina Najarian	Madera Unified School District
Yosimi Santoyo	First 5 Madera County

Parent Focus Group Hosts/Sites

(In appreciation to the following)

Event	Sponsoring Organization
Summer Jam	First 5 Madera County
Preschool parent information meeting	Madera Unified School District
Parent Story Time	Madera Library
Pre-K University	First 5 Madera County
Preschool parent meeting	Washington Elementary School
Parent Story Time/parent general meeting	Chowchilla Library



An Overview of California Subsidized Child Care and Development Programs

VOUCHER-BASED CHILD CARE

DEFINITION	Provides vouchers for families to obtain care of their choice in licensed child care centers, licensed family child care homes, or license-exempt care.
CalWORKs Stage One Child Care	Provides child care when CalWORKs families first become engaged in welfare-to-work activities. The California Department of Social Services administers this program through county welfare departments and enrolled families are able pay for in-home license-exempt child care with their Stage One voucher. Families can stay until they have been off cash aid for 24 months.
CalWORKs Stage Two Child Care (C2AP)	CalWORKs families move to this program when the county welfare department determines they are stable. They can remain in Stage Two or Stage One until they have been off cash aid for 24 months. CDSS contracts with Alternative Payment Program (APP) agencies to administer this program. Families are not able to pay for in-home license-exempt child care with their voucher.
CalWORKs Stage Three Child Care (C3AP)	Families that have exhausted 24 months of the previous stages after they have been off cash aid transition to this level. This CDSS-administered program provides care if funding is available, and if the family's income remains at or below 85% of the state median income. Families are not able to pay for in-home license-exempt child care with their voucher.
Alternative Payment Program (CAPP)	Uses federal and state funding to provide vouchers for eligible low-income families; helps families enrolled in CalWORKs Child Care or CAPP arrange child care services and makes payment for those services directly to the child care provider selected by the family.
Migrant Alternative Payment Program (CMAP)	Issue vouchers to eligible, migrant families that can be used to purchase child care and development services with child care providers throughout California's central valley; provides services for children 0-12 years, and for older children with exceptional needs. Funding follows families as they move from place to place for agricultural work.
Emergency Child Care Bridge Program for Foster Children	Addresses child care needs as a barrier for families otherwise willing to bring a child in the foster care system into their home, and for parenting youth in the foster care system. It provides time-limited vouchers for child care and child care navigator services.

DIRECT CONTRACTS – TITLE 5 SUBSIDIZED CHILD CARE

DEFINITION	Center-based direct-contract child care and development programs are administered by CDSS and the California Department of Education (CDE). The State contracts directly with child care centers and Family Child Care Home Education Networks for a fixed number of child care slots.
General Child Care and Development (CCTR)	State and federally funded programs that use centers and family child care home networks operated or administered by either public or private agencies and local educational

agencies; provides child development services for children age 0-12, and older children with exceptional needs. The programs also provide meals and snacks, parent education, referrals to health and social services for families, and staff development opportunities.

Migrant Child Care and Development Programs (CMIG)

Uses centers and family child care home networks operated or administered by either public or private agencies and local educational agencies. These programs provide child care and development services for children age 0-12, and older children with exceptional needs. The programs also provide meals and snacks, parent education, referrals to health and social services for families, and staff development opportunities.

Children with Severe Disabilities (CHAN)

Provides federal and state funds for providing children with exceptional needs with additional access to child care and development programs up to 21 years of age.

Family Child Care Education Home Networks (CFCC)

Consortia of licensed family child care homes that provide child care and development services, parenting education, social and health services referrals. They also provide training for child care providers and their staff as well as quality assessments of participating licensed family child care homes, development profiles for enrolled children and support parent involvement.

California State Preschool Program (CSPP)

Administered by the California Department of Education (CDE); provides both part-day and full-day services that provides developmentally, culturally, and linguistically appropriate curricula for the children served. The program also offers meals to children, parent education, referrals to health and social services and staff development opportunities. It is administered by the CDE through local educational agencies, colleges, community-action agencies, and private nonprofit agencies.

Estimate of Unmet Need for Subsidized Early Learning and Care Based on Income-Eligibility: By Zip Code

Age 0-3

Report for 2020		Population/Demand								Enrollment				Estimate of Unmet Need							
County / District / Zip Code		Number of children				Number of children eligible for subsidized child care				Total enrollment in publicly subsidized programs				Number unmet need-based on income-eligibility and need for care				Percent unmet need-based on income-eligibility and need for care			
		0-11 mo.	12-23 mo.	24-35 mo.	0-35 mo.	0-11 mo.	12-23 mo.	24-35 mo.	0-35 mo.	0-11 mo.	12-23 mo.	24-35 mo.	0-35 mo.	0-11 mo.	12-23 mo.	24-35 mo.	0-35 mo.	0-11 mo.	12-23 mo.	24-35 mo.	0-35 mo.
Madera	Percent of Zip Code Allocation	1660	2354	2948	6962	799	996	1440	3235	43	91	198	332	756	905	1242	2903	94.62	90.86	86.25	89.74
93601	94.8	21	30	37	88	10	12	18	40	0	0	0	0	10	12	18	40	100	100	100	100
93604	100	7	9	12	28	3	4	6	13	1	0	1	2	*	*	*	11	*	*	*	84.62
93610	98.9	263	374	467	1104	127	158	227	512	1	3	10	14	126	155	217	498	99.21	98.1	95.59	97.27
93614	100	128	181	227	536	62	77	111	250	0	0	2	2	62	77	109	248	100	100	98.2	99.2
93622	7.4	129	155	176	460	42	67	73	182	1	1	2	4	41	66	71	178	97.62	98.51	97.26	97.8
93626	30.4	19	19	21	59	9	8	9	26	0	0	0	0	*	*	*	26	*	*	*	100
93636	100	131	186	233	550	63	79	114	256	1	1	2	4	62	78	112	252	98.41	98.73	98.25	98.44
93637	100	415	589	737	1741	200	249	360	809	3	12	36	51	197	237	324	758	98.5	95.18	90	93.7
93638	100	540	765	958	2263	260	324	468	1052	5	21	53	79	255	303	415	973	98.08	93.52	88.68	92.49
93639	100																				
93643	100	35	49	62	146	17	21	30	68	0	0	0	0	17	21	30	68	100	100	100	100
93644	100	95	134	168	397	46	57	82	185	0	0	1	1	46	57	81	184	100	100	98.78	99.46
93645	100	3	5	6	14	2	2	3	7	0	0	0	0	*	*	*	*	*	*	*	*
93653	91.3	13	18	23	54	6	8	11	25	0	0	2	2	*	*	*	23	*	*	*	92
93669	100	3	5	6	14	2	2	3	7	0	0	0	0	*	*	*	*	*	*	*	*
93720	0.3	640	675	529	1844	237	345	189	771	1	5	8	14	236	340	181	757	99.58%	98.55%	95.77%	98.18%

Source: U.S. Census, American Community Survey, 5-year Estimates

Age 3-5

Report for 2020		Population/Demand								Enrollment				Estimate of Unmet Need							
		Number of children				Number of children eligible for subsidized child care				Total enrollment in publicly subsidized programs				Number unmet need-based on income-eligibility and need for care				Percent unmet need-based on income-eligibility and need for care			
County / District / Zip Code		Age 3	Age 4	Age 5	Age 3-5	Age 3	Age 4	Age 5	Age 3-5	Age 3	Age 4	Age 5	Age 3-5	Age 3	Age 4	Age 5	Age 3-5	Age 3	Age 4	Age 5	Age 3-5
Madera	Percent of Zip Code Allocation	1976	2464	2566	7006	1119	1138	1461	3718	282	765	137	1204	837	373	1324	2514	74.8	32.78	90.62	67.62
93601	94.8	25	31	33	89	14	14	18	46	0	1	1	2	14	13	17	44	100	92.86	94.44	95.65
93604	100	8	10	10	28	4	5	6	15	0	0	0	0	*	*	*	15	*	*	*	100
93610	98.9	313	391	406	1110	177	181	231	589	8	28	8	46	169	153	223	543	95.48	84.53	96.54	92.19
93614	100	152	190	198	540	86	88	112	286	1	5	1	8	85	83	111	278	98.84	94.32	99.11	97.2
93622	7.4	143	149	144	436	74	81	70	225	6	81	11	97	68	*	59	128	91.89	*	84.29	56.89
93626	30.4	19	25	18	62	11	14	10	35	1	0	0	1	10	14	10	34	90.91	100	100	97.14
93636	100	156	195	203	554	88	90	115	293	2	18	0	22	86	72	115	271	97.73	80	100	92.49
93637	100	494	616	642	1752	280	285	365	930	37	179	27	248	243	106	338	682	86.79	37.19	92.6	73.33
93638	100	642	801	834	2277	364	370	475	1209	60	310	48	426	304	60	427	783	83.52	16.22	89.89	64.76
93639	100																				
93643	100	41	52	54	147	23	24	31	78	0	0	0	0	23	24	31	78	100	100	100	100
93644	100	113	140	146	399	64	65	83	212	2	9	1	12	62	56	82	200	96.88	86.15	98.8	94.34
93645	100	4	5	5	14	2	2	3	7	0	1	0	2	*	*	*	*	*	*	*	*
93653	91.3	16	19	20	55	8	9	11	28	0	0	0	0	*	*	11	28	*	*	100	100
93669	100	4	5	5	14	2	2	3	7	0	0	0	0	*	*	*	*	*	*	*	*
93720	0.3	630	724	608	1962	279	365	233	877	10	132	12	149	269	233	221	728	96.42%	63.84%	94.85%	83.01%

Source: U.S. Census, American Community Survey, 5-year Estimates

Age 6-12

Report for 2020		Population/Demand
		Number of children eligible for subsidized child care
Madera	Percent of Zip Code Allocation	8701
93601	94.8	110
93604	100	35
93610	98.9	1379
93614	100	670
93622	7.4	595
93626	30.4	85
93636	100	687
93637	100	2175
93638	100	2828
93639	100	
93643	100	183
93644	100	496
93645	100	17
93653	91.3	67
93669	100	17
93720	0.3	2022

Source: U.S. Census, American Community Survey, 5-year Estimates